



INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Menlo Park

Program Review

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Business, Design & Workforce

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

All program goals are supported by this request.

External Funds Expiration Date.

06/30/2032

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

This resource request is vital for effectively closing the equity gap within our community. The position will facilitate targeted outreach and marketing efforts aimed at engaging diverse and previously underserved student populations, ensuring they have equal access to opportunities and resources.

By prioritizing inclusivity, this role will not only promote equitable participation in our programs but also help us create a welcoming environment for all. Furthermore, the position will support the systematic collection of community data, enabling us to make informed, data-driven decisions that directly address the specific needs of our diverse populations.

These strategic initiatives represent just a few of the impactful ways this role will contribute to closing the equity gap, ultimately fostering a more equitable and inclusive environment for everyone.

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

This resource request is designed to directly support Latinx and AANAPISI (Asian American Native American Pacific Islander Serving Institutions) students in several impactful ways.

First, the position will focus on tailored outreach efforts that specifically target these communities, ensuring that Latinx and AANAPISI students are aware of and have access to essential resources and opportunities. By conducting targeted outreach efforts, marketing materials, and engagement strategies, we can build trust and encourage participation.

Additionally, this role will assist with the goal of providing comprehensive support services, such as college and career counseling, mentorship programs, SparkPoint, and other services. By collaborating with local organizations and stakeholders, the position will help students reach their career and professional goals while meeting their needs.

Furthermore, the collection and analysis of data regarding these student populations will enable us to identify

Resource Requests

specific needs and tailor our offerings accordingly. This data-driven approach ensures that we are responsive and accountable in our efforts to support Latinx and AANAPISI students.

In summary, this resource request is essential for fostering an inclusive environment that actively promotes the success and well-being of Latinx and AANAPISI students, ensuring they have the support they need to thrive.

Justification

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

This position is currently the sole representative at the Menlo Park site, serving as a crucial liaison between our Menlo Park Site and the main college campus. The role encompasses a range of responsibilities, including overseeing daily operations, providing dedicated support to both current and prospective students, collaborating closely with instructors, and spearheading marketing and outreach efforts within the local community. As the primary personnel—aside from the Director—this position plays an essential role in supporting the Menlo Park site. Once the grant concludes, this individual will be the only support available, aside from the Director, who is also managing multiple other projects, programs, and supports. Given this context, the importance of this position cannot be overstated; it is vital for the success and sustainability of the Menlo Park site, especially as we aim to expand our impact at the new JobTrain location. The current coordinator also works closely with the Director to develop and implement a new marketing plan with targeted strategies to increase student enrollment, particularly among . By building relationships with local high schools, community organizations, and other stakeholders, the coordinator could help ensure that more students are aware of the educational opportunities available at the college.

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

The coordinator position is pivotal in tracking and analyzing student data to identify trends and areas for improvement. This role involves administering a comprehensive community survey to gather essential insights into local needs. By collecting this data, the coordinator, alongside the Director, can make informed decisions that directly influence program development, ensuring the college continuously enhances its efforts to support student success.

Currently, the coordinator is collaborating closely with the Director to develop and implement a strategic marketing plan with targeted strategies aimed at increasing student enrollment, particularly in the key demographics outlined in the Educational Master Plan (EMP). By building robust relationships with local high schools, community organizations, and other stakeholders, the coordinator can significantly raise awareness about the educational opportunities available at the site, thereby encouraging more students to pursue their goals.

Moreover, the coordinator serves as a crucial liaison between the college, site, and the local community, fostering trust and rapport. This engagement ensures that community voices are heard and their needs are met, which is vital for creating a supportive educational environment. The coordinator is also actively working with the Outreach Team to participate in community events and outreach initiatives at local high schools, promoting the site's offerings and fostering a sense of connection between the site and the surrounding community.

In summary, the coordinator plays an essential role in the functioning of the site. With a focus on expansion and enhancement, this position is crucial for building a strong foundation that supports student success and community engagement. By ensuring effective communication and collaboration, the coordinator helps drive positive change within the college and the community it serves.

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

Continuing to fund this position is essential for strengthening our division, as it is the only dedicated role at the Menlo Park site. Without this vital support, we risk losing daily oversight, which could lead to operational challenges and missed opportunities. This position is crucial not only for the ongoing success and growth of the Menlo Park site but also for fostering engagement and support within the local community. By ensuring its continuation, we safeguard our commitment to delivering impactful services and building strong connections that benefit and serve the community.

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

If this position is not transitioned to other funding sources once the grant expires, we risk losing vital daily oversight and the opportunity to further develop and enhance the Menlo Park site. This role is critical for ensuring the site operates effectively and efficiently. Without it, we would face significant challenges in maintaining daily operations. As we look to expand our offerings and increase our involvement at the new JobTrain site, this position becomes even more essential, serving as the primary point of contact on a day-to-day basis. In short, without this role, the Menlo Park site cannot function or thrive.

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

This resource request is vital for effectively closing the equity gap within our community. The position will facilitate targeted outreach and marketing efforts aimed at engaging diverse and previously underserved student populations, ensuring they have equal access to opportunities and resources.

By prioritizing inclusivity, this role will not only promote equitable participation in our programs but also help us create a welcoming environment for all. Furthermore, the position will support the systematic collection of community data, enabling us to make informed, data-driven decisions that directly address the specific needs of our diverse populations.

These strategic initiatives represent just a few of the impactful ways this role will contribute to closing the equity gap, ultimately fostering a more equitable and inclusive environment for everyone.

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

This resource request is designed to directly support Latinx and AANAPISI (Asian American Native American Pacific Islander Serving Institutions) students in several impactful ways.

First, the position will focus on tailored outreach efforts that specifically target these communities, ensuring that Latinx and AANAPISI students are aware of and have access to essential resources and opportunities. By conducting targeted outreach efforts, marketing materials, and engagement strategies, we can build trust and encourage participation.

Additionally, this role will assist with the goal of providing comprehensive support services, such as college and career counseling, mentorship programs, SparkPoint, and other services. By collaborating with local organizations and stakeholders, the position will help students reach their career and professional goals while meeting their needs.

Furthermore, the collection and analysis of data regarding these student populations will enable us to identify specific needs and tailor our offerings accordingly. This data-driven approach ensures that we are responsive and accountable in our efforts to support Latinx and AANAPISI students.

In summary, this resource request is essential for fostering an inclusive environment that actively promotes the success and well-being of Latinx and AANAPISI students, ensuring they have the support they need to thrive.

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
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Support innovative teaching that creates more equitable and antiracist learning environments

Resource Requests

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

Dean/Director/Hiring Supervisor Name

Jasmine Jaciw

Date

10/17/2024



Cañada College

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Accounting

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Anthropology

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.

The Anthropology program introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity and equity. The program relates to our college's vision in that Anthropology provides equitable education. Students from diverse backgrounds take Anthropology as part of their G.E. requirements to achieve their educational goals. The perspective of Anthropology can be applied to any discipline due to its holistic nature. Topics of discussion that relate to the values of the college include Social Justice, Racial Equity, Community engagement, Academic Excellence, Sustainability, Cultural Empathy. The courses are Student-Centered with an emphasis on discussion, dialog, and field trips. The learning center, library, DSPS, Learning Center, STEM center, Sparkpoint, Dream Center support students taking Anthropology courses.

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."

Physical Anthropology courses (ANTH 125 and ANTH 126) have been renamed to Biological Anthropology to reflect this change at CSUs and UCs in California.

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.

The U.S. Bureau of Labor Statistics reports that employment of anthropologists and archeologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. Many of the openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Anthropologists and archeologists typically work in research organizations, government, and consulting firms. Although most work in offices, some analyze samples in laboratories or do fieldwork.

California has the highest employment level for Anthropologists and Archaeologists in all of the United States. Employment per thousand jobs is 0.08 (reported by the U.S. Bureau of Labor Statistics). The median annual wage for anthropologists and archeologists was \$61,910 in May 2021, with an average of \$29.76 per hour. Our college offers both an AA and AA-T to meet the undergraduate transfer requirements in Anthropology for CSUs and UCs.

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?

none

Program Review

5A. Progress Report - IPC Feedback

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

This review, I included wage information as requested.

Full-time faculty and office space is not "left over" from a previous program review. These are essential requirements for the program to have a presence on campus. Anthropology also deals with sensitive topics, so faculty need their own office, not in a "shared" space.

Updated technology in the classroom as requested. We no longer have a DVD/VHS player.

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.

All goals have been met.

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?

Resource requests were met. Models of skulls help students in class who are tactile learners.

Access to

JSTOR allows students to write professional arguments and strong discussion board posts, sourcing current literature in the field also allowing Anthropology courses to be ZTC. The ethnographic database and films on Kanopy transport students to another culture. Professional development support has allowed faculty in the department to improve PowerPoint slides, stay current in their field, and give papers at professional conferences.

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."

The Anthropology department supports one full-time faculty, and one part-time faculty.

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.

The Anthropology department has recently experienced a decrease in enrollment, especially in face-to-face classes. For ANTH 110, 125, and 126 enrollment is significantly higher online than when offered as hybrid or face-to-face section. The overall success and withdraw rates look good, though ANTH 200 has a noticeably lower 5 year success rate, compared to the other classes in Anthropology. ANTH 200 has not been offered since the last program review, so this data is difficult to compare. It will be offered again Spring 2024.

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?

There were no significant changes in course offerings over the past 2 years. Summer, Fall, Spring the same courses are offered and "rolled over" so students and counselors can make educational plans. No courses have been canceled since the last program review.

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As stated in response to the previous question, the Anthropology department has recently experienced a decrease in enrollment, especially in face-to-face classes.

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.

The course scheduling is successful as no courses have been cancelled during the last 2 years. As enrollment began declining, section count decreased from 14 to 12 per academic year. Students who are Anthropology majors have been able to take all of the courses in the AA-T as they have been offered during this time. I would encourage more hybrid and online classes to be offered as the demand is for this modality and not face-to-face. We currently only offer Anthropology courses, which are core courses in the Anthropology AA-T degree; ANTH 200 the exception. It transfers but is outside the core, so it is only offered every few years.

Yes, more marketing support for the social sciences and Anthropology would be of help as face-to-face classes continue to be low enrolled. We cannot change the market for what students want, so I would encourage more online sections to be added for Anthropology to meet student demand.

Anthropology job market is also increasing, so students need to be aware of Anthropology as a career choice.

The U.S. Bureau of Labor Statistics reports that employment of anthropologists and archeologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. One additional goal may be to increase messaging and student opportunity for careers in Anthropology.

Anthropology is a career path to many fields, including crime scene investigation, cross-cultural training, and cultural resource management for construction industry. Anthropologists can be found in corporations, all levels of government, educational institutions and non-profit associations. Anthropologists work in disaster areas, including Ground Zero in New York and the Gulf Coast in the aftermath of hurricane Katrina.

There are terrific videos and examples of Anthropologists working in real life careers at these websites

<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783>

<https://careercenter.americananthro.org/article/where-anthropologists-work>

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?

Yes, it is possible for a student to complete the AA and AA-T degree in Anthropology while only completing courses at Canada College.

The college can help improve student completion and success by adding in more online sections to meet student demand. The college can also help through advertising Anthropology courses through career education.

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?

No areas for equity and disproportionate impact exceeded the margin of error, but it is harder to detect this in smaller populations.

The college can continue to support the Anthropology department by offering courses in Anthropology, allowing the courses to continue to be ZTC through offering funding for the library (to support subscriptions to JSTOR and Kanopy, for example), offering students' services for support,

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funding professional development for faculty, and providing instructional material appropriate for Anthropology courses through funding resource requests and guest speakers.

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 success rate for online courses offered by the Anthropology department is higher than face-to-face courses by 7%. Students are successful with multiple weekly due dates of assignments, and being able to plan their time with assignments posted well ahead of time. Offering the course online helps their success in allowing students to balance their life (childcare, cost to get to campus, work, etc. etc.) with class. Withdraw rate for the department is low, and success rate for the department is high.

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.

Yes, all active courses are being systematically assessed over a three-year cycle with a 100% completion rate.

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?

Strategies include teaching thematically, ordering resources, and funding professional development for faculty to help teach multiple subjects within Anthropology.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: “Evaluate diverse viewpoints related to the human experience,” “Analyze Social Science concepts and theories,” and “Produce evidence-based arguments.” When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate

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diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs

<https://canadacollege.edu/prie/dashboards/disproportionate-impact.php>

https://canadacollege.edu/prie/data-packets/2022-packets/ANTH_Full-Packet.pdf

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

ANTH

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

One-time Cost

Map Request to College Goals and Strategic Initiatives



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Art & Art History

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.

The Art Department is committed to providing quality instruction in Studio Art and Art History to the diverse population served by the college. The Art Department focuses on students' personal development and academic success. The courses in the department are primarily transfer courses, but they also serve Lifelong Learning. The Studio Art courses provide Career Technical skills to students in the Fine Arts as well as the Design Arts. The Art History courses offer students a solid foundation for careers in museums, business, and education. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

The Art Department relies heavily on the resources available to students in the college Library and Learning Center, especially in the areas of research (Library) and writing skills (Writing Center) for essays and papers.

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.

No known changes.

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?

The Art and Art History Department has undergone major curricular changes in modes of delivery due to the impact of the COVID pandemic.

Prior to the outbreak (and temporary college lockdown) we offered only Face-to-Face classes in both Art Studio and Art History. Overnight we pivoted to all Distance Education methods of delivery. This was very challenging, and required an immediate response from faculty to train in new methods of content delivery and instruction. During the course of the pandemic (and its gradual aftermath) the modalities of curricular offerings have changed:

- We submitted all our core courses for DE certification, and they were approved
- We now offer Art History courses Online (asynchronous), Hybrid, Face-to-Face, and Late Start Mini-mesters
- Studio Art courses were taught Online (synchronous) during the pandemic, and are currently taught Face-to-Face

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A new course, Art 131 - *Art Goes to the Movies*, was offered in Spring 2023 as a Face-to-Face class. The course had a healthy enrollment (45 students), and received a very positive response. The student persistence and success rate was excellent.

5A. Progress Report - IPC Feedback

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

9B. SLO Assessment Impact; Recommendations/Information needed: Strategies implemented/plan to implement, and 2) Specific examples. Comments: "What specific strategies have you implemented or plan to implement based on the results of your SLO assessment?"-

Based on the SLO assessments and results, there are no trends that point to a need for curricular changes, whether in a specific course or program wise. In the Studio Arts courses, since one can assess success in an area as it happens, the instructor will usually respond with more emphasis in one concept or skill development during the term. Each section, each semester, we see variance in student abilities and skill level.

In Art History the strategies and results are explained in the SLO reports. As in the Art Studio area, there are no trends that point to a need for curricular changes. The ongoing challenge, shared across disciplines, is that students are less and less prepared for college level work. Since Art History courses are GE transferrable, we consider it our responsibility to prepare students in learning skills and habits of mind that will carry over in their four year college experience. This is a challenge addressed in the SLO reports.

10. PLO Assessment: Recommendations / Information needed: 1) Evidence of Assessment Plan, and 2) Further description of assessment plan. COMMENTS: "A definite, implemented PLO Assessment Plan is needed. All PLOs need to be assessed once during the 3-year cycle."

The PLO's are a special challenge for the Art Department, because of the complexity of how a "program" is defined in our area. The PLO's were originally determined based on the concept of an "Arts Program", which includes Art Studio, Art History, Music, Drama, and Dance. These are all very different disciplines with very different strategies and outcomes. We have struggled with this for a long time, and hoped to have institutional support with a position for an Arts Coordinator. This hasn't happened. Therefore, we find ourselves in the Art Department trying to assess our program according to a much more broadly based definition than what we are actually able to assess in our classes.

After much deliberation (and unsuccessful attempts to resolve a meaningful way to assess our classes, which also have very diverse approaches to learning and success), we have decided to interview our Art Studio majors and our Art History majors at the end of every semester. We will present them with the Arts Program PLO's, and ask them to evaluate how successful their experience was in fulfilling the outcomes of the PLO's.

We did this in Art History, and the results were not very revealing, except that they enthusiastically answered "yes" to whether they felt the Art Program PLO's had been successfully achieved for them. We learned that our students felt their experience in our arts program was exceptional. We plan on consulting with our PLO Assessment Coordinator about more effective ways to assess our PLO's, and to capture anecdotal information in a formal, institutional way.

OVERALL RECOMMENDATIONS : "As you work with PRIE to get more appropriate data, move toward using this data more in your planning and decision-making processes. Work with the Assessment Coordinator to develop a PLO Assessment Plan."

We can work with the Assessment Coordinator, but this will have to be in concert with our colleagues in Music, Drama, and Dance, if we continue to be organized this way in the academic structure.

UPDATE: Our intentions to work with the Assessment Coordinator to develop a PLO Assessment Plan were sidelined by the needs of responding to the COVID crisis, and the departure of our Studio Art full-time faculty member. We are working with our colleague in Music at the current time to seek help from the Assessment Coordinator (once the Assessment Coordinator position is filled).

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.

Objective/Goal: Maintain Studio Art Facilities and teaching equipment

Action Plans 2019-2020 - Facilities: Replace the venetian blinds in 3-260 with sturdy and easy to use blinds that can block out the light and darken the room sufficiently to view projections of artwork on the screen. These will be constantly raised and lowered so they must be of lasting quality. (Active)

UPDATE: The venetian blinds have been purchased and installed. This goal has been completed.

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2018-2019 - DOCUMENT CAMERA in 3-260 for teacher demonstrations. The present equipment is of such low quality that its use is very limited. Without it, students have trouble really seeing what the instructor is doing in a demonstration, especially when it comes to technique and handling of the painting and drawing media. (Active) UPDATE: The document camera was purchased. This goal has been completed.

Objective: Restoration of the Art Gallery in Building 9

Action Plans 2018-2019 - Work with invested and responsible administrators of get this space back to the Art Department for use as a gallery. (Active)

UPDATE: Restoration of the Art Gallery in Building 9.

Because of the repairs to Building 9, it was agreed that the Art Gallery would be temporarily closed while work was done on that side of the building. Consequently, it became office space for people who had to move out of their office, also due to the work being done. The work on that side of Building 9 has been completed but (until recently) the Gallery continued to be used as office storage space.. The Gallery is an important and vital resource for the Art Department. Through our program of exhibiting student work from the Art Department and the Digital Arts Department, it gives exposure and support to these students and introduces their work to the college as a whole. Also, our program of exhibiting works of significant Bay Area artists provides students and the wider College Community with the unique opportunity to engage with the arts on campus. These programs also help to raise the visibility of the arts on campus, and in the community.

We are delighted to report that the Art Gallery has just re-opened. We are very excited to re-start our exhibition programs in collaboration with the Digital Arts Department.

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?

Most recently we have put to good use the 1. document camera, which was used primarily during COVID quarantine. It was essential in facilitating teacher demonstrations.

The facilities request for 2. Venetian blind replacement in the Art Studio has improved the art faculty's ability to control light exposure in order to enhance teaching and learning opportunities.

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."

The unanticipated retirement of our Art Studio Professor has had a major impact on our Art Program. Since we have had only one full-time Art Studio Professor and one full-time Art History Professor, we had no adjuncts to temporarily fill the gap in our Art Studio classes. Unfortunately, we had to cancel all Art Studio classes for Spring 2023 semester.

But we were able to successfully hire two new adjuncts for our Fall 2023 program, and we are welcoming a third adjunct for our Spring semester course offerings.

Replacing our full-time Art Studio faculty is essential to the survival and success not only of our Art and Art History program, but also to the overall health of the Arts Program at Canada College. The teaching, planning, curriculum work, and resource development of the Art Studio program requires the expertise of Art Studio faculty. Furthermore, the oversight and administration of the Art Gallery requires faculty with experience and skills in art exhibition management.

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.

Enrollments in Art History have remained consistently strong. Since the period being evaluated covers the COVID-necessitated shift to online offerings, it is encouraging to see little disruption in enrollments. As we have gone from 100% Face-to-Face, to 100% online, to a combination of modality offerings, the numbers have remained

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consistent. There are currently higher enrollments in online courses than there are in Hybrid and Face-to-Face classes. If we offered only online courses, the collective enrollments would be higher, but the college has prioritized bringing students back to campus, and offering courses in a variety of modalities to serve the diverse needs of students. In this context, the Art History program appears to be on target.

Enrollments in Art Studio are difficult to analyze, given the unexpected need to cancel ALL Studio classes for Spring 2023 (due to the sudden departure of full-time faculty and the difficulty of last-minute staffing). This accounts for the precipitous drop in the data chart. However, enrollments this semester (not included in the data packet) have been stronger than ever, indicating great student interest in our art program. For example, the three regularly offered Art Studio classes—drawing, life drawing, and painting—have enrolled 61 students for an 80% fill rate. (Art Studio classes have a class cap of 26 due to studio space.)

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?

The only significant change (discussed in the last question) occurred in Spring 2023 when we cancelled ALL the Art Studio classes due to our inability to staff them. But this semester, when we offered our core courses in the time blocks used in the past, the enrollments came back with gusto. This is very encouraging news as we plan the future of our Art Studio staffing.

Also, the closing of the Art Gallery for such a long period of time temporarily removed the presence of art on campus. We had relied on the gallery to showcase the work of our Art Studio department. We are confident the return of the Art Gallery will renew interest in the Art Studio classes, and we are excited about our collaboration with the Digital Arts department, which will bring even further attention to the arts on campus.

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.

The greatest boost which could improve these trends would be replacing our full-time Art Studio position. The ideas about curriculum development and course scheduling which a new faculty member could provide would strengthen and re-vitalize our Studio program. We could also try offering Studio courses online, or Hybrid, and possibly evening and weekend courses.

As noted, the enrollment trends in Art History at this time are strong. We are hopeful that the return of the Art Gallery will provide another marketing boost for both of our programs.

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?

The course success rate in Art is above the collegewide rate.

Art History: The majority of students taking Art History are doing so to fulfill their Arts and Humanities requirement for Transfer in a variety of majors. The student completion and success rate is very strong. We are pleased to report that the overall success rate in Art History went from 71% in 2018-2019 to a five-year high of 80% in 2020-2021, then ended at 78% in 2022-2023. Withdraw rates in Art History decreased over the last five academic years going from 29% in 2018-2019 to 22% in 2022-2023.

If students wish to major in Art History they can complete all of their required courses at Canada College except for the Art of Asia and the Near East. This course is offered at Skyline College, so our few majors have been easily taking the course there. In the spring, I will be updating our COR for this course to make sure it aligns with the course at Skyline. I have been in collaborative discussions about this with the Skyline Art History faculty. If there is an interest in this course, we may consider offering the course at Canada in the future.

Art Studio: The results for this in the data packet is skewed, due to the aforementioned cancellation of all Art Studio classes for Spring 2023. However, prior to that time, the student completion and success rates were strong. The overall success rate in Studio Art trended down for two academic years, going from 84% in 2018-2019

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to a five-year low of 72% in 2020-2021. This was followed by an increase for the next two academic years ending at 86% in 2022-2023.

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?

The reason for the lower rate of students taking Art History in the "Less than part-time" category is probably accounted for because so many students are taking the class to fulfill their requirements for transfer, and therefore are taking more units. This is surprising because a lot of students take Art History for enrichment, but perhaps they are greatly outnumbered by students in a transfer path.

The lower success rate number for Hispanic Males and Veterans is a question that is difficult to answer. Art History is a field that covers diverse populations throughout history. Most of the courses include content relevant to Hispanic culture. I include the art of 16th and 17th century Spain in the Art 102 class. In Art 103 we cover Francisco Goya and the influence of Spanish art and artists on 19th century European art. In Art 104 we cover Picasso. Also, we have a unit on Mexican Muralism, and we spend a lot of time on Frida Kahlo and Diego Rivera. The final museum assignment in that class encourages students to visit (and write about) the Diego Rivera murals in San Francisco.

The data for Art Studio classes indicates there is nothing to report.

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".

As noted in the data packet, there was "little difference between success rates in face-to-face sections and online sections" for Art History.

For Art Studio courses, there is an indication of somewhat greater success in face-to-face classes than in synchronous classes, but (once again) the data is skewed by the absence of class offerings in Spring 2023. Our resumed Art Studio classes are all being offered face-to-face this semester, which is appropriate to the discipline, but we are considering, based on staffing and potential demand, offering online, evening hybrid, or Saturday courses in the near future.

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.

All active courses are being systematically assessed over a three-year cycle.

All Art Studio courses are up to date. There are currently 6 courses being offered. All have been assessed in accordance with the 3-year cycle.

Art History SLO's are cycled for all our core courses (Art 101, Art 102, Art 103, and Art 104) over a two-year time period. The selective courses (i.e., Art 131, Art 250) are assessed as they are taught. We teach one of these classes each academic year.

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?

In Art History, SLO assessments have been affected by the sudden shift in class modalities. The assessment tools used in a face-to-face Art History class (i.e., slide Identification exams) aren't feasible for online classes. The learning outcomes are the same, but the manner in which they are measured have altered.

However, the consistent meeting of the success criterion for students in our classes indicates that the new modes of assessment are working.

For example, instead of the students writing an essay in class, they are now required to read articles about current pressing issues in the period of art history we are studying and evaluate (and reflect upon) how we interpret the art we are studying. The student learning outcomes about critical thinking, using the language of art history, and identifying monuments and objects are the same, but the assignments are different. What is particularly

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encouraging from evaluating the SLO's is that students are responding favorably to the new assignments, and the outcomes are stronger.

We are pleased that the Covid crisis pushed us to move to different modalities of teaching and learning, and we are encouraged to investigate ways to re-think assignments in both our online and face-to-face classes.

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?

The challenges of PLO assessment for the Art and Art History Program (within the Arts Program) were discussed in question 5A. We were in the early stages of seeking guidance from the Assessment Coordinator about beginning a deep dive into re-thinking of PLO's for the Arts Program before her departure. In the absence of an Arts Coordinator, we are collaborating with our colleague in Music to take a deep dive into re-thinking how our Arts Program can be organized to allow for (perhaps new PLO's?) to reflect the inter-relatedness of the different fields of art, while acknowledging the differing strategies within different disciplines. We will be pursuing help from the new Assessment Coordinator when they are appointed. This is a major goal for the upcoming academic year, and will need the participation and input of a full-time Art Studio faculty member.

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.

Goal 1: Replace the full-time Art Studio faculty position.

Action Plan: We are currently working with our H&SS Dean to create an Vacancy Replacement Request to submit to the college for this position. The goal is to have a full-time Art Studio Faculty replacement by Fall 2024.

Goal 2: Update curriculum for the Art 105 Art of Asia and the Near East class

Action Plan: We are currently working with our Art History colleague at Skyline College to make sure our Art 105 COR is in compliance with theirs. We will be updating our COR and submitting it for approval to our Curriculum Committee in Spring of 2024.

Goal 3: Resolve the PLO Assessment issue

Action Plan: We are working with our colleague in Music to revise our Arts Program PLO's. (This is discussed in Question #10). We plan on seeking the assistance of our Assessment Coordinator to help us develop assessment techniques which more accurately assess our different disciplines within the Arts Program, or possibly re-write our PLO's.

Goal 4: Explore course modality opportunities in Art Studio course offerings--asynchronous, hybrid, evening, and weekends.

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

Tables & Graphs

XO

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Astronomy

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Biological & Health Sciences

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.

MISSION: What do we do right now?

The Biology & Allied Health Program uses evidence-based instructional methods to train students in the communal and iterative learning processes of science. We equip students with the knowledge of biological facts and concepts so that they may make scientifically-informed decisions and be prepared for entry to professional programs and more advanced academic degrees.

VISION: What do we hope to achieve?

We strive to enhance or instill in students a driving curiosity to know more about the living world and the confidence that they can understand and participate in the development of scientific knowledge. With this knowledge, we hope to create a more scientifically-literate community.

COLLEGE GOALS: How do we contribute to achieving these goals?

Student Access, Success and Completion - The Biology & Allied Health Program offers its courses in a variety of modalities and schedules in order to reduce barriers to access and increase student success.

Equity-minded and Anti-racist College Culture - The faculty of the Biology & Allied Health Program are actively involved in professional development to deepen our understanding of ourselves and our students, how students learn, and how we can improve our teaching practices to ensure that everyone feels welcome and valued. The more effective we are, the more successful our students may be and the more likely we will see a more diverse future community of biologists and allied health practitioners.

Community Connections - The Biology & Allied Health Program offers courses and degree pathways that are fully-articulated with 4-year institutions and allied health professional programs of study.

Accessible Infrastructure and Innovation - The facilities and instructional equipment of the Biology & Allied Health Program are maintained and regularly updated so that all students have access to learning materials that are current and comparable to those they might encounter in their transfer institution or future workplace.

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."

The Biology & Allied Health Program offers two local AS degrees (AS Biological Sciences, AS Allied Health) and two AS-T degrees (AS-T Biology, AS-T Nutrition and Dietetics). All applicable courses are articulated with C-ID course numbers. We do not have any courses that are currently articulated with or offered at local high schools.

We are beginning the process of aligning our courses with our 4-year partners in accordance with the AB1111-mandated Common Course Numbering system. We do not anticipate this process will necessitate significant changes to the content of our curricula. However we are concerned about the differences in course prerequisites that exist between the three educational systems. While our course prerequisites are mostly aligned with those of the CSU system, the most recent draft of the CCN outlines have moved those prerequisites to "Recommended Preparation". We are committed to ensuring that our students are appropriately prepared for their coursework and will keep their success as the central focus of our dialogue that we contribute to the finalizing of the CCN outlines.

Program Review

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.

During our last program review cycle we reported that faculty from our department were involved in starting a new Funeral Services Education (FSE) program at the college. Since that time, the FSE program's application for candidacy for accreditation by the ABFSE was denied. Our department member is now chairing a Program Improvement and Viability (PIV) task force approved in Fall 2024 to assess and provide recommendations regarding the future of the FSE program.

During the pandemic, which started spring 2020, virtually all courses in the District were moved into an online modality but a few were allowed to meet in-person. This exception was made for science courses that were needed by students pursuing certain fields of study in specific labor market sectors. In our department, the lab components of two courses (BIOL 230 and 250) have been offered on campus in-person beginning January 2021. These sections were offered in a hybrid manner or with specific sections devoted to in-person learning while other sections were fully online. Since that time we have been returning many of our courses to in-person modality but are determined to be responsive to our community/student needs. Since our last program review, we have determined that laboratories need to be completed in-person in order to preserve the hands-on learning experience. This decision is further validated by the CSU and UC faculty who, in collaboration with CCC faculty, are proposing CCN course outlines of record which state that labs should consist of greater than 80% hands-on learning. We are currently still providing many of our lectures through a variety of modalities in order to reduce barriers to access and meet student needs. Individual faculty continue to choose whether their online instruction will be asynchronous or synchronous. Additionally there is variability between faculty on what percentage of a lecture is offered online or face-to-face.

There are no known changes in technology that are likely to affect the biology program. There are no licensing or accreditation requirements associated with the biology program.

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?

Changes

The most significant change in our curricular offerings was increasing online modality. In 2019-2020, 63% of classes were Face-to-Face, 11% categorized as Hybrid, and 26% Online. By 2023-2024, 28% of classes were Face-to-Face, 44% were Hybrid, 20% Online, and 8% Synchronous (online). Hybrid class offerings, where a portion of the class was offered in some form of online format and Face-to-Face (e.g. Labs), were responsible for the majority increase in online offerings.

We also experimented with fully online Anatomy classes for the first time. Rather than conduct in-person labs, lab kits were sent to student homes. While this approach increased student access, especially during the Covid-19 pandemic, we did have concerns about certain pedagogical aspects and the overall student experience. We no longer offer the fully online anatomy classes.

In 2023 we offered a new course, Biology 133- Emerging Infectious Diseases. The course covers key principles of historic and contemporary diseases including smallpox, tuberculosis, AIDS, Ebola, and COVID. The course also covers antimicrobial resistance and how globalization and climate change will influence future challenges faced.

Rationale

Many of our students work part-time and full-time jobs. We have increased the number of online offerings in both hybrid and fully online formats to accommodate the need for scheduling options. For example, Biol 100 is now offered online, asynchronous.

Program Review

Average enrollment increased from 55 to 73 avg students per term. Average retention rate increased from 76% (Spring 2019- Spring 2021) to 84% (Fall 2021- Spring 2024). Further, we will continue to update our course offerings to meet student interests and needs.

5A. Progress Report - IPC Feedback

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

We appreciate IPC's compliments on our thoughtful and detailed data analysis of our last Program Review Cycle.

Feedback 1: Your mission statement is well fleshed out and student focused. It would be helpful to have a clearer link to how your program contributes to the College's goals.

Response 1: We have directly explained the links between our Program's Mission and how this supports the goals of the College as a whole (see response in question 1).

Feedback 2: For next program review consider incorporating more detailed assessment of and planning for Health Sciences, which understandably, due to staffing was more of a challenge for this year's program review.

Response 2: Our Health Science Program courses have almost entirely been banked due to lack of full-time staff, loss of phlebotomy and nursing programs on our campus, and low interest from students in taking the courses (please see summary of changes in section 5B).

Feedback 3: Good description of labor needs for funeral services program. We'd like to learn more about how your biotech program meets community needs.

Response 3: We do not have a Biotech program on our campus, though we do teach and practice biotechnology-related concepts and lab techniques in our BIOL 230 and BIOL 240 courses.

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.

We identified 8 goals in our Fall 2021 program review.

Goal 1: Future of the Health Science Discipline - The Health Science program was originally developed to house curricula related to specific allied health CTE programs that didn't fit into the BIOL discipline. All but one of the courses were banked between 2014-2017.

- HSCI 104 Nutrition and Physical Fitness (banked 2016) has been modified and replaced by KINE 109.
- HSCI 105 Communicable Disease (banked 2016) has been modified and replaced by BIOL 133 Emerging Infectious Diseases
- HSCI 115 Introduction to Healthcare and Health Professions (banked 2017) belonged to a grant-funded 2+2+2 career pathway that was discontinued.
- HSCI 116 Women's Health (banked 2024) was offered twice but canceled due to low enrollment. The faculty member with expertise in this course is no longer employed at the college.
- HSCI 430 First Aid and HSCI 432 CPR (banked 2016) have been modified and replaced by KINE 119.
- HSCI 480 Phlebotomy and HSCI 481 Phlebotomy Externship (banked 2014) belonged to Cañada's phlebotomy program that was discontinued.

The one remaining active course is HSCI 100 General Health Science. This course is an elective in the Allied Health A.S. degree and in the Interdisciplinary Studies: Natural Science and Mathematics A.A. degrees. It is also classified under GE Area E "Lifelong Learning" which is being eliminated with the adoption of CalGETC. We have proposed reclassifying HSCI 100 into the new Area 7 for local degrees.

Goal 2: Institutionalization of the EPIC tutoring program - The college has integrated EPIC tutoring into the Learning Center and is supported by Fund 1. Goal is complete.

Goal 3: Improve instructional outcomes by investing in equipment for funding in FY 2022-23 - We have received most of the equipment we requested in 2022-23. Please see our response to question 6a to see the impact of these equipment.

Goal 4: Increase department budget for FY 2022-23 - The college approved our budget augmentation request. Goal is complete.

Program Review

Goal 5: Update equipment and expand use of Molecular Techniques in the laboratory -

In BIOL 230: Cell and Molecular Biology, we have purchased an additional small centrifuge and new Spectrophotometers that allow faster and more accurate processing of samples, and have allowed students to expand the goals of their self-designed experiments to explore more variables that affect cellular enzyme activity, cellular respiration, and photosynthesis at the cellular and molecular levels.

In BIOL 240: General Microbiology, we currently are exploring how to incorporate some molecular techniques into rapid species identification from wild or other unknown samples, in order to assess microbial diversity and possible contamination in local water, soil, and other environments.

In BIOL 260: We've begun teach students how various medical lab tests (e.g., urinalysis, blood typing) work.

Goal 6: Create opportunities for students to gain experience with anatomy dissection - We offer Honors Contracts to students who are concurrently taking anatomy. These contracts can include a combination of literature research and cadaver dissection. For students who have already completed the anatomy course, we have offered a 695 course to enable them to gain experience with cadaver dissection in addition to literature research. There were four such students who completed the 695 class in Fall 2022 and another student who completed the 695 class in Spring 2024. This 695 class currently has a 100% success rate and we will continue to provide this opportunity for students who have completed the anatomy course and want to gain further experience by performing cadaver dissection and related literature research.

Goal 7: Develop exercise physiology-related laboratory curricula - We have developed a lab in which students are to determine the types of nutrients (carbohydrates or fats) that the body burns under a variety of conditions: rest, hyperventilation, post-exercise following light, moderate and intense exertion. The results from our first attempts at this lab revealed that there is a significant degree of variability between test subjects, test conditions can be difficult to control and experimental methods require optimization. But that's exactly what students need to learn about the "messiness" of doing science! It's an iterative process!

Goal 8: Evaluate optimal modality for biology courses - Please see our response in question 8C.

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?

- In 2022 we received new UV-Visible wavelength range Spectrophotometers from ThermoFisher, with 8-cell changer carousels, and new glass and quartz cuvettes for more accurate and reproducible analyses. These have been a game changer for rapid processing of student samples, and quick collection of data – allowing more time for students to creatively plan more variables/conditions to test with their samples in BIOL 230. In addition, lens-mount attachments for microscopes have allowed students to stably take better photos of their cellular samples for reference, review, and learning, as well as a more thorough record of their laboratory work in both BIOL 230 and BIOL 240. Furthermore, new gel boxes, gel trays, and power supplies have been great replacements for our damaged, leaky, and less reliable old ones. The new gel boxes and power supplies are also easier to use, and the power supplies are programmable with automatic shutoff timers when necessary.
- Also in 2022, the cushioned non-slip floor mats have really helped protect our floors from slippery spills and cellular stains from damaging the floor tiles. These mats are comfortable to stand on, and slip-resistant, though they are already taking a beating and may need replacing in the not-too-distant future with heavier-duty and more rubberized safety mats.
- In 2023 we received a complete set of Visual Stimulus switches for use with our existing Biopac systems in Human Physiology. These switches allow students to compare their reaction time to auditory and visual stimuli. The results correlate with the complexity of the neural networks involved in processing these senses. Additionally, we ask students to investigate the effect of mental distraction

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on reaction time to visual stimuli. The results can be applied to the context of distracted driving. This equipment allows all of our students to investigate more engaging and relevant research questions.

- In 2024 we received two new human musculature torso models, a model of the human peripheral nervous system and a model of the circulatory system. The torso models replace our aging and broken ones. They are very well constructed and do a very nice job replicating the muscles of the body. These are especially helpful for studying musculature of the back since it is logistically and physically difficult to rotate our cadavers from front to back. The circulatory and nervous system models have been critical in allowing us to test students on the peripheral nerves and vessels that are not easily revealed in our cadaver specimens. All of our students are benefitting from these new models.

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."

not applicable

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.

Biology's enrollment and headcount trends are similar. Since our last program review cycle in 2021, enrollment in Biology decreased the following academic year: 1719 students in 2021-22 vs 1640 students in 2022-23. In another perspective, Biology's enrollment of 1640 students in 2022-23 was 7.1% lower than Biology's 5-year (2019-2023) enrollment average of 1766 students. In comparison, Cañada College's enrollment of 24000 students in 2022-23 was 6.0% lower than the college's 5-year (2019-2023) enrollment average of 26360 students. Thus, Biology enrollment and the college enrollment in the academic year 2022-23 were comparably lower than their 5-year enrollment average (7.1% Biology; 6.0% college). In the following academic year 2023-24, Biology's enrollment did not significantly decrease and was similar to the previous academic year: 1640 students in 2022-23 vs 1629 students in 2023-24. Thus, Biology's enrollment has stayed steady over the past (and most recent) academic year.

Biology's FTES trend is similar to our enrollment and headcount trends. Since our last program review cycle in 2021, FTES decreased in 2022-23 (301 in 2021-22 vs 272 in 2022-23) but then FTES stayed relatively steady in 2023-24 (272 in 2022-23 vs 266 in 2023-24). Biology's FTEF also has a similar trend; since our last program review cycle in 2021, FTEF decreased in 2022-23 (19 in 2021-22 vs 16 in 2022-23) but then FTEF stayed relatively steady in 2023-24 (16 in 2022-23 vs 15 in 2023-24).

Since our last program cycle in 2021, Biology's section count has decreased over the past two academic years (59 in 2021-22 to 50 in 2023-24) but simultaneously Biology's load has steadily increased over the past two academic years (475 in 2021-22 to 517 in 2023-24). This indicates a steady increase in our efficiency over the past two academic years. Thus, the Biology Department has increased efficiency every year since our last program review cycle in 2021.

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?

Enrollment in Biology, Biological Sciences, and Health Sciences declined beginning in 2021-2022, following the onset of the Covid-19 Pandemic. Headcount trends followed closely with enrollment. Enrollment and headcount declined from a peak of 1934 and 1610 (2020-2021) to 1629 and 1395 (2023-2024), respectively.

From 2019-2020, enrollment declines appear driven by female students. Male student enrollment remained fairly constant- a peak of 566 (2020-2021) with a low of 518 (2023-2024). In contrast, female enrollment declined almost

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20%, from a peak of 1331 (2019-2020) to 1073 (2023-2024). Headcount trends by gender mirror those of enrollment.

Trends in enrollment and headcount declines were also evident in Hispanic students. Hispanic student enrollment and headcount dropped from a peak of 908 and 744 (2019-2020), to 773 and 651 (2023-2024), a 15% and 13% drop, respectively.

While an increase in enrollment (28%) and headcount (33%) occurred in students 18-22, these gains were offset by 50% and 49% respective declines in the 23-28 age group.

Reported first-generation student enrollment declined the most over the time period (17%), with a decline of 8% for non-first generation.

In response to declining enrollment, sections offered declined from 60 to 50. FTES dropped 20% between the peak in 2020-2021 (333.4) to 2023-2024 (265.9). FTEF also declined from a peak in 2021-2022 (19.0) to 2023-2024 (15.4). Success rate and retention rate increased from 73% to 76% and 85% to 90%, respectively. Load dropped from 551 (2019-2020) to 475 (2021-2022), but increased to 517 by 2023-2024.

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.

As reported above in section, our students are seeing increasing success in our expanded offerings of hybrid and online courses. Instructors and our Deans have had extensive discussions and planning sessions to make our courses as available and accessible to students as possible – including careful consideration of modality, time of day, etc. This is an ongoing process, and most of our higher-level (200+) courses are filling to capacity or near-capacity on a regular basis, especially the pre-Health courses, BIOL 240/250/260. We offer many of our higher-demand BIOL courses during morning hours, afternoons, and some in-person lab courses in the evenings as well (e.g., currently: BIOL 110 and BIOL 240). We also offer completely online course options for classes without laboratory sections (BIOL 100 and BIOL 130).

Also, we have hired Michael Limm, Ph.D., as our newest instructor for teaching our Majors students in Organismal Biology (replacing Dr. Carol Rhodes), as well as a selection of Nonmajors Students in Principles of Biology and Human Biology. Julie Luu, Ph.D. has replaced Dani Behonick, Ph.D. as our additional faculty for Human Anatomy and Human Physiology courses, which remain in very high demand among our high numbers of students preparing for careers in Nursing, Physicians' Assisting, Radiologic Technology, and other Allied Health fields.

Finally, as described in part 8B below, we are beginning to make plans for marketing our Program and degree pathways using strategies that encourage broader access and success to underrepresented or less successful racial and ethnic groups.

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?

Students are able to complete their entire program of study at Cañada. Every semester the college offers all the science courses necessary for students to complete each of the four degrees in our program. We offer (1) a local AS degree in Biological Sciences, (2) a local AS degree in Allied Health, (3) an Associate in Science Degree for Transfer (AS-T) in Biology and (4) an Associate in Science Degree for Transfer (AS-T) in Nutrition & Dietetics.

Local AS in Allied Health

- In 2023-2024, the largest percentage of the students in the Biology and Allied Health Program (59%) were pursuing the Allied Health AS degree. Enrollment in this degree has increased 97% (from 117 to 231) over the past 5-years. Since 2019-20, there have been 204 students graduating with an AS in Allied Health. Students seeking this degree most often transfer into academic workforce training programs such as Radiologic Technology, Nursing, Respiratory Therapy, Physician Assistant, Occupational Therapy and others. These programs do not require applicants to have an AS degree;

Program Review

students need only have completed their prerequisite courses. Consequently, not all students who complete our program actually apply to graduate with the degree. We do not have disaggregated data to determine the completion rate for this degree. However, aggregate data from the AS Health Science, AS-T Nutrition and AS Biological Sciences reveal that 75% of students successfully complete one of the three degrees and transfer, 21% of students successfully complete the degree but do not transfer, and 4% transfer without completing one of the degrees.

AS-T in Nutrition and Dietetics

- In 2023-2024, 7% of students in our program were pursuing the Nutrition and Dietetics AS-T degree. Enrollment in this relatively new degree has increased 155% (from 11 to 28) over the past 5 years but is still low relative to other degree options in our program. Since 2019-20, there have been 5 students graduating with an AS-T in Nutrition and Dietetics.

Local AS in Biological Sciences

- In 2023-2024, 8% of students in our program were pursuing the Biological Sciences AS degree. This is a 29% decrease in enrollment (from 48 to 32) over the past 5 years. Since 2019-20, there have been 20 students graduating with this degree. We suspect that the decrease in demand for this degree may be attributed to the development of the AS-T in Biology which has shown a substantial increase in enrollment over the same period (see below).

AS-T in Biology

- In 2023-2024, 27% of students in our program were pursuing the Biology AS-T making it the second-most popular degree option in our program. Enrollment in this degree has increased 186% (from 37 to 108) over the past 3 years. 95% of those students successfully complete the degree and transfer. On average, less than 2% will earn the degree without transferring and 3% will transfer without earning the degree. Since 2019-20, there have been 34 graduating with the AS-T.

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?

Unfortunately, the Biology department has several persistent performance gaps impacting some of the most marginalized members of our college community. First, we will list and describe the performance gaps that we observed in our PRIE data. We will address and describe gaps that have been persistent for at least three years, as these gaps are most important to close to improve our program outcomes. Additionally, we will discuss supports and interventions that could be made at the department, division, and college level to help close these gaps.

Success and Retention Gap for Black Non-Hispanic Students:

The most consistent and persistent success gap the biology department has is with Black Non-Hispanic students. This gap has existed for the past five years (25%, 16%, 17%, 15%, 27%). In terms of actual student numbers, the biology department would need between eight and twelve more Black students to succeed in their courses each year to close the success gap.

Possible interventions: As this is our largest and most persistent success gap, interventions are needed. We feel that a greater understanding of what is driving these gaps is needed, and hope to partner with PRIE to gain more understanding as to what is driving these gaps. Perhaps surveys and study groups with past students may be a useful way to gain more understanding of why Black students are doing disproportionately worse in biology courses compared to other divisions in the college. We hope to discuss and partner with other groups on campus including the Equity and Antiracism Planning Council and UMOJA in hopes that they may be able to advise us in better practices we can use with our students. In addition to reflecting on

Program Review

pedagogical changes, we are considering ways to better help students find a sense of identity and belonging in biology. We hope that things such as a speaker series or peer mentorship program might be helpful.

Success Gap for Hispanic Students:

A success gap ranging between 5.5% and 7% has existed for Hispanic students for the past five years. To close this gap, the biology department would need between 39 and 72 more students to succeed in their courses to close this success gap.

Possible interventions: While the success gap for Hispanic students is smaller than our success gap for Black Non-Hispanic students, it is equally persistent and needs addressing. We hope to seek support from the Equity Director, Faculty Equity Coordinator, PUENTE and the Equity and Antiracism Planning Council to strategize changes that can be implemented in our individual classrooms and program-wide. Professional development from PUENTE will also hopefully be helpful.

Access Gap for Male Students:

For the past five years, the biology department enrolled disproportionately fewer males than the college average (Range 6%-10%). This gap is magnified when in 200 and 300 level courses where we enroll between 10%-12% fewer males than the college average. These courses are typically taken by students pursuing biology degrees, nursing, and other skilled medical careers. This gap does not exist in 100 level biology courses.

Possible interventions: It could be helpful to intentionally bring in male biologists and health professionals to serve as role models for male students. It might be appropriate to share this information with the counseling department. Counselors might be able to play a role in encouraging male students to pursue courses in biology. As a department, we could potentially encourage male biology students to form a fraternity or support community. Possibly a male pre-nursing club might be particularly impactful. Having a visible sense of community might encourage students to enroll in biology courses. Lastly, it could be appropriate to partner with Brothers Achieving Milestones to hear their suggestions about ways to address this gap.

Success Gap for First Generation Students:

For the past five years, the biology department has had between 4% and 5% worse success rates with first generation students than the college average.

Possible interventions: First-generation students are a population that could be invisible if faculty are not using tools to get to know their students. Welcome surveys that identify first-generation students may be particularly helpful for faculty to help first generation students connect with important college resources. Additionally, First generation students experience several unique obstacles including imposter syndrome to lack of understanding of college systems and procedures. It might be helpful for biology faculty to learn more strategies that have been shown to be successful at supporting first generation students. Also, resources such as the learning center, tutors, librarians, and even office hours may be particularly helpful for first generation students, but they may also be the least likely to know about them. Making sure that these valuable resources are marketed to students in several ways (canvas, in-person fliers, messages, etc.) may be particularly impactful for first generation students. Partnerships with MESA might also be helpful as they have a specific charge to help first generation students.

Access and Success Gap for Low Income Students:

The biology department enrolled disproportionately fewer non-low-income students compared to the college average over the last three years (4%, 7%, 7%). Additionally, Low-income biology students have done disproportionately worse than the college average over the last two years (6%, 7%).

Possible interventions: We are unclear if the actual cost of lab and course materials are serving as an obstacle, but it may be helpful to reduce the access gap if faculty were to adopt low cost or no cost textbook options.

Success Gap for Less than Part Time Students:

Students taking fewer than part-time units, have been disproportionately less successful in biology courses compared to the college average for the last three years in a row (Range: -18% to -20%)

Possible interventions: As a department we do not have a clear understanding as to why this gap exists in our department. Our best guess is that we have a lot of students who return to take prerequisite courses for career changes after being away from school for a long time. These courses tend to be very challenging courses (ex. Microbiology, Anatomy, Physiology) for students who have not been in school for a long time. A

Program Review

possible intervention might be to embed more resources and supports in these courses, such as information about tutoring.

Gaps by Course Modality:

Hybrid biology courses have not had any gaps compared to the college average over the past three years. Face-to-face biology courses have had an access gap for the past three years (11%, 15%, 29%), and a success gap for the past two years (8%, 8%). Additionally, we enroll disproportionately fewer students in asynchronous courses than the college average (23%, 15%, 17%). Lastly, biology students did disproportionately worse in our synchronous courses in 21-22 (4%) and 23-24 (19%).

Possible interventions: To address success gaps in fully face to face and fully online courses, we may consider transitioning fully online and fully face-to-face sections to hybrid modality.

No Persistent Gaps by Age Group:

In our 2021 program review, we addressed a success gap for younger students. The success gap for younger students didn't persist past that year. In 2023-2024 there was a withdrawal gap for older students, but this gap has fluctuated dramatically over the past three years and doesn't seem to warrant intervention. (3.3%, 4%, 24%). Doesn't seem like an area where additional resources are needed.

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".

We have determined that laboratories need to be completed in-person in order to preserve the hands-on learning experience. This decision is further validated by the CSU and UC faculty who, in collaboration with CCC faculty, are proposing CCN course outlines of record which state that labs should consist of greater than 80% hands-on learning. We are currently still providing many of our lectures through a variety of modalities in order to reduce barriers to access and meet student needs. Individual faculty continue to choose whether their online instruction will be asynchronous or synchronous. Additionally there is variability between faculty on what percentage of a lecture is offered online or face-to-face.

- BIOL 100 - online lecture
- BIOL 110 - hybrid: online lecture + F2F lab
- BIOL 130 - online lecture; OR F2F lecture
- BIOL 225 - hybrid: online lecture + F2F lab
- BIOL 230 - hybrid: F2F lecture + online lecture + F2F lab
- BIOL 240 - hybrid: F2F lecture + online lecture + F2F lab
- BIOL 250 - F2F lecture and lab; OR hybrid: online lecture + F2F lab
- BIOL 260 - hybrid: F2F lecture + F2F lab + online lab; OR hybrid: online lecture + F2F lecture + F2F lab + online lab
- BIOL 310 - online lecture

Data show that our department's average 5-year success rate is 69.5% for F2F courses, 75.1% for online and synchronous courses, and 85.2% for hybrid courses. When limiting the data to post-pandemic semesters (2021-2024) the average 3-year success rate is similar: 69.7% in F2F courses; 71.7% for online and synchronous courses, and 84.8% for hybrid courses. These aggregate data suggest increased success of students in online and hybrid courses.

When disaggregated by course, the conclusions may be more nuanced due to (a) limited sample size and (b) differing instructors between modalities. There are higher success rates in BIOL 100 and BIOL 310 when taught online or synchronously than when taught F2F.* Success is higher in BIOL 130 when taught online than F2F, but not when taught synchronously online. Three-year average retention is equal between F2F and

Program Review

online sections of BIOL 130 but lower in synchronous sections.** And there is no significant difference for the success in BIOL 250 when taught in either F2F or hybrid modality.***

*BIOL 100 1-year success rate of 57.1% when F2F, 3-year success rate of 63.9% for online/synchronous sections. BIOL 310 1-year success 70.% F2F, 3-year success rate of 75.5% for online/synchronous sections.

**BIOL 130 3-year average success of F2F 66.0%, online 78.5%, synchronous 62.6%. 3-year average retention rate F2F 92.7%, online 94.3%, synchronous 84%

***BIOL 250 3-year average 75.2% when F2F compared to 2-year average success of 76.2% in hybrid courses

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.

All active courses in the Biology & Health Sciences are systematically assessed over the 3-year cycle. The plan is completed across all sections and over time through a scheduled process. Courses are assigned for SLO and PLO review in the Fall and Spring semester. A new PLO is assessed each year. ILO's are assigned every year as well.

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?

Below are representative reflections on our SLO assessment processes.

BIOL 110

The biggest recent change in Biology 110 is the shift to a hybrid model, with students learning lecture material online and attending in-person labs weekly. Initially, students struggled with online assessments, and by Fall 2022, many voiced concerns that labs weren't aligning with the online material. I also noticed that students were passing the course without fully understanding the content due to grade weighting that favored participation.

In Spring 2023, I revised the grading system to focus more on student understanding. I reduced the weight of homework and lab participation, added low-stakes assessments, and introduced in-person quizzes during lab sessions. Students take the quiz individually, then collaborate briefly before grading each other's work.

This change appears to be boosting final exam scores. While 80% of students passed the open-note exam in Fall 2022, 77% passed without notes in Spring 2023, and 83% did so in Fall 2023. The fact that students are performing similarly without notes suggests improved learning.

The in-person quizzes have also enhanced classroom culture, promoting engaging discussions and providing immediate feedback. Students value this format for helping them prepare for high-stakes exams and motivating timely attendance.

BIOL 230 and BIOL 240:

While students previously performed well on Laboratory Practical exams, which helped evaluate Laboratory skills and knowledge (applicable to SLO #5 in each class), we noted in the 2021 program review that they added stress that extra exams instilled at the end of the semester. Also, at the time, practical exams were no longer possible under pandemic circumstances, which gave us cause to reevaluate their necessity. So, Lab Finals (Practical Exams) were removed in favor of an extra lab group report (Enzyme Kinetics for BIOL 230, and Hand-Washing effectiveness for BIOL 240) for each course, which encouraged both qualitative and quantitative reasoning and analysis. We have maintained this practice post-pandemic, due to its effectiveness.

Students are benefitting from this group work, and the reports are presented as Discussion Assignments – so that students can learn from others' explanations and presentation/analysis of data. Students perform well on these assignments, averaging 85% for BIOL 230 and 90% in BIOL 240 on these extensive and challenging lab reports. Also, the Lab reports seem to cause less stress, since they occur a bit earlier in the semester than lab practicals and without timed exam conditions. Furthermore, we have kept offering these courses in the very successful Hybrid modality, which creates more schedule flexibility for increased student access, but still providing fully in-person hands-on lab activities for important experience as

Program Review

future scientists and/or medical professionals. ??

Students are doing VERY well in these classes across the last few semesters. Considering students who finished the courses (since we cannot control most random early semester drops that often arise from family issues, changing major plans, changing work schedules, etc.), success rates have stayed very high. Among students who finished the course in fall 2023, 96% of BIOL 240 students passed the course and earned an A or B, while 98% passed the course with a C/C+ or better! Also in fall 2023, among BIOL 230 students who finished the course, 89% earned an A or B in the course and 94% passed the course with a C/C+ or better. In spring 2024, among BIOL 230 students who finished the semester, 91% earned an A or B in the course, and 100% passed the course with a C/C+ or better! Furthermore, overall success rates in these courses from fall 2021 through spring 2024 have remained near or above 80% overall, even when including withdrawals post-census. These are truly impressive performance results for these extremely challenging courses, and we are very proud of our students. Increased use of Canvas Discussion Assignments for regular chapter study questions, as well as discussion assignment formats for lab reports and lab preparatory writeups (Pre-Labs) are increasing student engagement and interaction, and resulting in enhanced academic success and consistently high-level performances from students – which often improve more and more as the semester progresses (exam average percentage scores start in the high 70s to low 80s, and improve into the mid-high 80s by mid- or late semester).

BIOL 250

During the pandemic all assessments in BIOL 250 were converted to online quizzes. In this modality there are few acceptable means for ensuring students do not consult notes or other resources. Once the lab portion of this course was returned to face-to-face modality, I chose to assess student learning of gross anatomy using both the online quiz in addition to the traditional in-person lab practical. In online assessments, students are presented with a series of photographs each with an anatomical landmark highlighted. They may use a word bank, or memory, to correctly identify the landmark. The quiz is time-limited so as to minimize the opportunity to look up answers. During in-person assessments students are presented with a specimen with an anatomical landmark indicated. They must recall from memory (without the use of a word bank) the correct name of the indicated landmark. This has been the traditional mode of assessment in face-to-face anatomy labs. How do these two alternative assessment methods compare? In 2023 I used a paired t-test to compare individual student scores for matched online and in-person assessments. On average, students were able to correctly identify anatomical structures with nearly 90% accuracy when provided a word bank (i.e. in an online assessment). Their success rate falls to about 75% accuracy when asked to recall the name of structures from memory (without a word bank in an in-person context). Statistically, students have a significantly ($p < 0.0001$) harder time recalling the names of anatomical structures from memory and are much more successful at correctly identifying a structure when allowed to choose from a word bank. It's clear that recognition is easier than identification from recall. Both skills are necessary for workers in the allied health professions and therefore are important for us to develop in our programs's students. As a result of this analysis I have adjusted how I weigh the different assessment methods in my course and am experimenting with ways of improving student recall skills.

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?

PLO assessments have gone very well for the last couple of years, using appropriately mapped SLOs from our Majors courses in Biology and Health Sciences as our major sources of evaluation. So far, we have had great success meeting our PLO Standards – Scientific Method/Data Analysis, Structure-Function Relationships in Biology, and Critical Evaluation of the Impact of Biological Information. We have focused our evaluations on the core Biology Majors courses, BIOL 230: Cell & Molecular Biology and BIOL 225: Organismal Biology (and one look at an Allied-Health focused course, BIOL 240: General Microbiology).

In general, students show good competency in all areas, with notably more mixed results discussing molecular and cellular structure and function relationships on exam essays. Students do reasonably well at this, but not always quite up to the standard (75% success, vs. actual success rates closer to 70%) that we

Program Review

aspire to reach. For this standard, a notable difference from evaluation of the other standards is that it is evaluated regularly on the first exam of the semester. Historically, many students struggle most with the first exam as they are still adjusting to the rigor and new material of the demanding course. We will plan to evaluate this PLO again later in the semester in future terms – perhaps on the Final Exam.

Students are VERY successful on Scientific Method/Data Analysis, recently showing 85% scoring 80% or higher on designing, explaining, and analyzing data on lab reports. This is a very high level and success rate at reaching proficiency at this task! **PLO data doesn't yet map directly from our SLO data yet, so we don't have recent direct input of student success on PLO #3: Evaluation of Information. This will need to be updated soon. In addition, it will be interesting to look at SLO/PLO success across all areas of our Program: Majors, Nonmajors, and Allied Health majors. We have not formally done this yet.**

Finally, in planning for the future, we are currently in very active discussions about potential state requirements for common course numbering, common course titles, and possibly even common course prerequisites across state college curricula in California. This October, 2024, the head Biology 230 instructors from all three SMCCCD Colleges have been having active discussions and an upcoming formal meeting in November to try and fully align prerequisites across the three colleges. Our goal is to ensure that students are properly prepared to take this rigorous course, while still giving them equitable access to courses towards timely matriculation and completion of their degrees. We hope that we can come to a consensus that is supported by student success data, without over-complicating their path to successful completion of the program.

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

Looking ahead, we hope to develop a proposal to IPC for a program coordinator with 0.2 FTE reassigned time. This person would be responsible for Coordinate PLOS and SLO mapping and assessment. They would also help in communicating with adjunct faculty about programmatic changes and needs. This person would also be responsible for coordinating with groups on campus such as UMOJA, PUENTE, EAPC, MESA and STAR to help implement interventions to address our success gaps. Lastly, as a department we plan to continue to discuss what we are trying in our classrooms to address equity gaps.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Biological Sciences

Item Requested

Refrigerated High Speed Centrifuge with rotors and adapters for multiple 50ml and 15ml samples tubes.

Item Description

There are 4 parts: The Centrifuge itself, which is HIGHLY discounted in the offer, to us, including necessary rotors (1) and adapters (2 types) which they are including for FREE!!

1.) 1 EA 75009261 SORVALL X1R PRO-MD 120 V 11,005.00 11,005.00
Thermo Scientific Thermo Scientific Sorvall X1R Pro-MD, 120 V 10 %, 60 Hz, Model: IVD certified, Voltage: 120 V, Capacity: 4 x 400 mL with TX-400 rotor, Max. RCF: 25830 xg with Microliter 30 x 2 rotor, Max. Speed: 15200 rpm with Microliter 30 x 2 rotor, Product Line: general purpose centrifuge
Vendor Catalog # 75009261
This item is being sold as 1 per each

(Note that there is an optional EXTENDED WARRANTY for \$1312.00:
Optional extended warranty below available to purchase per unit:
| 13 100 732 EXT WARRANTY GP CENT CW SPDVAC)

2.) 75003663 F15-8X50C FIBERLITE ROTOR N/C N/C
Thermo Scientific Fiberlite F15-8 x 50cy Fixed Angle Rotor, For Use With: Thermo Scientific Sorval Legend T Plus and Multifuge 3 Plus Centrifuges, Capacity: 8 x 50mL, Max. Speed: 12,000rpm, Max. RCF: 16,743 x g, Angle: 25 deg.
Vendor Catalog # 75003663
This item is being sold as 1 per each

3.) 0100377 ADPT 50ML CON TO 50ML PK/2 N/C N/C
Thermo Scientific 50mL Nalgene Oak Ridge Tube Adapter, For Use With: Fiberlite F13-14x50cy, Fiberlite F15-8x50cy rotors, Description: 50mL Nalgene Oak Ridge Tube Adapter
Vendor Catalog # 010-0377
This item is being sold as 2 each per pack

4.) 75100378 ADPT 50 TO 15ML CONICAL 2/PK N/C N/C
Thermo Scientific Fiberlite Rotor Adapters, Description: Adapter for 15mL conical tubes
Vendor Catalog # 75100378
This item is being sold as 2 each per pack

MERCHANDISE TOTAL 11,005.00

Resource Requests

Estimated Sales Tax 1,086.75

TOTAL 12,091.75 (WITHOUT Extended Warranty!)

NOTES:

DELIVERY: FREE SHIPPING DOCK TO DOCK

****Also NOTE that prices will increase by 5%-10% on January 1 of each upcoming year!!

Program Goals this Request Supports

Maintaining and enhancing our Majors courses, particularly BIOL 230, with necessary equipment to support Lab Experiments that are relevant in modern scientific and biomedical careers.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

12,091.75

One-Time or Recurring Cost?

One-time Cost

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

Provides all Biological Sciences students with direct access to advanced laboratory equipment at an inexpensive community college and a Biological Sciences program that are both student-focused and equity-focused.

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

Latinx and AANAPISI students are key members of our Biological Sciences programs, and Latinx students in particular make up a very large portion (ranging from 33% to 57%) of our Biological Sciences and Allied Health Majors.

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

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

Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Biology

Item Requested

Microscope Objective Lenses of Various Magnifications

Resource Requests

Item Description

10 Obj. Achromat 40x/0.65 lenses
10 Obj. Achromat 100x/1.25 oil lenses
10 Plan 40X/0.65 NA, 0.31MM W.D. lenses
10 Plan 100x/1.25 NA, 0.10MM W.D., Oil lenses

Program Goals this Request Supports

This equipment is essential for teaching students laboratory skills and the scientific method. It is also key for teaching students about cellular structures and properties of living things.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,418.97

One-Time or Recurring Cost?

One-time Cost

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

When resources are scarce in educational environments, it is often the most marginalized students who are most impacted. Providing high-quality laboratory educational experiences for each of our students is essential to the goals of our program.

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

Our program serves many Latinx and AANAPISIS students. This request will ensure that they have access to enough high quality laboratory materials.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Biology

Item Requested

Thermo Scientific Owl EasyCast B1A Mini Gel Electrophoresis System
with Buffer Exchange Ports

Item Description

Biology 110 needs four more Gel Electrophoreses Systems. Specifically, Thermo Scientific Owl EasyCast B1A Mini Gel Electrophoresis System
with Buffer Exchange Ports, Description: EasyCast w/Buffer exchange
ports, Certifications/Compliance: CE marked, Dimensions: 6.31 x 4.13
x 3.75 in. (16 x 10.5 x 9.5 cm), Height: 3.75 in., 9.5 cm, Length:
6.31 in., 16 cm
Vendor Catalog # B1A-BP

Resource Requests

Program Goals this Request Supports

This material will allow more students to effectively practice loading gel boxes before they load gels with their actual DNA samples. This will help ensure more students have successful lab results.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,738.52

One-Time or Recurring Cost?

One-time Cost

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

Typically students from marginalized backgrounds have less experience in biotechnology lab techniques. Thus having enough materials to allow students to practice will be particularly helpful for underserved students.

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

A large number of our students are from Latinx and AANAPISI backgrounds. Thus, ensuring we have adequate lab resources helps support their success in our classes.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Biology

Item Requested

Autoclave and supporting Equipment

Item Description

1 3870ELP Lab Line, 230V, 3-ph with Free Printer (Autoclave)
1 Stand F/ All 3850 & 3870 Bench
1 Acme Buck/Boost Transformer
1 Chamber Brite
1 Printer Paper For Autoclaves (5 Rolls Per Case)
1 Tape - Autoclave- Chemical Indicator
1 Self-Adhesive Tape/Type 1
1 Freight (LTL)

Program Goals this Request Supports

This equipment ensures that we are able to safely and efficiently process equipment for several courses, in particular microbiology courses.

Status

New Request - Active

Resource Requests

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

23,746.87

One-Time or Recurring Cost?

One-time Cost

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

Having adequate laboratory prep equipment ensures that all students have a high quality educational experience. It does this by allowing faculty to create labs that are in line with current laboratory practices and techniques. Helping students have these experiences is part of closing the equity gap.

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

Many of our students are from Latinx and AANAPISI backgrounds. Providing them with the highest quality equipment and supplies is essential for our program goals.

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

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

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Biology - Anatomy

Item Requested

Male and female reproductive system models

Item Description

Male and female pelvis models that include reproductive organs and musculature. We are requesting 2 male models (each \$770) and 2 female models (each \$400).

Vendor: Anatomy Warehouse

Female model: A-112925

Male model: A-112923

Program Goals this Request Supports

Providing modern instructional equipment that supports active engagement and student learning

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,400

One-Time or Recurring Cost?

One-time Cost

Resource Requests

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

Students learn best when they have hands-on access to instructional materials. Students take turns learning from our models. However we currently have insufficient numbers of models which significantly limits each student's hands-on time. Having additional models may help reduce disproportionate impacts of limited learning time.

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

Students learn best when they have hands-on access to instructional materials. Students take turns learning from our models. However we currently have insufficient numbers of models which significantly limits each student's hands-on time. Having additional models may help reduce disproportionate impacts of limited learning time.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation

Student Access and/or Success and/or Completion

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

Support innovative teaching that creates more equitable and antiracist learning environments



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Business

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Career & Personal Development

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.

The mission of the Career and Personal Development (CRER) courses at Cañada College are to educate and empower students to achieve success in higher education and to clarify and plan for their future careers. Career courses serve recent high school graduates, continuing students, returning students, experienced workers seeking a career change, and high school concurrent enrollment students. The curriculum is structured around the themes of College Success; Career Assessment and Planning; Researching Majors and Careers; Transfer Essentials; Job Readiness; Job Search; and Scholarships and Financial Aid.

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."

The CRER courses cover preparing for and transferring to 4-year institutions, especially in the curriculum of the CRER 110 course. When changes occur in this process, the curriculum is updated. 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.

The CRER department can be impacted by the job market. For the past several years, students have needed additional support in choosing their major, exploring job market trends, and/or transfer options so they end up taking CRER courses to build their skills. Many of the CRER courses are now being taught in high schools and other off-campus locations. Moreover, the CRER 137 course is UC transferable, meets CSU Area E, plus also meets our local AA/AS Area E1 requirements, which means it is highly requested every semester.

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?

Since the last review, the program has begun to offer additional modes of delivery for courses. Due to COVID necessitating remote instruction, some of the CRER courses are now being offered synchronously in addition to the asynchronous modes available before. Some of the CRER 137 classes are being offered in multi-modal format, with the option to complete the class in-person, via Zoom, or fully online through Canvas. There are also some late start courses to accommodate students that have to revise their schedules mid-semester.

5A. Progress Report - IPC Feedback

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

There was no IPC feedback or recommendations provided for this review cycle.

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.

From the last program review cycle, CRER 430 has been approved to be offered via the online delivery format. The program has started to use the time opened up by not needing assessment to start conversations with students regarding interest area and to assist in narrowing down educational goals. Additionally, with the Interest Area Success Teams created and meeting regularly, the program has found institutionalized support for STEM students. The program has since decided against moving forward with a 3 unit College Success course and instead will focus on marketing the CRER 137 course. The program has also decided not to institutionalize the CWA CRER 137 and instead will focus on providing PROMISE students a CRER 137 course.

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?

The program did not request resources in the last cycle.

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."

The program has not had a change in the faculty that teach CRER courses.

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.

Headcount for Career Courses was highest in 2019-20 when we offered 23 sections. During that year, the Headcount at census was 592. However, 2019-20 was also the second lowest Load at 313 during this cycle. In 2020-21, we saw a significant dip in Headcount (478) and Sections (18). We can attribute this to significant district-wide enrollment dips due to the COVID-19 move to all virtual learning and services. However, we saw a similar trend in the pre-pandemic year of 2018-19, where Headcount was at 445 and Sections were at 17. In 2021-22, we saw a significant increase in Headcount (546) and Sections (24) compared to the previous year. 2021-22 is when the College made a concerted effort to bring back in-person class offerings and services.

FTEF saw a significant improvement from 2.37 in 2018-19 to 3.43 in 2019-20. That increase has stayed steady through 2021-22.

FTES has steadily increased from the beginning of the cycle at 39.4 in 2017-18, to 42.0 in 2021-22. FTES peaked in the middle of the cycle at 47.9 in 2019-20.

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?

During this cycle, some significant changes have occurred, especially in the area of outreach to underrepresented surrounding areas of our larger community. As part of the Dual Enrollment program, CRER 137 offerings have been staffed at two area high schools (Oxford Academy in East Palo Alto and Pescadero High School in Pescadero).

We have also added cohort restricted sections of CRER 137 as part of the Promise Scholars program. These sections are staffed exclusively by Promise counselors, and the Program is also planning to add CRER 401 for the next cycle, as the program capacity increases.

Program Review

The aforementioned changes could explain the 14% increase in Headcount from 2020-21 to 2021-22.

However, Load actually decreased by 19% during the same time period.

CRER 137 has maintained a significantly higher Headcount, Load and FTES throughout the cycle, compared to CRER 110, 401, 407 & 430. This trend can be attributed to the consistently higher course offerings each year, as it now is part of three separate Learning Communities (COLTS, Promise & Puente). The 3 unit, UC/CSU transferable CRER 137 course is approved for Area E for both the CSU GE and our local AA/AS, which could also help to explain its popularity.

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.

We will continue our offerings under the Dual Enrollment program, reaching more High School students, and continue offering the Promise cohort restricted sections with CRER 137 and expanding to include CRER 401. The CRER 110, a one-unit Honors course, can now be combined with LIBR 100 and IDST 150, to provide students with 3 units of honors credit. The Honors Transfer Program will continue to promote CRER 110 as an important course for transfer knowledge and earning honors credit. In addition, the Counseling Dept. will promote enrollment of CRER 110 in the student's second semester, ensuring that students understand the transfer process before preparing transfer applications.

Under AB 928 and the establishment of "CalGETC", the proposed singular GE pattern calls for elimination of Area E, Lifelong Learning & Self-Development. CRER 137 is one of the few 3-unit courses in Area E. Through our Academic Senate and other avenues, we are lobbying to establish an Area E CSU graduation requirement that can be satisfied either with an upper or lower division course. If approved, we will encourage students to satisfy this graduation requirement at the Community College. Our hope is that we can maintain or expand enrollment in CRER 137.

Lastly, Counselors have identified our professional development need for training in virtual counseling. Before the pandemic, we were not offering virtual counseling. Currently, virtual appointments are in high demand. We have identified both a 40-hour and 20-hour "Online College Counseling" training offered by the CA Virtual Campus Online Network of Educators. We are currently exploring the format for making the training available to Counselors.

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?

Based on the data provided by PRIE this is the completion and success rate for the cycle (2020-2022):

In 2020-2021 the success rate for the department was 73% (Overall College Success Rate: 72.9%)

In 2021-2022 the success rate for the department was 72% (Overall College Success Rate 72%)

Figuring completion rate by subtracting withdraw rates from 100%:

- In 2020-2021, the completion rate was 87%.
 - o 100% - 13% Withdraw rate = 87% completion rate. 73% out of these 87% succeeded, or 83.9% of those that completed also succeeded.
- In 2021-2022, the completion rate was 87% (same as previous year)
 - o 100% - 13% Withdraw rate = 87% completion rate. 72% out of these 87% succeeded, or 82.8% of those that completed also succeeded.

Success rates of specific courses in the department:

From 2017-2018 through 2021-2022, student success rates (in descending order):

- CRER-430 at 80%
- CRER-110 at 77%

Program Review

- CRER-137 at 72%
- CRER-401 at 64%
- CRER-300 at 56%
- CRER-407 at 38% (no longer offering this course)

From 2017-2018 through 2021-2022, student completion rates (in descending order):

- CRER-110 at 87%
- CRER-137 at 85%
- CRER-430 at 84%
- CRER-401 and CRER-300 at 80%
- CRER-407 at 40% (no longer offering this course)
 - Since there are no certificates or degrees specifically for our department, the question is not relevant regarding whether a student can get a degree or certificate from our department by taking courses only at Cañada College.
- To help improve completion and success rates in our department, the college can:
 - Continue to have Learning Communities connected to our career courses
 - Provide a retention specialist dedicated to the Counseling Department
 - Provide more student support such as tutoring in an area
 - Continue to support the Early Alerts program

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?

Based on the data provided by PRIE, the following are most important for improving our program's outcomes:

1. Gap in access among first generation students (18.9%)
2. Gap in access among low income students (11.4%)
3. Gap in success among Hispanic male students (11.5%)

The College can help address these gaps by:

- Continuing to enhance and provide training on how to effectively utilize Canvas, Multi-Modal Teaching Rooms, SSL, and other Instructional Technology tools
- Continuing to enhance and provide bilingual learning support and learning technologies prioritizing first generation and low income students
- Continuing to provide wrap-around support services for low income students to assist with their fees, books, food, transportation and housing
- Assigning a dedicated classroom for CRER instruction (CRER faculty have identified Bldg. 9-206 as an ideal classroom based on how the room is configured and its proximity to the Counseling Department)

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".

For the academic years in this current cycle, the success rate between online/hybrid and face-to-face courses have been mixed.

Program Review

1. 2019-2020 - 65% for online, 69% for face-to-face
2. 2020-2021 - 76% for online, 63% for face-to-face
3. 2021-2022 - 70% for online, 88% for face-to-face

For context, 2019-2020 was the start of the COVID pandemic, with instruction quickly altering from face-to-face to almost entirely online for the Spring 2020 semester. The 4% gap between the two modalities illustrate a relatively successful shift from face-to-face to online mid-semester and that students succeeded at a comparable rate between the two modalities.

In 2020-2021, virtually all the CRER courses were offered online, either asynchronously or synchronously. With the pandemic firmly at the forefront and with strict masking and vaccination policies, it is likely that these factors affected the rare in-person course and the success rate, lowering it to 63%. Due to the pandemic, many of the instructors completed additional training in use of remote learning tools, and there was access to more online support services for students, including the Virtual Campus, online tutoring, and remote counseling. Likewise, students that enrolled during the pandemic would have likely already become accustomed to remote learning, and those that preferred face-to-face, likely would have decided not to enroll until face-to-face instruction was again available. These factors likely contributed to the online success rate increasing to 76%.

In 2021-2022, many more face-to-face classes became available again. Online offerings went back down, with online courses averaging more students per section than the face-to-face courses. Success rates for face-to-face courses improved markedly, to 88%. Potential reasons include students motivated to return to in-person learning after nearly two years of remote learning, an easing of pandemic restrictions, smaller class sizes allowing for more faculty and student interaction, and access to campus resources being more easily available. Online success rates stayed relatively similar to the previous year, holding at 70%.

Due to the unique circumstances of this cycle, it is difficult to gauge a gap between online and face-to-face success rates, as the data goes both ways. We can, however, extrapolate on certain factors that have raised the success rate overall in the last three years. These include faculty obtaining additional training in using remote learning tools, having additional access to support services for students that they can utilize remotely, smaller classes sizes for increased faculty and student interaction, and tools via Virtual Campus to help students learn how to use remote learning tools, such as Canvas.

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.

All active courses are assessed according to our 3-year cycle. Currently, our assessment plan is up-to-date and in compliance. Coordination of SLO assessment occurs across all active CRER classes and the respective teaching faculty. SLO's are assessed at the end of every course offering.

Because several sections of CRER 137 are offered each semester, instructors decide as a team which SLO to assess.

The following are the SLO's for CRER courses:

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

1. *Evaluate coursework for transfer requirements.*
2. *Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.*
3. *Identify transfer policies for admission purposes.*

CRER 300 Introduction to Scholarships

Program Review

1. Demonstrate research skills in relationship to exploring financial aid and scholarship opportunities.
2. Write a personal statement for a scholarship application. Demonstrate an understanding of time management and organization skills.

CRER 137 Life and Career Planning

1. Create an effective resume to be used for career-related opportunities.
2. Evaluate career assessment results (interests, satisfying work skills, values and personality.)
3. Demonstrate knowledge of informational interviewing skills.

CRER 430 Career Assessment

1. Use career research resources in the area of career and life planning based on the results of the Assessment Inventories.
2. Complete Student Educational Plan.
3. Interpret and understand career assessment results.

CRER 401 College Success

1. Identify at least five study techniques that lead to college success.
2. Identify their learning style and use of appropriate study techniques.
3. Students will be able to identify the prerequisite courses for their major.

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?

In the previous cycle (2017-2020), faculty met each semester as a group to discuss best practices and to analyze SLO's and discuss changes and/or updates needed. Faculty also met individually throughout the semesters to discuss best practices for evaluating and obtaining data for SLO's. This current cycle, faculty have not yet met as we previously did. Therefore, the SLO's used for this current cycle needs to be reviewed/discussed by the CRER instructors to ensure they are all relevant and in-line with our current and/or future Mission. It is also important to note that the same SLO's were assessed in the previous cycle.

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?

Not Applicable

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

General Supporting Documents

[CRER Full-Packet 2017-2022.pdf](#)

Tables & Graphs

x

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Chemistry

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.

Mission Statement

The Chemistry Department at Cañada College is committed to fostering an inclusive and engaging learning environment that empowers students to explore the fundamental principles of chemistry. Our mission is to provide high-quality education that emphasizes critical thinking, hands-on laboratory experience, and real-world applications. We strive to create a department that actively addresses socio-academic inequity, ensuring that all students have the opportunity to achieve academic excellence in our field of study.

As of Fall 2024, the department engages with: The Learning Center, the ZTC Adoption Program, the DRC, PCC, Title IX Reporting Center, the Library, the Transfer Center, the ICC and SparkPoint. The integration of these student services into our departmental function helps realize of both our own mission statement and Cañada College's 2022-2027 educational master plan. A comprehensive list of the department's activities and collaborations that align with the College's plans are listed below.

I. Supporting the College's *Equity* Goals:

- Eleven Open Educational Resources (OER) have been created or secured by the department for use in all offered chemistry courses.
- Reduced class maximums for the "general-organic chemistry series" (CHEM 210-220 + CHEM 231-232), thus increasing the student-to-instructor ratio by up to 33%.
- Personally funded course materials for student use and consumption (each full-time faculty member has a store of spare notebooks, goggles, calculators, etc.).
- Respond to student crises and proactively file CARES reports, including Title IX incident reporting. Provide snacks from the SparkPoint program for chemistry-specific student areas.
- Secured accessible furnishings and seating options for students outside lab rooms and instructor offices.

II. Supporting the College's *Accessible Technology* Efforts:

- Securing laptops for exclusive student use in chemistry labs, replacing obsolete and old equipment.
- Acquiring UV-Vis Absorbance Spectrophotometers and analytical-grade pH meters; replacing 40 and 10-year-old laboratory equipment, respectively.
- Working toward replacing other old industrial-standard equipment.

III. Supporting the College's *Strategic Enrollment Initiatives*:

- Chemistry course offerings have been diversified according to course time, with an increase in the number of Friday, Evening, and Saturday courses offered.

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."

Post COVID-19, CSU and UC degree requirements for all transferable "majors" chemistry courses (CHEM 210, 220 231, and 232) have reverted back to fully in-person laboratory contact hours. The career-track CHEM 410 course for students pursuing a specialized profession within the health sciences (e.g. Nursing, Physician's Assistant, and Kinesiology

Program Review

Programs) are following suit and are program-dependent. Thus, the department has changed all laboratory course components to meet in a face-to-face, on-campus, and in designated laboratory space. The current exception to this policy is CHEM 192, which satisfies the physical science course requirement needed for earning a high school diploma when offered in a fully-online modality.

No known changes have been made to the general-organic chemistry series' curriculum (CHEM 210, 220, 231, and 232) aside from laboratory contact hours. However, the department anticipates a change in curriculum for transferable courses as the college's Curriculum Committee implements the singular general education pathway for California Community College students to fulfill lower-division general education requirements. (Cal-CETC). Furthermore, CHEM 192, which is sometimes taken by students in the Radiologic Technology program, is expected to require in-person laboratory contact hours. An OER laboratory manual has already been developed in anticipation this change.

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.

There is an increase in demand for a local workforce equipped with robust knowledge in organic chemistry, analytical chemistry, and laboratory instrumentation. To be employed locally, it is critical that Canada College offers an Associate's Degree for Transfer in Chemistry (AS-T, Chemistry) as an exit pathway for students. The department is planning to develop the program for the Associates Degree for Transfer and Associate in Science Chemical Technician Program, which will be further researched with the goal of developing a four-year vocational baccalaureate degree to meet the needs of the current workforce.

Justification

The demand for employees with a strong chemistry background is projected to grow by about 10-15% over the next decade, driven by increasing R&D spending and the need for innovative solutions in healthcare and materials science. According to the California Employment Development Department (EDD), the Natural sciences sector in the Bay Area employed approximately 46,000 individuals in 2022, with 30,000 persons employed in specialized knowledge in organic, materials, and analytical chemistry. Employment of chemists and biochemists is expected to grow faster than average, driven by demand for discovery of small molecules for new medical therapies and sustainable technologies in companies like Genentech, Novartis, and Thermo Fisher.

The University of California, California State University, and California Polytechnic State University systems offer a BS in Chemistry and a BS in Biochemistry *exclusively* through their chemistry departments, not biology. The department requests that this transfer certification be resurrected to meet the needs of the current local workforce.

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?

With the "end" of the COVID-19 pandemic and the hiring of two new full-time faculty in January 2023, multiple changes in course offerings, scheduling, and modality were made within the department during this review period:

I. Changes in Course Offerings

The department has continuously increased the number of sections offered for most courses in the department. To demonstrate, the total chemistry course offerings in the 2021-2022 academic year was 18 sections, which increased in 2023-2024 to 22 sections. From Spring 2023 to Spring 2024, the total sections of chemistry courses increased by 33%, from 9 sections to 12. Similarly, the total courses offered by the department in Summer 2024 rose 150% compared to Summer 2023, from only two courses to five. The growing size of the department is projected to continue, with 24 scheduled sections offered in 2024-2025.

Student demand for CHEM 410 has notably increased post-pandemic. In Spring 2023, the department committed to offering an additional section every semester - instructor and stock room resources permitting. This additional section of CHEM 410 is anticipated to become a permanent scheduling choice once all the required resources are provided.

II. Changes in Course Delivery

The department has established new class maximums for CHEM 210, 220, 231, and 232 - hereby referred to as the "General-Organic chemistry series" - from 30 to 24 (CHEM 210/220) and 30 to 20 (CHEM 231/232). This was decided based on the American Chemical Society's safety recommendations for instructional laboratories. At the time of this

Program Review

review, all chemistry courses are offered in both a fully in-person and a hybrid modality. The only exception to this decision is the organic chemistry series, CHEM 231 and 232, which show low retention and low success when delivered in a hybrid modality. CHEM 192, offered once a semester including summer, is the sole fully online course remaining in the department.

III. Changes in *Course Scheduling*

To serve a larger demographic of students and be a more inclusive program, the department has implemented a course schedule that puts students' time needs first, in alignment with Canada's Strategic Enrollment Initiative C.1.3. Chemistry course offerings have been diversified according to course time, with an increase in the number of Friday, Evening, Saturday, and Summer term courses offered for high-headcount classes like CHEM 410, CHEM 210, CHEM 220 and CHEM 231. Not only does this differentiation by course time provide more equitable course scheduling for students, but this change also continues to increase the total overall course offerings.

IV. Improving *Equitable Access to Course Materials and Technology*

Our department has a goal of implementing ZTC materials for all course offerings, with 100% of our courses listed as Low Cost by 2027. Currently, there are eleven Open Educational Resources the department has either created or secured to diminish cost as a deciding factor in student success:

- Laboratory Manuals for all current CHEM courses: CHEM 192, CHEM 210, CHEM 220, CHEM 231, CHEM 232, and CHEM 410.
- ZTC Textbooks for: CHEM 210, CHEM 220, CHEM 231, CHEM 232, and CHEM 410.

Instructor-developed CHEM 220 and CHEM 232 ZTC Textbooks are in progress at the time of this review, and open-resource homework platforms will follow.

The above changes align with the College's Educational Master plan for 2022-2027 (Initiative 4.1.0).

5A. Progress Report - IPC Feedback

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

I. Response to Recommendations on *Program Access & Completion*

To improve successful completion of our program, the department is committed to increasing the total number of courses offered with a large variety in the offered course times, days, and modalities that increase enrollment, improve retention, and meet the articulation needs for both our local degree and other certificates like the Allied Health Associate's in Science Degree and Early Childhood Education Associate in Science Degree Program. This includes offering in-person laboratory instruction for CHEM 192 and CHEM 410 and offering CHEM 114 for each respective program.

II. Response to Recommendations on *Improving Student Equity*

The chemistry department is currently planning to implement the following strategies moving forward:

- Partner with programs like UMOJA and MESA to better serve disproportionately impacted students in our department.
- Secure, through the Program Review Resource Application Program, additional laptops and upgraded laboratory equipment in quantities that allow every student to have hands-on access.
- Work with the TRABAJO grant to give more students exposure to the real-world application of chemistry as a profession.
- Apply for the NSF "Innovation in Two-Year College STEM Education" Grant.
- Create department standards and policies about the timing, circumstances, and use of academic Early Alerts, CARES reports, and Title IX reporting.
- Collaborate with STEM Counseling to ensure students are given multiple class loads, timelines, and pathways that promote success before entering our classes.

III. Response to Recommendations on *Completion & Success Rates Online*

As only one class in the department is offered fully online, a plan to improve student success rates in online chemistry classes is not a current priority for the department.

In our program, in-person modalities have better student success rates than their hybrid counterparts. As the department stabilizes its number of course offerings, the proportion of hybrid to in-person modalities offered per course, and personnel, a deeper investigation into improving student success and completion in hybrid courses will follow.

Program Review

In the interim, chemistry instructors who teach hybrid modalities will be encouraged to perform paid district trainings for asynchronous online instruction - like the QOTL series – and apply for professional development funds to attend trainings and seminars to learn current best-practice pedagogies for hybrid STEM courses. The department will also seed collaborations with the Business, Design, and Workforce Development Division, where the use of VR simulations as auxiliary instructional resources are being implemented.

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.

The prior goals of the chemistry department and the progress made on achieving them are given below. Please see Question 6A for a more in-depth analysis of how the department is limited by resources that directly correlate to our stated goals from the 2018-2021 review cycle.

I. GOAL: *To ensure student access to the application of computers in the chemistry laboratory.*

The department has since improved the access and use of computers by students enrolled in our laboratory courses. We have purchased and required the use of 30 laptops for exclusive student use in chemistry labs. These laptops are furnished with professional-grade software and applications such as Microsoft Excel and Chemicalize. Furthermore, these laptops were selected for specifications that are compatible with equipment-specific programs for use with laboratory instruments. However, with the expansion of the program, more computers are needed so that access is guaranteed for every individual student.

II. GOAL: *To increase retention and completion of students of all groups by offering an ongoing qualified and reliable academic support and academic intervention.*

Chemistry course offerings have been diversified according to course time, with an increase in the number of Friday, Evening, Saturday, and Summer term courses offered for high-headcount classes like CHEM 410, CHEM 210, CHEM 220 and CHEM 231, which has increased enrollment. However, the lack of college-provided academic supports for evening and weekend courses means that students in these courses - particularly Saturday sections, where retention is lower than the departmental average - is necessary. Evening sections have a 2.5x higher enrollment in 2023-2024 compared to the prior academic year, meaning more academic support is needed "after hours" as well. The department is working towards meeting this goal by increasing the number of overall tutors in The Learning Center, advocating for embedded laboratory tutors for all evening and Saturday courses, and requesting additional instructional personnel be hired.

III. GOAL: *To offer hands-on laboratory activities based on articulated laboratory curriculum to teach relevant technical skills and critical thinking skills in any offered instructional delivery modality.*

The department is working towards 100% of all laboratory courses offered in-person for articulation needs, ensuring all students are able to have a hands-on laboratory experience that meets their transfer and/or degree goals. As of Spring 2025, all* course offerings except CHEM 114 will have an associated OER Laboratory Manual with a list of universalized, in-house experiments that meet each COR, SLO and Cal-GETC requirement.

*Note: At the time of this review, CHEM 410 has been submitted for curriculum approval by the state to meet Cal-GETC requirements for CSU/UC transfer.

The department has made progress in ensuring that laboratory courses are furnished with industry-standard equipment to help develop students' technical skills. Specifically, thirteen GENESYS 40 UV-Vis Absorbance Spectrophotometer have replaced the 40-year-old set of Spectronic 20D Spectrophotometers, and 13 analytical-grade pH meters have replaced 10-year-old Vernier probes which are meant for use in K-12 instructional labs. These instruments will better prepare students for their academic and professional futures by ensuring they are both familiar with and skilled in using professional-grade equipment.

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?

I. Request for Set of 35 Laptops with Microsoft Office Suite and Charging Carts

This resource was requested to fulfill the prior Program Goal, "To ensure student access to the application of computers in the chemistry laboratory." The department's Resource Application for 35 Laptops in the 2018-2021 Comprehensive Program Review was denied.

Outside of the Program Review Resource Request channel, the department has secured 30 chemistry lab-specific laptops and two docking carts for student use. These laptops, purchased July 1st 2023 and secured for use in Fall 2023, have significantly improved how students are able to collect, analyze and discuss their experimental data. The standardization of use of this technology in the lab is now a vital component of laboratory instruction and curriculum, where both computational and graphical data manipulation is a foundational skill. However, this currently means that only two of the

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three laboratory rooms have a set of laptops available for use at any time, meaning some sections are forced to do without this technology.

Thus, the department requires a 1:1 student-to-laptop ratio supplied in every lab room. Considering the increase in the number of in-person labs offered by the department, there are now three chemistry laboratory spaces that span two buildings (Building 18 and Building 16). This requires a minimum of 25 computers in the general chemistry lab rooms and 21 computers in the organic chemistry Lab room.

II. Request for *Instructional Aide I*

This resource was requested to fulfill the prior Program Goal, *"To increase retention and completion of students of all groups by offering an ongoing qualified and reliable academic support and academic intervention."* The department's Resource Application for Instructional Aid I in the 2018-2021 Comprehensive Program Review was denied.

The full breadth of chemistry course offerings at Canada College requires a vast and diverse set of learning goals, skillsets, and knowledge base that is differentiated even amongst subject matter experts (instructors). For example, the instructional supports required by students enrolled in General Chemistry necessitates strong math and computer skills, whereas Organic Chemistry requires a deeper level of chemical theories and laboratory applications than are presented in prerequisite courses. To accommodate the most impacted student groups, we have recommended for hire up to seven Learning Center Tutors and three embedded student tutors in chemistry labs, with some positive impact on student success observed in the program in the most recent semesters. However, the number of students available for tutoring and their schedules are limited, as they are also STEM students taking multiple 4-5 unit courses. Additionally, finding a diverse group of student tutors who are able to support introductory through advanced chemistry topics remains a challenge - by the time a new group of students are beginning CHEM 231, most of the potential peer tutors who successfully completed CHEM 231-232 have already transferred.

Furthermore, a large population of students are enrolled in evening chemistry classes. These students typically have other, non-academic responsibilities like work, childcare, etc. during the day, and are usually only able to focus on their studies outside of the College's operating hours. For example, The Learning Center closes at 7:00 pm M-F, and the Library closes at 3:00 pm on Saturdays (when students in Saturday courses are in lab). The early closure of The Learning Center (compared to a lab that ends at 9:00 pm, for instance) has been identified by students directly as a support service they do not have equitable access to. Thus, there is a definitive need of instructional support programs and college services on campus at later times and on the weekends.

To ensure all students have access to academic support, the department needs a full-time subject-matter expert (Chemistry Instructional Aide I). This role would provide consistent support throughout the year, helping students with coursework and laboratory data at the Learning Center during its operating hours. Additionally, since peer tutors are restricted to the Learning Center, the Chemistry Instructional Aide I could extend support by offering tutoring in the library or via Zoom during evenings, Friday afternoons, and Saturdays.

III. Request for *Laboratory Student Assistant (20 hrs/wk)*

This position was requested so the department could have adequate staffing to create, in-house, take home laboratory kits for use in online laboratory courses. The department's Resource Application for a Laboratory Student Assistant in the 2018-2021 Comprehensive Program Review was denied.

The take-home Chemistry Laboratory kits, designed by college faculty and staff, were rejected for use at the District level in 2023. However, the increased course offerings and more inclusive scheduling highlight the need for not just one but two student assistants to support the single stockroom staff responsible for all three lab rooms across two buildings, which operate M-Th from morning until 9 p.m. and on Saturdays.

IV. Request for *Seed Funding for the Completion of In-House Laboratory Kits (\$5000)*

This request was approved at an augmented amount of \$3,000, and take-home laboratory kits were made in 2021 and 2022. However, the change in lab modality from online to face-to-face Labs in Spring 2023 to meet articulation needs renders an analysis of the impact of this resource request inconsequential to our program's review.

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."

Between Spring 2022 and Spring 2023, the Chemistry Department underwent significant staffing changes. In Spring 2022, only one full-time instructor remained, and by Fall 2022, there were no full-time faculty due to retirements. Although senior adjunct faculty were highly engaged and dedicated to student success, the absence of full-time instructors made it challenging to maintain a stable teaching and learning environment.

In Spring 2023, two full-time instructors were hired. However, by Fall 2024, only 35% of the department's FTEs were taught by full-time faculty, giving the department the lowest full-time faculty-to-FTE ratio at the college. Despite growing demand for course sections and requests for new courses, the number of sections offered remains limited by both faculty and

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stockroom staff availability. The department plans to submit requests for additional full-time faculty and stockroom staff to meet current and next-academic year demands.

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.

The chemistry department has undergone a period of rapid growth during this cycle. In the academic year 2021-2022, the department offered 11.36 FTES. After the retirement of the last full-time faculty member in Spring 2022, the department's course offerings decreased by 12% at the close of AY 2022-2023. However, after hiring of two new full-time faculty members in January 2023, the FTES increased to 12.6 FTES. On average, chemistry is within the top 10 largest departments at the college as of Fall 2024. This trend is projected into the current and 2024-2025 academic year, with a total of 14 anticipated FTES; this increment is calculated being conservative based on space and staff limitation.

The total average headcount in the department from Fall 2021-Spring 2024 (quantified as headcount) was around 670 students, accounting for 7% of the total college enrollment over this time period. In the academic year 2022-2023, department enrollment reduced compared to the previous year due to stated departmental changes. However, the enrollment in academic year 2023-2024 increased. The same trend is observed for FTES and Load, with a department fill of 92% and a retention rate of 86.2%, respectively. Retention was minimally changed (< 2%) within this review period. Meanwhile the data indicates that the percentage fill rate of the chemistry department is 1.5 times the college average, being between 87% and 97%. Furthermore, in the Spring and Fall semesters of 2024 the chemistry department has been breaking records for the number of sections offered compared to pre-pandemic offerings.

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?

In the wake of the the COVID-19 pandemic and the hiring of two new full-time faculty in January 2023, multiple high-impact changes were made to our program:

I. Changes in Staffing and Personnel

In Spring 2022, the department had only one full-time instructor, and by Fall 2022, there were none due to retirements. This directly affected the number of FTEs the department could offer, as part-time faculty have limits on the number of FTEs they can teach. Although two full-time instructors were board-approved in January 2023, the delay in their hiring caused Spring 2023 assignments to be postponed, leading to student hesitation in enrolling for sections without assigned instructors. While no sections were canceled, this resulted in the department's lowest enrollment in the last three years.

II. Changes in Laboratory Modality

After coming back from COVID, the courses of general chemistry, Organic Chemistry and Chemistry for Health Science are not transferable if the lab component is delivered fully online. The Chemistry Department intentionally offers a mix of hybrid and face-to-face modalities for the highest-headcount chemistry classes (CHEM 410, CHEM 210, and CHEM 220) to accommodate student populations that benefit from flexible scheduling.

CHEM 192 has been maintained offered once a semester in a fully online format. CHEM 192 enrollment has been driven pre-health program requirements like Radiologic Technology, students preparing to take the CHEM 210/220 sequence, and high school students completing a requirement for graduation and/or advanced placement chemistry courses.

Traditionally, CHEM 192 is expected to serve as a science course with a lab component to fulfill general education requirements. Considering that the objectives of the class could be met through an online modality, CHEM 192 became the only course offered fully online, providing maximum flexibility for students.

Recently, programs like Radiologic Technology have started requiring in-person lab components for chemistry courses. As students applying for these programs can alternatively take CHEM 410 or CHEM 210, the enrollment for CHEM 192 had been impacted. While moving this class to a hybrid modality will revert the trend, limitations in faculty and staffing resources within the department resulted in the decision to continue to offer CHEM 192 as it has been in the past, despite changes in articulation for certain certificates and programs.

III. Changes in Course Scheduling

Chemistry course offerings have been increasingly diversified by course time and day, with an increase in the number of Friday, Evening, and Saturday courses offered for large-enrollment classes like CHEM 410, CHEM 210, CHEM 220 and CHEM 231. Not only does this differentiation by course time provide more equitable course scheduling for students, but this change also continues to increase the total overall course offerings. Our department has intentionally made these

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changes to support student access in alignment with The San Mateo County Community College District's Board of Trustees' Initiative C.1.3.

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.

General Program Plans

To improve trends in access, headcount, success and completion rates, the department plans to make the following changes. In order, we plan to:

1. Continue to increase the offering of courses and prioritize changing course modalities to better match articulation needs for courses with laboratory components.
2. Form collaborations and learning cohorts in chemistry with MESA, UMOJA, and other college-wide academic support services for disproportionately impacted students in chemistry.
3. Develop and pilot the Chem Jam program to prepare students for the skills and technology required for use in their chemistry courses. Jams will be differentiated by course and organized by requisite topics and knowledge for said course.

These additional academic support services will help improve overall retention and success rates in chemistry.

4. Create a series "Just in Time" co-requisite support courses to provide additional, structured support to student learning throughout each semester, organized by topics.
5. Develop the Chemistry Associate in Science Degree for Transfer (AS-T) and an Associate in Science Chemical Technician Program, which will be further researched with the goal of developing a four-year vocational baccalaureate degree. The second certification (and eventual Bachelor's Degree) will entice students to enroll in chemistry courses at Canada due to the high demand for skilled laboratory technicians in local labor markets.

Comprehensive Plan and Action Items

The objective of Step 1 above is to increase the total chemistry course offerings in a way that strategically targets courses that are not meeting the enrollment and access demands of our students. This plan leads to a total of 14 FTEs offered by the department in major terms, which requires the hiring of *at least* 3 full-time instructors to bring the proportion of courses taught by full-time faculty to 71% FTEF (currently, the department is operating at only 35% FTEF - the most deficient ration within our division). These hires will bring chemistry closer to the 75% annual goal. In turn, increasing the number of courses offered and diversifying the time at which these courses run requires *at least* one additional stockroom staff personnel to ensure safe and equitable access to our labs. Once these needs are met, our program will offer a consistent and inclusive course schedule.

List of sections to add:

- One section of CHEM 114, a required course for the completion of the Elementary Teacher Education Associate in Arts Degree for Transfer. While online modality can be an option, in-person or hybrid are preferred based on observed success rates in these modalities and to ensure Cal-GETC transferability.
- One section of CHEM 192 with in-person modality.
- Two sections of CHEM 410, a morning section, and a Saturday section (optional Friday sections).
- One section of CHEM 210 offered in the evening.
- One section of CHEM 220 offered in the evening.

While Step 1 of our program plan is in progress, the implementation of the Chem Jam program (Step 3) before each semester will give students the confidence to start classes with a strong foundation, increasing the headcount and retention. To alleviate the cost of the development of the Jams and implementation, the plan is to apply to dedicated grants by NSF "Innovation in Two-Year College STEM Education".

While CHEM Jams are established, the development of "Just in Time" co-requisite support courses will begin. These courses will be modeled after the "Just in Time" courses offered in the Mathematics Department. Once developed (Step 4), the department anticipates an increase in success rates for foundational courses like CHEM 210, CHEM 220, CHEM 231, CHEM 232, and CHEM 410.

Once provided with enough faculty resources and Step 4 is in progress Step 5 will begin with the development of a Chemistry Associate in Science Degree for Transfer will support the transferability of our students and position them as competitive applicants for transfer.

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Following the AS-T in Chemistry, the program will begin building a Chemical Technician Associate's in Science Degree Program, which will prepare our students with the skills and experience to work in every sector of chemical industry, from basic research, operating industry-standard high performance chemical equipment, to hazardous waste management. This degree will fundamentally help first-generation students to envision a better paid job as a qualified employee in the biotech sector in the Bay Area. For this step, at least three more courses should be developed: Analytical Chemistry, Inorganic Chemistry, and Advanced Chemical Instrumentation. This work can be viable only with additional full-time-time faculty.

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?

I. Student Access in the Associate's in Science Degree for Chemistry Program of Study

To complete the Chemistry Associate in Science Degree Program, students must pass all courses in the general-organic series (CHEM 210, CHEM 220, CHEM 231, CHEM 232). Historically, including COVID-19 enrollment trends, the fill rates for these four courses from Fall 2019 – present have an average of 93%, initially suggesting these courses have low accessibility in comparison to the Division (73.4% average fill rate) and the College (39.1% average fill rate) during the same time period. However, the high fill rates for our courses, which often exceed 100% in CHEM 210 and CHEM 220, indicate that an insufficient number of course sections - particularly for “series completion” courses like CHEM 220 and CHEM 232 – are offered by the department to meet student demand. In other words, a surface-level correlation of student accessibility as % fill rate does not suggest that students are able to complete our program *exclusively* at Canada College. The registration of these courses has, in the last four major terms, have students on full waitlists, and courses are near to their maximum (after drops) across all sections. As a result, faculty are faced with the choice of accepting an overage or turning students away. It is our assessment that Canada students do not have a maximized opportunity to take chemistry courses at Canada. Accessible courses are considered as courses that have a fill rate within 10% of the maximum: the courses are filling, but not to the point of exclusion of potential students. For context, a 90% fill rate in our largest course, CHEM 410, is the difference of only three open seats.

CHEM 210 from Fall 2021-present had an average fill rate of 95%. CHEM 220 had an even higher average fill rate of 103% during this same period. Accounting for fill rate data in the 2021-2022 academic year, where enrollment overages (% fill > 100%) for fully online modalities were easily accommodated, the demand for these courses are high with a 92% fill rate. Trends in the organic chemistry courses are similar but had a higher sensitivity to the change to distance education and full-time faculty staffing. The average fill rates of CHEM 231 and 232 during the 2021-2024 cycle were 88% and 77%, respectively.

However, the lower fill rate for CHEM 231 is affected by the 2022-2023 academic year, during which only one full-time chemistry faculty member was available to teach in Fall 2022. In Spring 2023, two new full-time faculty were hired for the department, and a change to CHEM 232 modality from exclusively online to exclusively face-to-face was made in January 2023. The incongruence in CHEM 232 course modality mid-year resulted in a reduction in fill rates, as students who enroll in the first half of a course series online are more likely to seek the same modality for the second half. However, fill rates for organic chemistry show a 20% increase from Fall 2023 to Fall 2024, projecting an increase in demand for these courses in future academic years. To ensure that every student enrolled in our program at Canada can take these requisite courses at only Canada, more full-time instructors are needed to meet the increase in demand for seats.

Currently the Chemistry Department does not have a transfer-specific AAS program (AAS-T), despite the 90.4% of students enrolling in general chemistry courses self-identify as seeking a degree for transfer (both to four-year universities/colleges and otherwise). The current employment and labor market trends identify a preference for professionals with an educational background in chemistry and biochemistry, which necessitates a four-year transfer exit pathway into these majors. The department will investigate and remedy the reasons for the lack of this exit pathway during the 2024-2027 academic years.

II. Student Access in Certificates Outside our Program of Study

Currently, the department does not offer CHEM 114 (sometimes cross-referenced as equivalent to PHYS 114), which is a requirement for students seeking to complete the Early Childhood Education Associate in Science Degree Program. Assuming the course is intended to be offered exclusively through the chemistry department, there is no accessible means of ECE students at Canada to complete this requirement at their home campus.

CHEM 192 and/or CHEM 410 are required courses for students seeking an Allied Health Associates in Science Degree, and are offered exclusively through the chemistry department. From Fall 2021-present, the average fill rate of CHEM 410 is 102%, showing inadequate accessibility for students. Adjusting for fully online modality, this fill rate is 95%, showing

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comparable demand to General Chemistry I. Thus, the department requires more sections of this course be offered to ensure all Canada students may fulfill this requirement at Canada.

Conversely, CHEM 192 has an average fill rate that is significantly lower than the other courses offered by the department, with a 69% fill rate from Fall 2021-present. This course is offered once a semester and is provided in a fully online modality. As there is overlap in the AAS Allied Health chemistry requirement, it is possible that CHEM 192 is not a preferred selection for students pursuing this degree. Furthermore, due to changing transfer requirements in programs like nursing, kinesiology, physical therapy, etc., it is possible that the lack of an in-person lab offering for this course is impacting student access. An OER laboratory manual has already been developed in anticipation of the addition of an in-person CHEM 192 lab.

III. Student Completion & Success in Chemistry

From Fall 2021-present, the average success rate of students in the department was 69.7%, dipping below the 76.2% success rate in the 2021-2022 academic year to 62.8% in 2022-2023. This decrease in success rate across the board in the department correlates with other trends in enrollment and FTES for chemistry due to the major changes stated in other sections of this review. Success rates began to improve marginally in the 2023-2024 academic year to an average success rate of 66.5% overall by Spring 2024.

The department notes that success rates in Summer 2023 are 91.7% (an increase of 34% from Summer 2022). The two main differences in the department in these terms are 1) instructor and 2) modality. This suggests overall changes in modality from fully-online in 2022 to in-person in 2023 have a positive impact on student success for summer courses. Furthermore, a correlation in student success outcomes and reduced class sizes has been observed. Smaller instructor-student ratios allow instructors to provide differentiated instruction and attention to each student, which benefits all students. For example, success rates in chemistry in the 2022-2023 academic increased from 67.1% to 74.9% in 2023-2024 (7.8% increase). This higher instructor-student ratio particularly benefits first-generation students, low-income students, and student identities that have historically been marginalized in STEM, contributing to a more equitable pedagogical instruction. For example, the success rate of Hispanic-identifying students correlates with smaller class caps, with success rates in the 22-23 AY increasing from 55.9% to 64.4% in the 23-24 AY (8.5% increase) helping to reduce the equity gap for this ethnicity group.

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?

During this review, the chemistry department has identified two major equity gaps that we believe need critical and immediate addressing. Student groups in our program that are disproportionately impacted by systemic inequities have been analyzed across race and gender:

I. Equity Gaps in Black and Hispanic Student Populations

Black, non-Hispanic students experience the largest inequity within the department, with a three-year average success rate 24.5% lower than their non-Black* identifying peers.

Academic Year	Black (non-Hispanic) Student Success Rate (%)	Total Success Rate (%)	Gap in Success Rate (%)
2021-2022	55.6%	76.2%	-27.1%
2022-2023	60.0%	62.8%	-23.2%
2023-2024	50%	70.0%	-23.4%

**Note: multiracial and "other" student ethnic identities were included in the non-Black student subgroup.*

This success rate gap persists in the department with only marginal improvement between academic years 2022-2023 and 2023-2024. This persistently large gap – over 20% larger than the next disproportionately affected ethnic group – demonstrates a systemic barrier to black student success. The department plans to integrate student support services that strategically support black-identifying students such as UMOJA, including running UMOJA sections of CHEM 410 and CHEM 210.

Additionally, from 2021-2024, Hispanic-identifying students had an average success rate 19.2% lower than their non-Hispanic peers. Below is an overview of Hispanic student success in chemistry by academic year:

Academic Year	Hispanic Student Success Rate (%)	Total Success Rate (%)	Gap in Success Rate (%)
2021-2022	68.8%	76.2%	-10.2%
2022-2023	49.6%	62.8%	-23.5%

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2023-2024	57.7%	70.0%	-19.3%

The gap was largest in the 2022-2023 academic year, where various major changes occurred in the department. Firstly, the department had only one full-time instructor in Fall 2022, with two new replacement faculty hired in January of 2023. Second, the instructional modality of courses changed from online in Fall 2022 to in-person in Spring 2023. Lastly, the time and day of courses offered shifted away from the traditional daytime scheduling. While it is difficult to pinpoint which of these factors widened the equity gap in Hispanic-identifying chemistry students from the prior year, current trends show an improvement in Hispanic student success rate, decreasing the gap in 2022-2023 by +21.8% in the 2023-2024 academic year. The department plans to integrate student support services that strategically support Hispanic-identifying students such as MESA. In reviewing our course offerings and enrollment data, however, a notable correlation between course time and Hispanic student retention and success rates was observed.

The department is currently offering evening and Saturday classes, which have demonstrated higher success and retention rates compared to their daytime counterparts. Filling rates for evening classes are in the 95% range, of which 64% identify as Hispanic. Furthermore, the number of Hispanic students enrolled in evening and Saturday courses (expressed as % retention) is 15% higher than those enrolled in daytime courses. Specifically, a positive trend in Hispanic student enrollment is observed day evening, and Saturday courses, respectively.

	Hispanic Student Demographic (%)	Hispanic Student Retention Rate (%)	Hispanic Student Success Rate (%)
Day Classes	49%	77.6%	59.0%
Evening Classes	56%	84.9%	61.9%
Saturday Classes	64%	55.6%	33.3%
Online	25%	75.0%	50.0%

The college can help the department close this gap by providing easily accessible academic support services (embedded tutoring, fully online tutoring, etc.) to students enrolled on Saturday and evening classes. Additionally, college services in general need to be made available after 8pm as evening and Saturday course offerings remain regular within our program.

II. Equity Gaps by Gender and Ethnicity

On average, 59% of students enrolled in chemistry courses from Fall 2021-Spring 2024 identified as female, with their gender representation in the department maintaining a 1.58 female to male proportion. Male, female, and gender-nonconforming students maintained a similar retention rate within the department, averaging at 85% across the prior cycle.

Despite representing more than half of the department in terms of enrollment, and comparable retention compared to other gender identities, women have approximately 3% lower success rates, with the gender gap only fully closed in AY 2022-2023 to 62.2% for both male and female students. However, during this academic year, course modalities were offered first exclusively online and then switched to in-person, leveling the success rate across genders to a net lower outcome of 62.2% compared to the prior year.

The department has identified that Hispanic women's success rates have widened by 24% in a foundational chemistry course, CHEM 210, from academic years 2022-2023 to 2023-2024. Performance in this course demonstrates the largest equity gaps for Hispanic-identifying women.

CHEM 210	Hispanic Female Success Rate (%)	Non-Hispanic Female Success Rate (%)	Gap in Success Rate (%)
2021-2022	63.9%	67.7%	-10.3%
2022-2023	45.2%	70.4%	8.48%
2023-2024	53.5%	83.1%	33.3%

Again, the 2022-2023 academic year was one of immense change within the department, and the variables that directly impacted female student success rates in CHEM 210 are inconclusive. However, beginning in the 2023-2024 academic year, the 12% decrease in female success rates is notable. The department is considering advising a "Gender in STEM" club that provides a safe space for women and gender-nonconforming students in STEM can build community and learn collaboratively.

Plan for Addressing Inequities in the Chemistry Program

At the program level, the Chemistry Department is dedicated to implementing several strategies to address inequities and support student success across diverse populations in a wholistic manner. During the first week of classes, the department

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will introduce students to the available college services, providing guidance on how to access resources such as academic support, financial aid, and technology support, and personal counseling. The department will actively encourage all students to take advantage of tutoring services in subjects such as chemistry, math, reading, and writing through the Learning Center.

To reduce financial barriers, the department will strive to universally offer zero-cost or reduced-cost textbooks, homework assignments, and lab manuals whenever possible. It will also continue participating in the Bookstore Inclusive Access Program to ensure affordable access to course materials. Additionally, in-house experiments designed by faculty will be shared via the program's Canvas page for faculty, which allows all instructors to teach in-house experiments at zero cost to students.

The department will continue to work closely with the Disability Resource Center (DRC) to ensure that all recommended accommodations are provided, offering an equitable learning environment for students with disabilities. Additionally, collaboration with academic advising and STEM counseling will be made such that all students are advised to take a course load that prioritizes success, especially for students who may not be familiar with the intense emotional, physical, and time commitment a full-time load in STEM requires.

For faculty, the department will universally request that all chemistry instructors attend at least one Flex professional development opportunity per year that addresses culturally responsive and student-serving pedagogies targeting BIPOC, Hispanic, and non-male student demographics. We plan to set clear expectations that all instructors are to proactively submit academic Early Alerts system and CARES reports to assist students at risk early on in their classes. Additionally, the department will explore options like contract grading, the Cariño approach, and other inclusive pedagogies that aim to reduce barriers to student success in STEM higher education.

Support Required from the College

The college can help us to address equity gaps in our program by taking a proactive approach to each of the following:

1. Send clear and up-to-date information about Students Support Services before classes start, including information about academic counseling, learning success programs, financial aid, food bank, EOPS, etc. This includes regular and frequent in-person classroom visits by various program representatives.
2. Provide all new faculty hired in the department receive College-provided onboarding that focuses exclusively on Student Support resources, forms, contacts, procedures, and expectations.
3. Extend the accessibility of tutoring by hiring more student tutors and increasing access through extending available tutoring hours.
4. Make computers available for use in the laboratory by all chemistry students.
5. Offer in-person follow-up meetings with both faculty and students as a component of the CARES, DRC, and PCC referral systems, as exclusively digital.
6. Monitor student's wellbeing, offer individualized assistance, and remind them of available resources on campus throughout the semester.
7. Eliminate the material deficiencies in chemistry learning spaces (access to food, calculators, pens, laboratory goggles, comfortable and accessible furniture, facilities with functioning HVAC, etc.). Recognizing the financial needs of students, full-time faculty have personally funded (voluntarily) a storage of essential course materials—including safety goggles, lab notebooks, and scientific calculators—which students can borrow or receive free of charge.

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 only course currently offered in a completely online modality is CHEM 192. Based on the collected data, we consider that a hybrid option can reduce the gap observed, but currently we are lacking in staffing.

Considering that the courses of general chemistry, Organic Chemistry and Chemistry for health science are not transferable if the lab component is online, the Chemistry Department intentionally offers a mix of hybrid and face-to-face modalities for the highest-headcount chemistry classes (CHEM 410 and CHEM 210) to accommodate student populations that benefit from flexible scheduling.

Overall, success and retention rates for **all** face-to-face courses are higher than their hybrid counterparts.

As no fully face-to-face courses were offered by the department until the Spring 2023 term, comparisons of hybrid and face-to-face are only possible for the 2023-2024 academic year:

Modality	Hybrid	Hybrid	Face to Face	Face to Face
Course Outcomes	Success Rate	Retention rate	Success Rate	Retention rate
CHEM 410	54.4%	74.4%	59.6%	86%
CHEM 210	74.4%	82.0%	76.1%	84.8%
CHEM 220	76.6%	87.0%	88.1%	93.2%

Program Review

CHEM 231	46.2%	73.1%	69.2%	92.3%
CHEM 232	54.4%	74.4%	59.6%	86.0%

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.

SLO Assessments were paused during this cycle due to limited faculty resources.

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?

The direct method to assess PLOs in Chemistry is a capstone project in the second semester of organic chemistry. In this project, each student should develop a procedure for a laboratory experiment. Then each student should follow their procedure and make a complete analysis using analytical instrumentation. Students submit a concise report indicating their findings and improving points. Students have been successful in completing this project, thus demonstrating proficiency in the three Physical Sciences Program Student Learning Outcomes.

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

Please refer to Question 7C: "Comprehensive Plan and Action Items."

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

41 laptops with Office suite software (to split between the 3 lab rooms) and a charging cart (for the lab room in Building 16)

Item Description

Processor: Intel (or AMD equivalent) i5 or better processor, 7th gen or newer. Laptop secure storage is crucial. Ideal solution is a locking charging cabinet with padlock.

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

62,500

One-Time or Recurring Cost?

One-time Cost

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

The purchase of student laptops directly supports closing the equity gap by providing all students, particularly those from underrepresented groups, with the tools needed to engage fully in their coursework and develop essential digital skills. Despite living in a technological world, many students, especially those from underserved communities, lack consistent access to professional software, modern technology, and reliable internet at home, which limits their ability to develop technological proficiency. This disparity can place them at a disadvantage, both in their academic performance and in their preparation for the job market, where digital literacy is increasingly essential.

Providing students with laptops ensures that they have access to the same digital resources, reducing disparities in access to technology. It also allows them to engage in digital literacy programs, use professional software in their coursework, and develop the technology skills that employers expect in STEM and other fields. For students with limited proficiency in English, having personal access to technology enables them to use language-learning tools and online resources that can enhance their learning experience and confidence.

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

According to a 2021 survey by the Pew Research Center and the US Census Bureau's ACS Survey, Latinx students are more likely to rely on smartphones as their primary means of internet access, which limits their ability to fully engage with academic tasks that require more robust technological tools, such as data analysis, graph plotting, or running professional software used in STEM fields.

Students relying solely on smartphones often face challenges when completing assignments that demand a laptop or desktop, such as writing complex papers, using specialized software for chemistry or engineering courses, or analyzing data sets. By providing laptops, the college ensures that Latinx and AANAPISI students can fully participate in their coursework, both in and outside of the classroom. This resource also empowers students to practice and reinforce technological skills independently, which is essential for building the proficiency needed in today's job market.

Additionally, personal access to laptops allows students to engage in online learning tools, conduct research, and

Resource Requests

complete assignments that enhance their overall academic performance. For AANAPISI students, this investment provides equitable access to technology, supporting their success and helping close achievement gaps in STEM and other fields.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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
Support innovative teaching that creates more equitable and antiracist learning environments
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
Strengthen K-16 pathways and transfer
Manage resources effectively
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

Flake Ice machine

Item Description

Ice Machine can produce up to 152 lbs. of ice per day, and it can store 75 lbs. in its bin, so it's perfect for high-volume commercial use.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,500

One-Time or Recurring Cost?

One-time Cost

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

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

Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Strengthen K-16 pathways and transfer

Resource Requests

Be the best college choice for local high school students
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

14 Gas Chromatographs (Portable)

Item Description

Portable Gas Chromatographs are affordable models of analytical laboratory instruments that use carbon-nanotube chemiresistance detector to measure both polar and nonpolar compounds. Includes the specialized software Direct Mini GC and the free Vernier Instrumental Analysis® app, so students can separate, analyze, and identify substances contained in a volatile liquid or gaseous sample.

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

53,200

One-Time or Recurring Cost?

One-time Cost

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

The purchase of mini gas chromatographs (GCs) supports closing the equity gap by providing hands-on access to essential industry-standard equipment for all students, including those from underserved communities. Knowledge of GC instrumentation is critical in many STEM fields, and having access to this technology ensures underrepresented students can gain the same practical skills that are required in the workforce and to be competitive candidates when applying for transfer or to internships.

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

To strengthen pathways from community college to laboratory-based careers, increasing hands-on research opportunities and access to industry-standard equipment, like gas chromatographs, can help ensure that underrepresented students, like Hispanic, Latinx, and AANAPISI groups, gain the necessary skills and confidence to enter the workforce or a 4-year university successfully.

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
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
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Resource Requests

Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

20 x Chromatography Syringes, 1 uL

Item Description

1 µL Microliter Chromatography Syringe Model 7001 KH, Knurled Hub, 25 gauge, 2.75 in., point style 2.

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,000

One-Time or Recurring Cost?

One-time Cost

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

These syringes are required for the use of Gas Chromatographs. The purchase of chromatography syringes supports closing the equity gap by providing all students - including those from underserved communities - hands-on access to industry-standard equipment. Proficiency in GC instrumentation is critical in many STEM fields, and access to this technology ensures that underrepresented students can develop the practical skills required for the workforce, making them competitive candidates for transfer programs and internships.

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

To strengthen pathways from community college to laboratory-based careers, increasing hands-on research opportunities and access to industry-standard equipment - like gas chromatographs - can ensure that underrepresented students, like Hispanic, Latinx, and AANAPISI groups, gain the necessary skills and confidence to successfully enter the workforce and/or a 4-year university .

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Connect students to the academic program(s) and classes they need
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice

Provide adequate access to technology

Manage resources effectively

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

16 50.00 mL PYREX® Burette, Class A, PTFE Stopcock Plug

Item Description

Glassware designed for precise titration in chemistry labs. Made of durable borosilicate glass with colored marking scale for easy reading, ensuring accurate measurements. PTFE (Teflon) stopcock plug minimizes leaks. Class A calibration meets high standards of accuracy for use in academic settings, where precision and durability are essential for student experiments and lab work.

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.n to ensure student can master Lab techniques and be competitive at 4-year institutions.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

One-time Cost

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

The current set of burettes are used in CHEM 210, CHEM 220, and CHEM 192, and are shared between the chemistry labs in Building 18 and Building 16. This frequent transfer of equipment between locations increases the risk of breakage each semester.

Having an adequate supply of burettes directly supports closing the equity gap by ensuring that all students, regardless of background or resources, have equal access to essential lab equipment. When burettes are shared and frequently transferred between labs, the risk of breakage increases, potentially limiting access for students in key courses like CHEM 210, CHEM 220, and CHEM 192. Ensuring sufficient equipment for all labs reduces delays and ensures that every student, including those from underserved communities, has a fair opportunity to complete hands-on experiments, improving their learning experience and success rates.

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

This resource request for additional burettes supports Latinx and AANAPISI students by ensuring that all students, regardless of background, have equal access to critical lab equipment. By reducing the need to share and transfer burettes between labs, the department can provide a consistent, high-quality lab experience for all students, particularly those from underserved communities. This promotes equity in learning by ensuring that Latinx and AANAPISI students can fully participate in hands-on lab work, which is crucial for mastering the techniques and developing the motor skill necessary for becoming competitive candidates when applying for transfer or to internships.

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
Accessible Infrastructure and Innovation
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
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Provide adequate access to technology
Better share what Cañada offers
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

ACS Science Essentials Package subscription

Item Description

Choose five ACS online journals from more than 70 titles, with no limitations on your journal selections. That means you can tailor this package to fit the needs of your institution. Focus on a specific area like materials science, medicinal chemistry, or environmental engineering, or build a multidisciplinary collection to serve a broad range of departments. Front File Access (1996 to present day).

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,732

One-Time or Recurring Cost?

Recurring Cost

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

Access to research developments is one of the most important steps on the way to reaching equity and inclusion. Starting the academic journey, the absence of access to scientific publications, excludes many students from science based information, leaving them to rely on information available in internet with out the peer-review approval. Thus, moving towards even access to scientific journals bridges the gap between students and researchers from different parts of the world, impacting not only access to knowledge, but representation.

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

Access to academic scientific journals supports STEM education for Latinx and AANAPISI students by providing them with up-to-date, peer-reviewed research, bridging the gap between classroom learning and current industry

Resource Requests

advancements. This access enhances critical thinking and research skills, preparing students for advanced studies and careers. It also fosters independent learning and engagement with diverse perspectives, inspiring underrepresented students by showing them role models within the scientific community. Ultimately, it equips Latinx and AANAPISI students with the tools to stay competitive and succeed in their academic and professional STEM pursuits.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
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
Strengthen K-16 pathways and transfer
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

Ongoing Augmentation to the Division Budget for Chemistry Stockroom Expenses

Item Description

This request proposes a fixed portion of the Science & Technology Division's budget exclusively for the chemistry stockroom. The chemistry stockroom is responsible for replacing broken equipment, purchasing consumables such as gloves and high-grade reagents, and managing hazardous waste. Recent inflation, combined with the "science tax"—a significant markup on scientific and educational materials—has caused the cost of regularly purchased supplies to increase substantially. These markups, which range from 20% to 200%, particularly impact consumables and lab supplies. This ongoing budget augmentation is critical to cover these unavoidable premiums, ensuring that the department can continue to procure reliable, research-grade equipment necessary for delivering high-quality, safe, and compliant laboratory experiences.

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,500

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

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

Having an adequate Lab supplies directly supports closing the equity gap by ensuring that all students, regardless of background or resources, have equal access to essential lab equipment. Ensuring sufficient equipment for all labs reduces delays and ensures that every student, including those from underserved communities, has a fair opportunity to complete hands-on experiments, improving their learning experience, success rates and sense of belonging.

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

This resource request supports Latinx and AANAPISI students by ensuring equitable access to essential lab equipment for all students, regardless of background. With this funding, the department can provide a consistent, high-quality lab experience, particularly benefiting students from underserved communities. By ensuring that Latinx and AANAPISI students can fully participate in hands-on lab work, the department promotes equity in learning. This hands-on experience is crucial for mastering laboratory techniques and developing the motor skills necessary to become competitive candidates for transfer programs or internships.

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
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
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Personnel - Instructional Faculty (2024 - 2025)

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

3 FT/Tenure Track Chemistry Instructors

Position Description

3 FT/Tenure Track Chemistry Instructors

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Resource Requests

Program Goals this Request Supports

Goal(s): To increase access and successful completion of students of all groups - with specific target populations of Black, Hispanic, AANAPSI and Women students - qualified, and reliable academic support and academic intervention.

To create a department culture that universally values and functions under a framework of equity, fairness and inclusion for both students and faculty such that no individuals in our department feel unsupported in their endeavors.

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

SLO review, innovation in education and consistency in the department are fundamental to develop a homogenize plan to close the equity gap.

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

With an increase in the number of sections taught by full-time faculty, the program will be able to offer a more diverse range of courses. Greater flexibility in section availability, scheduling, and course modalities will help increase enrollment of Latinx and AANAPISI students, whose retention rates are currently 10-20% lower than the program's overall average. By expanding course access and improving the efficiency of department operation, this request aligns with its goal of increasing access and successful completion for all student groups. Additionally, more full-time faculty will allow for more consistent academic support and interventions, ensuring that these target populations receive the qualified and reliable support needed to thrive.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

(SMCCCD Board of Trustees Goal #2) Reinforce a thriving and positive-oriented workplace where employees feel supported in professional growth and innovation (SMCCCD Board of Trustees Goal #5) Provide students with clear pathways to completion and support innovative approaches to delivery methods and industry engagement.

(SMCCCD Board of Trustees Goal #6) Inspire stronger and more meaningful community partnerships that lead to seamless pathways from cradle to college.

Summative response: Increasing the number of full-time tenure-track faculty in the chemistry department supports multiple Board policies by addressing faculty burnout, improving student outcomes, and strengthening community partnerships. In a large department with a low FTEF ratio, overburdened faculty face burnout, risking retention.

Adding tenure-track positions will ease this strain, provide clearer paths for professional growth and innovation, and enhance workplace morale, aligning with the Board's goal of a positive work environment.

With growing demand for courses like CHEM 192, CHEM 410, and CHEM 210, driven by expanding programs such as Nursing, more full-time instructors are needed to ensure timely course access, supporting student progression and completion. These instructors also drive curriculum innovation and align course offerings with industry needs, particularly in healthcare.

Additionally, full-time faculty are better positioned to engage with schools, community organizations, and industry partners, fostering sustained partnerships that bridge gaps between K-12 and college. This helps create seamless pathways to college, enhancing student success and community involvement. By expanding full-time faculty, the department aligns with the Board's goals of improving retention, supporting critical programs, and building strong community ties.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

The proposed position directly supports the chemistry department's prior goal of increasing retention and completion for all student groups by ensuring the department can offer ongoing, qualified, and reliable academic support and interventions. With additional full-time faculty, the department can provide consistent academic assistance, more personalized mentorship, and timely interventions for students struggling academically. These factors are critical for keeping students engaged, addressing gaps in performance, and improving overall retention and completion rates. A well-staffed department ensures that students from all backgrounds receive the support they need to persist in their studies and reach successful outcomes, aligning with the goals outlined in the most recent program review.

Resource Requests

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

3

2. What is the Full Time/Part Time ratio?

25%

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

F21-44% S22-27% F22-0% S23-48% F23-44% S24-37% F24-35%, with a 3-year coverage of 33%FTEF. The chemistry department has been insufficiently staffed by full-time instructors since 2018, which has only compounded to the present. Currently, the department is staffed by two full-time tenure-track faculty members, resulting in a ratio of FTES to FTF (full-time faculty) of 35%. Considering the need of additional chemistry sections leads to a total of 14 FTES (considering only major terms), and requires hiring at least 3 full-time instructors for a 71% FTEF ratio. Hiring three additional full-time tenure-track chemistry instructors will bring the department within four percentage points of the 75% ratio mandated by CA AB1725.

4. Average number of sections offered per year.

22

5. Average departmental Fill Rate per year.

92

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

CHEM 192 and/or CHEM 410 are required courses for students seeking an Allied Health Associates in Science Degree, and are offered exclusively through the chemistry department. From Fall 2021-present, the average fill rate of CHEM 410 is 102%, showing inadequate accessibility for students. At least One section of CHEM 192 and two sections of CHE 410 per year are needed to add. CHEM 114, is a course required to completion of Elementary Teacher Education associate in arts degree for Transfer, and no section have been offered in the last 3 years. CHEM 210 from Fall 2021-present had an average fill rate of 95%. CHEM 220 had an even higher average fill rate of 103% during this same period. At least two sections of CHEM 210 and one more section of 220 should be open per year. A sum of 2.48 FTEs should be added to an already at-capacity department.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

Currently, the department does not offer CHEM 114, which is a requirement for students seeking to complete the Early Childhood Education Associate in Science Degree Program. Assuming the course is intended to be offered exclusively through the chemistry department, there is no accessible means of ECE students at Canada to complete this requirement at their home campus.

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

The department will be severely impacted if this request is not approve. The current number of sections cannot meet student demand, forcing students to seek required courses for degrees or transfer at other institutions. Furthermore, the department will be unable to offer enough sections of critical courses like CHEM 192, CHEM 410, and CHEM 210, which are essential for high-demand programs such as Nursing. This will create bottlenecks and barriers in student exit-pathways, delaying student progress and completion. Furthermore, without these positions, the department's ability to provide consistent academic support and interventions will be limited, disproportionately affecting students who need additional assistance. This shortage not only impacts timely degree completion but also hinders transfer opportunities and overall student retention, directly affecting the institution's mission to support student success, retention, and career readiness, especially in key fields like

Resource Requests

healthcare and STEM. Approval of these positions is crucial to maintaining high-quality instruction and meeting the growing demand for essential courses.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

Five of the seven courses offered by the department have reduced sections due to an instructor shortage, and one course has not been offered in at least three years. The department's only two full-time faculty members are already overloaded, with FTEs of 1.14 and 1.34, respectively. This ongoing overload has led to severe burnout, with both faculty expressing concerns about quitting, as they are struggling to sustain a department with less than half the necessary staffing. The reduced course offerings limit student access to essential classes, further compounding delays in program completion and transfer opportunities. The current staffing crisis must be addressed to prevent further strain on faculty and ensure that students can progress in their programs without disruption.

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
Equity-Minded and Antiracist College Culture

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

Be the best college choice for local high school students
Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Manage resources effectively
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
Strengthen K-16 pathways and transfer

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

STEM division - Chemistry Department

Position Title:

Chemistry Laboratory Technician

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.48

Resource Requests

Provide # of months.

12

Program Goals this Request Supports

The proposed Chemistry Laboratory Technician position directly supports the program's goals, as outlined in the most recent program review, by providing the necessary infrastructure to increase retention and completion rates for students across all demographic groups. Additionally, the expansion of the chemistry department, which now operates two chemistry-specific stockrooms that must be manned since morning courses to evening courses ending the day at 9 pm, with day Friday and Saturdays courses.

Position: General Funds.

37,163

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

This resource request supports closing the equity gap by ensuring that all students, regardless of background, receive equitable access to well-prepared, safe, and fully supported laboratory experiences. The current lack of dedicated stockroom staff for the chemistry department has resulted in some lab sections running without proper preparation and support, which disproportionately affects students from underrepresented backgrounds, such as Latinx and first-generation students. These students often rely on consistent, structured environments to thrive academically. A dedicated Chemistry Laboratory Technician will ensure that all students, particularly those from marginalized or historically underserved groups, have equal opportunities to succeed through reliable, high-quality lab experiences. This position will help reduce disparities by supporting learning environments that contribute to retention, success, and closing achievement gaps in STEM.

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

This resource request directly supports Latinx and AANAPISI students by addressing the specific needs of these populations, particularly as we've observed higher enrollment trends among Hispanic-identifying students in evening and Saturday chemistry courses. Our data shows that while Hispanic students have higher retention and success rates in evening courses compared to day classes.

A dedicated Chemistry Laboratory Technician would ensure that evening and Saturday courses receive the same high level of lab preparation and support as traditional day courses. This would enhance the quality and consistency of lab experiences for Hispanic and AANAPISI students, providing equitable access to well-prepared, safe laboratory environments. The Technician would also ensure that lab operations run smoothly during non-traditional hours, when many Latinx students are enrolled, addressing the specific barriers that may be contributing to lower success rates in Saturday courses.

Justification

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

Currently, the department is making a huge effort in closing inequity gaps by offering courses from morning to evening and during Saturday's, but it faces challenges with some lab sections running without stockroom staff, which negatively impacts the quality of preparation and overall lab operations. The Technician will serve for a better split on staff-shift, ensuring that labs are consistently well-prepared, stocked, supported, and aligned with safety standards. The duties are the ones already established for this position.

This successful filling of this position will also relieve faculty from the additional burden of managing lab preparations, allowing them to focus more on instruction, curriculum development, and student engagement. With better-prepared labs and a more efficient workflow, students will have an enhanced learning experience, particularly in hands-on activities, which are essential for building technical and critical thinking skills.

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

The Chemistry Laboratory Technician position supports Cañada College's mission and strategic goals by ensuring equitable access to high-quality, safe, and well-prepared lab experiences, which are crucial for fostering student success, especially in STEM fields. This position aligns with the college's focus on improving retention, completion, and transfer rates by maintaining organized, efficient lab operations, allowing faculty to focus on teaching and mentoring students. Additionally, the Technician will support equity efforts by ensuring all students have access to well-prepared labs that enhance hands-on learning. This role also upholds safety and sustainability practices,

Resource Requests

further aligning with the college's commitment to providing a supportive and forward-thinking academic environment.

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

The Chemistry Stockroom Technician will be responsible for maintaining the two chemistry-specific stockrooms, ensuring smooth and efficient operations, especially during high-demand periods, such as evening and Saturday classes. This added support will enable the department to function more effectively, improving the overall quality of lab instruction and accommodating the needs of a growing and diverse student population. The Technician will be instrumental in enhancing operational efficiency, ensuring safety standards, and elevating the academic quality of the department's laboratory experiences.

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

If the Chemistry Laboratory Technician position is not funded, the program will continue to face significant operational challenges that will negatively affect both the quality of instruction and student outcomes. Without dedicated support, many lab sections will lack proper preparation and supervision, leading to inconsistent lab experiences, fewer hands-on learning opportunities, and potential safety risks.

Faculty, already stretched thin, will be forced to take on additional duties related to lab preparation and management. This added workload will reduce their availability for teaching, mentoring, and curriculum development, likely contributing to faculty burnout and further diminishing instructional quality. Without a Technician to manage the increasing demands of the two chemistry-specific stockrooms, the department will struggle to meet its goals of delivering high-quality, equitable, and safe lab experiences—key factors in student success and program effectiveness. As a result, the department may need to reconsider its program plans, potentially closing lab sections.

All students, particularly those enrolled in high-demand courses and non-traditional schedules, such as evening and Saturday classes, will face reduced access to essential courses needed for progression in STEM fields and degree completion. This lack of access could disproportionately affect students from underrepresented groups and those balancing work or family commitments, ultimately widening the equity gap.

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

This resource request supports closing the equity gap by ensuring that all students, regardless of their background, have access to well-prepared, safe, and fully supported laboratory experiences. Currently, the lack of dedicated stockroom staff for the chemistry department means that some lab sections are running without proper preparation and support, which disproportionately impacts students who rely on consistent, high-quality instructional environments to succeed. A dedicated Chemistry Laboratory Technician would ensure that all students, including those from underrepresented groups, receive the same level of academic support and safety in the lab.

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

"This resource request directly supports Latinx and AANAPISI students by addressing the specific needs of these populations, particularly as we've observed higher enrollment trends among Hispanic-identifying students in evening and Saturday chemistry courses. Our data shows that while Hispanic students have higher retention and success rates in evening courses compared to day classes.

A dedicated Chemistry Laboratory Technician would ensure that evening and Saturday courses receive the same high level of lab preparation and support as traditional day courses. This would enhance the quality and consistency of lab experiences for Hispanic and AANAPISI students, providing equitable access to well-prepared, safe laboratory environments. The Technician would also ensure that lab operations run smoothly during non-traditional hours, when many Latinx students are enrolled, addressing the specific barriers that may be contributing to lower success rates in Saturday courses."

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
Accessible Infrastructure and Innovation

Resource Requests

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

Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Strengthen K-16 pathways and transfer
Be the best college choice for local high school students
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
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.

Dean/Director/Hiring Supervisor Name

Ameer Thompson

Date

11/01/2024

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Science Division/Chemistry

Position Title:

Chemistry Student Aide

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.48

Provide # of months.

12

Program Goals this Request Supports

Provide high quality education to ensure student can master critical thinking, lab techniques, and research skills, based on industry and research standards. Ensure that students can be competitive at any 4-year institution.

Position: General Funds.

20,000

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

This resource request supports closing the equity gap by providing consistent support to the department, aiding with industry-level equipment management, reserach efforts, collaborate in the testing of new educational experiments. it will help create an inclusive and welcoming environment for the student filling the position and for

Resource Requests

the other students observing the potential of studying at Canada College. This fosters a sense of community and belonging, encouraging greater engagement from students who might otherwise feel marginalized.

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

Many Latinx and AANAPISI students may be the first in their family to attend college or have additional work or caregiving responsibilities, which can limit their time to education. This position will provide to the student with a flexible source of income, including evenings, ensuring that these students can access a job on campus that fits their schedules. Additionally they will benefit by working and learning directly with the chemistry faculty/staff, this personalized attention is especially beneficial for Latinx and AANAPISI students who may not see representation in their communities and it will support to build confidence in their academic abilities. This supportive environment will help bridge cultural and language gaps, contributing to higher retention and completion rates for these student populations.

Justification

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

There is a critical need for student workers in chemistry due to the expansion of the chemistry department. The current staffing is insufficient to meet the growing demands. By utilizing student aides in various applications like laboratory preparation and operations, this role helps create a more equitable learning environment where every student, particularly those who may already face barriers to success, has the tools and resources needed to excel in their chemistry courses. This additional support also allows faculty to be more efficient with their time dedicated to lab equipment and maintenance, to allow them to focus more on teaching and student engagement, fostering an inclusive and supportive academic environment that enhances equity across the department.

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

This position supports Cañada College's mission and strategic goals by ensuring equitable access to high-quality, safe, and well-prepared lab experiences, which are crucial for fostering student success, especially in STEM fields. This position aligns with the college's focus on improving retention, completion, and transfer rates by maintaining organized, efficient lab and equipment operations, allowing faculty to focus on teaching and mentoring students.

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

Increasing personnel in the department will lead to a more effective department, reducing the burn out on 3 full-time members of the department (Faculty and staff). This will improve the overall quality of instruction, and better serve the needs of a growing student population.

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

If this position is not filled, not support to current member on the department can be accomplished.

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

This resource request supports closing the equity gap by providing consistent support to the department, aiding with industry-level equipment management, research efforts, collaborate in the testing of new educational experiments. It will help create an inclusive and welcoming environment for the student filling the position and for the other students observing the potential of studying at Canada College. This fosters a sense of community and belonging, encouraging greater engagement from students who might otherwise feel marginalized.

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

Many Latinx and AANAPISI students may be the first in their family to attend college or have additional work or caregiving responsibilities, which can limit their time to education. This position will provide to the student with a flexible source of income, including evenings, ensuring that these students can access a job on campus that fits their schedules. Additionally they will benefit by working and learning directly with the chemistry faculty/staff, this personalized attention is especially beneficial for Latinx and AANAPISI students who may not see representation in their communities and it will support to build confidence in their academic abilities. This supportive environment will help bridge cultural and language gaps, contributing to higher retention and completion rates for these student populations.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Connect students to the academic program(s) and classes they need
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Support innovative teaching that creates more equitable and antiracist learning environments
Better share what Cañada offers
Help students explore and find employment in fields of their choice

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

Dean/Director/Hiring Supervisor Name

Ameer Thompson

Date

11/01/2024



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Communication Studies

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.

Communication is the study of how and why we communicate. The Communication Studies (COMM) program contributes directly to the College's mission* as an instructional program that aims to empower and transform students' educational experiences through quality education. All oral communication courses at the college are offered through the COMM program (e.g., CSU GE Area A1 and UC IGETC Area 1C), in addition to several courses satisfying the Social and Behavioral Sciences (e.g., CSU GE DSI and Area UC IGETC Area 4). The COMM program currently collaborates with several college-wide programs by means of program specific designated courses: Community of Learning Through Sports (COLTS), College for Working Adults (CWA), Honors and Promise.

* Cañada's Mission Statement: "Cañada College engages and empowers students in transforming their lives and communities through quality education".

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."

There are two upcoming changes to the GE pathway and degree requirements that will impact the Communication Studies program in the immediate future:

- Update to the Transfer Model Curriculum for the AA-T in COMM
- Proposed single GE pathway for the UC and CSU, as mandated by AB 928

Transfer Model Curriculum (TMC) for the AA-T in Communication Studies was revised as of September 1, 2022. Recommendations were made by an Intersegmental Discipline Faculty Group, and approved and adopted by the CCC Chancellor's Office and the CSU system office.

The new AA-T in Communication Studies 2.0 requirements are noted below and are listed alongside the "old" COMM degree. In Fall 2022, the degree changes were submitted to the Curriculum Committee and will tentatively be discussed and approved locally by mid-October. Once approved locally, the appropriate form will be submitted to the State with goal of offering the new degree beginning Fall 2023, effective catalog year 2023-24 (the AA-T and the AA will both reflect the changes). The "old" COMM degree will still be offered to students with previous catalog rights.

Current AA-T in Communication Studies (soon to be OLD)	AA-T in Communication Studies 2.0 (tentative start term of Fall 2023)
Core Courses, 9 units • COMM 110 • COMM 150 • COMM 180	Core Courses, 6 units • COMM 110 • COMM 130
List A, Choose 6 units	List A, choose 9 units

Program Review

• COMM 127 • COMM 130 • COMM 140	• COMM 127 • COMM 140 • COMM 150 • COMM 180
List B, Choose 3 units • Any List A course not used above • ANTH 110 • ENGL 110 • PSYC 100 • SOCI 100	List B, Choose 3 units • Any List A course not used above • ANTH 110 • ENGL 110 or 165 • PSYC 100 • SOCI 100 • Any CSU transferable COMM course

The proposed single GE pathway for the UC and CSU, as mandated by AB 928, directly influences the COMM program. This may include future COR modifications for all oral communication courses (4 of the 6 courses in the program), in addition to other possible curriculum updates. The summary of the proposed changes is noted below:

- UC will accept Oral Communication as a new (third) course in Area 1-English Communication
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.

The draft of the single GE Pathway is as follows. The implementation date is to be determined, but most likely by 2025.

Program Review

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities	Area D – 2 courses Social Sciences
				Social & Behavioral Sciences	
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

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.

No known changes. N/A

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?

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?

The COMM program includes six course offerings:

- Oral Communication Courses (current CSU GE Area 1 and UC IGETC Area 1C)
 - COMM 110: Public Speaking (3 units)
 - COMM 127: Argumentation and Debate (3 units)

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- COMM 130: Interpersonal Communication (3 units)
- COMM 140: Small Group Communication (3 units)
- Social and Behavioral Sciences Courses (current CSU GE DSI and UC IGETC Area 4)
 - COMM 150: Intercultural Communication (3 units)
 - COMM 180: Introduction to Communication Studies (3 units)

The COMM program offers all six courses within one academic year. COMM 110 and COMM 130 are offered every semester, including the summer (both are core courses for the COMM 2.0 degree). COMM 150 and COMM 180 are offered every fall and spring semesters, while the other two courses, COMM 127 and COMM 140 are offered at least once a year (COMM 127 is typically offered in the fall, COMM 140 in the spring. The offerings may change due to the new COMM 2.0 AA-T requirements). As for programs, there is at least one section of COMM 110 offered both Fall and Spring for CWA and Honors dual-CRN options, in addition to one designated Community of Learning Through Sports (COLTS) COMM 130 section offered every fall. One section of COMM 110 was offered in the Promise program during Spring 2020. Again, the consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year.

The COMM program offers a variety of course modalities. The program was selected by the college as one of several programs that will aim to offer their degree fully online. Currently, all courses are offered as an online option at least once within one year. This is in addition to face-to-face and hybrid course offerings.

Before the COVID-19 pandemic, during Spring of 2014, Cañada was 1 of 3 campuses approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140). As of Fall 2018, with the help from our program, the CSU permitted all oral communication courses to be offered fully online (before this, the course would not articulate if the modality was fully online). Currently, in addition to the face-to-face options, COMM 110 is offered as a fully online course during the fall and spring semester. Starting Spring 2021, the COMM program aimed to offer COMM 130 fully online every fall and spring semester as well. Thus, when the new Communication Studies AA-T degree launches in Fall 2023, the COMM program will offer the two core degree classes (COMM 110 & 130) fully online and face-to-face every fall and spring semester.

The COMM program started participating in the California Virtual Campus (CVC) for the first time during Fall 2022. "The California Virtual Campus – Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses" ([click here](#) for more information on the initiative). COMM 180 was selected by the college to participate in the CVC's quality review process; this work will begin spring 2023.

5A. Progress Report - IPC Feedback

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

- Question 1 - Mission:
 - IPC Feedback: Mission is "division" focused; add more specifics about communications.
 - The program does not have a mission statement so the mission, vision and values of the Social Sciences was included in the past review. This was removed from this program review.

Program Review

- Question 2 - Articulation:
 - IPC Feedback: High School articulation?
 - Stated not applicable in the past review, so it's unclear why the question was asked.
- Question 3 - Community and Labor needs:
 - IPC Feedback: Elaboration about community and labor needs.
 - COMM is not a CTE program and per the prompt "no known changes" was written. It's unclear why the reviewers asked for further elaboration on this question.
- Question 5A - Progress Report – IPC Feedback:
 - IPC Feedback: This is Great!
- Question 5B - Progress Report – Prior Action Plans:
 - IPC Feedback: Appreciate description of prior years' data and change to new assessment tool.
- Question 9B - SLO Assessment – Impact:
 - IPC Feedback: Great Job!
- Overall Commendation:
 - IPC Feedback: Great Job!

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. Each main bullet below represents a program goal identified in the last program review. A summary of progress is provided for each goal.

- Access to COMM Journals
 - Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique: online only access. - Currently the college does not have access to journals in the field of communication. Per the assistance with the college librarians, the following quote was provided: 1. 2020 Institutional subscription of \$1918 per year (print and online: \$2300/year).
<https://academic.oup.com/joc/subscribe>
 - Update: only funded for one year
- Distance education online proctoring service
 - Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.
 - Update: District now has contract with Proctorio.
- Department Improvement

Program Review

- Identified three areas for strength and growth
 - The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time (Active)
 - Responsible: Department faculty
 - Update: Ongoing. Several faculty have adopted the general analytic rubric for assessing student learning for all oral communication assignments.
 - The department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester (Active)
 - Responsible: Department faculty and division dean
 - Update: Completed.
 - New goal of offering all courses online, face-to-face/hybrid and virtually.
 - Further examination of distance education courses specific to success and completion. (Active)
 - Responsible: PRIE, department faculty
 - Update: Incomplete. Need more data that includes COMM courses as well as those required within each transfer pathway (e.g. GE, AA, IGETC).

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?

There were two requests made in the past program review:

- Access to COMM journals: Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique
- Distance education online proctoring service: Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.

As stated in the question 5B, the subscription to the COMM journals was funded for one year only, leaving COMM students with limited to no access to emerging research in the field. There were issues with purchasing the subscription, so by the time students were able to access the journals, students only had part of the fall semester to use them before the subscription expired. As for the request for Proctorio, since the program review request, the district is now in contract with them.

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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."

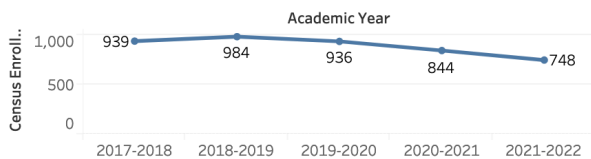
Not applicable

Current State of the Program

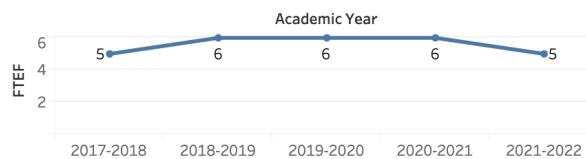
7A. Enrollment Trends

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.

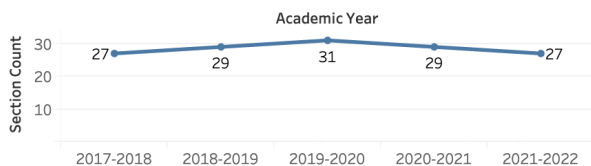
Enrollments



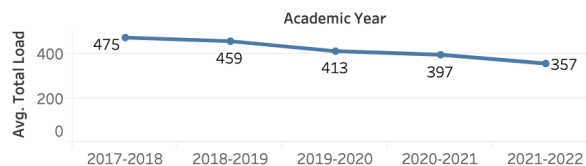
FTEF



Section Count



LOAD



Before COVID-19, one of the COMM program's strengths was in its strong enrollment numbers. Along with the entire college, COMM enrollment data suffered between 2017-18 and 2021-22 academic years.

The program's census headcount decreased from a high of 984 in 2018-19 to a low of 748 in 2021-22, a drop by 236 or roughly 24 percent (aligning with the college-wide percentage decrease in headcount). FTE on the other hand was stable, ranging between 5 and 6. The average load in the program also saw a high of 475 in 2017-18 and decreased every academic year resulting in a low of 357 in 2021-22. Given the enrollment cap for all COMM courses of 35, the maximum load is 525. Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. Despite lower enrollments and load, the number of sections offered stayed consistent.

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?

As for all of higher education and the college as a whole, the COMM program's enrollment has been deeply impacted by the COVID-19 pandemic. Before the pandemic, headcount was high and increasing every few years. Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. The fewer sections offered were due to cancellations related to low-enrollment.

Despite lower enrollments and load, the number of sections offered stayed consistent.

The COMM department continues to offer courses in a variety of modalities, including more hybrid courses (meeting once a week face-to-face opposed to twice), in addition to online/virtual/face-to-face. The COMM program will continue to examine course modalities, and as it has been since in the

Program Review

past, will commit to being at the forefront of distant education offerings, while maintaining a focus on quality instruction.

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.

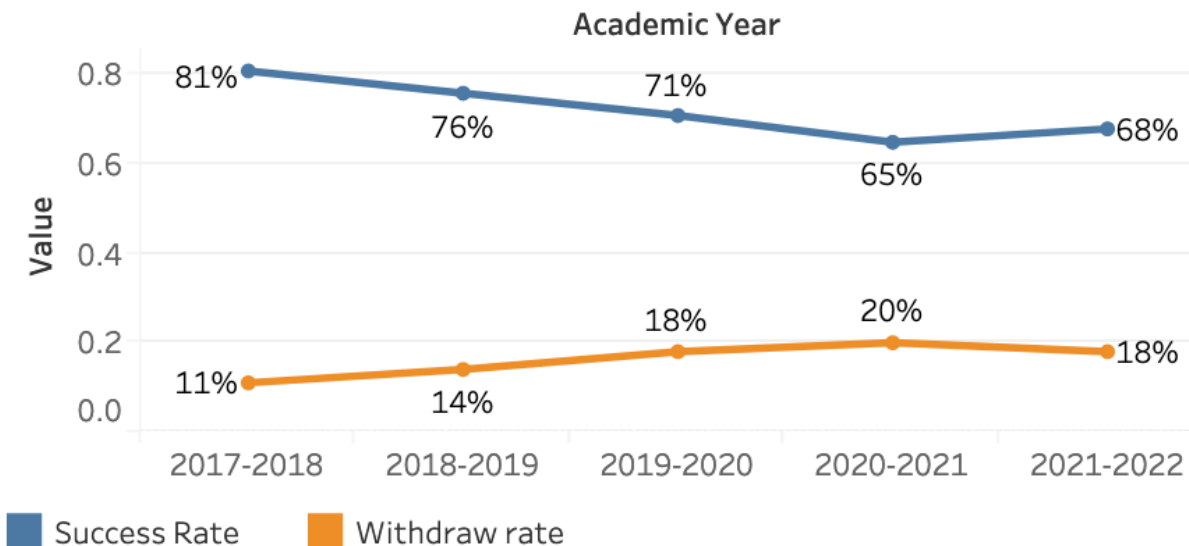
The COMM program already has many designated courses in college-wide programs, such as CWA, COLTS, Promise and Honors. Most programs are offered as dual-CRN's, with the exception of COLTS and Promise. Promise courses are not consistently offered in the program due to low-enrollment, which resulted in past course cancellations. However, COLTS has offered program designated sections for several years and with strong enrollment as well.

Specific to course modalities and degree completability, the COMM program will continue to commit to scheduling courses so that students can attain the degree both face-to-face or virtually (not stepping foot on campus) within a year, exceeding the college's goal of at least three years.

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?

Success and Withdraw Rate



In 2017-18 the COMM program's success and retention rates were 82.2% and 89.2%, respectively. In 2020-21 there was a low of a success rate of 67.8% and retention rate of 81.9%. There was a slight increase rates from 2020-21 to 202-2022 with a success rate of 69.1% and a retention rate of 82.%. In summary, students are successful in program roughly 70% of the time, while retaining students at least 80% or more, which aligns with the college averages. Fill rates were consistently high in the COMM program, ranging from 80.4% to 92.5%, which is much higher than college averages ranging from 76.1% pre-COVID to 65.3% in 2021-22.

Before 2011, there were only select COMM course offerings, which did not allow for degree attainment. Since 2012, all six course offerings were offered at least once within two years, and by 2015 all courses were offered at least once per academic year. The program will continue with this,

Program Review

while also allowing for degree attainment by face-to-face and online.

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?

Department	DI Category	Disaggregation	Subpopulation	Gap
Communication	Access	First Gen	Not First Gen	8.6%
Communication	Access	Low Income	Not Low Income	9.9%
Communication	Success	Age	29-39	15.8%
Communication	Success	First Gen	First Gen	7.3%
Communication	Withdraws	Age	29-39	15.5%

According to the graph above, there are groups experiencing a disproportionate impact in the COMM program.

- ACCESS: Seemingly, "not first gen" and "not low income groups" are not taking COMM courses at the rate that other students are taking COMM.
- SUCCESS: "First Gen" and "29-39 year-olds" are having lower success in their COMM courses. This is especially notable for the "First Gen" students, since they are slightly over represented in COMM courses.
- WITHDRAWS: The "29-39 year-olds" are withdrawing from COMM courses more frequently than other groups, which suggests that many of the non-successes in that age group is related to withdrawing from courses opposed to receiving a failing grade.

Questions to consider: 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?

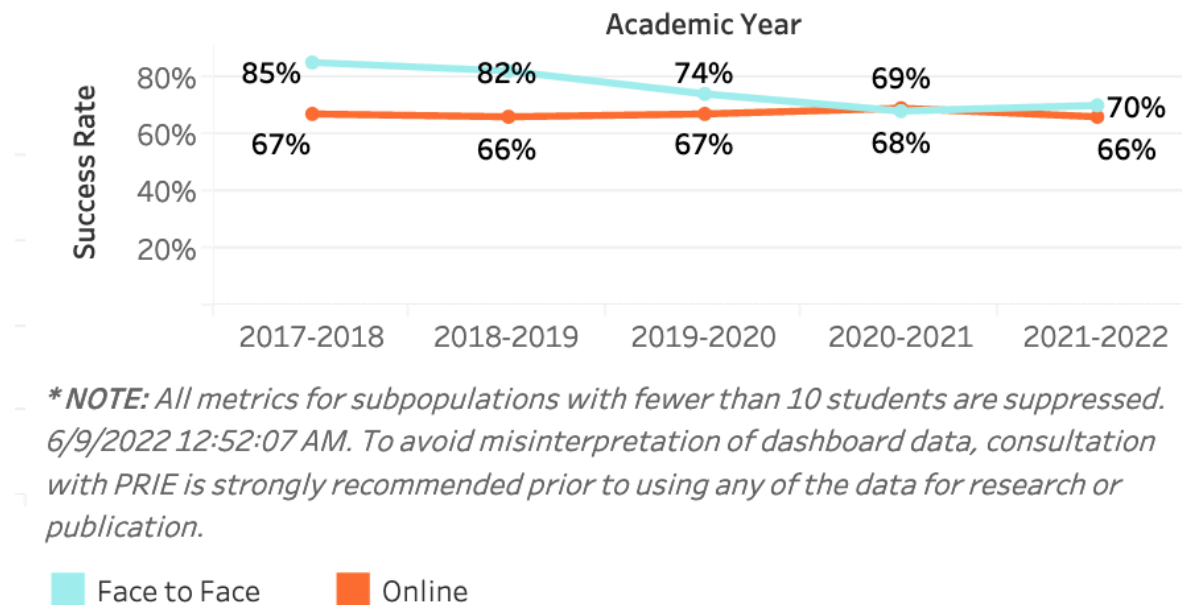
- I don't know how the COMM program and its teaching faculty can address any of the equity gaps identified above. Teaching faculty are not aware of a student's age, first generation status, or income. Therefore, I am not sure how the COMM program, for example, would address finding more "not first gen" or "not low income" students to take COMM classes. As for "first gen" students withdrawing from COMM courses than other groups, it is suggested that the college continue to inquire more about their needs and how we can best support them. Since "first gen" and "29-39 year-olds" are withdrawing more frequently than other groups (which is also classified as a non-success), can the college ask students why they are withdrawing (e.g., dropdown menu in Websmart)? However, a contributing factor related to higher withdrawal rates from a group could be a consequence of the "Excused Withdrawal" option available to students between spring 2020 and spring 2021. The excused withdrawal allowed students to withdraw from a course with a refund for up to one year after the course ends (and it did not affect their academic progress).

Program Review

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”.

Success Rate Modality



Examining success rates by modality, in 2017-18, success rates were higher face-to-face (85%) compared to courses offered online (67%). By 2021-22, online course success rates stayed relatively the same at 66%, while success rates in face-to-face courses dropped to 78.2%. Despite the drop, COMM program was aligned with the college metrics in online success rates ranging from 67.7% in 2017-18 to 71.4% in 2021-22. Specific to success in face-to-face classes, the college average success rates for face-to-face classes in 2021-22 were relatively the same compared to the COMM program at 78.4% and 78.2%, respectively. Continued examination of this data is needed, especially as we learn more about what student and faculty needs are moving forward as it pertains to teaching effectively across modalities.

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.

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Currently, the college is in the 3rd and final year of the cycle. In 2020-2021, year 1 of the cycle, COMM 110 and COMM 140 were assessed, aligning with 4 ILOs: Critical Thinking, Community, Communication and Creativity. In year 2 of the cycle, COMM 127 and COMM 130 were assessed, aligning with the same 4 ILOs from the year prior. Additionally, during 2021-2022, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed.

All course CORs were updated during Fall 2019, which included an examination and/or update of the SLOs. Due to changes to the SLOs and the COMM 2.0 degree starting Fall 2023, the COMM program's next 3-year cycle (the term ends this academic year), may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be

Program Review

assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, there are two things that should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There were four MOU's regarding workload for faculty during the Fall 2020, Spring 2021, Fall 2021 and Spring 2022 semesters – see below*. Therefore, two of the three years within the current 3-year assessment cycle may have resulted in courses not being assessed due to workload.

***NOTE:** For the 2020-2023 assessment cycle, "**Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020, Spring 2021, Fall 2021 and Spring 2022]**". High-volume or high-demand duties are any of the following:

- Service on a committee (each committee counts as one high-volume duty)
- Program review
- Curriculum development (except for DE addenda)
- SLO's"

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?

Over the years, many conversations have occurred regarding the assessment of student learning in the classroom specific to the COMM program and courses. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science,

Program Review

psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Resource Requests



INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Computer Business Office Technology (CBOT)

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.

The purpose of the CBOT program is to train students for careers and for academic advancement, including but not limited to transition to a 4 year college/university. The CBOT program's vision aligns with the Cañada College's vision by offering a variety of classes that meet community needs and are in line with employment trends, ensuring that students of all backgrounds receive quality instruction supporting personal development, improved employment opportunities, and academic success. Through the use of instructional aides in The Learning Center, current technologies, along with personalized attention from instructors, students are able to achieve success.

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.

No known changes.

Changes in technology and licensing from companies such as Microsoft and Adobe have affected our students. Both companies had previously offered free software subscriptions to students. Microsoft and Adobe now only offer a limited version of Microsoft Office for students. This version is obsolete for teaching. The library is offering computers with software for students to borrow. However, there are limited number of computers to loan to students. To address the equity issue – all students need access to the full versions of Microsoft Office and Adobe Creative Suite, as well as a dedicated classroom or lab with computers on campus.

Due to COVID, there have not been any recent advisory group meetings.

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?

COVID has affected our program. The college closed down in March of 2020 due to the pandemic. Classes that met face-to-face, became virtual or online asynchronous. Difficulties for access to computers or software programs affected students. The college began to offer free loaner computers with software through the library. To help with the internet access – the college offered free "Hot Spots". Building 13 has been closed for renovations. Students no longer had access to Instructional aids in the labs, laptop carts and free software. Support for students has been through the Learning Center, Library, DRC, and utilizing Early Alerts. Due to construction in Building 13, students lack a dedicated space for computers and labs.

Program Review

5A. Progress Report - IPC Feedback

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

SLO Assessment

RESPONSE: We have developed and posted a 3-year assessment cycle and are up to date with this plan and have posted on **Nuventive Improve**.

(SLO Assessment - Compliance).

5. SLO Assessment – Impact

Response: Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

6. PLO Assessment –

Response: We have now developed and posted a 3-year assessment cycle and are up to date with this plan and have posted on **Nuventive Improve**.

7. Enrollment Trends:

Enrollment prior to Pandemic dropped. After the pandemic enrollment stabilized. Load has slowly declined over the past 5 years. Sections have decreased slightly from 2020-2021.

Enrollment by Ethnicity shows that Hispanics have continued to have the highest enrollment rate, followed by White Non-Hispanic.

Due to Covid all classes for CBOT are Online. Success for Online classes has increased from 63% (2019-2020) to 73% (2021-2022) Census enrollment had also increased However, this data may be inconclusive due to COVID.

8A. Access & Completion:

Gaps are most prevalent for low income students. Access to computers and software have had a disproportionate impact

Results are somewhat inconclusive. Most classes became DE due to COVID. There was an increase in success for DE, but there was no other alternative offered during COVID

During COVID all classes became online/hybrid classes Increase in enrollment for online courses from 129 in 2019/2020 to 201 in 2021/2022. Withdrawal rates dipped in 2020/2021 to 16% and increased in 2021/2022 to 20.4%. This increase can be attributed to software access that changed in the Fall of 2021. Microsoft and Adobe stopped offering free full versions of there software. These gaps could be reduced by offering free software to students.

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.
Result - NEUTRAL - The plans of the newly designed and technologically successful Business HUB were beginning to gain momentum until these events occurred: Modernization of Building 13 which closed building 13, including the newly designed Business HUB. The new furniture purchased specifically for the hub and the technology purchased specifically for the hub were distributed around the campus. The technology (laptops) were distributed to faculty and staff during COVID-19. The modernization of 13 was to replace all the laptops and technology, with the caveat of money remaining after the modernization which has experienced over-runs.
An adjunct instructor was hired to coordinate needs for the department with hiring, assessments, staff coordination, articulation, program review and Advisory Meetings. CBOT department still has only adjunct instructors and no full time instructors

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?
Inconclusive at this time.

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."
The CBOT department hired two new Adjunct instructors and a part time coordinator. The part time coordinator has been able to assist in hiring new instructors, completing assessments for SLO's, and PLO's, scheduling, and other coordination duties. Due to COVID there has been no significant impact.

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.
Enrollment prior to Pandemic dropped. After the pandemic enrollment stabilized. Load has slowly declined over the past 5 years. Sections have decreased slightly from 2020-2021.
Enrollment by Ethnicity shows that Hispanics have continued to have the highest enrollment rate, followed by White Non-Hispanic.

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?
No significant changes in changes to the program.

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?

Program Review

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.

Success for Online classes has increased from 63% (2019-2020) to 73% (2021-2022) Census enrollment had also increased However, this data may be inconclusive due to COVID.

Department needs resources for reoccurring development for teaching and development. Computers and a dedicated lab, and free software for students

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?

It was possible to complete certificates in the CBOT Department at Cañada College. Success rate for grades increased from 56% to 68% in 2021- 2022.

Overall outcomes by demographics for Census Enrollment has increased from in 2021-2022.

Success and retention has dropped slightly, from 76% to 73%

Access to computers and software may have affected the Withdrawal rate. College can improve student completion and success by providing students with access to computers and software.

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?

Students 18 – 22 who are not low income are less likely to be impacted. Students who do not have access to technology are more apt to enroll. Access to technology is essential to improving outcomes

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".

During COVID all classes became online/hybrid classes Increase in enrollment for online courses from 129 in 2019/2020 to 201 in 2021/2022. Withdrawal rates dipped in 2020/2021 to 16% and increased in 2021/2022 to 20.4%. This increase can be attributed to software access that changed in the Fall of 2021. Microsoft and Adobe stopped offering free full versions of their software. These gaps could be reduced by offering free software to students.

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.

SLO assessment has been completed according to the 3 year PLO/SLO schedule. Results are posted in Nuventive Improve

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?

SLO's do not seem to affect enrollment at this time. Current SLO assessments have reached their goals of at least 70% of students receive a 70% or higher reaching the SLO goals for assessed courses

Program Review

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?

Program Learning Outcomes are assessed on a three year assessment plan. Results are posted in Nuventive Improve.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

General Supporting Documents

[Certificate of achievement - completion of classes.PNG;](#)

[equity and enrollment.PNG;](#)

[Salary Growth and Careers.PNG;](#)

[Salary Growth and Careers.PNG](#)

Tables & Graphs

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E...
	2021-2022	181.0	100.0%	100.0%	0.0%	7.3%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E...
	2021-2022	220.0	70.5%	70.5%	0.0%	6.6%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E...
	2021-2022	220.0	22.7%	22.7%	0.0%	6.6%



AY 17-18 to 21-22

Disaggregation: None

Academic Year: 2021-2022

Term: (All)

Interest area: (All)

Division: Bus. Design & Workforce

Department: Comp. Bus. Office Tech...

Course Number: (All)

Contact type: (All)

Time of Day: (All)

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/28/2022 11:13:02 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

CBOT

Item Requested

10 new full functioning PC Laptops to be available to borrow for CBOT students.

Item Description

To help bridge the Technology Divide: I would like to request at least 10 new fully functioning PC Laptops to be available for CBOT students to borrow. These laptops would be distributed by the CBOT Department and/or the Library. Students would be assured of a fully functioning PC laptop with the required software. This would eliminate confusion on Chromebooks (which do not have full versions of Microsoft Office) and assure students they are ready on Day 1 with the required software. The library has a limited number of fully functioning laptops with the required software.

Program Goals this Request Supports

Increase Student Access

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

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.

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

This resource request is vital for students who do not have access to technology due to financial needs and language barriers.

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

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

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Computer Science

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Cooperative Education

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Digital Art & Animation

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.

DA&A's Mission

The Digital Art & Animation Program at Cañada College provides students with top-tier industry expert faculty and curriculum. We empower them to transform their lives and communities through access to living wage jobs in highly technical fields unique to our diverse Bay Area.

Cañada's Mission

As of June 22, 2022, Cañada's Mission Statement is "Cañada College engages and empowers students in transforming their lives and communities through quality education."

College Plans

Digital Art & Animation has been particularly involved in the Technology Plan and Strategic Enrollment Plan, but also Equity has been at our heart from the beginning. It is vital to provide our diverse student body with the supports necessary to navigate getting a living wage job (which leans heavily toward tech in this area). Our students are disproportionately differently abled and heavily neurodiverse, which can make traditional classroom management challenging. However, we welcome this challenge and take the opportunity to decolonize our classrooms by focusing specifically on our individual student needs and making sure their voices are heard.

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."

There are no known curricular changes per high school or 4-year institutions, but the needs of industry and local employers continue to necessitate constant innovation. Toward this end, the program intends to apply for permission to offer a Bachelor's of Science in Interaction Design in January of 2025. This is the sixth cycle of applications, and this degree would mirror the one that was approved in the first round for Santa Monica College. The need for Interaction Designers, particularly those with a grasp of Spatial Design, will become vital as more and more emphasis in industry is focused on Spatial Computing. An understanding of the risks and opportunities provided by using AI as a tool in the development pipeline will become vital to people seeking industry jobs. As such, we have the opportunity to fill a need in both the community and in regional employers to teach students the cutting-edge skills that will allow them access to not just living wage but thriving wage jobs in the area.

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.

On Wednesday, October 2nd, we had three guests from industry as speakers in our MART 385 Coding for Designers & Artists, and took the opportunity to ask them the questions that we typically ask in our advisory board meetings.

- Employment needs
- Technology

Program Review

- Software
- Licensing
- Soft skills
- Accessibility
- Community continues to need avenues to access the high-paying tech jobs in our area
- Helping employers appreciate the benefits of students with a community college education
- Communication skills
- Resilience
- Appreciation of diversity

Since the Digital Art & Animation Program encompasses such a wide range of sub-categories, we have historically rotated between focii depending on who is available for the advisory meeting at that time. However, this year, as part of the change associated with having a new coordinator (and returning FT faculty member), it was decided that each FT faculty would take responsibility for one of the 'branches' of the department. Emanuela Quaglia would take responsibility for the advisory board focused on Graphic Design & Photography; Paul Naas would be in charge of 2D and 3D Animation & Modeling; Hyla Lacefield would take Game Design, User Experience Design, and Spatial Design. One of the goals would be making sure that each of these areas are being appropriately supported and that their curricula are being kept current to ever-changing industry standards.

The Digital Art & Animation Program is unique in that it combines many different sub-programs. In fact, each of these should probably be considered their own programs, but they are bound together with their shared focus on keeping up with current industry standards in tech and the rapidly evolving labor market in the Bay Area. What we have discovered as part of this is that no matter what job you eventually wish to have, there are certain skills that will help you get there. Every artist needs some coding, every coder needs some ability to understand and communicate data, every data person needs to be able to craft a compelling story, and everyone in all of these different areas needs to be able to understand marketing, communication, how to connect with peers and your audience, critical thinking, and above all, creativity and resilience.

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?

Multi-modal instruction

Multi-modal instruction was first utilized during the return to in-person classes from the fully remote modalities we had during COVID. Initially, it was a means of 'covering our bases' to make sure that students would have access even if they were unable to come in person due to health concerns, illness, or other issues that prevented their being in person. One thing we discovered was that students 'voted with their feet' in multi-modal classes and other programs discovered strong preference one way or another when it came to in-person or online modalities. Digital Art & Animation showed that no one modality worked for all students, and the overwhelming majority of multi-modal classes were evenly split in which modality students chose. We did experiment with offering regular in-person and separate online classes, but found that it did not capture the full enrollment numbers that came with multi-modal classes. Although distinctly more challenging than teaching any single modality, multi-modal classes have resulted in the highest enrollments ever in some classes, particularly introductory classes.

5A. Progress Report - IPC Feedback

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

We received no recommendations for the last full program review cycle I was able to find.

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.

Objective: Develop UI/UX/Content Strategy certificate

Status: Done. Paused implementation due to COVID and primary instructor taking another position for a few years. Instructor is back and now will be leveraging this for the proposed Bachelor of Science in Interaction Design in 2025.

Objective: Upgrade presentation monitors in 22-113, 13-211, and 13-214

Status: Done. And then BLD 13 went down for renovation

Objective: Relocate Digital Art & Animation studios after new Science and Technology building opens

Status: BLD 23 did not have space for DA&A, so relocated to BLD 22 instead. Complete.

Objective: New computer and scanner for 22-113

Status: completed. 22-113 is now the EHD classroom, and the rooms have moved, but we still have scanner setup available for those who need it.

Objective: Replace computers in traditional animation studio 13-214

Status: 13-214 is now 22-131 and the computers are in the process of being replaced again.

Objective: 20 new Wacom Intuos Pro tablets to replace worn out tablets

Status: Completed

Objective: Green screen stand for shooting compositing video

Status: Original completed, but upgrade needed again

Objective: VR rig for developing VR elements of 3D animation

Status: Completed and updated recently. VR has become XR and we now have both XR-ready computers and 2 Meta Quest 3 headsets along with an Apple Vision Pro headset

Objective: Add 3D resin printer to our equipment

Status: Done. Menlo Studio has a designated student to manage 3D requests and we are in the process of streamlining the process

Objective: Attend Game Developer's Conference

Status: done. We did not go last year, but it is an ongoing need.

Objective: Attend Infographics class at CCSF

Status: not done. Faculty member ceased to be faculty before it was able to be accomplished.

Objective: Subscribe to SyncSketch software

Status: Done. Although it was a long and arduous process, it is now working out.

Objective: Attend Lightbox Expo

Status: Ongoing. Paul Naas usually attends.

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?

Thanks to support from Strong Workforce, Perkins, Apprenticeship, and other grants, we have been able to meet our students' ongoing needs for hardware and software and peripherals support. Our program is quite expensive to keep up-to-date, so we regularly seek every opportunity to supplement our budget with available funds intended for these purposes. The state and federal governments both acknowledge the additional expenses associated with keeping CTE programs current, and thus there is funding available other than standard college funds. This is fortunate, because given the costs of keeping the program current, Fund 1 could never keep up with our needs.

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."

The retreat of former Dean of BDW, Hyla Lacefield, resulted in a great opportunity for the Digital Art & Animation Program. It meant for the first time ever there were 3 FT faculty in a program usually dominated by adjuncts. As the program had previously struggled with being able to hire qualified instructors in various specialty areas, some classes had not been offered regularly for some time. With the addition of the third full-time faculty, it meant that

Program Review

the program which had been struggling to meet the needs of students and industry could now refocus and make additional steps forward.

Previously, the program had two main branches: Animation (2D & 3D) and Graphic Design/Web Design/Photography. As web design waned as a need for students and employers, User Experience Design replaced it, and kept us moving forward. However, there was increasing need in industry for more in the way of User Experience design, and this resulted in the initiation of a UX degree and certificate being approved by curriculum in Fall of 2019. However, two things hindered its full ability to be properly launched: COVID hit, and the full-time faculty in that area of expertise abandoned their post to become Dean of Business, Design, and Workforce. Although the program moved forward the best it could in the situation, the full benefit of the UX degree and certificate were put on hold (along with the Chancellor's Office approval for same). Now that things are back more or less to normal, and industry need has continued to charge forward, it is an excellent opportunity to revise and refine the UX degree and roll it together with the Video Game Design degree to strengthen both and leverage this opportunity to apply to offer a Bachelor's Degree in Interaction Design modeled on the Santa Monica College degree that was approved in the first round of Bachelor's Degrees offered by the state Chancellor's office. Since one of the requirements of being able to offer the Bachelor's Degree is assurance that there is sufficient faculty to be able to teach it, the timing couldn't be better. If the opportunity had presented itself even a year ago, Digital Art & Animation at Cañada wouldn't have had the ability to staff the necessary classes with industry expert faculty. This is a golden opportunity for the program and for the college that must not be squandered.

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.

- Steady increase in headcount and FTES
- Removal of TBA hours reduced individual faculty load
 - We had to remove them during COVID
 - If needed, we can add them back
 - TBA hours really helped students in completing assignments and keeping up in the class with required additional hours in supervised lab work
 - Lower success rates correlate with removing TBA hours (which was also during COVID, so it should be important to state that correlation doesn't necessarily equate to causation)
- Insert image of enrollment trends compared to college as a whole and division

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?

- DA&A has been very responsive to student need
- use of multi-modal classes, particularly for introductory classes creates a bigger pipeline
-

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?

Program Review

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.

- curriculum revision
- Bachelor's offering
- marketing
- scheduling and modality
-

8A. Access & Completion

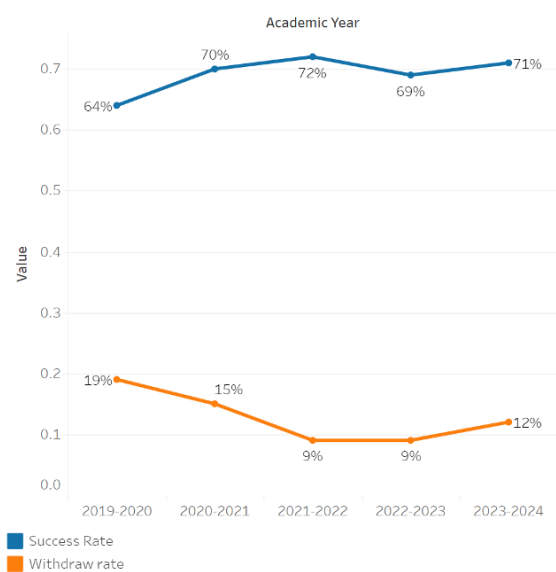
Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How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

Our students are able to complete their degrees or certificates while only taking courses at Cañada, but it is exceptionally challenging because some of our classes only come up once every two years and that seems to not be being communicated appropriately with students. We intend to work more closely with counseling, and try to better broadcast when specialty classes (which are rarely offered) are coming up so students can take them in a timely manner. Unfortunately, if something occurs that causes them to not succeed at these classes, it is often some time before they have another chance to take them. Thus, we should make sure we support our students robustly, particularly in those more rarely offered required classes.

One challenge we continually face is balancing the individual needs of our students with disabilities while also trying to serve the maximum number of students possible. As our enrollment continues to grow, we sometimes struggle with the individual attention necessary to support some of our DRC students. We would love to have a designated DRC support person to help our program navigate how to get our students the learning supports they need.

8C

Success and Withdraw Rate



Our success and withdrawal rates have generally trended slightly upward, while remaining mostly flat. Again, post-COVID, students need more supports than ever, but we have been doing our very best to meet their needs.

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

Program Review

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?

Access

- College as a whole is disproportionately female, our appeal to male-identifying and nonbinary students helps balance the college as a whole.
- Our female-identifying and nonbinary students are up massively from a decade ago, but still below the heavily female-identified college as a whole.
- Increase in number of DRC students and additional help is needed as a result. We are happy to serve our disabled students, but it can be very challenging. Additional supports are requested to give them the best possible experience.
- Less than part-time students being lower than the college as a whole is the direct result of people coming to our program specifically, and taking many of our classes. Few students accidentally take our classes, they are not GE or otherwise required, so when students come to us, it's because they want the unique program we have to offer.

SubGroup	Gap
Female	-16%
Not disabled	-7%
Less than Part-Time	-21%

Success

Our Black student success rate is definitely lower than we would like, but the reasons for that are complicated and not all of them are in our control. We continue to strive to not only welcome our Black students, but actively celebrate them. Often family or job responsibilities interfere with their completion and success, but we as a program try very hard to work with our students on coming up with ways to succeed and complete their classes in our area. The number of incompletes we give as a program indicates our willingness to continue working with students (without additional pay, may we add) beyond the parameters of the class. The success of the Umoja program on campus is helping to increase the number of Black students, which in turns provides benefits to every Black student. As such, I've reached out to them to find ways to better support our Black students.

SubGroup	Gap
Male	-5%
Black - Non-Hispanic	-16%
Hispanic - Male	-8%
Under 18	-15%
Low Income	-9%
Less than Part-Time	-8%

Another area of concern is success rates among those under 18. Our classes are very heavy in material and often High School students aren't aware of the differences between our classes and regular high school classes. It would be interesting to see how our Dual Enrollment success rates differ from our other class success rates, and to what degree younger students having difficulty with asynch online classes might bear some responsibility for the lower numbers there.

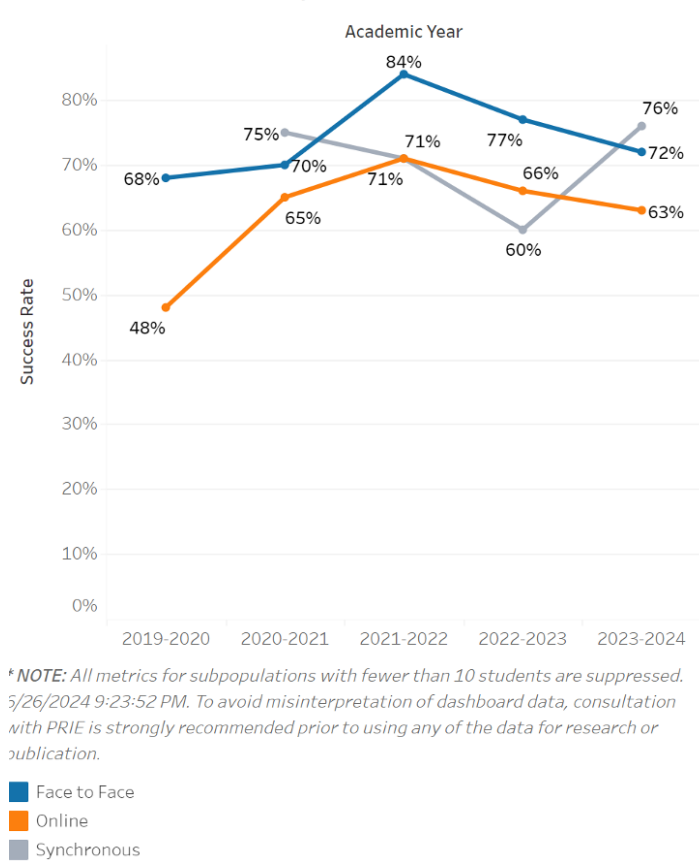
Program Review

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”.

In the 23/24 data, Synchronous online has risen strikingly to 76% success rate, which is the highest except for f2f in 21/22 (which, it should be noted, had a significantly lower number of f2f classes due to coming out of COVID. Only a handful of our synchronous online classes are NOT crosslisted with face-to-face in the multi-modal format. It should be noted that multi-modal is decidedly suboptimal for the online students. However, it makes the class available to a number of students who would not otherwise be able to take the class, so we intend to continue multi-modal instruction. We would love to have a community of practice for multi-modal instruction to improve our andragogy.

Success Rate Modality



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.

We definitely need to work on this. During COVID, SLO assessment fell by the wayside. However, with a new Coordinator (who also happens to be SLO coach for BDW), SLO assessment will be caught up within a year and should be on track going forward.

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?

The Digital Art & Animation Program has a semester-end event where all faculty are invited to attend. At this time we discuss our experiences for the previous semester and the FT often provide guidance and assistance to PT faculty who attend and have questions. It is more than a team-building event, it is a way we all stay in contact and provide mutual support as we essentially do a group post-mortem of the semester. What went well? What were our challenges? What trends are we observing in our students? What can we do to give them a better experience and support each other as we all strive to help our students succeed and thrive.

Program Review

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?

We look at the portfolio class as a means of assessing our Program Learning Outcomes and as a way of making sure our students leave us with the best possible preparation for their future lives and employment. Having been in hiring committees where our students were applicants, I can categorically say our students are well prepared for interviewing and applying for jobs. Although of course I make every effort to be fair to all applicants and therefore hang back on the evaluation of former students (remaining neutral), I have been absolutely delighted to see that in the situations I have observed, our students even with no other professional experience under their belts interviewed better than people twice their age with decades worth of experience.

We are planning to add other portfolio classes with more specific focus toward areas such as UX and Game Design. The hope is to spread the success of our Web, Animation, and Graphic Design portfolio class into our other specialty areas.

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

Goal 1 - Bachelor's of Science in Interaction Design

Apply for and receive permission to offer a Baccalaureate Degree in Interaction Design. Begin the offering as soon as approval on local and state level is achieved.

- Identify Curricular changes/adjustments needed
- Complete the application process by January 15
 - Centers of Excellence - LMI information needs to be requested immediately
 - Clarification from Chancellor's Office for alignment with existing Associate's and integration of certificate programs
 - Incorporation of Apprenticeship classes that just got initiated in curriculum
 - Coordination with Humanities & Social Science regarding GE Upper Level courses:
 - English
 - Communications
 - Psychology

Goal 2 - Menlo Studio expansion and refinement

Menlo Studio has provided excellent work-based learning opportunities for students in graphic design, photography, videography, social media marketing, etc. Thanks to the XR apprenticeship, Menlo Studio is actively pursuing grants to support production of VR trainings in areas such as: Nursing Training, Human Services (Social Work) Training, DEI Training, etc. Collaborating across the district, the plan is to utilize the Foundation to hire the XR apprentices and leverage the available healthcare infrastructure grants to pay for the management and work of the students. These VR trainings will then be made available as OER through LibreNet.

An additional goal is to have one of the Digital Centers the State Chancellor is placing around the state as a District resource. Due to Cañada's small size and limited offerings, we need to partner with our sister colleges to make sure we have all that we need to create excellent VR trainings.

All of this will require further professionalization of Menlo Studio which will include regular meetings at various levels to keep the students supported and moving forward as well as keeping college and district updated on our successes and challenges.

Program Review

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Historically, there have been two distinct programs within Digital Art & Animation (3 if you could 2D and 3D animation separately): Graphic Design and Animation. With the rise of AI and the increasing importance of User Experience Design, what was originally a subset of Web Design has now become one of the primary draws of the program. As such, each of the 3 FT faculty will take responsibility for one of the 'tracks'. Hyla L. (Coordinator) will take UX/Interaction Design, Paul N. will take Animation, and Emanuela Q. will take Graphic Design. Instead of trying to have one advisory board covering all of these disparate topics, there will be 3 Advisory Boards per year, one for each area.

Goal 4 - Better communicating and explaining resource needs

The Digital Art & Animation Program is so successful because the college has chosen to support the hardware, software, and training needs of this incredibly complex program. However, it's always been done piecemeal, stitching together various grants and funding streams to meet the needs of the program. We look forward to working with the Business Office, Dean, VPI, and our Participatory Governance system to help people understand our needs and why our students need the top-level hardware and software to be competitive in Industry.

Goal 5 - Success, Completion, and Finding Employment in Industry

DA&A continues to work hard to support our diverse student body in their educational goals.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Industry standard hardware and software

Item Description

Mac and PC computers capable of running Industry Standard software. Maya, Adobe Creative Suite, ToonBoom, SyncSketch, Digicel Flipbook, Unity, Niantic Lightship, etc. etc. Additional peripherals as needed including but not limited to: scanners, photo printers, VR and AR and MR devices, cables, computer mice, screens, adapters, etc.

Program Goals this Request Supports

Goal 4 - Better communicating and explaining resource needs

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

200,000

One-Time or Recurring Cost?

Recurring Cost

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

Access to industry standard hardware and software supports our DI students who may not be able to afford it themselves.

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

Access to industry standard hardware and software supports our LatinX and AANAPISI students who may not be able to afford it themselves.

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

Accessible Infrastructure and Innovation

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Photography hardware

Item Description

Studio photography setup, photography equipment for photoshoots, in-class photography equipment

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Professional-level equipment allows low-income and DI students access and training with industry standard materials.

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

Professional-level equipment allows low-income and LatinX and AANAPISI students access and training with industry standard materials.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Marketing support

Item Description

funds for creating and generating content for marketing purposes as well as placing ads in magazines, etc. Tabling, etc. and other vital outreach activities.

Program Goals this Request Supports

Goal 5 - Success, Completion, and Finding Employment in Industry

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

Creating a welcoming environment for students means reaching out to specific populations, such as supporting the Black Comix Arts Festival. Our students are not necessarily standard community college students, so we need specialized advertising.

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

We are able to specifically target LatinX and AANAPISI students with specialized marketing.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Support for Menlo Studio

Item Description

Pay for faculty release time and staff support and student assistant pay

Program Goals this Request Supports

Goal 2 - Menlo Studio expansion and refinement

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

100,000

One-Time or Recurring Cost?

Recurring Cost

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

Having on-campus work opportunities in the specific fields they are studying helps students who would otherwise have to work off-campus have better connection and support on campus.

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

Having on-campus work opportunities in the specific fields they are studying helps LatinX and AANAPISI students who would otherwise have to work off-campus have better connection and support on campus.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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 students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Ongoing support for attending Professional Industry Conferences such as: GDC, Lightbox Expo, Adobe Max, Augmented World Expo, Arts, Media, & Entertainment Expo, Etc.

Item Description

Although professional development for individual faculty is covered by faculty PD, we have had great success by tabling at events such as these. Tabling can range from a low of (free) to a high of \$2500 per table. This amount would allow us to have multiple tabling opportunities.

Program Goals this Request Supports

Goal 5 - Success, Completion, and Finding Employment in Industry

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Helping people in Industry see the amazing work our students are doing will help those industry partners see our students as valuable employees and their lived experience as a benefit to the companies we connect with.

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

Helping people in Industry see the amazing work our LatinX and AANAPISI students are doing will help those industry partners see our students as valuable employees and their lived experience as a benefit to the companies we connect with.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
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 students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Adjunct hours to support Bachelor's Degree Application

Item Description

Help with Curriculum, additional Advisory Boards, and Bachelor's application and curricular design

Program Goals this Request Supports

Goal 1 - Bachelor's of Science in Interaction Design

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

One-time Cost

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

Having a Bachelor's of Science in Interaction Design would help our students immensely, particularly if they are able to complete their Bachelor's for free. This allows them to graduate with a BS without debt, which is huge.

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

The primary support would come from an Asian American faculty member. Student voices from Black, LatinX, and AANAPISI students would be incorporated into the new program.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

XR Support

Item Description

Hardware, Software, personnel time, student assistant/apprenticeship time, OER training and support, etc. We need college support to go for grants that support these goals. The grants are available, but we need support to pursue them.

Program Goals this Request Supports

Goal 2 - Menlo Studio expansion and refinement

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

500,000

One-Time or Recurring Cost?

Recurring Cost

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

Creating an XR subset of Menlo Studio provides DI students an opportunity to "Earn and Learn", working on their professional skills while they are being paid.

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

Creating an XR subset of Menlo Studio provides LatinX and AANAPISI students an opportunity to "Earn and Learn", working on their professional skills while they are being paid. For many, this is the difference between having an off-campus job that pulls them away from their studies and an on-campus job that helps them gain needed skills.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
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
Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Industry Site Visits

Item Description

Taking groups of students to places like Apple, Google, Meta to see what working in big tech is like

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,999

One-Time or Recurring Cost?

Recurring Cost

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

Providing access to large employers helps students see themselves in Industry.

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

Providing access to large employers helps LatinX and AANAPISI students see themselves in Industry.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Resource Requests

Program Requesting Resources

DA&A

Item Requested

Discipline Specific Industry Expert Speakers

Item Description

Bringing in Industry Expert and other guest speakers for students.

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,500

One-Time or Recurring Cost?

Recurring Cost

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

Access to industry experts tends to be held by those with the most privilege. By bringing industry experts and guest speakers (particularly those with marginalized identities themselves), we help level the playing field.

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

Bringing LatinX and AANAPISI speakers to our classes helps students see themselves in industry, which is very important to their future goals and success.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Hackathon

Item Description

On-Campus Hackathon utilizing industry professionals

5/7/2025

Generated by Nuventive Improvement Platform

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Resource Requests

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

7,250

One-Time or Recurring Cost?

Recurring Cost

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

Hackathons are one of the most favored of the ways that Industry finds new talent. DI students have less access to hackathons and therefore to the Venture Capital that might allow them to be able to start their own tech startups.

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

Hackathons are one of the most favored of the ways that Industry finds new talent. LatinX and AANAPISI students have less access to hackathons and therefore to the Venture Capital that might allow them to be able to start their own tech startups.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Animation Show of Shows

Item Description

Bring the Animation Show of Shows to campus yearly

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

Continued Request - Active

Resource Requests

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,500

One-Time or Recurring Cost?

Recurring Cost

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

Bringing the Animation Show of Shows to campus allows students to see animation from around the world that reflects their own diverse experiences.

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

LatinX and AANAPISI students can see that their lived experiences are valued and celebrated.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

24 Hour Animation

Item Description

Support for 24 hour animation challenge 1x per year

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,200

One-Time or Recurring Cost?

Recurring Cost

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

The 24 Hour Animation Challenge is an intense team-building experience where teams of 5 students compete with colleges worldwide to create 30 seconds of animation in 24 hours. This requires facilities, custodial, and food supports.

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

LatinX and AANAPISI students appreciate the collaborative environment fostered by 24 Hour Animation.

Resource Requests

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

End of Year Student Show

Item Description

Every year we have an end-of-year Student show that requires a great deal of work, booking the theater, snacks, and marketing

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,500

One-Time or Recurring Cost?

Recurring Cost

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

Helping the community see themselves reflected in our students' work and helping us celebrate our students' diversity.

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

LatinX and AANAPISI students can see their work and their lived experiences validated on a big screen with a large audience. Community members can see this is a place where their experiences are valued and celebrated.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Resource Requests

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Gallery Show each semester

Item Description

Utilization of the on-campus gallery for shows once per semester

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

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

By making gallery shows available to students we create a more equity-minded and antiracist campus culture

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

LatinX and AANAPISI students have fewer resources including access to gallery shows to be able to see what they can do with themselves as artists. This is vital to their ability to see themselves in industry.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Support for External Shows

Item Description

Gallery Shows elsewhere

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,500

One-Time or Recurring Cost?

Recurring Cost

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

Students from Disproportionately Impacted groups tend to have less access to the ability to have gallery shows of their own work than better-resourced peers. Allowing them the experience of a gallery show once a year helps balance this.

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

LatinX and AANAPISI students tend to have fewer resources to be able to go out into the community and have gallery shows of their work. This would support them.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Campus Movie Fest

Item Description

Support for bringing Campus Movie Fest back to campus

Program Goals this Request Supports

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,500

One-Time or Recurring Cost?

Recurring Cost

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

Getting students involved in telling their own stories is a great way to foster inclusion and improve equity gaps.

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

LatinX and AANAPISI students can participate in Campus Movie Fest and find that their specific lived experiences resonate with people across the country and the world.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
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 students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

DA&A

Item Requested

Unknown at this time, but we are always looking for new and innovative ways to get our students industry contact and experience. We don't always know what this is going to look like, particularly as rapidly as industry is changing now. Please consider this as a placeholder for requests that we don't yet know we need.

Item Description

Given the rapidly changing environment in tech, it is impossible to say what we will need to ask for next to make sure our students are getting the best training possible. This is a placeholder for things we don't know we need (yet).

Program Goals this Request Supports

Goal 4 - Better communicating and explaining resource needs

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

0

One-Time or Recurring Cost?

Recurring Cost

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

Our DI students generally need the most support in terms of both hardware & software and personnel to support them.

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

Our DI students generally need the most support in terms of both hardware & software and personnel to support them. It is vital that we recognize the particular needs and strengths of our LatinX and AANAPISI students and make sure we are using the very latest Industry Standards when we prepare them for the workforce.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

Help students explore and find employment in fields of their choice

Provide adequate access to technology

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

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

Resource Requests

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

Student Assistants for specialized computer labs

Item Description

Student assistant hours for specialized computer labs

Program Goals this Request Supports

Goal 5 - Success, Completion, and Finding Employment in Industry

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

Low income and students with disabilities struggle the most with the necessary equipment and training. Having specialized labs with knowledgeable students allows us to support the students who need it the most.

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

LatinX and AANAPISI students, being from Disproportionally Impacted groups, are more likely to need the support of both the hardware and software necessary to be successful in their classes and also a quiet, supportive place to work where there are people who can help them with the technology and software issues as well as helping them understand their assignments.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Digital Art & Animation

Item Requested

ProRigs subscription

Item Description

Subscription to the ProRigs service to provide students with production-quality Maya rigs for 3D animation assignments and skill development. Exposure to professional quality Maya rigs so students can familiarize themselves with industry standards while still in college.

Program Goals this Request Supports

Professional-level training and tools

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,000

One-Time or Recurring Cost?

Recurring Cost

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

Provides students professional-level experience who might not otherwise be able to afford the rigs

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

We have a large number of Latinx students in our program. Providing them exposure to professional-level tools supports their ability to compete successfully for entry-level positions when they complete their studies.

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

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

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Distance Education

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.

The mission of the Distance Education Program is to increase opportunities for our diverse student population by offering flexible and innovative instruction via technology. In alignment with college goals #1 and #2, the Distance Education Program is committed to meeting the changing needs of our community by supporting the development of online and technology-enhanced learning environments that increase student access, support student success, and address equity gaps through quality instruction, continuous improvement and the elimination of barriers to student success.

Our work in the DE Program is informed by and aligned with our Distance Education Advisory Committee (DEAC) Strategic Plan and our Technology Committee Strategic Plan. We work closely with our ITS, DRC, Library and Learning Center colleagues to continue to provide the most comprehensive technology support we can for faculty, staff and students.

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."

The District continues to offer a license for Proctorio, which is available for faculty whose courses require proctored tests for articulation. The Instructional Design & Learning Team continues to work with faculty on the most ethical and effective ways to use Proctorio in their courses, and is available to help identify alternatives to Proctorio in courses where proctoring for articulation is not an issue.

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.

Almost five years ago the COVID-19 pandemic began and we all converted to online instruction and remote work completely. While our modalities and in-person work time have normalized somewhat, we continue to offer the majority of our sections in online modalities, and synchronous instruction remains a popular modality. Our students continue to require flexible, accessible education options that allow them to balance education with work and personal responsibilities. Since we seem to be maintaining a high online course offering, its imperative that we continue to focus our efforts on continuous quality improvement of our online courses, so that students are able to be successful regardless of the modality they choose the learn in.

Likewise, there is a growing need for skills in digital literacy, particularly in remote work and online communication platforms. Employers are increasingly looking for candidates who are adept in using technology to complete tasks in the workplace, collaborate virtually, and manage in-person work with virtual materials. Our online courses need to offer students success in their coursework and effective practice and improvement of technology skills.

With all of this increased use and reliance on technology in the collaboration and education spaces, technology is advancing at a rapid pace. The Instructional Technology & Design Team, our campus hardware and software, and our online learning environments, must advance and improve along with the pace of technology in order to remain in alignment with employer standards and expectations, and to remain up-to-date with our students' technology needs.

Program Review

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?

Online Enrollments

We focused on the changes in enrollments by modality across the college and within each division between 2018-2019 (our last academic year not impacted by the COVID-19 pandemic) and 2023-2024 (5 years after the onset of the pandemic). We wanted to look at this comparison to gauge where we're at now (post-pandemic) and also what our additional online teaching training efforts over the last 5 years have resulted in.

Enrollment By Modality	2018-2019	2023-2024
Face to Face	68%	35%
Hybrid	7%	16%
Online	26%	38%
Synchronous	0%	10%

Even 5 years after the pandemic, we are consistently seeing higher online enrollments across all of our online modalities. Our synchronous modality, created for use during the pandemic, continues to be offered consistently.

The New [RSI Rubric](#) (ACCJC)

Timeline:

- Pilot (Fall 2024)
- Full implementation (Spring 2025)

The RSI Review is a two-semester process that begins after the submission of ISER (due December 2025 for Cañada). ACCJC will ask for a random sample of 5% of our online course sections (SYN + ASYN). Their peer review team will assess those and make a report. At least 85% of these sections need to fulfill the rubric criteria. If this doesn't happen, there will be a second round of reviews on an independent sample of course sections.

After the rubric is finalized, we will be communicating with our online faculty and guiding them to align their courses. Both Spring 2025 Flex sessions will have workshops faculty can attend.

5A. Progress Report - IPC Feedback

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

- 4 - We provided a more detailed picture this year of the status of DE as an instructional program.
- 6B - The reviewers wanted to see more detail on the impact of staffing changes and what staffing requests could address. We included more detail in 6B and in our resource requests.
- 7C - The reviewers wanted to see more information about faculty recruitment and training. Happily, we have more to share in the area and we've included that information in this document.
- 8C - The reviewers wanted more comparative data for our online success, so we went into much more detail this year.

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.

Goal 1 - Provide DE Faculty Tools & Resources for Quality Online Instruction

Program Review

- We are currently working on adopting licenses for Padlet, ScreenPal and Slido. We have received quotes for all of these tools and prioritized them within our department.
- Website & Repository Project - We are in the process of consolidating our website presence and enhancing our Teaching Resource Repository. Our goal is to make teaching resources easier to find and navigate for faculty.
- Number of Cañada faculty completing (or participating in) QOTL in 2024

	QOTL 1	QOTL 2
Spring 2024	10	3
Summer 2024	5	6
Fall 2024 (ongoing)	12	5

- Creation of QOTL-E: During 2024, a workgroup of district DEAC designed a new course in the QOTL series, QOTL-E, where E stands for Essentials. QOTL-E is a self-paced supplementary resource to teaching with the Canvas LMS across modalities in the San Mateo County Community College District. This resource will better prepare faculty for completion of our online teaching certification sequence, Quality Online Teaching and Learning (QOTL).

Goal 2 - Broaden DE Course Offerings to meet the needs of Cañada College students

- As mentioned in question 4, we have begun reviewing enrollment and success data comparing our pre-pandemic numbers to where we are now. The goal is to use this comparison to help guide our work in faculty outreach, training offerings and survey administration (collecting specific feedback on synchronous modality offerings).

Goal 3 - Continue & Strengthen our Local POCR Program

- During the academic year 22-23, Cañada's certified POCR reviewers formed a workgroup that entered the CVC's certification process called the POCR Capstone. This two-semester process awarded Cañada College with the Local POCR Certification. The Cañada POCR team can now review courses *via* the Local POCR Process. At the process completion, such courses receive a quality-reviewed (QR) badge, internally, without the CVC's supervision. QR courses are entered into the CVC Course Exchange and will eventually become available for statewide enrolment, pending Home & Teaching College Initiative approval (in progress).
 - The Local POCR Process involves two independent reviewers and the Accessibility Specialist (Instructional Designer). At the end of it, the course is aligned to the CVC-OEI rubric.
 - Since receiving certification, we QR-badged ten (10) Cañada online courses and planning to add 3 additional ones every new semester.
 - The POCR team is currently working on completing the POCR website and resources for reviewers. We are also recruiting faculty to join the team, either *via de novo* certification, or previously-certified faculty who come to Cañada from other colleges.

Goal 4 - Build a Complete & Effective DE Team

Program Review

- We FINALLY added an Instructional Designer role to our team. We are working to define that new role and what it looks like for our college as this only our second year with that position. So far we've seen an increase in faculty's access to teaching support, course review feedback and a broadening of support offerings from the Instructional Technology & Design Team.
- We were also able to fill our Instructional Technologist role in May of 2024, so we are now back to our full team. Being able to collaborate across the two positions of Designer and Technologist is bringing many new opportunities for faculty support and increase availability for support consultations.
- We also welcomed a new Dean to our team who has helped us to build up this new team and lay a strong foundation of communication and collaboration. We are excited to continue working and growing together as a team.

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?

- *QOTL & POCR Funding* - We received funding to continue offering online teaching training to faculty through QOTL 1 and 2, and to continue to review our online course through the Peer Online Course Review process. On average, 25 faculty complete QOTL 1 or 2 each year. Since POCR's inception in the Spring of 2023, we have reviewed and badged 10 courses and have 3 courses currently under review this semester (Fall 2024). We've recently adopted more of an outreach model to collect faculty training data and invite faculty to sign up for the appropriate training. We are also working on clarifying for faculty all the way that online teaching re-certification is possible to be sure that these funds are used responsibly.
- *ScreenCast-O-Matic License* - We received funding for a renewal of ScreenCast-O-Matic license (now ScreenPal), but the license was not renewed. We are currently working on redoing our ScreenPal license.
- *Padlet License* - We have been approved to use department funds for our Padlet license and we are currently working on getting that purchased.
- *New Space & Training Room in B13* - With the update to Building 13, we now have space for our team to have offices near one another and near our training room, 13-337. We are still working out how best to use this room and continue to use it as often as we can to offer technology trainings, meetings and consultations.

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."

The impact of resources, particularly staffing and support, has been significant for the program. Initially, the lack of sufficient resources during the pandemic created a major bottleneck, as the program was unable to meet the rising demand for online teaching support. Despite the clear need for expanded support and new initiatives, the limited team size prevented meaningful progress, leading to frustration among staff.

However, with the addition of new team members and the development of a more organized support structure, the program has been able to shift from merely managing daily operations to planning for future growth. Adequate resources have allowed the program to implement key processes like POCR (Peer Online

Program Review

Course Review) and to collaborate more effectively, enabling the program to address long-term strategic goals and improve overall outcomes. In short, the allocation of an appropriate team directly affects the program's ability to adapt, innovate, and enhance the quality of support it offers.

- Requests Funded:
 - *Instructional Designer* - Bringing on an Instructional Designer has had a huge positive impact on the program and our team. Our capacity for addressing the day-to-day support needs of the college has increased and so has our capacity to take on other projects and fill gaps in training and support.
 - *Summer Hours for Designer and Coordinator* - Having summer hours is essential to be able to provide support for faculty preparing for the Fall semester, prepare Fall Flex Day and get the program updated and organized and ready to meet the influx of support needs that the start of the semester brings.
- Requests Not Met:
 - *2nd Instructional Technologist* - We requested a second Instructional Technologist role that was not funded. Our goal with this position was to be able to have a Technologist who could focus on supporting faculty in fixing accessibility and equity issues in their courses, among other things. Without the ability to focus on these intricate areas of instruction, we do our best to support faculty with the time and availability we have.
 - *Student Assistant Budget* - Our request for a budget for student assistant hours was also not funded. We had hoped that student assistant hours could be used to work on some of the more time consuming parts of online course improvement, like captioning videos, adding alt text to images, renaming course content, etc. Hopefully that is a resource we can make available to faculty one day.
 - *Increase Time for DE Coordinator* - We'd like for our DE Coordinator to become a full-time position rather than a Reassigned Time role because with that position handling more and more of the important coordination duties (running POCR, tracking training completion, etc.) turnover in that role becomes more and more disruptive to our work in the department. It's really not like other coordination roles that someone can step in and out of. Our team needs this role to remain consistent over time.

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.

What We're Seeing in the Data

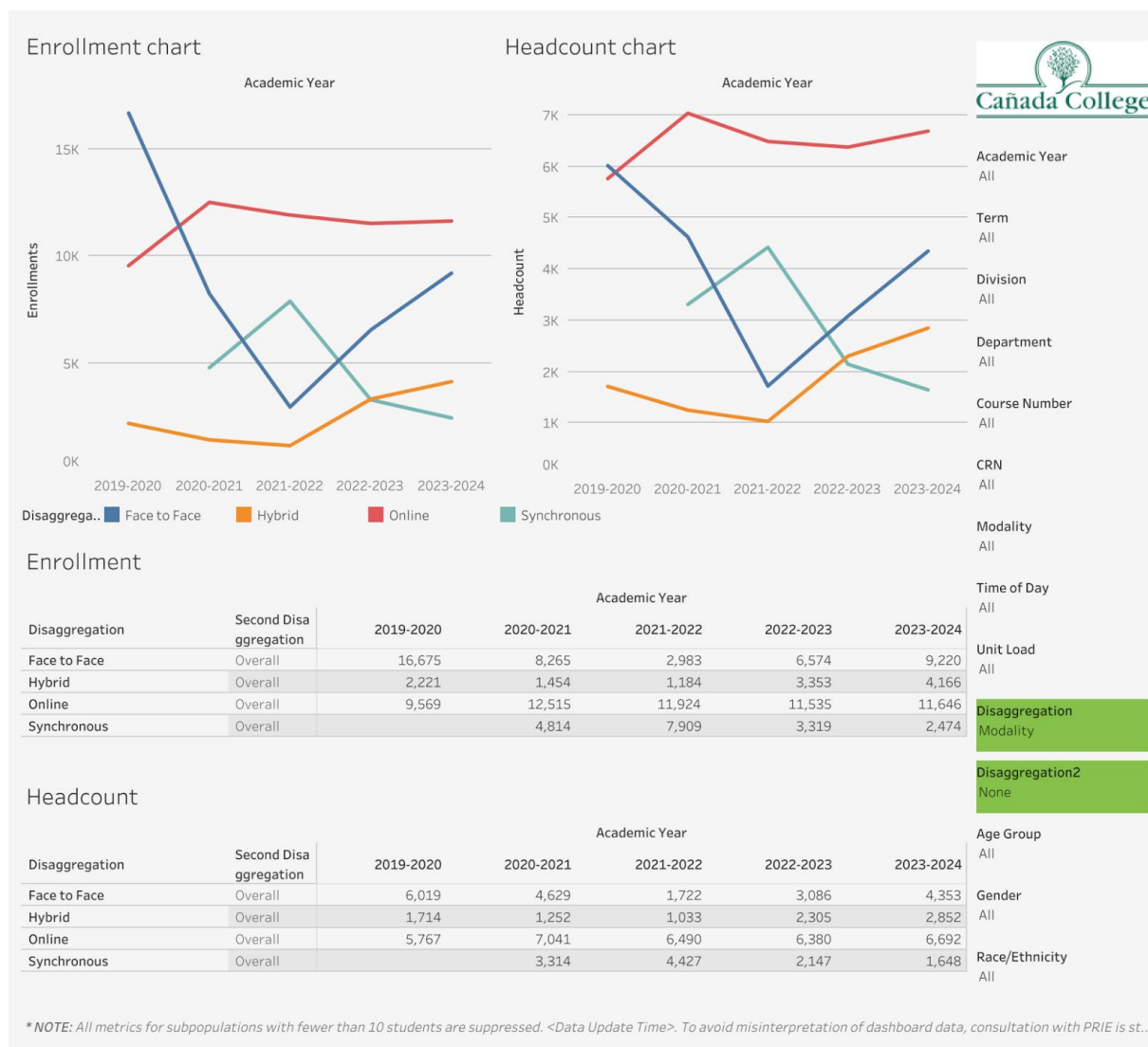
- How online enrollment has changed since before the pandemic
- What's happening with synch enrollments
- The majority of disciplines offer at least 50% of their sections online.

Data Sources

	2018-2019	2023-2024

Program Review

Headcount	9,036	9,643
Enrollment	25,128	24,263
Enrollment By Modality	2018-2019	2023-2024
Face to Face	68%	35%
Hybrid	7%	16%
Online	26%	38%
Synchronous	0%	10%



% of Sections Online	2018-2019	2023-2024
ACTG	31%	74%
ANTH	43%	75%
ART		50%
ASTR	42%	50%
BIOL	31%	73%
BUS.	70%	60%
CBOT	33%	76%
CHEM	5%	59%
CIS	24%	65%

Program Review

COMM	32%	70%
CRER	53%	55%
DANC	6%	4%
DRAM	29%	100%
ECE.	49%	66%
ECON	41%	38%
EDUC	100%	100%
ENGL	25%	43%
ENGR		67%
ENVS	50%	25%
ESL		43%
ETHN		60%
FASH	3%	6%
FITN	52%	38%
FSE.		100%
GEOG	100%	100%
HIST	49%	73%
HMSV	100%	50%
IDST		50%
KINE	33%	85%
LCTR	55%	20%
LEGL	50%	82%
LIBR	9%	100%
LING	100%	50%
LIT.		75%
MART	9%	27%
MATH	9%	28%
MEDA		15%
MGMT	100%	100%
MUS.	35%	32%
OCEN	36%	60%
PALT		100%
PHIL	63%	79%
PHYS		75%
PLSC	65%	57%
PSYC	67%	80%
RADT		10%
SOCI	45%	43%
SPAN	47%	47%

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?

- *Changes in the Proportion of Online vs. F2F Enrollments* - Looking at the enrollment numbers from before the pandemic until now, we see that our current online enrollments (online, hybrid and synchronous) make up about 64% of our enrollments as compared to 33% pre-pandemic. This flip in the proportion of F2F vs. online enrollments indicates:
 - The majority of our disciplines offer 50% or more of their sections in an online modality and many of our F2F sections utilize Canvas and instructional technology for their course work. Assuming this

Program Review

flip in the proportion of enrollments remains, we must meet these increased offerings with increased support for faculty and students.

- It would be helpful to get a sense from our administration if there are plans or goals to move this proportion in any direction. Are Deans planning on changing offerings to bring enrollment numbers back to pre-pandemic numbers, or are these numbers our 'new normal'?
- *Decreased Synchronous Offerings & Enrollments* - While we are continuing to offer synchronous sections, we are seeing fewer and fewer enrollments in this modality. The trend brought to light some important questions for our team:
 - Is the decrease in synchronous enrollments due to a decrease in synchronous section offerings, or are synchronous sections seeing low to no enrollment?
 - As a college, are we trying to move away from synchronous course offerings all together, or are they a part of our enrollments that are here to stay?

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.

While decisions about what courses to offer and in what modalities are up to the Deans and their faculty, we can think about based on the enrollments trends we're seeing in the online modalities, what we can do to support our online faculty:

- *QOTL, POCR & Faculty Outreach* - Continue offering QOTL 1 & 2 each semester, and continue growing our POCR process in order to better prepare faculty for online teaching and support faculty in their work to improve their online courses. This also requires a considerable amount of individual faculty outreach work on the part of our DE Coordinator to engage with faculty and determine the best training path for each of them.
- *Begin Offering QOTL, The Essentials* - Many faculty begin teaching in between QOTL offerings, or are unable to complete QOTL while also teaching during their first semester. QOTL-E is a new training resource that we've created and will be available to get faculty up and running on Canvas and hold them over until the next QOTL 1 offering.
- *Continue to Strengthen Faculty Onboarding* - We plan to continue to collaborate with EAPC Coordinator and Faculty Teaching & Learning Coordinator to ensure that our new faculty colleagues begin their teaching journey with the information and resources they need to teach well online.
- *Consider Additional Training Opportunities* - We don't currently offer training specific to synchronous and multi-modal teaching, and we continue to get requests for increased classroom technology trainings.

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?

What We're Seeing in the Data

Program Review

- Both Online and Hybrid Success rates have increased by 5% and 2% respectively since the onset of the pandemic. We expected to see increases in student success due to the exponential increase in online teaching trainings that we've offered since the pandemic and how many more faculty are currently trained to teach online now.
 - 2016 - 2019: 40 faculty completed online teaching training
 - 2020 - 2024: 101 faculty have completed online teaching training
- However, we are a bit concerned that we are not seeing more of an increase in student success along with an increase in training and support. We want to look further into why this is.
 - Could there be other factors to student success that online teaching training is not influencing?
 - For example, could we work with student services to improve access to student services information for online students (virtual campus)?
 - Could we work with the Welcome Center to strengthen technology and online course readiness assessment and preparation (readiness assessment on website, and new student orientation)?
 - Are our faculty outreach and training offerings reaching our faculty effectively, or the same faculty engaging while the same faculty remain disengaged in training and support offerings?
 - For example, would joining the CVC Home & Teaching College program institutionalize our POQR process in a way that would engage more faculty and incentivize their participation with increased enrollments?
 - Are there updates and changes to our online teaching training program that we should consider?
 - Continue aligning courses with the OEI Rubric through POQR since that has presented data in increased student success
 - Apply updates to QOTL 1 to bring that course into alignment with recent changes to RSI standards and synchronous modality offerings
- Synchronous Success is Lower - We are seeing a bit lower success rate for our synchronous online sections. If we're able to get clarity on our question above related to the future of synchronous online offerings, we'd like to consider some further questions:
 - Do we need synchronous and multi-modal trainings, or even a faculty pod?
 - What are our students experiencing in their synchronous courses?

Data Sources

Success By Modality	2018-2019	2023-2024
Overall Success	72%	72%
Face to Face	74%	74%
Hybrid	70%	72%
Online	67%	71%
Synchronous		71%

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Face to Face	2023-2024	6,978	63.6%	63.6%	0.0%	3.0%
Hybrid	2023-2024	2,801	25.5%	25.5%	0.0%	3.0%
Online	2023-2024	4,624	42.1%	42.1%	0.0%	3.0%
Synchronous	2023-2024	1,619	14.8%	14.8%	0.0%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Face to Face	2023-2024	14,308	74.0%	73.1%	0.9%	3.0%
Hybrid	2023-2024	4,027	72.7%	73.1%	-0.4%	3.0%
Online	2023-2024	6,846	72.6%	73.1%	-0.5%	3.0%
Synchronous	2023-2024	2,368	69.9%	73.1%	-3.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Face to Face	2023-2024	14,308	12.3%	13.0%	-0.7%	3.0%
Hybrid	2023-2024	4,027	13.2%	13.0%	0.2%	3.0%
Online	2023-2024	6,846	12.8%	13.0%	-0.1%	3.0%
Synchronous	2023-2024	2,368	16.9%	13.0%	3.9%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Modality

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
All

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Full-Time	2023-2024	1,038	13.9%	10.4%	3.5%	3.0%
Less than Part-Time	2023-2024	3,963	53.3%	62.3%	-9.1%	3.0%
Part-Time	2023-2024	2,440	32.8%	27.2%	5.6%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Full-Time	2023-2024	3,283	72.7%	72.1%	0.6%	3.0%
Less than Part-Time	2023-2024	4,545	71.5%	72.1%	-0.6%	3.0%
Part-Time	2023-2024	5,413	72.3%	72.1%	0.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Full-Time	2023-2024	3,283	12.0%	13.7%	-1.7%	3.0%
Less than Part-Time	2023-2024	4,545	15.0%	13.7%	1.3%	3.0%
Part-Time	2023-2024	5,413	13.6%	13.7%	-0.1%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

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AY 19-20
to 23-24

Disaggregation
Unit Load

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

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?

What We're Seeing in the Data

Below are the equity gaps that we were able to identify from the dashboards. While they're all concerning, the gaps highlighted in red impact the highest number of enrolled students.

- **-5.5% Success Gap and 3.2% Withdraw Gap in 23-28 year old students**
- **4.0% Withdraw Gap in 40-49 year old students**
- **-5.3% Success Gap in First-Generation students**

Program Review

- -23.3% Success Gap and 13.7% Withdraw Gap in Foster Youth students
- -6% Success Gap in Low Income students
- -15.7% Success Gap and 8.0% Withdraw Gap in Black Students
- -6.1% Success gap in Hispanic Students
- -14.3% Success Gap in Pacific Islander Students

Possible Strategies

- Collab with EAPC to consistently offer trainings around equity-minded teaching and learning
- Consider new training offerings that offer an emphasis on things like the Peralta Equity Rubric, UDL and assessing the effectiveness of those over time.
- Consider staffing changes on our team that would lead to more consistency over time in the coordination of DE and ability to focus more on accessibility and application of UDL principles.
- Support faculty interested in applying more equitable teaching strategies, like alternative grading strategies, inclusive syllabi language and humanizing online course presence.
- Identify groups on campus that we could collaborate with to reach the groups of students we're seeing gaps in like Umoja, FYSI, Promise, etc.

Data Sources

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
18 - 22	2023-2024	3,252	43.7%	40.6%	3.1%	3.0%
23 - 28	2023-2024	1,387	18.6%	17.5%	1.1%	3.0%
29 - 39	2023-2024	1,148	15.4%	15.4%	0.0%	3.0%
40 - 49	2023-2024	573	7.7%	7.9%	-0.2%	4.1%
50 - 59	2023-2024	338	4.5%	5.2%	-0.6%	5.3%
60+	2023-2024	212	2.8%	3.6%	-0.8%	6.7%
Under 18	2023-2024	549	7.4%	10.1%	-2.7%	4.2%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
18 - 22	2023-2024	6,101	72.6%	72.1%	0.4%	3.0%
23 - 28	2023-2024	2,401	66.6%	72.1%	-5.5%	3.0%
29 - 39	2023-2024	2,029	71.4%	72.1%	-0.8%	3.0%
40 - 49	2023-2024	1,068	70.2%	72.1%	-1.9%	3.0%
50 - 59	2023-2024	541	74.7%	72.1%	2.5%	4.2%
60+	2023-2024	342	72.5%	72.1%	0.4%	5.3%
Under 18	2023-2024	759	88.8%	72.1%	16.7%	3.6%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
18 - 22	2023-2024	6,101	11.5%	13.7%	-2.2%	3.0%
23 - 28	2023-2024	2,401	16.9%	13.7%	3.2%	3.0%
29 - 39	2023-2024	2,029	16.3%	13.7%	2.6%	3.0%
40 - 49	2023-2024	1,068	17.7%	13.7%	4.0%	3.0%
50 - 59	2023-2024	541	14.8%	13.7%	1.1%	4.2%
60+	2023-2024	342	16.1%	13.7%	2.4%	5.3%
Under 18	2023-2024	759	6.6%	13.7%	-7.1%	3.6%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Age Group

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
First Generation	2023-2024	3,657	49.1%	47.4%	1.7%	3.0%
Not First Generation	2023-2024	2,875	38.6%	40.4%	-1.7%	3.0%
Unreported	2023-2024	909	12.2%	12.2%	0.0%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
First Generation	2023-2024	6,735	66.8%	72.1%	-5.3%	3.0%
Not First Generation	2023-2024	4,775	79.9%	72.1%	7.7%	3.0%
Unreported	2023-2024	1,731	71.4%	72.1%	-0.7%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
First Generation	2023-2024	6,735	16.0%	13.7%	2.3%	3.0%
Not First Generation	2023-2024	4,775	11.0%	13.7%	-2.7%	3.0%
Unreported	2023-2024	1,731	12.2%	13.7%	-1.4%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

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AY 19-20
to 23-24

Disaggregation
First Generation

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount %	College Headcount %	Access Gap	Access Margin of E..
Foster Youth	2023-2024	69	0.9%	0.8%	0.1%	11.8%
Non-Foster Youth	2023-2024	7,372	99.1%	99.2%	-0.1%	3.0%



AY 19-20
to 23-24

Disaggregation
Foster Youth

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Foster Youth	2023-2024	135	48.9%	72.1%	-23.3%	8.4%
Non-Foster Youth	2023-2024	13,106	72.4%	72.1%	0.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Foster Youth	2023-2024	135	27.4%	13.7%	13.7%	8.4%
Non-Foster Youth	2023-2024	13,106	13.6%	13.7%	-0.1%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount %	College Headcount %	Access Gap	Access Margin of E..
No	2023-2024	5,942	79.9%	82.2%	-2.4%	3.0%
Yes	2023-2024	1,666	22.4%	20.1%	2.3%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
No	2023-2024	9,999	74.1%	72.1%	2.0%	3.0%
Yes	2023-2024	3,242	66.1%	72.1%	-6.0%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
No	2023-2024	9,999	13.4%	13.7%	-0.3%	3.0%
Yes	2023-2024	3,242	14.7%	13.7%	1.0%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Low Income

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Asian	2023-2024	1,069	14.4%	14.5%	-0.2%	3.0%
Black - Non-Hispanic	2023-2024	202	2.7%	2.6%	0.1%	6.9%
Filipino	2023-2024	388	5.2%	5.3%	-0.1%	5.0%
Hispanic	2023-2024	3,151	42.3%	40.7%	1.6%	3.0%
Multiraces	2023-2024	460	6.2%	6.3%	-0.1%	4.6%
Pacific Islander	2023-2024	94	1.3%	1.2%	0.0%	10.1%
Unknown	2023-2024	295	4.0%	3.9%	0.0%	5.7%
White Non-Hispanic	2023-2024	1,774	23.8%	25.2%	-1.3%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian	2023-2024	1,678	86.1%	72.1%	14.0%	3.0%
Black - Non-Hispanic	2023-2024	425	56.5%	72.1%	-15.7%	4.8%
Filipino	2023-2024	579	74.3%	72.1%	2.1%	4.1%
Hispanic	2023-2024	6,068	66.0%	72.1%	-6.1%	3.0%
Multiraces	2023-2024	755	73.4%	72.1%	1.2%	3.6%
Pacific Islander	2023-2024	171	57.9%	72.1%	-14.3%	7.5%
Unknown	2023-2024	521	73.1%	72.1%	1.0%	4.3%
White Non-Hispanic	2023-2024	3,030	78.8%	72.1%	6.6%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Asian	2023-2024	1,678	7.4%	13.7%	-6.3%	3.0%
Black - Non-Hispanic	2023-2024	425	21.6%	13.7%	8.0%	4.8%
Filipino	2023-2024	579	12.1%	13.7%	-1.6%	4.1%
Hispanic	2023-2024	6,068	15.8%	13.7%	2.1%	3.0%
Multiraces	2023-2024	755	15.4%	13.7%	1.7%	3.6%
Pacific Islander	2023-2024	171	18.1%	13.7%	4.4%	7.5%
Unknown	2023-2024	521	10.9%	13.7%	-2.8%	4.3%
White Non-Hispanic	2023-2024	3,030	12.0%	13.7%	-1.6%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Race/Eth

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

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”. See answer for 8A. As the Distance Education program, we focus on online success when we talk about success in general.

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.

N/A

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

Program Review

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?

N/A

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

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

- Requests
 - QOTL 1&2 and POOR Funds - \$60,000

Goal 2 - Continue to Strengthen & Grow Our DE Team

- Requests
 - Summer Hours for Instructional Designer & DE Coordinator - 150 hours

Goal 3 - Address Opportunities for Additional Trainings & Support (Synchronous Teaching, Classroom Technology, QOTL-E)

Goal 4 - Regularly Evaluate Online Course Enrollment and Success Data, as well as Survey Feedback to Inform the Work of the Instructional Technology & Design Team in order to address gaps in student success, access and completion.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Distance Education

Item Requested

Increased Budget for QOTL & POCT Training

Item Description

Last year, we requested \$60,000 for QOTL & POCT training for faculty. We were awarded a budget of \$40,000. Half way through this academic year, we have almost already depleted this budget with Spring and Summer training offerings ahead that still need funding. The reality is that we are working through a backlog of training need from not having a complete at Cañada able to recruit and support training facilitation, enrollment and tracking between 2021-2023. Now with our complete team, improved processes and increased outreach efforts, we are able to train faculty at much higher numbers than in recent years and faculty have been waiting to access training. We want to be able to meet their interest in order to improve the quality and accessibility of our online course offerings as our higher online enrollments remain steady.

Program Goals this Request Supports

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

60,000

One-Time or Recurring Cost?

Recurring Cost

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

Continuous quality improvement to our online course through regular trainings and course review for online faculty result in improved learning environments for all of our courses. Our trainings also include equity and accessibility components that specifically support DI populations.

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

Continuous quality improvement to our online course through regular trainings and course review for online faculty result in improved learning environments for all of our courses. Our trainings also include equity and accessibility components that specifically support DI populations.

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

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Be the best college choice for local high school students

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Distance Education

Item Requested

Summer Hours Budget for Instructional Designer & DE Coordinator

Item Description

Both of our faculty team members, the Instructional Designer and DE Coordinator, need to work during the summer to continue to offer faculty support in developing future courses, offering QOTL trainings and preparing for Fall Flex offerings and support efforts.

Program Goals this Request Supports

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

Goal 2 - Continue to Strengthen & Grow Our DE Team

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

20,000

One-Time or Recurring Cost?

Recurring Cost

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

Faculty often use summer months to do the biggest improvements and changes to their courses and need the most support during this time. Summer is also when we have to highest number of QOTL enrollments, requiring us to offer multiple training cohorts, requiring more facilitators from across the District. Our team needs to be available to support these efforts as this where that continuous quality improvement in our courses happens, which directly impacts our students' success.

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

Faculty often use summer months to do the biggest improvements and changes to their courses and need the most support during this time. Summer is also when we have to highest number of QOTL enrollments, requiring us to offer multiple training cohorts, requiring more facilitators from across the District. Our team needs to be available to support these efforts as this where that continuous quality improvement in our courses happens, which directly impacts our students' success.

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

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Padlet Site License

Item Description

Padlet is a virtual bulletin board software that many faculty use for online student engagement.

Program Goals this Request Supports

Provide faculty with tools and resources for quality online instruction.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

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

Tools that allow faculty to engage students more effectively and build community in online courses help disproportionately impacted students most.

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

Tools that allow faculty to engage students more effectively and build community in online courses help disproportionately impacted students most.

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

Equity-Minded and Antiracist College Culture

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

5/7/2025

Resource Requests

Item Requested

Grackle License

Item Description

Grackle is a tool faculty can use for identifying accessibility issues in Google Suite documents.

Program Goals this Request Supports

Provide faculty with tools and resources for providing quality instruction

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

950

One-Time or Recurring Cost?

Recurring Cost

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

Many faculty use Google Suite to share documents with students in an easy to access format, but Google doesn't currently offer a way to check their documents for accessibility. Grackle would allow faculty to ensure their Google Suite items are accessible.

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

Disproportionately impacted students are most impacted by course design issues and their success rates improve the most with course design improvements.

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
Equity-Minded and Antiracist College Culture

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

Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Summer Hours for Instructional Designer & Online Instruction Coordinator

Item Description

We'd like to have a budget for summer hours for our faculty positions so that we can continue onboarding our new technologist and prepare for the next academic year.

Program Goals this Request Supports

Build a Complete & Effective DE Team

Resource Requests

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

14,481.7

One-Time or Recurring Cost?

One-time Cost

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

Being able to prepare our workshops and trainings for the next academic year over the summer will allow us to offer a greater variety of resources and meet more of our faculty needs.

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

Being able to prepare our workshops and trainings for the next academic year over the summer will allow us to offer a greater variety of resources and meet more of our faculty needs.

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
Equity-Minded and Antiracist College Culture

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

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Budget for Signage for the new Instructional Technology & Design Area

Item Description

We now have a training room with our offices near by so we'd like to have some signage for our area.

Program Goals this Request Supports

Build a Complete & Effective DE Team

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

One-time Cost

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

Strengthening our team and making our area easier to find will make us more accessible to faculty so they can better take advantage of our services.

Resource Requests

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

Strengthening our team and making our area easier to find will make us more accessible to faculty so they can better take advantage of our services.

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

Equity-Minded and Antiracist College Culture

Accessible Infrastructure and Innovation

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

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Earth Science

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.

The Earth Science Department prepares students for successful transfer to 4-year institutions, provides the prerequisite Earth science foundation for further study in Earth science fields, fosters critical thinking and active learning, and fulfills the needs and interests of students by having a well-rounded curriculum of lecture and laboratories.

Currently our program focuses primarily on transfer students. Most students take Earth Science courses to fulfill general education requirements and/or degree requirements for their 4-year degrees. We would like to work to grow our department's degree programs. Further, we see a need to develop pathways for Earth Science career/technical training, and we are beginning to research possibilities. All courses in our department help students develop their critical thinking, communication, and quantitative reasoning skills. Disciplines in our department include: Environmental Science (ENVS), Geography (GEOG), Geology (GEOL), Meteorology (METE), and Oceanography (OCEN). A few of the programs that our program engages with include the Honors Transfer Program, the Learning Center, the Transfer Center, the STEM Center, and the Disability Resource Center. We have occasional ties with many other programs, including other departments in our division, the library, and others, though we could probably benefit from even deeper and broader collaboration.

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."

There are no known curricular or degree requirement changes at the high school level that would impact our program, though we do acknowledge that our program would benefit from developing closer ties to the local high school programs.

The Common Course Numbering project (CCN) will impact the numbering of the courses in all disciplines of our department. Most of our courses are consistent with existing C-ID course descriptions, so we hope that we will not need significant changes to our course outlines of record. We will work with our college's articulation officer to keep abreast of CCN review/issues for all disciplines. More discussion on C-ID and Transfer Model Curriculum (TMC) for each discipline is below. It's important to our department to keep current with our transfer degrees, as we want to use these degrees to stimulate additional interest in our department and successful transfer for Cañada College students.

ENVS: The full-time faculty member of our department was involved in the Faculty Discipline Research Group (FDRG) that developed the original Transfer Model Curriculum (TMC) for Environmental Science. The state of California approved the TMC template for Environmental Science in Spring 2017 and our ENVS AS-T was among the first two programs in the state to be approved when it launched in 2018. The ENVS TMC was supposed to begin the 5-year review process in Fall 2021, though no update has yet been published. The TMC for ENVS is huge and complicated, so we are not surprised that no update has been finalized. Our full-time faculty member did not have time to allocate to the state-wide committee for this review. We will look out for any changes in the TMC over the next year, so that our ENVS AS-T can be amended, if needed. At a minimum, we need to add our new ENVS 101 lab course to our AS-T, but we will wait until the TMC is updated. There is only one C-ID descriptor in ENVS. It has not been updated since 2017. It will likely be addressed during the CCN process, and we anticipate being mandated to change our course number for ENVS 115.

Program Review

GEOG: The state-wide TMC for Geography underwent 5-year review in 2017 and was scheduled for another 5-year review in Fall 2022. No update has been published. We don't anticipate any changes in the TMC, but we will look out for changes if they do occur. We need to add our new Geography lab (GEOG 101) class as an option in our Geography AA-T. Notably, GEOG is a low-unit major that has lots of room for growth at our college. Students can easily complete the AA-T requirements in 2 years, and all neighboring 4-year CSU and UC schools have robust and diverse GEOG programs. (UC Berkeley is generally ranked #1 in the US and often among the top few in the world.... and the degree requirements can be easily completed in 2 years after transfer, allowing students time to double major, conduct research, or study abroad.) We would like to collaborate with other departments/services on campus to figure out how to increase the visibility of this degree program and the frequency of course offerings. With CCN it is possible/likely that our one METE course will change to a GEOG prefix.

GEOL: The state-wide TMC for Geology underwent 5-year review in 2016 and was scheduled for another 4-year review in Fall 2020. No update has been published. We don't anticipate any changes in the TMC, but we will look out for changes if they do occur. Since 2016, we have planned to create a Geology AS-T. One new course (Historical Geology) must be created and then the degree template needs to be developed and submitted to our curriculum committee and the state. The course outline was started, but not finished. It stalled simply due to lack of faculty time and the reality that we won't likely be able to offer Historical Geology in the near future. Currently we lose a small number of geology students to our sister schools where the Geology AS-T is available.

OCEN: There is no TMC for Oceanography and no C-ID descriptors. With CCN it is possible/likely that our two OCEN courses will change to a GEOL prefix.

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.

In our previous two program reviews, we used data from the Occupational Outlook Handbook published by United State Department of Labor Bureau of Labor Statistics. In those reviews we noted Earth science-related jobs outpaced general employment growth, with 5 of the 6 jobs profiled growing "faster" or "much faster" than the national average. The sixth (Geographer) grew, but only by 1%, so it was in the "little or no change" category. This growth in Earth-science-related jobs beyond the national average has been consistent over several program review cycles. Further, in our past program reviews, we noted that California had the highest or second highest employment level in all jobs profiled, except for Geographer which was 3rd. Additionally, cities in our region were in the top 10 cities in the country for both employment level and pay for hydrologists, environmental scientists, and environmental technicians.

In previous program reviews we used we looked at job data for the following 6 jobs.

- environmental technician
- environmental scientist
- geological/hydrological technician
- geoscientists
- hydrologist
- geographer

This year, using the Lightcast Occupation Overview provided by our Workforce Development program, we looked at similar jobs as we did for last program review, though the compilation of jobs were in slightly different categories and a few were added.

- environmental science and protection technician
- environmental scientists and specialists
- geological technicians, except hydrological technician
- geoscientists, except hydrologists and geographers
- mining and geological engineers
- hydrological technician
- hydrologists
- atmospheric and space scientists

Program Review

- geographer
- cartographer and photogrammetrists
- surveying and mapping technician

For the two **environmental science** job categories, the Lightcast report summarized there was “aggressive job posting demand over a deep supply of regional jobs”. The SF Bay Area is a “hotspot” for this type of job. There is higher than average supply of jobs and earnings are high, 38% higher than national average. The sectors where local jobs were found was split among 4 major areas. Consulting services (management, scientific, and technical) and local government were among the highest, but the “other” category is quite high too (19%), suggesting that there is demand for these jobs among a broad range of industries. Over half of the skillsets listed as necessary, defining, or distinguishing for these jobs (in the Lightcast report) were in the “rapidly growing relative to job market” category.

For the three **geology** job categories, the Lightcast report summarized there was “aggressive job posting demand over a deep supply of regional jobs”. Again, the SF Bay Area is a “hotspot” for this type of job. There is higher than average supply of jobs and earnings are high, 23% higher than national average. Nearly half the local jobs were in the architectural/engineering/related services sector and the remainder were split primarily into consulting services (management, scientific, and technical), scientific research, and “other”. Most of the skillsets listed were in the “growing relative to job market” category, though a few (including program management) were in the “rapidly growing relative to job market” category.

Though we have no hydrology classes in our department, students pursuing hydrology-related careers often study environmental science and/or hydrology at the community college level. For the two **hydrology** categories, the Lightcast report summarized there was “light job posting demand over a deep supply of regional jobs”. So it appear there are many job regionally, as the SF Bay Area was a “hotspot” for this type of job, but currently light hiring demand. Earnings are lower (17%) than the national average. This likely reflects more hydrology technician jobs than hydrology jobs in their sample set.

For the **atmospheric science** job category, the Lightcast report summarized there was “light job posting demand over a thin supply of regional jobs”. Earnings are slightly (7%) higher than the national average, but the SF Bay Area was not a “hotspot” for this type of job. Looking at the skillsets needed for the jobs in this category, it seems this category is dominated by weather forecasting, rather than jobs related to climate change forecasting, mitigation, and adaptation. Perhaps climate-change related jobs are included in the environmental science categories.

For the three **geographer** job categories, the Lightcast report summarized there was “light job posting demand over a thin supply of regional jobs”. Earnings were much (63%) higher than the national average, but the SF Bay Area was not a “hotspot” for this type of job. It’s a bit strange to lump these 3 job categories together, as a surveying/mapping technician is likely a low-skilled position, whereas many of the geographer jobs are likely in government or academia. Indeed 60% of the Lightcast report jobs were in architectural/engineering/related services... surveying technicians. Even more importantly, students earning a bachelor degree in geography are not generally hired in jobs titled “geographer”, and thus these jobs likely aren’t reflected in the Lightcast report. The valuable knowledge and skill-set related to spatial processes and human relationships to the environment can lead to employment in a wide variety of sectors.

Overall, as noted above, many Earth science related jobs in the SF Bay area continue to grow faster than the national average. California (and the SF Bay Area in particular) has a heightened focus on energy, solid waste management, water, and climate change.... and the local resource and economic needs related to those issues is only going to increase over the next decade.

Our department would like to develop effective new pathways (i.e. certificates or degrees) for career/technical education related to Earth science. There is a demand for skilled environmental science technical workers in California and our region. Students with 2-year degrees are appropriate for these positions, and with the improved economy there are likely again opportunities for these students. The major industries for technical employment in environmental science are consulting, analysis labs, and local, state, and federal government. More research is needed on local industry demand, top local employers, and the programs already available at nearby institutions. We plan to work with the Director of Workforce Development to help develop our programs.

Many, but not all, career opportunities in Earth science-related fields require a 4-year degree. Further, in the SF Bay Area some of the technical jobs, which typically require 2-year degrees, are actually filled by people

Program Review

with 4-year degrees. (This is especially true during economic downturns.) Thus, clearly it is important that we continue to develop and market our transfer degree programs.

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?

The department offers classes in 5 disciplines, including: Environmental Science (ENVS), Geography (GEOG), Geology (GEOL), Meteorology (METE), and Oceanography (OCEN). METE is only offered in the summer, the other 4 disciplines are offered each semester. We no longer offer evening classes, due to their chronic low enrollment. Online classes have taken their place.

ENVS is offered both online and face-to-face, and we feel strongly that we need both modalities. We have offered two sections of ENVS 115 each semester (one online and one face-to-face) for over 8 years. Starting in Spring 2022, we have offered an ENVS 101 lab course (face-to-face) each semester, so interested students could have a transferable lab component to accompany ENVS 115.

GEOG courses have not been offered fully face-to-face for over 8 years. The addition of online classes, initially to grow the program to a second section each term, resulted in an inability to fill the face-to-face sections... and then cancellation of face-to-face sections. This is not ideal, as the online format is not ideal for all students. We shifted the one Physical Geography section offered from online to hybrid in Fall 2022. Over 6 semesters, the online section averaged over 20 students per class. When we shifted the course to hybrid, enrollment dropped significantly to 13 students per class. Moving the course from Monday to Tuesday may help with enrollment. We are trying that in Spring 2025. We have not offered Cultural Geography or World Regional Geography since Spring 2019 when we lost a long-time adjunct instructor and also needed to cut classes in the division for budgetary reasons. The dean at the time opted to not continue these classes for the time being. Prior to then, the courses filled each semester. The Geography program needs thoughtful rebuilding.

GEOL: For the past 8 years we have generally offered one GEOL 100 section per semester. Prior to that we offered two sections per semester. College-wide enrollment decline and the rise of ENVS sections likely reduced demand for GEOL. In that time-period, GEOL enrollment has decreased district-wide. Historically we offered GEOL 101 lab each semester. We have not successfully offered the lab course since Fall 2019. We are now (successfully) trying to regrow our GEOL 100 enrollment to the point that we can offer the lab once per year in the spring.

METE: For the last 8 years or more, METE 100 has only been offered in the summer and only online. We offer one section each summer session.

OCEN: Prior to COVID, we offered 1 face-to-face section and 1-2 online section of OCEN 100 each semester and 1-2 face-to face sections of OCEN 101 lab. Now all of our sections of OCEN 100 are online, online synchronous, or hybrid.... with no face-to-face sections. For OCEN 101 lab, over recent years we have offered an online synchronous section in fall and spring, and an additional face-to-face section in the spring. In spring 2025, we will just have the one online synchronous lab section... no face-to-face option. Our decision to eliminate face-to-face classes results from student enrollment trends and instructor availability.

5A. Progress Report - IPC Feedback

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

Our last program review was rated as "highly effective" and commended for being thorough. There were no "overall recommendations", nor suggestions within the specific sections.

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.

In our last program review, we identified the following 9 program objectives, which actually may be too ambitious for a department with one full-time faculty.

1. Update Environmental Science AS-T degree: Waiting for state update. This goal was written to ensure we updated the ENVS AS-T after the transfer model curriculum (TMC) was updated at the state level. The TMC

Program Review

review was supposed to commence in F21. There has been no posted update by the state, so this goal is on hold.

2. Revise current Environmental Science AS degree: Completed! This has been in the works since 2017. Our former AS degree predated the development of an AS-T and was essentially identical to the AS-T. The AS degree was updated to facilitate easy transfer with our nearest CSU transfer partners (SFSU, SJSU, and CS East Bay), as they do not require the full AS-T for transfer. The AS degree is now less units and has a bit more flexibility than the AS-T.

3. Update Geography AA-T and Geography AA: Waiting for state update (AA-T) and not yet completed (AA). Our Geography AA-T needs minor updating to include our new lab course (GEOG 101), and the program map should be reviewed. We were waiting to update the degree until after the TMC was reviewed at the state level, as that work was supposed to commence in F22, but there has been no posted update by the state. The Geography AA degree predates the AA-T degree. We need to consider whether the older Geography AA degree is still relevant, but simply haven't found the time to do this.

4. Create a Geology AS-T degree: Initiated, not completed. Little progress has been made on this goal because we are unsure how to proceed. We are lacking only one course and that course is offered consistently at one of our sister schools. The course outline for that course has been initiated, it would likely take only 2-3 day's work to get the course and program ready to submit to the curriculum committee. However, we are unlikely to offer the course, so we are unclear if we should develop the degree program. Notably, students can complete the rest of the degree requirements here at Cañada. Currently, Cañada student interested in the Geology AS-T take GEOL 100 here, but end up earning the degree at CSM.

5. Create an easy path to Earth Science degree program from other STEM programs: Initiated several years ago, but we have not continued this to the extent needed. This goal actually pre-dated the college's implementation of the program mapper. We have since done a bit of work to update the program mapper for one of our programs, but there are still errors that need to be addressed. Further, we need to get more involved in the Science and Health Interest Area to develop awareness of Earth Science options and pathways that include GEOL 100 or ENVS 115 for first year STEM students. This can simultaneously help identify students interested in Earth science, provide an option for students who later do not persist in some of the other STEM fields.

6. Develop print and online marketing materials for Earth Science department programs: Not completed and no significant work done. Thoughtful marketing materials and a recruitment plan will help increase underrepresented minority students in our classes and degree programs. Recruitment needs to be done on campus and at our local feeder high schools. We also need further collaboration with our college recruiter, our campus support programs (e.g. EOPS, BTO, Umjoa, Promise, etc.), and our interest area faculty/staff.

7. Increase field experiences and student research opportunities in Earth Sciences. Field and research experiences have increased in ENVS courses (both ENVS 115 and ENVS 101). There has been a significant increase in ENVS 115 honors students in the mixed honors/non-Honors section, to the point that it is not manageable for the instructor. We should consider a separate section for Honors students, which would improve the Honors experience for students as well. In ENVS 101, students have several field trips that allow them to apply class learning in the field and interact with environmental science professionals. (It's especially rewarding when some of those professionals have been former Cañada College students!) Additionally, we now have a on-campus grassland study site for ENVS 101 field studies and future Honors research work. More work is needed to include field and research opportunities in the other disciplines within our department. For example, we intended to revive our Marine Science Institute boat trips on SF Bay for OCEN and ENVS classes, but we did not follow through with this initiative. We no longer have any face-to-face OCEN 100 classes and one of the OCEN 101 labs was also online synchronous. We find this harder to organize with online, online synchronous, and hybrid classes... but it is still valuable and should still be doable.

8. SLO and PLO update and use. Continuing. We have a SLO assessment plan and it is mapped to our PLOs and ILOs, but we are not on track with SLO assessment in some of our courses. We need to prioritize this goal in the next cycle.

9. Improve student success through adoption of antiracist course design strategies. Continuing. Some faculty have participated in flex day seminars, but no coordinated training occurred.

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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?

We had funding to arrange Marine Science Institute boat trips and other field experiences, though we did not fully follow through with these initiatives. We did use money for one ENV5 101 lab field trip to a local grassland restoration site. This proved very valuable, as the restoration ecologist that managed the site has now become engaged with our on-campus grassland restoration site. His expertise is valuable to us. We have also used money to get start up supplies for conducting research on our campus grassland site. This site is used by ENV5 101 lab students and there are also several Honors students interested in pursuing field projects next spring and fall.

Anecdotally, ENV5 115 and ENV5 101 students routinely note that field trip and field experiences are their favorite parts of the class. ENV5 majors use these experiences for networking and opening their minds to varied career opportunities, and some of our students have gone on to volunteer and paid internships with our field trip community partners. Our department should likely try to track or quantify this in some way.

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."

Our department has one full-time faculty member, and we have reduced down to just two adjunct faculty, both of whom work at multiple schools/districts. It's probably wise for our department to develop a deeper pool of adjunct faculty in our varied disciplines. Also, the only full-time member of the department is now on phased in retirement, and is not planning to hold a 100% load moving forward. This will likely make it even more difficult to find time to do the extra non-instructional work that needs to be done for the department (e.g. marketing the program, developing partnerships with transfer schools, curriculum work, degree development, helping adjuncts with PLO/SLO, etc...).

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.

From 2013/14 to 2016/17, we reported that the Earth Science department census headcount, end-of-term headcount, FTES, load, and fill rates all increased significantly each year ... even though during that same time college census headcount was decreasing. From 2017/18 to 2019/20, most metrics went down considerably (15-20%), but we were seeing a modest increase from 2019/20 to 2020/21... even at the start of COVID. Enrollment and headcount plummeted about 20% from 2020/21 to 2021/22 and stayed constant through 2022/23. In 2023/24, we saw a 20% increase... brining us back to pre-COVID levels. FTES mirrored enrollment and headcount, dipping during 2020/21 to 2021/22, but we are now back up to pre-COVID 2019/20 levels.

In previous program reviews, we reported that from 2017/18 to 2020/21, the number of sections decreased from 27 to 19. This decline in sections was part of the reason for our enrollment decline at that time. In some cases, we did not have instructors, so sections that would likely have filled were dropped. More recently, from 2020/21 to 2023/24, our sections have increased to 21 sections.

FTEF has increased to over pre-COVID levels and is constant from 2022/23-2023/24 at 4.00. Load has fluctuated considerably over the last 5 years, but consistently stayed well above the college average and most recently (2023/24) was at 484. Fill rates have also varied considerably (62.1% to 77.2%) over the last 5 years, but have always been well above the college average. Our most recent (2023/24) fill rate was 77.2%, compared to the college average of 61.8%.

Department-wide, we continue to see significantly greater headcounts in the spring semester, compared to the fall semester... generally around a 30% increase, but fluctuating year to year. Perhaps new incoming

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students are not taking science GE classes their first semester and/or students are putting off their GE science courses until the spring semester prior to transfer. As a result of this phenomena, we offer more sections in spring, and even so we also generally maintain high fill rates in spring as well. We will keep this in mind when we consider how to grow our program.

Looking at specific disciplines within our department, Oceanography continues to be our highest enrolled and most productive discipline. We have consistently offered 11 sections per year and over the last 5 years OCEN fill rates averaged over 85% (which is down from the over 97% value from the previous 5 years). OCEN enrollment has not gotten back to pre-COVID levels. ENVS enrollment is the second most enrolled discipline, and it is growing, up nearly 75% since 2019/20. The addition of the new ENVS 101 lab class increased enrollment numbers and likely increased the number of students taking ENVS 115 as well. GEOG and GEOL are next with just two sections per year each, only at about 50% filled. METE is the lowest enrolled discipline and is offered just once per year in the summer.

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?

Oceanography has been pretty stable. However, our long-time adjunct instructor who built the program retired in Spring 2020. Her presence was impactful in the face-to-face sections, which were almost always over-enrolled and had high retention and success rates. Further, she developed the OCEN 101 lab, which similarly did very well with 1-2 face-to-face sections each semester. During COVID everything moved online, but we are eager to get to continue to re-build our OCEN 100 and OCEN 101 face-to-face sections.

As noted in Section 7A, Environmental Science consistently offers 4 well-enrolled sections of ENVS 115 per year (1 face-to-face and 1 online section each semester.) We have also now added 2 sections of ENVS 101 lab each year, 1 face-to-face lab each semester. We attribute some of the growth in ENVS 115 to having a reliable ENVS 101 lab option to pair with the course. We anticipate that this program will continue to grow.

As noted in Section 4, Geography has had significant decline in enrollment during the previous program review cycle. This was primarily due to the loss of an adjunct instructor who had been teaching GEOG 110 during the semester and GEOG 100 in the summer. When offered, these three sections were all filling. Thus, we believe this loss of enrollment is reversible. During the last program review, GEOG 100 enrollment also declined in part because Skyline ramped up their section offerings considerably, and thus we no longer had as much cross-district enrollment. More recently, in attempt to have some face-to-face opportunity for students, we shifted our one remaining GEOG 100 section from online to hybrid, and this resulted in approximately 40% drop in enrollment. We'd like to figure out a way to successfully offer GEOG 100 face-to-face, as the online offering does not meet all student's needs. Success rates were higher in hybrid delivery. However, due to low enrollment, it's unclear if the hybrid class is the answer.

Including last program review, Geology enrollment declined significantly, from 5 sections and 131 students in 2016/17 to a low of 1 section (and no lab) and 12 students in 2022/23. As enrollment dropped during that time, we also stopped offering the lab (GEOL 101). Not offering the lab on a consistent basis, likely has accelerated the decline of the lecture course enrollment. Further, Skyline stopped teaching GEOL 100 and GEOL 101, moving instead toward one combined class. Thus, we likely lost some cross-district enrollment. Additionally, starting Fall 2017, the GEOL courses moved from being taught by a full-time instructor to an adjunct instructor, and there was less on-campus marketing for the courses as well. Geology enrollment is down district-wide, perhaps in part due to an increase in ENVS enrollment. With all that said, we do think the program can rebound. Also, there are several AS-A/T degree programs that require Geology 100/101, so it is important to continue to offer and build this discipline. Recently, we have had some success. In 2023/24, we were able to offer the GEOL 100 in both semesters and enroll 42 students. We plan to again offer GEOL 101 lab in spring semesters, so that may help spur GEOL 100 enrollment as well.

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?

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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.

It's important that our program get more involved in our Interest Area in Guided Pathways and to be even more proactive in our involvement with academic counseling. Earth Science related careers opportunities related to ENVS and GEOL are on track to continue to increase in California, especially as our state and country work to address climate change, energy issues, and water issues. Additionally, students who don't persist in some of our engineering programs may find it easy to transfer into our programs. The Guided Pathways model should be able to help these students find our programs, but we also need to ensure that we are visible and offering the courses needed.

Our department needs to do much more marketing/outreach on campus, and relatedly we need to update our website. Further, ideally we need to develop better connections with high school feeder programs.

To increase enrollment, retention and success, we would like to connect our curriculum more directly to our local community and our students lives. As an example, we've done this most effectively recently is through field trip-based labs and projects in ENVS 115/ENVS 101. Historically, Oceanography (our largest discipline) has the longest history with field-based learning, as for over 14 years students went out on the SF Bay to collect and analyze physical, chemical, and biological data, and they have also had field-trip based projects along the ocean coast. However, we haven't done these trips since COVID. We would like to expand the number of such opportunities (across our curriculum), deepen some of existing projects by better tying them to curriculum, and work to develop more authentic research projects within our courses through course undergraduate research experiences (CUREs) in our lab courses and through our college Honors program.

We briefly address each discipline in our department below.

Environmental Science: As noted in section 7A/7B, ENVS is growing. We plan to work with our Interest Area and counselors to continue to grow ENVS courses, and would like to consider offering a dedicated ENVS 115 Honors course, instead of the dual-CRN Honors section. ENVS 101 lab offers a great opportunity to incorporate more authentic research opportunities and community-based learning into the ENVS curriculum. We have recently initiated a campus native grassland restoration study site, which we use with our ENVS 101 students and (soon) with our Honors students. We also hope to include ENVS 101 in the MSI research boat trips. Further we would like to develop longer term projects with some of our existing/past community partners (e.g. Grassroots Ecology, San Mateo Resource Conservation District, SMCCCD Facilities, etc...) These projects may take the form of single lab/field activities and/or a longer CURE. Additionally, we are excited to offer an exceptional opportunity for community-based learning when we offer ENVS 115 as a study abroad course in Peru! In Summer 2025, ENVS 115 will start during the 6-week summer session and then finish with a 2-week trip to Peru. In Peru, approximately half of our time will be working on hands-on projects related to ecological restoration, renewable energy, and wastewater treatment in a rural village on the northern coast. We hope this class can be offered on a routine basis, and it seems like a good fit for our HSI college, especially since district-wide there have historically been very few study abroad programs in Latin American and very few study abroad opportunities in STEM.

Currently there are very few students who successfully complete the ENVS AS-T or the ENVS AS. We hope the recently revised ENVS AS will help increase numbers, but we would also like to foster more institutionalized connections (e.g. campus visits, social events, joint field trips, etc...) with the three closest CSU transfer partners.

Geography: As noted in Section 7B, we feel that some of the decline in Geography enrollment is reversible by again offering GEOG 110 (Cultural Geography) and/or GEOG 150 (World Regional Geography) and by offering one or more GEOG classes in the summer. To do so, we would need to increase our adjunct pool. We also have a new GEOG 101 (Physical Geography lab) class that may help boost enrollment in GEOG 100, but we need more planning to ensure enrollment. With CCN it is likely that our one METE course (METE 100: Weather and Climate) will get renumbered as a GEOG course, which actually might help both METE 100 and the Geography program. As noted in Section 2, we strongly believe that GEOG is a fantastic transfer option for students. Further, understanding the spatial/global nature of environmental and cultural issues and being able to interpret spatial data are both skills that are increasingly needed in a wide variety of career fields. This program needs some focused revision.

Geology: After several years of decline, GEOL enrollment is on the rise. We need work with our dean, the STEM Center, and others to figure out how/when to best offer GEOL 100 and GEOL 101 in a routine and

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predictable manner. Additionally, we need to determine if it makes sense to create the Geology AS-T. Further, we will need to better market the class on campus and perhaps to concurrent high school students interested in engineering. We have also shifted a full-time instructor to these courses, which may make field trips and field opportunities more feasible and sustainable.

Oceanography: Prior to COVID we were committed to always having at least one face-to-face section of OCEN 100 and all OCEN 101 labs were face-to-face. Now, all OCEN 100 classes are online or synchronous online and all labs are synchronous online. We would like to go back to offering a face-to-face option of both courses, but typically these sections don't enroll as well. Face-to-face offerings would also likely make field trip components (e.g. Marine Science Institute, tide pool field trip, etc...) more feasible and allow us to expand to offer students more opportunities for authentic research by deepening our relationship with MSI and/or through CUREs.

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?

In each of the last 5 years, our department retention rate was always at least 2.1% (and on average 3.2%) above the college-wide retention rate. In each of the last 5 years, our department success rate was always at least 3.7% (and generally 7-8%) above the college-wide success rate.

Of our 5 disciplines, GEOG generally has the lowest completion and success rates. The average retention rate over 5 years was 74.9% and the average success rate was 58.7%. There are likely several underlying reasons. E.g. All of our GEOG classes are online or (more recently) hybrid, so there are no face-to-face options for students who need that. Geography is also often (incorrectly) assumed (by counselors and students) to be the easiest choice to complete a science GE. Thus, students who are already apprehensive about science are now also taking the class online. For many, a face-to-face option might be better. To improve these metrics, we switched our one online GEOG 100 class to hybrid. Enrollment dropped significantly, but retention improved by 6% and success improved by 14%. We have also developed a new Physical Geography Lab course (GEOG 101) to offer hands-on learning opportunities to reinforce GEOG 100 lecture material, but the class has yet to be offered. Engaging with material in a lab setting may help increase lecture class retention and success.

METE has our highest retention and success rates. We only offer one section per year, and it is in the summer. We assume that a significant number of the students in our summer METE course are students home for the summer from 4-year universities.

Our department has recently started to work more closely with the Learning Center to provide tutoring in ENVS. We hope to do the same with GEOG, GEOL, and OCEN. We have done this sporadically in the past, but we need a more focused and consistent effort.

Our department officially has five degree programs (ENVS AS-T, ENVS AS, GEOG AA-T, GEOG AA, and Earth Science AS. All five have very low enrollment, and all need some attention.

The Environmental Science AS-T degree program prepares students to transfer to any CSU and most UC schools. The ENVS degree map needs revision to refine the suggested sequence of classes and to show students the options that exist. This program has a very high number of units and uses the GE Breadth for STEM requirements (i.e. fewer GE classes than the standard CSU GE pattern). Even so, most students will likely need to take an extra semester or take classes during a summer term in order to complete the degree. As noted in Section 4, the ENVS AS-T is due for 5-year review at the state level. We will keep an eye out for changes.

The Environmental Science AS degree was written PRIOR to the establishment of an AS-T degree, and, for years, it was redundant with the AS-T. We recently revised the ENVS AS program to align with the transfer requirements for ENVS programs at our three nearest CSU transfer schools, which resulted in a degree suitable for transfer, but with fewer units. The program map likely needs to be revisited. Additionally, we would like to develop closer ties with these schools (e.g. transfer days, joint field trips, etc...) to help students choose their transfer school and make a smooth transfer.

The Geography AA-T degree program map should undergo a periodic review. Notably though, currently the degree could not be completed at Cañada because two necessary GEOG classes have not been offered

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recently. These courses are offered elsewhere in the district, though we could fairly easily offer them at Cañada (once we find an instructor). With updates and more promotion, we think this degree program has good potential for growth. As noted in Section 4, the GEOG AA-T is due for 5-year review at the state level. We will keep an eye out for changes. The Geography AA degree program predates the Geography AA-T and is now redundant and likely should either be updated or banked.

The Earth Science AS degree program can be completed at Cañada, but it is not a transfer degree. Students who have used it in the recent past are generally interested in transferring to local state schools in Geology. As noted in Section 2, we currently do not have a Geology AS-T degree. We should consider developing an AS-T in Geology and/or revising the Earth Science AS degree to ensure that it efficiently prepares students to transfer into Earth Science-related degrees at our local transfer schools.

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?

For **access**, our department classes do not have any statistically significant access equity gaps for race/ethnicity ... though our relatively small sample sizes may also make discerning race/ethnic equity gaps difficult. In 2022/23, we had a small equity gap for female students, but it was not present in any of the other years. In all years we have an equity gap for "less than part-time" students. Perhaps this category of students is more aligned with taking classes for personal fulfillment, rather than degree/transfer. Further, in 4 of the last 5 years, we have an access equity gap for face-to-face students. We assume this means we offer a smaller % of face-to-face classes than the college at large. (Notably, we would like to offer more face-to-face classes!)

As a department, we had two statistically significant success equity gaps. In 2020-21 we had an equity gap of 18.4% for Filipino students (with a margin of error of 16.8%). This equity gap did not reappear in subsequent years. In 2023-24 we had an equity gap of 6.9% for Hispanic students (with a margin of error of 5.9%)

Looking through each of our five disciplines, the only discipline with any retention or success equity gaps was oceanography, which had the same success equity gaps for Filipino students and Hispanic students as was listed above. This was likely the driver for the overall department success gap for Filipino students.

To address these success gaps, and to better serve all students, we hope to incorporate more antiracist concepts into our courses, and we will encourage our faculty to take part in CORA training and/or related professional learning opportunities. Additionally, we plan to make better use of intervention strategies (e.g. early alert, tutoring) and our community resources (e.g. engaging students in local projects, guest lecturers, etc..). Also, importantly, we hope to better connect curriculum to our local community and students' lives through expanding field trip opportunities, deepening our collaboration with community partners, and developing more authentic research projects through CUREs, Honors, etc...

Historically, Earth science professions have suffered from a lack of diversity, nation-wide. Part of our department's role is to help fix this! The data we used for this program review focused on our courses, but we would also like to see students from traditionally under-represented groups persist in our degree programs. As previously noted, we need to revise our degree programs, and there is work to be done to ramp up marketing and outreach and work more closely with other campus support groups (e.g. EOPS, BTO, Umoja, Promise, STEM Center, etc...)

We also need to get more involved in the Guided Pathways initiative, as our programs may appeal to students who first express interest in engineering or biology or other more well-known fields. Additionally, our programs might help catch students who are struggling in other programs. For example, students who don't persist in engineering due to waning interest in engineering courses and/or difficulties in higher math may find they are interested in Earth science fields, particularly environmental science and geology.

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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”.

Within our department, in some years face-to-face courses have higher success rates than online classes and in some years online classes have higher success rates than face-to-face classes. In all cases, our online success rates are 7-15% above the college average. It surprised us that online classes have (in some years) had higher success than in-person classes. The success rates differ by discipline, with OCEN and METE having higher success rates than ENVS, GEOG, and GEOL. This will be interesting to dig into within our department.

Interestingly looking at the department as a whole, synchronous and hybrid classes have lower success rates than either face-to-face or online classes. Synchronous classes were most common during COVID, but we still offer synchronous sections in OCEN 100 and OCEN 101 classes and occasionally hybrid courses of OCEN as well... and the success rates are lower than the online and face-to-face modalities. Interestingly, we offer hybrid and synchronous classes in part to try and boost student success. It's unclear if they help... or perhaps they attract students who would already find the courses more difficult. In one discipline (GEOG) the hybrid sections averaged higher success rates than the online sections, though the sample size is small.

Notably though we also found errors in the modality data, as the data showed 106 enrollments in face-to-face OCEN classes in 2023/24, though there was actually only one lab of 10 students. This doesn't really alter the fact that synchronous and hybrid classes have lower success rates than online and face-to-face classes. Importantly, even though our departmental retention and success rates for online classes are high, we do still have some courses that we would like to see improvement for online success rates. Strategies to pursue include departmental discussion of what is working and not working, increased our use of Early Alert, revised syllabus policies, better use of tutors, etc...

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.

We previously had a functioning 3-year assessment plan, though now as we write this program review we see that we were supposed to update the plan in 2023. We are also two semesters behind in inputting assessment data. Our two adjunct faculty who were trained to input assessment data no longer work at Cañada, and our remaining adjunct faculty have not been trained to input assessment data. Clearly, we are out of compliance, and this will be a high priority for our department and will be completed by Fall 2024. Our previous plan was well-conceived and will likely be replicated. Previously, we addressed courses every other year by discipline. The thought was that it would be easy to keep track of with OCEN, GEOL, and METE grouped in one year, and ENVS and GEOG grouped in the next year. Within those groupings, OCEN and ENVS classes are assessed fall semesters and GEOG and GEOL classes are addressed spring semesters. METE classes are only offered in the summer, so our sole METE course will be assessed in summer. Thus, there is one discipline assessed each semester.

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?

In 2021-2023, faculty met occasionally to discuss assessment. In OCEN we discussed ideas for better modeling of the scientific method in earlier labs, prior to the lab where students design their own study. That discussion also led to improvements in the ENVS 101 lab activities. We also discussed that the GEOL 101 lab does not incorporate as intensive instruction in the scientific method as the OCEN 101 lab. No discussions have occurred since 2023.

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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?

Our program has 3 PLOs, though looking at Nuventive it appears we have not mapped all our course SLOs to PLOs, which is strange as we remember doing this. Regardless, we are not in compliance with PLO assessment, and it will be a high priority for our department. Honestly, with only one full-time faculty (who until last year had up to 40% re-assigned time out of the department), the loss of two adjuncts who helped coordinate our assessment, and adjunct faculty teaching many department courses... this is something that has simply fallen through the cracks. We need to work more on this.

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

1. SLO and PLO Update and Use

We will redevelop our SLO assessment plan and map our SLOs to PLOs and ILOs. Further, we need to follow our plan by routinely assess all classes and also better use assessment for course and program improvement. To accomplish this, the full-time faculty member will draft the new assessment plan this fall and do the mapping (likely consulting the assessment coordinator). After that we will use departmental time at a division meeting to review the plan and assign tasks. The plan and map should be completed in F24, and routine input of assessment data will happen each semester thereafter. Departmental time at one division meeting each semester can be allocated to discussing SLO data. No resource requests are needed for this goal.

2. Update and Invigorate ENVIS degrees

The TMC for our ENVIS AS-T is currently being updated at the state level. We will stay tuned and ensure that we update our ENVIS AS-T if any changes are made to the TMC. Additionally, the program maps for the ENVIS AS-T and ENVIS AS degrees should be reviewed to ensure they are correct and updated as needed. Also, these two degrees need more visibility... to students, counselors, and faculty/staff. We would like to work with Science & Health Interest Area faculty, counselors, retention specialists, and student mentors to bring awareness to this degree program AND also explore the program maps of other degrees to see if we can reach students who may have initially started along a different path. Further, we would like to have at least one event or campus visit prior to Spring 2025 for students interested in transferring into an ENVIS program at a local CSU. Most likely this will be a collaboration with SJSU. No resource requests are being requested at this time for this goal.

3. Update, Possibly Consolidate, and Invigorate GEOG degrees

The TMC for our GEOG AA-T is currently being updated at the state level. We will stay tuned and ensure that we update our AA-T if any changes are made to the TMC. Additionally, the program maps for the GEOG AA-T and GEOG AA degrees should be reviewed to ensure they are correct and updated as needed. Also, we will consider eliminating the GEOG AA degree, as it is largely redundant with the AA-T. Further we would like to work with our dean to develop a plan to offer GEOG AA-T courses on a routine basis, so that student can actually obtain this degree at Cañada. Also, the GEOG AA-T needs more visibility... to students, counselors, and faculty/staff. Geography is a low unit degree at the community college and at most 4-year institutions. There are several excellent Geography programs at nearby universities, and the knowledge/skills learned through this degree are increasingly important. We would like to work with other college groups (e.g. Social Sciences, Umoja, Speaker Series, etc...) to bring guest speakers from nearby UC/CSU (especially UC Berkeley) to participate in a college speaker series. No resource requests are being requested at this time for this goal.

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4. Develop a Geology AS-T degree and/or update the Earth Science AA Degree

An AS-T degree will help us attract and retain Geology students, increasing GEOL 100/101 enrollment, and importantly it will help facilitate student transfer to 4-year schools. Currently, we lose interested students to other schools, as students who know they have an interest in geology are less likely to attend Cañada, and students who find a passion for Geology after taking a class are likely to move on to a school that offers an AS-T. Additionally, as with our two Environmental Science degrees, a Geology AS-T degree program can likely help "catch" students who are not persisting in other STEM fields (e.g. engineering). Many second or third semester engineering students already have all but one or two of the required Geology AS-T courses completed. The Geology AS-T has few classes, so it is a relatively easy degree to complete and it facilitates successful transfer. Additionally, as noted in section 3 above, there are significant job opportunities in California (and our local area in particular). For this goal, we will work with the dean and others to determine if development of a Geology AS-T is warranted... and if so, we will develop the degree program. If no Geology AS-T is created, we will consider revising the Earth Science AA degree to include the CSM Historical Geology class as an elective, ensuring that a student with an Earth Science degree can transfer to a Geology program at CSUs. No resource requests are being requested at this time for this goal.

5. Increase Lab Experiences, Field Experiences, and Student Research Opportunities in Earth Science disciplines.

Connecting curriculum more directly to our local environment and/or local community can help students engage with the material and see the relevance of the subject matter to their lives. In end-of-class surveys, students often cite field trips as their favorite part of our Earth Science sources. Through this goal, we want to expand some of our existing field trip opportunities to more classes, deepen our curricular relationships with some of our existing community partners, and increase the number of authentic research opportunities for students. Funding for field trips and supplies are necessary.

Further, improving our classroom laboratory resources can increase student interest and student success. For example, we need additional hand-samples for our instructor mineral/rock collection. New models and posters may also be warranted to improve understanding of difficult concepts.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Earth Science

Item Requested

Funding for Marine Science Institute Field Trip on SF Bay

Item Description

For over a decade we offered the MSI boat trip to Oceanography students. Funding for this trip has never come out of our direct departmental budget, and with turnover of faculty and administrators, it is not totally clear how this trip was funded. We would like to include one trip per semester in our annual budget. The trip would be for OCEN 101 and ENVS 101 students.

Program Goals this Request Supports

#5 Increase Field Experiences and Student Research Opportunities in Earth Science disciplines.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,800

One-Time or Recurring Cost?

Recurring Cost

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

Interestingly, our OCEN program historically did not have equity gaps by race/ethnicity... and historically we included two impactful field trips for all face-to-face OCEN students, the MSI boat trip and a tide pool field trip. In our current program review we note our only two equity gaps were in OCEN ... one year for Filipino student success and one year for Hispanic student success. We are not suggesting that simply including field trips will erase equity gaps, but we do know that building community outside the classroom and connecting our course work to real places that students relate to is an important way to increase interest, persistence, and success.

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

The literature (e.g. Weaver et al, 2008 and many others) suggests that undergrad research experiences help retain students and set students up for success in STEM. The MSI boat trip gives students the experience of collecting and analyzing physical, chemical, and biological data on the SF Bay. Further, are most interested students are invited to continue research with MSI. We would like to continue these trips and also work with MSI to get more students involved in MSI-related research by using more MSI data sets in our labs and by increasing the number of our students who work as MSI interns.

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
Equity-Minded and Antiracist College Culture
Community Connections

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

Support innovative teaching that creates more equitable and antiracist learning environments
Help students explore and find employment in fields of their choice

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Earth Science

Item Requested

Supplies/Support for Campus Native Grassland Restoration Research Site

Item Description

With support from District Facilities we have initiated a research site for our ENVS 101 lab students and ENVS honors students. We anticipate a couple hours each semester touring a nearby native grassland (\$800), expert consulting on our site (\$400), as well as materials/supplies for class and honors student research projects. (\$800)

Program Goals this Request Supports

#5 Increase Lab Experiences, Field Experiences and Student Research Opportunities in Earth Science disciplines.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,000

One-Time or Recurring Cost?

Recurring Cost

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

In our current program review, we did not have equity gaps in ENVS, though that may have been in part to small sample sizes. Notably though, we do know that historically Hispanic, Filipino, Native American, and Black/African American are under-represented in the Geosciences. Further, engaging students with authentic research experiences can help students persist and succeed in these areas.

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

The literature (e.g. Weaver et al, 2008 and many others) suggests that undergrad research experiences help retain students and set students up for success in STEM.

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
Equity-Minded and Antiracist College Culture
Community Connections

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

Help students explore and find employment in fields of their choice
Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

5/7/2025

Resource Requests

Program Requesting Resources

Earth Science

Item Requested

Mineral and Rock Hand Specimens for Geology

Item Description

Rock and mineral specimens, larger and of better quality than those in the student kits... especially to show characteristic mineral properties. Historically, our classes relied on the samples from the personal collection of the full-time professor. This private collection (of approximately 50 samples) went missing from the department prep room several years ago. Now that we are trying to once again offer Geology 100 each semester and Geology 101 lab each spring, we need to rebuild the specimen collection. Since the appropriate samples are sometimes hard to find, we are suggesting building the collection gradually over 2 years... so a recurring cost over two years. In addition to hand samples of rocks/minerals, we anticipate also updating some of our models and posters.

Program Goals this Request Supports

#5 Increase Lab Experiences, Field Experiences and Student Research Opportunities in Earth Science disciplines.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

800

One-Time or Recurring Cost?

Recurring Cost

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

In our current program review, we did not have equity gaps in ENVS, though that may have been in part to small sample sizes. Notably though, we do know that historically Hispanic, Filipino, Native American, and Black/African American are under-represented in the Geosciences. Stimulating classroom materials can help engage student interest and thus improve retention/success.

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

As noted above, historically Hispanic, Native American, and Filipino populations are under-represented in the Geosciences. Further, while Asian Americans are well-represented in many STEM fields, those numbers don't translate into the Geosciences. Stimulating classroom materials can help engage student interest, retention, and success. Clearly more concerted effort than simply improving our mineral collection is needed to improve representation of under-represented groups in Earth Sciences, but having a robust collection will improve the lab experience for all students including our under-represented groups. Further, ensuring that students have a rigorous lab experience here, will help ensure their success in science fields upon transfer.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation

Student Access and/or Success and/or Completion

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

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen K-16 pathways and transfer



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Economics

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.

It is the mission of this economics department to ensure that students from diverse backgrounds can achieve their educational goals by providing quality education in general education/core transfer material in economics. The discipline serves both the College's plan to transfer students (GE, Econ & Bus) to four-year universities as providing workforce students a pathway to obtain certification in certain areas of business.

As a point of historical background: Years ago, the college administration gave the smaller disciplines that shared a common ancestry (i.e., social sciences) the opportunity to elect to work collectively. The social sciences recognized both the natural connections of all social sciences as well as the reality that, at Canada College, the social sciences are made up of almost exclusively one full time discipline expert per discipline. The result of all this was that the Economics Department became a discipline within the greater Social Sciences program. The aggregation of the social sciences allows us to leverage our talents for the best possible student outcome. See the discussion of PLO outcomes in this program review as just one example of how we benefit from this aggregation.

As an active participant in the college's Honors Transfer Program (HTP) economics has helped to increase the opportunities to do scholarly research and has fostered increased student participation with the library. In addition to serving economics students, these research opportunities have led many STEM students to do economic/science research projects. The finished product of a student's research also creates opportunities for them to present their research at different conferences.

Lastly, the economics department actively invites students to be tutors with the Learning Center and mentor tutees.

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."

The economics professors have surveyed the area and are unaware of any changes in curriculum and degree requirements at high schools or four-year schools that would impact the discipline. Both CSUs and UCs continue to stress both competency in math for students majoring in economics. Moreover, greater amounts of math (i.e., calc. differential equations, linear algebra) statistics and computer science are also recommended for those pursuing masters/PhD in economics. To be clear, the evidence for these conclusions is largely anecdotal i.e., conversations with other economics professors, students who have transferred, informal internet searches, articles in the WSJ and The Economist, and reviews of BA/MA degree requirements.

Program Review

As noted in a prior program review, we should continue to watch to see if more STEM students look at economics a career path. Additionally, since economics majors today are often effectively applied math majors, we should keep an eye on the growing field of math/economics (see UCLA program). Finally, cryptocurrency/blockchain technologies are effectively merging math, computer science with the subject of economics. The application of the blockchain technology is growing quickly. We should be open to see how this new field might alter the economics program. However, how we do this, given our scant resources is a puzzle.

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.

The economics professors are unaware of changes in community needs, employment needs, technology, licensing, or accreditation that may affect this program, since the last program review. Prior observations of the growth in blockchain technologies do not support changes to the program. In general, the discipline of economics primarily draws on transfer students for its enrollments--though there are some workforce/ CWA students enrolled as well. However, as noted in #2 (ARTICULATION) economics continues to become more mathematical and computer science oriented. Students can pursue a graduate degree in economics with a bachelor's degree in a few fields, including economics, business, and mathematics. A Ph.D. in economics may require several years of study after earning a bachelor's degree, including completion of research in a specialty field. Candidates with a bachelor's degree may qualify for some entry-level economist positions, including jobs with the federal government. A graduate degree is sometimes required for advancement to higher level positions.

As noted in the prior economics program review document, jobs for students with 2-year degrees in economics are effectively non-existent. Jobs for economics students with BA, MA however, are robust: <https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm>. Median salaries for economists as of 2021 are about \$106K, which is about 30% higher than the average social scientist (sorry my colleagues) with those who go into finance at the high end (\$163K) while those in government are at the other end at \$82K.

Taking into consideration the evolving nature of the labor market for economics majors as well as the demographic nature of our student body (Fros/soph), it makes sense to treat the two-year economics degree and its coursework as primarily serving general education students as well as those majoring in business, economics, and environmental sciences. Indeed, that's what our "Ed goal" data says.

As for how the documented changes in employment trends affect my program and our offerings, I do not believe that they do. That view might change if you were to consider four year and other advance degrees in economics. However, the basic two-year degree coursework, which is all that we offer, has not changed due to employment changes.

Of course, stronger overall increase in the demand for labor in our service area does depress night enrollments (and day to a lesser extent). Moreover, the continuing uncertainty that surrounds COVID and its associated push to use greater amounts of technology in and out of the class warrants additional discussion. However, as I will note throughout this document, making dramatic changes

Program Review

with respect to both course offerings and the modality by which we distribute these courses is risky given we are still in an environment that is still largely unsettled.

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?

Significant changes:

AB705: While not fitting exactly into curricular offerings, scheduling, or mode of delivery the implementation of AB 705 during COVID, made it much less likely any given class would have a prerequisite. Without getting into the legislation's merits (or demerits), it is worth noting this change may result in seeing more students entering an economics class who are challenged by the level of math used and the frequency of its use. Couple this with the fact that students often see economics as a foreign "language" and the program should keep an eye out for evidence of these challenges and consider how support services may need to change. (See **Looking Ahead** section for comment)

Curricular offerings: With respect to curricular offerings, no significant changes have been made in the last year or since that last program review, nor do we anticipate many new offerings. This is due, in part, to the nature of the subject matter-it doesn't change quickly. It is also because the economics major is overwhelmingly taken by transfer students to satisfy a general education requirement or as a core class for the economics and or business major. Since most of our transfers go to the CSU system (greater) or the UC system (lesser) the economics department must ensure classes articulate to these two systems. As both the UC and CSU have not made any changes to either the economics major or the subject matter in their lower division courses there is no reason to change our offerings or the topics within a given class.

Honors Transfer Program and offerings: With respect to the economics program's offerings and the Honors Transfer Program (HTP), we have attempted to schedule more honors classes (ECON 230) as well as offer more contract opportunities. However, decreased enrollments due to COVID coupled with the fact that one on one student research opportunities in online/hybrid/hy-flex/asynchronous environments is often infinitely more difficult than in a face-to-face environment (F2F) has resulted in economics offering no honors classes during COVID and providing dramatically fewer honors contract opportunities. I do not see this improving unless we go back to more F2F classes. Personally, my decision to reduce my exposure to these activities lies in the fact that it is just too difficult and time consuming to coordinate and manage them in a virtual teaching world. Our choice to remain largely online has had real consequences in this area. The college should really think about that.

COVID response and course modality: Economics increased its online offerings during COVID. We offered both asynchronous and synchronous classes. As we have moved out of COVID, we have attempted to offer more F2F classes. However, our rollout of F2F classes came with serious restrictions with respect to returning to campus as well as marketing complications associated with getting the word out. The result was F2F enrollments that were weak.

Important for making any future changes: It is worth noting that any student who wished to return F2F could do so only after jumping over hurdles that were not there for the online students. Those hurdles included:

- distancing rules,

Program Review

- vaccination rules,
- masking rules.
- Additionally, F2F arrived to find a campus often empty of
- the student services that they have come to expect.
- And other students that they traditionally found support from

Therefore, it's not surprising that F2F enrollments have been disappointing. What does this mean going forward? Well, If COVID continues to be viewed as a significant issue, then F2F students will continue to face a myriad of hurdles that simply do not exist for their online counterparts. Add to this the perception (reality?) that online classes are not as difficult as a F2F offering and we should not be surprised if F2F enrollments continue to be weak.

The real question, as I will note repeatedly in this document, is the following: Should the changes in modality that we made to address the dangers of COVID remain after those dangers ebb?

I welcome the inevitable discussion of how much of our campus curriculum should be offered via one modality as compared to another. However, without a real discussion of the merits of each modality (i.e., what each does or does not bring to the table in terms of preparing our students to transfer and compete at those 4 year institutions) I fear what will determine the modality of a given course will largely be the student answer to a question something like: "*Dear student which modality do you like more, "a" or "b"?*" Not exactly the most scholarly or thoughtful way to make these sorts of decisions or to ensure success at the next level (*my opinion*).

5A. Progress Report - IPC Feedback

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

1. Include academic program completion data, such as the econ associates degree completion. Elaborate on student-centered program strengths instead of just enrollment data. (Executive Summary)

My Response: Done in this year's PR document.

2. *Faculty does not state need for changes. Mentions impact of TMCs with CSUs. Suggest including UCs in analysis.*

My Response: Included references to the UCs in this program review.

3. *As your department relies on adjunct faculty for online course delivery, be cognizant of the ramp-up time it takes to not only hire part-time faculty but also to have them certified to teach online.*

My response: Noted

4. *Include more direct quantitative evidence from current data packets. Include CWA night enrollment in your packet (Enrollment Trends)*

My response: Made this response more robust in this year's program review

5. *Cite specific quantitative evidence from data packets to describe the extent of the gaps. For example, how big is the equity gap for women? ()*

My response: Done that in this year's program review

Program Review

6. Identified objectives for both social science and economics. We encourage you to describe how as econ faculty, you utilize the SS hub space for individual disciplines. (Looking Ahead)

My response: Done

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.

Prior Planning Objectives Economics and their progress

Economics Training Update: Have attempted to remain current in my discipline. However, COVID and the political environment make this increasingly difficult. With respect to COVID, all F2F conferences were sidelined. While some conferences moved to a virtual setting, the idea of sitting in front of the computer for yet another hour is less than appealing. As COVID ends I assume many of these conferences will return to a F2F format. Then the question becomes will the college fund faculty attend these sorts of conferences. Politically, California is increasingly placing states on its “no fly” zone rule. While I understand the point (however flawed it might be) of the policy, the effect of the no-fly rule has been to prohibit faculty members from attending very valuable conferences. This has already happened to me.

Economic/business literacy Update: Economics, Business and the Library worked to get our students access to the both the Wall Street Journal and the New York Times for free—just as their CSM and Skyline peers had at the writing of the last program review—mission accomplished!

Support honors transfer program (HTP) Update: Continued to offer honors courses and contracts in support of the HTP. However, as noted in another part of this document, the reduction in F2F classes due to COVID has seriously limited this one-person department’s ability to offer honors classes and contract opportunities.

Student Presentations Update: Within the limits of COVID and few F2F classes we continue to push honors students to present at local honor symposiums. However, the numbers were lower than in the past.

Attend conferences on honors Update: Again, COVID radially reduced these sorts of opportunities. We made no headway on attending the National Collegiate Honors Conference (NCHC). Also, the “no fly” rule mentioned above applies with equal force to student participation in these sorts of conferences.

Planning Objectives Social Sciences and their progress:

A space in the library for social science students to gather. Update: While this space does exist the extensive building on campus has often led to this space being used by others than social scientists.

Coordination time for the social sciences. Update: We currently have funding.

Marketing of the SS disciplines has been less than successful. Update: We currently work with the marketing department.

Facilities, perhaps the SS hub should become a smart room. Update: This has not happened.

Program Review

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?

Smartboards (neat boards). Whatever they are called, I find them extremely valuable in my classes. Interestingly I don't find them particularly useful for what I think was there intended purpose, i.e., to teach in a Hy-flex mode. Rather, the boards allow me and my students to quickly draw up graphs that are clean, organized and easily for all to follow. We need more of them. No messy or dried up dry markers. Wonderful.

Beyond the smartboard observation, there have been no material requests made for new resources by the economics staff. Thus, the impact to-date that new resources (equipment, facilities, research) would have on the program is nil.

However, I would (again) appreciate it if the college, in the context of resource allocation, took notice of the following piece that calls into question the efficacy and value of SLO's--the time spent by me (and others) doing this work is a "resource" that this study suggests is largely a wasted effort. If these resources of time were released back to me, I might have more to say in this section. An Insider's Take on Assessment: It May Be Worse Than You Thought
<https://www.chronicle.com/article/An-Insiders-Take-on/242235>

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."

With respect to current faculty member staffing in economics we have one full time faculty member and sometimes two part-timers (often however, just one). One part-time person teaches all the online courses. While we have added or subtracted an occasional part time faculty member from semester to semester since the last program review, nothing else of significance has occurred in staffing. Absent any unexpected retirements, quits, or huge, sudden, shifts in technology we don't expect much to happen in the near term.

Enrollments to a large degree dictate hiring. Enrollments in economics (and the college) have fallen significantly since the last program review. Much of this fall coincides with the advent of COVID. Much of how my department (and the college) looks at future hiring will be a function how quickly (or slowly) enrollments bounce back from these Covid effects.

Finally, if The District remains in "basic aid," the urge to grow the student body must be looked at in a different light than if we were a district that needed to chase students for dollars.

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.

Trends in headcount, FTES and LOAD pre COVID (2017 -19)

During the pre-COVID period economics saw drops in both enrollments (12.5%) and Load (10.6%). During this same period the college saw only a headcount drop of 5.5. However, upon a deeper look the following additional data is relevant to the economics program

Program Review

- The groups of students that economics traditionally relies on for its enrollments fell by more than the 5.5% average. For example, **returning transfers** saw a headcount drop of 10.5%.
- Based on absolute numbers, Canada has predominantly a Hispanic/White **transfer** population. Any changes in the absolute numbers of these large groups should impact **transfer** programs that rely on them to fill seats. In these two groups we see decreases in enrollments
- Economics is one of the few programs on campus that has a **higher ratio of males to females**. However, given our male population is much smaller than our female population (roughly 35% to 65%) any fall in the male population should affect economics more dramatically than other, less male dependent, departments. We find that during this time male enrollments did fall.
- **California unemployment rate fell** by almost 20% (from about 5% to 4.1%). During times of falling unemployment enrollments in the college tend to decline as well. Students, especially night students and part time students, are most vulnerable to this sort of employment pull.

Enrollments/productivity Post Covid (2020-22):

During this period economics saw overall drops in both enrollments (40%) and Load (33%). During this same period the college saw only an overall headcount drop of 16%. However, upon a deeper look the following additional data is relevant to the economics program.

- Economics courses are often offered during the day. During COVID daytime economics enrollments fell by 78% while day headcount fell by 40%. As grim as these percentages are, economics fared better in some respects than the college during COVID. Collegewide daytime enrollments fell by 79% while day headcount fell by 62%. Given this context, the story of economics in the day appears to mirror the story of the college overall in the day.
- Night classes are fewer in number. Not surprisingly, during COVID night economics enrollments fell by 80% while headcount fell by 79%. However, collegewide night enrollments fell by 83% over this time, while headcount fell by almost 92%. Again, by comparison, the economics department was less awful than the college.
- Online enrollments were not immune to the effects of COVID. Enrollments fell by 22% while headcount was down by 19 %. Interestingly, these declines contrasted with the college wide increases in online enrollments (22%) and headcount (12%). This is a puzzle. Perhaps explainable by the fact that economics is extremely visual and in general, challenging to master. However, if one looks at the smaller, more recent time frame of 2021-22, one sees negative rate changes (declines in) to college wide enrollment and headcount as well.
- Lastly, during this period, the California **unemployment rate rose by almost 148%** (from about 4.1% to 10.2%). Normally (historically) this would have caused an uptick in enrollments. However, this time I suspect it did not for following reasons:

Program Review

- o Covid and the associated lockdowns made everyone wary of doing anything—online or F2F.
- o In addition to unemployment benefits, the government issued additional financial help (savings rates during COVID shot up dramatically!) as well. Thus, for many, layoffs did not trigger the usual response (i.e., to go back to school and get retrained) that would have normally led to increased college enrollments.
- o The rate of unemployment fell by 59% ---to 4.2% as of 07.01.2022. Thus, the lure of greater employment opportunities, along with the higher wages in the service sectors (to compensate those for increased COVID risks), made it hard for colleges to maintain enrollments, let alone increase them. Keep in mind many of students worked in the various sectors (services) that saw the greatest increases in wages during and after COVID.

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?

Yes, the declines in enrollment headcount correlate with a **pre Covid reduction in sections from 21 to 18**. While this served the purpose of keeping LOAD numbers up, it has the additional potential to impact both enrollments and headcount in a negative manner since a reduction in section offerings often encourage students to look elsewhere for classes

During COVID (20-22) the declines in enrollment and LOAD accelerated. In large part this was due to COVID. These declines correlate with a **post Covid further reduction in sections from 18 to 16**. Again, fewer choices for students at some point often result in the student enrolling elsewhere.

As far as how this might affect the pattern of course offerings, both as it relates to the number and their modalities (F2F vs online), if our rules around COVID change and loosen up then we could expect F2F offerings to grow. However, this will take time. We didn't get here overnight. Moreover, if the economy does enter a recession, as many predict, we could see our demand for night classes rise. It is worth noting that our CWA numbers (which affect economics classes) are down from pre covid highs of close to 400 to post covid lows much nearer to 100. We should expect those numbers to rise if a recession materializes and economics will likely see a benefit from that situation.

As noted, to try and discern a reason for these enrollment declines or how these declines will impact my discipline (or ANY discipline) is at best a guess. Are we in a new COVID normal?? One where we are largely going to be online? Or do we return to the classroom? Is something bigger (longer term) than COVID happening?

I know I am not smart enough to know the answer to the above questions. However, the corollary to my admission of ignorance is that no one else knows the answer to these questions either! Anyone who does claim to have definitive answers is just demonstrating what economist F.A Hayek called, "the mere pretense of knowledge."

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?

Program Review

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.

Answering this question in a normal year is difficult. Answering it after two plus years of COVID and with most if not all the barriers to attending F2F still in place makes answering this question at best and exercise in, “what if.”

For example, what if COVID goes away, the restrictions on F2F classes end and the college offers more courses and services F2F. If that is what happens then I would argue for a small increase in F2F sections at night and in the day. At worst I would advocate for not cutting anymore sections. The night offerings are already as low as they can go without breaching our promise to night students (and CWA students) to get them through the 100, 102 sequence within a calendar year. As mentioned before, at some point having too few economics offerings in the day and evening just sends students to other colleges for their courses.

Conversely, what if COVID is perceived as a big enough threat to in person education that we elect to remain mostly online, then clearly the offerings need to skew in such a way as to reflect that reality.

The bigger, longer run question relates to any changes that need to be made in terms of how we deliver the content of the economics program. Is the program in need of changing its delivery system (i.e., the modalities)? Here I can only offer some best guesses. First, I would assume that we are going to continue to offer both 100 and 102 online. Placing both of these courses online has served (and will continue to serve) the student who cannot meet at regularly scheduled times.

However, I think the bigger question as we move forward is whether we continue to offer a robust set of F2F offerings (like we did pre COVID) or move to a more limited set of F2F offerings supplemented with “hy-flex offerings”—however we define them.

As mentioned before, before any tinkering is made with respect to modality changes, I think the college needs to engage in a real conversation about what being F2F brings to the student’s educational experience. Moreover, to what degree, if at all, do we say to students, “We know you like being online, but we feel it is in your best interest to be on campus in a F2F setting?” That’s the question that needs an answer before we start changing modalities.

In this regard, it is worth noting the following

- While you will find almost no articles that say the online experience during COVID was superior to or even equal to F2F learning, you can find a plethora of articles that document the opposite. And the harm is not limited to K-12, the evidence is present with respect to college students as well.
- You will find few, if any, high schools or 4-year schools that have elected to stay with the COVID mix of classes offerings once the COVID protocols were lifted. This suggests that the COVID model may have been necessary but is not preferred.

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?

Student completion and student success:

Student completion rate (SCR) and student success rates (SSR) have improved over the time frame 2017-22. Respectively, the SCR for economics rose from about 60% to about 63%, while SSR

Program Review

improved from about 80% to 85%. Both these rates, however, lag the overall college wide rates for 2022 (SCR 72%) and SSR (86%) for transfer classes. Trying to explain either the program's 2017 – 2022's improvement, or the program's lag as compared to the college's overall average in these areas is not going to come from examining the PRIE data more closely. Any answer I give will be at best speculative. With that in mind...

With respect to the improvement in the economic SCR and SSR, I would guess they both improved largely because COVID caused classes to be somewhat easier smaller. Smaller classes can often allow for more one-on-one timely intervention. Easier classes have a higher probability of passing. Additionally, there was a policy in place for much of COVID that made it easier for a student to avoid a grade of D or F. Additionally, there was some feeling among the faculty members that we should avoid awarding grades of D and F grades during COVID. These would both tend to result in higher SSR and SCR rates, ceteris paribus.

As for why the SCR and SSR of economics lag the college rates for these same two metrics, I would hazard a guess that it is because economics is for many students one of the more challenging classes that he or she takes as an undergrad. Its mixture of math, graphs and dense reading material probably explains much of the lag. As I noted in the last program review, some of the other areas of study on campus appear to award more grades of A and B, as compared to economics. That observation may help to explain the difference between the college wide average measures for SCR and SSR and the economic departments own rates. Given the "harder grading curve" that students in economics appear to face, lower rates of success/retention might be a natural by-product.

When I look at the course offerings since 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?

Yes, it is possible for a student to complete my certificates or degrees while only completing courses at Cañada College-but it is getting more difficult. We are offering fewer sections in total (down to 16) than we were at the start of this program review cycle (21). That's a 24% drop in section offerings. This decline in sections make it increasingly difficult to offer both ECON 100 and 102 (the core courses) to fit student needs. Additionally, for a night student the drop in offerings is often the difference between one and zero sections! Of course, if a student wants to take something online there is that option. However, that is increasingly the ONLY option. For students who want F2F—that is becoming more and more difficult to do while remaining only at Canada's campus.

What can the college to help with completion and success?

1. I think the single **best thing the college can do is get students back on campus**. Not just for classes but for F2F tutoring and F2F counseling. Getting large numbers of students back F2F will help to re-create that sense of campus community that, for the last 30 years, has been what every administrator, faculty member and staff person has said is one of the most important variables for student success. Students succeed when they are around each other in real time, not virtually.

2. The next thing the college can do is **radically change and or dump the current "early alert system."** Designed with the best of intentions, it is neither early, nor is it much of an alert. The series of steps one must currently go through (e.g., filling out a form, sending to an

Program Review

“intervention specialist” waiting for them to meet and design a response, finding out the result of the meeting) takes far too long and involves too many people with too many steps to conclusion.

One example: I filed several early alerts on three students in the spring of 22. I heard back (i.e., a resolution) via email AFTER the end of the semester. Yes, after?! Please tell me how any intervention AFTER the conclusion of the semester serves anyone-- other than those employed to run it?

What is my proposal? Glad you asked! Go back to the way we did it before. First, keep the range of reportable issues narrow and related to class performance (e.g., exams assignments). Second, instead of all these specialists that take forever to sort things out, have the professor identify the students who are struggling and fill out a more limited form that goes directly to the student's counselor (or if the student is in a special program e.g., EOPS, Athletics to them). The counselor (or the person in EOPS) then quickly calls the student in for a meeting and clears the air. This should take no longer than 2 weeks-- hopefully less.

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?

I will respond to all material variances that I noted when reviewing the data. However, as noted in my prior program review document, I wish to point out the assumptions behind the “variances” to me, appear dubious-- at best.

To assume enrollments (or any other outcome) should, ex ante, reflect some pre-determined vision of parity is not well grounded in either science or logic. For example: Did you get the same grade as every other student got in every class you ever took in school? Were all your classes equally easy or difficult? Didn't some students often find some classes easier to earn a good grade than others did? Weren't some classes more boring than others? Might not those sorts of differences in effort, ability, interest, etc....result in outcomes that do not appear to mirror parity? Similarly, why should any given program expect to see parity in who it serves? For example, should fashion design programs or apprentice electrician programs expect to see some sort of parity in enrollments across various demographic groups?

Using “parity” (and any deviation from parity) as a metric to judge a program's success or failure ignores how students discern what to major in or how students prepare for their coursework. It isn't simple. It's a rich, complicated, and often a difficult process. One that, as faculty members, is often hard to comprehend. Is it possible that parity across multiple different variables could be an outcome that we observe? Sure. However, is the absence of parity proof of some systemic problem? Maybe but probably not. Without more information, speculating on the reason for any variance from some measure of parity in outcomes, or attempting to change that observed variance, in my opinion, is risky.

With that as my caveat to this topic, here are my comments on any equity variances (-) in the economics program.

Program Review

- **Age:** Economics under performs in success rates for the 29-39 and the 40-49 age groups (while over performing in the >18). Looking at the absolute values one notes that the numbers of students these categories is often quite small (e.g., 16) as a result a small change in any absolute value will often cause a dramatic change in a percentage. One cannot conclude much in this sort of situation.
- **First Gen:** No material negative variances in either success or access.
- **Low Income:** No material negative variances in either success or access.
- **Race:** Except for Filipino, there are no material negative variances in either success or access (in fact it's often quite the opposite, the rates are better than the college averages). We note that the absolute value in the Filipino category is 11 students not much can be deduced from any movement in a number this small.
- **Vets:** None reported in this department.
- **Disability:** No material negative variances in either success or access.
- **Gender:** There is a material access variance of -9.7%. Interestingly variance this does NOT translate into any negative variance in either success or withdraws. Thus, the women that do take economics classes succeed at rates like their male counterparts

What to make of gender access issue? As noted earlier, expecting parity in every situation is problematic. I can, however, speculate. One observation of mine is that female students are often the first students to form study groups. They are also often the first to work with tutors. Given that observation keep in mind that COVID decimated the tutorial center. Tutors were harder to find and keep. The little tutoring that did happen almost always happened online, as opposed to F2F. Online tutoring, from what my students who sought out tutoring said (and what I observed), was that it was not very useful. COVID also made forming F2F study groups much harder. Fewer F2F students on campus = fewer chances to create study groups. No "community" = no leveraging of community assets and skills. Faced with these two facts, it is reasonable to conclude that perhaps female students thought twice about enrolling in economics. The ones that did enroll were probably the ones most confident about their skill set entering the class. In this sort of environment access rates could fall while success rates might not.

However, it is worth noting that economics has historically, both at Canada and at schools across the country, tended to have a smaller proportion of females. This trend pre-dates Covid. I am not going to through the list of possible explanations (you can look at my past program review if you are super curious) for this historical trend. Suffice it to say that it's interesting but complicated. Also, it's worth noting that the variance across the country is narrowing, not widening, as time passes.

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".

1) F2F: As mentioned in other places, F2F success in economics ranged from 60-62% over the program review period. Retention ranged from 80-85%

2) Online: Online success in economics ranged from 60-62% while retention ranged from 76-81%

3) Hybrid (COVID period) success ranged from 61-63% while retention ranged from 77 to 85.6%

Program Review

Let's deal with the outlier first. **Hybrid**. This move was a response to COVID. Consequently, I would view the results here as largely an outlier. A lot of "unusual" things happened in these semesters with respect to assignments and grades. Not much can be gleaned from these rates—other than economics didn't completely screw up the emergency move to Hybrid teaching due to COVID

Online vs F2F. As to any differences in rates of success and retention between online classes and F2F classes seem rather slight. One would expect that rates of success and retention would be lower in online classes (as compared to F2F) given we have little in the way of vetting who is or is not a good fit for that type of environment. Not surprisingly, when we look at these rates in the economics online classes, they are both slightly lower than in F2F classes. Beyond this observation, it is not worth spending time on either the cause of, or a response to, these immaterial differences.

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.

Yes, all active courses being systematically assessed over a three-year cycle. As noted in my prior program review, the coordination of this task is difficult and time-consuming effort. Especially given that economics is a one-person department and there is virtually no way to compel part timers to turn in SLO results in a timely manner.

Given these constraints, here is what we try to do in the economics department:

- Part timers are made aware at the start of the semester which SLO is to be measured. As we cannot compel participation, each part timer is invited to participate and share his or her results. Both the deployment of the measurement tool as well as the tool's form is determined by each faculty member. Those who participate share their results with the full-time person. Any necessary aggregation is done in a qualitative manner. Econ's SLO's are consistently measured within the 3-year mandated time frame. Generally, the students almost always perform at or above the expected level of success. However, trends in student SLO mastery can only be studied over time so it is the belief of the economics faculty that, rather than change the existing SLO's, we should continue to measure existing SLO's to see if any patterns worth studying emerge. Additionally, COVID often caused measurements to be done differently than in the past and with a much smaller data set (smaller classes). The COVID data, relative to past non COVID data, may not be very comparable to prior year results.

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?

As noted in the prior program review, the conclusions drawn from SLO assessment are weak for the following reasons:

- 1) The variety of methods employed to collect the data do not allow for statistically valid aggregation.
- 2) The assessment methods are different from instructor to instructor. Requiring the same method of data collection would raise serious questions around academic freedom.
- 3) The numbers are often too small to draw much confidence from.

Program Review

4) Finally, this study, while from 2018, has yet to be refuted and calls into question if all these efforts are not worth the investment of time. <https://www.chronicle.com/article/An-Insider-s-Take-on/242235>

Given all that, the dialog that happens between my part-time faculty members and myself as well as among all the social scientists can be described as follows:

As between the participating part-timers and me, we discuss how our “rates” of success compare. We note where there are significant differences (either + or -) and see what we can learn from one another’s approach to assessing the SLO in question. Where trends are discernable, we discuss them. When events like COVID make comparisons difficult we note of that.

Among all the social scientists we occasionally discuss our SLO’s at our monthly meetings. Here the discussion is more along the lines of what types of methods someone might use to measure a given SLO as compared to differences in rates of success. By having this dialog, we often learn of different (and better) ways to collect SLO data.

Based on these discussions the department considers adding/subtracting an SLO. Additionally, these discussions might also serve as a vehicle for changing the method (e.g., from an essay to a multiple-choice question or from pre assessment to a pre and post assessment) of assessing an existing SLO to get (hopefully) a more accurate measure of the student’s competence with respect to a given SLO. With respect to one example of a specific strategy that I have implemented, I now try to measure SLO’s with a post assessment assignment, completed shortly after we have discussed the material in question.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: “Evaluate diverse viewpoints related to the human experience,” “Analyze Social Science concepts and theories,” and “Produce evidence-based arguments.” When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts

Program Review

and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs

N/A

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Education & Human Development

Personnel - Librarian or other Non-Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Coordinator (Non-instructional Faculty) for CDLC

Requesting Unit

Education and Human Development

Position Description

Coordinator (Non-instructional Faculty) for CDLC

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

All goals that support student success, preparation for workforce, and transfer to university. The coordinator will work with EHD to manage quality practicum/internships experiences for students.

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

CSM and Skyline have CDLC's that serve their campus community. Cañada College requires equitable supports and resources that would similarly benefit students by having a lab school of its own.

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

Cañada College is an HSI and serves diverse groups of students. The CDLC coordinator will facilitate services and supports for all students.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with objectives pertaining to student connection, quality learning, and equitable access to campus resources, technology, and the actual physical campus.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Coordinator will collaborate with EHD and upcoming Child Development Lab Center (CDLC) to provide students practical experience working with young children, and valuable observation-based learning.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time non-instructional faculty in the program or department.

1

2. Percentage or ratio of hours staffed/services provided by full-time faculty (average from last three years).

100

Resource Requests

3. Number of students and/or other relevant college community members (such as faculty) served by program in the last three years.

60

4. Is there a need for specific instructional areas or special service areas that exist and cannot be met by current faculty expertise?

No

5. Qualitatively and quantitatively describe student/faculty demand, especially for those services that will be assigned to the proposed faculty member.

CDLC task force is currently working on obtaining requisite data.

6. Are there any services that are not currently available due to an inadequate number of librarians or other non-instructional faculty?

No

7. Are there any services that will not be available if the position does not move forward at this time?

No

8. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

CDLC Task force is in process. We were instructed to request this position early (i.e., no - Fall 2023).

C. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

No

D. Federal or State mandates: Is the position required by the Federal or State government, and/or is it essential to keep the college in compliance with Federal or State laws and regulations?

CDLC task force is working on this.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Resource Requests

Program Requesting Resources

Education and Human Development

Item Requested

Room Renovation

Item Description

1. Renovate 22-136 and convert into "EHD Hub," with 4 laptops for student assistants, adjunct faculty, Educators Now Club, and department workshops and orientations.

Program Goals this Request Supports

All goals that support students to transfer, enter the workforce, and succeed in their academic and professional plans.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

40,000

One-Time or Recurring Cost?

One-time Cost

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

EHD serves a diversely growing student population who require student assistants/tutors and a work space that provides profession-specific curriculum materials. A large percentage of our students are multilingual, multicultural, multi-ethnic, female heads of households, English language learners, and require various supports in order to succeed in college. EHD's enrollment has grown steadily (even through the pandemic years) and serves a larger number of students than other programs in our Division. We are requesting equitable space and resources. BDW has a "Business Hub," "Digital Art & Animation Labs," and similar spaces for Fashion Design, etc. Request for a similar-type space has been in place since 2015 (documentation available upon request).

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

See above. EHD serves a large number of Latinx, AANAPISI, and Middle Eastern student populations.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Strengthen K-16 pathways and transfer

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Education and Human Development

Item Requested

Equipment

Item Description

4 laptops for requested EHD Hub (requested renovation of 22-136)

Program Goals this Request Supports

All goals that support student transfer, readiness for workforce, and overall success.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

20,000

One-Time or Recurring Cost?

One-time Cost

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

Education & Human Development serves a large number of multilingual, multicultural, multiethnic, female led households, English Language Learners, and those who require diverse supports in order to succeed in college. EHD serves the most students in BDW and deserves equitable space and resources comparable to other programs in BDW who have their own "hubs" and "labs" with equipment.

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

See above. EHD serves a large number of LatinX, AANAPISI, and Middle Eastern students.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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
Support innovative teaching that creates more equitable and antiracist learning environments
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
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Ensure the physical campus is accessible

Resource Requests

Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Education and Human Development

Item Requested

Curriculum Materials

Item Description

Curriculum Materials for ECE 211, 313, 333, 366

Program Goals this Request Supports

All goals related to quality learning experiences that prepare students for the workforce and/or for transfer.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,000

One-Time or Recurring Cost?

One-time Cost

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

Educational materials can be expensive. Providing re-usable curriculum kits that students can use during class without having to purchase materials themselves will be very helpful.

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

Same reasoning as above.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Requested Year

2023 - 2024

Requesting Unit

Education and Human Development

Position Description

Coordinator (Non-instructional Faculty) for CDLC

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

All goals that support student success, preparation for workforce, and transfer to university. The coordinator will work with EHD to manage quality practicum/internships experiences for students.

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

CSM and Skyline have CDLC's that serve their campus community. Cañada College requires equitable supports and resources that would similarly benefit students by having a lab school of its own.

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

Cañada College is an HSI and serves diverse groups of students. The CDLC coordinator will facilitate services and supports for all students.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with objectives pertaining to student connection, quality learning, and equitable access to campus resources, technology, and the actual physical campus.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Coordinator will collaborate with EHD and upcoming Child Development Lab Center (CDLC) to provide students practical experience working with young children, and valuable observation-based learning.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time non-instructional faculty in the program or department.

1

2. Percentage or ratio of hours staffed/services provided by full-time faculty (average from last three years).

100

3. Number of students and/or other relevant college community members (such as faculty) served by program in the last three years.

60

Resource Requests

4. **Is there a need for specific instructional areas or special service areas that exist and cannot be met by current faculty expertise?**
No
5. **Qualitatively and quantitatively describe student/faculty demand, especially for those services that will be assigned to the proposed faculty member.**
CDLC task force is currently working on obtaining requisite data.
6. **Are there any services that are not currently available due to an inadequate number of librarians or other non-instructional faculty?**
No
7. **Are there any services that will not be available if the position does not move forward at this time?**
No
8. **Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.**
CDLC Task force is in process. We were instructed to request this position early (i.e., no - Fall 2023).
- C. **If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?**
No
- D. **Federal or State mandates: Is the position required by the Federal or State government, and/or is it essential to keep the college in compliance with Federal or State laws and regulations?**
CDLC task force is working on this.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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
Support innovative teaching that creates more equitable and antiracist learning environments
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
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Education and Human Development

Position Title:

Instructional Aide - Spanish Bilingual

5/7/2025

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Resource Requests

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

50

Provide # of months.

9

Program Goals this Request Supports

Goals related to student success, equitable access, transfer-readiness and workforce readiness.

Justification

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

General content knowledge of ECE/EDU courses; fluent (verbal and written) in Spanish/English

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

The position supports goals related to equity, anti-racist community, and appropriate supports for LatinX students.

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

We will be able to provide our bilingual students with requisite support they need to persist, succeed and move forward.

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

EHD currently hires 1 part-time student assistant to help with general translations.

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

Equitable access to course content and material — increases retention and success rates

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

It supports Spanish-speaking English Language Learners directly.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Help students explore and find employment in fields of their choice

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Engineering

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.

Cañada College's Engineering program is a transfer program that offers the lower-division courses needed by students to transfer to four-year programs in any field of engineering. The mission of the program is to educate students from a diverse population to become productive members of the engineering professions and society at large. The department combines excellence in teaching theoretical principles and concepts with practical hands-on experience and the development of technical proficiency and communications skills. The departments work closely with the College's Mathematics, Physics, Computer Science, and Chemistry departments, as well as the College's Student Services Division and four-year engineering programs to maximize students' opportunity for timely completion of courses and successful transfer. Although primarily transfer programs, courses are also available for students who are seeking to update job skills related to engineering. Engineering students receive academic support services and professional development opportunities from the College's STEM Center (including the Mathematics, Engineering, and Science Achievement (MESA) Program).

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

Program Review

3. Community & Labor Needs

Looking Back

4. Curricular changes

5A. Progress Report - IPC Feedback

5B. Progress Report - Prior Program Goals

6A. Impact of Resource Applications

6B. Impact of Staffing Changes

Current State of the Program

7A. Enrollment Trends

7B. Significant Changes in Your Program

7C. Planning for Your Program

8A. Access & Completion

8B. Student Equity

8C. Completion – Success Online

9A. SLO Assessment - Compliance

9B. SLO Assessment - Impact

10 PLO Assessment

Looking Ahead

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

2024 - 2025

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.

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Engineering students receive academic support services and professional development opportunities from the College’s STEM Center (including the Mathematics, Engineering, and Science

Program Review

Achievement (MESA) Program). The program is also successfully engaged with the Dual-enrollment program of the SHSD.

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 in this cycle.

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.

Engineering as a field continues to be in very strong demand, both in the local and regional areas surrounding the district, as well as state wide, and nationally.

For example, lightcast labor data shows that our regional area (comprising of the counties of San Mateo, San Francisco, Santa Clara, Santa Cruz, Alameda and Contra Costa) is a hotspot for engineering job postings, with ~74K postings as compared to the national average of ~42K.

Likewise compensation for engineering jobs in our region has a median of ~\$156k versus \$105K as the national median. All in all, the field is extremely healthy and employment in engineering is predicted to continue to grow through 2033 and beyond.

The healthy state of the engineering profession is also partly reflected in the engineering programs student enrollment and headcount. The headcount has more than doubled from 2019-2020 AY, going from 97 to 206 in the 2023-24 AY, while enrollment has increased from 142 to 238 during this same period.

However, this enrollment success would not be possible without the continued support provided by Dean and College Administration through the understanding of this discipline and its needs.

Engineering classes often requires students to have successfully passed several stages of math, physics and chemistry prior to being eligible for many of the engineering offerings. This naturally leads to lower class enrollments for advanced classes and the support of the Administration in allowing smaller class sizes to run is a critical part of success in our enrollment as well as eventual transfer.

One pending challenge that the program is facing relates to the availability of adjunct faculty. The program had been very fortunate to have a long standing adjunct who taught across the district and also taught the very popular Dual-enrolled ENGR 100 class on the Woodside Highschool campus. However, since Summer of 2024, this instructor has moved to a permanent instructor position in another district and there is an urgent need to find adequate replacements for this adjunct instructor.

Currently, students in the program utilize classroom laptops for in-class lesson and laboratory work. ITS has informed us in 2022 that these older gen lenovo laptops will no longer be supported. However, the program has managed to continue to use these laptops with success through the various ENGR classes. Nevertheless, ITS has strongly recommended replacing this with newer laptops. A resource request will be filled for obtaining the newer machines.

The engineering program does not require licensing and accreditation.

The board of advisors (BOA) for the CTE program, photonics and laser technology (PALT), met for an annual meeting in August (08/2024). While Bay area laser and optics companies continue to have need for well trained technicians in areas of optics, lasers and photonics, the enrollments for the first offerings of classes through the PALT certificate programs were low and through discussions with the Dean, the program offering was put on hold to find ways to address the issue. The BOA recommendations included marketing the PALT program to working adults, tailoring the classes to

Program Review

be convenient for working adults, and to offer shorter certificates, i.e. those that could be completed in a single semester. In order to undertake this new marketing approach, personnel resources will be required.

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?

The major curricular change is related to the upcoming removal of the ENGR 111 class from the list of offerings. This Engineering Surveying class is a highly specialized class generally taught to students in the Civil Engineering Major. Over the last 5 years, this class has not been offered due to the low demand for it. Therefore, the department has planned to remove this class from the potential list of classes offered.

The introduction to engineering class (ENGR 100) is an excellent way for high school and entering college students with STEM and Non-STEM backgrounds to explore the field of engineering. We have continued to have success with teaching this class on the Woodside high school campus as a Dual-enrolled class. While the plan is to continue this, our long-time adjunct has moved to a permanent teaching position and a replacement willing to take on this Dual-enrolled class will need to be found.

All the offered ENGR classes, including ones with lab component, are now being offered as Hybrid classes, i.e. with both asynchronous remote content and in-person meeting times. This includes ENGR 100, 210, 215, 230, 260 and 270. ENGR 261 is a lab only class and therefore only offered as an in-person class.

The number of Zero Textbook Cost (ZTC), Open educational resources (OER) or low textbook cost (LTC) designated classes have increased significantly since AY2021. ENGR 215 has traditionally used the paid licensed software MATLAB and is now taught using the free open source resource called OCTAVE, which utilizes the same programming language as MATLAB. ENGR 260 and ENGR 261 are now offered as ZTC classes. The ENGR 100 class is now offered as a LTC designated class as the textbook costs less than \$40.

Some specialized ENGR classes have seen a chronically small enrollment. In particular, these are engineering dynamics (ENGR 240) and surveying (ENGR 111). Therefore, these classes are not being offered on a regular basis. CSM has decided to add ENGR 240 as an offering on their campus starting in AY 2021 but enrollments there remain in the 3-5 student range. As noted above, we have already planned to remove future offering of ENGR 111.

5A. Progress Report - IPC Feedback

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

IPC Feedback #1: Sec 8a Access & Completion

IPC Recommendation:

- Mention that implementation of OER is across multiple sections and courses

Response: All engineering classes appearing in webschedule that fall under OER, ZTC or LTC category are now consistently listed with these designations across all sections.

Program Review

IPC Feedback #2: Sec 10. PLO Assessment

Recommendation 1: Description of Program/Department's 3-year assessment plan

Response:

- The program has 6 (six) PLOs identified for the current 3 year assessments. The PLOs cover the high level objectives applicable to engineering students, including communication, skills, knowledge, experimentation, planning and design.
- The PLOs collectively map to all the listed ILOs for the program

Recommendation 2: Summary of Major findings

Response

- All 6 PLOs were assessed for this cycle using four (4) different engineering classes. Four of the PLOs were assessed using classes taught between Fall 23 – Spring 24, while two of the PLOs were assessed using classes taught in Fall 2019.
- Typical criterion for assessing success in each PLO included at least 80% of students achieving the described PLO goals. Based on this, all 6 of the PLOs successfully met their criterion.

Recommendation 3: Improvements that have been and/or can be implemented

Response:

- The existing description for each PLO also had references to CIS classes. These references have been removed since the Engineering program is distinct from the computer science program.
- Two of the PLOs used classes taught in 2019. In the next evaluation, these PLOs will be assessed using classes taught within the past year of the assessment period.
- Currently, the "Plan of Study" PLO is being assessed based on students successfully completing either the Oral OR written portion of a final project. This assessment criterion for this PLO will be modified to require all students to successfully complete BOTH parts of a final project, i.e. the oral and written components.

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.

1. Increase pool of adjunct instructors

Response: In the initial part of this review cycle (2022-23) three new adjunct faculty (were hired to support teaching of various engineering and PALT classes. These faculty taught ENGR 100, and several classes within the PALT program. However, over the course of this reporting period, we have lost one long-standing adjunct (Sumi Sukumar) as she has moved to a permanent instructor position in another district while the other engineering adjunct is unable to commit to teaching on a regular basis. So the need for adjuncts continues to be of immediate and urgent need.

2. Continue to expand online course offerings

Response: This objective was successfully achieved as most ENGR classes are now available in with hybrid modality, i.e. asynchronous remote content with in-person meeting times. The Lab only class (such as ENGR 261) is offered only as an in-person class due to restrictions on use of lab equipment in remote or home settings.

3. Develop a three-year SLO assessment plan.

Response: SLO's for five (5) out of the seven (7) active ENGR classes have been updated. The remaining two classes (ENGR 210 and ENGR 215) will be updated in Fall of 2025 with inputs from the adjunct faculty who have taught them. There are two inactive classes: ENGR 111 and 240. SLOs for ENGR 111 will not be addressed as this class is being phased out, while no update is currently planned for ENGR 240 as this class has not been offered since AY2022.

Program Review

4. To update laboratory resources for engineering classes

Response: This update process has been partially completed with specific details as below

1. ENGR 270 was updated with resource requests that resulted in purchase of various PASCO instruments.
2. ENGR 261: This class will be upated with new instrumentation through a resource request placed for the 2024-25 cycle.
3. ENGR 100: Upgrades were made to existing robotics kits (Lego Mindstorm) through department funds. Further upgrades are planned and will be part of resource request for next cycle.
4. Engineering laboratory and classroom computers: The current lenovo laptop computers are no longer supported by IT services. The program has significantly prolonged the life and usage of these computers with instructors efforts to successfully utilize open source or laboratory equipment manufacturers suppld software (like PASCO, TecQuipment, Allied Instruments). However, given IT services inability to continue to maintain these computers, resource request will be filled to upgrade to new computers.
5. The PALT program has considerable lab equipment that is currently housed in rm 16-108. It is difficult to use this room for other classes due to the lab equipment requiring use of the student countertop space. As such, this room continues to be earmarked for the PALT classes.

5. To build laboratory facilities for engineering classes as well as ancillary programs related to engineering such as the engineering club

Response: Classroom 16-106 continues to serve as the key engineering lecture + lab classroom. The classes taught here include ENGR 100, ENG 260 and 261 and ENGR 270. All of these classes are eother lecture+lab or fully lab classes. Over the last year, instructor removed older and/or defunt lab components and equipment freeing upo space for the new lab equipment purchased. The expectation was that there will also be sufficient space to house the Engineering Club Robotics equipment.

However, the computer classroom 16-110 is no longer available as buffer or overflow space for engineering lab items as this space is now owned by IT Services. Instead, the computer classroom is now using classroom in ther new Sci and Tech Building. Nevertheless, this does create ongoing issues with storage of engineering club items. The club is continuing to use space in the STEM center, but, as the club grows from year to year, this will remain an ongoing issue.

In summary, while space to house the engineering class laboratory equipment is currently available in room 16-106, older items will need to be removed to add better flexibility to the classroom space. Instructor will work with Dean to remove some of these items.

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?

In the last cycle the following resource requests were made: Facilities requests, including, fume hood and eye wash station - In order to provide safe usable laboratory space to perform engineering experiments

Program Review

However, due to COVID, significant changes to planning were made and the resource requests related to fume hood access and eye wash station were not completed. Therefore, the "Impact of Resource Application" is not possible to assess in this cycle.

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."

The engineering instructor position was in great flux prior to 2019. However, since fall 2019, the position has been staffed and the program appears to be in a stable state, with indications of growth over the past four years.

Staff stability has led to increased offering of engineering classes, including in modality. For example, it has been possible to offer a dual-enrolled ENGR 100 class at Woodside High School, that has been taught by a long time adjunct in the district.

However, we are again facing challenges with adjunct faculty staffing that effects our ability to offer the Dual-enrolled class as well as routine class offerings, such as ENGR 210 and ENGR 215. Hiring more adjuncts will be of urgent ongoing need.

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, current state of the program as seen in enrollments, section counts, FTES and LOAD, look healthy in relation to college-wide metrics.

For the 4-year period from 2019-2020 through 2023-2024, college wide enrollments had a relatively small change (from 28,465 to 27,506) while headcounts were about the same (10,314 to 10,969). Although there was a large fluctuation during the Covid period, college wide enrollments are steadily increasing since 2021-22. During this same period, Engineering enrollments went from 142 to 238, an increase of about 68%, while the headcount more than doubled from 97 to 206 (a nearly 112% increase).

While engineering enrollments also mirrored the Covid dip of the overall enrollments, the overall higher rate of increase in engineering is likely due to three factors.

- One is that the engineering job sector remains very healthy both in the local region as well as nationally.
- Second is the tremendous support of the Dean and administration in permitting smaller class sizes to continue to be offered and this is seen as a very important factor as it sets off a chain reaction that students respond to. A hypothesis is that not offering an advanced engineering class leads to students taking classes in other colleges or even choosing not to take more engineering classes at all. This idea will be explored with PRIE data in upcoming cycles.
- Third, the last 4 years have been stable from availability of a full time instructor making it possible to regularly offer all the popular engineering classes.

The section count rates have been relatively steady at 11 over the past few academic cycles, after being at 10 in the 2019-20 AY.

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The FTES value in 2019-20 was 23 and it has steadily increased since then, more than doubling to its current value of 49 (2023-24). The FTEF value in 2019-20 was 2 and is currently at 3, after reaching 4 in 2022-23.

The LOAD for the program was at 218 in 2019-20 and since then, has increased steadily to 421.

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?

The program as a whole appears to be on a healthy trend as measured by various metrics, and no large change was evident. While the load has nearly doubled, increasing from 218 to 421 from the 2019-20 period through 2023-24, this load is in line with the college-wide average loads between 405-440 over this period.

Between 2019 through Fall of 2024, 9 different engineering courses have been offered, including currently inactive ENGR 111. Over this period, while ENGR 111 has had a 100% cancellation rate, all the other classes have had a 0% cancellation rate. In terms of total sections offered and cancelled, 61 sections have been offered with 2 cancellations for an overall averaged cancellation rate of 3.3%. This cancellation rate is lower than the institution set/target rate of 9% (and substantially lower than college-wide average of 14.7 % between 2019-2023). This suggests yearly section offerings of engineering classes are in line with student needs.

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.

1. Currently ENGR enrollments and headcounts are on a positive slope year to year. One way to continue this increase is to maintain and/or increase frequency of offering of the on-line only sections of certain ENGR classes. Currently, classes are offered largely keeping in mind the potential "sequence" of classes a transfer student in engineering is likely to take over their time in the college district. However, the program is seeing an increasing number of on-line only students from 4-year colleges who need to take engineering classes to fulfill their Bachelor's degree requirements. Over the last two semesters (Spring 2023 and Fall 2024) ENGR 230 and ENGR 260 saw students from outside the SMCCCD system (i.e. students who are not in our 2-year programs) who took the online version. While more data needs to be gathered on whether this is a reliable increase, it appears to be beneficial to the program to continue to offer the on-line only version every semester. In other words, classes like ENGR 210, 230 and 260 could be offered as an online option every semester while additionally offering the in-person options every other semester (that largely aligns with our 2-year students needs). This model could impact enrollment while also allow our students to be able to access in-person cohorts through their junior college period.

2. The introduction to engineering class, ENGR 100, is seen as an exploration of engineering as a potential major field to those students who are not yet committed, while also being a transfer class for those who are committed to engineering. So offering this class with highest possible frequency is seen as a critical part of programs success. Currently, we offer a dual-enrolled class at Woodside

Program Review

High School, offer the class in the fall and spring semesters and occasionally offer it in the summers. Students, especially those in high schools, routinely inquire about the summer offering of ENGR 100. It would be very helpful to commit to offering summer sections of ENGR 100 every year. Historically, summer sessions have been offered by a long term adjunct, who has now left the district.

3. Increase offerings of dual-enrolled engineering classes. Currently, we offer ENGR 100 as a dual-enrolled class, but there is also significant interest in expanding to offering ENGR 210, the engineering graphics class as well. However, both these dual-enrolled course offerings will require hiring of adjunct faculty.

4. The STEM center plays a critical part in fostering engineering student success through support via tutors and ability to interact with other students in the cohort. Over the last few years, instructor has observed a (qualitative at this time) drop in the time spent by students there. It is not clear if this has been observed by other programs as well but seems to have correlated with the brief loss of MESA program, which is now back and running.

5. Dynamic and/or real-time Marketing of program, such as through publications of student activities via social media sites, could be of some positive value towards growing the program and its associated certificate offerings. If college could help streamline a pathway for the instructor to be able to efficiently upload such information through relevant social media accounts, that could have a positive impact to enrollment and retention.

6. Several ENGR classes are taught in Rm 16-106, a room that serves as a laboratory space along with a traditional lecture-style classroom. This older classroom faces the usual challenges related to access to power for student and lab laptops (floor access was recently improved by facilities), and has a very old projection system. Relevant discussions have taken place with ITS and administration to improve the capabilities in the near future.

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?

Overall, current state of the program as seen by student completion and success rates as well as retention across various modalities, look healthy in relation to college-wide metrics.

College-wide course success has generally been between 71 to 73% over the 4-year period of this analysis. In contrast, success rates for the engineering program courses have been consistently higher than the college average. In 2019-2020 the success rate reached an all time high of 94% (in contrast to the college value of 71%). However, the pandemic year saw a significant drop in success rate to 76% (although still higher than the college wide value of 73%). and currently the success rate is at 78.2%, still higher than the overall college value of ~73%.

One of the key changes over this time period has been access to various course modalities such as face-to-face, online, hybrid and synchronous. With at least two years worth of data, it is worth considering the success rates for these different modalities. In general, for engineering, the modality that maximized real-time in-person contact with students appeared to have higher success rate than the other modalities. For example, in 2023-24, face-to-face success rate was ~89%, while hybrid was 76%, online was 74% and synchronous was ~70%. This general trend was also evident for the 2022-23 AY. This is a significant finding as it re-emphasizes a well-known tenet in engineering study as

Program Review

well as the engineering workplace in that collaborative discourse between students is a critical part of success in this field.

In contrast to engineering, the college wide success rates in these different modalities are quite similar to each other. For example, in 2022-23, face-to-face was ~74%, hybrid was ~73%, online was ~73% and synchronous was ~70%.

College-wide course retention rates averaged 85% over the past 4 years. College wide averages did not show a huge difference in retention based on course modality. In contrast the course retention in engineering courses averaged 90% in the face-to-face and synchronous modalities. But for the hybrid and online scenarios, the retention rates were significantly lower at 78 and 81% (in 2022-23), and is very likely related to the earlier comment that collaborative discourse between students, which does NOT happen much in these modalities, contributes somewhat to the lower retention in these modalities.

Course retention by self-identified genders (and with count above 10) did not show a significant difference between Female and Male from year to year, with averages being around 88% for Female and 85% for Male. While Year to Year Course retention by race did not have a particular trend, there were some consistent findings. For example, highest success rates from year to year were either amongs Asians or Filipino's. Multiracial white-non-hispanics generally had high success rates (83% or above) from year to year. It was not possible to extract Black/AA retention rates due to the small number of students.

Given the HSI designation of our institution, it is useful to compare the success rates for Hispanic identified students program wide as well as in relation to the college's overall numbers. In engineering, the program-wide average over the period 2019-20 through 2023-24 was 82.3%. However, Hispanic students in engineering did show lowest success rates amongst the various races in 2 of the 5 reporting periods studied. In contrast, the college wide success rates for Hispanic Students was 83.2% suggesting that engineering was comparable to college wide results.

Looking at success rates in the specific classes offered by the program between 2019-20 through 2023-24, highlight some very useful trends. Averaged success rates are 77% or higher across all the classes except for ENGR 215, which is the computational engineering class. This appears to be a consistent issue dating back before the 2019-20 year. We had earlier hypothesized that access and equity issues due to use of proprietary paid licensing software (MATLAB) could be a contributing factor. However, starting in Spring of 2022, this class was taught using a free open source software called Octave along with OER education resources making is a zero textbook class. During this period, the success rate has been quite low, averaging 70% with a low of 47% for the Sp23 semester. Along with the lower success rate, this course has also had a higher than average withdrawal rate. Some potential reasons for this could be that this course has had changing adjunct instructors teach it. Having a more long-term instructor familiar with the open source software and OER text could likely address this issue. Another possibility is the unique nature of this class. This is the only class in ENGR that requires learning a new computational programming language and applyign it to complex engineering problems. Most students enter this class with no prior programming experience since that is not a prerequisite.

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?

Nationwide, engineering as an educational and professional field continues to suffer from a significant gender gap. This behavior continues to also be evident in the engineering program at Cañada.

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The number of students self-identifying as female persists at being a small fraction of the enrolled students in engineering at ~17%. While this number has been largely unchanged since 2016, there has been a peak in 2022-23 to 21%. This could correlate with offering of the dual-enrolled class at Woodside high, that was also taught by a Female instructor, along with also offering an ENGR 100 class taught by a second female adjunct instructor. However, this success has not been repeated and it suggests a more systemic problem that begins early in schooling and continues into high school and beyond. Working to increase female students in STEM disciplines, especially math and physics, early in school, could be the most likely success route to increasing this number.

Research has suggested that when students interact with successful professionals who have similar gender, race and ethnic backgrounds, there is an increased likelihood of motivation to pursue similar careers. Instructor is PI on NSF TRABAJO grant through which students in STEM disciplines are provided opportunities for career exploration activities, such as Job Shadows, Mentoring, Internships and Site Visits. Efforts are being made to have STEM students from under represented groups to participate in this. For example, job shadow provided by Talas, a biomedical engineering company, included three female engineers. The first quantitative data on such effort, disaggregated by different student qualifiers will become available late in the Fall of 2024 following the hiring of a data analyst and consultant on the grant and could be illustrative of potential strategies to encourage a diverse group of students to pursue STEM careers as well as enhancing their retention in STEM.

Over the 5-year period of this reporting, the engineering program had a higher average enrollment percentage of Hispanic students (64.8%) as compared to the college average of 54.5% over the same period. Given that HSI classification of the institute, it is illustrative to look at PRIE Course Outcomes Data by Demographic Variables to assess the engineering program's ability to provide successful outcomes for HSI students. For the period of 2019-20 through 2023-24, the program's success rate for Hispanic students ranged between ~67-86% for an average of ~78%. In contrast the college-wide success rates for this group was significantly lower, ranging between 65-67% for an average nearer to 66.4% over the same time period.

Since the department also serves students who have financial challenges, different efforts are being made to help these students succeed in their educational goals. In efforts to further improve equity as well as access to engineering education, the program continues to implement, ZTC and LTC classes that could help retain students who face severe financial challenges in their education pathway. However with the free-college program, the district is providing additional resources to help 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".

College-wide success rates for online courses averaged ~72% and ranged between 70.1 through 73.9%, a remarkably consistent rate through this 5-year period.

In contrast, ENGR online success rates showed a higher degree of success but also a higher degree of variance. From the PRIE data available since the 2020-21 term, success rates ranged between 74.1% to 100%, with an average of ~85%. However, since peaking at 100% success in the 2021-22 AY, the success rate has shown a declining trend and tending towards the college mean.

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As highlighted earlier, engineering shows a significant gap between success rates in face-to-face modality classes versus those that are online and/or synchronous. For example, in 2023-24, face-to-face success rate was ~89%, while hybrid was 76%, online was 74% and synchronous was ~70%. This general trend was also evident for the 2022-23 AY. This is a significant finding as it supports the idea that collaborative work in engineering study as well as the engineering workplace is a critical part of success in this field.

There are a few ways we could try and tackle this gap.

One is to highlight and emphasize modality success data to students at the time of enrollment. Second is to incorporate class interaction and collaboration activities through a potential grading scheme that stresses on real-time student interactions (rather than discussions or other message-based interactions that occur at user convenience).

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.

Five of the seven active courses have assessment methods and results entered into TracDat. The remaining two courses (ENGR 210 and 215), which have largely been taught by adjuncts, will be assessed by the next annual cycle.

There is currently no plan to assess ENGR 111 since it is planned to be removed from the catalog of offerings.

Similarly, there is no plan to assess ENGR 240 as it is not being offered currently.

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?

Since the previous cycle, the following strategies have been implemented in courses taught (by full-time instructor).

1. Better alignment of the SLOs with various course content, such as lesson, quizzes, assignments, laboratories, exams and reports, were implemented in within canvas LMS for 5 out of the 7 engineering classes offered between 2022-2024.
2. Increased the number of assessed SLO's in each engineering class, either by adding new SLOs consistent with the COR and/or by activating previously inactive SLOS.
3. Updated the criterion for SLO success based on the advanced nature of the class. For example, ENG 100 is an introductory class with minimal physics requirements, while ENGR 260 requires much higher levels of math and physics pre-requisites. This was reflected in the "criterion for success" in various SLOS by also increasing the overall expectations for success as students move to higher level classes.
4. With the updates and modifications carried out to the SLOS through this report, five (5) classes (100, 230, 260, 261 and 270) are now in the "No change needed in SLO or evaluation methods" for the near future.
5. SLOS in Two (2) of the active classes, (ENGR 210 and 215) will be updated in the next annual evaluation cycle.
6. SLOS in the inactive ENGR 111 (planned to be removed from catalog) and ENGR 240 (last offering in 2021) will not be updated/evaluated unless the class is offered again.

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?

Six Program Learning Outcomes are identified for the program on the department website. In the last cycle, 5 of the 6 were active and the plan was to assess all 6 PLOS for this cycle. Below is a summary of the activities and major findings.

1. As of this cycle, all 6 PLOS have been assessed.

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2. Of the 6 PLOs, four (4) of them were based on the higher level classes (ENGR 230, 260, 261 and 270), while two (2) of them were based on the introductory class, ENGR 100.
3. All six (6) PLO assessment methods were updated to remove references to CS classes and retain references to ENGR classes only as the engineering program is distinct from CS.
5. The "Plan of study" PLO had not been assessed in previous cycle. It is now assessed.
6. All six PLOS were successful as the "criterion was met" for all of them.
7. As of this cycle all six PLOS are assessed to collectively MAP to the five (5) listed ILOS
8. A planned improvement for the next cycle is with regards to the "Plan of Study" PLO. Currently, the criterion for success states that "All students must successfully complete either the oral presentation or written report on the project". However, future criterion for this PLO will be updated to require ALL students to successfully complete BOTH parts of the Plan of Study activity, i.e. the oral and written components.

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

1. Stabilizing offerings of dual-enrolled and regular engineering classes with a "Strategic" Adjunct Faculty hire: One of the critical needs of the program is the availability of "stable" adjunct faculty who is/are able to teach dual-enrolled classes as well as ENGR 210 and ENGR 215. The college had been fortunate to have a long-standing adjunct who routinely taught the dual-enrolled class as well as ENGR 210 (her expertise). We also had another adjunct who was able to teach math as well as engineering classes (ENGR 215). We need to continue to search for and find suitable adjuncts so that the programs offerings are consistent with the needs of our students while also helping maintain or improve enrollments. One model for a stable position would be to consider future full-time faculty hires in the division with teaching equivalency in one of the major STEM discipline like Biology, chemistry, Math, Physics or computer science AND engineering. For e.g. Professor Lance Lund a long time adjunct instructor has equivalency in engineering and Math.

2. Increasing success of students across modalities: As discussed in Sec 8C, engineering shows a significant gap between success rates in face-to-face modality classes versus those that are online and/or synchronous. The finding itself is NOT surprising since it supports the well-known idea that collaborative work in engineering study as well as the engineering workplace is a critical part of success in this field. It is very likely that the need to continue offering online only classes will continue to grow. Therefore, we will plan to tackle this issue in a couple of ways.

- One is to highlight and emphasize modality success rate data to students at the time of enrollment, either through discussions with counselors or through college-level data, so that students are better informed when they make a choice.
- The second is to incorporate class interaction and collaboration activities for the online classes through a potential grading scheme that stresses on real-time student interactions (rather than discussions or other message-based interactions that occur at user convenience).

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3. Apply data-driven outcomes from grant funded research on student success through career exploration requirements: Currently, data is being generated to assess if students show a distinct differences in their curriculum choice, success in STEM classes and transfer choices when they are exposed to career exploration activities like job shadows, mentoring, site visits and internships. Based on the findings from this data, it is quite likely that requiring students to participate in a minimal number of career exploration activities could be part of the course objectives in certain engineering classes, especially ENGR 100.

4. Integrate manufacturing across engineering classes: Manufacturing jobs are in constant demand in the bay area, broader region and nation wide. The CORs of various engineering classes do not specifically require “manufacturing” as a specific skill, although hands-on experimentation, data analysis, application of knowledge, technical communication, etc. are all desirable skills and part of the programs PLOs. What is currently missing is the exposure of students to state-of-art manufacturing tools like CNC machining, 3D printing, Laser cutting, etc. The program has aging 3D printers that have become very unreliable and have not been successfully used across several classes like ENGR 100, ENGR 210 and ENGR 270. The goal over the next cycle will be to build this capability through resource requests.

5. Funded work study Student or intern to support laboratory, outreach and marketing: The programs ability to consistently offer high-quality laboratory experience to students from term to term could benefit tremendously from having a student assistant. For example, the current available 3D printers are largely dysfunctional due to inability for instructor or other staff on campus to dedicate the time necessary to get them back on track. Hiring a student with interest in technical work to diagnose and fix issues related to various lab equipment can save resources. Likewise, a student who can help with program outreach through creating contacting bay area and regional employers interested in providing a variety of career exploration activities and creating a database of this information would be of benefit not only to the engineering program but also to the entire division. This student could also work closely with the marketing department to help market the program through its social media channels.

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

General Supporting Documents

[engineering_labor_report.pdf](#);

[engineering_cpr_data_2024v2.docx](#);

[engineering_course_enrollment_report_2024.xlsx](#)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Science and Technology - Engineering

Position Title:

Laboratory Technician

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.48

Provide # of months.

12

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

Adding a laboratory technician dedicated to supporting engineering would be a key step in closing equity gaps within our program. This role would provide essential hands-on support and resources, ensuring that all students—regardless of background—have equitable access to the tools and assistance they need to succeed. A lab technician would not only enhance learning experiences but also support students who may have less exposure to technical environments, bridging knowledge and skill gaps. By addressing these disparities, we foster a more inclusive environment that empowers all students to excel in engineering and contribute meaningfully to the field.

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

Supporting Latinx and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) students with a dedicated laboratory technician in engineering is vital for fostering equitable learning opportunities. Many students from these backgrounds may not have had the same access to technical resources and experiential learning in their prior education. A lab technician would provide consistent, accessible guidance and hands-on support, helping students build confidence with lab equipment and complex concepts. This support can reduce the intimidation barrier often faced in technical fields, allowing students to fully engage, strengthen practical skills, and feel a stronger sense of belonging and inclusion in the program.

Justification

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

The part-time laboratory technician will be able to fill in gaps in our current laboratory support structure.

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

The technician will allow us to provide an optimal training environment where students are fully supported.

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

With the expansion of division offerings (e.g., nights, weekends, dual enrollment, etc.), the existing laboratory support staff is being stretched beyond their capacity. This will have long-term negative implications for the quality of the laboratory courses at the college. Adding a part-time technician will ensure that we are able to continue to offer high quality educational experiences to our students taking lab courses.

Resource Requests

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

The work has required our current technicians to work overtime hours. From both a fiscal and humanity perspective, this is not sustainable long-term. We should not have to push our lab staff to burnout just to maintain normal laboratory operations.

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

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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
Accessible Infrastructure and Innovation
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
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Provide adequate access to technology
Manage resources effectively

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

Dean/Director/Hiring Supervisor Name

Ameer Thompson

Date

11/01/2024



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

English

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.

In the English department, we teach reading, writing, and critical thinking, fostering students' success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens. Our courses are aligned with the social justice and racial equity values stated by the college. Specifically, the values of inclusion and diversity shape the curriculum in all courses. The English department is also an essential part of the Puente and Umoja Programs on campus, programs that are designed to promote equity and antiracist educational practices and create supportive, academically rigorous learning communities for our students. Furthermore, our development and coordination of the Writing Center supports students across the curriculum.

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."

The state, district, and college have been implementing dual enrollment programs to facilitate high school student enrollment and progress in college-level courses. In spring 2023, with the encouragement of the dean, we engaged with Sequoia high school faculty about implementing one such dual enrollment program, but the high school faculty decided to pause that plan.

In fall 2025, the new Cal-GETC single transfer path will be implemented. "Critical Thinking and Composition," our English 165 course, will now transfer to the CSU and UC in area 1B, so we will be working with the dean to ensure that we offer sufficient sections of English 165. Please see <https://icas-ca.org/cal-getc/> for more information.

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.

We believe that reading, writing, and critical thinking skills are vital skills for most any effective employee. So while some of the data from Lightcast was disconcerting, we know that tech companies and research and development companies look for candidates with excellent written and oral communication skills for many of their positions.

Lightcast appears to provide some rosy data regarding jobs in media and communications, referring to our region as a "hotspot" for media and communication workers where median earnings are \$108,639 as compared to the national median salary of \$66,568, and the field has almost three times the national average of job postings (741 as compared to 252) (Lightcast Analysis PDF). Additionally, according to yahoo news, the job of "prompt engineer" (which requires communication rather than engineering skills) pays as high as \$375K for someone to "write questions and prose for AI chatbots to test and improve their answers."

Though these data suggest a bullish prospect for English majors, we take these prognostications with a handful of salt. Indeed, even the Lightcast "Job Posting Activity" page shows a downward

Program Review

trajectory through January 2023, unfortunately, and it lists the top employer for media/communications workers as Randstad, which hires temporary workers. The second largest employer is Language Line Solutions, which is a translation agency in Monterey. One would expect that many of its jobs require skill in multiple languages, which may or may not be what an English major has to offer.

Most worrisome of all, given what we're already seeing in our classes, where AI has become an easy resource for students looking to "improve" their writing, AI would seem to present a threat to communications jobs. If a bot can write at least as well as a human, why hire the human?

Additionally, Lightcast's income figures have to be considered in the context of the cost of living in the San Francisco Bay Area where, according to United Way Bay Area, a family of four needs \$120,000 to make ends meet ((www.nbcbayarea.com/news/local/united-way-cost-of-living-bay-area/3246040/)). Clearly making 66% more than the national average doesn't help when the cost of living is by some measures 79% higher than the national average (<https://www.payscale.com/cost-of-living-calculator/California-San-Francisco>).

Finally, we note that Lightcast determines that 19% of the jobs in the field have to do with media streaming and social networks, but these figures are based on 2015 data, which would be before Facebook (Meta) imploded and Netflix nosedived. Has there continued to be 2015's high demand for social media-related English jobs? Or will AI take over, especially once the \$375K prompt engineers have trained the bots?

Despite our misgivings, we firmly believe that literacy, critical thinking, and communication skills are essential for most any job as well as to maintain a functioning democracy. Therefore, we continue to believe that our courses are valuable to students, and we make perpetual revisions to our materials and pedagogy to engage student interest. The successful enrollments in our literature and creative writing courses during Spring and Fall 2023 suggest that students, too, recognize the value of reading and writing. We are confident that these skills will help them find meaningful and remunerative employment, as well. At the same time, we recognize that we face somewhat of an uphill battle as we strive to educate our students and our communities about the importance of reading, writing, and reasoning skills. To meet this challenge, we are improving our marketing and outreach as well as participating in programs such as Umoja and Puente that support particular student populations, ensuring that our work remains relevant and empowering.

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?

In terms of scheduling, like everyone else we moved to 100% online instruction during the pandemic, and now we're working with the dean to find the optimal ratio of online to face-to-face courses.

Additionally, in Fall 2023 we are offering a "mini-mester" 8-week session for late-enrolling or denied students. We will be following the outcomes of this experiment closely while also continuing to advocate for a 12-week late start semester, which we think may better meet many students' needs. In response to state mandates AB 705 and 1705, we have made major changes to our curricular offerings in the past few years, effectively erasing pre-transfer level English courses and deleting those now non-offered courses as prerequisites across the campus. Due to the state mandates, we no longer offer dedicated reading courses or catch-up classes for students who didn't gain the composition skills taught in K-12.

In response to this new reality, we have developed a 5-unit transferable English composition course, English 105, which allows more time and support to students who desire it. We continue to monitor

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student outcomes from both the traditional English 100 as well as 105, and to strategize about how to improve outcomes, as detailed in 5A, below.

5A. Progress Report - IPC Feedback

5A. Progress Report - IPC Feedback

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

Question 2. Articulation-Continue to analyze AB705 and multiple measures impacts over time.

We are highly engaged in monitoring student outcomes post AB 705/1705, disaggregating the data, and identifying opportunities to modify our courses and supports to promote student success. For example, beginning in Spring 2023, the PRIE office helped us to compare success rates of students with mediocre high school GPAs who enrolled in English 100 vs. the same cohort who enrolled in English 105. As of fall 2023, we are forming a faculty "pod" to continue this analysis, to research pedagogical and student support interventions, and during spring 2024 and fall 2024, to implement and assess innovations.

Question 4. Curricular Changes- It was recommended that we continue to promote and raise awareness across campus with other discipline faculty about ENGL 165;

Marketing English 165 across campus has become moot given the new Cal-GETC single transfer path, which requires students to take either English 165 and ENGL 110, in Area 1b, for transfer (see 2). We anticipate being able to increase sections of ENGL 165.

Question 5b. It was recommended that we consider continuing to work across the college to get interdisciplinary support for the Writing Center and writing across the curriculum. Also consider using Guided Pathways to incorporate 165.

Our release time for developing the Writing Center and the hiring of a Writing Center coordinator have been very successful. Now that we have a developed Center with instructional aides and workshops, we are in a better place to push outward and develop an explicitly interdisciplinary approach. We anticipate that the Writing Center will be a fulcrum in the efforts to integrate writing and first year learning activities into our math and English courses. Additionally, now that there are no longer any English prerequisites for courses across the campus, our Writing Center tutorials and workshops have become essential for all students needing writing support.

Question 6a. Impact of Resource Allocations. It was recommended that we focus on acquiring data to support the student need and impact of Puente, the Writing Center, and AB705 to advocate for institutional support going forward.

Please see the Puente Comprehensive Program Review 2022-23 for data supporting the efficacy of Puente. Highlights include:

Of our first Puente Cohort, 2015-16, 45% of students transferred to a four-year university or college by 2019-20 ("Puente Community College Program—Cañada College: Five-Year Transfer Rates of all Cañada College Students by Ethnicity and Puente Students, 2015-2016 Cohort"), which is almost double the percentage of non-Puente Hispanic students (27%) and higher than the overall percentage of Cañada College students who transferred in that time frame (37%).

In addition, 80% of the Puente cohort from 2019-2020 were retained as students from fall 2019 to spring 2020 ("Percentage of All Cañada College Students by Ethnicity and Puente Students Retained from Fall 2019 to Spring 2020"). This is greater than the percentage of non-Puente Hispanics (55%) and the overall percentage of all Cañada College students (52%) who persisted as students from fall 2019 to spring 2020.

Prior to the pandemic and the implementation of AB 705/1705, Puente students also had high success rates in pre-transfer composition classes (English 847) and transfer-level composition classes (English 100). As with the rest of our students, however, Puente students are struggling to succeed in English 105.

In terms of the writing center, please see 6A, below.

On AB 705/1705 institutional support:

With guidance from our dean, the dean of ASLT, and the VPI, we are in the process of forming an interdisciplinary committee with math faculty to strategize about how to support our students post-AB 1705. Our plan is to leverage the AB 1705 grant support as well as the STEM faculty's FLP (Faculty Learning Program) to research, design, implement, and assess innovative pedagogical and student

Program Review

support strategies to help students succeed. Post AB 705/1705 overall student success rates in ENGL 105 are approximately 44%, with Hispanic rates only 37%. With the help of administrators, we are creating a plan to research and implement pedagogical, curricular, and student support strategies to try to improve student outcomes.

Question 7a. Enrollment Trends. We are missing discussion of short-term and long-term load trends- We included the number of courses offered and the fill rates, but we will also include load trends in section 7a.

Question 8b. We were asked for more discussion of the discrepancies between in-person and online success rates; however, these discrepancies have largely disappeared.

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.

1. Assessing student success, retention, and completion post AB705

At our departmental meetings, we review qualitative and quantitative data about student outcomes, considering the data in light of both AB 705/1705 as well as pandemic repercussions. We use this data to inform curricular and pedagogical changes.

2. Continue to develop our Writing Center and faculty-led tutor training program, including training embedded tutors, increasing the instructional aide position to full time, institutionalizing funding for the tutoring center, and developing the tutor schedule so that ALL students can access tutoring.

The Writing Center is one of the recent success stories for our department. We hired a full time instructional aide to coordinate the Center, continued to develop our embedded tutoring with instructional aides, and we have developed workshops around writing process and, just recently, common grammar errors. We were able to shift quickly to remote tutoring during Covid and students were able to access quality tutoring from our own staff.

See 6A for a more developed description of the state of the Writing Center.

3. Reinvigorate our literature courses and develop our literature program by working with our sister colleges to offer a rotation of courses on all three campuses.

We have created a literature rotation, in collaboration with CSM and SKY. This remains a work in progress as course offerings at all three colleges tend to be updated and rescheduled. This remains a goal and priority for us, particularly as we strive to ensure that students may earn the English degree at Cañada within two years.

4. Work with Guided Pathways on schedule optimization to ensure that students can efficiently complete course work towards an AA degree in English

See above; yes, this is a goal that remains current and important.

5. Provide faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world

Thanks to the AB 1705 support grant, we will be able to move forward with this goal.

6. Cultivate opportunities for faculty to share best practices.

We would like to build this into our AB1705 pods. Student outcomes across the board have been impacted by the implementation of AB705, so we will assess student need and success not just in 105 but as students move through the course sequence.

7. Creation of a designated English lab with computers.

This goal was on hold as we waited for Building 13 to come online. In the meantime, COVID changed the way that students accessed courses. Now that Building 13 is online, we can connect this goal with our AB1705 research to determine the best resources for our students.

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?

The English department has built a robust tutoring service through the foundation and expansion of the Writing Center. In light of AB705, we applied for a faculty coordinator position for the Writing Center that was granted, as well as funding for instructional aides and embedded tutors in our English 105 courses. The

Program Review

Writing Center now has a full-time instructional aide, Vince Fitzgerald, and we have increased the number of peer tutors so that there is full coverage of the Writing Center during the hours in which it is open, both for in-person tutoring and on Zoom (Monday through Thursday from 10am-7pm, and Friday from 10am-2pm). We continue with our goal to institutionalize funding for our tutoring program.

The Writing Center provides support not only for English 105 students, but also for students enrolled in any course across the campus that involves any writing-based assignments. We host monthly workshops on the writing process, and as of Spring 2023, we have added a series of student success workshops during the first few weeks of the semester. As of the Fall semester, we have added mid-semester workshops on grammar issues like run-on sentences and comma usage. Furthermore, we plan to add a series of workshops on mental health topics like stress management and overcoming overwhelmedness to meet the needs of students during midterms.

The peer tutors are trained by our faculty coordinator, and we are currently researching methods to provide additional support for faculty with embedded tutors in their courses through FLEX day training sessions. We work closely with the Learning Center to be in alignment with the ASLT division's goals.

We were not approved for a coordinator position for an embedded tutoring program, which means that English 105 classes do not always have an embedded tutor in them and we have a high-turnover rate for tutor recruitment as peer tutors are often only available for 1-2 semesters before they move on from Cañada College. In order to support the students who are placing into transfer-level courses as a result of AB705, we would like to increase support for our embedded tutoring program and build in a program where those tutors are mentored and trained by a coordinator who will also work to build connections with local graduate programs. The Embedded Tutor Coordinator would be a faculty member who would get reassigned time to continually recruit and train embedded tutors for English 105 and possibly for some English 100 sections. This faculty member would also work with English faculty who are learning to use the embedded tutors effectively in class. This would benefit the college because the instructional aides are wonderful resources for students who help build community and increase retention of students who need additional support in their composition classes.

One full-time English instructor also plays an important role in the Puente Project as one of its Co-Coordinators and English instructor. This English instructor is part of a learning community in the fall and spring semester. Her English 105 and English 110 classes are linked to Career 137 and Career 110. The Puente Project has been placed under the Counseling Department for eight years and most recently, during its ninth year, has been placed under the Office of the Vice President of Student Services. The two Puente Co-Coordinators have asked for resources and personnel in their Comprehensive Program Review and Annual Program Review during the past nine years. The most current resource requests that have been funded have been 40 hours of Puente Summer Counseling Hours in summer 2023, and we are requesting the same hours for summer 2024. This year, we have also been granted funds to do a Southern California University Tour, which we plan to do in spring 2024. Although we have a temporary Puente Office Assistant, we are requesting a more permanent Puente Office Assistant. Luckily, our temporary Puente Office Assistant already had a ProCard, which she has used this semester; we have been requesting our own ProCard for several years. The 40 summer counseling hours for Puente helped us tremendously. We were able to recruit a full cohort of 30 students before the fall semester began this school year. Our temporary Puente Office Assistant has been able to give us the administrative support that we have needed to bring back all of our in-person events on campus and field trips. We hope to have a more permanent Puente Office Assistant who will help us with this stability and new Southern California University Trip in spring 2024.

The Puente Project's Comprehensive Program Review completed last year, 2022-2023, provides a lot of detailed data about the impact that the Puente Project has had on student retention and success, in particular for Latinx students. The following summary was given about this data: Overall, the data provided by these multiple sources shows that the Puente Program at Cañada College has had a history of strong student retention from fall to spring and from fall to fall, especially before the COVID pandemic and during the last half of the pandemic-related online classes. The program also

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had a strong history of very good success rates in pre-transfer composition classes (English 847) and transfer-level composition classes (English 100) before the pandemic. Most recently, however, the Puente Program and the entire English Department faculty is struggling with the success rates in the newest transfer-level composition course, English 105, which is a course that is supposed to make up for the previous pre-transfer composition courses (English 826 and English 847) and still meet the requirements of English 100, its equivalent course. The Puente English Instructor is working closely with other English faculty to develop more effective curriculum and teaching strategies for this challenging course. The Puente English Instructor is also working with the DRC staff and the Writing Center's embedded tutors and peer tutors to offer the Puente students the academic preparation and support that they need to achieve success in English 105.

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."

Not applicable in that we've had no retirements or new hires this cycle. However, our FT faculty members coordinate or co-coordinate Puente, Umoja, the Writing Center, the Diversity, Equity, and Access committee (DEAC), and the curriculum committee, which means that much of our load is dedicated to non-teaching activities. We think this work is essential, or we wouldn't be doing it, but we also think that given the depth and range of our engagement in these co-curricular programs and aspects of the college, the discussion of hiring an additional FT instructor is warranted.

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, the data show high enrollment before AB705, the start of a decline since the semester of implementation of AB705, and then an even greater decline because of COVID. A slow increase is apparent in the 22-23 academic year when the threat of COVID began to dwindle and on-campus courses became available again.

The enrollment seems to be highest in the f2f sections, but this may be because we offer more f2f sections. Face to face has the highest enrollment of all modalities (2236), online 1140, hybrid 251, covid synchronous 478. We don't know if these data merely indicate availability of courses or student preference.

Despite the difficulties with COVID, the story for English 165 is somewhat positive. We were able to maintain our single offering for every semester, and in Spring of 2019, Spring of 2021, and Spring of 2023, we were able to offer two sections.

Load for English is complicated by the lower class size for composition courses. Additionally, film and literature course offerings, which used to boost our load, have decreased substantially in the last few years. Pre-Covid (2019-2020), our load was at a high of 323, but it decreased to 261 in 2022-2023. However, we have been more consistently offering literature courses, which may in the long term improve our load.

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?

ENGLISH COMPOSITION: AB705 and Covid-19 caused enrollment in English courses to drop parallel to the enrollment decline with the rest of the college. While enrollment is not yet what it was before AB705 and Covid, enrollment in composition courses is slowly increasing. The English department is focused on increasing enrollment by teaching composition courses in a variety of modalities: in-person, online, hybrid, and multi-modal; offering courses in special programs like Puente, Umoja, CWA; and following best practices

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like partnering with embedded tutors. The steady increase in enrollment is in tandem with the growth of the Writing Center– the workshops, embedded tutors in English 105, robust schedule of writing tutor availability, and comprehensive tutor training program are essential to maintaining enrollment.

LITERATURE: In spring and fall of 2023, we are seeing an exciting bounce in enrollment for our literature courses, which seems at least partially attributable to the social media campaign instigated by Niall Adler. We will continue to work with marketing to promote our literature offerings.

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.

To make our schedule more student-centered and to capture late-enrolling students, we need to have nimble scheduling. Offering 8-week “mini-mesters,” which the dean implemented this semester, is a step in the right direction, but such accelerated courses are not appropriate for all students. We feel it would benefit students to have late start (12-week) courses. These could be “ghost” online and/or f2f sections of ENGL 100 with potential faculty already identified.

Additionally, to help student engagement and success, we would like to address student needs and preferences by: 1) offering online courses that have one synchronous online meeting per week and the rest asynchronous, and 2) offering hybrid in-person courses during the day, which would make course-taking more feasible for many students as they would come to campus just one day per week.

Prior to the start of each semester, we would recommend that the dean be notified of ENGL courses that are 80% filled, so that more sections will be opened in advance of the beginning of the semester. Data from 22-23 shows a sudden increase in enrollment, suggesting the tides are changing. We would like to respond to this change by being flexible, adding new sections prior to the beginning of the semester, if enrollment trends dictate the need, and in weeks 2-4.

In addition, we would like the college to create a system that accurately captures how many students are trying to add after the semester starts, when waitlists are already closed and students are emailing professors trying to add. We’re getting multiple requests, enough for new courses to open, and we feel the college could do more to retain them.

Overall, we hope to use data about late-start sections and mini-mesters to justify adding more sections. This is something that needs to be done on an administrative level using the information from faculty about student need.

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?

The overall success rate in English and Literature decreased from 68% in 2018-2019 to 61% in 2021-2022, rebounding to 66% in 2022-2023. Withdraw rates held steady for four academic years at 20-21% then decreased to 16% in the most recent academic year, which is welcome news.

These data align with both the implementation of AB705 in 2019 and the pandemic. The data indicating increasing success rates in English 100, 110, and 165 over the previous four years and the corresponding decrease in withdrawals suggest that being more fully back to normal, with face-to-face classes and services, has had a positive impact on student success and completion for many students. It also suggests that our wrap-around services such as the writing center and embedded tutoring have positively impacted many students. We also note that success rates in literature courses ranged from 73-78%, which is very good. These overall data are encouraging.

Success rates in 110 and 165 are relatively high (72-74%) consistently before and after the pandemic and AB705. Data from PRIE seem to indicate that 100 and 110 classes generally have the

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same success rate regardless of time or modality with the exception of Covid synchronous classes— not surprising.

That said, however, the success rates for ENGL 105 represent a challenge. The overall success rate for students in ENGL 105 is only 44%, which is almost identical to the dismal success rates of our old pre-transfer courses, ENGL 827/847 (44% and 52%). This shows that for a certain cohort of students, whether enrolled in a pre-transfer developmental course or a transfer-level course with built in supports, fewer than 50% succeed.

When we look at the disaggregated data, we see that these (non)success outcomes reflect a disproportionate impact on our Hispanic students. Hispanic students, who are 40% of the overall student population, make up approximately 75% of the enrollment in ENGL 105 and yet have a success rate of only 33.5%. To paraphrase *Apollo 13*, “Redwood City, we have a problem.”

How can the college help?

This semester, fall of 2023, we are brainstorming about how to use AB 1705 support grant and FLP funding to conduct further research into the factors creating this predicament, and then developing a plan to integrate and assess curricular, pedagogical, and/or student support innovations and expansions to improve these stubborn outcomes.

[Data from the program review for Cañada's Puente](#) program suggest that culturally relevant instruction, academic counseling, and equitable access to other appropriate and comprehensive student services increase success for Latinx students. Puente students have higher transfer rates, increased number of AA degrees earned, and higher retention and success rates when compared to non-Puente Latinx students at our college. These data are inspiring and encourage us to adopt Puente practices as much as feasible.

Are students able to earn an AA degree in English by taking courses at Cañada?

No. We are modifying our literature offerings, beginning with fall 2024 (the first semester not already scheduled) to enable degree attainment within two years.

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?

Data from PRIE indicate several areas in which we need to better serve students. In particular, we need to address low success rates for Black students in our online classes (33% success gap), but also in our face to face classes (18% gap).). Hispanic students are also impacted in both online and face to face classes (12% to 5% gaps). In both those groups, male students are faring worse than females. Other groups that deserve our attention to improve success rates are part-time students and first-generation students.

In addition, data indicates that Filipinx students have a high withdrawal rate in both online and face to face classes (15-22%). Black students also have high withdrawal rates, which is concerning. These are all groups that we are determined to serve better since as a department we are committed to ensuring equity. Our classes are foundational courses which will help prepare students for all other college courses that require reading and writing, so we understand that we must close these gaps.

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Many of our ideas for improving success rates of English 100 and 105 would be helpful in addressing some of these gaps. That is, additional wrap-around support, dedicated retention specialists, and culturally responsive curriculum and learning communities. We believe that by incorporating more Umoja and Puente practices into all our classes, we can help students feel connected and valued. We would also love to see a learning community that would specifically target Filipinx and other ANAPI 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”.

There was little to no difference in online and face-to-face success rates for four out of five academic years. The equity and disproportionate impact data presented in the previous section (see 8B. Student Equity) revealed Black non-Hispanic students and particularly Black non-Hispanic males enrolled in online English sections had success rates 33-34 percentage points lower than the overall success in online English sections.

We are hoping to engage faculty who teach these courses in more professional development around Umojification of their courses, as well as other culturally responsive pedagogical practices specific to an online setting.

We would like to work with PRIE to better understand the questions of: Why are these students taking asynchronous classes? Why are they withdrawing? If we understand that better, we may be better able to serve their needs.

We would also like to explore the possibility of offering some hybrid online classes that incorporate zoom class meetings once a week or zoom only classes to better serve students who are unable to come to campus but don't do well in a strictly asynchronous online modality..

Late start online classes on a compressed schedule may also improve withdrawal rates for these groups if withdrawals are tied to students having increased non-academic commitments partway through the 18 week semester.

Having the flexibility to try some other scheduling options would be a good first step.

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.

We are in compliance and have been assessing all of the courses that have been offered. Courses are assessed once during each three years. At least one faculty member who is teaching a particular course assesses that course when it comes up for review and inputs it in Nuventive. We discuss student outcomes at almost all of our meetings as we try to figure out how to improve them.

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?

As part of the SLO assessment process, we've considered revising our SLOs to articulate more accurately our goals for student learning, but we also know that AB 1111 is going to require all transfer courses, across the state, to adopt "equivalent" SLOs. In addition, in practice much of our student outcome assessment entails the discussion of what we see in reviewing and assessing student work (i.e. from grading), which remains a useful barometer of student progress and needs. We evaluate our SLO and PLO outcomes holistically by offering a multitude of assignments and assessments and by spending as much department time as possible discussing how to improve

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student outcomes. SLO and PLO discussion is part of every meeting, whether we're talking about the texts we teach, lesson strategy, or contract grading.

A concrete consequence of our assessment of students outcomes is our decision to dedicate time and resources to AB 1705 support pods, so that we may investigate what we could be doing better and then implement, assess, and revise our teaching. In other words, we will be applying the student learning outcome assessment process to our own teaching.

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?

Our PLO process entails norming, which means compiling anonymous student essays of varying degrees of development, as well as the accompanying essay prompts, and then assessing essays and discussing our disparate grades. In other words, we attempt to elucidate, discuss, and reach agreement on our expectations for student work.

An ancillary outcome of this process is what we have learned from reviewing each other's essay prompts. We see more and less prescriptive approaches as well as the student outcomes based on differing teaching styles, and we are able to incorporate each other's ideas in our own pedagogy and assessments.

Those of us who are able to participate in these sessions reach consensus, for the most part, on expectations for student work. From this work as well as our review of PRIE data on disparate student outcomes across sections of the same course, we can see the need to compensate adjunct faculty, so everyone will be able to participate.

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.

Our goals:

1. Improve student outcomes in ENGL 105.
2. Identify, implement, and strengthen curricular, support, and pedagogical strategies to help underrepresented students succeed, which overlaps with (1) but also includes developing and expanding Umoja, Puente, and the Writing Center, and possibly creating a learning community for FilipinX/ANAPI students.
3. Continue to develop embedded tutoring and retention services that promote student success.
4. Market the English AD-T to students intending to transfer. Advertise the value of the English major, particularly for transfer students who will benefit from having a strong foundation in reading, writing, and critical thinking. The rebound in literature enrollments suggests we have student interest.
5. Change our literature rotation so that students may earn an English degree in two years.
6. Develop our literature offerings. Gothic Literature? LGBTQ Texts? Flash Fiction? Horror Film?
7. Prepare for an influx of ENGL 165 enrollments and a decrease in 110 enrollments, once the Cal-GETC single transfer path goes into effect (F 25).

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 - Instructional Faculty (2024 - 2025)

Requested Year
2024 - 2025

Personnel Requested
Full-time English faculty

Requesting Unit
English Department

Position Description
English faculty member to teach composition courses that are required of all students (ENGL 100 and ENGL 110 or ENGL 165); Literature courses that are required for the major; and enriching electives like Creative Writing, as well as participating in other college-wide committees and activities (shared governance, evaluation, hiring, equity, curriculum, professional development).

Status
Funded – Inactive

Duration of Position Requested
Permanent

Full-time Status
Full Time

Program Goals this Request Supports
We have made significant progress towards the interrelated goals of improving outcomes in ENGL 105 and developing the curricular support and pedagogical strategies to help underrepresented students by forming a Community of Practice (COP) and Faculty Learning Program (FLP) POD to implement AB 705 and 1705; expanding Umoja, maintaining Puente, and launching STAR, an AANAPISI learning community; fleshing out the services provided by the Writing Center with workshops and full class sessions; and continuing to develop embedded tutoring and retention services that promote student success. As of last year, Umoja is officially part of the state-wide organization; our Writing Center is fully staffed and full-time faculty are having their office hours there; and we have embedded tutors in some of our 105 and 100 classes. All that said, we are still meeting resistance and roadblocks when it comes to putting an embedded tutor in every 105 and getting a retention specialist devoted to English students and English classes, which we think is a sensible next step since most first-year students need help navigating the college and are also in our English 100 and 105 classes. Working through these barriers is obviously not the job of adjunct faculty as it involves institutional change and therefore a commitment of many years. We have also made significant progress towards our other goals, which center around building a viable and attractive English major by marketing the value of the English AD-T to students intending to transfer; changing our literature rotation so that students can earn an English degree in two years; and improving our literature offerings. We have developed a rotation of literature courses so that our classes do not compete with those of our sister colleges and are working with Marketing to better promote these courses, for example, through social media. We have also organized mixers, poetry readings, and workshops that were well-attended and raised the profile of the department. We are still preparing for an influx of ENGL 165 enrollments and a decrease in 110 enrollments, once the Cal-GETC single transfer path goes into effect (F 25). Like AB 705 and 1705, this change, which is also being imposed on us from the outside, necessitates ongoing adjustments to our pedagogy as well as our relationships with Counseling, the Learning Center, and the Writing Center. Finally, the seven current full-time faculty in the English department are leaders in projects and on committees that benefit the entire college and bring us closer to achieving our institutional goals. One of our faculty co-chairs the Student Equity and Achievement Program (SEAP); another chairs the Curriculum Committee; a third leads on professional development as the Faculty Teaching and Learning coordinator. One English faculty leads the Puente program, another has been crucial to building and winning recognition for Umoja, and another is responsible for conceiving of and launching STAR. We fought for, won, and staff the Writing Center, which supports writing across

Resource Requests

the curriculum. And, as noted above, we have participated in FLP PODs, COPs, and grant administration in our efforts to meet the demands of AB 705 and 1705. In filling this funded but empty position, we will be looking for someone who will continue the English department's tradition of leadership and service.

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

It provides us with more resources to successfully implement AB 705/1705, state-mandated curricular changes that are designed to close the equity gap but have yet to be proven to do so. Also, the department is committed to diversifying faculty and having full-time faculty that reflect the diversity of our students; we cannot do so if we cannot hire new people.

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

Our faculty are integral to two learning communities, Puente and Umoja, both of which require English classes as part of their core, cohorted curriculum. Both of these programs are central to the college's equity goals, and the extra time and professional development commitments that come along with teaching in these programs practically require that they be taught by full-time faculty. We are also piloting an AANAPISI learning community--the STAR Learning Community--in spring 2025 with an official start date of fall 2025.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The college and district both have as part of their goals and strategic plans student centered-ness and equity. Adequate numbers of full-time faculty are crucial to both of these goals as full-time faculty are required to develop new curriculum and pedagogical approaches, to coordinate with student services for wrap-around support, and to provide students with stable and long-term mentoring and recommendations.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

As noted above, the position will help us to better implement AB705 and 1705, continue and broaden our programs for BIPOC, Latino/a, and AANAPISI students, and stabilize our Writing Center.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

7

2. What is the Full Time/Part Time ratio?

Fall 2024 28 FT/19 PT = 59.57; Spring 2025 28/18 = 60.86

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

NO: Fall 2022 28 FT/12 PT = 70; Sp 2023 28 FT/11 PT = 71.8 | Fall 2023 28 FT/16 PT = 63; Sp 2024 28 FT/16 PT = 63 | Fall 2024 28 FT/19 PT = 59.57; Sp 2025 28/18 = 60.86

4. Average number of sections offered per year.

93

5. Average departmental Fill Rate per year.

80

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

English faculty teach composition courses that are REQUIRED of ALL students for General Education (ENGL 100 and ENGL 110 or ENGL 165) and Literature courses that are required for the major; all English faculty teach all of the courses.

Resource Requests

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

No—it's just hard.

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

No—it's just hard.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

This is not a new position; it is previously funded and unfilled. After the college went online in March 2020, one of our full-time faculty, Professor Susan Gangel, retired. At the time, we put in a Vacancy Replacement Request, but it was denied because our enrollments were deemed too low to support a replacement hire. Since then, our enrollments have recovered and our workload has increased because of state and UC/CSU-mandated changes to curriculum.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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



INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

English as a Second Language (ESL)

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.

In alignment with the college mission, the ESL program classes develop student language and academic skills including analytical, critical, and creative thinking, and effective communication. Through carefully designed course content and retention specialist strategies, students connect with a variety of student services including the Library, Learning Center, The Undocumented Student Center, Sparkpoint and more. These skills and strategies empower students to transform their lives, further their educational pursuits, and contribute to their communities.

Our program student learning outcome "Students can successfully use academic resources, study skills, and technology competency skills" directly addresses the Educational Master Plan (EMP) goals of integrating technology.

Our department offers classes in the Redwood City community and the Coast including at Sequoia Adult School and in the Redwood City School District, which addresses the EMP goal #3 of creating community connections (EMP p.8)

Our program reaches students from underserved communities including first generation, low income, students of color, and is predominantly Latinx students. (EMP. p.11) We utilize culturally relevant materials and assessment in each of our courses (2.2). A number of our courses utilize Open Educational Resources and all of our courses address diversity, equity, inclusion, and antiracism in our course materials. Our department is excited about the equity minded antiracist direction of the college and our continued contributions to it.

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."

n/a

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.

Employment Needs

San Mateo County

- Opportunities are opening up in the labor market:
 - Minimum wage has continued to increase
 - Extensive development and infrastructure (roads, bridges, etc.) in the Bay Area.
- The service industry in which many of our students are employed remains an inadequate source of income for our students. Students have to work two to three part time jobs.

Program Review

According to the labor report, current job demands are in education, hospital, local government, and industry. We need to better address current labor needs and support our students in achieving family sustaining professions. Many of our students are undocumented and do not have the right to work; therefore, the labor report is limited in its reflection of what is available to them. We need more support in the development of entrepreneurship, self-employment opportunities, careers that build on students' current skills and work such as specific trades in demand in our area, and careers with opportunities for advancement to promote higher level higher pay professions.

According to the labor report our "regional compensation is 47% higher than national Compensation." This makes the need for higher level professions more essential.

To broaden student awareness of different fields and professions, we have been strongly advocating for all students to get an SEP and do academic counseling. We provide exposure to different fields through class activities, readings, and class visits. We have our Majors to Careers event that introduces students to a variety of fields including STEM areas. We have collaborated with Guided Pathways on connecting ESL to each of the interest areas via the college website.

Our students continue to need access to sustainable careers that pay a living wage.

Community Needs

- Issues of displacement: housing and transportation are even more prevalent now due to the severe impact of Covid-19 and significant increase in rents and cost of living.
- There has been an increase in mental health challenges.
- The climate towards immigrant students continues to be hostile, resulting in fear, isolation, and distress in the community.
- The uncertainty and challenges around border policies and a lack of cohesive immigration reform continues to negatively impact students and their families.

To accommodate some of these challenges, the ESL department is working closely with SparkPoint, EOPS, TRIO, the Undocumented Community Center, the Multicultural Center, EAPC, and many others to offer relevant events and services. ESL department members have been leading the College's efforts to create a more welcoming and open environment to value and celebrate our students. We also advocated for a full time ESL counselor to assist in navigating our various student needs.

TECHNOLOGY NEEDS:

- The digital divide continues to pose obstacles for our students.
- Access to WiFi is still an issue for our students. Being able to provide additional WiFi hotspots for an entire semester is a priority. Dedicated ESL computerized classrooms continue to be a priority for our students in order to meet current technology demands in their personal and professional lives.

To accommodate these needs, we are requesting 35 laptops in our classroom computer carts to accommodate all of our students. Our department Retention Specialists continue to hold a variety of

Program Review

workshops which build students' technology skills. Additionally, we continue to collaborate with the Learning Center and the Library on technology workshops and loans.

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?

Many significant changes have occurred over this program review cycle:

Due to COVID-19, we submitted all of our courses to be DE.

To accommodate AB705 implementation, our department removed prerequisite blocking from our Level I, Level II, and ESL 808 courses.

We instituted multiple measures creating and testing new assessment tools: Students are now using Guided Self Placement ("I Can") to determine their level placement (add notes). We have streamlined the placement process and significantly reduced the time and burden that was placed upon students.

In order to accommodate busy student schedules and diverse needs, several hybrid courses have been scheduled. We are still assessing how to best offer courses in terms of modality and time blocks. We are enthusiastic about so many students returning in person on campus, which will enable us to offer more variety in scheduling and modalities.

As a result of increases in student technological skills, there has been an increased demand for online and hybrid courses even with decrease of Covid.

Increased Project Based Learning to better address 21st skills.

5A. Progress Report - IPC Feedback

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

N/A no recommendations

Thank you for the careful attention and commendations.

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.

AB705 Work:

- **Meet with district ESL partners:**

Continuing to meet with partners such as Sequoia Adult School and the Sequoia High School district, Upward Scholars & RWC School District, and Community based (CB) ESL programs

- **Get throughput data:**

Data collection was challenging and the many confounding factors during the pandemic made it unrealistic to make informed decisions based on the results)

- **Evaluate Accuplacer:**

Program Review

Evaluated Accuplacer and collaborated with district ESL to move forward on more efficient and student friendly Guided Self Placement

- **Explore placement measures:**

Implemented, evaluated, and revised ESL Guided Self-Placement. Collaborated with local and district faculty, staff, and administrators to align our standards and implementation. Worked with Welcome Center on all three campuses to train staff administering the placement.

- **Administer placement:**

To address our need for additional support staff for placement of ESL students per AB705 criteria, we collaborated with welcome center and counseling

- **Increase coordination time for work on AB705:**

The ESL program is on and off campus and in the community, the coordination takes additional time.

Coordination time to support AB705 was approved and increased to 9 units for four semesters. Current coordination is 3 units from Fund 1 and 3 units from ACCEL. Funding for coordination needs to be secured if the funds from ACCEL are no longer available.

- **Remove prerequisite blocking for lower-level courses:**

Goal achieved.

- **Collaborate with other departments to create pathways for our students:**

Being online during Covid made it challenging to collaborate; however, we did get ESL connected with all of the Guided Pathway Interest Areas via the Guided Pathway Website: <https://canadacollege.edu/academics/interest-areas/>.

- **Create curriculum for Fashion Design ESP course:**

Began initial planning: developed Fashion Design content based course proposal and met with Fashion Design faculty, but work was disrupted by COVID and staff changes.

- **Continue to facilitate career exploration across disciplines:**

Majors to Career event, I.D. Night Counselor presentation, having all students identify a major, incorporate major exploration across ESL curriculum (research/compare and contrast careers)

- **Continue to advocate to move the ESL Coordinator and a permanent ESL/Basic Skills Counselor to Fund One:.**

- The source of the funding has changed and all coordinators receive 3 units of release time as a standard. Currently, three units are Fund 1 and three units are ACCEL. In order to support the ESL program coordination and programming, we will continue to advocate for additional coordination time.
- With the increase in ESL enrollment, an ESL Counselor is essential to support students both on and off campus.

Program Review

- **Continue coordinating our Careers and Majors event for ESL students. In Fall 2019, we will collaborate with STEM, College for Working Adults (CWA), and Radiologic Technology Department:**

Collaboration continued but efforts had to be put on hold due to COVID

- **Continue to hold our Annual ESL Awards Ceremony**

Despite COVID-19, we successfully organized and carried out our ceremony virtually one year and multimodal the second year with strong attendance

- **Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and career:**

Collaboration continued but efforts had to be put on hold because student enrollment severely dropped due to COVID.

- **Update ESL course outline of record on 5-year cycle:**

Successfully completed

- **Revise ESL 400 Course Outline to meet Humanities GE transfer requirement:**

Collaborated extensively across campus, district, and state to revise, analyze rejections across the state, and revise the course outline again. No ESL 400 outlines were accepted.

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?

We made a resource request for computerized classrooms and laptop carts.

The classroom laptop carts make course materials more accessible and affordable for students and enhance instruction and learning. We do not have a sufficient number of laptops to meet our classroom needs with 35 students per class. We continue to need 1 device per student during writing assessments. If our courses continue to have 35-student maximums, we need to have the matching number of computers so that we can ensure equitable and accurate assessment of writing and avoid the unauthorized use of online websites, software, apps, and other online technologies. The expectation that students can use personal devices for in class exams is inequitable and jeopardizes the safety of the exam.

An additional two floating computer carts (see new resource request) would accommodate these needs.

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."

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After having our faculty coordination time reduced from 15 to 6 units in the previous years, we have had our coordination time further cut to 3 units (as has happened across the college) Three units were added from ACCEL. This has been particularly challenging for the ESL Department as we have 2 programs: one on campus and one community based. ESL is one of few departments to address the EMP goal to make community connections via our courses in the San Mateo Community, thereby doubling the coordinating position role.

In addition, 50% of our ESL retention specialist time was moved to Guided Pathways. During COVID-19, the ESL retention specialist was partially assigned to support the Human Behavior and Culture interest area. ESL enrollments have had a significant increase of 63.5% for academic year 2022-2023. In the same academic year, we restored six sections and are planning to add six more based on enrollment demands especially in beginning levels. The ESL Retention Specialists, Diana and Janet have played instrumental roles ensuring students are registered and supported in myriad ways.

We expect enrollment increases due to a number of factors including:

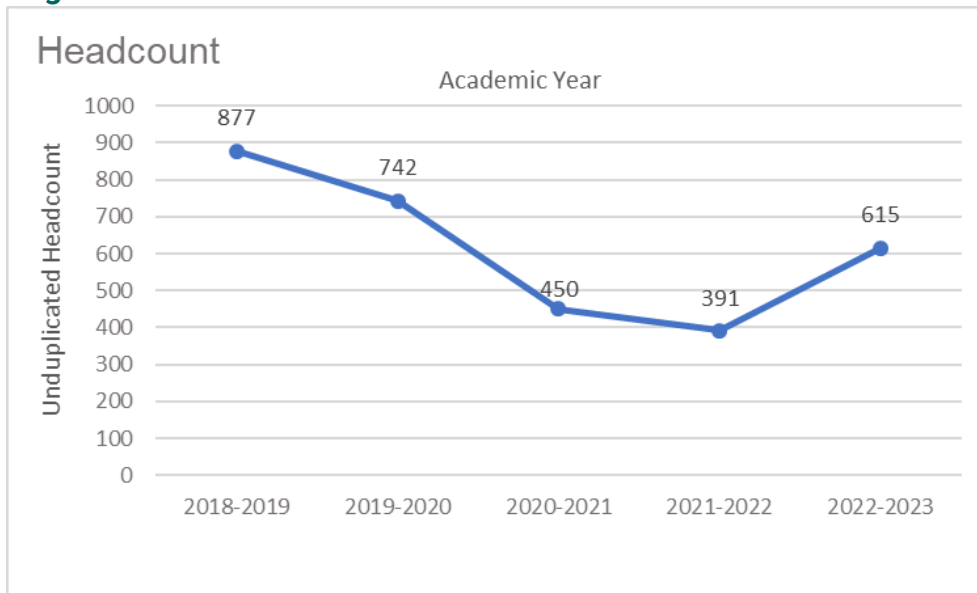
- Free college
- Increase in face to face teaching modality
- Flexibility in modality
- Increase student technological facility and interest in on line/hybrid modalities
- A greater sense of community and support for immigrant and undocumented students
- Intentional public support for undocumented students
- Equity and antiracist policies including 6 unit fee waiver, expanded support for undocumented students including an easier enrollment process, fellowships, an undocumented center, and more.

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. As stated above, our enrollments are increasing. The data from PRIE shows that despite the decrease during the pandemic, our headcount has increased by 224 students in 2022-2023:

Program Review



With the implementation of SB893, ESL is experiencing a further enrollment boom. Our current head count for the fall 2023 semester is 588, with an expected 2023-2024 headcount of approximately 1000.

We expect enrollment increases due to a number of factors including:

- Free college
- Increase in face to face teaching modality
- Flexibility in modality
- Increase student technological facility and interest in on line/hybrid modalities
- A greater sense of community and support for immigrant and undocumented students
- Intentional public support for undocumented students
- Equity and antiracist policies including 6 unit fee waiver, expanded support for undocumented students including an easier enrollment process, fellowships, an undocumented center, and more.

As with other departments across the college, our load was low during the pandemic; however, we had a “five year high in 2022-2023,” and load and FTES has increased significantly in 2023. We expect that to continue.

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?

We have made significant changes to our mode of delivery by adding hybrid and online courses. We also added a section of our highest level, ESL 400. These changes have created more options for students in terms of course offerings.

Program Review

Pre-pandemic there was a decrease in FTES, but post pandemic, we rebounded exponentially. Our load has increased by approximately 23% since 2021.

As stated above, [ESL enrollment is trending up](#). After experiencing a significant decline in enrollment during the pandemic, ESL students are returning to classes in large numbers, filling and over-enrolling classes. Consequently, a group of students was turned away from classes. Because we did not have sufficient faculty, we were unable to open the additional sections needed (despite several of our faculty having overloads). Overall, this leads to a loss of enrollment for the college. As enrollment continues to trend up, we look forward to creating more flexibility in our schedules for both students and faculty.

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.

Course Scheduling and Modality

We are currently discussing adding sections to accommodate student and faculty needs. Plans to add sections are:

Adding for Spring 2024:

- ESL 922 Tues/ Thurs at 11:10
- ESL 912 Mon/Wed at 11:10
- ESL 913 Mon/ Wed at 7:10
- ESL 923 Tues/Thurs at 7:10

Adding for Fall 2024:

- Level 3 in day
- Level 2 in eve

Adding for Spring 2025:

- Level 3, 4 and up as students progress in the program

We are continuing discussion on best practices for modality options with these increased sections.

Marketing

We will continue with district marketing plans that communicate new opportunities for ESL students across our district.

We will advocate for the continuation of social media marketing for our program within the college. It is imperative that the Marketing Department is adequately staffed for the timely completion of our requests.

Faculty Recruitment

We are in the process of recruiting, hiring and onboarding ESL Adjunct Faculty to meet the needs of our new program plans. We have updated our job announcement and distributed it widely. Additionally, we are collaborating across the District and with HR to update the district ESL Adjunct Job Posting this fall.

Program Review

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?

Success and completion rates were heavily impacted in the academic year 2022-2023 as we returned from COVID 19 closures. Our interpretation of the data follows:

- Students experienced learning loss during Covid lockdowns.
- The pandemic exacerbated the digital divide.
- Many students reported working extra hours to make up for lost wages during the pandemic.
- Many students continue to experience mental health challenges that impede learning.

During the last program review cycle, it was possible for a student to complete the coursework for the PASS certificate at Cañada College. We have added hybrid classes to increase flexibility and access in order to prepare students for various degrees and certificates specifically at Cañada. The ESL program prepares students to enter all certificate and degree programs, and the PASS certificate includes collaboration with other departments.

The college can help us improve student completion and success by continuing its commitment to support services in both day and evening. These important services include: Personal Counseling, DRC, Library, Learning Center (especially tutoring), IT, and food services. The college can continue and enhance its commitment to additional funds for books, technology, transportation and housing.

Hispanic ESL students represent over 6.6% of the Hispanic student population at our Hispanic Serving Institution (HSI), and we would like to see these students embraced in the college wide Latinx activities as well as supported in the initiatives. For Latinx heritage, "community platicas," Latinx graduations, or other events focused on Latinx students, for example, we would like to request that ESL faculty and Retention Specialists be notified early in order to involve Latinx ESL students, spread the word to ESL students, and in some cases to be involved in the planning.

Additionally, the ESL Department will need more support for our spring ESL Awards Ceremony including for food services and entertainment.

The ESL department is aligning with the district ESL departments to evaluate and collect data in the assessments in order to validate the instruments. We will need AB 705 grant funding for ESL.

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?

Hispanic males are experiencing disproportionate impact in our program. From our PRIE packet: Hispanic male students had withdrawal rates six percentage points higher than the average rate for ESL. Additionally, we have a larger percentage of older first generation low income students in our classes.

- The college could offer a variety of programs that are attractive to Latino males including short-term certificate programs. Our male students have a variety of skills that can be further enhanced by our current programs.

Program Review

- Financial assistance continues to be an issue as even if the tuition is paid. Students are taking time away from work to study, and for many Latino students who have the pressure to support their families or be the primary income earner, that is a barrier.
- In our department, we have committed to engaging curriculum with diverse authors and role models including Hispanic authors/poets, activists, musicians, artists. We have also engaged in training on supporting Men of Color in Community colleges via CORA and flex sessions.
- We plan to explore collaborations with community partners (Immigrants Rising, Upward Scholars, and others) and the Business, Design and Workforce Division to create a student-led entrepreneurship/small business clinic with organized networking. We are also exploring ways to integrate business English into our current course offerings.

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”.

Synchronous data does not apply since we are no longer offering synchronous courses; the low enrollment and success rates caused us to no longer offer ESL 400 online. We have been offering hybrid classes. We look forward to more data on that modality, which will inform our course offerings to come.

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.

Our department has organized our courses into five groups of two and one group of three, each group being assessed in its entirety once during the three-year cycle. In other words, in a given semester, there are two (or in one case, three) courses being assessed – six groups of courses, six semesters, one group per semester. Every SLO for a course is included when the course is assessed. If a course is canceled due to low enrollment, it will be assessed during the next assessment cycle according to the three-year plan.

The nature or type of assessment is determined by individual teachers in the program according to the type of skill that is addressed in the SLO. For example, if an SLO for ESL 922 requires students to be able to compose an intermediate-level paragraph which includes properly organized relevant content, then the assessment for that SLO would be to write such a paragraph. If an SLO for ESL 914 states that students should be able to utilize academic resources and study skills to support their coursework at the advanced level, then the assessment for that SLO might be to write a one-page summary of a campus library orientation which focuses on identifying and locating materials for an upcoming research paper.

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?

In our last Program Review (fall 2019), our department had concluded that further data collection from an additional three-year assessment cycle was needed in order to identify trends reliably and draw meaningful conclusions.

However, what followed was the 2020 – 2023 Assessment Cycle, most of which occurred during the COVID-19 lockdown. Our department's decision during that time was to continue assessing our courses individually for the purposes of department-level discussions at

Program Review

meetings but to suspend reporting the results of those assessments in Nuventive. We felt strongly that the effects of severely diminished class sizes (usually in the single digits) and the sudden, unplanned shift to online/Zoom classes were such that any data collected at that time would produce a false representation of the program. We believed it was critical not to confound assessment work up to that point by comparing pre- and mid-COVID-19 courses as if they were from comparable settings. It would have been an apples-to-oranges comparison. Our opinion was reinforced by the district's willingness to institute a policy during the lockdown that allowed all students to drop courses past the usual deadline, to receive "no pass" grades instead of "F" grades, and to repeat courses that they had already passed. Like us, the district recognized the anomalous nature of the COVID-19 semesters.

When face-to-face classes resumed in the spring of 2022, our department began reporting assessment data on Nuventive once again, according to our three-year plan. This means for the 2020 – 2023 assessment cycle we have data reported for ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808. (ESL 836, which was not scheduled by our Dean due to low enrollment, did not get assessed in that cycle.) Additionally, we have continued into the new assessment cycle for 2023 – 2026, with ESL 914, ESL 924, and ESL 400 being assessed this fall semester.

Our department includes assessment as an agenda item for at least one of our meetings each semester. We maintain a GoogleDoc of meeting notes, to which we all have access, and this enables everyone in the department to stay informed of the current status of our courses in terms of assessment. Additionally, it allows everyone to contribute observations and ask questions about our assessment practices and results. This semester, because we now have at least two assessment cycles' worth of non-COVID-19 data for the courses listed above (ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808), one of our agendas will include a discussion item about those assessment results.

One new strategy we plan to implement this year reflects a shift in our assessment procedures. Currently, one full-time faculty member is in charge of gathering and uploading all assessment data, with another full-time faculty member assisting. However, our department plans to reorganize this process so that each full-time faculty member will be responsible for two (and in one case, three) of the 13 courses we offer in our program. Each semester, according to our three-year plan, the faculty members whose courses are being assessed that semester will take a turn collecting and uploading the data for those courses. In this way, every full-time faculty member in the department will share in the responsibility of maintaining our assessment information. This change will also help keep our assessment data up-to-date and accurate because there will be six different people actively keeping track of the data instead of just one or two. Finally, this system will help inform our discussions about assessment because we will all have a hands-on role in maintaining Nuventive.

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?

The ESL Department PLOs can be found at the bottom of [our home page](#). Over the past several years, our PLO assessment has continued to evolve. We recently noticed that an SLO adjustment we had made to our program's capstone course, ESL 400, unintentionally created a gap in our PLOs. Specifically, the second and third SLOs of this course were deleted and replaced with others. The problem was that those two original SLOs mirror the second and third learning outcomes of our program, and those PLOs track directly to the Critical Thinking and Communication ILOs for our college.

Program Review

After discussing the pros and cons of replacing the two original ESL 400 SLOs, we made a departmental decision to put back the SLOs that had been removed, thereby ensuring that all students can achieve our program's PLOs by successfully completing ESL 400. The COR for this course has been submitted to the Curriculum queue for the October 5th Curriculum Committee meeting, and revisions should be complete by mid semester this fall.

Our department's primary means of assessing our PLOs is via ESL 400. However, as students enter and exit our program at various levels due to lifelong-learning goals, we assess PLO #2 and #3 at multiple levels and in multiple courses. For example, PLO #2, which focuses on academic resources, study skills, and technology skills, and PLO #3, which focuses on creating Student Educational Plans and/or identifying educational opportunities, are assessed every semester and reported in Nuventive according to our 3-Year Assessment Plan.

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.

Our program is currently bursting with opportunities in large part thanks to the work of the college on initiatives such as SB893. In order to grow and improve our program:

Add four sections of program level ESL courses in the next three years to accommodate increasing enrollment. Explore adding supplemental courses to accommodate student needs and enhance student learning opportunities and create a summary report.

Continue to offer modality options for students based on future data from PRIE.

Explore collaborations with community partners (Immigrants Rising, Upward Scholars, and others) and the Business, Design and Workforce Division to create a student-led entrepreneurship/small business clinic with organized networking. We are also exploring ways to integrate business English back into our current course offerings. Identify two of the most relevant initiatives to focus on.

Increase the units for ESL Coordinator release time. The coordinator manages on-campus and off-campus work. We are one of few departments to be in the community with classes in the Redwood City School District, the Coast, and at Sequoia Adult School. This work is essential for addressing the College Education Master Plan goals to have community connections, and it takes substantial coordination time.

Advocate for a Program Service Coordinator to maintain parity across the district.

Integrate meaningful learning opportunities such as through project based learning (PBL) at all levels.

Meet the needs of our current students and potential students in a timely manner. With the increase in enrollment, we need to rebuild sufficient support for all our programmatic needs. Over the last decade, the ESL Department has lost 12 units of coordinator time (from 15 to 3) and our ESL Retention Specialist time has decreased by 50%.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

ESL Department

Item Requested

2 Floating Computer Carts

Item Description

Like the computer carts in Building 13, ESL classes request 2 "floating" carts for classes that require more than the current 20 laptops in the classroom cart. These carts could be used in any classroom in Building 13.

Program Goals this Request Supports

*Provides students access to the technology necessary to learn, be assessed, and reach educational goals.

*Supports instructors by allowing them to provide equitable access to technology and a strategy to ensure equitable assessment and grading.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

20,000

One-Time or Recurring Cost?

One-time Cost

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

Floating computer carts will support our students, who often do not have the required technology to succeed in the classroom. Specifically, we need to provide equitable access to technology to our Latino male population in order to close the equity gap.

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

The majority of ESL students are Latinx and ANNAPISI. We need to adequately support these students with technology required to succeed in education. Floating computer carts can help us achieve this.

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

Equity-Minded and Antiracist College Culture

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

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

Provide adequate access to technology

Resource Requests



Cañada College

**INSTRUCTIONAL
COMPREHENSIVE PROGRAM
REVIEW**

Ethnic Studies

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.

This program directly connects to the mission and vision of Cañada, as well as the goals for the Educational Master Plan for 2022 - 2027. As a field, Ethnic Studies is rooted in addressing access to higher education, providing relevant and quality education directly connected to the experiences of marginalized students, and eliminating oppression in our communities on and off campus. In our classes, students critically engage in conversations about racism, white supremacy, self-determination, liberation, and decolonization, and praxis - understanding that our identities and positionalities inform the ways that we build relevant, equitable, and accessible educational spaces together. While our courses are currently connected to the dual enrollment, Promise Scholars, and Umoja programs, it is our hope that partnerships will continue to grow in areas of community engagement, career pathways, and students' overall success.

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."

The passing of [California Assembly Bill 1460 \(AB-1460\)](#) has led to the mandated Ethnic Studies requirement for all CSU students completing their degrees in the 2024-2025 academic year, impacting students who will transfer to the CSU system with the new GE Area F Requirement. In Fall 2023, there will be future changes to the IGETC Standards with the implementation of the Area 7 Ethnic Studies requirement including students hoping to transfer to a UC. Last year, [California Assembly Bill 101 \(AB-101\)](#) was passed making Ethnic Studies a requirement for public high schools in the state, starting with the class of 2030. Overall these changes in degree requirements mandate Ethnic Studies for current and incoming students and have contributed to the establishment of Ethnic Studies at Cañada. This includes 7 courses that articulate and meet the GE Area F Requirement, a current process to push these courses for IGETC approval, and partnerships to offer courses as a dual enrollment option at local high schools.

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.

The statewide efforts to mandate Ethnic Studies has impacted our community's need to offer more Ethnic Studies courses and sections. This has also led to changes in employment needs across the Bay Area. From September 2021 to August 2022, there were over 24,000 local job postings that mentioned Ethnic Studies in the fields of education, healthcare, and technology. These job postings include the following trends: 65% require a Bachelor's degree; 49% require 0-1 years of work experience; they are based in San Francisco, Berkeley, and San Jose but also include Redwood City, Palo Alto, and San Mateo; and top occupations include teachers, managers, software developers, research analysts, administrative staff, nurse practitioners, counselors, coaches, human resource specialists, and advisors. In class, students learn about the development of Ethnic Studies as a field to address systems of power and oppression as well as how they can apply their Ethnic Studies coursework or degree in their current/future careers.

Program Review

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?

The first Ethnic Studies course at Cañada, *Ethnic Studies 105: African American History & Culture*, was offered in Fall 2021 and Spring 2022. Since the hiring of a full-time faculty member, we have been able to offer additional courses online and in-person. This fall there are two morning classes offered on campus, two asynchronous online courses, and one synchronous dual enrollment course to provide a breadth of options for students to enroll in.

5A. Progress Report - IPC Feedback

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

This is the first comprehensive program review for Ethnic Studies.

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.

Since the instructional program review in 2020, an Ethnic Studies AA degree program has been established to include seven courses - *ETHN 108: Rethinking Race, Gender, and Nation*, *ETHN 109: Borders and Crossings*, *ETHN 103: Asian American Studies*, *ETHN 105: African American History and Culture*, *ETHN 107: Intro to Native American Studies*, *ETHN 265: Evolution of Hip Hop Culture*, and *ETHN 288: African-American Cinema*. In August 2022, a new full-time Ethnic Studies faculty member was hired. Therefore the previous goals of building an Ethnic Studies AA-T degree and additional courses to meet the faculty member's area of expertise are in progress.

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?

This is the first comprehensive program review for Ethnic Studies and the resource request of hiring a full-time faculty member was only met in August 2022. Therefore there is a lack of data to help measure success and application of funds. There will be more information provided in the future.

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."

The hiring of a full-time faculty member at the start of this semester has led to more offerings of five Ethnic Studies courses including - *ETHN 108: Rethinking Race, Gender, and Nation*, *ETHN 109: Borders and Crossings*, *ETHN 105: African American History and Culture*, and *ETHN 107: Intro to Native American Studies*.

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.

In the AY 2021-2022, there were 27 students enrolled in two sections of *ETHN 105* offered across the Fall 2021 and Spring 2022 semesters. Due to the status of this new program, this is preliminary data and there will be more information available in the future.

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

Program Review

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?

The recent change in course offerings has significantly increased enrollments in the program, specifically with more students enrolling in online courses. Due to the status of this new program, this is preliminary data and there will be more information available in the future.

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.

The plan for the upcoming Spring 2023 semester is to offer a variety of courses online and in-person during the day, as well as one hybrid evening section, to provide a slate of options for students to enroll in an Ethnic Studies course at Cañada. These courses will be connected to the dual enrollment, Umoja, and Promise programs on campus.

This new program would benefit from marketing and additional partnerships to communicate the GE/IGETC policy changes to students hoping to transfer to a four-year institution. There are also opportunities to offer additional course sections and educate our campus about the field of Ethnic Studies to meet the intent of this recent Ethnic Studies legislation.

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?

In the AY 2021-2022, there was a success rate of 81.5% of students and retention rate of 88.9% of students enrolled in one course across two semesters.

While there has been an increase of five courses offered in Fall 2022, students would benefit from additional course offerings if they plan to complete the Ethnic Studies AA degree. This requires the continued options of courses within the program and the hiring of additional adjunct faculty to teach these sections.

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?

Due to the status of this new program, there is a lack of data on student equity in this program and there will be more information available in the future.

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".

This is the first comprehensive program review for Ethnic Studies, and there will be more information on gaps between online/hybrid and non-online courses in the future.

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.

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

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?

To my knowledge, course SLOs have not been assessed and there will be more information available in the future.

Program Review

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?

The Ethnic Studies three-year assessment plan needs to be developed in order to assess all sections offered.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

General Supporting Documents

[All Jobs Ethnic Studies Key WordJob_Posting_Analytics_5_California_Counties_535\[3\].pdf](#)

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Fashion Design

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.

Mission:

- Provide career technical training related to current trends and technologies in the fashion industry.
- Instruct basic fashion related skills for those interested in learning about the field.
- Support perspective transfer students for the California State University system or other four-year public or private institutions by providing lower division and elective coursework.
- Encourage and foster lifelong learners by offering a wide range of courses.
- Recruit and serve a diverse student population.

Our Vision:

The Cañada fashion program is evolving to equip students with the technical skills needed to thrive in a more sustainable and diverse fashion landscape. Our instruction is shifting toward fostering creative thinking and encouraging students to challenge traditional perspectives, with a strong focus on sustainability and inclusivity. By integrating eco-conscious practices and celebrating diverse cultural expressions, we aim to reshape how fashion is designed and produced. Students learn not only to create innovative garments, but also to consider the environmental and social impact of their work, preparing them to lead the industry toward a more responsible and inclusive future.

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."

We are actively working with Jefferson Union high school and other Northern California High schools to initiate a dual enrollment fashion offering to meet the demand for Fashion related programs in their college prep-course work.

In the last two years, Northern California high schools and universities have made significant updates to their fashion design and merchandising programs, with a strong emphasis on sustainability, diversity, and the integration of modern technologies. Programs like those at California College of the Arts (CCA) now focus heavily on sustainability, offering students hands-on experiences with regenerative fibers, carbon-negative products, and collaborations with local sustainable initiatives such as Fibershed. These efforts help students explore sustainable material sourcing and develop eco-conscious design skills.

At a broader level, educational programs across the state have aligned with California's equity goals, aiming to create diverse and inclusive learning environments while expanding access to career technical education. The California Department of Education has supported creative industries, including fashion, through specialized programs and grants, particularly for arts and music education, which further reinforce the push for diversity and sustainability in the field.

Additionally, with the recent passage of SB-707, the Responsible Textile Recovery Act of 2024, which aims to reduce textile waste and promote responsible recycling, we are adapting our program to

Program Review

better align with these legislative and industry initiatives. This will help ensure that students are not only well-versed in sustainable practices but also prepared to contribute to the growing movement toward responsible fashion production and consumption.

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.

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.

Changes and updates by area:

- **Employment Needs:** According to the Lightcast occupational review, merchandising, Adobe Illustrator, textiles and product designs are the top necessary skills demanded. Our current course work as well as plans for progression will support students with these necessary skills. We have started to integrate Adobe Illustrator in FASH 164 in the Fall 2024 semester, textiles continues to have a high enrollment and product design is covered in FASH 118 and 146.
- **Technology Needs:** Many technical design positions require the knowledge of Computer Aided Design programs such as Adobe Creative Suites. In the Fall 2024 semester, we introduced Adobe Illustrator in the coursework for FASH 164 *Fashion Illustration*. There is enthusiasm and excitement around this recent offering and it will be further incorporated into FASH 175 *Advanced Illustration*.

While attending the fashion conference MAGIC in August 2024, contact was made with Style3D which is an emerging company, specializing in the field of digital design, development and production. The company informed us that their software is free to college use and outreach has been made to gain access and incorporate this into future sessions of appropriate classes.

- **Licensing Needs:** The Garment Worker Protection Act (2022) in California requires higher labor standards, including minimum hourly wages and penalties for labor violations in garment production. This has imposed stricter licensing requirements for fashion companies to ensure fair worker treatment and compliance with these standards. On a global scale, international legislation such as the European Green Deal and Sustainable Products Initiative aim to promote circular textiles, extended producer responsibility (EPR), and environmental impact labeling for garments by 2024. These developments push brands to adapt their practices for better transparency and sustainability.

For us at the Cañada fashion program, these legal changes could significantly redesign our curriculum. Students must now be trained not only in garment design and construction, but also have a basic understanding of labor law compliance, ethical production practices, and sustainable design techniques.

Program Review

Courses might need to expand to include topics on labor rights, sustainability in the supply chain, and new global standards for licensing, preparing students to navigate the evolving landscape of fashion production. These updates would make our students more competitive in a market which is seemingly progressing toward higher ethical and environment standards.

- **Accreditation Needs:** In order to continue meeting Title 5 requirements as well as to meet the need for short courses (8-10 weeks) for students with scheduling complications, our course schedule offers a range of modalities, class durations and day/evening courses. The fashion lab which is open to all fashion students is equipped with the necessary fashion equipment, staffed with instructional aides and offers 30+ hours of day/evening options.
- CTE **Advisory Meeting** records:

Advisory board meetings have been recorded to be held during the following dates and there are minutes available to summarize each session.

Spring 2021: 01/12/21
Fall 2022: 12/16/22
Spring 2023: No Mtg. records on file
Fall 2023: 10/21/23
Spring 2024: 06/22/24

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?

One of the biggest changes has been the integration of different modalities as we returned to in-person instruction after the COVID-19 pandemic. Prior to the distance learning mandates, we taught most of the courses in-person. This mandatory shift to remote teaching, required that all instructors adapt their instruction materials to the online format. While this was a tremendous lift for the program, as it was with all others, it has created a new opportunity for our students. We now offer in-person, hybrid, synchronous and asynchronous courses. Student surveys have shown that this range in modality has made our program available to those who previously wouldn't be able to access it. Even the courses that have shifted back to in-person only, now feature recorded tutorials and instruction using platforms such as Panopto, Zoom, etc. This supports students in with a variety of teaching methods and also has created an opportunity for all faculty to use the technology efficiency that platforms such as Canvas offer for course administration and grading.

FASH 164 *Fashion Illustration* was taught in the hybrid modality this fall to allow the integration of computer aided design software, Adobe Illustrator. The new faculty, Jaleh Naasz has experience using this software in the design industry and found this to be a great opportunity to share that experience with the students. She was able to work with the BDW office to secure a computer teaching lab for the CAD portions of this class and the students have commented positively about this new addition.

5A. Progress Report - IPC Feedback

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

5A) Recommendation: Why were the courses developed?

Program Review

Response: I am not sure since I was not teaching here at that time, but it seems as though there was encouragement for the dept. to offer this.

10) Recommendation: You described how students meet PLO's but more information on your PLO assessment plan process...i.e. Frequency, correlation with SLO's, etc.

Response: This material is currently under review and will be updated during the current 3-year SLO/PLO review cycle of 2023-2026.

No other recommendation or feedback was given as the program was rated as highly effective.

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.

The goal of increasing certificate and degree completion rates was not met. Between 2015-2019 there were 94 students, and looking at 2019-2023, there was nearly half as many at a rate of 50. In analyzing the rates for those years, it is clear there was a decline in graduation and completion rates during and after the pandemic years 2020-2022. It does seem as though more of our students are enrolled in multiple classes in the program and are on the path to pursue a degree or certificate. Another goal was to have enough enrollment so courses would not be cancelled. There are a lot of course cancellations the academic year of 2020, but that was during the pandemic, so it would seem as though it may have been a major factor.

Of the 13 courses offered during Spring 2021, only 1 was cancelled and that was a second section of FASH 110. Therefore, none of the topics scheduled for SP21 were cancelled. There was no cancellations SU21 and the only class canceled in the Fall of 2021 was Internship. Given this data for the 2021 academic year, the goal of preventing course cancellations was met.

Fall 2022 had some cancellations, but mostly in second sections of courses that were being offered. This would imply that there wasn't sufficient demand to fill two sections of these topics. During the semesters past this, only FASH 110 has been offered in two sections and it has been seeing adequate enrollment.

The goal of providing one-on-one assistance in the labs who needs access to equipment and support has been accomplished with the hiring of two instructional aides.

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?

Additional funding has allowed us to hire two instructional aides for the program, allowing for day and evening support for student in the fashion lab, which has been a valuable asset and one that sets our program apart from most others. Funding was secured to subscribe to digital pattern making software, which is another valuable resource for the fashion program, as it keeps our instruction relevant with industry standards.

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."

Since the last program review in 2019, we have shifted from having a full-time support staff to two part-time instructional aides. This allows for more scheduling options of day and evening labs and also gives students access to two different individuals, both skilled in unique ways.

Kathleen McCarney, a part-time instructor at Cañada since 1997 retired. Ronda Chaney, the full-time professor and program coordinator retired after 46 years at Cañada. Jaleh Naasz was hired to fill Ronda's position as FT tenure-track faculty and program coordinator. The retirement of these

Program Review

talented and experienced faculty created a void of instruction in both the creative, design aspect with Fashion Illustration as well as the technical side of intermediate and advanced garment construction and pattern-making. The Fall 2024 semester has been successful thus far with Jaleh Naasz filling in for the core classes previously offered by these instructors, as well as the placement of experienced adjunct in other areas needed.

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.

Productivity has increased with a load of 584 2019-2020, 630 for 2020-2021, 593 for 2021-2022, and 617 for 2022-2023 and 690 for 2023-2024. Sections have been increased from 33 in 2017-2018 to 36 in 2023-2024. The only course currently being offered in 2 sections is FASH 110 which seems to be adequately meeting the demand. Courses with consistent high loads were: FASH 113, 115, 118, 111, 110, 100, 116, 133, 140 & 150. This data shows that the program is strongest in foundational clothing structure courses and technical design.

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?

FASH 100 has seen declining enrollment in recent years. This course has been offered on campus in the afternoon and evenings and seems to have started to decrease in demand during and after the pandemic. This course is being offered Spring 2025 in a synchronous modality, earlier in the day to create a range in time and modality offering.

FASH 110 saw a drop between SP21 and Fall22, primarily due to the hands-on requirement for this sewing class. It has since steadily filled two sections since Spring 2023, a third section of this course may be offered in a shorten format to widen the access for those with tricky work schedules. Additionally, if this course is to be used as a pre-requisite to intermediate sewing, that would increase demand for it.

FASH 115 has been increasing in enrollment and demand as well, and in order to support the influx of students taking FASH 110 and hoping to continue on with our program, it may benefit the program to add a second section of this course annually.

FASH 168, Fashion Draping has been increasing in enrollment as well. This is reasonable since this technique is one that would interest students progressing from the beginning sewing and pattern-making courses and looking to further their expertise. We may consider offering this course bi-annually.

FASH 173 has continued to decline in enrollment, this is something that is being monitored to reevaluate its relevance to the current industry and the needs of the students in the field.

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.

The consistent high fill rate for FASH 110 and the well-enrolled FASH 118 would support the need to increase the offering of more intermediate and advanced sewing courses, such as FASH 115 and FASH 168. There are courses that have not been offered in a few semesters such as FASH 225 &

Program Review

FASH 175. Given the fill rates in foundational technical design classes and the more skilled nature of our students, these courses should experience higher fill rates once offered again. Currently the fashion program is offered in various modalities, includes day, evening and short block courses and aims to rotate course offerings in modality and day/time each semester. Given the skilled and motivated students enrolled in our program, it would be a good idea to introduce an upcycling and fashion sustainability related course in the future. Other topics such as fashion show production may also prove relevant if the program is to curate an annual show and event.

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?

Success and withdraw rates have remained fairly consistent from 2019-2020 to 2023-2024.

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?

The fashion industry has traditionally been a female-centered industry; therefore, the equity gap of -26% male students is not surprising nor new to the fashion program at Cañada college. There are efforts being made to be more gender inclusive in courses. For example, the use of male dress forms and investing in male sloper patterns so students can have more choices when working on course projects. FASH 164 also allowed for students to design womenswear, menswear or unisex designs, as well as for various body types. The inclusion of different gender and body types in our upcoming social media posts, marketing efforts and shows will allow us to reach and recruit more male students.

For success by Ethnicity the highest group is Asians at 86%, and the lowest groups are Hispanic at 63% and Unknown at 54%.

The retention by Ethnicity shows Asians as the highest group and Unknown at the lowest group.

Success & Retention by age: The highest is under 18 at 94%, however that refers to a small population of 16 students. When looking at a larger group of students, the 60+ age group has the next highest success rate at 85%, they are followed closely by the 40-49 age group at 82%. Students in the age ranges of 18-22 and 23-28 have the lowest success rate and those in the age group of 18-22 have the lowest retention rate.

This data proves there is an opportunity to progress the fashion program to relate better to the younger generation of students. This can be implemented by updating assignments and course projects, as well as adding topics they are interested in such as upcycling and using computer aided design software. Sewing is a very in-depth topic and the strictness and rigidity that the subject is oftentimes taught tends to detract those interested in dabbling in it and learning the basics. It is also a technical skill that many were trained in generations ago, so in the 60+ age group, it's much more common to have prior experience than in the younger generations. Adding more flexibility and diversity to the projects and course topics will help a younger audience feel less intimidated to enroll in the courses.

The pandemic really impacted young people, especially in fashion and sewing programs since those are programs that typically attract outgoing and social individuals. An aftermath of that and/or the popularity of social media and its implications among younger students has resulted in younger students who seem to be more self-critical, constantly comparing their work and skills to others. In

Program Review

some cases, students feel even more isolated when those who don't have the same work or financial pressures are a large part of the discussion or class focus. These students often have more time or resources, which can unintentionally make others feel like they don't measure up. That's why it's so important for instructors to use inclusive and diverse examples to create a welcoming environment where everyone feels valued, no matter their background or situation.

In terms of modality, synchronous and face-to-face instruction seem to have the highest success rates. While face-to-face caters more to the hands-on learner and those with technology challenges, synchronous courses make learning accessible to those who don't have as easy of access to the campus, those who have become accustomed to online learning and its flexibility benefits, or those who have complicated schedules and benefit from the reduced commute time. Asynchronous courses had the lowest enrollment, success and retention rates. There is only one course being offered in this modality in the Spring 2025 semester, as this is a modality we are most likely going to navigate away from.

Equity by instructional modality shows that the Hispanic subgroup, as well as those in the age range of 18-22 and low-income students had the most challenges with succeeding in the face-to-face modality. Since the in-person fashion courses can lean towards being casual and conversational at times, it may be harder for someone who is feeling under-represented feel comfortable or included. In-person instruction also complicates access to instruction for those balancing work schedules and commuting to campus.

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 necessary skills for students in the Fashion Program are best achieved with either face-to-face instruction, hybrid or synchronous instruction. Course topics, instructor training and comfort using technology will need to be considered when designating courses in different modalities. There is ongoing effort to vary course modality offerings between semesters. As demand for courses grow and in the case of a need for additional sections, different modalities can be offered as well.

Currently, the only class in the fashion program is appropriate for online study is FASH 151 Fashion Merchandising. The online class remains lower in success rate and retention. We continue to work with the online instructor to increase these numbers and will work towards offering this class in a different modality in 2025-2026.

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.

Currently the fashion department addresses and reports SLO results for every course offered, every semester. Instructors follow up with assessing the resulting and making changes in the teaching as necessary.

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?

The lack of course pre-requisites has made it challenging for students who end up enrolling in courses they aren't skilled enough for yet, faculty needing to teach to different skill levels and instructional aides having to provide supplemental instruction during lab so students can catch up to topics. This gets in the way of some students being able to achieve the SLOs effectively and also prevents them from feeling encouraged and successful.

Program Review

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?

The SLO connection to PLO is very outdated in the fashion program. There will be much more insight in these areas after the 2023-2026 SLO/PLO has been completed.

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.

Goal #1) Update marketing material to better reflect the diversity represented in the fashion program. This effort has already begun with student photoshoot and connections with the marketing team to re-design and update print and digital material. We are also working towards a new logo which will be selected from original art submitted by Cañada students.

Goal #2) Community events: Plan and host community events that showcase student work, allow for opportunities for community outreach and bring excitement and exposure to the Fashion Program and the college as a whole.

Goal #3) Update the use of technology within the program as appropriate.

- A Canvas course was create Fall 2024 for current students and faculty in the fashion program. This will allow for timely and consistent communication throughout the program.
- Incorporate Adobe Creative Suites in fashion design and illustration topics as appropriate.
- Continue the use of and update digital pattern-making software to better align with industry standards.

Goal #4) Update equipment to better align with industry standards. The sewing machines currently being used are very outdated. They function satisfactorily for the beginning sewing courses, but it would benefit the more advanced students to gain experience using industrial sewing equipment.

Goal #5) Add pre-requisites to advanced courses to help guide incoming students better in their course scheduling.

Goal #6). Add elements of sustainability throughout course curriculum and work towards creating a course dedicated to fashion sustainability and repurposing of clothing.

Goal #7). Create opportunities for travel and industry experiences for students.

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

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Fashion Design & Merchandising

Item Requested

Industrial sewing machines and iron

Item Description

2 JUKI Single-needle Industrial sewing machines and 2 Gravity Feed Irons

Status

New Request - Active

Cost

3,063.35

One-Time or Recurring Cost?

One-time Cost

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

This equipment is industry standard sewing equipment and providing access to this professional standard will train and prepare our students for professional placement. Having training on this type of equipment will elevate the products that our skilled student will sew. The fashion program offers a highly regarded technical design program that is known throughout the Bay Area. Giving our student training and access to this equipment will continue to set us apart from other choices they have in starting their fashion career.

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

This equipment upgrade will help Latinx and AANAPISI students by giving them access to top-rated and professional sewing equipment that will set them apart from others when applying for jobs in the industry. It will also motivate them to stay engaged with the program and become expert designers as they pursue their certificate or degree.

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

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

Provide adequate access to technology

Manage resources effectively

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Business, Design, & Workforce; Fashion Design & Merchandising

Resource Requests

Position Title:

Instructional Aide (two)

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.5

Provide # of months.

10

Program Goals this Request Supports

Supports success and retention of fashion students

Justification

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

The Instructional Aide will be knowledgeable of sewing construction skills, fitting garments to a variety of bodies, and how to adjust the corresponding patterns. The Instructional Aide will possess superior communication skills and be flexible in order to move between helping students from a variety of classes and class materials preparation.

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

Within our program (and the college) there is a diverse population. Students are learning how to make garments for themselves. The Instructional Aide is someone who is skilled in communicating and fitting students from a variety of cultures and backgrounds and allows all students to feel comfortable with their clothing choices. Students are encouraged to make the clothes that they enjoy wearing.

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

We are reinstating the Instructional Aide position. This will continue to strengthen the department by providing more success for and retention of fashion students.

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

If this position is not filled, there will not be fashion labs and students will not have equal opportunities for success. Marginalized students will not have the chance for one-on-one help and may not experience the same success as students from more privileged backgrounds.

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

By filling the Instructional Aide position, all students would have the opportunity to come into the lab and get individualized help which supports closing the equity gap.

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

One-on-one support will help Latinx and AANAPISI students gain understanding if they lack English proficiency.

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

Equity-Minded and Antiracist College Culture

Resource Requests

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

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

Ensure the physical campus is accessible

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

Dean/Director/Hiring Supervisor Name

Hyla Lacefield

Date

11/03/2023



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Funeral Service

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

History

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.

Our history program at Canada College is designed to offer history majors and those interested in history, a broad range of courses and an opportunity to explore critical themes such as race, gender, and immigration; as well as the experiences of diverse human communities across time and place. Our department places an emphasis on developing stimulating general education transfer courses and maintaining high standards. To facilitate the success of all of our students we strive to offer a comprehensive support system that includes peer tutoring and faculty mentoring, honors options, study groups, independent study, directed reading, and book review and exam preparation workshops.

History is one of ten disciplines (Ethnic Studies was just recently added) that make-up the Social Sciences. The mission of Canada College's Social Sciences is to educate students in human behavior in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. The social sciences challenge students to think analytically about themselves and the world in which they live. We very involved in numerous programs and collaborate closely with both the Library and Learning Center. Specifically, the History Department:

- Has a long-standing relationship with Cañada's Middle College. In general Middle College students do extremely well in our classes.
- Works very successfully with concurrent enrollment students and would like to see more of them in our classes.
- Regularly offers history courses as part of the CWA program; we have several faculty members who are very successful at connecting with this target population.
- Offers a cohorted class as part of the Promise Scholars Program with embedded support (regular team check-ins to ensure student progress, dedicated peer tutor, retention specialist, and counselor).
- Is directly connected to the Honors Transfer Program (one co-chair is on the HTP Committee) and would like to respond to said committee's request to offer ftf honors stand alone courses to the Social Sciences in general, and the History Department specifically. If enrollment issues can be negotiated it would be great to once again offer students the opportunity to take honors stand alone courses given the rich experiences they gain via outside of class learning and special projects—museums, symphony, opera, simulcast theater, film viewings, etc.
- Works closely with the Library and we are extremely grateful for the support we and our students always get from them. From streaming services such as Kanopy and Films on Demand, to e-books, to research assistance for our students, we know we can always count on them and genuinely hope they get all the support they need. They are, simply put, indispensable.
- Seeks to maintain a robust academic support program that includes peer tutoring, small group study sessions, and exam and writing workshops. Interrupted by the pandemic, we hope with the restoration

Program Review

of funding to the Learning Center's tutoring program, along with the eventual subsiding of COVID we will be able to revisit and fully restructure a new tutoring & support program.

- Collaborates as part of the Social Sciences (ten disciplines), to engage in effective practices across disciplines and provide high impact programming for students. Social Science efforts include:
 - coordinated assessment PLOs.
 - coordinated scheduling.
 - discussions on recruitment, success and retention, etc..
 - campus-wide events: TOIs (Topics of Interest), "We 'heart' Social Sciences", Discipline Days, and also history specific events such as film viewings and discussions.

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."

AB-1460 & GE Area F:

As of Fall 2021, the California State Universities instituted a new lower division GE Breadth Education Requirement, adding Area F: Ethnic Studies, and the California Community Colleges, including SMCCCD, did the same. Only those courses that have an ethnic studies prefix, or are cross-listed with courses that have an ethnic studies prefix (ethnic studies, African American Studies, Latinx Studies or Native American Studies) qualify to fulfill Area F. History courses that previously fulfilled the Ethnic Studies requirement (HIST 242, 245, 246, 247, and 422), no longer do.

The History Department fully supports these changes, which are part of a larger reckoning with racist policies/practices and ongoing inequities and disparities in outcomes for BIPOC students in higher education. At Cañada, the on-boarding of an Ethnic Studies Department (2021-2023) will likely impact our history course offerings, and possibly also our enrollment, but it is a very positive development for our students, and we welcome the opportunity to adapt and consider new directions for growth.

Changes/responses to date:

1. The course outline for HIST 245: Race, Ethnicity and Immigration, was revised in Fall 2020 in order to further highlight its distinctly historical approach to these topics.
2. HIST, PSYC, SOCI, and similar ETHN courses with themes around race, ethnicity, prejudice, etc.. are being scheduled in a coordinated and intentional way, in consultation with both the Dean and faculty.
3. In consultation with our college articulation advisor, we propose to bank HIST 242: African American History (Fall 2022), and keep HIST 246: History of Latinos/as in the U.S., for now, as the new Ethnic Studies Department does not yet have any classes that focus exclusively on the experiences of Latinx communities. Note: HIST 246 has not been taught for several years due primarily to declining enrollment. If possible, this course needs to be rotated back into the Schedule.

Possible New Directions:

The History Department would like to explore new directions for potential growth, including the prospect of developing new curricula focused on California with an emphasis on local San Francisco Bay Area History. Another area of possible exploration: adding more environmental history and/or historical ecology into our courses – linking history more closely with natural history and the environmental sciences.

Why these directions?

- Students in several history courses in both Fall 2020 and Spring 2021 were informally surveyed as to which of seven possible new History classes most interested them and, a majority chose California

Program Review

history. A significant number also expressed interest in environmental history (Fall21EvaluationSurvey; SP22EvaluationSurvey, A. Field). This, along with recent student initiated study sessions on local and natural history, suggests that these topics are of interest to our students (Office of Student Life programming, Fall 2020-2021).

- California History has excellent potential for fulfilling multiple GE & graduation requirements, including Area 3 of the CSU American Institutions requirement.
- California and local history are especially promising areas for high-impact and hands-on project-based learning, field trips, and/or other community-based learning opportunities. We are very fortunate to live in the San Francisco Bay Area, with its world class museums, archives, and historical sites. It would be nice to take fuller advantage of that.
 - See College Goal # 3: Community Connections (EMP, 2022-2027).
- Environmental history, along with historical ecology and historical climatology, have been growing in importance. See for example: *"State of the Field: Historians and Climate Change"* by Sam White, *Perspectives on History*, American Historical Society, Oct. 1, 2012.

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.

There are no significant changes. Overall labor trends for historians are very similar to those identified in the last two program reviews:

- California has the 4th highest employment level of all states nationwide (behind NY, District of Columbia, and Virginia).
 - Mean income for CA is 2nd highest in nation: \$82,850
- The national job growth rate for history continues to grow at a close-to-average rate (4% projected percent change in employment from 2021 to 2031). The average growth rate for all occupations is 5 percent.
- Most historians earn at least Masters Degree level

(All data above is from U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>)

The History Department is interested in exploring increased opportunities for early career exploration, along with possible volunteer, internship, and/or job opportunities for our students.

- One specific avenue to explore: careers in teaching. The HIST Dept is in touch with several alumni who are working as teachers. And, we know we have current history majors with a goal to become teachers. Both History, and the Education and Human Development / ECE programs on campus, are part of the same Human Behavior and Culture Guided Pathways Interest Area. Collaborating with EHD / ECE, Guided Pathways Interest Area support team, and connecting alumni with current students seems like a promising area to explore.
- Our initial goal with respect to volunteer/internship opportunities is to engage in inquiry, connect with community-based organizations and assets (archives, libraries, museums, etc...), and determine what, if anything, is relevant and available to our students.

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?

There have been no significant changes to curricular offerings in the History Department. However, we are very pleased to see the addition of IDST 150: Honors Research Seminar, at Cañada, beginning last year. This course is already having a positive impact on our ability to support students who wish to pursue Independent Honor's Contracts in our history courses.

Scheduling and modes of delivery have been impacted as a result of Covid-10, the subsequent stay-at-home order, and ongoing disruptions to business-as-usual.

Scheduling has also been impacted by declining enrollment, which began before the pandemic, but which appears to have been exacerbated by the pandemic. Our schedule is leaner; the number of sections declined from 35 in 2018-2019 to 32 in 2021-2022. This makes it more challenging to maintain programmatic integrity while also providing students with ample choices in both days/times and modalities.

The History Department would like to continue to offer courses in different modalities to meet the needs of as many students as possible. There have been specific requests from students for more synchronous online courses. Students have expressed a desire to take some courses in-person but others synchronously via zoom. Obviously, we plan to continue asynchronous courses given their popularity, but some students would like to have some sort of connection with their professors without having to come to campus—ex. students who work, students with children and no day-care, students with transportation issues, etc. Other students have expressed a strong interest in being able to choose from a mixture of modalities—ex. coming to campus for some instruction in combination with synchronous and/or asynchronous courses. Still others prefer to take hybrid classes that fit their needs and situations.

5A. Progress Report - IPC Feedback

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

Not applicable. We did not receive any recommendations or specific comments, other than the overall commendation provided at the end:

"We commend your thorough analysis and reflection as well as detailed planning. We appreciate how well you have utilized the Social Science Hub and the impact on students. We fully support your request to upgrade the technology."

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.

Objective 1: Marketing & Outreach – "In collaboration with the Social Sciences, work in conjunction with the HSS Division and Marketing and Outreach Departments to increase visibility and improve promotion of the nine Social Science disciplines."

This is ongoing. We did not see any major new initiatives between 2019 - 2022, as the pandemic required us to focus on maintaining our existing efforts and adapting those to the virtual environment.

Objective 2: UC Transfer Pathways Alignment – "Align our History AA and AD-T Degrees, as well as our Guided Pathways program map and course sequences with the UC Transfer Pathways Guide."

This was completed in 2020-2021.

Objective 3: HIST/PLSC Classes – "Work with Political Science and other Social Sciences faculty to investigate the advisability and feasibility of new course and degree offerings, including HIST/PLSC "History and Politics" classes on Latin America and the Middle East, as a possible solution to low enrolled electives and in order to facilitate degree completion in both disciplines."

We did investigate the possibility of cross-listing HIST/PLSC selectives and determined that it was not feasible at this time. The good news: the History Department has now been able to offer HIST 422, Modern Latin America more consistently, achieving the benchmark enrollment of 20 students each time, and ensuring program integrity and degree completion for both HIST and LALS majors. We now

Program Review

see consistency that we did not have, 2017-2019. Note: PLSC 320, Latin American Politics, was banked in 2019. Middle Eastern HIST/PLSC courses were also banked.

Objective 4: Hybrid class – “Pilot at least one non-CWA hybrid.”

Completed. We piloted two non-CWA daytime hybrid courses, HIST 202 and HIST 245. Success has been mixed so far. HIST 202 appears to be very successful. However, it is important to note that in the Spring Semester, this class was part of Promise and included, dedicated peer tutor, team check-ins, and built-in access to a retention specialist & counselor. In the Fall term, this class does not have that same level of support, so may not achieve such a high rate of success this term. HIST 245 daytime hybrid is, so far, not getting sufficient enrollment. There are several possible explanations for this. For now, our plan is to offer it at least one more time in this same modality, with a fulltime faculty member, and more outreach, to see if enrollment will start to increase

- HIST 202 (daytime hybrid):
 - First term (Spring 2022): Enrollment: 31; Success rate: 90.3%
 - Second term (Fall 2022): Enrollment: 40; Success rate (TBD)
- HIST 245 (daytime hybrid):
 - First term (Spring 2022): Enrollment: 7; Success rate: 63.6%
 - Second term (Fall 2022): Enrollment: 7; Success rate (TBD)

Objective 5: Explore New Hire, “Explore the possibility of hiring a joint history-political science faculty member.”

We did briefly explore this possibility in conjunction with objective #3 “HIST/PLSC Classes,” and like in #3, we determined that this is not a feasible option at this time. However, we did support and participate in the hiring of a full-time Ethnic Studies faculty member.

Objective 6: Work with DRC. “In collaboration with the Social Sciences, discuss the needs of our DRC students with the DRC Director. Such a dialogue would help us find solutions to issues that are becoming increasingly common—e.g. Issues with notetakers, distance ed, etc...”

Completed (2019-2020). The Social Sciences met with the DRC Director to clarify processes and responsibilities. New language was added to DRC communications as a result.

Objective 6: Inclusive Access Coordination. “Work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (inclusive access e- books, resources, quizzes, etc.).”

The History Department continues to work closely with the bookstore to ensure coordination of publisher generated technology. However, different publishers work very differently, so success here is varied.

Objective 7: Expand GE Credit. “Get HIST 245 approved for GE American Institutions requirement, and HIST 422 approved for CSU GE area C2 (Humanities).”

Course outlines were revised and submitted for GE approval. As of Fall 2021, HIST 245 was approved for American Institutions (US-1), but not (US-2). HIST 422 was approved for CSU GE area C2.

Objective 8: Social Sciences Hub. “In collaboration with the Social Sciences, maintain the SS Hub as a valuable asset for our students and ensure continued faculty reassigned time at the current rate of FTE .2 for Social Sciences coordination, TOIs, transfer / majors days, research workshops, etc... We need at least one new computer for the Social Sciences HUB that connects with the projector as it is not consistently functional and out of date.”

Social Sciences coordination is ongoing, and Social Science events were also able to continue (virtually during the pandemic). The Hub computers were upgraded. During the pandemic, the physical space was used by the Library as a staging area for their vital efforts to distribute free loaner technology to students who needed it in order to be able to work at home, and there was also some construction there. Storage areas and furniture were cleared out. In 2022-2023, additional efforts may be needed to continue to enliven and revitalize the space as more students return to campus.

Program Review

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?

In collaboration with the other Social Sciences, we requested that the Hub technology be upgraded (Dell desktop OptiPlex 7070 i7, Dell UltraSharp 24 Monitor-U2415, Dell Stereo Soundbar-AC511M).

The computers were replaced and upgraded with new computer tables/desks installed. As more and more students return to campus, this will benefit them greatly, as the need for access to technology has only increased with the pandemic. Ongoing maintenance and regular upgrading will still be needed.

Note: In our last program review we identified a general need for more smart technology in the Social Sciences Hub. While we did not include a specific resource request, the Social Sciences as a group did request a SAMSUNG 75" 4K UHD LED TOUCH DISP, Salamander – cart, Media Presentation System 200 (which enables a Wi-Fi connection) (2019 program review cycle), and this resource request was not met. This request seems more important than ever. As we are currently unable to host multimodal/hyflex events and meetings within HUB. As one result, there is less community building among social science students and less ability for us to show the space to students. This also contributes to a lack of visual representation of topics discussed in class, which affects visual learners.

The unfulfilled resource request from the Social Sciences in 2019 related to “increased marketing support for our programs” contributes to the challenge of having scalable marketing, especially for small one-person departments. This ultimately has a negative impact on student enrollments in social science courses. The unmet SS request that each classroom come equipped with a Help Phone doesn't allow us to call for assistance in case of emergency or immediate technology issues.

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."

Not applicable.

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 enrollments in the HIST Dept. declined from 1171 in 2018-2019 (the last full academic year before the pandemic) to 948 in 2021-2022. The rate of decline was in-line with the college overall and significantly less than the Social Sciences as a group:

- HIST Dept: 19% decline
- Overall college: 18%
- Social Sciences: 28% (30% when HIST is excluded)

The overall headcount in the HIST Dept. also declined from 1068 in 2018-2019 (the last full academic year before the pandemic) to 868 in 2021-2022. The rate of decline was somewhat less than the Social Sciences, but more than the college overall.

- HIST Dept: 19% decline
- Overall college decline: 9%
- Social Sciences: 22% (24% when HIST is excluded)

FTES

Program Review

Full time equivalent students declined from 117.1 to 93.9 and FTEF went down from 7.0 to 6.2, between 2018-2019 (last full academic year before the pandemic) and 2021-2022.

Load

The HIST Dept. load declined 16%, from 490 in 2018-2019 (the last full academic year before the pandemic) to 413 in 2021-2022. This is a significant decline and we will continue to make semester-by-semester adjustments to scheduling in order to be as responsive as possible, but without compromising program integrity. It does appear that the History Dept. has fared sbetter than the college overall, and our average load is still well above the college average:

- Overall college load declined 18%, from 386 in 2018-2019 to 316 in 2021-2022.

Section count & fill rate:

The number of sections being offered by the HIST Dept declined 9% from 35 in 2018-2019 (the last full academic year before the pandemic) to 32 in 2021-2022. Enrollments have declined at a higher rate of 19%, so fill rates are also down. Again, the History Dept. appears to have fared better than the college overall:

	History fill rate / section count	Overall College fill rate
2017-2018	88.6% / 32	76.1%
2018-2019 (last full year before the pandemic)	76% / 35	75.5%
2021-2022	70.9% / 32	65.3%

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?

The COVID-19 pandemic has had a significant impact on enrollments, interrupting business-as-usual. It is difficult to know whether or not (and which) impacts may result in lasting changes, and which will be short-lived. The rapidly changing situation has made it challenging to predict what's next and how best to respond from one semester to the next. In the current context we seek to:

- Analyze the data carefully, and on an ongoing basis
- Ensure programmatic integrity
- Approach scheduling with maximum flexibility and adaptability, with the goal of maximizing choices & course availability for students (day/evening/as many modalities as possible).

Changing Student Demographics:

As shown in the table below, the proportion of younger students enrolled in our classes has increased significantly from 2018-2019 to 2021-2022. Whereas previously (pre-pandemic), the vast majority of our students were 23 years old or older, as of 2021-2022, the reverse is now true. Note: the table does not include all racial and ethnic groups. Included: the three groups with enrollments large enough that we have complete data sets (Asian, Hispanic, and White Non-Hispanic), plus students who identified as Black Non-Hispanic. This dramatic change raises some questions for us to consider in 2022-2023:

- Is this a short-term trend, starting to reverse (aka revert to "normal") in 2022-2023? Or does this appear to be a new "normal", at least in part?
- How, if at all, do younger students experience our classes differently than older students?
- What steps, if any, is the college taking to facilitate the (re)entry of the older students that we appear to have lost as a result of the disruptions caused by the pandemic?

Program Review

HIST	# of enrollments for 22 years of age or younger 2018-2019 → 2021-2022	# of enrollments for 23 years of age & over 2018-2019 → 2021-2022	Total # of enrollments for all age groups 2018-2019 → 2021-2022
Asian students	25 → 65 (160% increase)	79 → 37 (53% decrease)	104 → 102 2018-19: 76% were > or = 23 years of age. 2021-22: 64% were < or = 22 years of age.
Black Non-Hispanic students	nd → 13	31 → 10 (68% decrease)	39 → 18 2018-19: 79% were > or = 23 years of age. 2021-22: 72% were < or = 22 years of age.
Hispanic students	169 → 331 (96% increase)	438 → 141 (68% decrease)	607 → 472 2018-19: 72% were > or = 23 years of age. 2021-22: 70% were < or = 22 years old of age.
White Non-Hispanic students	79 → 151 (91% increase)	199 → 71 (64% decrease)	278 → 222 2018-19: 72% were > or = 23 years of age. 2021-22: 68% were < or = 22 years of age.

Overall reflection in response to 7A and 7B:

The 19% overall decline in HIST enrollments between 2018-2019 and 2021-2022 is challenging. Overall efficiency has decreased, as have the number of sections we have been able to offer our students. However, in the face of these significant challenges, the HIST Dept. has so far been able to 1) maintain programmatic integrity, continuing to offer all of our core courses, along with regular selective offerings; and 2) adapt and provide instruction in a variety of different modalities: face-to-face, hybrid, synchronous, and asynchronous online courses. Generally speaking, we have fared much better than some other programs and better than the college overall.

Looking ahead: While in the current context it is difficult to predict what, exactly, will work best for students, we are very interested in investigating, and piloting, one or more additional scheduling options, such as synchronous zoom and/or late-start. We will be assessing our options and possibilities this spring when we see enrollment statistics are, and potentially will be, moving into Fall 2023/Spring 2024.

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.

As noted in 7a and 7b, the pandemic disrupted business as usual. So, for now, we feel the most valuable approach to scheduling (times/days/duration/delivery mode/number of sections) is to engage in close, ongoing, monitoring and assessment of semester-by-semester enrollments, fill rates, etc.. and remain as responsive as possible to what we are seeing. (See our guidelines for the current context in 7b above.)

Recent data appears to back-up our approach, especially when it comes to delivery mode. See slide #5, "Comprehensive Student First Course Schedule based on Student's Preference, Student's Behavior, and Course Success Modality" by the Office of Instruction (as shared at PBC on Oct. 5, 2022):

Program Review

- Fall 2022 course sections and enrollments (non-crosslisted courses) by delivery mode, for the college overall:
 - Online asynchronous sections: 37%; enrollments: 46%.
 - Hybrid sections: 17%; enrollments: 14%.
 - Face-to-face sections: 34%; enrollments: 28%.
 - Online synchronous: 12%; enrollments: 12%.
 - Multimodal sections (HSS Division): 33%; enrollments (HSS Division): 25%.

(Source: <https://canadacollege.edu/planningbudgetingcouncil/2022-23/comprehensive-course-scheduling-based-on-students-preference-fa2022.pdf>)

- Our proposed scheduling plan for the History Dept., Fall 2022 included the following:
 - A total of 15 sections (not including cohorted cross-listed days/times or independent study):
 - 8 asynchronous online; 50%
 - 3 hybrid sections; 19%
 - 4 face-to-face sections; 26%
 - 0 online synchronous
 - 0 multimodal
- Spring 2023:
 - 14 sections (not including cohorted cross-listed days/times or independent study)
 - 7 asynchronous online; 46%
 - 3 hybrid sections; 19%
 - 4 face-to-face sections; 26%
 - 0 online synchronous
 - 0 multimodal
- Fall 2023 and beyond: based on what we are seeing at this time, we tentatively anticipate adding at least one face-to-face section and reducing the number of hybrid sections from 3 to 2. We would like to consider offering at least one online synchronous option and/or possibly a late-start option, to be determined in response to data & in collaboration with the Dean.

(Note: faculty training is addressed in 8C in conjunction with online and hybrid success & retention.)

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?

Program completion:

Students majoring in history are able to complete all degree requirements for both the AA-T and AD-T at Cañada and within three years. History majors are also able to complete all degree requirements online at

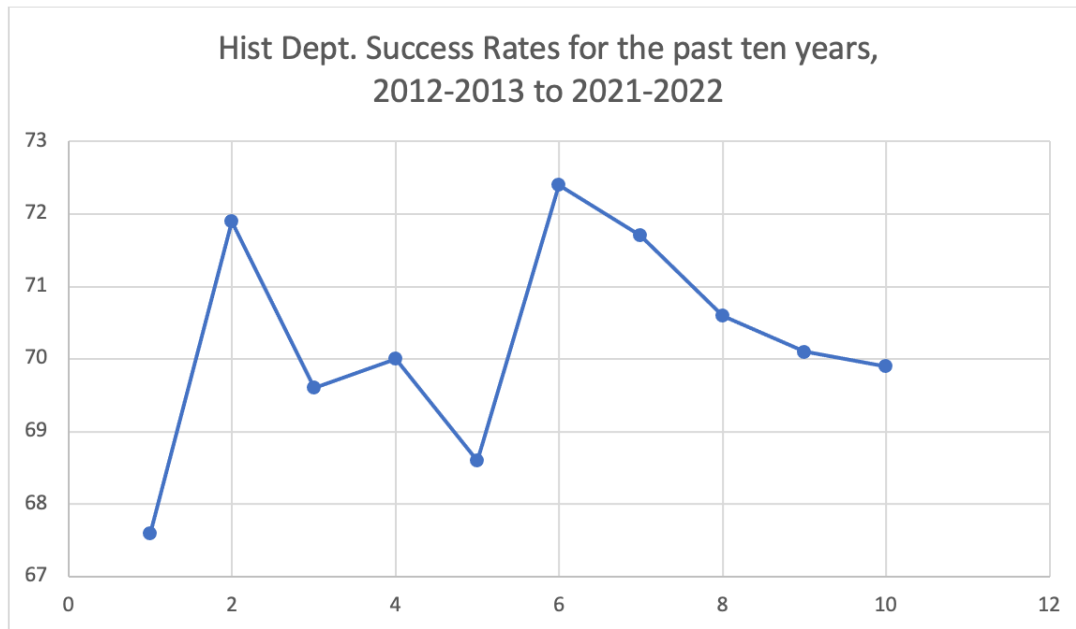
Program Review

Cañada and within three years. We have worked hard to maintain program integrity in the face of declining enrollment and the disruptions caused by the pandemic.

Success rates in History courses:

NOTE: we relied primarily on the interactive Data Dashboard (as opposed to the “Data Packet”) as it provided us with more details and information.

Overall success rates for History Dept courses declined 3% from 72.4% in 2017-2018 to 69.9% in 2021-2022 (compared to overall college success rates of 72.7%, declining to 72%) (Data Dashboard). We used the Dashboard to go back to older data sets, curious to get a better understanding of change over time (see table below). This showed us that in the big picture / long view, success rates have been improving slowly over time, but with some variability, not attributable to the pandemic.



[(year 1) 2012-2013: 67.6; (2) 2013-2014: 71.9%; (3) 2014-2015: 69.6%; (4) 2015-2016: 70%; (5) 2016-2017: 68.6%; (6) 2017-2018: 72.4; (7) 2018-2019: 71.7; (8) 2019-2020: 70.6; (9) 2020-2021: 70.1; (10) 2021-2022: 69.9.]

We believe the variability we see above may be due primarily to course-by-course differences. For example: we see a 96% success rate for HIST 246 compared to 59% success rate for HIST 242 (Data Packet). There are a number of different possible explanations for this variability, but oftentimes course-level data is based on a small number of sections, students, and instructors.

For example:

- HIST 242 was offered twice in the last five years (Fall 2017 & Fall 2018), and only online, by a part time instructor, who taught no other classes. 41 students. (Dashboard)
- HIST 246 was offered once in the last five years, face-to-face, in the evening; it was taught by a full time faculty member, who identified this class as unusual due to how bonded the students were. 25 students. (Dashboard)

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

Program Review

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?

In 2021-2022, students who identified as Hispanic experienced disproportionate impact in success rates: 64.2% versus 70.1% collegewide, a gap of 5.9%. For female Hispanic students, the gap was more significant: 62% versus 70.1% overall, a gap of 8.1%.

- Looking at **online** success rates, these numbers diverge further: male Hispanic students fared better than students overall (so, no gap); whereas the gap grew wider for female Hispanic students: 11.6%.

First generation students also experienced disproportionate impact in 2021-2022: 63% success rate, versus 70.1% overall, a gap of 7.1%.

Given that these equity gaps appeared during the pandemic, it is difficult to know how significant this data is. However, we welcome the opportunity to review our practices in response and identify some concrete steps we can take to help close these gaps. (Please see response to question 11.)

How the college can help:

Provide ample support for peer tutoring and other academic supports, including support for online/virtual tutoring for students who are enrolled, sometimes exclusively, in online classes. For example, in 2021-2022, we had a peer-tutor embedded in our Canvas courses for HIST 202 and HIST 245 online, with dedicated hours for both one-on-one, and group study/review sessions, via zoom. (Funding for dedicated hours was provided by the Promise Scholars Program.)

Consider other opportunities for improving access to academic and other student support services, based on a "students first" schedule. For example: consider the proposal by PTK students to host a late night "hot spot".

Provide additional training and professional development opportunities for faculty, with an emphasis on equity-minded and antiracist pedagogy in asynchronous online and hybrid instruction. For example: expand on the communities of practice model. Fully support and incentivize adjunct participation in these opportunities.

Continue to work to improve the "early access" system and interest area success team interventions, in order to maximize opportunities to connect students to meaningful support and assistance in a timely fashion.

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".

This data comes from our Data Packet (so, online and hybrid classes are bundled together here):

	All-college online/hybrid: success / retention rates	HIST Dept. online/hybrid: Success / retention rates
2017-2018	67.7% / 80.9%	68.7% / 78.9%
2018-2019	70.1% / 83.8%	67.1% / 80.9%
2019-2020	70.4% / 82.3%	69.1% / 81.2%
2020-2021	73.4% / 84.4%	68% / 85.1%
2021-2022	71.4% / 84.9%	69.6% / 87.9%

When we break down the data further by using the Data Dashboard, it gives us more useful details:

Online (not including Hybrid) Success Rates:

Success rates in our online classes improved from 67.2% in 2017-2018 to 72.7% in 2021-2022 (Data Dashboard).

Hybrid Success Rates:

Before Fall 2021, success rates in our hybrid classes were reliant on a very small number of sections, students and instructors, as we offered one hybrid class each semester as part of CWA. Then, in Fall 2021, four classes were added as "hybrid" options, but within the context of a stay-at-home order, so these courses actually met once per week on Zoom (not in-person), and the overall average success rate for these classes was low: 59.9%. We believe this is attributable primarily to the fact that everyone was struggling with COVID, and neither students nor instructors were well-prepared for virtual hybrid teaching/learning.

Program Review

Spring 2022 was the first semester that we offered two non-CWA classes with an in-person component, and the success rate for that semester looks much better: 71.6% (instead of 59.9%). This compares favorably to the college success rates overall for hybrid offerings, 70.8%.

Online Retention:

Retention rates in our online classes increased, from 77.3% in 2017-2018 to 90.8% in 2021-2022 (Data Dashboard).

Hybrid Retention:

Results here are of limited usefulness, at least until more classes are offered and more data is collected: retention rates in our hybrid classes went from 90.8% in 2017-2018 to 69.6% the next academic year. These numbers are based on a very small number of CWA course offerings (1 per semester). Spring 2022 was the first semester in which non-CWA hybrid classes were offered with a face-to-face component, and the retention rate in our hybrid courses that semester was 93.6%. (Data Dashboard.)

Moving Forward:

We would like to see overall success rates, including online and hybrid success rates, in the History Dept continue to go up, ideally with steady and noticeable improvements over the next few years. However, we recognize that some things are out of our control, such as the impacts of Covid-19 (e.g. the extension of exclusively virtual learning into Fall 2021). We also recognize that some course-by-course variability is inevitable, due to different teaching philosophies/styles and decisions that lie within the purview of instructors (e.g. if/when to initiate specific drops); who the students in the room are; different modalities, etc...

In response, we would like to:

- see more professional learning opportunities specifically for instructors (full time and adjunct) teaching in a hybrid modality;
- ensure all faculty members (full time and adjunct) who teach online, have full and easy access to, and are encouraged and compensated to, participate in ongoing professional learning in DE instruction. For example:
 1. We would like to see 100% History Dept faculty teaching online or hybrid complete QOTL 2;
- continue to monitor course-by-course success rates and seek to identify additional action items;
- Close equity gaps; see equity goal in 8B (above).

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.

All active courses are being systematically assessed over the three-year cycle. The History Department revisits the Three-Year Assessment Plan each year and makes any necessary adjustments; for example, when a class is cancelled or the offerings differ from what we had originally planned.

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?

Most of the adjustments we have made in response to SLO assessments have been at the individual and course level. For example, clarifying the language in the instructions we provide to students, or adding a model/example of what we are looking for. However, in our discussions about assessment, we often share information about how we approach the curriculum, assignments, and activities in different ways. As always, sharing our practices with each other often gives us new ideas and new ways to think about how and what we are teaching.

One observation from this three-year cycle: for some of our courses, we have as many as four or five SLOs. However, we have identified some of those as being much more important to us than others. In the next curriculum review cycle (this year, 2022-2023), we plan to review and revise our SLOs and focus on the most important ones.

Program Review

We may also want to look at new means of assessing SLOs given the multi-modality instruction we now offer at Cañada. That said, given our high SLO “meets criteria” rates this will consist of minor changes or possibly just trying something new.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.” During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs:

- Evaluate diverse viewpoints related to the human experience;
- Analyze Social Science concepts and theories;
- Produce evidence-based arguments.

When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired. During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

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Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Honors Transfer Program

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.

HONORS TRANSFER PROGRAM REVIEW FALL 2024

In alignment with the college mission:

- **The Honors Transfer Program (HTP) engages students from diverse backgrounds** in meaningful high-level learning, critical thinking, and creative work across disciplines.
- **HTP uplifts the voices of students from diverse backgrounds.** Honors students join the academic conversation and contribute to scholarly knowledge via research, writing, discussion, and presentation. They build their confidence presenting at local, regional, state, and national Honors conferences and often have the opportunity to publish their work.
- **HTP does not just serve students who already think of themselves as Honors students, but cultivates Honors students and transforms lives.** Honors work equips students with communication and thinking tools for life, and prepares students for university level work. Student completion of HTP dramatically increases their transfer and scholarship opportunities leading to greater career possibilities.
- **HTP collaborates with student support programs across campus.** We work with Outreach to ensure student ambassadors can provide prospective students information on Honors opportunities, and we attend outreach events. We engage with EOPS, Promise, Puente, the STEM Center, The Transfer Center, MESA, Middle College, S.T.A.R, Umoja, and others to help students understand how they can leverage Honors to meet their individual transfer goals and to receive strong support from these programs. Additionally, Promise, Puente, and Umoja have offered or are currently offering dedicated Honors courses for their students. HTP has close ties with the Transfer Center, through meetings, collaborative workshops, our new Canvas shell, and information dissemination. We routinely share events and offerings with all of these programs and across divisions and interest areas.
- **HTP works with academic programs across the campus.** We have close ties to the Library through the Library Honors course offerings and the support librarians offer our Honors student researchers. IDST 150 Honors Research Seminar students are required to meet with a librarian at least once in the semester and all honors students are encouraged to set up meetings with the librarians. We offer Honors options across all five divisions and all four

Program Review

interest areas. Dozens of faculty from across the college engage with Honors each year, and most departments have had at least one faculty member officially mentor an Honors student over the last few years.

HTP Mission

The Honors Transfer Program (HTP) is designed for highly motivated students whether they come with strong academic skills or develop them along the way. HTP primarily serves students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. Students participate in challenging, academically rigorous learning experiences through classes, seminars, conferences, and events. They become creators of knowledge via their research projects and presentations. The opportunities to develop and share their academic research uplift student voices, increase confidence, and better prepare students for university work. Completion of HTP also greatly increases transfer and scholarship opportunities for students.

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."

The California General Education Transfer Curriculum (Cal-GETC): Cal-GETC is being implemented to "establish a 'singular lower division general education transfer pathway' to determine transfer eligibility to both the California State University (CSU) and University of California (UC) systems" (<https://icas-ca.org>).

1. **The single GE pattern, Cal-GETC:** This will include a GE requirement for a COMM course. Previously the CSU required a COMM course, but the UC did not. With Cal-GETC, students transferring to both a UC or CSU campus will need to complete COMM for general education. This means many more students will take communication, resulting in a large increase in enrollment. Since Cañada's COMM 110 Public Speaking Honors section has consistently filled, we plan to create one Honors only COMM 110 class starting fall 2025. Note that Public Speaking is in Phase I of Common Course Numbering and will change to the number/title of COMM C1000 in Fall 2025.
2. **Common Course Numbering (CCN) initiative Articulation Challenge:** Currently 6 courses are in Phase I of the initiative, followed by 21 additional courses in Phase II. Phase I includes templates for Honors courses including ENGL C1000H, ENGL C1001H, and COMM C1000H. We will create more than one honor's designated courses using these course numbers and templates.
3. **California Virtual Campus (CVC):** Currently, Cañada is the only college in the district to not be a part of CVC. However, in light of the expansion of the [CVC and its Online Exchange](#), and possible increase of online enrollment from across the state into Cañada courses, it is all the more important to offer cohort experiences including within Honors only courses such as English 110, History 202, Math 200 and 253, and COMM 110 (to be COMM C1000 in fall 2025).
- **National Collegiate Honors Council (NCHC) and Honors Transfer Council of California (HTCC):** Per NCHC & HTCC recommendations, we have set limits on the number of honors courses from outside institutions that students can get credit for within our program. Our

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honors website stipulates: "With advance approval, we do routinely accept one Honors class from another college in our district (i.e. College of San Mateo and Skyline College)." We offer flexibility with the possibility of accepting one honors course from another institution while maintaining the cohort experience via shared courses at our college.

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.

Community, Employment, Technology Needs

According to the 2024 [Silicon Valley Index](#), there has been economic growth in the sectors of "green energy, clean technology," and artificial intelligence (AI) (1). On par with the industry, our honors students have been doing honors research projects in all of these areas (See Honors Coordinator for a list).

Artificial Intelligence (AI):

- Given the growth of Artificial Intelligence (AI), there are also concerns about student use of AI for their studies. Our district responded with training and AI detection tools. Correspondingly, the HTP included an "honors code" which stipulates that students must abide by the college academic integrity policy to maintain their status in HTP. We have indicated in our Honors Contract Completion Form that student research papers will be reviewed with AI and plagiarism detection tools. Honors Contract completers sign a form verifying that the submission is their original work.

Since the pandemic, the trend toward remote work in Silicon Valley (13) and online learning in the San Mateo County Community College district has continued. HTP also experienced an increased interest in online courses and study. In response to this need, we:

- Created a synchronous and an asynchronous version of the Honors Research Seminar IDST 150
- Developed a survey to go to all Honors Contract students about their modality preferences for IDST 150
- Updated our website with multimedia content
- Created an Honors Program Video, Showcase Video, and IDST 150 Video
- Designed and regularly distributed a multimedia newsletter
- Streamlined email communications
- Created an Honors Canvas shell
- Developed Honors Canvas modules for faculty to integrate into their courses
- Offered all of our events as multimodal

Program Review

- Used Social Media to announce and report out on honors events
- Provided hybrid and online classes. From fall 2019 to spring 2024, we offered:
- 19 Hybrid class sections
- 38 Online class sections
- 32 Synchronous sections

The Silicon Valley Index describes inequity in Silicon Valley for "Hispanic or Latino Workers" and "Black or African American workers" (p.3). Hispanic and Black workers are grossly underrepresented in the large tech industries (p.21). Hispanic residents are less likely to have Bachelor's degrees and have the lowest per capita income (p.38). There are significant racial wealth gaps. "The poverty rate for Black or African American residents is more than triple that of White (not Hispanic or Latino) residents" (p.10). "White residents with a bachelor's degree have a per capita income that is 60 percent greater than equally educated Black or African American residents" (p.11).

Antiracist and Equity Work

The index report reflects larger societal and systemic problems, but there are at least small changes we can make in every realm. In particular, the enhanced transfer and scholarship opportunities HTP provides are key to student social mobility and higher-paying jobs. To address equity gaps in honors, the HTP at Cañada:

- Changed its eligibility requirements to a 3.3 high school GPA rather than a 3.5 high school GPA.
- Is collaborating with Puente, Umoja, Promise, S.T.A.R, MESA and other student services in an effort to be inclusive and supportive of Asian, Hispanic, Black students and low income students in Honors.
- Created the FLP Honors Pods professional development that include a focus on supporting first generation and underrepresented student groups
- Has been intentionally highlighting the successes and voices of Black, Hispanic, and Asian students in our multimedia communication and marketing
- And many faculty supported honors projects that interrogate racist structures, and highlight the strengths, interests, and backgrounds of our BIPOC students (See Honors Coordinator for details).

Finally, the index reports a rise of new residents (1) exasperating "persistent shortage" of housing and housing prices and rental costs that outpace salaries. (11). As a testament to the relevancy of Honors work, many of our Honors students have focused their research on these issues (See Honors Coordinator for further details). We will continue to encourage honors students to research topics of relevance to them and their communities.

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?

Curricular Changes

Please see the section on Articulation for how State Policy changes will affect our future curricular offerings.

In Fall 2021, we offered our first IDST 150 Honors Research Seminar Synchronously. This course, which is analogous to those at CSM and Skyline, was a collaboration of the former and current Honors Coordinators, Honors faculty, and the Honors Counselor. Our IDST 150 course:

- Supports Honors students in their completion of quality Honors research projects
- Guides students through the step-by-step process of conducting research, writing research papers, and presenting research
- Puts students in a cohort where they can share ideas, do peer review, and learn about research across disciplines

Each semester we have solicited student, Honors Advisory Committee, and instructional designer feedback on the course, and made improvements.

In Fall 2023, we added an asynchronous section of IDST 150 to better accommodate student schedules. In 2024, we refined the asynchronous course delivery and content based on student and faculty feedback and advice from the Instructional Designer.

In Fall 2024, the IDST 150 asynchronous section was shut down. Although the combined enrollment of 22 in the asynchronous and synchronous cross-listed sections of IDST 150 in spring 2024 was the highest enrollment to date since the course started, we were told that this combination of modalities was not permitted. We therefore moved in fall 2024 to F2F and synchronous modalities cross listed. After extensive marketing, we had 18 enrollments including several late add requests. We asked to continue this modality as well as to have a second asynchronous section in spring 2024, but because the prior enrollment for the first two semesters of the cross-listed asynchronous section was too low, the advising Dean let us know that we could not have a solo asynchronous section.

Continued Interest in IDST 150 Asynchronous: Students and faculty continue to request the asynchronous version. Through our collaborations, we learned that Wednesday afternoons were the best times to offer IDST 150, yet some student cohorts (e.g. student athletes) have schedule conflicts and other students work in the afternoons. Thus, the asynchronous option offers the flexibility that students need, and it has attracted students from across the district. We have created a survey to reassess the IDST 150 modality preferences and needs. So far most respondents said they prefer "multi-modality," a few said they prefer asynchronous, and a few said synchronous, but the survey is still in progress.

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IDST 150 Requirement Change: The Honors Advisory Committee has determined that it is best to require IDST 150 going forward, as Skyline and CSM do. Honors students who take IDST 150 are more likely to finish their Honors Research and Honors Contracts and to complete HTP. To accommodate students' schedules, this would necessitate a variety of modalities including the in-person/synchronous cross-listed sections and a separate stand-alone asynchronous section. The asynchronous section should be a separate CRN as it is paramount for the professors to have constant contact with the students online.

Later IDST 150 Start Date: Another issue is that many Honors students needed more time to set their schedules and find prospective Honors Contract faculty before enrolling in IDST 150. Consequently, we have had an average of 3-4 late adds every semester. Working with Dean Carranza, we are addressing this issue in spring 2024 by starting the course one week later, and we hope to do the same for subsequent semesters.

New Honors Only Courses and Requirement: We added two new Honors only courses since the previous program review: History 202 and English 110. After a year of research and consultation, we added a new requirement for HTP students to complete English 110 honors. We determined this to be the best course because it nearly completes our set of Honors cohort classes. Having a set of Honors cohort classes strengthens the collaborations across the campus and among the students, creating a sense of belonging of Honors students. The Honors Community is "one of the hallmarks of honors education..." ([NCHC](#)).

New Honors Sections: We added new honors sections in English 100 and 105 for students to begin their honors work and prepare for English 110 honors. We are planning to add an honors section in the MATH 200 Umoja cohort. Furthermore, we hope to -at some point- have one honors section within the S.T.A.R program learning community courses.

Loss of Honors Sections: Many of our business faculty and some STEM faculty dropped their honors sections after 2022 because of the work demand and complexity of offering honors sections. Fortunately, many continue to offer Honors Contracts. The New Faculty Learning Program Honors Pods are a way to support professors doing Honors Research Contracts, but we will need to address the issue of faculty burnout with Honors sections in the future.

Revised HTP Eligibility Requirement and Application. In April of 2023, the Honors Transfer Advisory Committee approved new more accessible eligibility criteria. Previously, we had the requirements set at a High School GPA 3.5 or 9 or more units in college courses with a 3.3 GPA. We changed this to a **3.3 GPA across the board**. This decision was based on:

- The UCLA Transfer Alliance Program (TAP) review highlighting the need to address equity and anti-racism gaps in honors programs
- Careful research of honors programs across the nation
- Consultation with faculty, staff, and students across our campus

Additionally, in fall of 2023, we offered a "**Challenge Application**" consisting of two short writing prompts for students who don't quite meet that GPA but are motivated to apply. With the current eligibility requirements, students still need to be in or have completed English 100 or 105 to be accepted in HTP, allowing them to develop the necessary reading, writing, and research skills to start their honors pathway. Notwithstanding, the eligibility and application changes address critical

Program Review

equity gaps, particularly with students who incur interruptions in their academic work due to life challenges in high school but who can thrive academically when they reach our program.

Changes Reflecting Goal to Cover Nearly all of the CALGETC (as of fall 2025) and CSU GE patterns: We are offering courses, sections or contracts across the entire breadth of GE to help students fit Honors classes into their course plan without having to take additional courses (See Honors Coordinator for a detailed list).

5A. Progress Report - IPC Feedback

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

The following is the past Program Review IPC Feedback in bold with our responses below.

1. Consider including in the mission that the HTP doesn't only serve academically eligible students. Outreach activities promote standards of excellence & "aspiring" scholars.

Please see our revised Mission Statement question #1.

2. The new Ethnic Studies GE requirement is likely to have an impact on this program. What efforts are being made to ensure CAN offers honors sections of those courses?

The prior Ethnic Studies Professor offered honors contracts and we look forward to collaborating with the new Ethnic Studies professor. We would also like to consider eventually having an honors only course or honors sections in Ethnic Studies 108, 109, or 130 "Intro. to Latinx Studies" (if it is approved in fall 2025). All of these courses will be required so there may be enough sections to warrant at least one honors option.

3. Of the three SMCCCD Colleges, only CAN has this program. What efforts are made to make CSM and SKY students aware of it?

CSM and Skyline both have honors programs. Students there are required to take IDST 150 and do Honors contracts to complete those programs. Honors students are allowed to take up to one honors course or contract at another institution and many do. As shown in the below chart, Cañada HTP attracts many CSM and Skyline students:

Year	SKY	CAN	CSM
2019-2020	5	167	28
2020-2021	5	123	22
2021-2022	10	124	25
2022-2023	11	102	18
2023-2024	6	143	23

4. Might be helpful to see actual numbers. With regards to "Honors only" - are some CCs running smaller classes?

Saddleback College has a cap of 25 enrollments in honors courses. Irvine Valley College (IVC) and Mt. San Jacinto College have a cap of 20 students in honors courses and 15 for honors writing courses. HTCC is in the process of conducting a survey on the caps across honors programs.

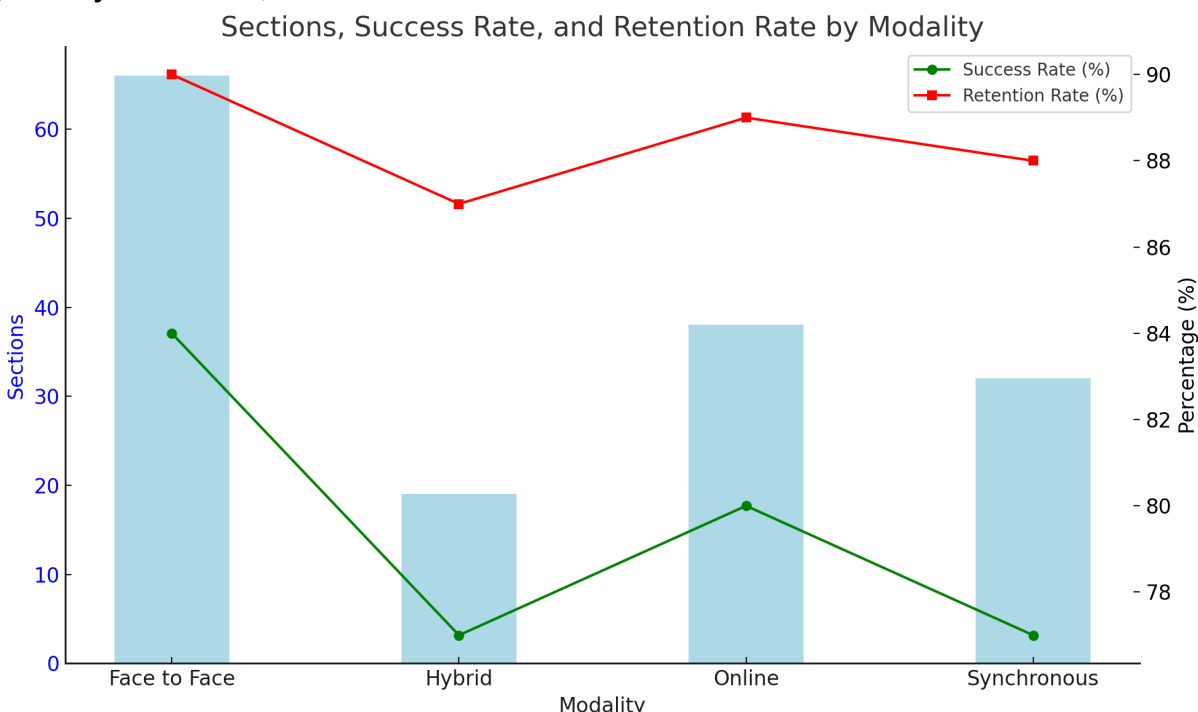
5. IF so, might be good to include those. How does HTP work with Guided Pathways? Are DE success and retention tracked for Honors students specifically?

The Guided Pathway initiative has achieved its goal to create interest areas, and HTP continues to work on engaging students and including honors courses, sections, or

Program Review

contracts from all interest areas. Additionally, we address the goals of Guided Pathways through collaboration with student service programs across the college.

The below chart shows the number of Honors **Sections** of each modality: **Face to Face**, **Hybrid**, **Online**, and **Synchronous**, and the student **Success** and **Retention Rates** in each one:



6. It would be helpful to see the class sizes of the honors classes that run, over time

Please see our response to goal 7 in the "Progress Report - Prior Program Review" section.

7. Consider facilitating faculty recommendations of students into the Honors program.8. B (in reference to equity) See above re leveraging faculty to help recognize and recommend qualified students.

We have developed a routine of asking faculty to recommend students to the honors program via honors promotional videos, newsletters, announcements in division meetings, events, and individual conversations. A primary message we ask them to convey is that Honors is for everyone; we nurture scholars. In other words, students can develop academic skills as they participate in Honors. All of our marketing materials include images of students from diverse backgrounds so that every student can see themselves in the work. Our honors student ambassadors come from diverse backgrounds and seek to support all students. We have intentionally highlighted the work of female and male honors students of Color in our media. We have a diverse group of students (Please see 8B for more information).

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.

In our prior program review, we stated **7 Goals which we have addressed robustly**. The goals are bolded in large font with our work detailed below.

1. Increase the Number of Students Completing HTP

As shown in the chart below, we increased HTP completion in 2024 and seem to be recovering from the pandemic (with the impact of the pandemic seen in 2023)

Program Review

HTP Program Completion	
Year	Number of Honors Graduates
2018	9
2019	15
2020	14 - start of pandemic
2021	10
2022	12
2023	3 - end of pandemic
2024	10

NOTE:

Students can benefit from taking Honors courses and joining HTP even if they don't complete the program. The following benefits help them meet their transfer goals:

- Earning transcript notation for individual Honors classes
- Developing close ties with Honors professors which can lead to better letters of recommendation
- Completing Honors research projects

However, there is evenmore value if students finish HTP including:

- Transcript notation
- Degree notation
- Priority transfer opportunities
- Priority scholarship opportunities

One example is the UCLA Transfer Alliance Program. The below chart from our [2024 TAP data report](#) illustrates the significant advantages (see explanation below).

Explanation of UCLA TAP Chart

7	HTP (TAP) students applied to UCLA
6	HTP (TAP) students were admitted to UCLA
86%	HTP (TAP) students were admitted to UCLA*
52	Non-TAP (non-Honors) students applied to UCLA
10	Non-TAP (non-Honors) students were admitted to UCLA
21%	Cañada overall Non-TAP admittance rate

Program Review

***Cañada Students in TAP - e.g. students who completed our Honors Transfer Program - were 65% more likely to be accepted to UCLA!**

- This was our best UCLA TAP admittance rate to date
- Cañada's TAP admission rate was 3 % higher than the state TAP average of 83%.

2. Increase HTP promotion and recruit

In the 2023-2024 academic year, we increased promotion and recruitment substantially:

- Created a [detailed annual marketing plan](#) in consultation with marketing
- Updated and enhanced all pages in the [Honors Transfer Program website](#)
- Distributed multimedia monthly **Newsletter** to engage and track students
- Sent regular emails on events and opportunities to Honors students
- Emailed all students about Honors courses and contracts each semester
- Submitted all of our events to the Cañada College Events list
- Created a set of professional paper and electronic event, program, and course flyers, event invitations, RSVPs, and sign ins
- Posted flyers all over campus and electronically
- Displayed HTP flyer on screen in Grove, Learning Center, and Library
- Created IDST 150 Honors Research Seminar Video "viewed" (per YouTube data) over 300 times including in classes and events (as of 10/11/24)
- Created multimedia musical representation of the Honors Research showcase viewed over 65 times (as of 10/11/24)
- Shared Honors Transfer Program video viewed over 85 times including in classes and at events with larger audiences (as of 10/11/24)
- Set up a calendly site for students to easily make in person and virtual appointments with the Honors Coordinator.
- Held regular Honors Student Ambassador office hours in the Transfer center
- Collaborated with recruitment to distribute flyers at high schools and train student ambassadors and attended High School Super Registration event
- Shared event flyers and Honors course flyers with PTK, Promise, Puente, Umoja, The Undocumented Community Center, Counselors, EAPC, faculty and staff in all three divisions, and more
- Created Honors Transfer Program Canvas Shell providing key information, guidance, and interaction with HTP students

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- Created and shared Honors Module Template in the Canvas Commons for faculty to easily download into their Canvas courses
- Compiled and shared list of faculty willing to do Honors Contracts

Results

Although it is too soon to see *all* of the results of these new marketing and recruitment methods, our enrollments, contracts, membership, and event attendance are all increasing. The below table from PRIE shows that the headcount of students taking Honors is the highest its been since 2020 and enrollments increased in 2023-2024.

Year	Headcount	Enrollments
2017-2018	221	261
2018-2019	165	203
2019-2020	199	260
2020-2021	155	182
2021-2022	164	232
2022-2023	129	161
2023-2024	171	226

As shown below, our HTP Student Membership (measured each end May) is climbing:

Spring Semester	HTP Student Membership
2019	78
2021	100
2022	108
2023	118
2024	120

As shown below, Honors Student Contract Proposals have increased steadily:

Academic Year	Number of Student Honors Contract Proposals
2018/19	67
2019/20	59
2020/21	51
2021/22	41
2023/24	71

2023 - 2024 Academic Year Event Attendance

- Honors Kickoff event Aug. 2023: ~ 60 participants multimodal!
- Priority Transfer Workshop Oct. 2023: ~ 30 attendees multimodal

Program Review

- Honors Research Showcase April 2024: ~ 50 attendees multimodal
- Bay Honors Research Symposium May 2024: This was very competitive with 241 applicants from the region and only 85 accepted. However, 5 of our students were invited to present!
 - 22 Cañada College participants at the event including the 5 presenters, 5 supporting faculty and professors, and 12 students
- Honors Kickoff event Aug. 2024: ~ 40 attendees multimodal

3) Develop a more predictable annual course offering

- We worked carefully with a committee task force including Honors counselors to create a model pathway.
- Due to important considerations such as the different pathways STEM and Humanities students take, and the fact that people enter the program at different levels of Math and English, we decided to be cautious about requiring too many courses for all.
- However, given the benefits of Honors cohorts, and after careful consideration, we started requiring English 110 Honors for all students entering HTP in fall 2024, and beyond. Additionally, we added History 202 Honors Only, English 100 and 105 and Math 200 sections which we hope to maintain. We plan to add COMM 110 in fall 2025 when it becomes a CALGETC requirement.
- We would like to make IDST 150 Honors Research Seminar a requirement as CSM and Skyline do. The "Suggested Honors Course Plan" is posted on our website at:
<https://canadacollege.edu/honorsprogram/courses.php>

4) Establish a designated HTP student space

- Having a designated HTP student space is a requirement of our UCLA TAP Certification. Currently, we have found the best space to be within the Transfer Center. Additionally, we have virtual spaces in the Canvas Honors Shell and via calendly appointments on Zoom. The Honors Student Ambassadors are conducting office hours in the Transfer Center where we routinely place flyers. Our Honors Counselor and the Transfer Counselors we work with are located there.
- In the past, we used the classroom behind the STEM center and The Social Science Hub, but we found better systems. We find it best to set the location of events formally via Rachel Corrales; this way we can have confirmation well in advance and can create flyers containing time/date/location with enough lead time to post in the Cañada events and social media. Also, our numbers are growing so we have needed bigger spaces and many participants prefer multimodal events. Consequently, we have held events in 13-330; it has ample space and up to date equipment for multimodal events that are more inclusive and easy to find.

5) Continue institutional financial support for HTP Coordinator and HTP Counselor

Program Review

- Since 2015, the college has supported a 0.40 FTE re-assigned time position for the Honors Coordinator. This is necessary. The current level of support sustains the program, though the program could benefit from more administrative support and/or more counseling support, especially since our program is growing. We need a full-time Counselor who is a designated Honors Counselor and that can work specifically for HTP during a designated time. We support the new Transfer Counselor position that is being proposed at Cañada and for that position to include Honors work. The Honors Counselor is part of the requirement of our UCLA TAP Certification.
- Historically, the full-time Transfer Counselor takes on the HTP Counselor responsibilities. This need is growing as the HTP is growing.

Serving Students Across the College

Honors benefits extend beyond HTP members and are inclusive of students across campus:

1. As the PRIE data indicates, Honors serves a diverse group of students and success and retention rates are strong for nearly all groups.
2. Honors students in Honors sections help to bring up the level and inspire other students in their classes.
3. Any student can take Honors courses whether they are in the HTP or not. They benefit from meaningful deeper work and individual work with professors. Students who take honors classes can discuss them in a scholarship application and in their PIQs, and can often get better letters of recommendation.
4. We offer Honors classes, sections, and contracts across the entire breadth of GE in all four interest areas. We will cover nearly all of the CALGETC (as of fall 2025) and CSU GE patterns.

Necessary Honors Counselor Work

1. Co-chairs Honors Advisory Meetings 3 times a year
2. Participates in Events: Honors Kickoff, Transfer Workshop, and Showcase, and BHC
3. Outreach events like HS registration and recruitment
4. UCLA TAP meetings - at least once a semester
5. UCLA TAP certification of HTP students
6. Meeting with prospective UCLA TAP students to verify that they are going to complete HTP and the paperwork for UCLA
7. Advising students on choosing an alternative major that is allowable (there is a specific list that often changes and a list of majors that are disallowed) for UCLA TAP
8. UCI Certification of HTP students

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9. Explaining the UCI honors program honors to honors program and being able to explain the difference and what it means to commit to each.
10. General inquiries about HTP: the benefits, how to complete
11. Rolling Review of Honors Applications and follow up on information from Banner that the Honors Coordinator does not have access to including student GPA and honors course progress
12. Required meetings with an Honors Counselor are part of TAP agreement. The Honors counselor helps students figure out which of the opportunities to take advantage of through HTP and helps them make sure they are preparing. For example, if student wants UCLA TAP, they need to choose a major in Letters and Science and do the prep courses on time.
13. Helping students to access information and programs that are in the specific Transfer Alliance Partnerships at colleges and universities across the nation
14. Track honors completion-number of units, maintaining GPA, requirement of doing two classes a year
15. Identify students who complete the program and verifying that they have the required number of units and GPA
16. Attend the Recognition and Achievement Ceremony

6. Gain dedicated administrative support

- Alessandra Zanassi in the Office of Instruction has provided administrative support.
- We recently secured ongoing funding for an Honors Student Ambassador.
- Gloria Darafshi, former Honors Coordinator, helped us create a more efficient process in Curricunet where the Honors Coordinator only comments on courses with Honors addendums and no longer needs to click approve on every non-honors course that goes through.
- The new Honors Coordinator created many new systems to facilitate administrative tasks

New Systems to Facilitate HTP Administrative Tasks:

Project Management:

- A week by week to do list with due dates for Honors Coordination tasks (built on prior coordinator lists)
- A detailed annual marketing plan with monthly to do lists and due dates
- A checklist and volunteer/ student ambassador task list for events

Streamlined Forms and Secure Tracking systems in Formstack:

- **Updated HTP student application** which allows us to keep clear safe records and for the HTP Coordinator and Counselor to be notified as applications come during our rolling application process

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- **Forms:** RSVP forms, sign ins, and feedback forms with QR Codes and tiny urls for easy dissemination
- **Intent to Transfer Form** allowing for easier and more secure tracking of student goals and timelines. This is critical to certifying students are on track to finishing the program (over 75 students have responded since 2023)
- **Streamlined Communications and Marketing:**
- **Email Templates** for HTP messages that need to be sent every semester
- **Flyers** created for all regular events and announcements which can now be easily updated by the coordinator and re-used each semester
- **Canvas Honors module template** for faculty to embed in their courses
- **Honors Canvas Shell** that helps us share information and guide and track student progress.
- **Routine Posting** of Honors Flyers and videos on Social Media
- **Screen Flyer** displayed on the large screens in the Grove for one month
- **Monthly Multimedia Newsletter** that helps us share information concisely and to track student progress and goals via links in the newsletter
- **New easier to manage system for Honors Contracts:** Students now submit Honors Contract Proposals on our website via Formstack and their professors automatically get a copy so that everyone is in the loop. Responses to the proposals can then be sent out using the formstack data.
- **System for Honors Contract Completion tracking:** Students submit their Honors Contract completion forms to our website via Formstack and an automatic email goes out to professors asking them if they approve the Honors Contract work or not.
 - Professor responses to the Honors Contract Completion form are then tracked in Formstack from which it is easy to send reminders and tally responses.
 - Lists of completed and approved Honors Contracts can then be easily generated from Formstack and sent to Admissions and Records to note students' completion of an Honors Contract on their transcript.
- **We've accomplished a great deal.** Now that these administrative processes have been streamlined, the Honors Coordinator can allot more time to attending and promoting the local, regional, state, and national honors meetings, events, and conferences or visiting classes, program events, and meetings on and off campus.
- On the other hand, we still need to work on finding a better system for tracking HTP student GPAs and making sure students maintain the required 3.3. or higher. Honors Counselor hours are needed to monitor this.

7. Increase support for Honors faculty

- **The Faculty Learning Program (FLP) Honors Pods** started this fall 2024. It includes regular professional development sessions and compensation for faculty work with honors contract students. This program allows us to increase the number of faculty offering honors contracts to students and feasibility and quality of that work.
 - **Participation:** 11 honors faculty have participated so far in two sessions, both 1/2 in person and 1/2 on Zoom in two sessions. All faculty completed the feedback and reflection forms.
 - **Participant Feedback:** Thursday afternoons with an alternate Friday morning and multimodality worked well. Participants said they enjoyed meeting everyone and hearing about their backgrounds. They liked: learning “the why” behind doing contracts, hearing strategies faculty use for recruiting and filtering Honors contract students, seeing examples of Honors Contract proposals, learning how to help students write strong proposals, motivate, organize their writing, and beat procrastination.
 - Although fall 2024 semester is a pilot which was not heavily advertised, we were pleased to have the 11 participants and with the high level of information exchange. A number of faculty noted that the compensation made a difference. Already, five new faculty added their names to our running list of professors willing to do Honors contracts.
- **Other Issues:** We have yet to solve the workload issue for faculty offering Honors sections, dual CRNs. While many faculty enjoy having honors sections for their courses and see the benefits for students, it does add noticeably to their workload as they need to create supplemental and different assignments for honors students and to meet with their honors students regularly outside class times. We hope that, after piloting the FLP Honors Pods, we can develop a similar means of supporting and compensating faculty for the extra demands of honors sections which are such an important part of the pathway to student completion of honors.
- **Size of Honors Classes:** Because of the deeper more involved nature of honors classes, many honors courses across the nation and state have limits to their honors course enrollment. For example, the Honors Course Outline of Records at Saddleback College indicates a cap of 25 enrollments. IrvineValley College (IVC) and Mt. San Jacinto College indicate a cap of 20 in their Honors Course Outlines of Record and 15 for their Honors writing courses. These standard limits in honors make the required quality individualized work more feasible. The Honors Transfer Council of California states in their [bylaws](#): “Honors courses offered in the program are small enough to provide a faculty/student ratio appropriate for honors education.” Additionally, these limits help colleges offer a more secure pathway for students to plan and complete the Honors Transfer Program without the threat of course cancellations due to lower enrollment. Likewise, honors faculty can feel more confident about teaching honors and more

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easily plan and deliver their honors courses when they don't have to constantly worry about marketing their courses and recruiting students because the courses could be canceled otherwise.

- **IDST 150 Honors Research Seminar:** IDST 150 is a cornerstone of the HTP program. It is an intensive 1 unit course where students are supported in writing long, usually 15 page, research papers with multiple revisions followed by student presentations of their research. They receive individualized feedback and coaching. For these reasons, we think it should be capped as a writing course would at 26.
- **Remedy for All Honors Courses:** Leaders of the Honors Transfer Council of California (HTCC) suggested we package all courses with honors addendums in one curriculum change indicating the overall course maximum. Additionally, we would recommend setting the course minimum at 10 students so that honors courses are not in danger of being canceled when students need them.
- **Next Steps:** We will continue to monitor the discussions at the district level about course maximums which we understand will be implemented in fall 2025. Subsequently, we will recommend specific guidelines for Honors course sizes.

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?

Impact of Funding Change

We requested funding for an **Honors Student Ambassador** last program review and were granted \$5,000 for 2023- 2024. Nevertheless, it took months to be able to use these funds due to:

- The transition from the former to the new Honors Coordinator
- Information that needed to be gathered to create the job announcement and set the salary
- Administrative processes needed to finalize the position
- Recruitment and interview time
- Student challenges that led two initial candidates to decline the offer
- Paperwork and administrative processing time for the final candidate to be hired
- Training time for the new Honors Student Ambassador
- The natural limits a student has on their time available during the semester, and given that the students started late in the semester after all of the above.

Nonetheless, we had created a plan and task list for the Student Ambassador. Then we set out to hire two additional student ambassadors. We realized that individual students have a limited amount

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of hours during the semester and are not always able to attend events due to class schedules and that it was better to divide the work among two or three.

Funding Reduction

Subsequently, our funding was reduced to \$2000 for fall 2024, so we reconfigured our budget, moving funds that are normally reserved for the National Collegiate Honors Council (NCHC) conference. Fortunately, the \$2000 line item for Student Ambassadors will be ongoing, so we will be able to plan strategically for future semesters. Also, we believe it will be better to plan for NCHC attendance next fall 2025. This gives us enough time to prepare student and faculty presenters and gather a small devoted team to attend.

Request to Move Funding Back to \$5,000 Ongoing

We are requesting to move the funding for Honors Student Ambassador back to \$5,000 for each year ongoing. We have been careful to work within our funds, but we can use more funds for Honors conferences. Last semester, we were not able to fund all honors students who were invited to present at honors conferences, and there is growing interest to send more honors students and faculty to honors conferences as our program is growing.

Funds for Honors Pods via the Faculty Learning Program. In fall 2024, we received funds for the Honors Pod sessions. Faculty exchange information and strategies for supporting and motivating Honors Contracts Students. The group is gathering rich resources to be shared with future Honors Contract Faculty and on the HTP website. The training allows us to expand our efficacy in supporting quality student Honors projects. The training and compensation allows us to increase the number of faculty able to offer Honors Contracts to students and support them effectively. This is essential as we continue to reach out to more students from underrepresented groups so that they can enjoy the many benefits of Honors.

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."

Transition of Longtime Honors Coordinator to New Honors Coordinator

We transitioned from the Honors Coordinators of 6 years to the new Honors Coordinator in Fall 2023. The two faculty volunteered time over the prior spring and summer 2023 semesters to share information. Furthermore, we implemented a temporary system of sharing units, with the former coordinator having 1 unit the first semester and an experienced HTP member sharing 1 unit in the second semester. This model eased the transition, allowed us to keep up the pace, and make improvements.

Summer Work

In the future, compensated summer hours should be built into the position. Honors Coordinators spend a substantial amount of hours working during the summers. This time benefits the Honors Coordinator and/or the Honors Counselor to better prepare for the upcoming academic year including event planning, marketing requests the need to be in months ahead, form and website revisions, student tracking to see who is maintaining their status via GPA and continuous enrollment in honors courses, as well as for documentation of program procedures for future work.

Support Needed to Monitor Honors Student GPAs

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One issue that emerged is the difficulty of monitoring student GPA's. The new coordinator met with the prior Honors Counselor at the end of spring 2024 to assess the situation and send emails to students over the summer, but we need more support on this. We need the Honors Coordinator to have sufficient hours to do this or additional Honors counselor hours since the Honors Coordinator does not have access to banner.

Transistion from Longtime Honors Counselor (full time) to New Honors Counselor (adjunct)

We transitioned from our full time Counselor/longtime Honors Counselor to our New Adjunct Honors Counselor in fall 2024. The new Honors Counselor has experience in the honors program and the former Honors Counselor has been available for training and questions. The new Honors Coordinator and Honors Counselor met over the summer and early in the fall to plan as it would not have been possible to fit everything in during the semester.

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.

Increasing Headcount

According to PRIE data, our headcount dipped during and immediately following the pandemic in 2020-2021 and 2021-2022, but it has been increasing with 173 in 2023-2024.

FTES

FTES which measure the efficiency of program, and loads don't apply since pedagogically sound Honors courses have lower caps. While we have not yet made the lower course maximums official, that has been an intention across divisions. Furthermore, the FTEs of Honors sections with irregular numbers based on multiple factors are not feasible to calculate in any way that would be useful.

Future Tracking

To facilitate all future tracking of the program, we need cohort coding which will allow PRIE to easily find HTP students and run reports.

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?

Cross-Listed Sections

We have had a decrease in cross-listed sections since 2019 due primarily to faculty burnout (see 5B Goal 7 above). This has affected our overall numbers and variety of honors course offerings as well as the possibilities for cohorts that could otherwise form in honors sections. Additionally, it makes it harder for students to finish HTP.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Stand Alone	6	4	6	5	5
Cross-listed	30	22	33	24	20

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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.

We made/are making changes to expand our curriculum offerings and create honors student cohorts:

1. English 110 Honors is now required for all incoming HTP students
2. We started a new History 202 Honors Only Course this fall 2024
3. An additional honors Math class, Statistics will be offered in spring 2024
4. We are going to start a new Honors only COMM 110 class in fall 2025 after The California General Education Transfer Curriculum (Cal-GETC) is implemented
5. We are looking into additional STEM Honors only courses and faculty support for those courses
6. We plan to require IDST 150 and would like to add an asynchronous version
7. We would like to formalize honors course maximums and minimums in 2025

National Collegiate Honors Council Recommendations

As mentioned, the NCHC recommends course enrollment maximums for honors courses and a number of institutions state these course maximums within their honors course outlines. Course maximums which are also recommended by the Honors Transfer Council of California (HTCC) are essential to maintain the rigor and quality of our honors program and meet the expectations of our college and university partners.

Problem of High Course Maximums in Honors

It is problematic to have high course maximums for honors courses. These courses often require intensive individual work with students. Furthermore, when our honors courses are canceled due to enrollments, it impedes students ability to plan and take the honors courses they need to complete the program and gain the transfer and scholarship benefits. We need to have stable pathways and enough options for honors students of different majors to complete the program on time for the priority transfer benefits.

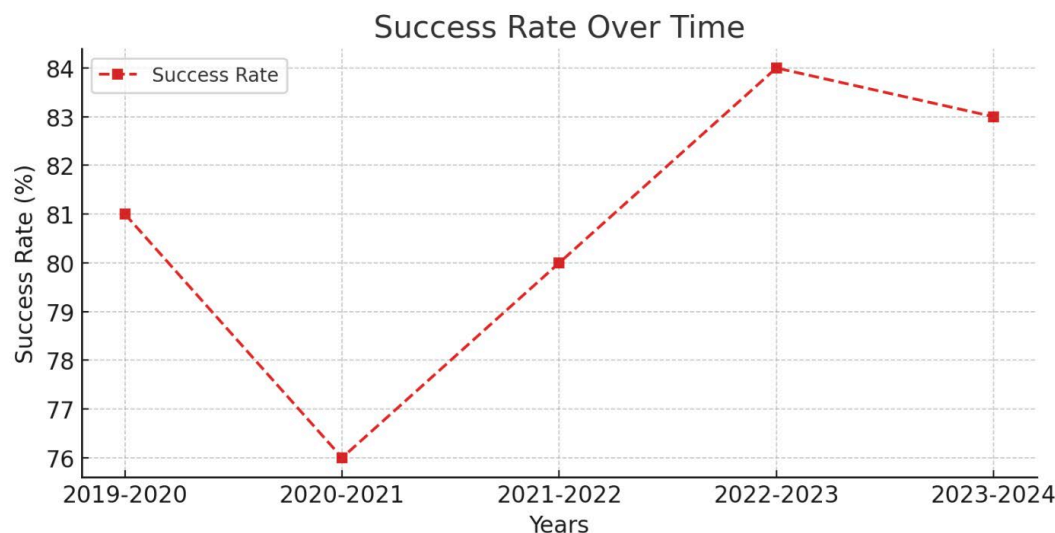
In a fall 2024 survey conducted by HTCC, 29 colleges reported on their course maximums for honors courses. Some colleges had ranges depending on the type of course with English courses being smaller, but most colleges had Honors course maximums around 25.

8A. Access & Completion

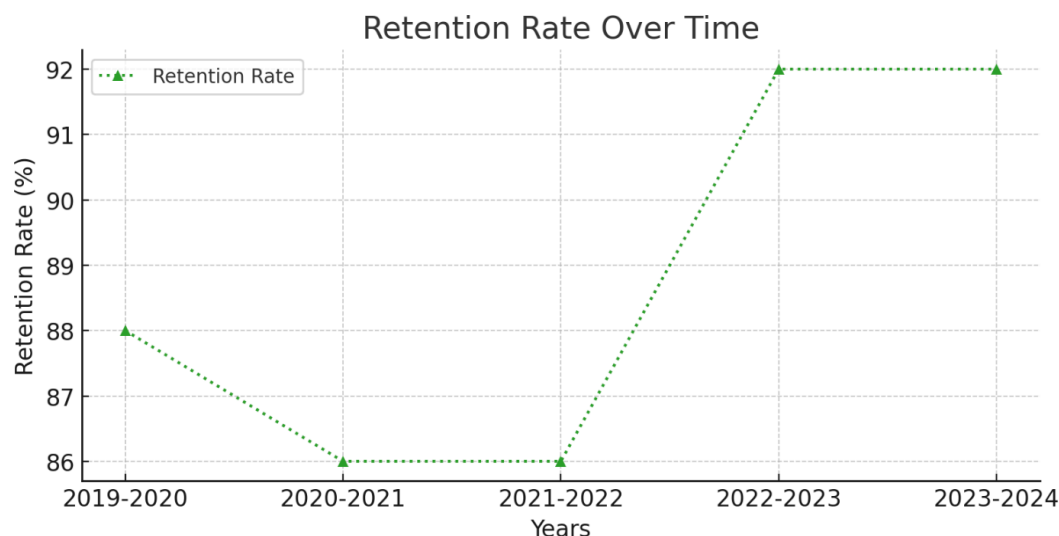
Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How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

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Honors student success rates in Honors classes are high and have grown to 84% in 2022-2023 and 83% in 2023-2024.



Our honors student retention rate is very high relative to the college with the past two years at 92%.



Although there was no previous system for tracking the rate of HTP student completion of the program, we are in the process of developing one in consultation with the prior Honors Counselor and PRIE. We think the best course of action will be to develop cohort coding that is applied as soon as students are accepted to the HTP. Furthermore, we are hoping the Honors Canvas shell will help us track when students start and complete the program. Our new Intent to Transfer form also makes it easier to track student goals.

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?

In line with the [college vision](#) to provide, "equitable education such that students from diverse backgrounds are able to achieve their educational goals" and [values](#) of social justice and racial equity, it is critical to uplift the voices of "BIPOC, LGBTQIA+, undocumented and other minoritized communities" in Honors (Language taken from [EAPC Bylaws](#)). PRIE has provided us with the following Honors equity data:

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Race/Eth	Headcount	Success rate	Retention rate
Asian	123	88%	93%
Black - Non-Hispanic	15	82%	91%
Filipino	12	54%	77%
Hispanic	348	75%	86%
Multiraces	44	86%	93%
Pacific Islander	5	100%	100%
Unknown	31	73%	83%
White Non-Hispanic	143	86%	89%

Equity for Black-Non-Hispanic, Hispanic, Female, and Male Students

Although the above data shows no disproportionate impact for Asian, Black-Non-Hispanic, Hispanic, female, and male students in Honors, this critical work must be continuous across campus. We have strong success rates across diverse groups, and we need to persist in upholding and exceeding.

Filipino and Pacific Islander Students Disproportionately Impacted

Also, it is important to note that Filipino students and Pacific Islander students are disproportionately impacted in success rates. **To address this gap:**

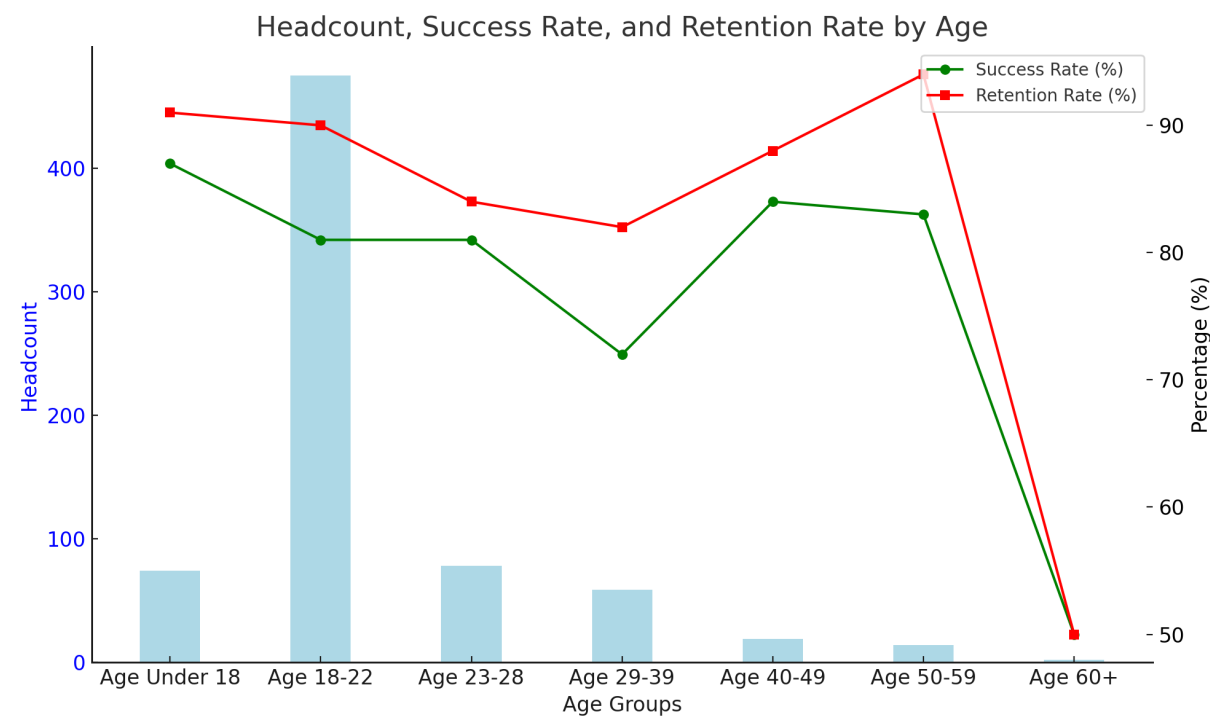
1. The college can help us address this gap by providing data on the courses and majors of our Filipino students and provide opportunities for us to develop culturally responsive curriculum and practices.
2. To nurture a sense of belonging and achievement, HTP would like to be able to post large posters with photos and quotes of successful honors students from diverse backgrounds on the empty walls of some of the newer buildings.
3. We are engaging with social media platforms as a way to post student success stories.
4. HTP staff and faculty reached out to the Equity Director and EACP Co-Coordinator to learn about ways to better support the success of Filipino and Pacific Islander students. We can incorporate some of the learning into our Honors Pods training.
5. We need to be intentional about having Filipino and Pacific Islander honors students take IDST 150 since the success rate of students taking that course has been higher than those who do not take the course.
6. HTP has started collaborating with The STAR Transfer Pathway Program which "is focused on increasing access, enrollment and transfer for underserved Asian and Pacific Islander American, low-income students and first-generation college students."
 - We have included STAR Program flyers in our Honors Canvas shell, and will promote their events and offerings as well as attend events. The mentorship and counseling offered through STAR will provide wrap around support to help assure greater student success. Conversely, we will advertise HTP program and events with the STAR Program. Additionally, we are in discussions about having an Honors sections for the STAR Program Learning Community with History 245 and English 100 and possibly with Math and Ethnic studies. Students would benefit from the support, and the interdisciplinary

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focus, which fits with Honors emphasis on student interdisciplinary research and taking a unique lens to critically examine topics.

Equity for Student Age Groups

As shown in the graph below, another area to work on is the success rate of students aged 29-30, which is at 72%. It would be a good idea to survey students in this age group to ask them what kind of support they need and to possibly do a focus group. One area to consider is if students of this age group have more financial/work or family obligations and less time on their studies. HTP is uniquely situated to consider offering honors contract research that incorporates student work and builds on their work experience and connections. For example, one honors student who worked in the restaurant industry did her honors contract research on how technology has impacted the industry since COVID 19. More research opportunities of this nature should be explored.



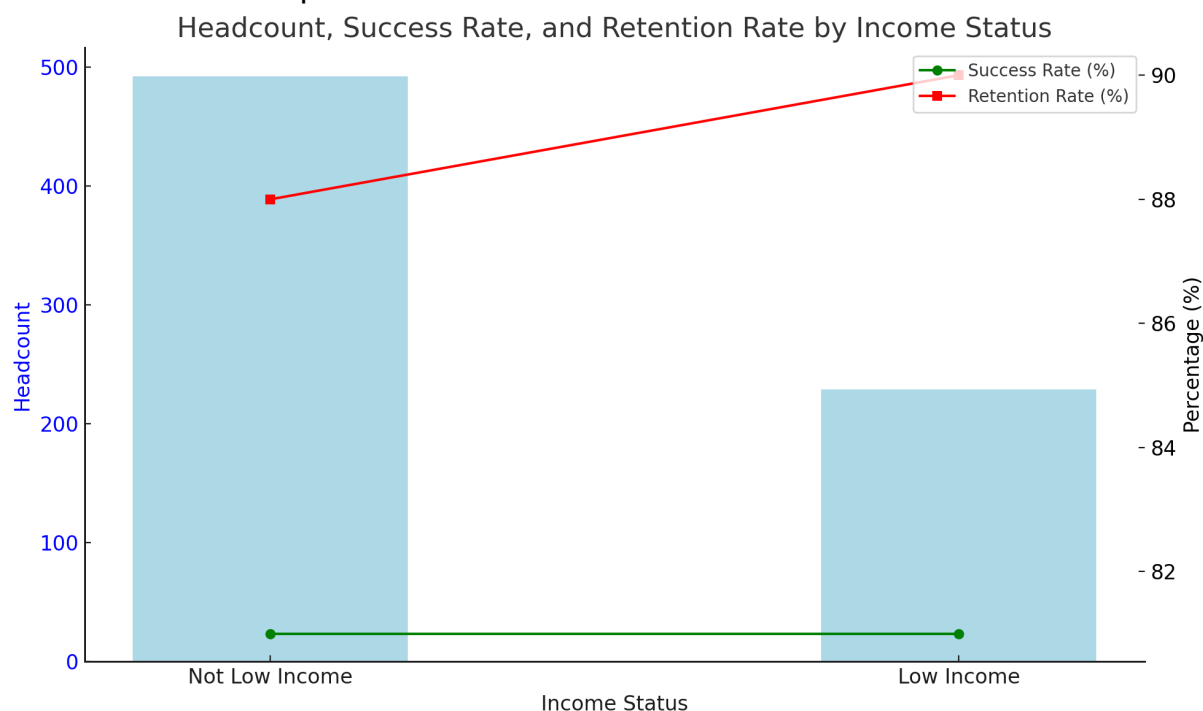
As shown in the below table, our Nonbinary students are disproportionately impacted in success rate. One action we can take is to reach out to the Brave Space team via the cultural center and request training and resources. We could incorporate some of the learning into our Honors Pods training.

Gender	Headcount	Success rate	Retention rate
Female	399	82%	90%
Male	306	79%	87%
Nonbinary	16	71%	88%

As shown below, PRIE data indicates that low income students are not disproportionately impacted in success and retention; however, less than half the number of honors students are low income. We need to work on making sure students with less resources can access the many benefits of the HTP. We continue to collaborate with Promise and should investigate measures to work more with EOPS. We plan to collaborate with the MESA program which supports students who are educationally disadvantaged “to successfully transfer to four-year universities in Science,

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Technology, Engineering and Math (STEM) majors.” We will invite MESA representatives to our events and publicize their events and services with honors students. For example, it makes sense to advertise the STEM speaker series in our Honors Canvas shell and more.



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”.

As shown in the below graph, there are no significant gaps in success between the different modalities. They are all strong especially the face to face. Interestingly, the online is strong too.

Modality	Sections	Success rate	Retention rate
Face to Face	66	84%	90%
Hybrid	19	77%	87%
Online	38	80%	89%
Synchronous	32	77%	88%

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

As a program, we do not have SLOs, but the IDST 150 Honors Research Seminar has the following SLOs, which can be best measured from spring 2023 to spring 2024 when we had one consistent professor collecting regular data.

IDST 150 SLOs

Upon successful completion of this course, a student will meet the following outcomes:

Program Review

1. Demonstrate an understanding of the research process across disciplines
2. Constructively collaborate with students from different disciplines
3. Prepare and execute a scholarly paper and/or presentation

The first two SLOs can be measured informally in the high-level passionate peer-to-peer feedback during synchronous discussions and online text discussions, as well as via student written reflections and anonymous feedback (student-reported data). The third SLO can be measured more formally via student-written assignments and course success.

Representative Student Reflection

Honors Transfer Program Alum Arya Shadan (who transferred to Stanford University) explained in his IDST 150 student testimonial video:

It was a class that was imperative for me in terms of getting my honors contract in my history 201 class done and in a fashion that was productive and purposeful ...IDST was an amazing experience for me with regards to my research and just learning with research it's really vast and it can oftentimes be scary and you can run into problems that are limiting or counterproductive by this I mean you can go down rabbit holes or delve into research that does not really pertain to what you're trying to reveal to everybody you're trying to reveal the why why are you liking why are you researching it why is it your passion and why should we read it and why is it important and although these can seem like daunting questions they aren't and with IDST 150 they're even less daunting because you just get this organizational emphasis of research through different resources and concepts that really help you drive through the semester productively but that being said IDST 150 -I don't know if I could have gone without it during my honor contract and I'm so grateful. (spring 2023)

As suggested by Arya's comments, students in IDST 150 learn the importance of developing a research rationale; they hear about and read each other's proposals in different disciplines and examine common structures. They also learn about organizational tools for research and writing that apply to any discipline and help students address those big questions.

Representative Anonymous Feedback

In the spring 2023 to spring 2024 course evaluations, students said they liked the "instruction on the research process," "sharing the progress of their research with classmates," learning how to "choose and narrow their research topic," and "how to avoid procrastination" in their research and writing, and "learning about the writing process." They said they liked the way: "the course taught them how to set interim due dates and make mini goals," "how to work with a librarian," and seeing "model student work" (proposals, annotated bibliographies, outlines, and research papers) from different disciplines. Students also noted that they liked seeing the writing/publication process of the professor in her social science discipline, and they felt they could apply the strategies she modeled to their work (Anonymous Student Evaluations).

In terms of suggested improvements, in the asynchronous class, students said they would like more peer interaction. We will need to fill the asynchronous class more fully for students to "Constructively collaborate with students from different disciplines."

SLOs 1-3 via Student Work

SLOs 1-3, and especially SLO #3, "Prepare and execute a scholarly paper and/or presentation" can be measured through student completion of their Honors research projects and Honors research

Program Review

presentations. Students also "demonstrate comprehension of the research process" SLO 1) in their fulfillment of this SLO.

Results of SLO 1-3 assessment

From spring 2023 to spring 2024, 76% of IDST 150 students including synchronous and asynchronous students completed the course and completed their Honors Research with most being Honors Contracts and some Honors research for Honors courses. For the majority of the students, that entailed extensive academic reading, an annotated bibliography with citations, a detailed outline, multiple rough drafts, peer review, and a final research paper of 10-15 pages. Additionally, some students engaged in original research via interviews, polls, surveys, and experiments. To pass the class and be accepted as honors-level work, all of the papers had to involve critical thinking, original analysis, and standard documentation style format and citation.

Contract Completion Rate

The Honors Contract completion rate of IDST 150 students in 2023 -2024 was 73%, which is higher than the college average of 66% over the last 5 years and higher than the overall college rate in 2023/2024 of 72%. This suggests that the course is meeting its purpose of supporting more students to complete their Honors research though we would still like to see that rate even higher.

Some confounding variables

Enrollment:

Several students enrolled in the asynchronous class but did not participate. Because the census date for this class comes after only one class session, we have not been able to drop students for non-participation; by the time we find out they are not participating, it is too late. Thus, the quantitative data for the IDST 150 Asynchronous class is skewed.

Late Adds:

We have had 3-4 late adds every semester, and in some cases post-census, so any analysis of the course numbers should consider those late adds.

Changes:

We have had three different professors of IDST 150 and one change in Honors Coordinator. Consequently, different groups of students follow or get connected to join the course. In 2023-2024, we had more students joining IDST 150 from English 100 and ESL 400 and more multilingual students. For example, there were at least 5 students from the Coordinator's English 100 class and 7 students from ESL 400 in IDST 150. Eight out of twelve of these students succeeded in their Honors Contract work and two got an incomplete grade.* However, in a few cases, the students were not yet ready for the high-level work along with everything else they were juggling.

Solutions

With ample support, the overall success rate of these 12 students was the same as the average success rate of Honors students in general over the past 5 years. We can prevent future issues of preparedness by clearly explaining the demands of the work and expanding marketing to attract students at all points in their studies. Also, not completing is not always negative. *One student who got an incomplete was a self-identified Latina who was researching success strategies for "Latino businesses" in the Bay Area, and her business took off so successfully that she could not make the time to complete her research.

Program Review

Presentations

All IDST 150 students are required to present their research on the last day of class and are encouraged to apply to present at Honors conferences. They have done very well:

Spring 2024:

- 4 of 5 students accepted to present at the Bay Honors Symposium were IDST 150 students
- 3 IDST 150 students were accepted to present at the Western Regional Honors Council Conference (including 1 asynchronous and 2 synchronous students)
- 7 out of 8 of the students accepted to present at the Cañada College Honors Research Showcase were IDST 150 students

Spring 2023:

- 4 out of 11 of the Cañada College Showcase students were IDST 150 students
- 2 out of 5 students accepted to present at the Bay Honors Symposium were IDST 150 student

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?

Quantitative data and student testimonials indicate that IDST 150 is meeting its purpose to increase students' success in their Honors research. The 5-year success rate of Honors Contract and Research Completion which is required to pass IDST 150 has been higher than the college rate of 66% for student completion of Honors Contracts.

In 2023-2024, the IDST 150 course success rate was 72% across all modalities. There was an overall improvement in success from fall 2021 except for fall 2023 when we had our first Asynchronous section and several no-shows that could not be dropped before the census.*

2019-2020 to 2023-2024								
Success Rate by Course	FA21	SP22	FA22	SP23	FA23	SP24	Total Success Rate	Total Withdraw Rate
IDST-150	60%	57%	78%	83%	58%	75%	69%	13%

Synchronous Class

As shown below, the course success rate for synchronous students was 76%.

Program Review

Success Rate by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	60%	50%	76%

As shown below, the majority of the students took the synchronous modality:

Headcount % by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	7.5%	22.4%	71.6%

Asynchronous Class Issues

The overall completion rate for the asynchronous section of IDST 150 students over the past few years was only 50%. There are several reasons for this:

1. Several students enrolled (including two who enrolled in two consecutive semesters), but never showed up and the census date came after only one session, so it was too soon to know that they should have been dropped. One of the students who had enrolled twice encountered overwhelming medical issues that did not allow them to participate. *
2. The asynchronous option is new so there have only been 15 students total in it; therefore, the impact of those 2 nonparticipating students (who enrolled twice and didn't show up) stands out.
3. Asynchronous courses take constant attention and top-notch delivery for students to succeed.**

Fortunately, the low completion was primarily in the first semester of the asynchronous section. It was improved in the second semester where the Honors *Research completion* rate (mostly for Honors Contracts) was 75%.

Another issue with the course overall is that we have had 3-4 late adds every semester. We are addressing this in spring 2025 by starting the course a week later. Honors students often need more time to set their schedules and find an Honors Contract topic and professor before knowing if they should enroll in IDST 150 so the later start date should help.

Curriculum Improvements

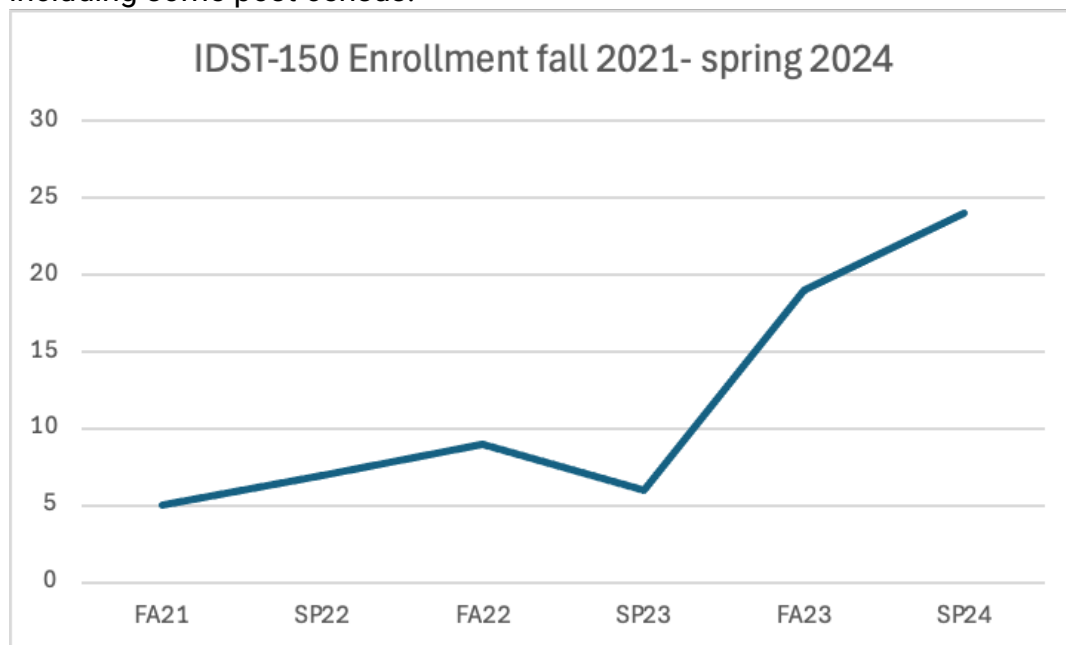
**As mentioned in question 4 Curriculum changes, we used student and peer feedback, and help from the instructional designer to improve the asynchronous course. We revised the asynchronous version of the course to include more student-to-student interaction, better videos, a more streamlined Canvas framework, and more constant attention. We cannot change the census dates, but we trust that with the discussion of the quantitative and qualitative data in this program review, there will be a deeper understanding of the trends. The asynchronous course was thoroughly vetted and refined in the spring of 2024, so we look forward to trying the improved version.

PRIE Enrollment Data for IDST 150

As shown in the below graph, IDST 150 enrollments have been climbing steadily since spring 2023 with the highest enrollment in the year we had synchronous cross-listed with asynchronous. This

Program Review

data may not include all of the students' late adds of which there were several each semester including some post census.



*Note: In Fall 24 we opened a F2F sections and more students were enrolled in F2F than synchronous.

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?

The Honors Transfer Program has 3 PLOs. Upon graduation and/or transfer from the Honors Transfer Program, students will have:

1. Completed at least 15-units of Honors;
2. Completed Honors research;
3. Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO 1: Completed at least 15-units of Honors

As shown below, we had a drop in program completion during and post COVID-19; however, in spring 2024 we started to climb back up.

HTP Program Completion	
Year	Number of Honors Graduates
2018	9
2019	15
2020	14
2021	10*
2022	12
2023	3
2024	10

Program Review

As shown in the chart below, among other benefits, HTP significantly improves students' chances of transferring to UCLA. Our admittance rate was especially strong in 2024.

Year	Applied UCLA via TAP	Admitted	Admittance Rate
2018	6	5	83%
2019	11	8	73%
2020	14	10	71%
2021	13	13	100%
2022	12	7	58%
2023	2	1	50%
2024	7	6	86%

86% is 3% higher than the state average of 83%

PLO 2: Completed Honors Research

As shown in the below table, our Honors Contracts Completion Rate has increased.

Year	# Proposals	# Proposals Completed	Percent Completed	Comments
2019/20	58	39	67%	Pandemic declared in March 2020
2020/21	50	36	72%	Pandemic
2021/22	45	27	60%	Pandemic
2022/23	25	15	60%	Pandemic declared over May 2023
2023/24	54	39	72%	56% of the completers took IDST 150 Honors Research seminar
Average	46	31	66	
Fall 2024 ALONE	40 fall semester <i>only!</i>	TBA	TBA	Fall 2024 proposal numbers <i>alone</i> are almost as high as the average year amount.

On average there were about 46 proposals a year from fall/spring 2019/2020- fall spring 2023/2024, and 31 Honors Contracts successfully completed each year. We encourage students to leverage this experience to help them meet their transfer goals by referencing their work in their personal insight questions on transfer applications. Over the last 5 years, the rate of Honors Contract completion has

Program Review

averaged approximately 66%. Notably, there is no penalty for students who submit Honors Contract Proposals and don't complete their Honors work, and numbers did decrease during the Pandemic. The HTP strives for high completion rates, and despite the dip post pandemic, this year showed an increase in success. **The 2023/2024 success rate of 72% was one of the highest yet** along with 2020/2021. More than half of those successful students completed IDST 150. Additionally, we had a record number of Honors Contract Proposals in fall 2024 of 40, which is higher/close to the number in some full years.

PLO 3: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium (BHC)

HTP started in 2019 and since 2010, Cañada College's Honors students have applied to present their research at the BHC symposiums held at either Stanford University or UC Berkeley. In addition to presenting their research, students are eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's e-journal.

As shown in the below table, in recent years this conference has become increasingly competitive and students apply from community colleges all over the state, but our students have fared very well.

Year	Number of North and Central CA. Community College Honors Student Proposals	Number of Cañada College Honors Student Proposals Accepted
2011	135	8
2012	140	7
2013	150	5
2014	180	7
2015	207	2
2016	over 200	2
2017	over 200	2
2018	192	2
2019	237	3
2020	208	6
2021	BHC Event not held due to COVID	
2022		
2023	187 (only 90 proposals were accepted)	5
2024	240 (only 85 proposals were accepted)	5

Furthermore, in 2019 and 2023 **Cañada Honors students were awarded the top prize, The Heslet Scholar Award**. One Cañada Honors student was also a finalist for The Katherine Award, for the abstract showing "outstanding written flair and expressiveness."

Showcase

All students selected to present at the BHC Honors Research Symposium are also required to present at their home institution. The Canada College Honors Research Showcase fills that need. Students who are accepted to the BHC Symposium are required to present at Cañada's research

Program Review

showcase, and other interested students (including those not selected to present at BHC) are encouraged to present.

Cañada's Honors Research Showcase numbers are:

Year	Number of presentations
2015	5
2016	11
2017	6
2018	6
2019	7
2020	0 canceled due to COVID
2021	4
2022	8
2023	11
2024:	8

Presenting research at a formal conference can be a transformative experience for students. As the discipline expert in front of a room of students, professors, and family, students have their voices uplifted, and they gain clear increases in confidence.

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

[Linked here are our program goals](#)

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

Tables & Graphs

[Linked here are our program goals](#)

Our graphs and tables are embedded throughout.

Our Complete Program Review Ends here.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Honors Transfer Program

Item Requested

Honors Student Ambassador

Item Description

An increase in the amount for the ongoing Honors Student Ambassador from is needed to effectively promote the Honors Transfer Program (HTP), share pertinent information, and to continue to make the program more inclusive. The student ambassador (s) will help share timely deadlines and details (such as for Honors Contract Proposals, Honors Counselor Meetings, SEP updates, Transfer Alliance Program, and Transfer Admission Guarantee, and information about resources, events, eligibility, benefits, applying, courses, contracts) with students across campus, district, and interest areas. They will help maintain and expand the diversity of HTP students assuring that the program continues to be inclusive for all and supportive of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students including Latinx and AANAPI students.

The Honors Student Ambassador (s) does/can do this by:

- 1) Creating new or helping further develop current HTP marketing materials such as flyers, program videos, webpages, newsletters, and social media messages and distributing them widely on a regular basis.
- 2) Communicating with current and prospective Honors students through but not limited to: class visits, faculty and staff meetings, high school visits with college recruiter, office hours in the transfer center, visits to key programs, committees and clubs (including Puente, Umoja, S.T.A.R, MESA Promise, EOPS, TRIO SSS, The Undocumented Student Center, ASCC, The International Student Center, The Chinese Student Club, ESL Conversation Club, LGBTQ+ Student Club, Cultural Center Events, and HTP events). HTP events include:
 1. Fall Honors Kick off
 2. Fall Honors Priority Transfer Workshop
 3. Spring Honors Kickoff
 4. Spring Honors Research Showcase
 5. Spring Bay Honors Symposium Abstract Workshop,
 6. Spring Bay Honors Research Symposium
 7. Potentially: Spring Honors Transfer Workshop
- 3) Helping with HTP event planning and presentation
- 4) Assisting in the development and/or implementation of other student workshops
- 5) Attending Honors Advisory Committee Meetings (thereby contributing to participatory governance per our EMP goals)
- 6) Offering and collecting student feedback and/or programmatic ideas
- 7) Acting as a mentor and role model for other Honors students and helping Promote honors only courses, honors events, and collaborations in order to build the "cohort" experiences of HTP students and further their sense of belonging
- 8) Promoting Honors Contracts and Honors Projects that uplift the voices of students and speak to their individual

Resource Requests

interests and needs

9) Commenting on the Honors Transfer Program Review (per the EMP goals)

The funding is essential as it allows us to employ strong students who would not otherwise be able to participate without compensation. We have found that this position is often best filled by more than one student so that they can share hours depending on their schedules and be able to cover between them all events.

Program Goals this Request Supports

Students completing the HTP program will achieve their education and transfer goals.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

A big part of this position will be focused on achieving the goal to "reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students."

The outreach work and events the Honors Student Ambassador will take part in will be focused on including all students and especially supporting and uplifting the voices of students from low-income communities, that have been minoritized, and/or underserved. This will be done by promoting meaningful honors research projects, forums for sharing their work, individualized counseling, and information about the enhanced scholarship opportunities and chances for funding for Honor Program Students at top private universities. To assure that this work is reaching low-income, first-generation, and Black, Indigenous, and People of Color (BIPOC) students" the Honors Student Ambassador will be asked to visit a variety of meetings such as for Puente, Promise, EOPS, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, MESA, S.T.A.R., and more.

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

The Honors Student Ambassador (s) is/are an important inspiration for prospective Latinx and AANAPI Honors students. Our current Honors Student Ambassadors offer bilingual and bicultural cultural competency skills, and they share their own work and experiences. They have been able to reach out to different communities of students via clubs, meetings, events, individual meetings, and widely distributed video recordings and flyers. They have shared and implemented ideas for being more inclusive of Latinx and AANAPI students including the Honors Canvas Shell, personalized welcome messages to students in the Canvas shell, a scavenger hunt for a more interactive transfer workshop, informal Q & A and refreshments, and office hours in the transfer center. Although the student (s) in the position will change each year, the hiring and training will emphasize the importance of connecting with Latinx and AANAPI students.

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
Equity-Minded and Antiracist College Culture
Community Connections

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

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

Resource Requests

Better share what Cañada offers

Be the best college choice for local high school students

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Honors Transfer Program

Item Requested

Honors Contract Faculty Professional Development (Community of Practice)

Item Description

In order to:

- increase resources for honors faculty professional development
- support new honors contract faculty and students in meaningful high caliber learning experiences that uplift student voices
- strengthen the honors student transfer pathway
- increase the number of honors transfer students who are able to gain priority transfer, enhanced consideration for admissions, and financial assistance and scholarships via our honors transfer partnerships
- reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students
- foster student development of lifelong research and writing skills

The proposed professional development will include a three part workshop with exchange among experienced and new honors faculty including but not limited to the below topics:

1) Getting Started and Planning Ahead:

- The Why of Honors Contracts
 - Overview of honor student demographics and goals
 - Benefits of honors work and program completion for students
- Identifying promising honors students and recruiting
 - Addressing imposter syndrome and "over achiever anxiety"
 - Canvas honors informational module models and student questionnaires
- Equity and antiracist goals and practices
 - Uplifting voices of underrepresented students
 - Uplifting the voices of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students and specifically addressing the college goal to supporting Black, Latinx, and AANAPISI students
- Student Completion of honors contract applications
 - Quality proposals
 - Feasible timelines and interim due dates
 - Setting faculty meetings and feedback time
 - Modeling time management
- Honors Faculty and staff exchange challenges, strategies, and resources

2) Setting the Foundation and Beating Student Procrastination:

- Scaffolding honors research: Faculty Coaching, modeling, and guiding practices
 - Student research and reading and writing support resources
 - Meaningful equity and antiracist honors research topics
- Beating Procrastination:

Resource Requests

- Helping students narrow and finalize their topics
- Feedback on student research
- Systematic student note taking
- The power of student annotated bibliographies
- Scheduling student work
- Student outlining strategies
- Addressing student imposter syndrome and anxiety
- Motivation and mini-goals
- Honors Faculty and staff exchange challenges, strategies, and resources

3) Finishing Before Finals and Preparing to Present:

- Scaffolding the final parts
 - Writing, library, and mentor resources for honors students
 - Resources for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students
 - Resources for Latinx Students
 - Resources for AANAPISI students
 - Evaluating honor student work
 - Addressing student perfectionism and imposter syndrome
 - Building student stamina and encouraging persistence
- Preparing students to present their research
 - Potential Venues: Cañada College's Honor Research Showcase, The Bay Honors Symposium, The National Collegiate Honors Council, and others
 - Interim assignments, due dates, and formats
- Honors Faculty and staff exchange challenges, strategies, and resources.

This work addresses:

the college goal 1: Student Access, Success and Completion

2.3 -- Increase resources for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students.

the college goal 2: Equity-Minded and Antiracist College Culture

2.1

Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).

2.8 -- Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Resource Requests

Compensation

Up to 10 faculty in the program will be compensated \$75 per hour upon completion of

- 1) A HTP PD session (up to three 90 mins sessions/4.5 hours)
- b) the task (see tasks associated with each session)
- c) a very brief report/reflection via an electronic form and time sheet (to be filled out each session).

Additionally, faculty will be compensated \$75 per hour for:

up to 5.5 hours of meetings with their honors contract student (s) a semester after providing a very brief report and completing a timesheet.

The total possible compensation for completing the whole program is \$750 per faculty member per semester, or \$1500 per academic year per participant.

The Honors Coordinator will manage the time sheets.

The PD will be co-facilitated by honors faculty and the Honors Coordinator

Program Goals this Request Supports

This PD for honors contract faculty is designed to address our program goals to increase the number of honors students and numbers of students completing the program and their transfer goals. Additionally, the PD supports our goals for honors transfer students to:

- 1) Complete at least 15-units of Honors coursework and complete their transfer plans. Honors Contracts are necessary for our students to complete sufficient units and they provide rigorous academic opportunities that enhanced their transfer applications.
- 2) Complete and present their original honors research (at Cañada College's Honor Research Conference, the Bay Area Honors Consortium, and other venues such as NCHC). These are meaningful learning experiences that can build student confidence and enhance their applications for transfer.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

The goals of this PD include:

- Expanding equity-minded curriculum in honors courses
- Eliminating equity gaps for honors contracts, program completion, and transfer
- Being inclusive of adjunct faculty and low income faculty in honors work (many adjunct faculty who provide important role models for students are from underrepresented groups)
- Improving equitable practices for underrepresented Honors students
- Reducing the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students (EMP, 3.8 p.13).

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

The PD activities specifically target strategies for better supporting Latinx and AANAPISI students including connecting with Umoja, PUENTE, the Undocumented Community Center, ESL, The Cultural Center, Promise, the International Student Center, and EAPC, and the Chinese Culture Club. During the PD, we will share models of work by underrepresented students about their communities, including the honors paper, "Latinx Population in the U.S. Stereotypes and Social Characteristics by a first generation Latino honors student and the honors paper, "Stereotypes and Discrimination Against Chinese Students" by a Chinese International honors student. We will

Resource Requests

share ways to support multilingual honors students and for uplifting Latinx and AANAPISI voices via honors contract mentorship and research.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Be the best college choice for local high school students

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Honors Transfer Program

Item Requested

Honors Student Ambassador

Item Description

The Honors Student Ambassador is needed to promote the Honors Transfer Program (HTP) and share pertinent information. The student will help share timely deadlines and details (such as for Honors Contract Proposals, Honors Counselor Meetings, SEP updates, Transfer Alliance Program, and Transfer Admission Guarantee, and information about resources, events, eligibility, benefits, applying, courses, contracts) with students across campus, district, and interest areas. They will help maintain and expand the diversity of HTP students assuring that the program continues to be inclusive for all and supportive of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students including Latinx and AANAPISI students. This will be done 1) through creating new or further developing current HTP marketing materials such as flyers, program videos, webpages, newsletters, and social media messages and distributing them widely on a regular basis. 2) The Honors Student Ambassador will communicate with current and prospective Honors students through but not limited to: class visits, faculty and staff meetings, high school visits with college recruiter, office hours in the transfer center, visits to key programs, committees and clubs (including PUENTE, Umoja, Promise, EOPS, TRIO SSS, The Undocumented Student Center, ASCC, The International Student Center, The Chinese Student Club, ESL Conversation Club, LGBTQ+ Student Club, Cultural Center Events, and HTP events). HTP events include: 1) Fall Kick off 2) Fall Honors Priority Transfer Workshop 3) Spring Kickoff 4) The Honors Research Showcase 5) The Bay Honors Symposium Abstract Workshop, 6) Bay Honors Symposium Workshop. The Honors Student Ambassador will help with HTP event planning and logistics of events. Additionally, they will assist in the development and/or implementation of student workshops, attend Honors Advisory Committee Meetings (thereby contributing to participatory governance per our EMP goals), offer feedback and/or programmatic ideas to the Honors Coordinator, be a role model for other Honors students, help Promote honors only courses, honors events, and collaborations in order to build the "cohort" experiences of HTP students and further their sense of belonging. The Honors Student Ambassador will help promote Honors Contracts and Honors Projects that uplift the voices of students and speak to their individual interests and needs as well as provide comments on the Honors Transfer Program Review (per the EMP goals).

Program Goals this Request Supports

Students completing the HTP program will achieve their education and transfer goals.

Resource Requests

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

A big part of this position will be focused on achieving the goal to "3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students." The outreach work and events the Honors Student Ambassador will take part in will be focused on including all students and especially supporting and uplifting the voices of students from communities that are low income, have been minoritized, and/or underserved. This will be done by promoting meaningful honors research projects, forums for sharing their work, individualized counseling, and information about the enhanced scholarship opportunities and chances for full funding for Honor Program Students at top private universities. To assure that this work is reaching low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students" the Honors Student Ambassador will be asked to visit a variety of meetings such as for PUENTE, Promise, EOPS, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, and more.

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

Through outreach, campus events, and class visits the Honors Student Ambassador will be an important role model and connection to the Latinx and AANAPISI students. Our current Honors Student Ambassador is Asian and our prospective co-Honors Student Ambassador is Latinx. Both students offer bilingual bicultural cultural competency skills and are excited about reaching out to different communities of students. They have and will share ideas about how to involve more Latinx and AANAPISI students with the Honors Coordinator. They will visit meetings such as for PUENTE, Promise, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, and more. Although the student in the position will change each year, the hiring and training will emphasize the importance of connecting with Latinx and AANAPISI students.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Human Services

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.

The Human Services program at Canada College works to prepare students to enter in the field of social work and Human Services through the introduction and application of foundational skills. Students not only learn the historical aspect of this profession but also learn skills needed to be effective practitioners. Students are introduced to various state, county, and community-based resources and learn how to access these resources on behalf of individuals and families. Students learn the value of self-reflection, identifying biases in themselves and various systems that affect communities as well as active listening and strength-based perspectives. Students often have the experience of practicing the skills developed in these courses by interning (volunteering) with community-based agencies throughout the San Mateo Bay Area and social services agencies on campus. The Human Services program at Canada College aligns with the college's mission, and vision and has the capacity to continue amplifying the values of this institution as it serves more students.

The Human Services program at Cañada College educates students in the strength-based philosophy of helping individuals and families in need of economic, health-care assistance, and social support. Students learn effective communication, understand the concept of case management, and cultural sensitivity while enhancing their ability to work well with our diverse local communities.

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."

The three-unit course HSMV 300, Field Experience in Social Work and Human Services eliminated in 2022 and replaced by two courses, HMSV 121 Social Work and Human Services Seminar (1 unit) and HMSV 122 Social Work and Human Services Fieldwork (2 units). These two classes allow students the opportunity to focus on the skills and concepts learned in HMSV 100 and work on more advanced skills while the field work components allow students to practice skills and make observations in a supervised setting. This transition was made after being approved by the Canada College Curriculum Committee. It is currently going through the approval process for the BACCC and COCI (estimated final official approval Fall 2024). The two classes were successfully implemented in Spring 2023.

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.

None identified at this time.

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?

There have been no changes by the State that have impacted the curricular offerings that have affected the Human Services programing.

5A. Progress Report - IPC Feedback

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

IPC feedback for the 2018-2019 review cycle included commendations for summary action plans, rationale for changes, and overall program effectiveness. Recommendations highlighted the need for more detail about strengths and challenges, more consistent SLO data collection and analysis, as well as more information of resource(s) requests. Since the last program review cycle, plans to address these recommendations proceeded slowly as the pandemic and other departmental changes (e.g., faculty changes in the Education and Human Development Department; HMSV is now part of EHD) necessitated the prioritizing of updating certificates, retaining students in courses and maximizing students' success in HMSV classes.

As the new SLO and evaluation cycle begins (Fall 2023), EHD and HMSV faculty are reviewing current SLO's, related processes, and PLO's. A new SLO Assessment Plan is currently under revision. Draft is attached in supporting documents.

It's important to note that HMSV is a small program (approximately 20-30 students total), with 1 adjunct faculty responsible for teaching courses and coordinating the program as a whole. This new assessment cycle, however, undertakes more integrated goals, processes and collaboration between HMSV and EHD.

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.

New certificate created.

New advisory convened in collaboration with EHD advisory.

SLO process scheduled for priority discussion Fall 2023.

New courses (HMSV 121 and 122) offered successfully for first time.

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?

At this time there has been no request for equipment, facilities research or funding.

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."

Not applicable to HMSV as an individual program. But since it's integration with the Education and Human Development Department, full-time faculty changes in EHD have impacted consistency of guidance for HMSV adjunct with regard to college processes.

Program Review

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. Enrollment in Human Services was down 12% in 2022-2023 compared to five years ago in 2018-2019. Human Services enrollment reached a five-year high in 2020-2021 (68 enrollments) and a five-year low in the most recent academic year (2022-2023 = 29 enrollments). See graphs attached/submitted.

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?

According to PRIE Full-time equivalent students (FTES) in Human Services was down 36.4% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), a decrease of 1.2 FTES. However there has been a change of the number of sections offered in Human Services. In 2021-2022 the number of sections in Human Services increased to three and remained at three sections through the most recent academic year.

There is an expectation that there will be a higher level of enrollment in HMSV 121 and HMSV 122 which could increase enrollment.

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.

Plans are in place to create promotional and outreach materials for all programs in BDW. HMSV is a priority program for this project.

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?

In 2021-2022 the success rate increased to 50% and then up to 81% in the most recent academic year. Withdraw rates in Human Services were as unstable as success rates with a maximum of 37% in 2021-2022 and a minimum of 3% in 2022-2023.

As of 2021 Curriculum Committee Approved the Human Services Paraprofessional Certificate of Achievement. The Certificate is designed to enhance students' ability to obtain entry-level service positions including community-based agency front office staff, case managers, parent advocate, outreach workers with youth, foster care criminal justice-involved youth, and criminal justice reentry workers.

More focused outreach and marketing of the HMSV program, certificate and degree would be most helpful to retain students and improve their success.

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

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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?

According to current PRIE data there was not enough information captured to complete a full analysis of the disproportionate impact. The program is small, and although starting to rebound this semester (Fall 2023), priority must be outreach and promotion of new certificate and AAT degree.

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”.

HMSV courses have been offered asynchronously online since the last program review. Success rates dipped during the height of the pandemic, but appear to be improving as of this academic year. See included graph.

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.

All active courses since the last program review have been assessed as per HMSV's SLO Assessment Plan. Incomplete, however, is PLO assessment. Since this Fall 2023 academic year marks a new 3-Year Assessment Cycle, data collection will continue with new draft of 3-Year Assessment Cycle, with prioritized PLO analysis.

Pending scheduled discussions about SLO's, the new 3-Year Assessment Cycle for HMSV is attached with supporting documents.

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?

Discussions were paused during the pandemic and as HMSV's home department (EHD) experienced changes with faculty. Discussions resumed this semester.

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?

PLO's were not assessed during the pandemic (last few years), so there is no data to discuss at this point. The priority is to work with new 3-Year Assessment Plan and consistently collect and analyze all SLO, PLO and ILO data.

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.

Regular meetings with EHD will help more fully integrate HMSV into the department. Advisory Boards are now combined, with EHD Advisory consisting of community partners from San Mateo County of Education (Early Childhood), San Mateo County of Human Services (HMSV), and other 4-year institutions (e.g., SFSU) to support students in EDUC (Inclusion Support, Elementary Education, Youth and After School).

Regular guidance from tenured faculty will further strengthen HMSV adjunct (n=1) and the department as a whole.

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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

General Supporting Documents

[HMSV 3-Year Assmt Cycle 2022-2026.docx](#);

[HMSV Enrollments.jpg.png](#);

[HMSV Success Rate Modality.png](#)

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Interior Design

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.

Mission

Can?ada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Can?ada College provides equitable education such that students from diverse backgrounds can achieve their educational goals and benefit the world.

The mission and vision of the Interior Design program is to:

- Provide up-to-date quality instruction in the interior design field.
- Offer lower division course work leading to Certificates and / or Associate of Science Degree, and Transfer elective courses that enable students to transfer to the California State University system or other four-year public or private institutions.
- Provide occupational education and training directed toward current industry standards and certifications for first time students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and / or personal use.
- Reach out to and serve students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity.

Students and faculty have been involved in design projects for the college and the community. Some examples are:

1. Puente Project, Pescadero.
2. One Life Counseling Center, Burlingame.
3. Building 13 participating in the design review process as well as furniture selection.
4. Hair Salon Student Competition, Palo Alto
5. EHD Lounge and Hub area
6. Learning Center, building 9, exploration stage.

We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School, coordinated by Myra Arellano, Director of High School Transition and Dual Enrollment. We are committed to reaching out to and serving students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity with the support of our students and the Interior Design Student's Club.

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."

While the Interior Design Program has focused primarily on career preparation, we have some students with no previous post-secondary degree looking to transfer to a four-year university. A goal of the program is to smooth the preparation and articulation process for those students who plan to transfer, primarily to San Francisco State and San Jose State, where our students typically tend to go. Both programs, as with several others of the CSU Interior Design Programs, are impacted with enrollment, which means this preparation is critical, including the application and portfolio process to be accepted at those institutions. We have addressed this issue advising our students to take

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some classes that are not included in the articulation agreement with SFSU (the INTD 175, Space Planning and Design course is one example); this will prepare them to work on specific requirements to be successful through the application process. Whereas our students did not seek this as much before (most already had a bachelor's degree or higher), we have seen an increase in recent years, especially with international students.

At this time, we have no data related to the enrollment impact at SFSU or SJSU. The number of our students transferring to those institutions is low, five or fewer students. SFSU for example, required a portfolio submission as one of the prerequisites to be accepted to that program.

So far, the Interior Design Program at Cañada, has not been impacted by changes in the CSU or high school curricula. SFSU has not made significant changes to its curriculum and our students can navigate through the transferring process with the counselor's advice and the interior design program coordinator assistance.

The Portfolio Development course, INTD 301, was added to the curriculum in fall of 2022, and it is now part of the core for two certificates – the Interior Design and the Kitchen and Bath Certificates, and the AS in interior design.

Gloria Darafshi, Transfer Counselor / Articulation Officer, has initiated the submission of one of the interior design courses, INTD 150 and 151, History of Interiors, to Cal-GETC that will be effective beginning Fall 2025. This course is currently on the UC IGETC pattern and is currently approved for CSUGE Area C1 Arts but is not approved for Cal-GETC Area 3A Arts.

We have also initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School and keep supporting the recruitment department at Cañada.

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.

The decline and volatility in the housing and design market (along with the economy) since 2008 has influenced enrollment in the program as well as the entire college and appears to be recovering more slowly than anticipated after the COVID declared pandemic. While one might think students would take the opportunity to return to school, they have not been coming in the numbers expected (needing to work, instead at any job to earn needed income, the increase in cost of life including housing, are additional factors). We believe it has leveled off and is beginning to pick up.

The greatest change is in the need for designers knowledgeable in accessible or universal design, and in the sustainable design area given the adopted green building codes in California, including lighting and energy efficiency requirements (California Title 24), the SB-100, as well as greater demand for it by the public. Another changing need is for designers with knowledge and skills in kitchen and bath design, i.e., a certified kitchen and / or bath designer. As we have seen with the latest economic downturn, consumers are requesting remodeling assistance with their current home, primarily with the kitchen and bath, rather than doing the entire house or other spaces in the home. They want efficiency as well as good design and aesthetics.

The other changing need and increased demand for designers is in the design for the rapidly growing aging population who wants to age in place and adapt their homes to meet their needs. According to the US Bureau of Labor Statistics, "Employment of interior designers is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations." Designers will be needed to respond to consumer expectations that the interiors of homes and offices meet certain conditions, such as being environmentally friendly and more easily accessible. <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm#tab-6>

Related to technological changes, the industry has been addressing the need for more digital media instruction in the architectural and design areas using tools such as Sketch-up Pro, Chief Architect,

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Revit, among others. As a result, the Interior Design Program added a new course that reflects the industry demand, especially in the kitchen and bath sector. Also, in addition to AutoCAD for projects, the preparation of digital portfolios has been included. However, despite that, there are employers, clients, and customers (high-end especially) who still highly value and often require hand drafting and quick sketching skills.

The INTD Advisory Committee and faculty members meet every semester (November 15th, 2024, is the next scheduled meeting) to analyze and discuss the current and future situation of our program. In the last meeting on May 5th, 2023, we agreed on the importance of teaching in person based on the lack of practical experiences shown by newly graduates due to the online mode teaching during COVID.

It is important to mention that for the last two years, including this fall semester of 2024, job opportunities as well as internships offer have increased for our students. The recovery of the construction sector after COVID pandemic has been steadied providing a better future for interior designers.

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?

All architecture and interior design course outlines had been revised following the two years cycle mandated by the state (last cycle was November 2022). The review process will continue in 2024-2025 academic year following the curriculum schedule for any necessary updates and / or revisions. The ideal cycle would be to offer each of the core courses and those common to most (3 or more) certificates each semester (fall and spring), and those common to 1 or 2 certificates / degree, once a year. The before COVID District class cancellation policy was not ideal to the cycle as INTD / ARCH course offerings each semester have been reduced since 2008. The more advanced / capstone courses are offered once every one or two semesters to somewhat insure healthy, desired enrollments. This makes it challenging for students, often taking longer to complete a certificate or degree because courses are not offered as frequently. With prerequisite requirements now being enforced, the planning of the program becomes more challenging.

The Advisory Committee and faculty members usually discuss if streamlining the coursework for the completion of the Certificate of Achievements is necessary. So far, the only class that has been added is INTD 301, Portfolio Development, which started in fall of 2022. We have three active certificates, those are: Interior Design Certificate of Achievement, including the AS Degree in Interior Design; the Home Staging Certificate of Achievement; and the Kitchen and Bath Certificate of Achievement.

Changes:

Interior Design Certificate of Achievement, AS Degree in Interior Design

1. Complete Core Courses, 38.0 units and one elective course for a total of 41 units. The Portfolio Development course was added in fall of 2022 which brought the number of units to 38. The justification for increasing the number of units is based on the minimum requirements of units for students planning to take the IDEX – Interior Design Exam, after completion of the interior design certificate. This exam is administered by the non-profit organization California Council for Interior Design Certification (CCIDC), that holds the CID title, certified interior designer.

2. Choose from two CAD options, INTD 360, AutoCAD for interior designers or INTD 361, Chief Architect, only one is required.

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3. Complete required General Education coursework and electives as needed to meet the minimum 61 units required for the associate degree.

Home Staging Certificate of Achievements: total units to complete: 24

1. No changes.

Kitchen and Bath Certificate of Achievement (Affiliated with NKBA, National Kitchen and Bath Association).

1. Complete Core Courses, 36.0 units and two elective courses for a total of 42 units. The Portfolio Development course was added in fall of 2022 that is why the increment in the number of units to 36.

The goal of this action is to improve efficiency of the program with better options for our students. No other changes have been made.

5A. Progress Report - IPC Feedback

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

Below are the responses to the recommendations in the last program review cycle.

A. 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".

https://canadacollege.edu/programreview/1819/1819_IPR_InteriorDesign_IPCFeedback.pdf

Information needed: Evidence in the form of data would be helpful and Impact on program because of impacted programs such as SFSU.

A goal of the program is to smooth the preparation and articulation process for those students who plan to transfer, primarily to San Francisco State and San Jose State, where our students typically tend to go. Both programs, as with several others of the CSU Interior Design Programs, are impacted with enrollment, which means this preparation is critical, including the application and portfolio process required by some of those institutions.

We have no data related to the enrollment impact at SFSU or SJSU. The number of our students transferring to those institutions is low, three or fewer students. SFSU for example, required a portfolio submission as one of the prerequisites to be accepted.

So far, the Interior Design Program at Cañada has not been impacted by changes in the CSU curricula. SFSU has not made significant changes to its curriculum and our students can navigate through the transferring process with the assistance of counselors.

B. 3. Community and Labor Needs: Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Addressing the comments about new programs in the kitchen and bath. The NKBA, National Kitchen and Bath Association, to which our program is affiliated with, has a defined path for aspiring designers in this field, to take the appropriate exams. So far, our students are prepared to take the steps to succeed in those exams if that is the path they take. As members of this professional organization, we stay updated about any changes or requirements for our students to follow.

C. 4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

The Interior Design Program had no online classes at the time of this feedback. We started offering online classes during the COVID pandemic stay home mandate. As of today, we only have two online

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course, INTD 150-151 and INTD 260.

D. 6A. Impact of Resource Applications: Describe the impact to date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

Information needed: Further description of new resources' impact on program. Further description of impact on students. Efforts to make changes.

We believe that this information was provided. One of the biggest impacts we had on our program was the situation of the building with furniture and technology as well as enrollment due to the maximum number of students set for our courses. Building 13 was refurbished, and we are now enjoying a better environment. But the maximum number of students will be kept into discussion due to the nature of our courses as a CE program.

Below is what we have submitted before this comprehensive program review.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 15 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 15 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum, not the ideal, that the current classroom accommodates (it is difficult to maintain clearances specially in the back rows).

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a face-lift and seems to be holding up well. There is seating for 43 students and 1 instructor, which makes the room overcrowded, specially in the area with the suspended ceiling. This section of the classroom makes teaching difficult due to the noise coming from the HVAC system.

Keeping Interior Design equipment and resources up to date is a challenge. Because interior design is visual and ever-changing, up-to-date visuals and facilities are essential to successfully teaching course material and prepare students for their success in the field. The students expect it, not realizing the expense that is involved (as well as faculty time). We are in need of 30 laptops to keep in one of our classrooms to provide our students with the latest in design software.

The department facilities, while have had some cosmetic changes years ago, are in dire need of updating. Things such as more electrical outlets that do not require trailing cords, given the increase use of laptop computers and tablets for note-taking and class-related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

E. 6B. Impact of Staffing Changes: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss, or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

It is our understanding that this point was addressed. Even though we have hired new part-time faculty to substitute retiring faculty members and that it is becoming very difficult to find part-time faculty willing to accept the teaching loads specially because of the pay rate, we have been able to keep offering courses, so our students are able to complete their study plans.

F. 8A. Access & Completion: One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The *Equity Supplement* data packet

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indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Information needed: Further description of the disproportionate impacts in some or all identified areas | Gaps that are most important for improving program outcomes | Changes that could be implemented.

Some of the gaps that have been identified in our program and that are still present as we speak are low enrollment of African American and male students. This is what we responded to in our last review cycle and a more thorough analysis is presented in this new comprehensive review program. - "The equity supplement data shows a gap in the number of male students, both Black and Hispanic compared with female students. The interior design profession has been historically women driven. We will continue to attend events such as school fairs, high school outreach programs, among others to spread the word about our program".

G. 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? Cite specific examples.

Course SLOs have been systematically assessed at least once/4 years, however we need to update and upload the SLOs into the system for our program. Depending on the individual courses, the assessment tool varies, but we have been using the same form for all our courses. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in Interior Design. Likewise, with three different certificates as fall 2015, each with their own course requirements, it has been difficult to collect the SLOs from some part-time faculty each year.

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

Information needed: Evidence of assessment plan | Further description of Assessment Plan

To respond to the above statement, please see point # 9B and #10 for this comprehensive assessment cycle. We have been using similar assessments plans for our SLOs without significant changes.

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.

- Preparation to celebrate the program 50th anniversary in May 2023 including a graduation event that lasted two hours.
- Exhibition to celebrate and display students' work and the history of our program for the last 50 years.
- Active participation in the retrofitting process of Building 13.
- Comprehensive course and program offerings which prepare students for a variety of jobs in the interior design industry.
 - o 21 courses total after adding the INTD 301, the Portfolio Development course.
- 41 units required for the INTD Certificate of Achievement to fulfill the educational requirement for the IDEX (interior design exam) to become a Certified Interior Designer (CID) in California after finishing the program (the minimum requirement to take the exams is 40 units; we have 41 units in place).

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- 42 units for the K&B Design Certificate of Achievement after adding INTD 301, the Portfolio Development course.
- 24 units for the Home Staging Certificate of Achievement, no changes.
- Three certificates and the AS Degree, including signature programs such as:
 - Kitchen & Bath Design Certificate, affiliated with NKBA (National Kitchen & Bath Association) – first community college in the country to be accredited.
 - Home Staging Certificate – first in Northern California.
- Student success and retention rates consistently among the highest at the college – above 80 – 86%
- Experienced faculty team
 - One full-time Interior Design faculty and eight part-time faculty members with diverse and complimentary areas of expertise & experience.
- Active Student Club, Advisory Committee, and community project volunteer.
- Successful practicing and award-winning students and graduates.
- Hands-on design experience with campus and community projects:
 - Building 13 renovation process.
 - One Life Counseling Center in Burlingame.
 - Puente Project in Pescadero.
 - Lobby Theater, Building 3.
 - Building 22, ECE faculty /students/ staff workroom.
 - Potential Learning Center improvements.
- The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
- High enrollment in the Cooperative Education class, INTD 672, last semester with over 20 students.
- Students are successful in their course work and able to complete their degree and / or certificate requirements.
- 33 students graduated in May 2024 of which:
 - 15 received the AS Degree in Interior Design
 - 10 received the INTD Certificate of Achievement
 - 11 received the K&B Design Certificate of Achievement
 - 10 received the Home Staging Certificate of Achievement
- The renewal of the Program's Affiliation Status by the National Kitchen Bath Association (NKBA). Cañada students consistently win the NKBA Excellence Award, and we are proud of their contribution to this prestigious honor. This Affiliation of the Kitchen & Bath Certificate Program is an important aspect and signature of the college, with graduates entering, gaining certifications, and being successful professionals. This needs to continue with support (i.e., additional release time) for the next academic year.
- Back to the newly renovated building 13.
- Continue to update the department's new identity, and the website, for outreach and marketing of the program and the variety of offerings.
 - Thanks to Mary Hales and Jennifer Barbosa, we have new marketing materials that will help to better promote our program.
- Continue to support the interior design student club as an integral part of preparing students to enter the workforce.
 - The student club, which affiliates with two local professional organizations, the ASID Peninsula Chapter and the NBKA Northern CA Chapter, has around 70 new members.

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- o The club organizes field trips to different showrooms in the Bay Area; invites guest speakers; coordinates volunteer work, among other activities.
- Keep searching for partnership with local businesses to strength our certificates.
- o Meeting with potential employers to establish internship opportunities for our students, for example with Harrell Remodeling, a company dedicated to excellence in design in the Bay Area, with 45 years of experience working for commercial and residential clients.
- Challenges: Enrollment
- o One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 35 students. For a CTE program (CE now) offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.
- Keep working and collaborating with the Marketing Department to promote our program. Having a dedicated workforce team will help with this endeavor.

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?

The former Division Dean has supported hiring student assistants or tutors to assist with selected studio supervision (i.e., ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, INTD 361 – Chief Architect). We also have a pilot program in place to train future part-timers (we have one part-timer in training for teaching assignments in the near future). With the approval of the Division Dean, we have been able to pay to one of our part-time faculty for non-teaching assignments to do some tasks such as organizing the resource library, requesting new samples to showrooms to discard dated ones, and support our students with the use of technology. The decision to move forward requesting an instructional aide or a full-time faculty will be based on enrollment situation, however, the goal will be to hire a new full-time faculty.

Thanks to the refurbishing of building 13, we are enjoying new tables and chairs in the two classrooms the interior design program counts on. The drafting chairs were over 15 years old and no longer easily adjustable and the drafting tables and Borco covers were at least 15 years old, were dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant were stripped and slipping down. The two classrooms are located on the first floor of building 13 including a resource library and a faculty closet. The newly redesigned classrooms have been provided with new cabinets and closets for storage and countertops, not to mention technology.

The furniture situation we had in both classrooms made the rooms overcrowded, especially in the area with the suspended ceiling. Teaching was difficult due to the noise coming from the HVAC system. That was one of the improvements achieved with the building renovation.

Keeping Interior Design equipment and resources up to date is a challenge. Because interior design is visual and ever-changing, up-to-date visuals and facilities are essential to successfully teaching course material and prepare students for their success in the field. The students expect it, not realizing the expense that is involved (as well as faculty time). We needed laptops to keep in one of our classrooms to provide our students with the latest in design software. That was provided as well. We started this fall of 2024 semester with new laptops up to the requirements of the industry. We also have iPads for our students to use in class so they can complete class assignments and activities.

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The lack of electrical outlets was another issue we were facing in the old building. That was solved with the renovation of the building. Tower outlets and floor outlets were included which allows students to keep laptops running.

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."

Not Applicable. We have hired new part-time faculty to substitute retiring faculty members. It is becoming difficult to find part-time faculty willing to accept the teaching loads especially because of the pay rate and the time commitment to the academic field.

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.

The enrollment trends are different for the different courses in Interior Design, and are unpredictable, rising and falling with the economy, as this field is very much economy driven. It is also difficult to analyze, and it would be helpful if the Architecture and Interior Design courses were combined into a single report – there is only one architecture class, and it is an important prerequisite and foundation course for most of the interior design classes. This request has been made, so until they are combined, drawing useful conclusions is a challenge.

Headcount

Looking at the Headcounts by Course, there are 16 courses with an unduplicated total of over 100. INTD 115, Introduction to Interior Design, for example, is one of the feeder courses offering two sections in spring semester and one in fall. It shows a high pick in spring semester of 2021 of 85 during COVID. It has remained above 40 for the most part. Fall semesters show a good headcount taking into consideration that the classroom maximum capacity is 34 students, and the class was taught in-person for the last two semesters.

The courses with unduplicated headcount under 100 are:

INTD 301, Portfolio Development, started in fall of 2022, showing a low headcount, 24 total. This is a culminating course with 3 prerequisites which might be one of the reasons why the headcount is low. Most of our students are part-timers taking two or three classes per semester. Also, some students decide to take other classes such as INTD 150, History of Interiors, offered in fall semester and a prerequisite to continue with INTD 151 in spring semester.

As of fall semester 2024, the interior design classes are in-person except for INTD 150-151 and INTD 260, that remain synchronous. INTD 672, the cooperative education for interior design, is held online with 3 mandatory orientation meetings. The Interior Design Program has one of the highest enrollment campus-wide for this class.

INTD 175, Space Planning and Design, shows ups and downs with enrollment, especially in fall 23 and spring of 2024. This is a more technical and advanced course which students tend to postpone. Enrollment this semester of fall 2024 is 31.

INTD 272, 276, and 357, are specialized courses only for the Kitchen and Bath Certificate, with enrollments above 10 but no more than 30. This certificate has been in place since 1988, the first in the state and second in the nation. It has been one of the signatures of the program with students winning awards locally and nationally.

INTD 300, Home Staging, was difficult to teach online, one of the reasons for low headcount and semester offerings. We have had three different faculty teaching the class since we started offering it, and we hope this trend can change once we get the room on campus to use as a design lab.

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ARCH 110, Interior Architectural Drafting, was also difficult to teach online during the COVID pandemic due to the need of drafting tools and an overhead camera. This course is one of the feeder courses, and we were able to offer two sections in spring of 2021 – synchronous, and in 2024 semester. The headcount has been above 20 every semester and last spring we had a total of 57, a little lower compared to the spring semester of 2021.

FTEF and Load Analysis

The FTEF went from five to eight between 2020-2021 and 2022-2023. It then dipped down to six in 2023-2024. This is due to a part-time faculty leaving the program and the need for replacement to continue offering our core courses. The program is up to eight part-time faculty starting in fall 2023. FTES on the other hand reflects the enrollment trend during COVID-19 and the slow return to in-person teaching. Between 2019-2020 and 2022-2023 it went from 61.58 to 98.61. However, there was a large dip to 56.47 in 2023-2024 with some classes having 10 or 15 students in attendance. The only full-time faculty in the program has been teaching only in-person since spring 2023. The data reflects a decrease in FTES in comparison to 2022-23, with a Load of 228 for the same academic year but up to 298 for 2023-2024 and a course success rate above 82.0%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included in the packet yet. Load increased from 311 to 400 between the 2019-2020 and 2020-2021 academic years, this was during COVID-19. It then remained flat and then sharply declined between 2021-2022 and 2022-2023 to 228 from 385, finally increasing to 298 in 2023-2024. Students have been returning to in-person classes slowly but steadily.

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses was set between 30 and 45 students before and during COVID. For a CE program offering specialized courses it is unreasonable to expect sections filled to that level. Now that we are back into the newly refurbished building 13, hopefully this trend will level out. However, we need to keep working with the administration to revise the class size maxima based on the CE nature of our program: specialized courses such as those for kitchen and bath, home staging, computer software among others.

Also, another issue is the number of courses most of our students take every semester (one to three courses).

In conclusion, between 2019-2020 and 2022-2023 overall enrollments increased from 657 to 946. After that point it then declined to 566 in the 2023-2024 academic year. Headcount has remained flat overall. We still want to highlight that our program has a high retention and certificate completion rate.

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?

Between 2019-2020 and 2022-2023 overall enrollments increased from 657 to 946. After that point it then declined to 566 in the 2023-2024 academic year. Headcount has remained flat overall. Changes in enrollment trends are based on synchronous mode during COVID and after COVID. Returning to in-person classes is picking up slowly. No significant changes in course offerings in this period has occurred, it has remained the same with one class added in fall semester of 2022, the INTD 301, Portfolio Development. This course began as synchronous during COVID with an enrollment of 10 students and has remained around that since then (the class has been taught in person since last fall). There is no significant correlation between course offering and enrollment trends.

FTES reflects the enrollment trend during COVID-19 and the slow return to in-person teaching. Between 2019-2020 and 2022-2023 it went from 61.58 to 98.61. However, there was a large dip to

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56.47 in 2023-2024 with some classes having 10 or 15 students in attendance. The only full-time faculty in the program has been teaching only in-person since spring 2023.

Overall section count has remained flat for the most part with the only notable incline being 27 to 30 in 2022-2023. It then went back down to the usual range of 28 in 2023-2024.

The combining of the data packets for ARCH and INTD into one set is essential. There are typically no more than 2 sections of the single class, ARCH 110, in the Architecture listing, and this is an integral part of the Interior Design program, most of the students enrolled are Interior Design majors. When comparing the ARCH 110 headcounts college wide, this course is performing well. Still, our program has a high retention and certificate completion rate.

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.

1. Revision of the class size maximum.

- Keep working with the Division Dean to ensure that the classrooms' capacity is followed in the newly redesigned building, taking into consideration that the program offers specialized courses where enrollment can be between 10 and 15 students.

2. Consolidate and streamline the coursework for the completion of the Certificate of Achievements. We will achieve this with the two-year review cycle and with feedback from members of the Advisory Committee if necessary.

3. Keep working and collaborating with the Marketing Department to promote our program. Having a new Director of the Workforce will help with this endeavor.

4. Community outreach to attract high school students including African American.

- Collaborate with Umoja program and with Black students' club.

We are working with the Interior Design Students Club to communicate with other clubs on campus.

- We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School.

4. Working with San Francisco State University, San Jose State University and CCA – California College of the Arts to establish new articulation paths to better serve our students.

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 have been experiencing an increment in enrollment for in-person classes, especially with introductory courses which are the feeders to our program, INTD 115 and ARCH 110. An active student club, the support of a former Dean, and a collective effort in promoting our program have been an integral part of our success. It is also important and critical to highlight the commitment and expertise of our part-time faculty members that makes possible our students' success. Course offerings have remained constant throughout the review cycle and before COVID. INTD 301, Portfolio Development, is the only course added to the program since the last program review. Our students have been able to complete their certificates while completing courses at Cañada College.

According to the Course Enrollment and Success Detail Report there is no significant difference in student success and retention from 2019-2020 to 2023-2024 academic year. The overall success rate has remained flat for the most part. It tends to hover around 83%-86%, placing the program completion and success above college wide level. However, there was a notable dip in 2022-2023 to

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77% which quickly recovered to 85%. Withdrawals were also flat hovering around 10-12% with an increase in 2022-2023 to 16%. It then dropped back down to 11% afterward.

Looking at the Course Success and Withdraw Rates table and taking into consideration that our student population is mostly part-time, the completion and success rate is above 70% based on enrollment from 2019 to spring of 2024, this includes the report from the only architecture class in the program, ARCH 110. Some reasons behind withdraws are students looking for jobs to support themselves and family; family or health issues; inability to take more than two classes, among others.

Enrollment in INTD and ARCH courses is limited by room size and the number of seats available in each of the newly renovated interior design classrooms in building 13. Because of the nature of the interior design and architecture courses, large lecture classes with more than 25 to 30 students are not recommended. Drafting and other types of drawing require more table space than a typical student desk, another limiting factor. Most courses in this program are project and discussion based, so in addition to needing more space to work, interaction with and among individual students is critical. This affects the load numbers, a reason the department limits offerings in hopes of achieving as close to the maximum number of students in each class section as possible each time it is offered.

The decline and volatility in the housing and design market (along with the economy) since 2008 and later with COVID-19, has influenced enrollment in the program as well as the entire college and appears to be recovering more slowly than anticipated. While one might think students would take the opportunity to return to school, they haven't been coming in the numbers expected (needing to work, instead at any job to earn needed income, the implementation of the fee payment requirement to attend - before the free college tuition program -, and the enforcing of prerequisites are additional factors). We believe it has leveled off and is beginning to pick up. Despite this, the success and retention rates in both ARCH and INTD remain high, above the college average, which has been a consistent trend for the program throughout the years. The outstanding faculty do an excellent job in working with, assisting, and encouraging students towards their desired goals, a contributing factor to the high success and retention rates. Another factor is that the Interior Design profession is a competitive one, and students realize that the more education and credentials that they have (degrees, certificates), the more employable and credible they are. We are seeing this with the increased number of continuing and returning students, including those from 10 or more years ago. The total number of Interior Design degree and certificate recipients each year remains high, one of the highest in the entire college, though it does fluctuate. In 2023-2024 academic year 33 students graduated out of which 15 received the AS Degree in Interior Design, 10 received the Interior Design Certificate, 11 the Kitchen and Bath Certificate, and 10 the Home Staging Certificate. (The Program of Study: Degree and Certificate Earners by Year report shows discrepancy with the program report). Students do realize the importance of education to enter this competitive field, and the completion of degree / certificate requirements adds to their credibility and marketability; consumers as well as employers are looking at that increasingly. Over the past several years, we have seen an increase in the number of returning students with the goal of completing the certificate or degree they started on years ago, probably one of the factors in the increase of students aged 40 and over, particularly men, looking to update and broaden their knowledge and skills. The addition of the Home Staging Certificate fills a niche not found elsewhere in public higher education in this part of the state. More students than previously seem to be transferring to a 4-year program (generally San Francisco State or San Jose State and at least one to CCA) to obtain a bachelor's degree (regardless of whether it is declared as a goal). These are typically the younger students (whose number is increasing in the program) who do not already have a bachelor's degree (or higher) in another field. There are also a handful of students in the last few years, who completed a specific pathway program at Cañada,

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already have a bachelor's degree or higher from another institution and go directly into the master's program at San Francisco State University. These numbers are also difficult to obtain, as it is self-reporting.

Overall, we can conclude that the retention level for the Interior Design Program is satisfactory.

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?

According to the Equity and Disproportionate Impact dashboard and enrollment data there are three student subgroups underrepresented in the Interior Design Program. Those are: male, students aged 18-22, and less than part-time. The students enrolled in the program are 88% female. Females show a slight advantage in success rate according to the Retention and Success by Gender table.

Analyzing the data shown on the Retention and Success by Age table there is no significant difference in retention and success among the different age groups including for Age 18-22 with 70% which represents an improvement compared to previous semesters. There is no significant difference when analyzing the retention rate shown on the Retention and Success by Enrollment table.

The demographics of Interior Design and Architecture students have changed over the past few years and will continue to do so.

While remaining predominantly female, there are between 10 – 15 % males consistently in the Interior Design Program, the average in the Architecture Program fluctuates around 25%, for example, in the ARCH 110 course. The Architecture classes do attract pre-architecture, engineering, contractors, and high school concurrent enrollment male students. The hope is to increase the number of males in both programs, especially with the new marketing strategy. The faculty work hard to recruit and retain male students.

The major changes have been in ethnicity, age, and level of previous education, much more diverse than previously. More Hispanic and International students, especially from the Middle East than 10 + years ago. The diversity of the Bay Area and the high-tech industries are reasons for the ethnic diversity. This adds richness and broad perspectives to the classroom.

The Count and Success by Race-Ethnicity table shows African American students success rate lower than any other race and ethnicity in some subjects, for example, INTD 115. Asian, Hispanic, and White show some differences among themselves but higher success rate when compared with African American. The number of Black students has been low throughout years, never being above five total per courses. The data also shows Black students taking fewer classes per subject than other races. For example, out of 19 subjects, 10 do not show percentage of success rate, meaning students did not take those classes. The number of white students registered per class surpasses those of Hispanic, Asian, Hispanic, and Filipino with white at 38%, Latinos at 32%, Asians at 14%, and African American and Filipino at 2% or less (this is based on subjects).

We are seeing younger (under 25) students than previously. A probable explanation includes increased outreach by the program and college through high school / tech prep and informational programs, but also the rising cost and competitiveness of private art and CSU programs. The need for a more affordable alternative is sought after by students who enroll in lower division courses, especially with rising costs and mounting student loan debt (private art schools such as the Academy of Art University and Art Institute campuses). Additionally, most of the CSU Interior Design programs have impacted enrollment (both San Francisco State and San Jose State's programs, but at most of the few remaining others in the state as well), which makes admission and enrolling in courses there competitive and more difficult.

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There are several things that the data do not show, but are important to note: the success of Interior Design students and graduates in other ways – long and successful design careers, professional certifications from the National Kitchen and Bath Association (i.e. CKD, CBD), the American Society of Interior Designers certification – CID and NCIDQ, green building certifications such as CGBP, LEED, among others, leadership roles in the professional design organizations on both a local and national level, and the winning of recognition and awards in regional and national design competitions by our students and graduates consistently. The other is the history, reputation, and innovation of the program itself. The interior design program was one of the first Career / Tech programs at the college. It began in 1969, quickly becoming a signature program for the college. It had the extremely capable and extended leadership of Dr. Genevieve Cory (until her retirement in 1994) who built the outstanding reputation (that continues to today) of the program throughout the Bay Area, California, and the West Coast, copied by many. It was also the first kitchen and bath community college certificate program in the country to become accredited by NKBA (1988), as well as the first community college in California to have a Sustainable Design Certificate Program (2005). All these are difficult to measure but contribute to the success and reputation of the program.

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 Interior Design Program did not have online classes until the COVID-19 pandemic. Students and faculty were able to quickly adapt to the demands of moving to online teaching during that time. There were challenges during that time including access to a reliable internet connection, quality computers and budget to acquire one – especially for software programs – reason some students had to drop classes. Synchronous classes declined slightly over time going from 84% in 2020-2021 to 80% in 2023-2024.

The success rate for face-to-face classes in Interior Design has remained flat overall ranging from 89%-84%. However, there was a decline in face-to-face success in 2022-2023 which dipped down to 68%. It then rose back to its normal range in 2023-2024. An example of face-to-face success rate is the ARCH 110 class, with over 77% and a high headcount.

We have been returning to in-person modality slowly and students are responding well to this transition.

As of fall semester 2024, all interior design classes are in-person except for INTD 150-151 and INTD 260, that remain synchronous. INTD 672, the cooperative education for interior design, is held online with 3 mandatory orientation meetings every semester. This class has one of the highest enrollment campus-wide when compared with similar classes.

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.

All courses in the assessment plan have been assessed for this comprehensive program review cycle and after the COVID period. We need to continue working in this area. Depending on the individual courses, the assessment tool varies. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in interior design.

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- We have a 3-year assessment plan. This is the link to our plan:

<https://www.canadacollege.edu/assessmentsloplo/docs/draft2023plans/updated-interior-design.pdf>

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?

We are up-to-date with the SLOs assessments and will continue working on keeping them updated. The SLO assessment is based on good planning from instructor preparing students to succeed at the end of the semester.

The assessment tool varies. We have been using the following analysis: the success in the project outcome was that 80% of the students scored 70% or higher in the assignment. If the learning outcome was accomplished since 90% of the students got a score of 70% or higher in the project measuring the outcome, then the strategy is successful.

At this time, we do not need to implement any specific plan to improve the outcome of assessment because the result of the spring 2024 semester was satisfactory with students getting a score of 70% or higher.

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?

The PLOs for this program review cycle have been assessed. The three PLOs for the Interior Design Program are:

1. Communicate design concepts clearly and concisely (i.e., visual, oral, and written).
 - a. Various assignments and projects throughout the semester will be used to evaluate students' performance. Instructors will create a rubric to evaluate students based on projects / assignments criteria.
 - b. The Criterion for Success is that 80% of the students will score 70% or higher in the project.
2. Develop competitive industry standard skills in the respective fields.
 - a. This PLO relates to the Workforce skills and how to prepare students for the job market.
 - b. Portfolio will be used to measure skills developed by students in capstone classes such as INTD 175, INTD 272, INTD 276.
 - c. A rubric criterion developed by the Instructor of Record will be used to measure the student performance.
 - d. The success in this outcome will be that 80% of the students received a score of 70% or higher in presenting at least three high quality projects measuring this outcome.
3. Understand the elements and principles of design through subject-specific implementation.
 - a. A rubric developed by the instructor of record will be used to evaluate level of completion, following instructions, professional presentation, among others applying the principles and elements of design.
 - b. The Criterion for Success in this outcome will be that 80% of the students received a score of 70% or higher in completing assigned projects.

After evaluating the PLOs for the program, the conclusion is that the criterion for success was achieved since 80% of the students received a score of 70% or higher in completing assigned projects. These results are also based on the SLOs analysis and criterion of success reported by instructors of record for the assessed course objectives.

There is no improvement plan set at this time. We will keep providing our students with relevant assignments for them to succeed in class and be better prepared to enter the workforce.

Program Review

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

1. Plan for community outreach: Continue working with our students, faculty, Advisory Committee, and the professional community to ensure the best outcome for our program, Year-round, Program Coordinator, faculty members, Division Dean.
 - a. We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School coordinated by Mayra Arellano, Director of High School Transition and Dual Enrollment.
2. Identify and choose best marketing practices: Keep working on marketing strategies to promote our program and improve enrollment, Year-round, Program Coordinator, Dean, Director of Workforce, PR Director Cañada College; Administration.
3. Plan and build partnership: Work with the design community to build new partnerships to provide our students with internship opportunities. Year-round, Elsa Torres, Faculty members, Advisory Committee, David Gainey, Project Director of Apprenticeships.
4. Request a classroom to be used as a lab for our students to put into practice what they have learned in class.
 - a. We need a space on campus to be used by our students as a lab. The lack of hands-on-experience is limiting students in getting internships or part-time jobs because employers prefer professionals with ready-to-go skills.
 - i. Courses that will use the space: home staging, space planning, color and design, materials and finishes, kitchen and bath.
 - b. This will provide our students with a great opportunity to be better prepared for the job market especially Latinx students and students of color.
 - c. Application of VR - Virtual Reality technology, among others.
5. Collaboration with other departments on campus.
 - a. EHD redesign the lounge and kitchenette.
6. Prepare exhibitions to display students' work.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Interior Design

Item Requested

Classroom to be used as the interior design lab.

Item Description

A classroom at least 25'x40' size, unfurnished, with plumbing, electrical outlets and some electrical fixtures.

Program Goals this Request Supports

1. Provide occupational education and training directed toward current industry standards and certifications for first time students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and / or personal use | 2. Serve students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity.

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

10,000

One-Time or Recurring Cost?

One-time Cost

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

By making available resources and developing the technical skills of disadvantaged students who otherwise will not be able to gain the work experience required by employers in the Bay Area. In this space students will be able to bring to life their design concepts and group collaborative projects. The finished presentation will be available to foster community engagement.

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

The aforementioned advantages will have the greatest impact on the Latinx and AANAPISI students who might be under financial aid, low-income family, financial hardship, and language barriers.

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

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Help students explore and find employment in fields of their choice

Provide adequate access to technology



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Kinesiology, Athletics & Dance

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.

The Cañada College Kinesiology, Athletics, and Dance (KAD) Division is dedicated to embracing and advancing a diverse community of students in their pursuit of self-development, educational goals, and lifelong learning through physical activity, sports, and body-mind wellness. We provide a wide variety of courses across kinesiology, athletics, dance, and fitness programs that enhance the overall academic experience while fostering a strong sense of individual and intercollegiate team achievement. We, KAD faculty and staff, are committed to inspiring learning by creating an inclusive, learner-centered environment, that prepares students for career opportunities and successful transfer to baccalaureate programs via our KAD degrees and certificates.

The Cañada College KAD Division strives to maintain and expand on its ranking as a nationally recognized, student-centered environment in its new state-of-the-art Building 1, designed for the utilization and assessment of innovative teaching strategies related to human movement. We aim to develop extraordinary future KAD educators, leaders, and professionals. Ultimately, we seek to bring "community" back to our beloved community college by creating strategic partnerships, primarily with non-profit institutions, that align with our Vision to provide service in response to mutually identified local and global community needs.

Currently, the KAD Division works collaboratively with a variety of campus programs:

- Promise Scholars Program
- Library and Learning Center
- COLTS (Community of Learning Through Sports)
- Multimedia Art & Technology Department
- SparkPoint
- Disability Resource Center
- Community Fitness - The Cañada College Athletic Center
- Student Life and Leadership Development
- International Student Program
- Umoja
- Puente

The KAD Division plays a crucial role in the college's educational master plan, specifically College Goal 1.5. Our objective is to create new Kinesiology, Athletics, and Dance programs and certifications in partnership with Community Fitness operations in Building 1. This collaboration will enable students to access on-site job training and workforce development opportunities, which will effectively prepare them for health and fitness-related employment in the region.

The college has a strong commitment to promoting equity, inclusion, diversity, and access. Among the student-athlete population, 71% to 79% are non-white or Hispanic students, which is similar to the overall campus diversity. Interestingly, the minority student-athletes have a higher success rate (82%) and retention rate (92%) compared to the campus as a whole (success rate of 70% and retention rate of 86%).

Program Review

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."

AB 928 is a legislative act known as the Student Transfer Achievement Reform Act, which supports the Cal-GETC program. AB 928 was approved in 2021 and will become effective in fall 2025. One of the major changes brought by AB 928 is the removal of Area E (Lifelong Learning and Self-Development) from the general education requirements for CSUs. This change could have significant consequences for the KAD division as many of its course offerings fall under Area E. If students are no longer required to take physical education or KINE classes, the division's enrollment is likely to significantly decrease. After analyzing our data packets, we found that a large portion of our enrollment comes from students who are fulfilling graduation requirements. While we are uncertain about how AB 928 will affect the division, we believe that there is cause for concern. Therefore, we are seeking support from the college and district to address this statewide issue.

Possible strategies to maintain enrollment include:

- Open enrollment/positive attendance
- Concurrent enrollment of high school students
- Incentivizing enrollment by offering fitness center access as a benefit
- Fitness resources for students
- Expanding KINE lecture offerings that are transferable for Kinesiology major to make it available to students: daytime, nighttime, and online
- Expanding dance offerings that are attractive to students and close the equity gap

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.

According to the data provided by the US Department of Labor, there are currently over 299,000 job opportunities available for Personal Trainers across the country. The employment projections for this profession indicate a growth rate of 10-14% for the next ten years, which is faster than the average growth rate for all occupations. As per the CA-Labor Department report of 2018, in California, the annual wage for Personal Trainers varies between \$47,340 to \$81,490, with an average hourly pay of \$21. The demand for Personal Trainers is expected to increase due to the growing recognition of the benefits of health and fitness programs for employees by businesses, government, and insurance organizations. This, in turn, will lead to an increase in incentives to join health clubs or gyms, creating a further need for Personal Trainers.

In partnership with Comfit (Community Fitness), KAD is developing a Fitness Professional Certificate of Achievement to address the need for Personal Trainers.

The Fitness Professional Certificate of Achievement offered by the Kinesiology, Athletics, and Dance (KAD) Division is a great opportunity for students to improve their social mobility and secure well-paying jobs. The courses are industry-standard and for-credit, and the program is affiliated with reputable organizations such as the National Commission of Certifying Agencies (NCCA), National Academy of Sports Medicine (NASM), San Mateo County Community College District (SMCCCD) Community Fitness Operations, San Francisco State University Kinesiology Department, and local fitness experts and business professionals. These partnerships ensure that students are better prepared for employment opportunities in the fitness industry.

The most recent advisory committee meeting was held on May 17th, 2023. During the meeting, the committee recommended the inclusion of hands-on learning through internships and the development of interpersonal relationship soft skills between trainers and clients as foundational elements of the program. Additionally, the committee expressed their approval and support for the Fitness Professional Certificate and the initial direction of the curriculum. KAD intends to present the certification to the Cañada College Curriculum Committee in the fall of 2023. However, the process has been delayed due to the need to hire a new Director of Workforce Development,

Program Review

who is responsible for grants. We hope to proceed with the Fitness Professional Certificate program by January 2024.

KAD is investigating the policies and procedures of the District regarding events and programs sponsored by the academic institutions, such as athletic and dance clinics or camps, and other community events led by KAD faculty, coaches, assistant coaches, and staff that involve student and student-athlete participation. The primary objective of this investigation is to improve the connection and partnerships of Cañada College with the community and increase enrollment by providing access to B1 facilities. To achieve this, KAD is exploring partnership opportunities with non-profit organizations, sports corporations, and other community entities that are involved in the development of sports programming.

Providing diverse events to prospective students within the surrounding communities can enhance personal connections with the individuals belonging to underserved and underrepresented groups in our service area. This can ultimately result in a boost in enrollments via direct personal interaction, while also showcasing the beautiful Cañada College campus, its exceptional programs and facilities.

KAD, like other community colleges, is committed to providing sports and dance camps, as well as other KAD-related events for our community members. Our existing facilities will serve as the venue for these camps and events, allowing our neighboring communities to meet, learn from, and develop skills under the guidance of our students, student-athletes, coaches, faculty, and staff.

Providing future students an opportunity to experience the Colt community, while they engage and gain awareness of Cañada's programs and services is beneficial for all. Categories for camps and clinics that KAD already offers include Baseball, Basketball, Soccer, Tennis, and Volleyball, along with Dance camps and shows, while exploring a learn-to-swim program.

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?

There have been several changes to our program's curricular offerings. Since returning to in-person instruction, our division has done its best to offer a variety of instructional modalities. Since the fall of 2020, we have transitioned back to more than half of our classes/sections back to face-to-face as opposed to online/hybrid.

We have created the curriculum and are ready to offer new sports/class sections (badminton, water polo, etc.), but we are limited by the facility's constraints (Building 1). Renovations are needed to facilitate classes and competition in those areas. The administration has communicated these renovations will be made, but the timeline still needs to be determined.

Since 2019-2020 program review, the following courses and modifications have been added or are in the curriculum process:

Kinesiology:

- KINE 119: First Aid/Adult & Pediatric CPR

Dance:

- DANC 161: Tango Argentino
- DANC 115: Mexican Folkloric Dance
- DANC 117: Tap Dance

Individual Sports:

- INDV 121: Badminton

Varsity:

- VARS 350: Women's Varsity Badminton
- VARS 400: Women's Varsity Water Polo
- VARS 160 Women's Varsity Swimming

Program Review

Fitness:

- FITN 227: TRX
- FITN 301: Spinning
- FITN 128: Core Strength and Functional Training

Swim:

- AQUA 127: Swim Stroke Development
- AQUA 133: Individual Swim Conditioning

5A. Progress Report - IPC Feedback

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

Question 2: Articulation

- Feedback: Please add whether there are changes in High Schools, how college changes impact your program.
- Response: No known changes.

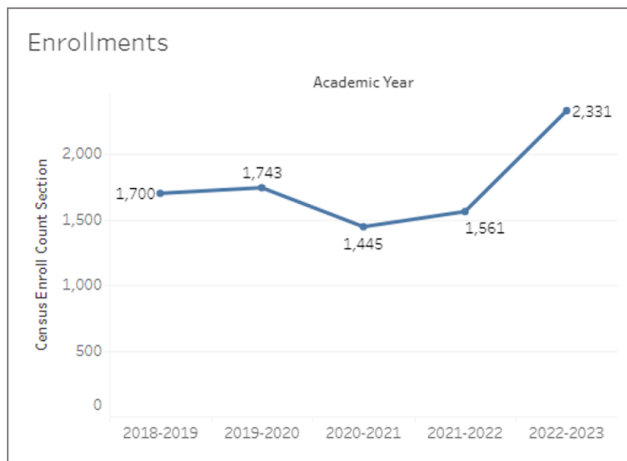
Question 3: Community and Labor Needs:

- Feedback: What guidelines/data support the community needs for space listed? How does this compare to the district?
- Response: The decisions made regarding the community fitness end of the building were outside of our purview, but we do know that the original designs for the community side were made according to projected memberships of up to 12,000 members. We understand they currently have 5,000 members. The only other comparable space in the district is the San Mateo Athletic Center, but they do not share their space with the academic side as they are in a separate building. Therefore the spaces, in our opinion, are not comparable.

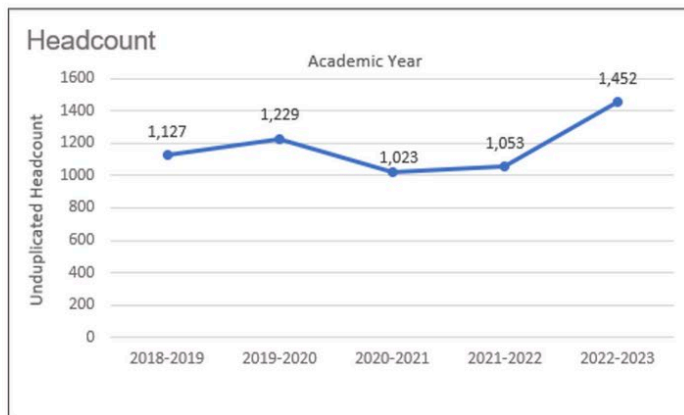
Question 4: Curricular Changes

- Feedback: Tough swing-space challenge! Please provide data about student success. How can you address the late fill issue? Late class starts? Pro-active registration? Retention specialist work?
- Response: As of fall 2021, we are no longer in swing space. Access to our building has helped alleviate many of the issues we were experiencing, resulting from teaching many course outdoors with inadequate equipment and having to use off-campus/off-site spaces. We addressed a trend where students were looking for fitness classes after the first two weeks of the semester, likely because they were focusing on enrolling in academic or GE classes initially. To tackle this enrollment issue, we decided to offer a variety of late-start courses for fall 2023. We offered 25 late-start courses, and enrollment is trending up in each of those sections, with many being wait-listed. Thanks to proactive registration and our new facilities, our enrollments, headcounts, and the number of courses and sections offered have all gone up.

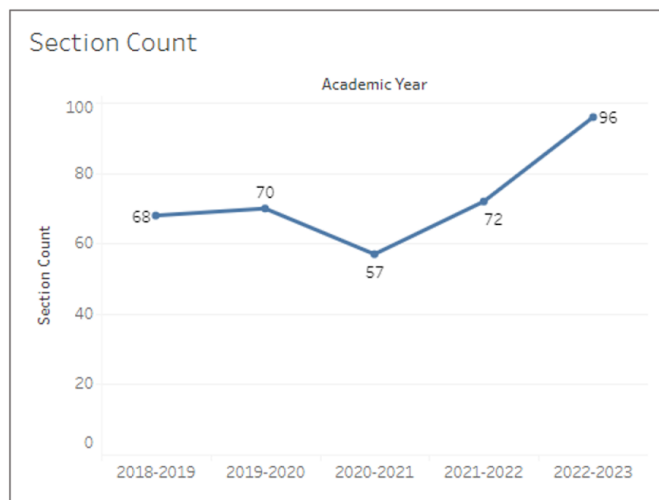
Program Review



Enrollment in Kinesiology, Athletics, and Dance was up 37.1% in 2022-2023 compared to five years ago in 2018-2019. Enrollment in these programs reached a five-year high in 2022-2023 (2,331 enrollments) and a five-year low in 2020-2021 (1,445 enrollments).



Headcount in Kinesiology, Athletics, and Dance was up 28.8% in 2022-2023 (1,452 students) compared to 2018-2019 (1,127 students).



The number of sections offered in Kinesiology, Athletics, and Dance increased over the last five academic years, going from 68 sections in 2018-2019 to 96 sections in 2022-2023.

Program Review

Question 5B: Progress Report—Prior Action Plans

- Feedback: How will you promote, be involved in, gain support for ongoing discussions with how college will fully support athletics?
- Response: We are no longer operating in swing space. We have continued to advocate for our programs and department (existing and new) by participating in committee meetings, attending/participating in board meetings, collaborating and maintaining an open dialogue with community fitness, division, and department meetings, etc.

Question 6B: Impact of Staffing Changes

- Feedback: Please add a timeline and justifications related to your program objectives.
- Response: Adding a timeline for the 2019 positions is not relevant for this program review. As far as justifying our position requests, the positions we acquired have been tremendous in growing and supporting our division. The new positions have helped us solidify our position as a new division and have helped us navigate the transition into our new building. We will continue to advocate for additional support as evidenced in 6b. Since 2019 we have successfully added an Athletic Director Dean and Division Assistant. We are also now our own division (KAD). We previously had a PSC and a KAD program director, those positions were removed in 2022/2023. Additionally our KAD IAll was reverted back to full time.

Question 8A: Access & Completion:

- Feedback: What data or research supports the specific ideas for culturally relevant new dance courses? (E.g. why these specific ones?) Is this relevant to our service area.
- Response: The data was identified in line one of the response for 8A. We utilized the data packets which identified the access gaps for AANAPISI populations.

Question 9B: SLO Assessment - Impact:

- Feedback: Could provide information about your reflection on SLOS?
- Response: After reviewing our assessments we have utilized the data to make appropriate changes and improvements to our course content. We have had many discussions regarding changes to our classes and teaching styles due to our move into the new building and offerings of new classes. We are currently on an SLO 3 year assessment plan that requires us to evaluate one SLO x per course for the following classes each semester:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 128.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1--4
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☐ Community ☒ Communication ☒ Quantitative Reasoning ☒ Creativity

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.

Goal #1 Increase enrollment by extending academic programming through the utilization of KAD's facilities to host youth events.

- We have not been able to host enough youth events to increase enrollment, which remains a concern for us. There are ongoing issues with the rentals of our athletic facilities, and we have requested that the rental process be made more flexible and transparent to better serve our division. We have had meetings with organizations that could potentially benefit our division, but due to our prices and rigid process, we lose the rentals to other programs and facilities. We are also aware that the athletic departments at the other two colleges in the district have more control over their processes and the revenue that comes from rentals.
- We have hosted successful youth events (men's basketball/Redwood City Together and women's soccer/Red Star Soccer Club) but do have the capacity to do more as we are understaffed. We need more support staffing the requested events and pushing the connections with the community.

Goal #2 Review and strengthen KAD Division operations by evaluating resources, policies, and procedures to support programmatic growth.

- Assistant Coach Pay
 - We can improve inclusivity, diversity, and equity for our students by re-evaluating and strengthening the operations of the KAD Division. By providing assistant coaches with more resources and better pay, we can ensure they have the necessary time and ability to provide expanded support for our students. Paying assistant coaches a fair wage for their important work will also continue to ensure student-athletes' safety during practice and on game day.

Program Review

- We have recently made some progress in terms of assistant coaches' pay, with a pay increase being implemented for Fall 2023. However, before this time, the other two colleges in our district received significantly more funding for assistant coaches' pay than Cañada College. In particular, **Skyline's assistant coaches' budget was twice that of Cañada's, and CSM received more than ten times our amount.** With the recent pay increase, Cañada's assistant coach stipends are now (\$122,000) matching those of Skyline, but still remain far less than the amounts paid to assistant coaches at CSM, even when adjusted for the number of sports (excluding football). Since the \$122,000 amount was a one-time allocation, we will seek to increase the amount to \$150,000 as a recurring expense due to the addition of new sports. We are continuing to ask for additional support as we strongly believe that providing assistant coaches with greater resources and pay will enable them to better support and ensure the safety of our student-athletes, both on and off the field.
- Transportation
 - We have improved the number of buses per season from 1 to 5. However, with the amount of traveling that each team does, we still need access to more chartered buses. In the preseason, teams make trips to play games as far as the Central Valley and Sacramento areas. Driving home in vans is a safety issue for both coaches and players. We are aware that schools in our immediate area and district can have charters for all of their games.
 - It's still an issue that we don't have enough vans for teams to drive shorter distances. If multiple teams have games on the same day, not all teams have access to a van. In such cases, we have to borrow vans from other district schools. This is a time-consuming and tedious task. It would be better if all teams had access to their own van on game days.
- Gymnasium
 - As KAD evaluates future sports and course offerings, the gymnasium, in its current setup, does not support the growth of our academic class offerings (TEAM 171.1-4, INDIV 121.1-2 Badminton, futsal, etc.) and Varsity Teams. This limits our full-time students and programs. The current use of portable basketball stanchions is problematic. The ability to suspend basketball hoops from above the weight-supported beams will increase the gym's usability and versatility. Below is an impact report indicating the cost of moving the basketball stanchions to allow for VARS and TEAM activity within the gym:
 - Things have not changed with the gymnasium. Until the issue is resolved regarding the gymnasium, it will be impossible to have sustained growth in our academic class offerings and varsity teams. However, working with what we can, we are scheduled to have badminton lines added to the gymnasium floor at the end of the spring semester so that we can add a women's varsity team for the 2023-2024 school year. Until the issue with the basketball stanchions has been resolved, we will not be able to add varsity sports such as women's volleyball or even a general volleyball class for students.
- Staffing
 - The KAD Division continues to serve a high number of FTES students per semester while maintaining the highest transfer rates at Cañada. Our focus is to ensure all students, including but not limited to, those who are low-income, first-generation college and those who are older from underrepresented minority groups have the opportunity to attend Cañada College. Reviewing and strengthening our KAD Division website, marketing resources, and social media will provide us the ability to reach potential/future students and showcase our diverse student population and how we provide equitable, inclusive, and transformative learning.

Program Review

- From spring 2022 to Spring 2023, we had a temporary PSC. It was not renewed and we no longer have access to this position as of fall 2023. We also asked for an equipment manager and sports information director in the last round of position proposal requests but were denied. We will continue to ask for all 3 of these positions as our belief that these positions are necessary has not changed.
- Athletic Facilities - Below is the District-wide Athletic Field Replacement schedule. The spreadsheet specifically indicates the timeline at which our baseball field, soccer field, and tennis courts are to be upgraded. This was discussed by CAN/CSM/SKY Dean/AD's with District Facilities and personnel. The need to upgrade athletic facilities is imperative for the safety of the students and branding of the Kinesiology, Athletics & Dance - Annual Update 11/23/2022 Generated by Nuventive Improvement Platform Page 9 of 11 division/college. Additional areas that need upgrading, not originally on the spreadsheet are as follows:
 - Baseball Field
 - turf pitching mound, batters box, and pull pen, creating a 5-year cycle for the batting cage netting (beginning 2024), refurbishing the cement flooring of the first base line, upgrading stereo-system and speakers
 - Baseball received funding to replace the batting cage netting, but there has not been progress on the 5-year cycle replacement schedule. The facility still needs the first baseline refurbishing.
 - Soccer Field
 - Confirming a bi-annual in-fill replacement with HELLAS (scheduled maintenance should be proportionate to rentals), new windscreens, extended fencing along the south end of the soccer field (below the scoreboard)
 - Despite receiving new windscreens in June of 2022, the product was faulty and already needed to be replaced by December of 2022. The soccer facility is still waiting for this replacement as of now, October 2023. The extended fencing has been requested but as of now still no plans for construction.
 - Tennis Courts
 - upgrade windscreens
 - This fall 2023, we were approved for tennis court resurfacing, it will be completed before the end of the fall semester.

Goal #3 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

- Maintain Existing Curriculum - Our Division has updated course outlines to align with District Standards and has been updating every 5 years for each department. Our Division has been offering a bigger variety of courses in different modalities (in-person, hybrid, and online).
- Certification Program - Our division has discussed and had specific meetings to review the current core program of the existing (and currently banked) Fitness Professional Certificate of Achievement. We have considered strategic revisions to the program to make it a viable option for potential students looking to prepare for careers in the health and fitness-related industry. The existing program coursework of the banked Fitness Professional Certificate of Achievement was discussed and it was revised to align with a nationally recognized and accredited organization in a way that the content is condensed into fewer courses but that students are still prepared for the certification exam after our program. This includes ensuring all course content addresses the knowledge base required of a certified professional. In collaboration with

Program Review

Community Fitness, we will offer hands-on experience as part of the program in the form of internships, mentorships, and/or paid student employment. It is important to onboard Community Fitness to help offset third-party certification costs, legitimizing the program. Currently, the Director of Workforce Development, who is in charge of grants, needs to be hired. We are hoping to proceed with the Fitness Professional Certificate in January of 2024.

- New Course Offerings - Our division is still in the process of designing new courses for the general student population utilizing newly available resources. The courts for pickleball are getting completed and our Division is going to design new courses for pickleball. Also, the 3 x 3 basketball course is in the process of being developed in the curriculum. The dance department is discussing introducing new courses relevant to students and our community such as Afro-Cuban Dance, Polynesian Dance, etc. We were not permitted to add new courses for intercollegiate athletic teams due to facilities limitations.

Goal #4 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

The plan of action to increase Intercollegiate Varsity Athletic Teams over a five (5) year timeline can be found below.

- **2023/2024 Women's Volleyball** - KAD requested and received approval to hire a full-time coach/instructor for Women's Volleyball during the 22/23 academic year. However, due to the new gymnasium's current configuration, it is unsuitable for intercollegiate volleyball. Nevertheless, KAD still plans to offer Women's Volleyball and is working with the facilities department to modify the gymnasium configuration. Women's Volleyball ranked #3 on the CCCApply Interest survey 2022.
- **2024/2025 Women's Basketball** - The curriculum was developed and approved in 2021. However, the Athletic Directors of the three colleges in the district felt that adding a third women's basketball team from the same talent pool would make it challenging to field competitive teams. Women's basketball ranked #2 on the CCCApply Interest survey 2022.
- **2025/2026 Women's Water Polo** - The new pool does not conform to NCAA or CCCAA rules.
- **2026/2027 Men's Tennis** - The immediate priority is to add more opportunities for women's athletics before bringing back men's intercollegiate tennis and golf. KAD plans to introduce intercollegiate Women's Swimming, Badminton, and Volleyball, and the curriculum has already been written and was accepted 2021.
- **2023/24 Women's Swimming** - The new pool does conform to CCCAA rules. The curriculum was developed and approved in 2021.
- **2023/24 Women's Badminton** - KAD is moving forward with Women's Badminton. The curriculum has been finalized and approved as of 2021. The gym will be lined to accommodate six courts in May or June 2024. Women's Badminton was ranked as the most sought-after sport in the CCCApply Interest survey in 2022.
- To support our students a full-time Head Coach/Kinesiology Instructor will be a high priority.

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?

The resources that we have been able to obtain has allowed us to continue to reach our target populations and have aided in our measures of student success. For example, new equipment in the weight room has allowed us to

Program Review

introduce our students to the newest and latest equipment for fitness and health as well as the latest techniques in the field. The same can be said for new equipment for our varsity athletic teams.

As a division we continue to see negative impacts in the following areas due to lack of funding in the specific areas as mentioned in Goal #2 above from our previous program annual plan review. These outstanding issues from previous program review specifically in Goal #2 above remain current and hinder our ability to implement and sustain programs across the division that impact students, faculty, and staff.

- Limitations based on gymnasium and pool configurations
 - We are unable to offer Women's Volleyball or Badminton with the current structural limitations and cost to move the basketball stancions
 - The depth of the pool does not meet requirements for water polo. According to NCAA field of play, pool dimensions include a depth of 7 feet for facilities built after January 1, 1990.
- Funding for Assistant Coach pay
 - Re-evaluating and strengthening our KAD Division Operations will improve inclusivity, diversity and equity for our students. Providing assistant coaches with more resources and pay allows them the time and ability to provide expanded support for our students and ensures the safety of student athletes during practice and game day travel.
 - We have made some progress with assistant coaches' pay with an increase for fall 2023. Prior to the fall of 2023 both of the other colleges in the district were given astronomically more funds for assistant coaches pay, compared to Cañada. Skyline's assistant coaches' budget was 2x more, and CSM was receiving more than 10x our amount. This fall, 2023, Cañada's assistant coach stipends were on par with skyline but still are less than the amounts awarded at CSM (even when adjusted for number of sports and not including football). We are continuing to ask for more support as we believe providing assistant coaches with more resources and pay allow them the time and ability to better support and ensure the safety of our student athletes on and off the field.
- Funding for athletic team travel
 - With the amount of traveling that each team does, we still need access to more chartered buses. In the preseason, teams make trips to play games as far as the Central Valley and Sacramento areas. Driving home in vans is a safety issue for both coaches and players. We are aware that schools in our immediate area and district are able to have charters for all of their games
- Website management/sports information
 - See 6B for more info
 - Negative impacts of resource requests and funding not being met include but not limited to Increased hours from faculty/staff is required to just sustain our current level of operations.

Being asked to grow the athletic/KAD program, knowing full well that the building in its current state cannot support the competition or facilitate home matches for new sports. This is not only inefficient and frustrating considering faculty requested many of these issues be resolved during the design phase of the building.

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."

Since the 2019-2020 comprehensive review, we have added a permanent Dean/AD and Division Assistant. These two positions have been integral to our success as we moved into the building in the fall of 2021. We managed the merger with the community fitness enterprise (ComFit) in our 110,000-square-foot facility with the stewardship of

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interim Dean/AD Matt Lee and then current Dean/AD Kathleen Sullivan- Torrez. Additionally, the number of courses and sections offered by the KAD Division increased by 30%, and the Division's enrollment is up over 37% since 2019. The growth in the KAD Division is only possible with the help of the division assistant as well as the support and advocacy of a Dean/AD.

The Instructional Aide II position also reverted back to a full-time position entirely in the KAD Division. This staff position provides critical support for our faculty members in delivering instruction.

However, we lost the temporary Program Service Coordinator (PSC) and Program Director. These two positions were critical to providing visible representation and promoting the Cañada College Athletic Programs and the Kinesiology degrees and certifications, fitness and activity courses, and Dance programs to the general campus and local community. KAD will continue to advocate for hiring a Program Service Coordinator. As we maneuver through the coexistence with ComFit while continuing to increase enrollment, additional support will be crucial for a successful outcome. Since 2021, the KAD enrollment has risen by 37%. Without a PSC, the continued growth of KAD programs is a concern.

The PSC (Detail) position assists in the planning, coordinating, and implementing KAD programming, services such as student recruitment, intercollegiate home events, special events, tours, individual and specialized programs, and other support for current and potential program participants. Public contact is extensive and includes students, staff, other educational institutions, community and business representatives, governmental agencies, and the general public to exchange program information and services, especially within the B1 Kinesiology and Wellness facility. A Permanent Program Services Coordinator is vital for KAD's sustainability and continued growth. The PSC position will be re-submitted as permanent in the 23-24 personnel resource request process.

KAD requested several positions in previous program reviews that need to be approved. We will continue to pursue the hiring of a Sports Information Director and Equipment Manager. We will also seek staffing for intercollegiate games.

Intercollegiate athletics has come to a point where professionally managed websites and social media apps are crucial for recruiting and transferring athletes to the next level. However, without the approval of the SID, the entire responsibility of handling website and social media work falls on the faculty members. Coaches in the athletic department are now managing an Instagram account for each team and updating their website at least once a week. Managing social media content alone can take more than five hours per week. Currently, pictures and media for team websites and social media apps are paid for by fundraising. It is important to note that faculty members are not web designers or social media experts, yet they are expected to maintain both of these in addition to their regular teaching assignments, coaching obligations, and recruiting duties... Having a dedicated webmaster or SID would ensure that the Cañada College Athletics program's information and marketing are updated and accessible on all social media, network, hard-copy, and marketing platforms. The Sports Information Director would also be able to collaborate with local and contiguous High Schools and districts to ensure that information can be provided to all prospective students and families.

Since 2015, the KAD Division has been requesting the hiring of an Equipment Manager. The primary responsibilities of the Equipment Manager would include assisting in the care and maintenance of KAD equipment and helping with the setup and breakdown of classes and intercollegiate contests. This would allow our faculty and staff to focus on student instruction, rather than spending significant time on day-to-day operational tasks. For instance, the basketball stanchions need to be moved daily for classes, but they weigh 2,000 - 3,000 pounds each and cannot be moved by our staff. This results in some classes either having to "play around them" or not being offered at all. If our facilities team is called in to move them for classes, they are paid overtime, which comes out of the KAD Division budget. Hiring an Equipment Manager

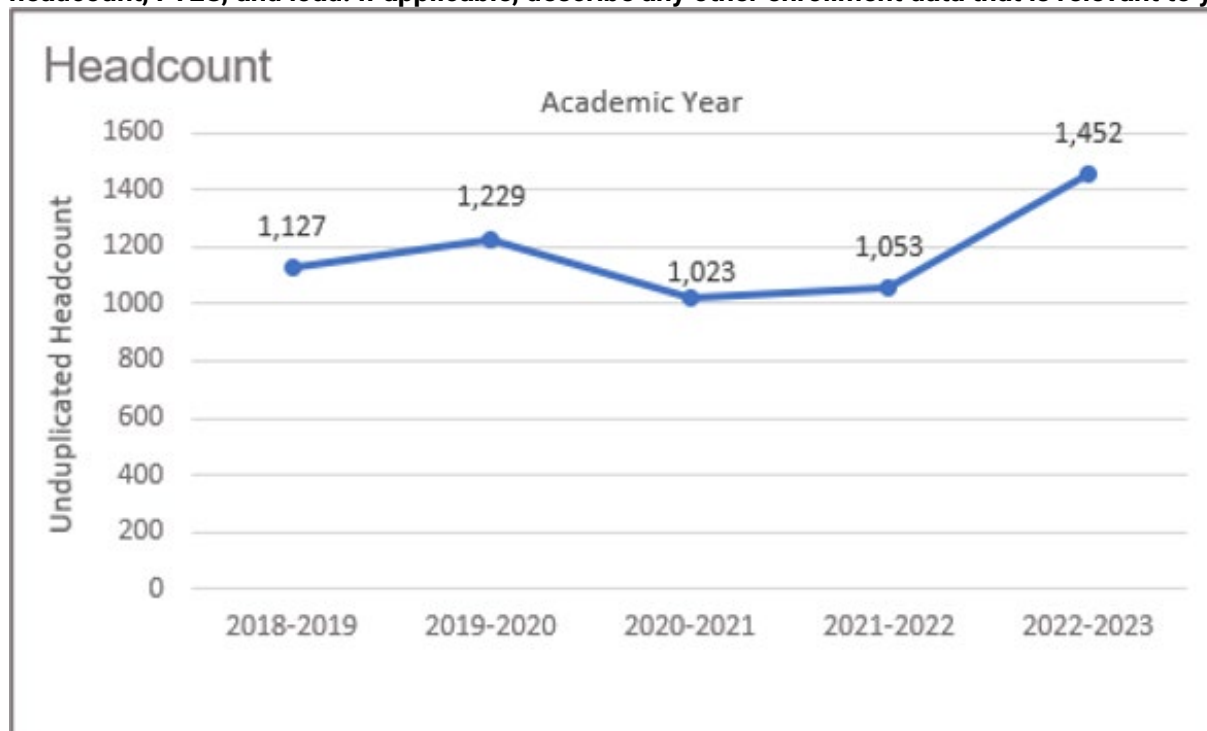
would solve these types of problems and ensure that the care and maintenance of equipment for the KAD Division is properly managed.

Program Review

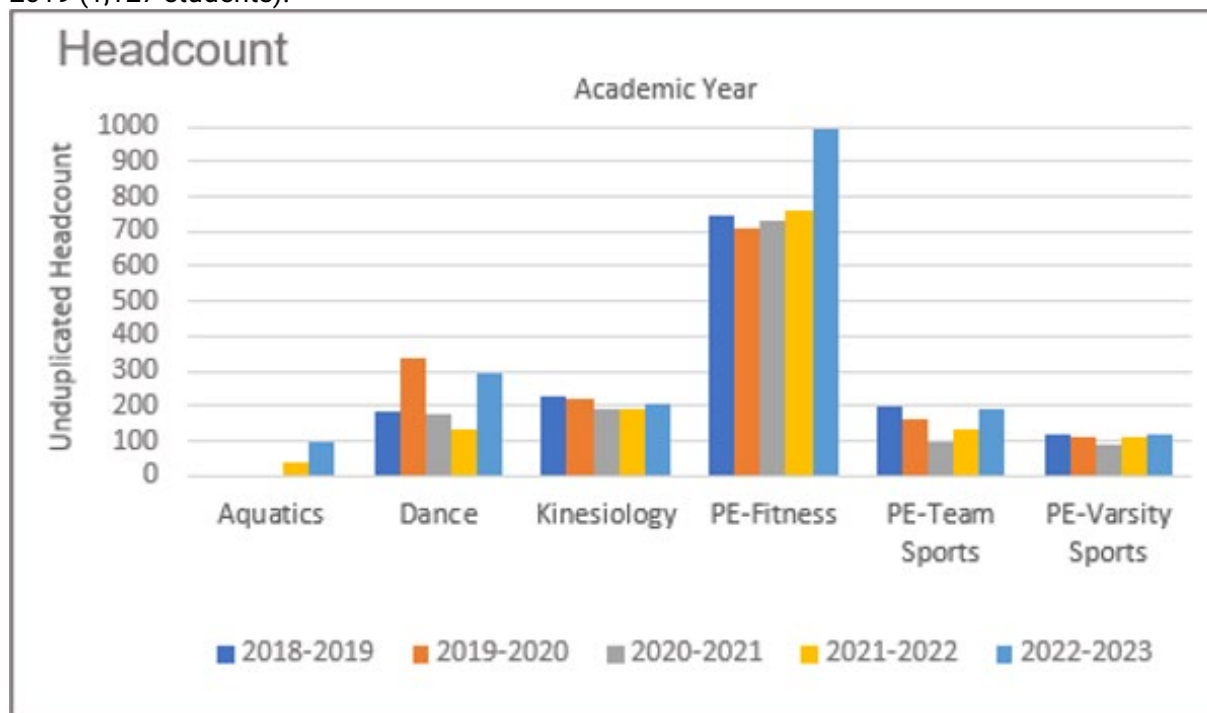
Current State of the Program

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.

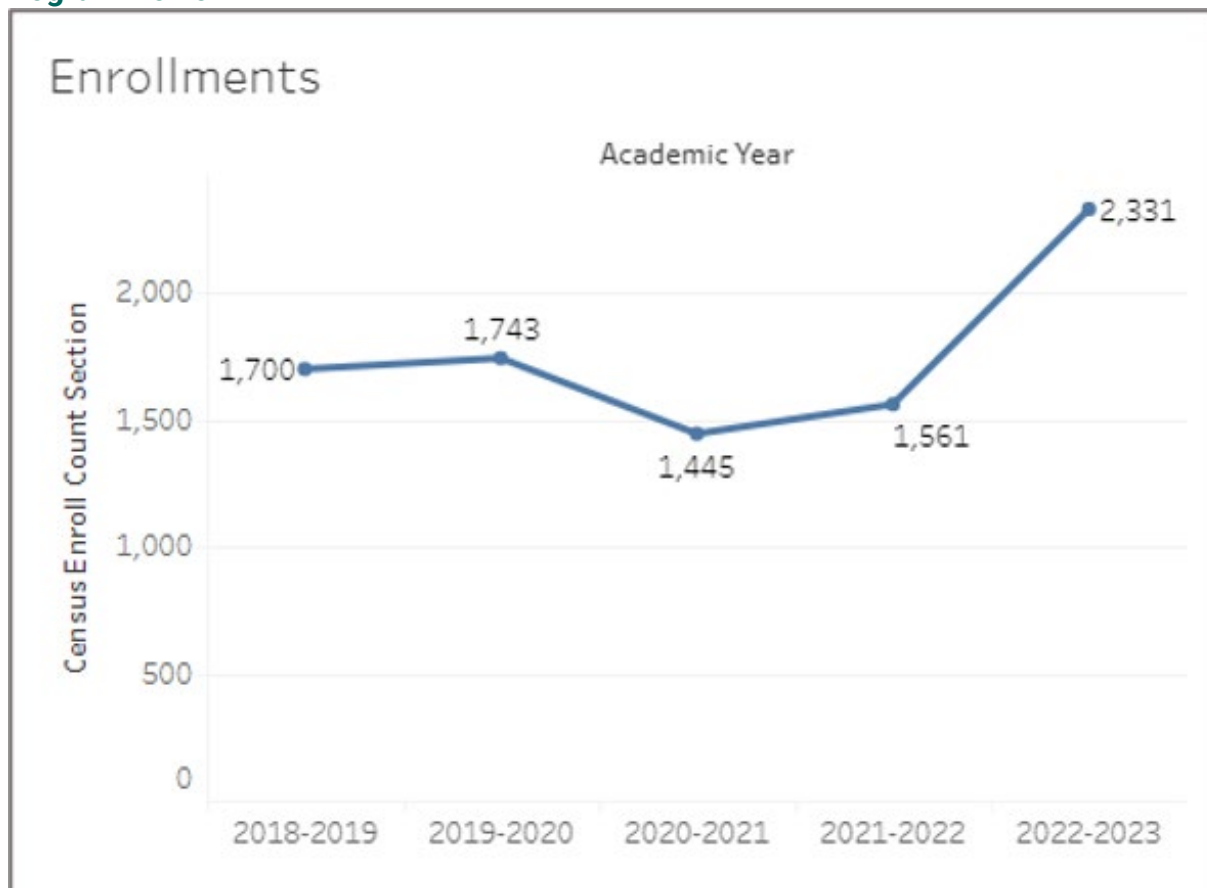


Headcount in Kinesiology, Athletics, and Dance was up 28.8% in 2022-2023 (1,452 students) compared to 2018-2019 (1,127 students).

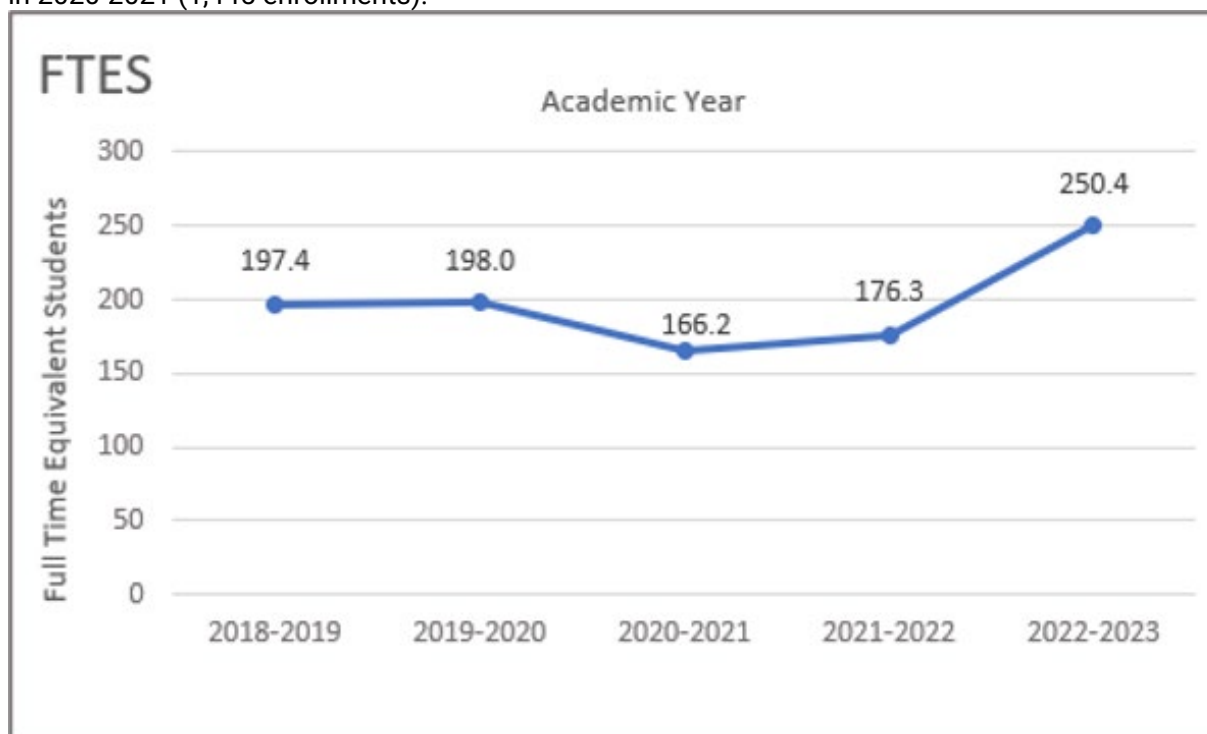


The majority of the headcount in Kinesiology, Athletics, and Dance was in Fitness classes.

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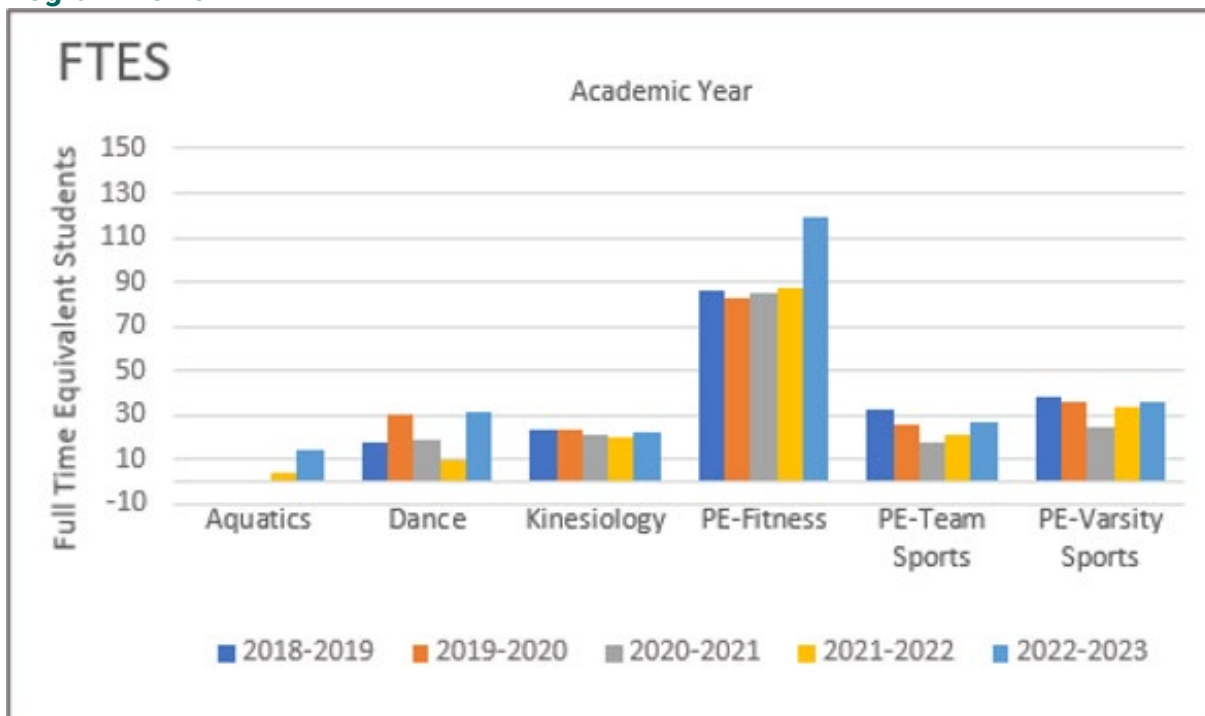


Enrollment in Kinesiology, Athletics, and Dance was up 37.1% in 2022-2023 compared to five years ago in 2018-2019. Enrollment in these programs reached a five-year high in 2022-2023 (2,331 enrollments) and a five-year low in 2020-2021 (1,445 enrollments).

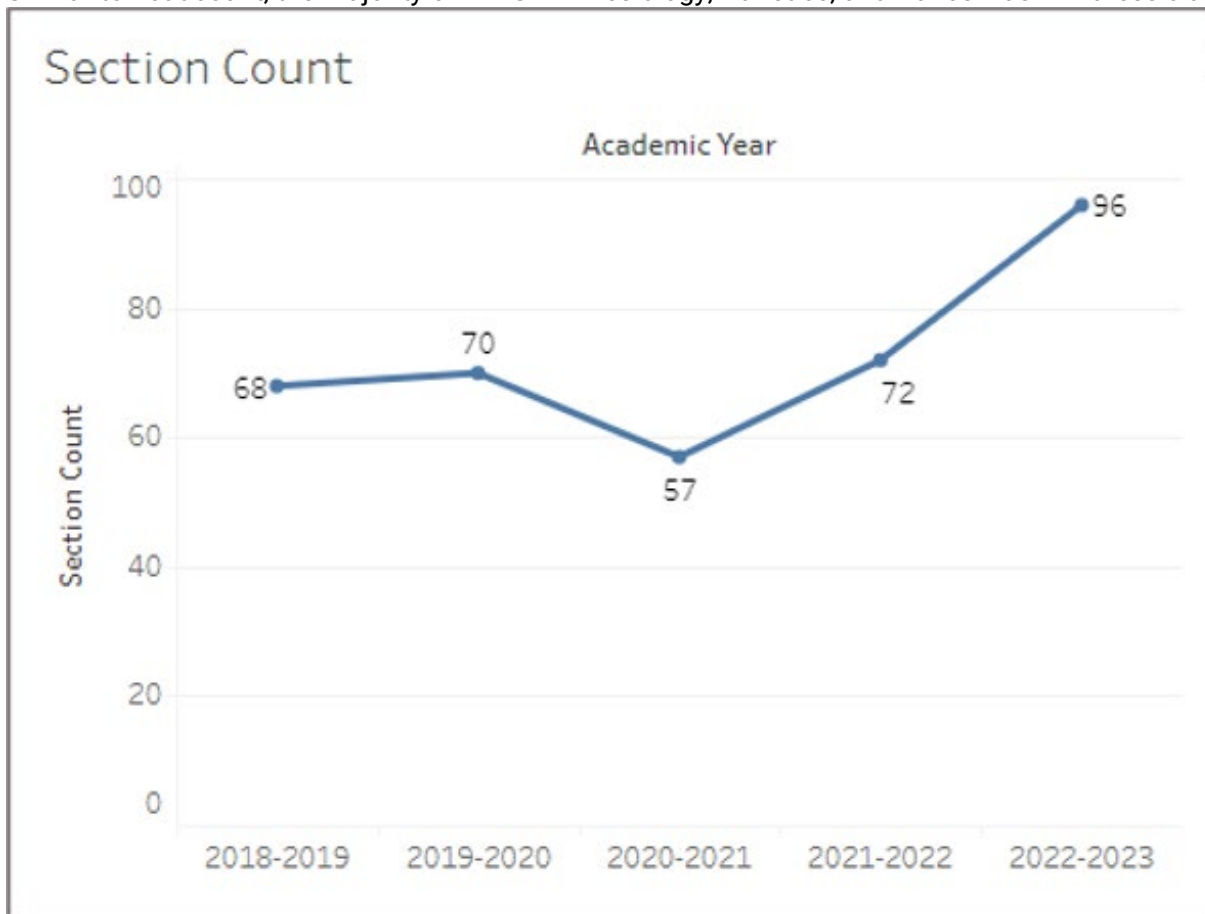


The number of full-time equivalent students (FTES) in Kinesiology, Athletics, and Dance was up 26.9% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), an increase of 53 FTES.

Program Review

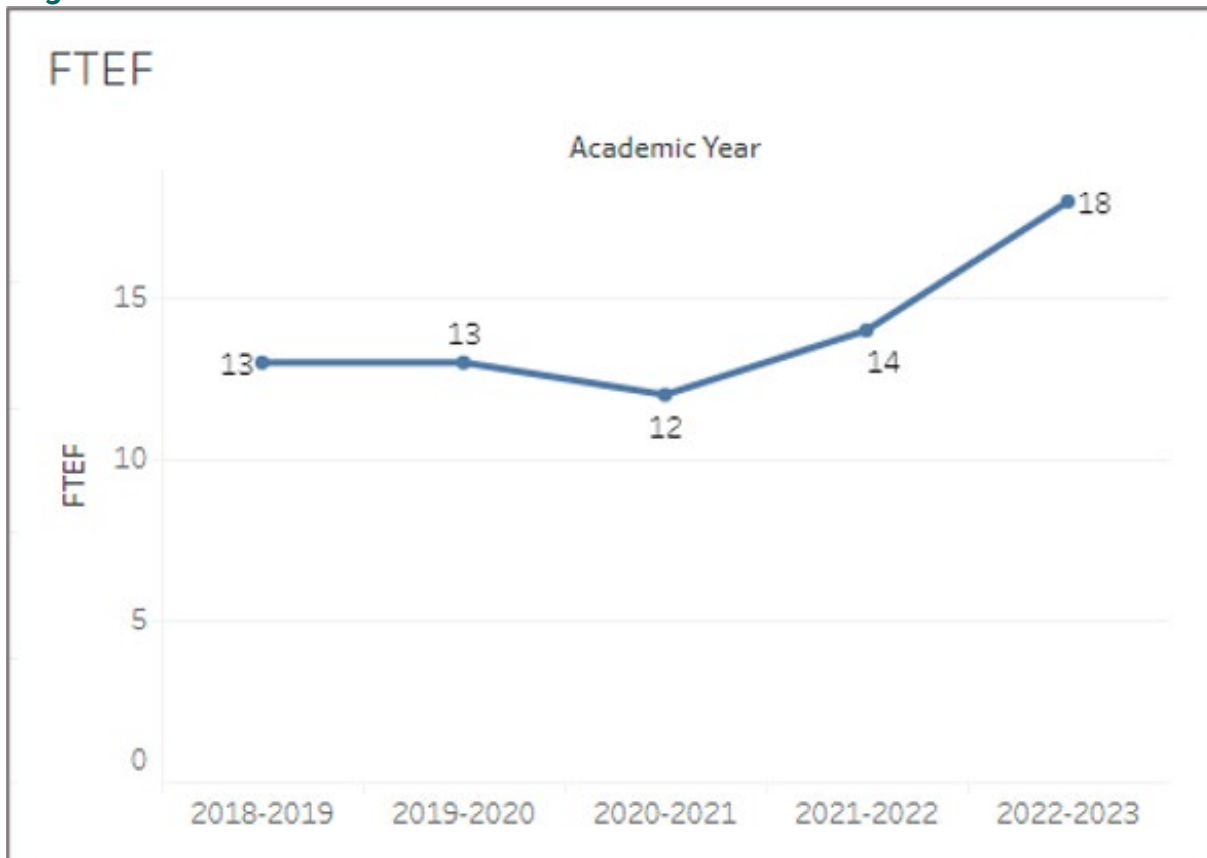


Similar to headcount, the majority of FTES in Kinesiology, Athletics, and Dance was in Fitness classes.

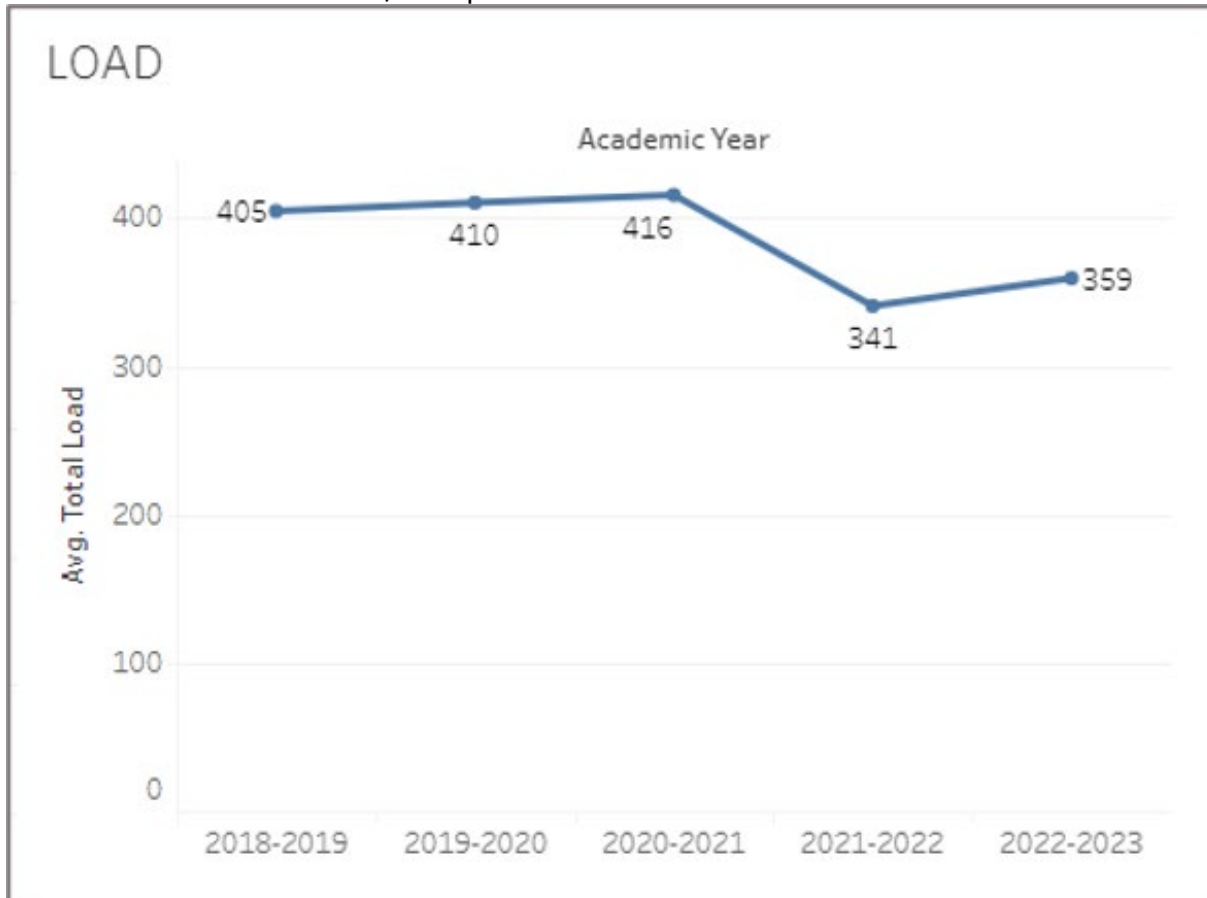


The number of sections offered in Kinesiology, Athletics, and Dance increased over the last five academic years, going from 68 sections in 2018-2019 to 96 sections in 2022-2023.

Program Review



The number of full-time equivalent faculty (FTEF) in Kinesiology, Athletics, and Dance went from 13 in 2018-2019 down to 12 FTEF in 2020-2021, and up to 18 sections in 2022-2023.



Program Review

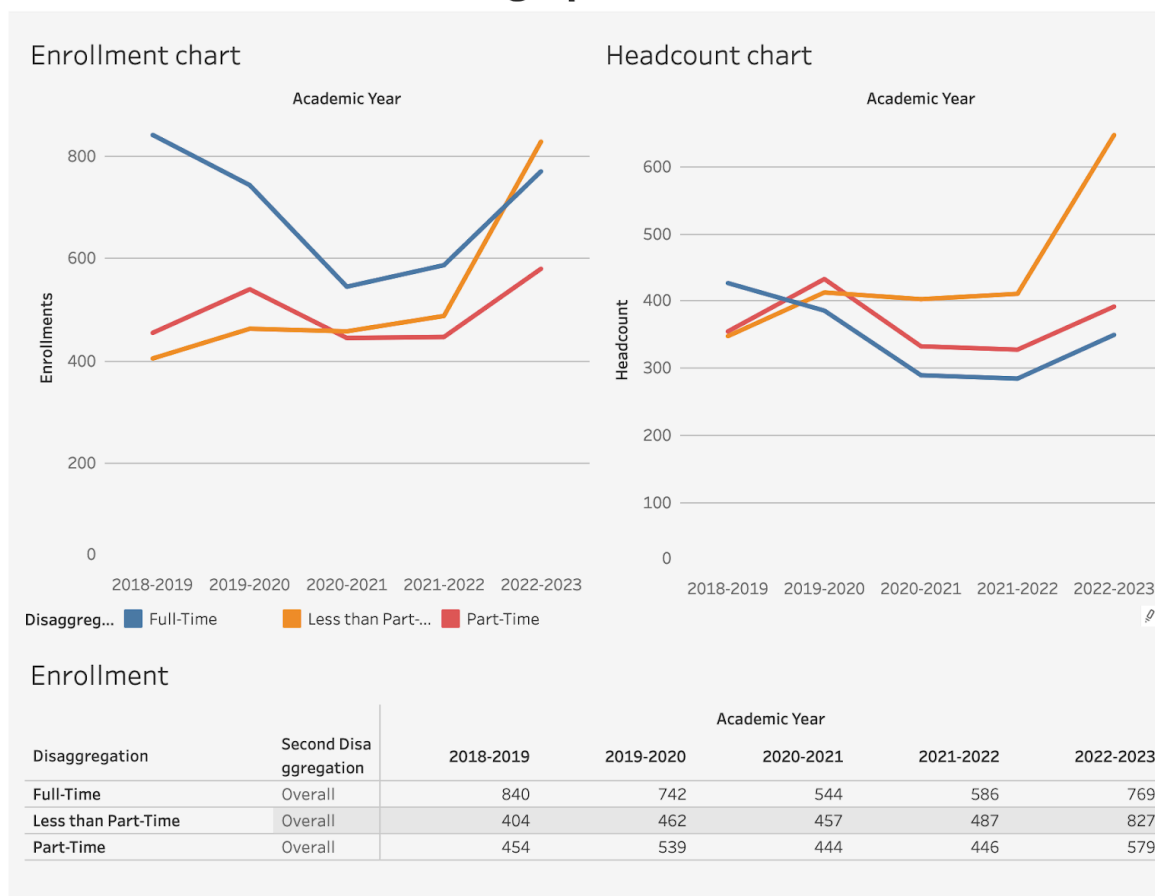
Load in Kinesiology, Athletics, and Dance stayed between 405 and 416 for three academic years before it dropped to 341 in 2021-2022. The load was 359 in the most recent academic year (2022-2023).

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?

We have increased offerings for in person fitness courses that utilize the Fitness Center, Swimming Pool, TRX and Spinning rooms. We have also increased offerings in our dance department. Classes that have not been taught for more than five years are successfully offered such as Dance Production and Jazz Dance. We have also developed new classes that are popular among our community such as Mexican Folkloric Dance and Tango Argentino. Based on the PRIE data provided, our class enrollments have increased by 37 percent. Most of the increase comes from part time and less than part time students. The pandemic had a significant impact on our offerings. As a result, there was a dip in enrollment in 2020-21. In the last year, full time, part time and less than part time have all increased.

Student Enrollment & Demographics



Currently, cancellation of classes is minimal and there are no impacts on our division. We have increased night time and weekend offerings and this explains the increase in the part time and less than part time students.

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.

As we plan for our program, marketing continues to be an area that needs to be implemented for our division. We have increased in-person, night, and weekend offerings. Based on the PRIE data provided we have seen the most increased enrollment in the part-time and less than part-time students which reflects the increase in the night time and weekend offerings

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We continue to discuss the possibility of afternoon offerings for fitness classes to not conflict with other campus offerings. However, the majority of existing full-time faculty are athletic coaches who hold their practices and games during that time. The current part-time faculty are unavailable to cover that time of day, so additional personnel may need to be hired.

We are planning on adding more night dance class offerings and a new curriculum that would be popular among our community such as Afro-Cuban Dance. The dance department is exploring adding half-unit classes as offerings and modifying the curriculum because once-a-week classes and shortened classes during summer terms are desirable among part-time and less than part-time student population.

In terms of adding new sports, the plan is to add women's badminton and swimming in 2024-2025. In addition, women's volleyball was around before the pandemic and the position of a full-time volleyball coach has already passed through the academic senate. However, due to the gymnasium configuration moving forward with a volleyball team has been put on hold, but we are hopeful once that issue has been resolved, we can move forward with that. Badminton was ranked #1 in the CCCApply Interest survey and volleyball was ranked #2. The addition of new sports will help bring more full-time students onto the campus. It will also allow us to offer more classes such as badminton and volleyball which are currently not being offered. There are also discussions about bringing back varsity sports such as Men's golf and tennis.

Our division has discussed at length the issues that will arise with AB 928, or the elimination of area E and fitness classes as a graduation requirement. We are concerned that AB 928 will inevitably cause a drop in enrollment in our currently well-enrolled classes, like FITNESS 117. We have discussed, proactively, the possibility of bringing back FITNESS 117 with positive attendance, as we used to offer it in our old building. Students were able to access the gym and log hours whenever the gym was open, as opposed to coming to class at their scheduled time. We are considering adding this back to our curriculum to attract more students who do not need the PE requirement and are looking to utilize the facility.

Regarding marketing, signage in and around Building 1 could be kept updated and more prevalent than it is now. Using a regular Photographer to capture events, classes, and contests would increase the available imagery to better push our division forward. In addition, we believe, flyers created to highlight registration and Kinesiology, Athletics, and Dance Courses will increase enrollment.

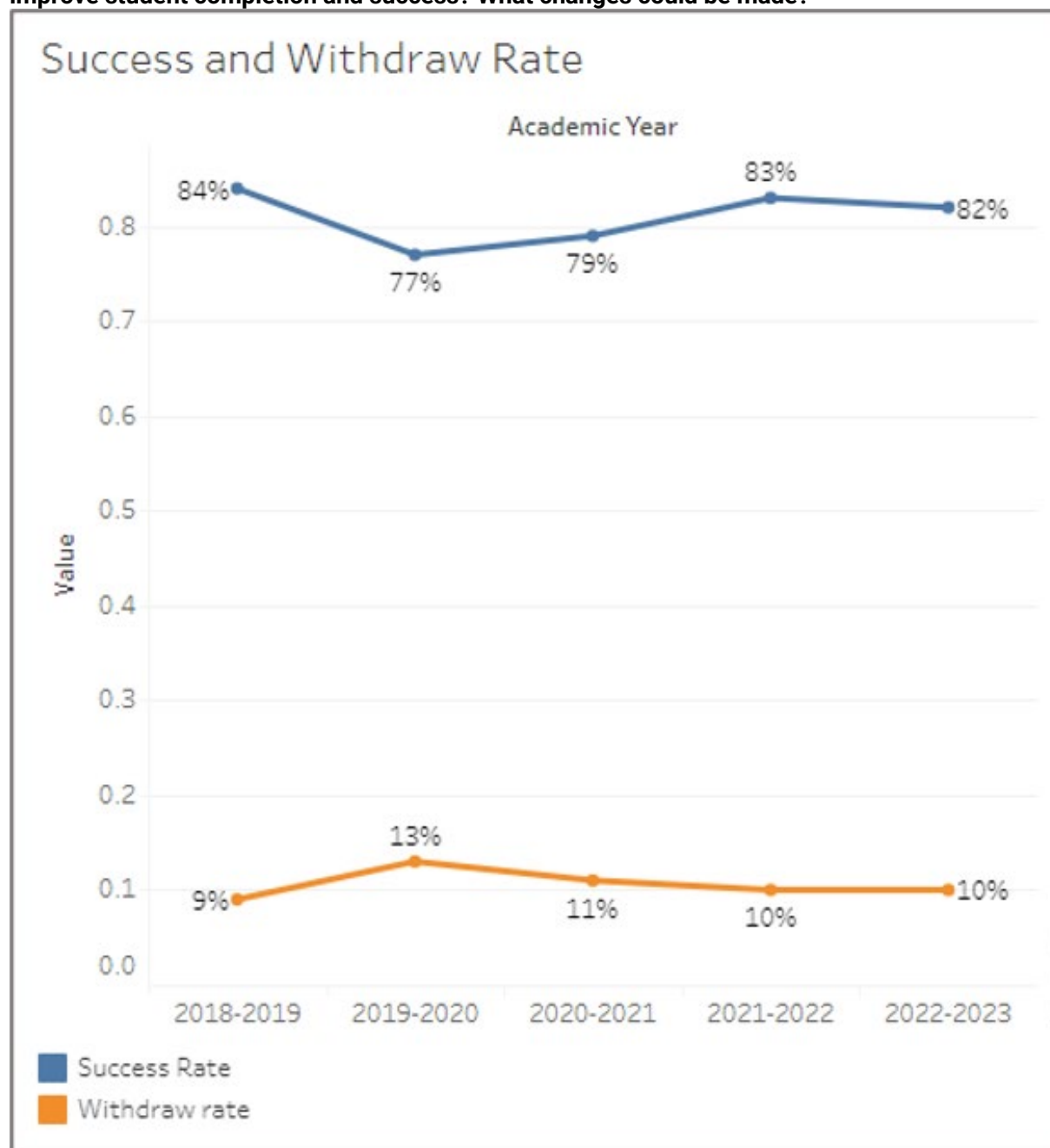
The connections made by marketing professionals to integrate the campus and the KAD division are really important. These added layers are needed for our continued growth, but these activities take time, and specific skills and additional hours not currently being funded/staffed.

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

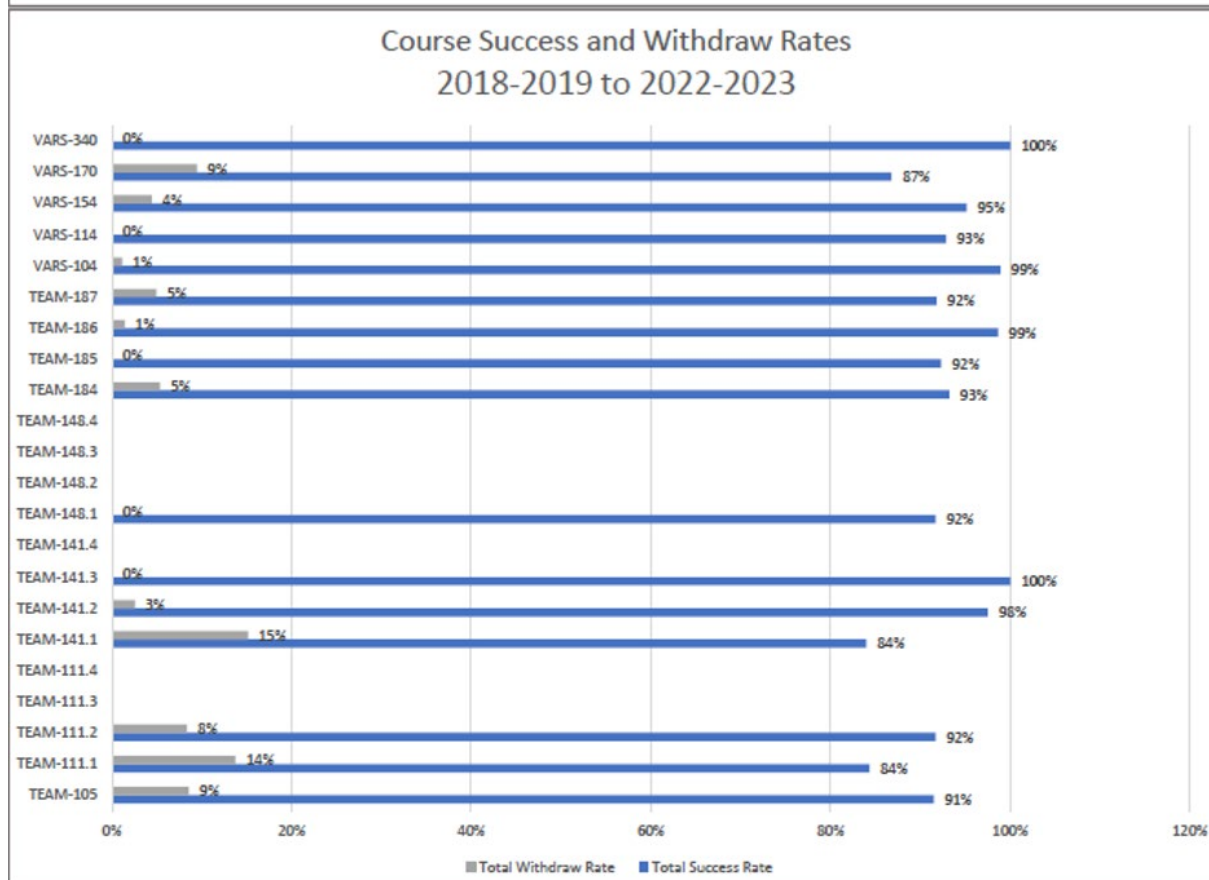
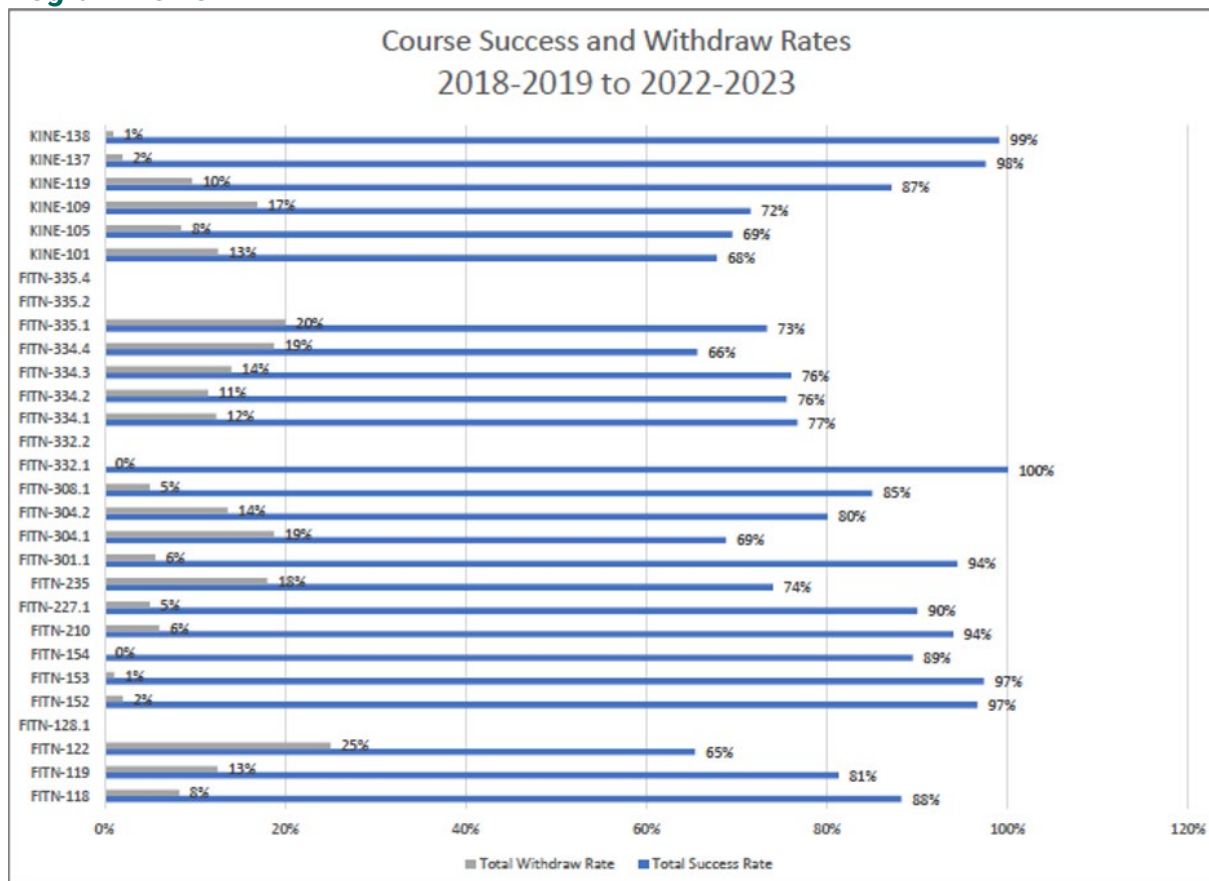
Program Review

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?

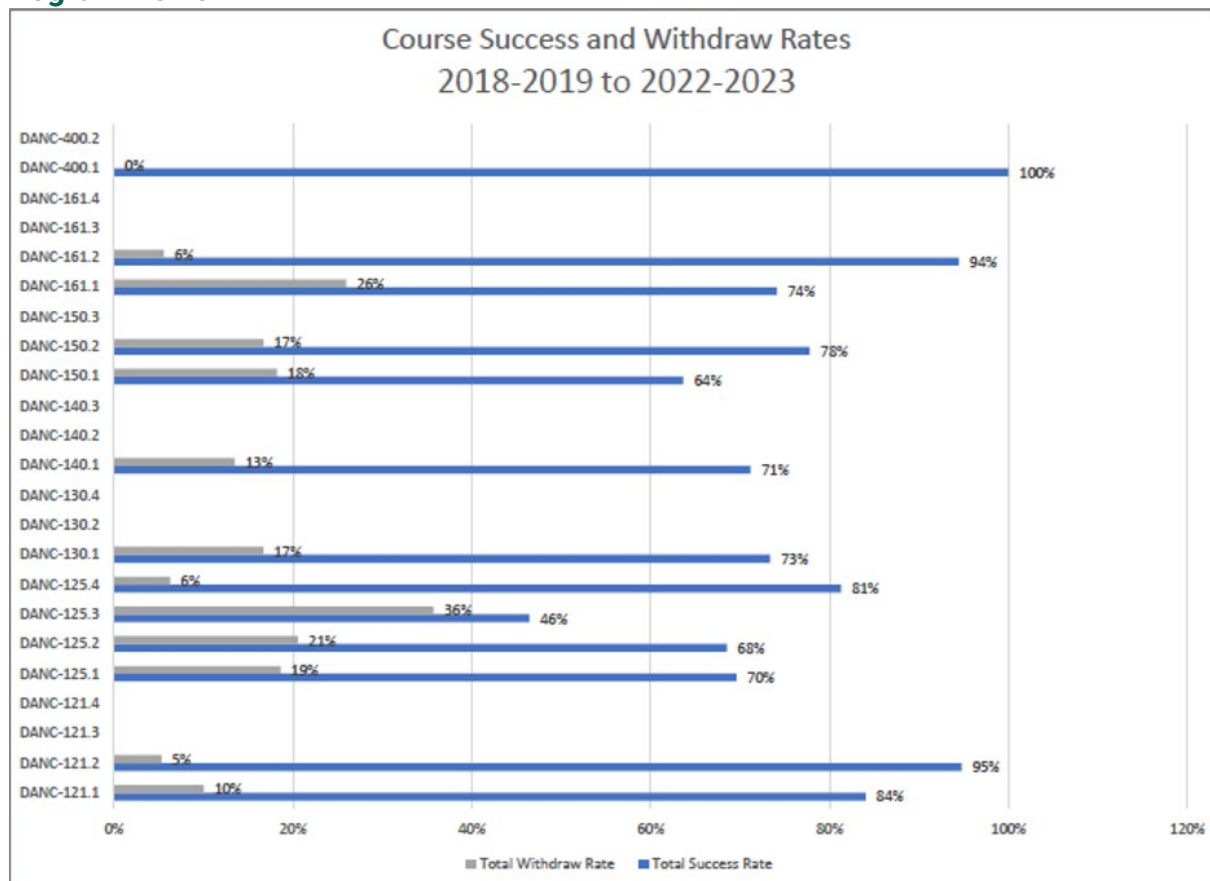


The overall success rates for Kinesiology, Athletics, and Dance stayed between 77% and 84% for the last five academic years. Withdraw rates for Kinesiology, Athletics, and Dance have been at 10-11% for the last three academic years.

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During our transition in the new Building 1, the number of course offerings jumped from 68 to 96 courses (about 30 percent) based on the PRIE data provided for over the five years.

In 2022, faculty have created a degree pathway and evaluated that our students are able to complete a 2 year Dance or Kinesiology degree with our current course offerings.

Example of Kinesiology degree pathway:

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	A	B	C	D
	FALL	SPRING	SUMMER	
1	KINE 101	BIOL 130 (prereq for 250 and 260) and BIOL 132 lab	CSU Transferable course (3 units)	
2	Movement based course (for example: AQUA 127.1-4)	Movement based course (for example: FITN 117, 118 or 119)	KINE 119	
3	Canada GE AREA A1 (3 units)	Canada GE Area A2 (3 units)		
4	Canada GE AREA C (3 units)	Canada GE Area B (3 units) plus one lab from Area B		
5				
6				
7				
8				
	FALL	SPRING	SUMMER	
9	BIOL 250	BIOL 260	Canada GE Area B1	
10	BIOL 310	Movement based course (for example: TEAM 148.1-4 or DANC 150.1-4)	CSU Transferable course (3 units)	
11	Canada GE Area D (3 units)	Canada GE Area E2 (1 unit)		
12	Canada GE Area A3 (3 units)	Canada GE Area F (3 units)		
13		CSU Transferable course (3 units)		
14				
15				
16				
17	Core classes			
18	3 units Movement Based Courses: Select a maximum of one course from any three of the movement based areas: FITN, AQUA, DANC, INDV, TEAM			
19	6 units from Selectives (3 units only)			
20	Prerequisites			

Example of Dance degree pathway:

Program Review

	A	B	C
1	FALL	SPRING	SUMMER
2	DANC 100	MUS 100	CSU Transferable course (3 units)
3	DANC 121.1	DANC 130.1	
4	DANC 150.1	DANC 140.1	
5	DANC 125.1	DANC 161.1	
6	Canada GE AREA A1 (3 units)	Canada GE Area A2 (3 units)	
7	Canada GE AREA C (3 units)	Canada GE Area B (3 units) plus one lab from Area B	
8			
9			
10			
11	FALL	SPRING	SUMMER
12	DANC 400	DANC 161.2	Canada GE Area B1
13	DANC 125.2	DANC 130.2 or 140.2	CSU Transferable course (3 units)
14	FITN 334.1	DANC 121.2	
15	BUS 150 OR COM 130 OR DRAM 200	Canada GE Area E2 (1 unit)	
16	Canada GE Area D (3 units)	Canada GE Area F (3 units)	
17	Canada GE Area A3 (3 units)	CSU Transferable course (3 units)	
18			
19			
20			
21	Core classes		
22	6 units from GROUP A (minimum of one course from each one of the families)		
23	6 units from GROUP B (no more than two courses per family)		
24	3 units from GROUP C (3 units only)		
25			
26			

Currently class minimum size is set to 10 which has helped to maintain some classes and not be canceled. College should continue with a minimum class size of 10 instead of 20 to assure consistent course offerings so students take the necessary classes to complete their degree. Also, connection with counselors and our department for student success is crucial.

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?

The Equity and Disproportionate Impact (DI) dashboard was used to identify subgroups that may have been disproportionately impacted in Kinesiology, Athletics, or Dance in the most recent academic year (2022-2023)[1]. The three metrics used to examine potential disproportionate impact were enrollment rates (referred as access), success rates, and withdraw rates. The rate for each subgroup was compared to either the college-wide rate (access) or the overall program-level rate (success and withdraws). The difference between the two rates is known as the 'gap' and may be referred to as a performance gap or equity gap. Student subgroups that may have been disproportionately impacted in Kinesiology, Athletics, or Dance appear below (see Table 1-3).

Access

Access is an indicator of what student subgroups are enrolling in courses, based on unique student counts. Enrollment data revealed four student subgroups were underrepresented in Kinesiology, Athletics, or Dance classes compared to the college-wide population (see Table 1). For instance, the proportion of students in Kinesiology, Athletics, and Dance with a unit load considered 'less than part-time' (fewer than 6 units) was 16.5 percentage points lower than the proportion of 'less than part-time' students enrolled college-wide. Female students were underrepresented in hybrid and face-to-face classes in Kinesiology, Athletics, and Dance compared to college-wide enrollment rates.

Table 1.

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Student Subgroup	Gap
Unit load - Less than part-time (less than 6 units)	-16.5
Course modality: Hybrid - Females	-15.5
Course modality: Face-to-face – Females	-13.5
Not low income	-5.0

Success

Success is the rate at which different student subgroups pass courses and is based on enrollments. The success rate for different subgroups in Kinesiology, Athletics, or Dance was compared to the overall success rate in Kinesiology, Athletics, or Dance. The difference between the two rates (the gap) revealed fifteen subgroups may have been disproportionately impacted (see Table 2). For example, foster youth in Kinesiology, Athletics, and Dance had success rates 33 percentage points lower than the overall success rate in Kinesiology, Athletics, and Dance during the 2022-2023 academic year. Pacific Islanders and female Filipino students in online Kinesiology, Athletics, or Dance sections had success rates about 28 percentage points below the average success rate for online courses.

Table 2.

Student Subgroup	Gap
Foster Youth	-33.3
Pacific Islanders	-32.6
Course Modality: Online - Pacific Islander	-28.5
Course Modality: Online - Filipino Females	-28.2
Filipino Females	-24.1
Course Modality: Online – Hispanic Males	-10.6
Age 23 – 28	-9.4
Disabled	-9.3
Low Income	-8.0
Hispanic Females	-6.8
Course Modality: Online – Hispanic	-5.3
Hispanic	-3.9
First Generation	-3.9
Unit Load: Less than Part-time (less than 6 units)	-3.8
Females	-3.2

Withdraws

Withdraws is the rate at which a student withdraws from a course, with higher numbers being worse, as they indicate greater withdraw rates. The withdraw rates for subgroups in Kinesiology, Athletics, or Dance were compared to the overall withdraw rate for the program. Four subgroups had withdraw rates that were significantly higher than the overall rate, suggesting these groups experienced disproportionate impact in Kinesiology, Athletics, and Dance. One subgroup, female Filipino students enrolled in online Kinesiology, Athletics, and Dance sections, had withdraw rates 21.6 percentage points higher than the average rate for online Kinesiology, Athletics, and Dance sections.

Table 3.

Student Subgroup	Gap
Course Modality: Online - Filipino Females	+21.6
Filipino Females	+18.2
Age 23-28	+6.9
Low Income	+4.6

[1] Source: <https://canadacollege.edu/prie/dashboards/disproportionate-impact.php>

Program Review

The gaps that are most important for improving outcomes are those involving female students, Filipino women, and Foster youth.

Increased funding of current female sports would help increase participation and enrollment for females in F2F and hybrid. Line items like assistant coach pay, travel, and equipment budgets are specific examples of where continued funding additions are needed to ultimately encourage more female participation.

Adding women's athletic teams (i.e. Basketball, Volleyball, Badminton, Swimming, Golf) would address the underrepresentation of female students in face-to-face and hybrid courses. Student-athletes are required to enroll in more than 12 units toward degree progress, and these additional full-time students would inherently impact these specific types of course offerings and enrollment.

For foster youth and Filipino women, the college can help by hiring a retention and Program service Coordinator (PSC) for our department. We believe that a PSC will be able to do the necessary outreach and marketing to help draw in the students who we have been unable to reach. A retention specialist will be able to help us monitor and track the progress of our students as well as keep them engaged to remain students.

COLTS Learning Community

COLTS is currently in its 7th year, co-created by three faculty members: counselor, instructional faculty, coach, without administrative support (e.g., PSC, retention specialist). We are currently in our 4th year of reassignment units.

During Fall 2019 and 2021, COLTS was nominated by Cañada College's Academic Senate as an Exemplary Program to the state Academic Senate (ASCCC) and was recognized by the CCC Board of Governors.

Over the past several years, the athletics department serves roughly 160 students-athletes who all require specialized recruiting, academic counseling, academic support and retention efforts. With only one counselor working with the entire athletics department just a few hours a week on average (~5 hours/week) and with no retention specialist on staff, coaches are often the ones who provide many of the support services to their student-athletes. With only two full-time faculty members in men's and women's soccer, the other five teams rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized student population. It is paramount for the athletics department to create innovative opportunities for support outside of counseling and sport specific coaches to ensure academic success and retention for all student-athletes. In becoming more confident in academics, student-athletes will also improve athletically. Team dynamics improve on and off the field as student-athletes become more confident and successful in both areas. COLTS can successfully demonstrate the reciprocal power of the partnership fostered.

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. Beyond demographics, student athletes are held to a more stringent transfer and unit completion timeline. For example, the average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline does not work for college athletes as their eligibility would have expired before they even transferred (see [CCCA Constitution & Bylaw 1. Student Athlete Eligibility; Student Eligibility Form](#)). Student athletes are also required to attend school full-time in order to be eligible to compete (play their sport). For many, this means, in addition to working at least part-time, student athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.

Participation in COLTS is designed to help students take advantage of academic resources on campus, and to help them to build strong study, communication, and math skills with the goal of improving their overall educational performance. Additionally, the objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes' academic success. Cultivating an effective educational experience focused on success is a reflection of [Cañada College's mission](#).

To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The program is led by two faculty coordinators (one from athletics and one from instruction, who also teach in the COLTS program). The coordinators work closely with the faculty teaching in the learning cohort, along with the students and their coaches. Currently, faculty collaborations have resulted in courses being taught in the cohort by the following departments: Communication Studies, Math, Kinesiology, and Career/Counseling.

Current offerings:

- COMM 130: Interpersonal Communication
 - Transfer credit: 3 units, CSU GE Area A1, IGETC Area 1C

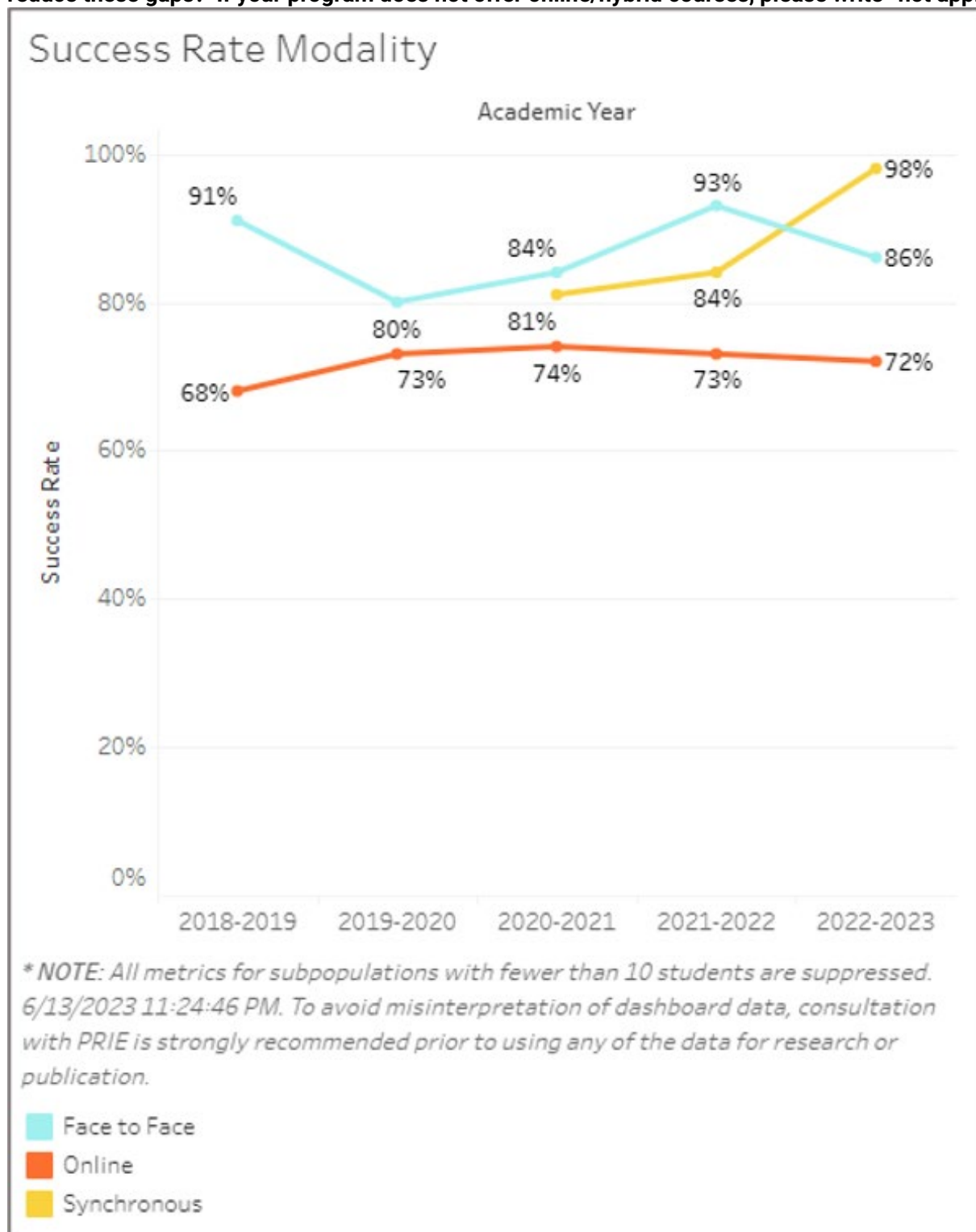
Program Review

- MATH 200: Elementary Probability & Statistics
 - Transfer credit: 4 units, CSU GE Area B4, IGETC Area 2A
- MATH 800: Just-in-Time Support for Elementary Probability & Statistics
 - Transfer credit: 2 units, not transferrable
- CRER 137: Life & Career Planning
 - Transfer credit: 3 units, CSU GE Area E1, UC
- KINE 137: Athlete Skill Success 1st Year
 - Transfer credit: 1 unit, CSU
- KINE 138: Athlete Skill Success 2nd Year
 - Transfer credit: 1 unit, CSU

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8C. Completion – Success Online

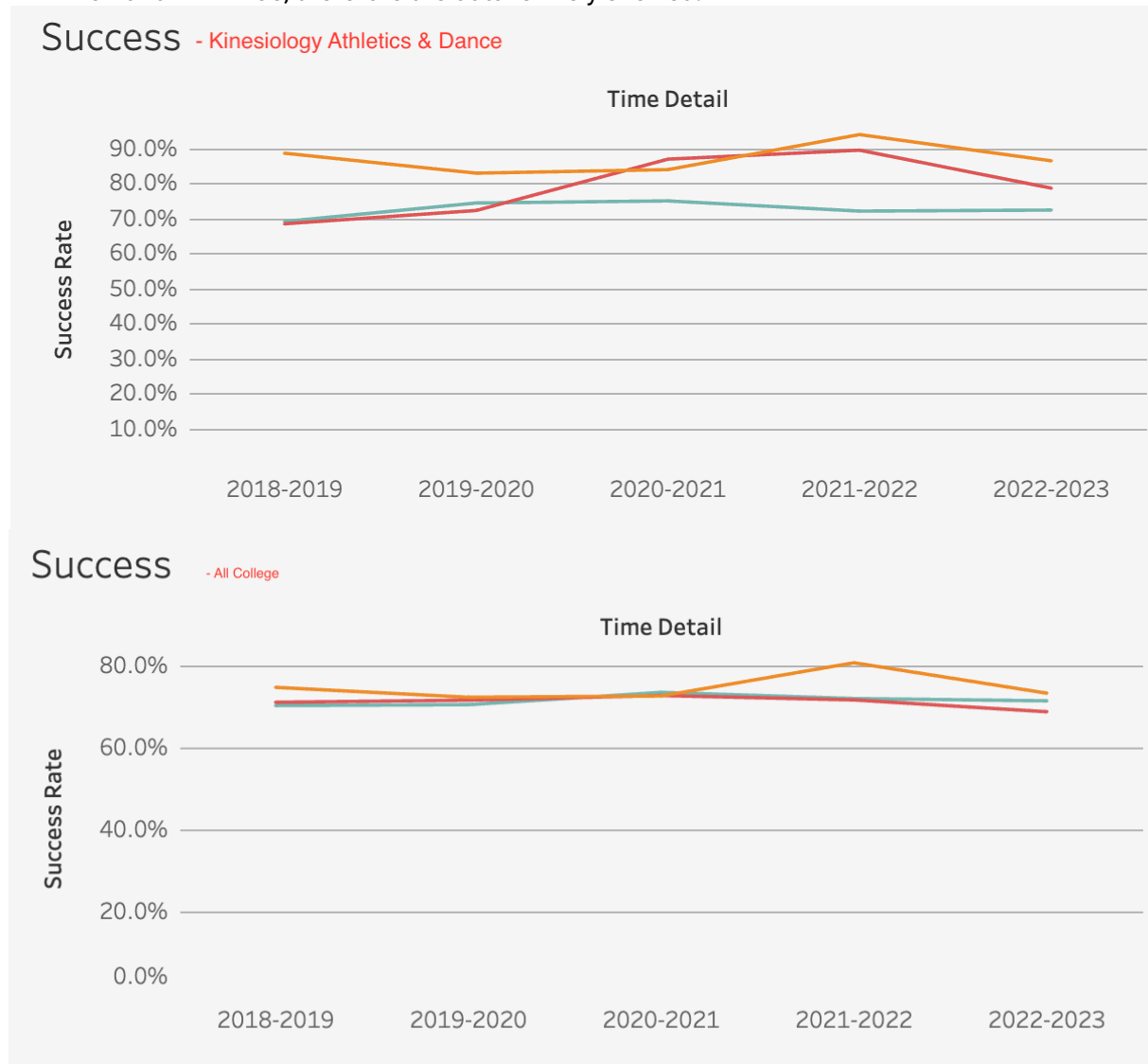
The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.



Success rates in online sections in Kinesiology, Athletics, and Dance were 7-23 percentage points lower than success rates for face-to-face sections. Success rates for synchronous sections were between online and face-to-face rates for two academic years, then surpassed the other course modalities in the most recent academic year (2022-2023).

Program Review

Our division maintains that our subject matter is best taught in person. Although it was required of us to move online during the COVID years, we have done our best to make sure we have as many offerings in person or face-to-face as possible. Reviewing the graphs below, our division has higher success rates face-to-face than the college in general. This strengthens our argument that our classes are best taught in person, and the concepts are not designed to be taught in an online environment. We will, however, continue to encourage our division to take CE's in canvas and online modality coursework to work on those success rates for students who need to take classes online. On another note, it is very hard to compare success in online yoga with success rates in lecture courses like KINE 101 and KINE 105, therefore the data is likely skewed.



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.

Our division utilizes a three year assessment plan created internally. We assess both spring and fall and meet 1 x per year to discuss results and make sure our classes and assessments are up to date. See the two "three year assessment plans" that we used, and are currently using to complete sections over time.

Past SLO plan starting Fall 2020:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2020-2021	2021-2022	2022-2023
Fall Semester	VARS 140 (golf) FITN 335.1-4 / FITN 304.1-2 TEAM 132.1-4 / TEAM 171	FITN 210 / VARS 114 (basketball) KINE 137 & 138 TEAM 187 (tennis) / 104 (baseball)	KINE 109 TEAM 111.1-3/186 (basketball) VARS 340 (volleyball) / VARS 154 (soccer)
Spring Semester	FITN 334.1-4 KINE 105 DANC 125.1-4 TEAM 184 (soccer)/185 (volleyball)	FITN 117/118/119 FITN 122/232/235 DANC 150.1-4 / VARS 170 (tennis)	FITN 154 TEAM 141.1-4/148.1-4/183 (tennis) KINE 101 / VARS 104 (baseball)
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☐ Community ☒ Communication ☒ Quantitative Reasoning ☒ Creativity

Current SLO plan starting Fall 2023:

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Kinesiology, Athletics & Dance

	2023-2024	2024-2025	2025-2026
Fall Semester	DANC 100 FITN 128.1-2 FITN 301.1-4 FITN 227.1-4 VARS 154 (soccer)	FITN 210 VARS 114 (basketball) KINE 137 & 138 FITN 304.1-4 TEAM 187 (tennis) / TEAM 104 (baseball)	KINE 109 AQUA 127.1-4 TEAM 111.1-4/186 (basketball) VARS 114 (basketball)
Spring Semester	KINE 105 FITN 334.1-4 FITN 335.1-4 DANC 125.1-4 DANC 121.1-4 DANC 140.1-4 TEAM 184 (soccer)	FITN 117/118/119 FITN 122/235 KINE 119 (summer 2025) DANC 150.1-4 / DANC 130.1-4 / DANC 400.1-4 VARS 170 (tennis)	KINE 101 / VARS 104 (baseball) TEAM 141.1-4/148.1-4/183 (tennis) DANC 161.1-4 DANC115.1--4
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	Cooperative interaction-spring 2024 Healthy Lifestyle - spring 2024	Improve fitness - spring 2025	Analyze kinesiology - spring 2026 Ethical decision making-spring 2026
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☒ Creativity	☒ Critical Thinking ☐ Community ☒ Communication ☒ Quantitative Reasoning ☒ Creativity

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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?

We had two working meetings October 4-6, 2023 to discuss SLO assessments as a division. The strategies that were discussed are as follows:

- Strategy #1 - We are planning to have more working meetings at the end of each semester to evaluate and discuss more specific strategies in regards to SLO.
- Strategy #2 - We have had a dialogue about reevaluating the type of assessments used for some classes. We discussed adding additional assessment methods to reflect current teaching methods and assessments.

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?

Our PLO assessment plan is included above in 10B, below the SLO assessment schedule. Our division works to assess all 5 PLO's over the course of 5 years. We made sure to include our PLO assessments across KINE, VARS, DANCE, and FITN. Because the breadth and the range of classes we teach (KINE, VARS, FITN, DANC, TEAM) is so wide, it can be difficult for all classes to fall under each of the SLO/PLO categories. As of fall 2023, all of our PLO's were assessed and discussed. Although we are meeting the criterion standards for all five PLO's, one improvement that was discussed was to incorporate a wider variety of assessment techniques in order to capture more data for reflection.

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.

Goal #1 Increase enrollment by providing increased support for academic and athletic programming.

Marketing - We will continue to advocate for more marketing support which also aligns with one of the college initiatives in the Educational Master plan which states "Utilize social media and websites to reach diverse and inclusive audience." Specifically, our program requests marketing and coordination support for the following: Marketing campaign which could include dynamic webpage, videos, flyers, brochures, targeted emails to students and promotions to larger community members and high school students.

Flyers and brochures: our department would need a coordinator and staff who would work on flyers for each class and flyer for our degree.

Website updates: updating our department website to show relevant and impactful information to our community about the value of our athletics, kinesiology and dance programs.

Photographer: we would like to have a consistent staff who would take photos at our games and dance shows and events. The use of a regular Photographer to capture events, classes, and contests would increase the available imagery to better push our division forward.

Mascot - Cody the Colt

Inviting Youth to games/dance shows: establishing connection with high schools

Team Posters and Decal B1: design and payment of posters

Business Cards: coordination with marketing department

Alumni Games: Program Service Coordinator and Sports Information Director would be engaged in the special events.

Signs: signage in and around building 1 could be kept updated and more prevalent than it is now

Partner w/student life: communication between Associated Students of Cañada College (ASCC) and coordinator or faculty so fitness and dance students participate in events

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Dancers @ Baseball or Basketball games: coordination between dance and baseball faculty including a Program Service Coordinator

KAD profile pictures: coordination of taking pictures

Our division is currently understaffed and lacks the necessary resources to effectively produce the much-needed marketing material and coordination required for our continued growth. To address this issue, we propose the creation of a permanent position for a Program Service Coordination and Sports Information Director. With the support of the marketing department and additional staff who are trained in marketing, this individual they would be responsible for coordinating all of KAD's our marketing needs including the Athletic Department's website, Dance Recitals promotion, social media....

New supplies for athletics

Ice machine at field level – current ice machine is insufficient for daily needs. We need large amounts of ice for drinking water, injury treatment, hydrotherapy (ice tubs), and heatstroke response. There are approximately 100 student-athletes at field level to serve.

Water horses at field level – limited hydration stations at field level. There are only two sources for athletes to refill water bottles during practice. Water horses can be connected to spigots and provide a more efficient tool for multiple bottles to be filled at the same time rather than one by one

The Utility sink – Currently there is no available facility for cleaning equipment at field level. The bathroom sinks are too small for items such as coolers and water bottles. The janitorial closet has a utility sink but athletic staff do not have access to it.

iPads – For instruction, video feedback, stat-keeping, filming for recruiting purposes, chalk talk

Keyless Entry to field houses – student-athletes need access to equipment and personal items in the event coaches are not available.

Heat press machine – Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost by completing the branding in-house as opposed to sending the item out to a third-party vendor.

Live stream capabilities equipment – community members and family of student-athletes appreciate being able to view the intercollegiate games, dance productions, and awards ceremonies if they are unable to be present. Many other community colleges provide live-stream for their fans, supporters, and recruiters.

Shelters for soccer – current set-up of the soccer field does not provide shade. IN the summer and fall months it can be 100+ degrees at field level and there is not one place to take a class or team to sit or rest in the shade. This is a liability and safety concern.

Overhead shade covering for the batting cage – against sun and rain. Provide a space to continue instruction and training on rainy days and shade on excessively hot days. This will also save our division money as they will not need to rent other outside facilities during inclement weather.

Academic Support Center - The Academic Support Center is a one-stop location that provides support to student-athletes and KAD Division students. Currently, only face-to-face courses take place in Building One, which makes it the preferred location for many Cañada students and student-athletes. The KAD division requested that the current membership office, RM 1-102, be transformed into the Academic Support Center. This facility will house the KAD Program Service Coordinator, who will be responsible for spearheading KAD outreach programs, promoting intercollegiate athletic events, and using it as the headquarters for Cañada college sports/athletic clinics or camps. Additionally, the Academic Support Center will have a refrigerator, microwave, and snacks to provide food options for all students. It will also provide laptops and computers for students to complete homework assignments. Furthermore, it will host club meetings for our newly formed Athletics Club. The center will also house the C.O.L.T.S. learning community. However, for the Academic Support Center and COLTS learning community to thrive on campus, the Division is requesting additional funding and support from the college. Currently, the C.O.L.T.S. learning community is funded through the college-wide faculty reassign time process. The Division is also requesting a retention specialist to assist with the C.O.L.T.S. learning community going forward.

Game Day Operations and Dance/Division Event Management

As we grow and sustain our athletic programs the time needed and personnel required to set up, manage and tear down game day operations continues to increase to unsustainable levels. Hours being spent to do these duties are being pushed to teaching faculty and or assistant coaches. In many cases game day preparation can take 1-2.5

Program Review

hours prior to the start of warmups. This time has been added to coaches' responsibilities and needs to be addressed for sustainability and growth. Other gaps that remain for events are the planning and execution of snack shack, photographer, ticketing, flowers for special events i.e., "Sophomore Day". Many if not all of these require more funding and added personnel support. Dance show or dance event needs are similar to athletic contests in that they are requiring added coordination and support. Such things as videography, photography, ticketing are current issues to address.

Facilities

Gymnasium: The new construction of Building 1 meant that the campus became home to a brand-new gymnasium for court sports. Our division anticipated growth through increased class and intercollegiate offerings. However, the existing structure has been problematic for existing instruction and restrictive for adding offerings.

Basketball hoops - We have received feedback from multiple teams and officials regarding the basketball hoops being lopsided, violating rules outlined by the sport's governing body. In addition, the existing portable basketball hoops need to be moved for other sporting events, such as volleyball games and practices, are heavy to move and require Facilities to organize (which require overtime compensation). Originally, the KAD personnel had suggested that the hoops be constructed to hang from the ceiling as they had been in the old building, but the suggestion was not taken.

Partition/Divider - The open-air concept of the basketball gym has posed ongoing instructional conflicts. KAD personnel opposed the concept at the design phase and continue to advocate for a partition/divider. While spectators are expected at the intercollegiate competitions, classes and practices held in the gymnasium are exposed to the sounds and sights of the fitness floor, along with having an unwanted audience. As with any campus classroom, an instructor appreciates being able to keep the focus of their students without external distractions. Conversely, we gym members have reported being distracted by the yelling and buzzers from the gymnasium.

Badminton Equipment: As mentioned previously, we are currently out of Title 9 compliance, and need to add at least 2 more women's sports. Badminton has been approved for a spring 2025 launch, but the program will need nets, rackets, and other equipment for their season (this also includes the gym reflooring to include badminton lines).

Team Rooms: All of our varsity sports, except for women's tennis have designated changing rooms/team rooms. A team room needs to be added at or near the tennis facility for women's tennis to be on par with title 9 compliance with the rest of our programs.

Team Room Entry: The Team rooms inside of building 1 have keypad entry, this allows students to enter the changing room when necessary. The team rooms at field level (baseball, men's soccer, women's soccer) have to be opened with a physical key and by a coach or instructor. Because the students are accessing these lockers almost the entire day, the room then must stay open. We have had many issues with people or unauthorized personnel entering the spaces. This is particularly troublesome because as these are changing rooms, this poses a liability. We are requesting that all of the field level team rooms have keyless entry so students may access the room, and then lock the door behind them.

Room 203 storage: Design a storage room/compartments for Yoga equipment. Currently, our storage is portable. We would like to request a permanent storage and lockable cabinets with shelving where we will store and secure yoga equipment.

Athletic Field Replacement: At this time, we are expecting replacement of baseball and soccer fields in spring 2025 as the facilities have passed their expected lifetime for safety and performance. New shade shelters, lights, fencing on the southside under the scoreboard, and divider net should also be addressed at the same time for safety and cost saving while updating the facilities at field level.

Windscreens at soccer field are currently in process for replacement, this particular project is going on 18 months to complete.

Lights at Field Level: The addition of lights to baseball and soccer fields would allow for increased availability to offer courses and contests during the evenings increasing our community connection. The timing for this project could align with the field replacement allowing for efficient addition of this added infrastructure. Previous counter arguments to light have been "light pollution" and "costs" both of which seem to be mute with the field replacement in 2025 and the light footprint from our new building 1.

Net Replacement and Net Addition:

Net Replacement: The nets behind the southside of the soccer facility need to be replaced. They are full of holes

Program Review

and are currently being serviced with zip-ties. Balls that come through the net are a safety concern for anyone walking behind the field.

Adding a Net/Partition to the 3 baselines of the Baseball Facility: As is, during baseball games foul balls fly into the soccer field. Either while baseball is playing, and the soccer teams are training, or while the soccer teams are playing and baseball is training, foul balls flying into the soccer stands and onto the soccer field is an issue. As a division we are not sure how this has not already been addressed as it is an intense liability and safety issue, both for our student athletes and any spectators.

Rentals of Athletics Facilities process and Philosophy

As a division the utilization of the facility rentals in a mutually beneficial way for both programs and renters are needed. The Canada process should align with how rentals are managed at our sister colleges. We are aware that the other colleges in the district utilize rentals to support their programs for fundraising, community relations, and recruiting.

Former Golf Auxiliary Space.

This space on the south end of our athletic facility continues to be underutilized, as a division we believe we can use this space in a number of ways to further increase enrollment and access for our students.

Some of the potential uses can be but not limited to include a turfed auxiliary space, golf instruction area, and functional and resistance training area.

New Positions - In terms of new positions, there are some that are vital for the growth and support of our department. The first one we are asking for is an equipment manager. The equipment manager will assist the whole division from cleaning to washing uniforms to helping maintain equipment in the varsity weight room and dance rooms. Currently, faculty members and coaches are doing the work that an equipment manager does at other California Community Colleges.

The department is asking for a permanent Program Service Coordinator. We had a temporary one from Spring 2022 to Spring 2023. The PSC was vital in marketing for the department and helping grow enrollment for our classes as well as providing additional support to faculty and coaches.

A webmaster is needed to keep the website up to date with current information for both our department and our athletics website. For instance, on the athletics website, game recaps have to be written by coaches which doesn't always happen due to their other duties. As a result, information about individual contests do not always show up on the website. A webmaster would allow for this to happen.

We also would like to be able to hire staffing for athletic contests and other department events such as dance shows. Some of the jobs that occur during games include running the scoreboard, stats keeping, and public address announcing. Also, having someone at the door to collect tickets/payment. Currently, redshirt/grayshirt players or volunteers are doing these jobs. For dance show events, there are similar needs in terms of hiring staffing for the event such as helping backstage with providing information about dances and dance show order, helping at the front door to collect donations, helping to set up and clean up necessary props or equipment.

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

As part of the Educational Master Plan's Strategic Initiative 1.5, the Division aims to review and revamp the current Fitness Professional Certificate of Achievement program, which is presently inactive. The goal is to make it more attractive to students seeking careers in the health and fitness industry. To achieve this, the program's coursework will be aligned with a nationally recognized and accredited organization, condensing the content into fewer courses. However, the revised program will still prepare students for the certification exam and ensure that all course content meets the standards of certified professionals. The program will also offer hands-on experience through internships, mentorships, or paid employment opportunities in collaboration with Community Fitness. We will partner with the National Academy of Sports Medicine (NASM), San Mateo County Community College District (SMCCCD) Community Fitness Operations, San Francisco State University Kinesiology Department, and local fitness experts and business professionals to make the program more legitimate and offset the cost of the third-party certification. These partnerships will equip students with the necessary skills, knowledge, and certification to succeed in the fitness industry.

Goal #3 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

Our athletics department is currently not in compliance with Title 9 regulations. We have been out of compliance

Program Review

since 2018. After the fall of 2018, women's golf and women's volleyball were placed on hiatus due to low numbers. As a result, we have been functioning with only women's tennis and women's soccer from 2018 through our current season. Because our division has "taken steps to work towards compliance" we are allowed a grace period to remedy this issue, however, at this point it's been over five years. As a division we have discussed adding women's sports at length. We have updated our current varsity sports curriculum and have also added curriculum for women's varsity swimming and water polo. Due to facility restrictions, our new building does not meet the minimum requirements for pool depth to host water polo, despite asking to make sure this was the case during the build phase. Varsity swimming is ready to launch, and may move forward for spring 2024, but we were tasked with trying to start with volleyball and badminton first.

Women's volleyball was updated in curriculum and the faculty was tasked with presenting a full-time women's volleyball coach to our college for approval. After our presentation, the position for the full-time instructor passed. We found out after this, our gym cannot support women's volleyball at this time because our basketball hoops as currently constructed, do not allow enough space for two volleyball courts to be utilized (again, we were adamant about this being the appropriate size during the build phase of construction for building 1). As of now, this position is stalled and cannot be revisited until plans are finalized to change the floor plan of our gym (see facility bullet below). We are requesting support for these facility changes from the college as women's volleyball was one of the most requested sports from the CCCapply interest survey of students. We need support from the college to move forward in our efforts to remain in compliance.

The division prepared curriculum and was approved to launch a part-time women's badminton in the spring of 2024. We cannot move forward with this request until the badminton lines are put on our gym floor, which as of now, are not projected to be done until June of 2024 (again, we requested this specifically be done during the build phase). Again, we are asking for support from the college to adhere to this timeline (if not earlier) as it is an important step in our athletics program becoming compliant.

With the addition of these sports, we are also asking for the college to appropriately staff and support these program's not only by updating our facilities, but also by providing the necessary funds needed to run the programs. This fall 2023 our assistant coaches' stipends were increased (after many years of asking). Of the entire budget, the women's assistant coaches received only 20% of the budget, despite making up 40% of the teams. The women's teams need equal support if not more as recruiting for their programs require more labor and hours. With the recent pay increase, Cañada's assistant coach stipends are now (\$122,000) matching those of Skyline, but still remain far less than the amounts paid to assistant coaches at CSM, even when adjusted for the number of sports (excluding football). Since the \$122,000 amount was a one-time allocation, we will seek to increase the amount to \$150,000 as a recurring expense due to the addition of new sports. We are continuing to ask for additional support as we strongly believe that providing assistant coaches with greater resources and pay will enable them to better support and ensure the safety of our student-athletes, both on and off the field.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Athletics

Item Requested
John Deere Gator

Item Description
John Deere Gator TH 6x4 Diesel

Program Goals this Request Supports
Increase enrollment by increasing support and resources to athletic and academic programming

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost
14,775

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
The Gator is used to transport equipment for the purpose of classroom instruction at athletic fields and hosting athletic events

Critical Question: How does this resource request support Latinx and AANAPISI students?
The Gator is used to transport equipment for the purpose of classroom instruction at athletic fields and hosting athletic events

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

Which of Cañada College’s Strategic Initiatives does this resource request support?
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
KAD

Item Requested
Signage at Field Level and Tennis Courts

Resource Requests

Item Description

Signage needed at Field level for Field Houses, Bathrooms, Entrance to Soccer and Baseball Fields, Tennis and Pickleball Courts

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Community Connections

Accessible Infrastructure and Innovation

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

Better share what Cañada offers

Ensure the physical campus is accessible

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Pickleball Equipment

Item Description

Nets, standards, paddles, balls for Pickleball classes

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

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Resource Requests

Cost

15,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation
Community Connections

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

TV for Baseball Fieldhouse

Item Description

Smart TV for Baseball to use for instructional purposes

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture

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

Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Bus Transportation

Item Description

Continuous funding for bus transportation for the safety of our student athletes and coaches when travel takes more than 72 miles one-way, including Cabrillo College

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

72,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs

Resource Requests

effectively serve students and close equity gaps
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Lifeguards

Item Description

Salaries for assigning lifeguards for KAD classes

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

17,500

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
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
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Athletic Uniforms

Item Description

The rotation of ordering Athletic uniforms is 2 sports every year. Uniforms are used for 3 years then replaced

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

45,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

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

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Manage resources effectively

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Athletics

Item Requested

John Deere Gator Replacement Seats (2)

Item Description

Replacement seats for our current John Deere Gator, which are currently worn down from outdoor exposure.

Program Goals this Request Supports

Increase enrollment by increasing resources for athletic and academic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

430

One-Time or Recurring Cost?

One-time Cost

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

Repair of existing equipment that supports athletic and academic instruction

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

Repair of existing equipment that supports athletic and academic instruction

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

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

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Webmaster

Item Description

Maintaining the Home of the Colts website to stay in 3C2A compliance, enhance recruiting, and support transfer opportunities .

Resource Requests

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

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

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Shampoo/Soap

Item Description

Shampoo and soap to stock south side locker rooms to stay consistent with the north side

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Resource Requests

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

600

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Equity-Minded and Antiracist College Culture

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

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

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Assistant Coach Pay

Item Description

Assistant Coaches to support all sports

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

13,000

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

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

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Better share what Cañada offers

Be the best college choice for local high school students

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

C.O.L.T.S.

Item Requested

All Scholar Athlete/Alumni T-Shirts

Item Description

Provide honor shirts for those student athletes that are academically excelling in the classroom.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Resource Requests

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Support innovative teaching that creates more equitable and antiracist learning environments
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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Allocation for Pacific Dining

Item Description

Provide food/drinks for Athletics/Coast Conference/3C2A meetings

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

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

Be the best college choice for local high school students
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Soccer Field Replacement

Item Description

Soccer field is past due for its replacement to ensure the safety of our students, and those rentals who use this facility

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation
Student Access and/or Success and/or Completion

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Resource Requests

Be the best college choice for local high school students
Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Baseball Field Replacement

Item Description

Baseball field is past due for its replacement to ensure the safety of our students, and those rentals who use this facility

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Student Access and/or Success and/or Completion
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
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Social Media (IG, FB, X, etc..) developer

Item Description

Needed to develop social media posts to enhance recruiting for all sports and KAD classes

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

Student Access and/or Success and/or Completion

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

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

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Flyers, Posters, Signs

Item Description

KAD Flyers, Posters, Signs for class and program promotion

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture
Community Connections

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

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Women's Soccer

Item Requested

Tactical Board/White Board

Item Description

Tactical Board

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

130

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

First aid kit in each classroom

Item Description

It is needed for safety

Resource Requests

Program Goals this Request Supports

Increase enrollments by providing variable and up to date equipment for exercise in certain fitness classes

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

600

One-Time or Recurring Cost?

One-time Cost

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

Fitness is one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap.

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

Our fitness provides Latinx and AANAPISI students to have a safe space and allows them to and exercise and improve wellness using various fitness techniques

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Accessible Infrastructure and Innovation

Student Access and/or Success and/or Completion

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

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Utility Sink at field level

Item Description

at field level a sink is needed for cleaning and operations

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

400

One-Time or Recurring Cost?

One-time Cost

5/7/2025

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Resource Requests

Critical Question: How does this resource request support closing the equity gap?
Of Cañada’s athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increass access and succes for transfer and completion.

Critical Question: How does this resource request support Latinx and AANAPISI students?
KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Men's And Women's Soccer

Item Requested
Soccer Warmup Top/Bottoms

Item Description
this is the equipment that was purchased with the previous materials fee that has been since removed from the COR

Program Goals this Request Supports
Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status
New Request - Active

Type of Resource
Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
5,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Of Cañada’s athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Critical Question: How does this resource request support Latinx and AANAPISI students?
KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Resource Requests

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

AED

Item Description

AED to be mounted at the tennis courts

Program Goals this Request Supports

Increase resources for enrollment and expansion of KAD academics

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,500

One-Time or Recurring Cost?

One-time Cost

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

Provides a critical emergency response tool at a location that is far from the rest of campus

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

Provides a critical emergency response tool at a location that is far from the rest of campus

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

Accessible Infrastructure and Innovation

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

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

Provide adequate access to technology

Ensure the physical campus is accessible

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Resource Requests

Item Requested

Funding for student assistants

Item Description

Student Assistants to help with basketball stanchion movement. Provide assistance during late-night athletic participation in B-1. Welcome students and assist with navigation of B-1, especially at the beginning of the semester. Help with game management ie: scoreboard, clock, PA system (national anthem, announcing, play-by-play) etc.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture

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

Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD

Item Requested

Protective netting along first baseline and right field

Resource Requests

Item Description

This is a huge safety concern. Currently there is no protection for fans sitting in the bleachers or for people walking by in the case of a foul ball or an errant throw

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Item Requested

Yearly Gym Maintenance

Item Description

Have baskets and stanchions checked yearly to ensure equipment is safe and also up to NCAA standards

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Accessible Infrastructure and Innovation

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

Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - dance department

Item Requested

Costumes and fabric for dance classes and performances

Item Description

Skirts, shirts, fabric

Program Goals this Request Supports

Exhibit an understanding of the choreography of the dances through reflection and performance at a beginning level. Demonstrate a dance with artistic expression, historical and/or dramatic intent at a beginning level.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

800

One-Time or Recurring Cost?

Recurring Cost

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

Performing Arts as one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap.

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

Our dance program provides Latinx and AANAPISI students to have a safe space and allows them to express themselves thru the art of dance.

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

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

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - dance department

Item Requested

Videographer for the dance show (each semester)

Item Description

Videographer would record the dance shows, edit and upload to social media and other applicable websites

Program Goals this Request Supports

Exhibit an understanding of the choreography of the dances through reflection and performance at a beginning level. Demonstrate a dance with artistic expression, historical and/or dramatic intent at a beginning level.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,000

One-Time or Recurring Cost?

Recurring Cost

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

The videos could be used to be accessible to all all students and can be viewed anywhere online or by sending a file over email.

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

Our dance program provides Latinx and AANAPISI students to have a safe space and allows them to express themselves thru the art of dance.

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

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

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - fitness department

Resource Requests

Item Requested

Portable dumbbell set with rack

Item Description

Premium Dumbbell Storage Rack w/ 44 Deluxe Vinyl DB Prime Pairs

Program Goals this Request Supports

Increase enrollments by providing variable and up to date equipment for exercise in certain fitness classes

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,900

One-Time or Recurring Cost?

One-time Cost

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

Fitness is one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap.

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

Our fitness provides Latinx and AANAPISI students to have a safe space and allows them to and exercise and improve wellness using various fitness techniques

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

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

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Kinesiology

Item Requested

CPR Student Training Kit

Item Description

The Red Cross Student CPR Training Kit includes gloves and a face shield with one-way valve and instructional graphics.

Program Goals this Request Supports

Material for safe instruction of CPR in KINE 119.

Status

New Request - Active

Resource Requests

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

90

One-Time or Recurring Cost?

Recurring Cost

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

Provides material that must be included in order to safely instruct CPR class while preventing transmission of germs

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

KINE 119 is a course that provides knowledge and certification for a variety of professions that Latinx and AANAPISI students are pursuing.

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

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

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

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Kinesiology

Item Requested

Prestan Infant CPR Manikin, Brown Skin (4-Pack) and Tan Skin (4-Pack)

Item Description

Each set (requesting 2) contains: 4 infant CPR manikins, 50 infant face-shield/lung bags, instruction sheet, and an American Red Cross nylon carrying case.

Program Goals this Request Supports

Provides materials for the instruction of CPR in KINE 119

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

1,047

One-Time or Recurring Cost?

One-time Cost

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

Provides materials for proper instruction of CPR class.

Resource Requests

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

This class provides knowledge and certification relevant to professions that Latinx and AANAPISI students are pursuing.

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

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

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

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Field Lights

Item Description

The addition of lights to baseball and soccer fields would allow for increased availability to offer courses and contests during the evenings increasing our community connection. The timing for this project could align with the field replacement allowing for efficient addition of this added infrastructure. Previous counter arguments to light have been "light pollution" and "costs" both of which seem to be mute with the field replacement in 2025 and the light footprint from our new building 1.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Adding Net/Partition between baseball/soccer field

Item Description

Adding a Net/Partition to the 3 baseline of the Baseball Facility: As is, during baseball games foul balls fly into the soccer field. Either while baseball is playing, and the soccer teams are training, or while the soccer teams are playing and baseball is training, foul balls flying into the soccer stands and onto the soccer field is an issue. As a division we are not sure how this has not already been addressed as it is an intense liability and safety issue, both for our student athletes and any spectators.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Fence extension on southside of soccer field

Item Description

needed to enclose the facility for safty and operation

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Resource Requests

Status

Continued Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Player Data GPS trackers

Item Description

Men's soccer currently uses gps tracking for instruction of all soccer sections, the current tech requires annual costs

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Heat Press Machine

Item Description

Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost by completing the branding in-house as opposed to sending the item out to a third party vendor.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Resource Requests

Item Requested

Soccer Backpacks

Item Description

These bags are used daily when going from field to lockerroom and on away matches

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Balls

Item Description

Mens and Womens Soccer ball replacement every 2 years

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

Critical Question: How does this resource request support closing the equity gap?
Of Cañada’s athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increass access and succes for transfer and completion.

Critical Question: How does this resource request support Latinx and AANAPISI students?
KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College’s Goals does this resource request support?
Equity-Minded and Antiracist College Culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
KAD - Athletics

Item Requested
Soccer Cones

Item Description
Cones for instruction should be replaced yearly

Program Goals this Request Supports
Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status
Continued Request - Active

Type of Resource
Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
300

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Of Cañada’s athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increass access and succes for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Resource Requests

Program Requesting Resources

KAD - Athletics

Item Requested

canopies

Item Description

canopies

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

Utility Sink at field level

Item Description

at field level a sink is needed for cleaning and operations

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

500

Resource Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

KAD - Athletics

Item Requested

New Field level Shelters/Shade

Item Description

along with the turf field replacement, benches and shade shelters need to be replaced

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Resource Requests

Program Requesting Resources

Dance

Item Requested

Rosco Adagio Marley Dance Floor

Item Description

The flooring will be used for various dances such as modern, jazz, ballet, tap. It is versatile and safe to be used on many dance styles.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic programming.

Dance Department goal: Safely demonstrate a dance with artistic expression, historical and/or dramatic intent.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,300

One-Time or Recurring Cost?

One-time Cost

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

Performing Arts as one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap.

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

Our dance program provides Latinx and AANAPISI students to have a safe space and allows them to express themselves thru the art of dance.

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

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Dance

Item Requested

Portable White board

Item Description

White board for writing assignments for dance. Dimension 6x4

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

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Resource Requests

Status

New Request - Active

Cost

800

One-Time or Recurring Cost?

One-time Cost

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

KAD's Athletics, Dance, and Activities courses serve as the primary introduction to Cañada College for many underserved students.

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

KAD's Athletics Program and physical activity courses create a secure environment for Latinx and AANAPISI students to excel in sports and fitness.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

Personnel - Librarian or other Non-Instructional Faculty (2024 - 2025)

Personnel - Librarian or other Non-Instructional Faculty (2024 - 2025)

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

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

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

Make registration easier

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

Better share what Cañada offers

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

KAD

Resource Requests

Position Title:

Instructional Aide II

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

Justification

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

Women's soccer is one of only two women's sports teams at Cañada College. Many years their numbers alone have helped us stay in Title 9 compliance. The amount of hours required to run the program and recruit go above and beyond what is detailed in the full-time faculty contract. The other women's programs struggle to recruit enough players to have viable programs (hence the title 9 issues). As is, the women's programs receive less than 25% of the assistant coaching budget for all of athletics, despite making up 40% of the teams. Due to the number of hours needed in outreach and recruiting the women's programs need more support comparatively in order to have viable programs year to year. Additionally, Cañada College KAD serves one of the largest populations of FTES that are underrepresented and student of color. As the KAD Department prepares itself for the new B1 Kinesiology and Wellness Center, this position will play a critical role in providing the interdepartmental support necessary to complete detailed and complex clerical and administrative support with an expectation of resolving problems and making independent decisions with minimum supervision. Public contact is extensive, especially as B1 will be operating both public and privately in conjunction with the San Mateo Athletic Club Enterprises. This position will coordinate with all college and District staff, faculty, students, vendors, other educational institutions, business and community representatives, regulatory agencies, and governmental agencies for the purpose of exchanging policy and procedural information.

As B1 is positioned to be both publicly and privately operated, the Office Assistant II's responsibilities will include, but not limited to the following:

- Exchanges information with KAD faculty, college staff and others regarding department services, as well as to provide and/or interpret operating policies, and procedures

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- Screens calls, visitors and electronic inquiries to provide policy and procedural information and/or to take messages and make appropriate referrals

- Sets up and maintains a complex management calendar for all sections (FITN, INDV, VARS, TEAM, DANC)

- Plans and coordinates division events and activities in conjunction with other management and staff, including providing event and activity support such as planning and scheduling speakers, confirming sites and availability of participants, compiling event materials, and providing follow-up as assigned

- Uses a database and a variety of spreadsheet and other computer software to set up, track, and maintain a wide variety of data and files, including educational and faculty schedules, class schedules, budget and financial records, confidential student demographic data, and other information

- Composes and prepares correspondence, memoranda, report narratives, publicity materials and other materials

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Resource Requests

from original ideas or with general instruction

- Uses standard software applications to prepare correspondence, reports, surveys, presentations, brochures, special projects, grant applications, contracts, and agendas and meeting minutes

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

CG3: 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.

The Office Assistant II position directly supports the internal KAD Department along with local community agencies as B1 will be operated privately in conjunction with the college.

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

The college and district has demonstrated the goal of increasing FTES within the Kinesiology, Athletics, and Dance Department by supporting the efforts to build a new B1 Kinesiology and Wellness Center. Funding this full-time position will allow for adequate support as the KAD grows in both positions and programs. The KAD office will need this position as it will receive frequently asked questions of the department as the building will be open to both students and private clients. Having an Office Assistant II as a first point of contact for an instructional department is key for connecting our potential students with programs and services and strategies for success.

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

KAD is the only instructional department without a Division Assistant. This position will allow for classified work to be accomplished and while supporting its current KAD faculty, staff, coaches, and student athletes.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

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

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

Make registration easier

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

Better share what Cañada offers

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

Dean/Director/Hiring Supervisor Name

Kathleen Sullivan Torrez

Date

10/09/2024

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

KAD

Position Title:

Equipment Manager

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

Justification

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

The Equipment Manager provides services to ensure the safety and security of equipment and facilities utilized by Cañada College KAD. Additionally, the Equipment Manager will maintain that equipment is up-to-date and assume the responsibility to research emerging standards and practices that provide student athletes with safety and equity in Athletics equipment. Currently, game-day setups result in increased overtime pay to facilities and they may or may not be experienced in athletic-specific equipment repair and setup.

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

The Equipment Manager serves to not only maintain Cañada Athletics equipment, but also serves as a resource for the college in new technologies and breakthroughs that will provide our Students and Staff with the safest and highest quality equipment available. This will create a level of equity for all Student Athletes that participate in Cañada College Athletics

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

At the current time, the Equipment Manager responsibilities are designated to Coaches and Assistant Coaches. An Equipment Manager allows an extra step in maintaining the quality of the Athletics Equipment used in Cañada Athletics programming. Additionally, the EM will be the resident expert in equipment that will allow Cañada Athletics to maintain quality standards and practices.

Resource Requests

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

Should this position not become filled, this responsibility will remain with the Coaches and Assistant Coaches of respective programs. The coaches and assistant coaches already are taking on many jobs (like the ones listed in program review ie; 150 hrs + recruiting, laundry, locker room supervision, film, outreach, etc.) that are not part of their contract.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

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

Dean/Director/Hiring Supervisor Name

Kathleen Sullivan Torrez

Date

10/09/2024

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD

Item Requested

4-Open Ended Hex Bars

Item Description

A popular piece of equipment used by multiple teams. The Division needs at least 4 more.

Program Goals this Request Supports

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

Resource Requests

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,600

One-Time or Recurring Cost?

One-time Cost

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD

Item Requested

Partition/Divider from Fitness Floor to open Gym

Item Description

Partition/Divider - The open air concept of the basketball gym has posed ongoing instructional conflicts. KAD personnel opposed the concept at the design phase and continue to advocate for a partition/divider. While spectators are expected at the intercollegiate competitions, classes and practices held in the gymnasium are exposed to the sounds and sights of the fitness floor, along with having an unwanted audience. As with any campus classroom, an instructor appreciates being able to keep the focus of their students without external distractions. Conversely, gym members have reported being distracted by the yelling and buzzers from the gymnasium.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

In athletics, the overwhelming majority of our student-athletes come from an underserved and underrepresented population so being able to practice/play/participate in a private facility where student-athletes do not have to worry about who is watching or looking at them helps close the equity gap between our student-athletes and others who do not have to deal with such an issue.

Resource Requests

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

KAD's Athletics Program and physical activity courses provide a safe environment for Latinx and AANAPISI students to excel in sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD

Item Requested

10-Tag Dumbbells 75lbs. - 100lbs

Item Description

KAD requested for this equipment when the building was first opened, however, we never received it.

Program Goals this Request Supports

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletic Program and activities courses provide Latinx and AANAPISI students with a safe space and allow them to express themselves through success in a fitness environment.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Resource Requests

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Backpacks

Item Description

These bags are used daily when going from field to locker room and on away matches

Program Goals this Request Supports

TBD

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Balls

Item Description

Mens and Womens Soccer ball replacement every 2 years

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Nets

Item Description

replacement of soccer goal nets yearly

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,000

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Cones

Item Description

Cones for instruction should be replaced yearly

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Mini Resistance Bands

Item Description

Mini resistance bands are used by each athletic team as part of activation and injury prevention warmups. The bands typically need to be replaced every season as they break easily and the rubber is not designed to last more than 1-2 years.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Resource Requests

Cost

200

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Soccer Cold weather Parkas

Item Description

Both the men's and women's soccer teams travel at the end of their seasons and the players currently are not outfitted for cold weather. Teams are expected to play in places like Tahoe, in 30 degree or below weather and the students cannot be expected to own or provide the proper gear for themselves.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Cost

9,000

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Resource Requests

Item Requested

Heat Press Machine

Item Description

Money is spent on branding game jerseys, practice uniforms, and equipment bags. A machine reduces the cost by completing the branding in-house as opposed to sending the item out to a third party vendor.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

2,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Keyless Entry for Teamrooms at Field Level

Item Description

The Team rooms inside of building 1 have keypad entry, this allows students to enter the changing room when necessary. The team rooms at field level (baseball, men's soccer, women's soccer) have to be opened with a physical key and by a coach or instructor. Because the students are accessing these lockers almost the entire day, the room then must stay open. We have had many issues with people or unauthorized personnel entering the spaces. This is particularly troublesome because as these are changing rooms, this poses a liability. We are requesting that all of the field level team rooms have keyless entry so students may access the room, and then lock the door behind them.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Resource Requests

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Ipads

Item Description

For instruction, video feedback, stat-keeping, filming for recruiting purposes, livestreaming of events, chalk talk

Program Goals this Request Supports

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

One-time Cost

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Resource Requests

Program Requesting Resources

KAD - Athletics

Item Requested

Ice Machine

Item Description

Current ice machine has insufficient capacity for field level needs, including hydration, first aid treatment, and ice baths for recovery and heatstroke emergency response. Will need to be located indoors or warranty will be voided.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

water bottles

Item Description

Bottles are needed to aid in hydration and sanitation during games and practice

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

water hoses

Item Description

limited hydration stations at field level. There are only two sources for athletes to refill water bottles during practice. Water hoses can be connected to spigots and provide a more efficient tool for multiple bottles to be filled at the same time rather than one by one.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Badminton Equipment - sleeves, poles, and nets for 6 courts

Resource Requests

Item Description

Badminton Equipment: As mentioned previously, we are currently out of Title 9 compliance, and need to add at least 2 more women’s sports. Badminton has been approved for a spring 2025 launch, but the program will need nets, rackets, and other equipment for their season (this also includes the gym reflooring to include badminton lines).

Program Goals this Request Supports

Goal #3 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

30,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada’s athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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
Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Rebound Dome

Item Description

You put it inside the basketball hoop to ensure the basketball doesn't go in and a team can work on rebounding

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Resource Requests

Cost

250

One-Time or Recurring Cost?

One-time Cost

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

In athletics, the overwhelming majority of our student-athletes come from an underserved and underrepresented population so being able to provide the essential and necessary equipment for student-athletes helps close the equity gap between our student-athletes and others.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

New Field level Shelters/Shade

Item Description

along with the turf field replacement, benches and shade shelters need to be replaced

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

practice dummies

Item Description

used for instruction on the soccer field

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

400

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

bag tags

Item Description

used to differentiate bags for all teams while participating in intercollegiate athletics

Resource Requests

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Utility Sink at field level

Item Description

at field level a sink is needed for cleaning and operations

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

300

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

GPS trackers

Item Description

Men's soccer currently uses gps tracking for instruction of all soccer sections, the current tech need to be updated in replaced

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,500

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe and inclusive space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

canopies

Item Description

canopies

Resource Requests

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

1,000

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Field Lights

Item Description

The addition of lights to baseball and soccer fields would allow for increased availability to offer courses and contests during the evenings increasing our community connection. The timing for this project could align with the field replacement allowing for efficient addition of this added infrastructure. Previous counter arguments to light have been "light pollution" and "costs" both of which seem to be mute with the field replacement in 2025 and the light footprint from our new building 1.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Fence extension on southside of soccer field

Item Description

needed to enclose the facility for safety and operation

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Windscreens around soccer field

Item Description

currently in process

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Resource Requests

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Flowers

Item Description

Flowers are used on Sophomore day and other events

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

200

One-Time or Recurring Cost?

Recurring Cost

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

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. These resources combine to close equity gaps increase access and success for transfer and completion.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Tennis Balls

Item Description

Tennis balls needed yearly

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Tennis Team Room

Item Description

All of our varsity sports, except for women's tennis have designated changing rooms/team rooms. A team room needs to be added at or near the tennis facility for women's tennis to be on par with title 9 compliance with the rest of our programs.

Program Goals this Request Supports

Goal #3 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

Status

New Request - Active

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Generated by Nuventive Improvement Platform

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Resource Requests

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Yearly maintenance for baskets and rims in the gym

Item Description

Yearly maintenance on the rims and baskets to ensure that they are in compliance.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

2,775

One-Time or Recurring Cost?

Recurring Cost

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

In athletics, the overwhelming majority of our student-athletes come from an underserved and underrepresented population so being able to maintain facilities to the highest standards helps close the equity gap between our student-athletes and others.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Net Replacement

Item Description

Net Replacement: The nets behind the southside of the soccer facility need to be replaced. They are full of holes and are currently being serviced with zip-ties. Balls that come through the net are a safety concern for anyone walking behind the field.

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Adding Net/Partition between baseball/soccer field

Item Description

Adding a Net/Partition to the 3 baseline of the Baseball Facility: As is, during baseball games foul balls fly into the soccer field. Either while baseball is playing, and the soccer teams are training, or while the soccer teams are playing and baseball is training, foul balls flying into the soccer stands and onto the soccer field is an issue. As a division we are not sure how this has not already been addressed as it is an intense liability and safety issue, both for our student athletes and any spectators.

Resource Requests

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Basketballs

Item Description

Wilson Evo- 24 basketballs

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

1,500

One-Time or Recurring Cost?

Recurring Cost

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

In athletics, the overwhelming majority of our student-athletes come from an underserved and underrepresented population so being able to provide the essential and necessary equipment for student-athletes helps close the equity gap between our student-athletes and others.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

2 - 9 Bar Holder

Item Description

SportSmith/Rogue barbell rack safely stores bars, preventing damage and safety hazards.

Program Goals this Request Supports

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

600

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletic Program and activities courses provide Latinx and AANAPISI students with a safe space and allow them to express themselves through success in a fitness environment.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Resource Requests

Item Requested

Maintenance for Tennis Machine

Item Description

Yearly Maintenance on Tennis Machine to ensure it's working properly

Program Goals this Request Supports

TBD

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Pickleball Equipment

Item Description

Equipment needed for KAD Class

Program Goals this Request Supports

Goal #2 Explore and research the landscape of Kinesiology and Fitness in order to consider the viability of past curriculum and potential new certificates.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

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

KAD's Dance and Activities courses serve as many underserved students' first introduction to Cañada College.

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

KAD's Athletic Program and activities courses provide Latinx and AANAPISI students with a safe space and allow them to express themselves through success in a fitness environment.

Resource Requests

Map Request to College Goals and Strategic Initiatives

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

Community Connections

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Baseball Safety Screens

Item Description

Safety Screens to protect players, passerbys, and coaches from being hit by a ball

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletic Program and activities courses offer a safe space for Latinx and AANAPISI students to express themselves and achieve success in fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Baseball Cage Netting

Item Description

Safety Screens to protect players, fans and coaches from being hit by a ball

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

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Resource Requests

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics, Dance, and Activities courses provide a safe space for Latinx and AANAPISI students to express themselves through fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Portable Batting Cage Netting

Item Description

Safety Screens to protect players, fans and coaches from being hit by a ball

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Baseballs

Item Description

Replacement Baseballs every two years

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe environment for Latinx and AANAPISI students to excel in sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Helmets

Item Description

Replacement Helmets for safety of players

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Resource Requests

Cost

3,000

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Marketing Posters

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

One-Time or Recurring Cost?

Recurring Cost

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

KAD's Athletics, Dance, and Activities courses serve as the primary introduction to Cañada College for many underserved students.

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

KAD's Athletics Program and physical activity courses create a secure environment for Latinx and AANAPISI students to excel in sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Photographer for games

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

One-Time or Recurring Cost?

Recurring Cost

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

KAD's Athletics, Dance, and Activities courses are the main point of entry for underserved students at Cañada College.

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

KAD's Athletics Program and physical activity courses provide a safe space for Latinx and AANAPISI students to achieve success through sports and fitness.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Videographer for events

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Resource Requests

One-Time or Recurring Cost?

Recurring Cost

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

KAD's Athletics, Dance, and Activities courses are the main point of entry for underserved students at Cañada College.

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

KAD's Athletics Program and physical activity courses create a secure environment for Latinx and AANAPISI students to excel in sports and fitness.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - Athletics

Item Requested

Intercollegiate Swimming

Item Description

Swimming Equipment: As mentioned previously, we are currently out of Title 9 compliance, and need to add at least 2 more women's sports. swimming has been approved for a spring 2025 launch. Still, the program will need uniforms, parkas, caps, goggles, dryland training gear, and other equipment for their season.

Program Goals this Request Supports

Goal #3 Implement a plan of action to introduce and re-establish Varsity Athletic Teams over the course of five (5) years.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

30,000

One-Time or Recurring Cost?

One-time Cost

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

80% of Cañada College student-athletes are from underserved populations.

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

KAD's Athletics Program and physical activity courses provide a secure and safe environment for Latinx and AANAPISI students to excel in sports and fitness.

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
Equity-Minded and Antiracist College Culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - dance department

Item Requested

Costumes for performances/practice (Mexican Folk Dance)

Item Description

Floral skirts, white tops, beads, & misc items such as materials for hair pieces (yarn, ribbon, etc)

Program Goals this Request Supports

Exhibit an understanding of the choreography of the dances through reflection and performance at a beginning level. Demonstrate a dance with artistic expression, historical and/or dramatic intent at a beginning level.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

One-time Cost

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

Performing Arts as one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap. As a program that allows students to express historical & cultural traditions, being able to get costumes allows us to demonstrate and preserve the traditional movement style of Mexican folk dance.

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

As a Latinx focused program, Mexican Folklorico provides Latinx students to have a safe space and allows them to express themselves thru the art of dance. It also allows a connection for those who are Mexican/Latinx to learn more about their ethnicity and family history.

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

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

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - dance department

Item Requested

Videographer for the dance show (each semester)

Item Description

Videographer would record the dance shows, edit and upload to social media and other applicable websites

Program Goals this Request Supports

Exhibit an understanding of the choreography of the dances through reflection and performance at a beginning level. Demonstrate a dance with artistic expression, historical and/or dramatic intent at a beginning level.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

1,000

One-Time or Recurring Cost?

Recurring Cost

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

The videos could be used to be accessible to all all students and can be viewed anywhere online or by sending a file over email.

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

Our dance program provides Latinx and AANAPISI students to have a safe space and allows them to express themselves thru the art of dance.

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

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

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

KAD - dance department

Resource Requests

Item Requested

Costumes and fabric for dance classes and performances

Item Description

Skirts, shirts, fabric

Program Goals this Request Supports

Exhibit an understanding of the choreography of the dances through reflection and performance at a beginning level. Demonstrate a dance with artistic expression, historical and/or dramatic intent at a beginning level.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

500

One-Time or Recurring Cost?

One-time Cost

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

Performing Arts as one of the least financially supported programs worldwide, getting financial support definitely helps close the equity gap.

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

Our dance program provides Latinx and AANAPISI students to have a safe space and allows them to express themselves thru the art of dance.

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

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

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

KAD

Position Title:

Equipment Manager

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Resource Requests

Justification

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

The Equipment Manager provides services to ensure the safety and security of equipment and facilities utilized by Cañada College KAD. Additionally, the Equipment Manager will maintain that equipment is up-to-date and assume the responsibility to research emerging standards and practices that provide student athletes with safety and equity in Athletics equipment. Currently, game-day setups result in increased overtime pay to facilities and they may or may not be experienced in athletic-specific equipment repair and setup.

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

The Equipment Manager serves to not only maintain Cañada Athletics equipment, but also serves as a resource for the college in new technologies and breakthroughs that will provide our Students and Staff with the safest and highest quality equipment available. This will create a level of equity for all Student Athletes that participate in Cañada College Athletics

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

At the current time, the Equipment Manager responsibilities are designated to Coaches and Assistant Coaches. An Equipment Manager allows an extra step in maintaining the quality of the Athletics Equipment used in Cañada Athletics programming. Additionally, the EM will be the resident expert in equipment that will allow Cañada Athletics to maintain quality standards and practices.

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

Should this position not become filled, this responsibility will remain with the Coaches and Assistant Coaches of respective programs. The coaches and assistant coaches already are taking on many jobs (like the ones listed in program review ie; 150 hrs + recruiting, laundry, locker room supervision, film, outreach, etc.) that are not part of their contract.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

Map Request to College Goals and Strategic Initiatives.

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

KAD

Position Title:

Sports Information Director

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Resource Requests

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Justification

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

The Sports Information Director plays an important role in various aspects of Athletics Department operations. Primary, this position will serve to coordinate all of the media resources for Faculty/Staff and students. They will run the required social media and websites for all the programs (Kinesiology, athletics, and Dance) as well as coordinate the required media for each program. The SID provides and updates information through various channels, many of which are directly related to CCCAA Constitution Articles and Bylaws and Cañada's. Additionally, the SID ensures that required information and statistics are updated and maintained to remain in good standing with CCCAA Constitutions and Bylaws.

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

As Athletics programs will expand at the Cañada College Campus, the SID position will also expand and evolve, providing a resource for our current and future athletics programs. The SID plays an important role (in collaboration with Coaches and the Program Service Coordinator) in preparing information and presentations for prospective students and student athletes who would otherwise need to find this information without any assistance. The SID will provide another channel for these (and all) students who might otherwise not have the bandwidth to obtain information about our programs and services. This therefore not only increases enrollment, but the websites and social media of each program has the potential to reach hundreds of thousands of people directly.

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

At the current time, the SID responsibilities are designated to various members of Cañada College KAD Faculty and Staff. This unfortunately, takes important time away from Student Athletes, as these are often long-term special projects that require consistent and constant attention. This position will strengthen Cañada KAD by placing a specialist in place that will serve as the expert in this area.

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

As seen in the answer to question 3, should this position not be filled, presumably these responsibilities will continue to be completed as special assigns by members of the Faculty and Staff who volunteer to complete them. As stated in question 3, this takes the attention away from student athletes and redirects them to these projects that should be completed by an expert in this field. Additionally, Cañada College is one of few Colleges in California that does not have an SID on staff.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI

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

Equity-Minded and Antiracist College Culture

Community Connections

5/7/2025

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Resource Requests

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Better share what Cañada offers
Be the best college choice for local high school students
Provide adequate access to technology

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

KAD

Position Title:

Program Services Coordinator

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Justification

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

The need for full-time Program Services Coordinator position within the Departments of Kinesiology, Athletics, and Dance is essential in providing students, faculty, and staff an effective, efficient, functional, and compliant instructional department, equivalent to the other instructional programs and divisions. The Program Services Coordinator (PSC) will serve as welcoming presence for one of the highest used and multi-faceted program areas on campus for our students and the college community. As the department's primary focus is serving students, improving facilities and course offerings, the Program Services Coordinator will ensure and reinforce the positive and student-centered notion reflective of the KAD's mission and values. The work conducted will be at a paraprofessional level involving planning, coordinating, and implementing a cohesive student program within a variety of tasks to include handling pertinent documentation and materials for the new B1 Kinesiology and Wellness project, coordinating with student recruitment, student athlete orientation, KAD special events such as the annual Fall Dance Show, tours, recruitment visits, and becoming a point of contact for individual and specialized programs such as the COLTS Learning Community. Public contact is extensive and will include students, staff, other educational institutions, community and business representatives, governmental agencies and the general public, for the purpose of exchanging program information and services.

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

The PSC position aligns and supports the mission of the college by providing a range of services to assist students in attaining their educational and career goals and by providing responsive support services. The position aligns with each of the following goals:

#1 Student Complete/Success – The Program Services Coordinator will directly increase retention rates of student athletes as the point of contact for the Community of Learning Through Sports (COLTS), a cohort of intercollegiate

Resource Requests

student athletes who want to achieve success in both the classroom and in their respective

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sport. The PSC will work to increase both faculty and student participation in COLTS, which is designed to help student athletes take advantage of academic resources on campus, especially with the implementation of AB 705 and to help them to build strong study skills, communication skills, and writing abilities with the goals of improving their overall educational performance.

#2 Community Connections – The Program Services Coordinator will continue to build and strengthen its community relationships and partnerships with outside community groups and alumni by marketing and coordinating the annual Fall Dance Show, updating the schedule and web content for our intercollegiate athletics varsity teams and coordinate the Hall of Fame Ceremony and Banquet alongside the Hall of Fame Committee and other special events.

#3 Organizational Development – The Program Services Coordinator will focus on providing an equal and equitable instructional program focused on our students and student athletes, while ensuring coaches, the Athletic Director, faculty and staff follow best practices that invest in a diverse student population that prioritizes and promotes equitable, inclusive, and transformative learning. For example, the Athletics Department continually serves a high rate of underrepresented students and students of color. As stated in the Stated Ed Code, Federal Gender Equity laws pertaining to equitable athletic participation for all genders as governed by the California Community College Athletic Association, the Athletics Department fully and effectively accommodates the underrepresented gender by satisfying Test 3 of the Statement of Compliance of Title IX Gender Equity Form R-4.

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

The PSC is needed to complete the CSEA level work in KAD. For example, the PSC will strengthen the department programs through the examination of “Course Success and Retention by DE vs Non-DE” data table in the Effectiveness: Success and Retention data packet. The PSC will begin work to strengthen non-online retention and success for the KAD Department as stated in our 17/18 KAD Program Review, to increase student success and retention by working the Instructional Aide II to offer more Canvas support for students and create a student readiness/preparedness questionnaires prior to enrolling into an online class.

Also, with KAD in their third year of swing space, work is currently piecemealed across not only Cañada’s campus, but to CSM and NDNU Belmont, due to the demolition of B1. This Program Services Coordinator position is necessary to serve students and student athletes at three sites, allowing for continuity of access and support for students at the various campuses.

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

As an instructional department, KAD is currently operating without a classified position that is able to perform work at a paraprofessional level to handle complex and detailed clerical and administrative support with an expectation of resolving problems and making independent decisions with minimum supervision. The PSC will help align the KAD programs with the other instructional departments as to be compliant with work needed to be done by a CSEA classified employee.

The number of full-time student-athletes served at Cañada College has risen over the past 10 years even as enrollments at the College and throughout the District have declined. Specifically, the athletics department serves roughly 180 students-athletes who average 17-19 units each semester, each require specialized recruiting, academic counseling, academic support and retention efforts. With one full time counselor, working a portion of the schedule for the entire athletics department, it equates to just a few hours per week on average, and with no PSC serving the KAD programs, coaches are often the ones who provide many of the support services for their student-athletes and other students. With only three full-time faculty members in KAD, two of whom are

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coaches for the men’s and women’s soccer teams, and one who is a Dance/Fitness instructor, the remaining athletic teams and instructors within the KAD programs rely on adjunct faculty to provide this additional support, which is not realistic and more importantly this is classified staff work. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized and underrepresented student population.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

Resource Requests

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and ANNAPISI.

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

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

Make registration easier

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

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

Better share what Cañada offers

Manage resources effectively

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

KAD

Position Title:

Instructional Aide II

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Goal #1 Increase enrollment by providing increased support for academic and athletic programming

Justification

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

Women's soccer is one of only two women's sports teams at Cañada College. Many years their numbers alone have helped us stay in Title 9 compliance. The amount of hours required to run the program and recruit go above and beyond what is detailed in the full-time faculty contract. The other women's programs struggle to recruit enough players to have viable programs (hence the title 9 issues). As is, the women's programs receive less than 25% of the assistant coaching budget for all of athletics, despite making up 40% of the teams. Due to the number of hours needed in outreach and recruiting the women's programs need more support comparatively in order to have viable programs year to year. Additionally, Cañada College KAD serves one of the largest populations of FTES that are underrepresented and student of color. As the KAD Department prepares itself for the new B1 Kinesiology and Wellness Center, this position will play a critical role in providing the interdepartmental support necessary to complete detailed and complex clerical and administrative support with an expectation of resolving problems and

Resource Requests

making independent decisions with minimum supervision. Public contact is extensive, especially as B1 will operating both public and privately in conjunction with the San Mateo Athletic Club Enterprises. This position will coordinate with all college and District staff, faculty, students, vendors, other educational institutions, business and community representatives, regulatory agencies, and governmental agencies for the purpose of exchanging policy and procedural information.

As B1 is positioned to be both publicly and privately operated, the Office Assistant II's responsibilities will include, but not limited to the following:

- Exchanges information with KAD faculty, college staff and others regarding department services, as well as to provide and/or interpret operating policies, and procedures

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- Screens calls, visitors and electronic inquiries to provide policy and procedural information and/or to take messages and make appropriate referrals
- Sets up and maintains a complex management calendar for all sections (FITN, INDV, VARS, TEAM, DANC)
- Plans and coordinates division events and activities in conjunction with other management and staff, including providing event and activity support such as planning and scheduling speakers, confirming sites and availability of participants, compiling event materials, and providing follow-up as assigned
- Uses a database and a variety of spreadsheet and other computer software to set up, track, and maintain a wide variety of data and files, including educational and faculty schedules, class schedules, budget and financial records, confidential student demographic data, and other information
- Composes and prepares correspondence, memoranda, report narratives, publicity materials and other materials from original ideas or with general instruction
- Uses standard software applications to prepare correspondence, reports, surveys, presentations, brochures, special projects, grant applications, contracts, and agendas and meeting minutes

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

CG3: 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.

The Office Assistant II position directly supports the internal KAD Department along with local community agencies as B1 will be operated privately in conjunction with the college.

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

The college and district has demonstrated the goal of increasing FTES within the Kinesiology, Athletics, and Dance Department by supporting the efforts to build a new B1 Kinesiology and Wellness Center. Funding this full-time position will allow for adequate support as the KAD grows in both positions and programs. The KAD office will need this position as it will receive frequently asked questions of the department as the building will be open to both students and private clients. Having an Office Assistant II as a first point of contact for an instructional department is key for connecting our potential students with programs and services and strategies for success.

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

KAD is the only instructional department without a Division Assistant. This position will allow for classified work to be accomplished and while supporting its current KAD faculty, staff, coaches, and student athletes.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support closing the equity gap.

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

The Equipment manager will assist in the care and maintenance of KAD equipment, including assisting in setup and break down of classes and contests, thus providing faculty and staff the time and opportunity to redirect focus and energy towards initiatives that support creating and sustaining opportunities for individuals and groups that identify as LATIN X and AANAPISI

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

Resource Requests

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

Make registration easier

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

Better share what Cañada offers

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Latin American Studies

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Mathematics

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.

The Cañada Mathematics Department's mission is to provide a foundation for a liberal arts education and for the study of the sciences. This is achieved by offering a wide range of courses aimed at developing basic skills in computation and quantitative reasoning.

As one of the largest departments at our college, we interact with most programs in some way. Our department plays a central role in our college's compliance with significant state initiatives like Equitable Placement and Completion (AB 705 and AB1705) and Common Course Numbering (AB1111).

Our faculty collaborates closely with our learning center to develop and promote learning workshops. We also work closely with the Middle College (Math 120 and Math 225), the College of Working Adults (Math 200), Athletics (Math 200 cohort), and Umoja (Math 200 Umoja Cohort) by providing cohort sections for each of these programs. There are also plans in Spring 2026 to have an ANNIPISI learning community.

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."

Common Course Numbering (AB1111)

The most significant change currently impacting course articulation is the CCN initiative (AB1111), which aims to standardize course templates and naming conventions across the 116 California community colleges. This initiative is intended to facilitate smoother articulation; however, there remains uncertainty about how four-year institutions will interpret these standardized courses. As a result, we must continually work to ensure our courses remain current for articulation purposes.

CalGETC

Additionally, the unification of the CSU and IGETC general education patterns, known as CalGETC, is expected to have a minimal impact on our programs. Many of our general education courses are already UC-transferable and align with the IGETC pattern, allowing them to satisfy Area 2 in the new framework.

AB1705

In response to AB1705, which requires that first-semester BSTEM students be placed in either Business Calculus (Math 241) or Calculus I (Math 251), we have developed corequisite courses: Math 841 for Math 241 and Math 851 for Math 251. These corequisites are designed to provide students with additional instructional time and support, enhancing their chances of successfully completing these courses.

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.

No known major changes that need to be reflected.

Program Review

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?

Over the past three years, a significant change in our program's curricular offerings has been driven by the implementation of AB1705, which led to the removal of Math 120 from our offerings to non-middle college students. Enrollment in Math 120 dropped dramatically from 294 students in the 2021-2022 school year to just 16 middle college students in 2023-2024. This decline coincides with an overall decrease in math course enrollment, from 2,547 to 2,232 students—a 12% reduction. While we are not specifically tracking individual students, the correlation suggests that we have not retained the students who would typically enroll in this course. This is particularly relevant as we prepare to phase out Math 225 in compliance with AB1705.

With Math 225 potentially no longer available to students starting in Fall 2025, we plan to add more sections of Math 241 (with or without corequisite Math 841) and Calculus I (with or without corequisite Math 851). This structure allows students who need additional support to enroll in the corequisite courses, while those who do not can opt for stand-alone sections. Math 841 is a one-credit course, and Math 851 is a two-credit course. The corequisites are scheduled immediately before or after the regular Math 241 or Math 251 classes.

Additionally, we have restructured Math Jam to better meet our current needs. This semester (Fall 2024), we have introduced periodic workshops led by instructional aides in the STEM Center on topics that students often find challenging, such as factoring, trigonometry, and exponential and logarithmic functions. We also have a dedicated Math Jam hour every Wednesday, where multiple faculty members are present alongside instructional aides and tutors to provide additional student support.

5A. Progress Report - IPC Feedback

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.

Goal Description: Community of Practice Continue to develop and institutionalize the Community of Practice model FLP is well integrated into the instruction community. We have extended this idea to be applied to AB1705 Math/English and Honors.

Goal Description: Optimize Support Courses

Math 800, 825, and 841 are now well established courses. Now we are working on Math 851

Goal Description: Compliance with AB705

With the implementation of co-requisite support courses (Math 825, 800, and 841), curricular changes to prerequisites, and the implementation of guided placement tool, we are in full compliance with AB705. Now we are working on the compliance for AB1705.

Goal Description: Establish Metrics to Assess Different Modalities

See success and retention data in question 8c.

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?

We did not make any resource request last cycle.

Program Review

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."

Our department has changed considerably since the last program review. With the loss of long-time faculty members Richard Follansbee, Evan Innerst, and Po Tong, there has been a deficit of institutional knowledge and experience. Their contributions to our students and faculty community will be missed. Fortunately, we have been able to hire replacements to keep our department at 7 full-time members. Helena Almassy has contributed significantly to our Calculus co-requisite curriculum by teaching one of the two Math 851 sections in Fall 2024 and with her participation with the AB1705 community of practice. The other Math 851 section is being taught by Sumathi Shankar who has taken on the additional responsibility of being the faculty coordinator for AB1705 for Mathematics. As AB1705 coordinator, Sumathi Shankar has been working closely with the administration, and the AB1705 Math Faculty leads from CSM and Skyline Colleges on bringing the innovative method of teaching called Building Thinking Classrooms in Math to Cañada College. Our other two new faculty members, Hongyan Meng, and Amira Alkeswani, started in Fall 2024 and have helped bring new energy to the Calculus co-requisite community of practice and Passion Stats Community. We have also hired Jason Ramos, who has been helping to bridge the department and

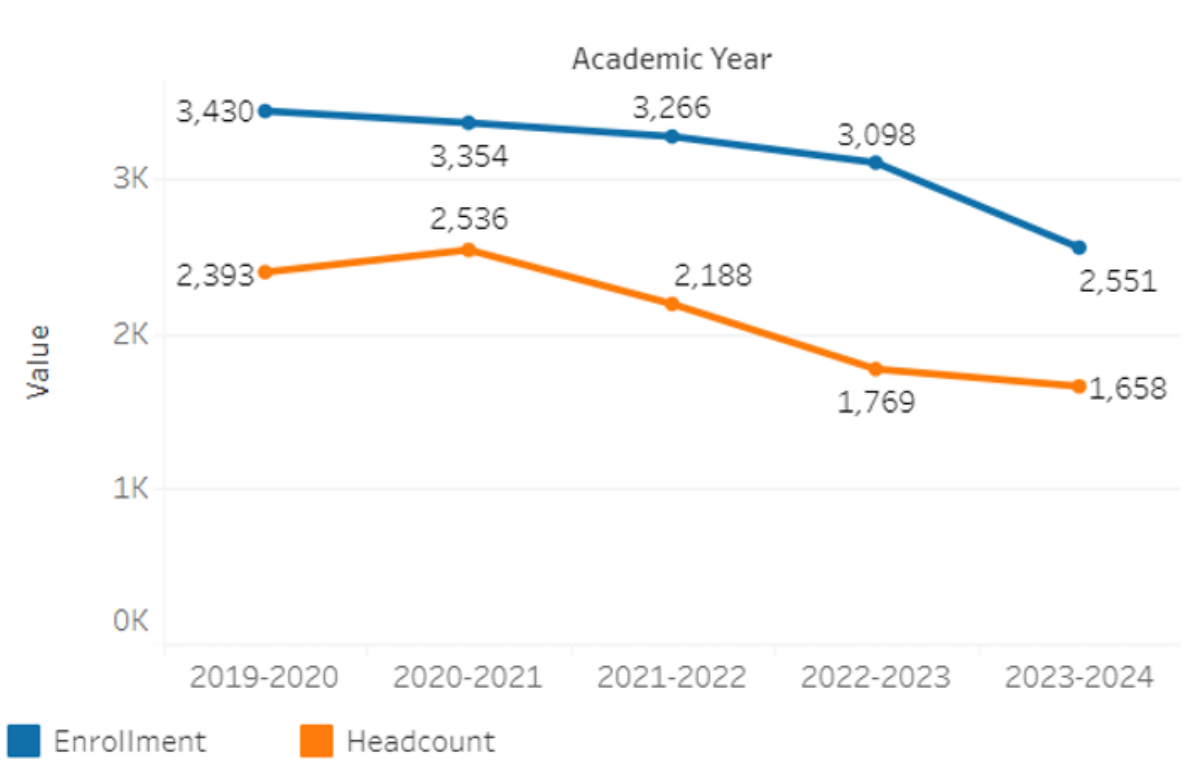
Current State of the Program

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.

7A

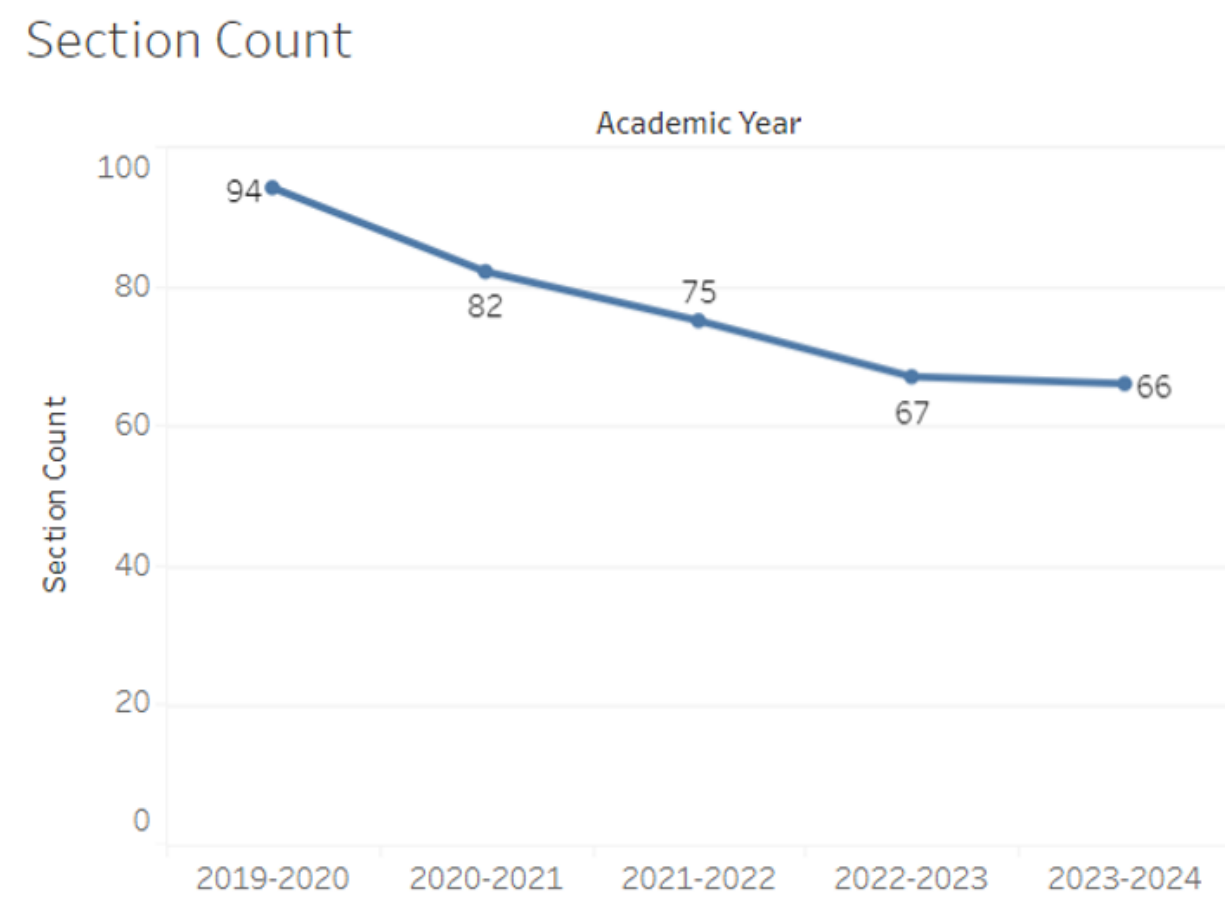
Enrollments and Headcount



Program Review

Enrollments have been trending down in Math overall over the past 5 years. The decline was relatively minimal every year with the exception of the drop in 2023-2024 where it went from 3,098, the academic year prior, to 2,551. Headcount followed roughly the same trajectory going from 2,393 in 2019-2020 to 1,658 in 2023-2024.

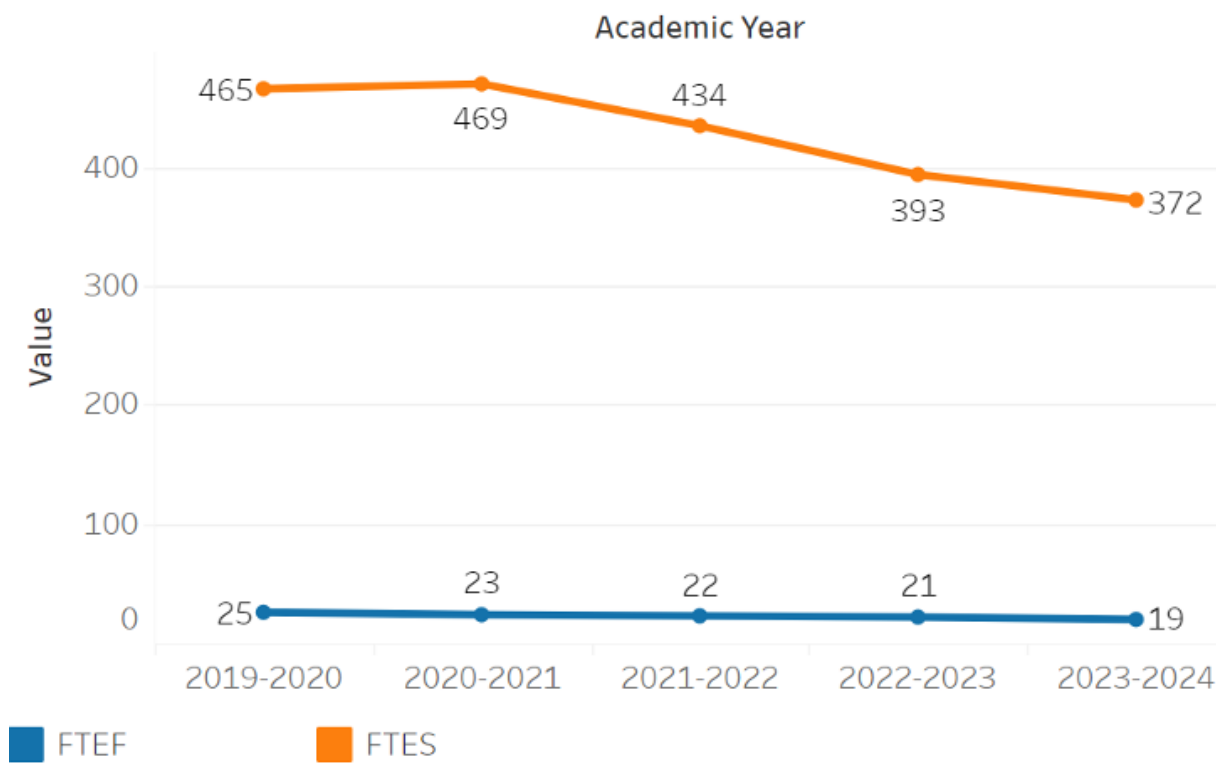
Section count has also roughly followed the enrollment trend.



FTEF has declined consistently every year, going from 25 in 2019-2020 to 20 in 2023-2024. This follows the same trend as enrollment. FTES has consistently gone down every year apart from 2020-2021 where it went from 465.2 in 2019-2020 to 469.3. By 2023-2024, it had reached 371.7.

Program Review

FTEF

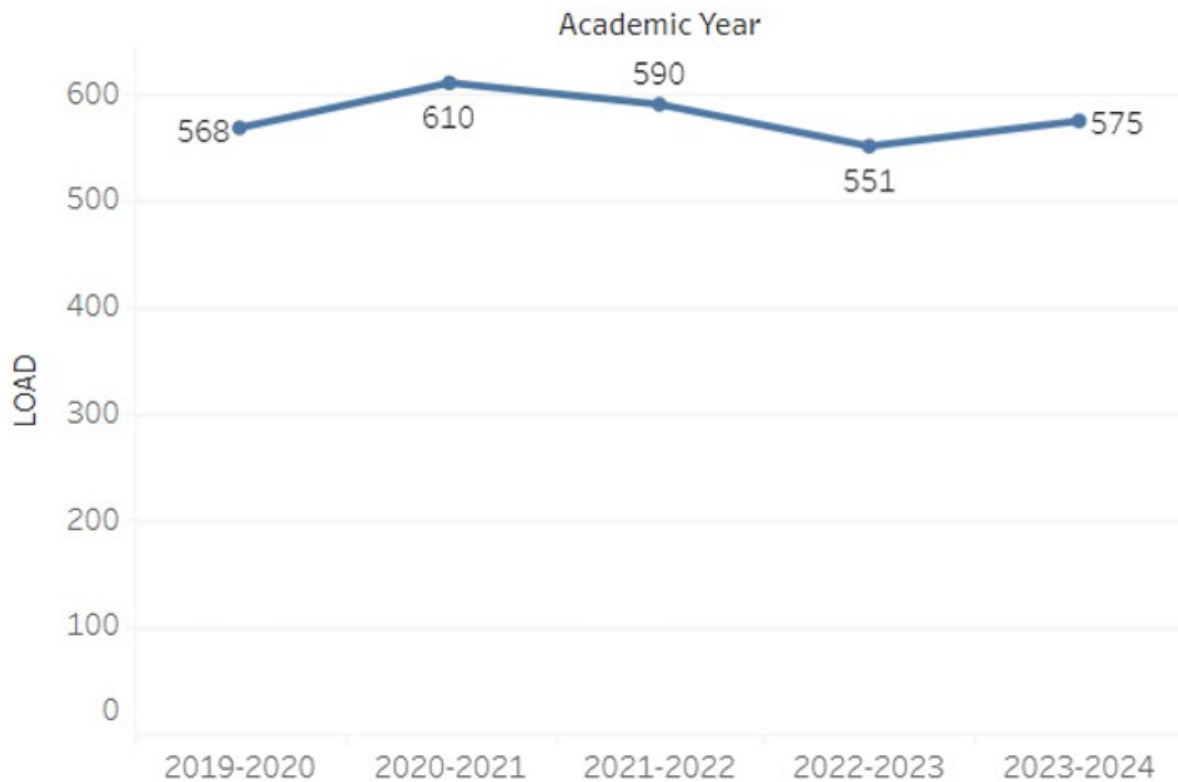


Load has remained roughly stable over the past five years, much higher than the overall college load of 434 in 2023-24.

While it is difficult to assess the causes of the drop in enrollment, structural changes induced by AB 705 and AB 1705 are certainly significant contributors to this change.

Program Review

LOAD



Load has remained roughly stable over the past five years, much higher than the overall college load of 434 in 2023-24.

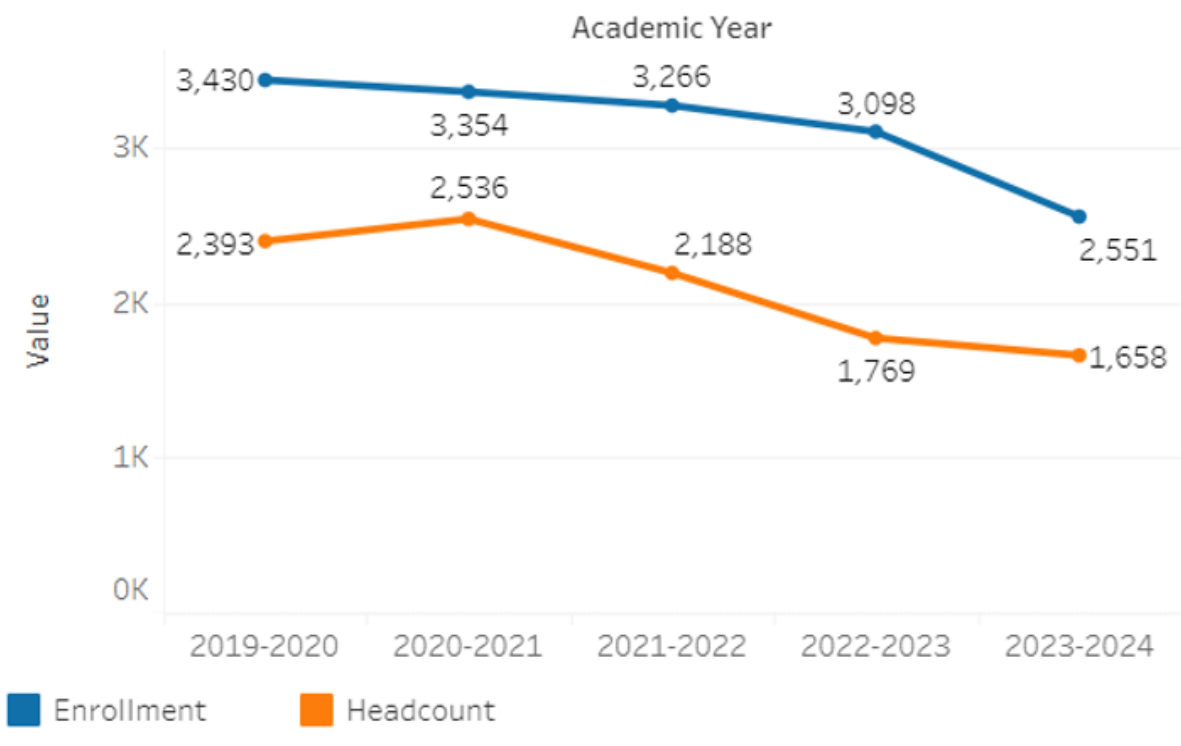
7B. Significant Changes in Your Program

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?

The most significant change since the last program review is the 30% reduction of course sections offered while concurrently having a 26% reduction in student enrollment. At the same time, many factors undoubtedly contribute, including but not limited to the region's healthy economy and the shortening of pathways induced by Ab 705. The reduction is compatible with the reduction in courses actually driving the reduction in enrollments. Students who didn't feel ready to take our transfer-level gateway courses, even with support, aren't enrolling, and we may be losing contact with those students. Further studies must be done to see if this effect is as we have seen anecdotally. These changes have made the department more cautious about further reducing courses in pursuit of higher throughput rates, as some of these rates may be improving due to a filtering effect. We will still work to improve our support structures with the new course co-requisites, improving pedagogy and strengthening our connects with other campus support services like the learning center, eops, mesa, etc...

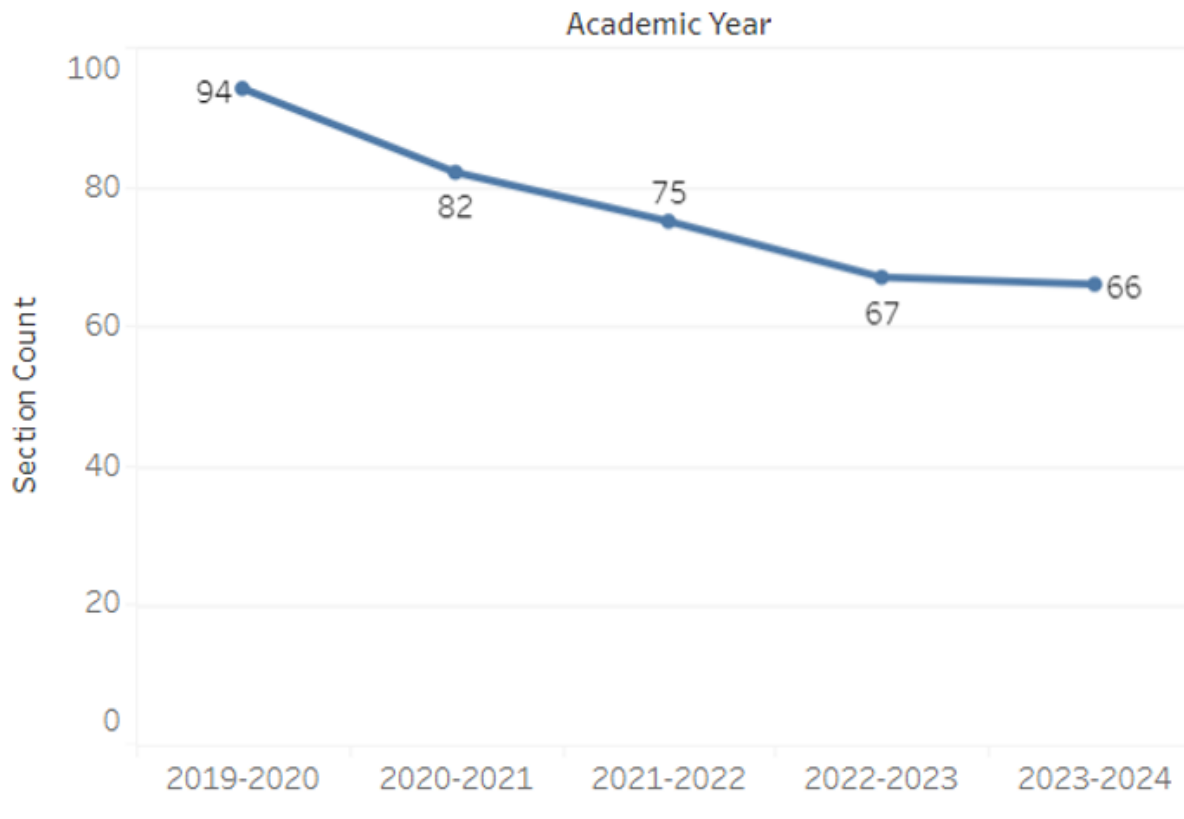
7A

Enrollments and Headcount



Program Review

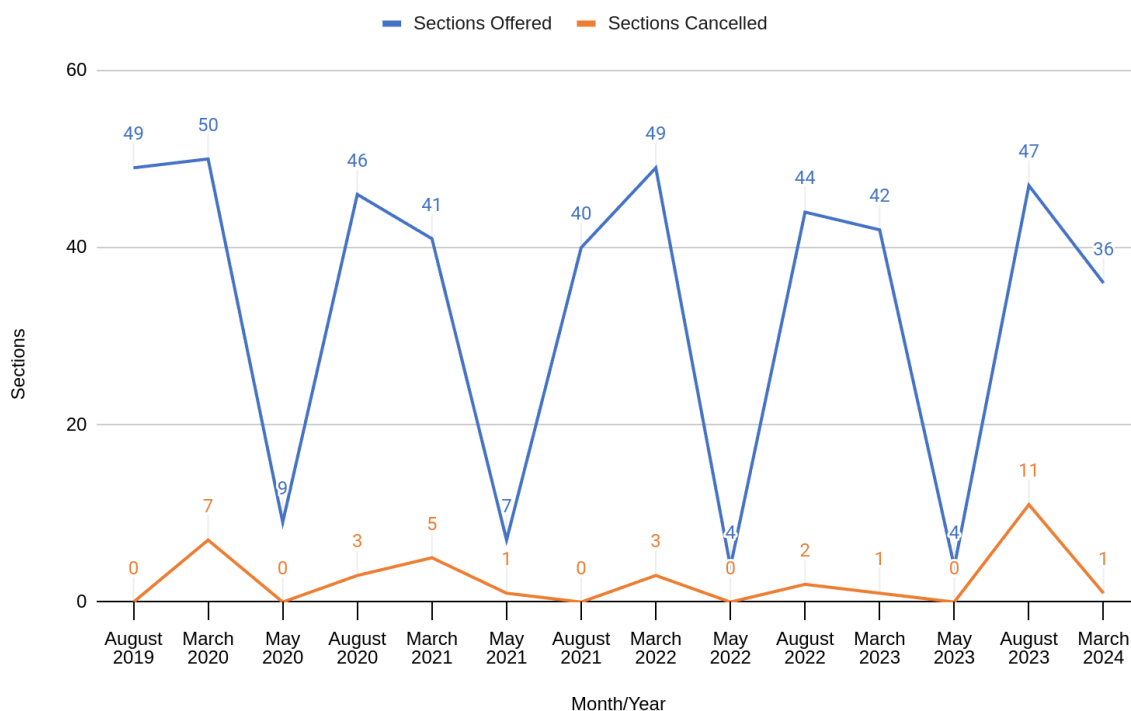
Section Count



There are no concerning trends in class cancellations, as most of the courses that are offered generally run. The major spikes are due to course changes (scheduling, naming, etc.) that are recorded as cancellations.

Program Review

Sections Offered/Cancelled (August 2019 - March 2024)



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.

We have added Math 851 and Math 841 as course offerings to support students starting with Math 251(Calculus I) or Math 241(Business Calculus) in their first semester from Fall 2025. In anticipation of those changes, the Math department decided to pilot two sections of Math 851 in Fall 2024. We have one cohort Math 251/851 class, which is hard linked (every student in this class is enrolled in both 251 and 851 at the same time), while a second Math 251/851 class is soft linked (some of the students are enrolled in both classes while others are only enrolled in the Math 251 class). In addition, we have one section of stand-alone Calculus I and one online section of Calculus I. All Calculus I sections are taught by full-time faculty. We are currently offering two sections of Math 241.

AB1705 coordinator Sumathi Shankar worked with the administration and AB1705 lead faculty from CSM and Skyline to collaborate on bringing two workshops on Building Thinking classrooms in Math (based on the book by the same name by Peter Liljedahl) so that math faculty across the district can explore innovative methods of teaching in their classrooms.

As a result, Math faculty across the district have participated in two all-day workshops on Building Thinking Classrooms (BTC) during Flex Days, (April Flex Day at Skyline College and October 9th Flex Day at Cañada College) Math faculty from all three community colleges from the district also participated in the BTC book club on a regular basis to discuss what strategies from the book they tried in their classroom and what they found needed tweaking etc.

Some of the faculty have been attending California Acceleration Project's Webinars for professional development and webinars from California Community College System chancellor's office to get more information and clarification on upcoming changes brought by AB1705 law.

Plans going forward:

1. Increase the number of sections offered for Calculus I and Business Calculus.
2. Increase the number of sections offered with corequisites

Program Review

3. Continue to look for professional development opportunities for math faculty
4. Continue to collaborate with math faculty across the district.
5. Work with counselors, learning centers, and STEM centers to promote corequisite classes so that students who need support will enroll in them from the beginning of the semester.
6. Have smaller classes capped at 24 so that instructors can provide much-needed support to students

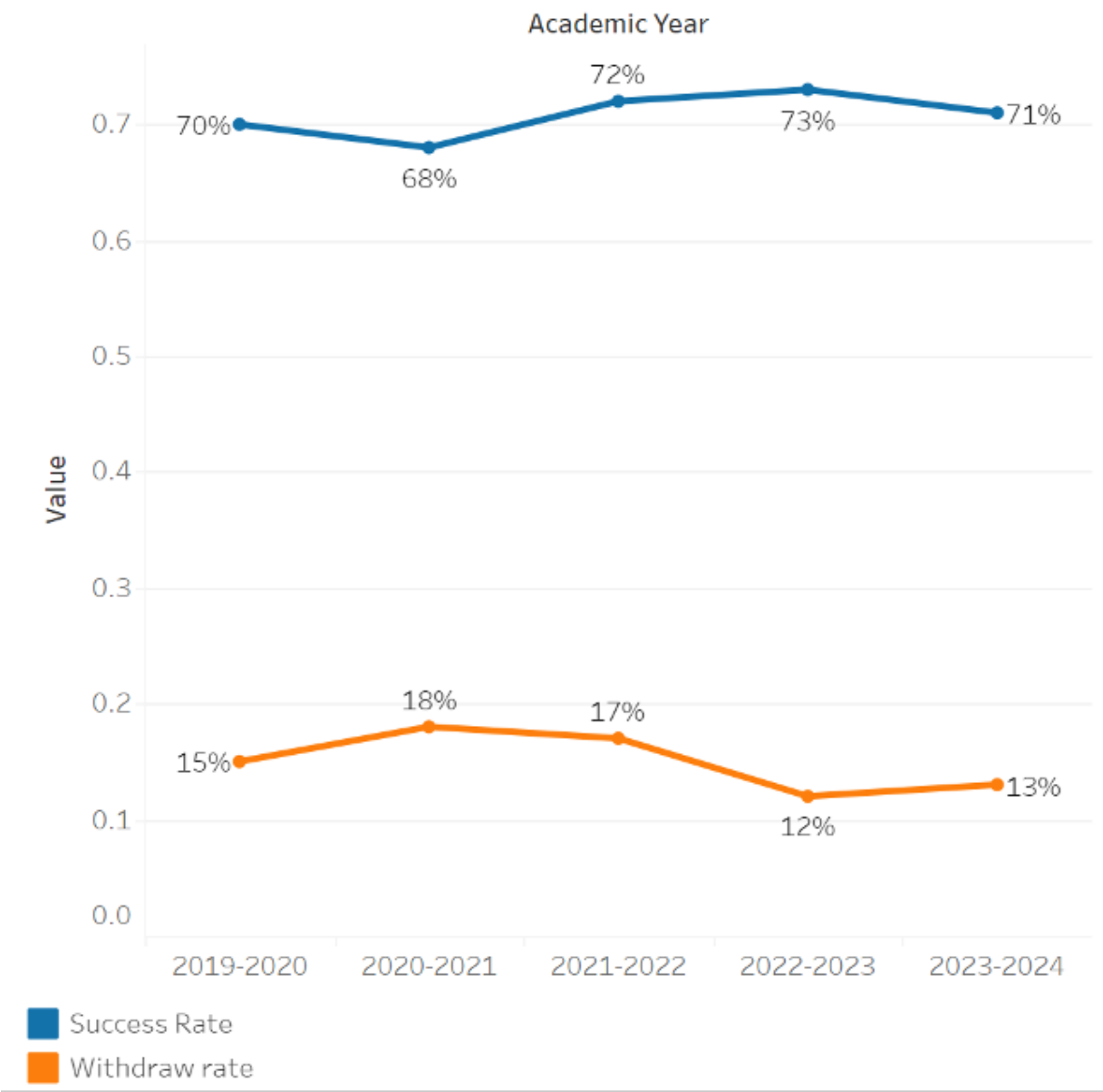
8A. Access & Completion

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?

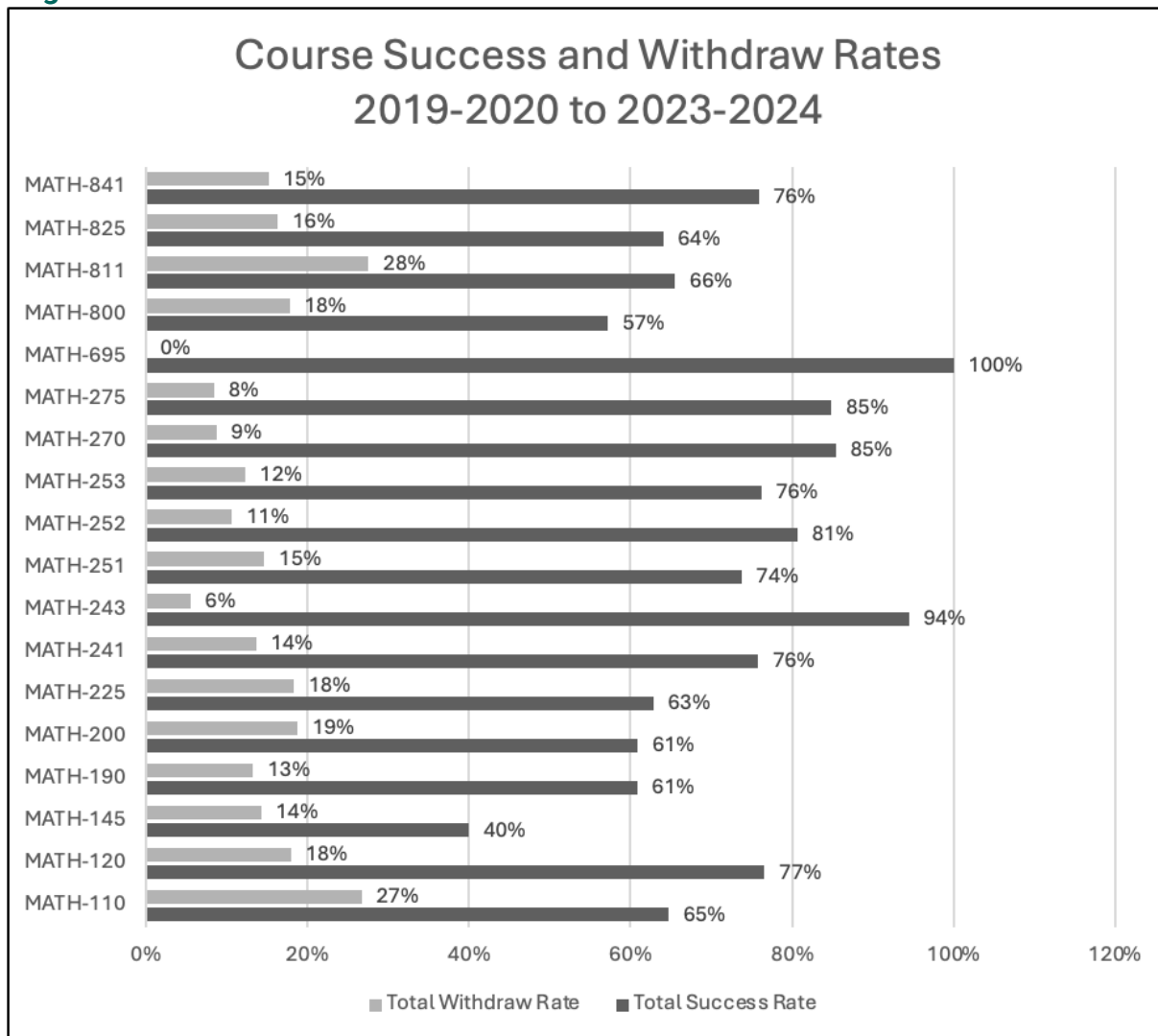
Success rates have remained relatively flat overall. Although starting in 2021-2022 success rates consistently remained above 70% where before it was below that point. Withdrawals are essentially the same story although there was a more significant decline from 17% to 12% in 2022-2023.

8C

Success and Withdraw Rate



The minimum withdraw rate was 0% in MATH-695 while the maximum withdraw rate was 28% in Math 811. The minimum success rate was 40% in MATH-145 while the highest was 100% in MATH-695.



How can the college help you improve student completion and success? What changes could be made?

1. Have smaller classes (24 max) for all math courses so that students can get all the support they need in class.

Rationale: (a) students would need more support and resources than ever before with new changes brought about by AB1705. (b) Since English and Math are both impacted by AB1705, it only makes sense to have math class sizes to match those of English class size. (c) Having a smaller class size can boost student engagement, retention, success and completion rates.

1. More marketing of the corequisite classes at the college level such as on the television screens (in high traffic areas such as the cafeteria, STEM center, learning center, building 23, etc.) to increase visibility of these courses.
2. Have all math classrooms painted with white board paint like the STEM center

Rationale: We have teaching practices that center around group-work-based activities and having a large collaborative space optimizes the teaching experience for us as well as the learning experience for the students.

1. Have a studio space for recording math lectures that would include cameras, microphones, board spaces, etc.

Program Review

- 2. Having a dedicated STEM counselor to help students navigate through all the new changes coming from AB 1705, common course numbering etc.
- 3. Hire more instructional aides for math.
- 4. Recruit more embedded tutors for classes with corequisites.

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?

The Equity and Disproportionate Impact (DI) dashboard was used to identify subgroups that may have been disproportionately impacted in Mathematics in the most recent academic year (2023-2024)[1]. The three metrics used to examine potential disproportionate impact were enrollment rates (referred to as access), success rates, and withdrawal rates. The rate for each subgroup was compared to either the college-wide rate (access) or the overall program-level rate (success and withdraws). The difference between the two rates is known as the ‘gap’ and may be referred to as a performance gap or equity gap. Student subgroups that may have been disproportionately impacted in Mathematics appear below (see Table 1-3).

Access

Access indicates what student subgroups are enrolling in courses based on unique student counts. Enrollment data revealed two student subgroups were underrepresented in Mathematics classes compared to the college-wide population (see Table 1). For instance, female students are underrepresented in Mathematics. The proportion of female students in Mathematics across all course modalities was 11 percentage points lower than that of female students enrolled college-wide.

Table 1.

SubGroup	Gap
Female	-11%

Unfortunately, the gap in enrollment between the genders continues to rise. 7% gap in 2021 has increased to 11% currently. This gap was an essential factor in having a heavy representation of our female faculty involved in our STEM pathways.

Success

Success is the rate at which different student subgroups pass courses and is based on enrollment. The success rate for different subgroups in Mathematics was compared to the overall success rate in Mathematics. The difference between the two rates (the gap) revealed eight subgroups may have been disproportionately impacted (see Table 2). For example, the success rate for Hispanic students in Mathematics was 10 percentage points lower than the overall success rate in Mathematics during the 2023-2024 academic year.

Table 2.

SubGroup	Gap (2024)	Gap(2020)
Hispanic	-10%	-11.7%
Hispanic - Female	-10%	-11.4%
Hispanic - Male	-10%	-11.9%
23-28	-7%	-3.7%
50-59	-28%	-13%
First Generation	-9%	-7.9%
Foster Youth	-24%	-23.8% (very small n)

Program Review

Low Income	-8%	-3.9%

Of the subgroups listed, we have seen a closing of the gaps from 2020-2021 for Hispanic, Hispanic-Female, and Hispanic-Male in the context of raising overall success rates. (from 67.2% in 20-21 to 68.5% in 23-24) While there is still work to do, this change is heartening.

The other groups saw an increase in the gap, though many of the groups had sample sizes in the single digits, so fluctuations may not be significant.

Withdraws

Withdraws is the rate at which a student withdraws from a course, with higher numbers being worse, as they indicate greater withdraw rates. The withdraw rates for subgroups in Mathematics was compared to the overall withdraw rate for the program. Six subgroups had withdraw rates that were significantly higher than the overall rate, suggesting these groups experienced disproportionate impact in Mathematics. First generation students were disproportionately impacted in Mathematics during the 2023-2024 academic year. First generation students had withdraw rates 4 percentage points higher than the average withdraw rate for Mathematics.

Table 3.

SubGroup	Gap
Hispanic - Female	5%
23-28	6%
29-39	12%
50-59	22%
First Generation	4%
Foster Youth	36%

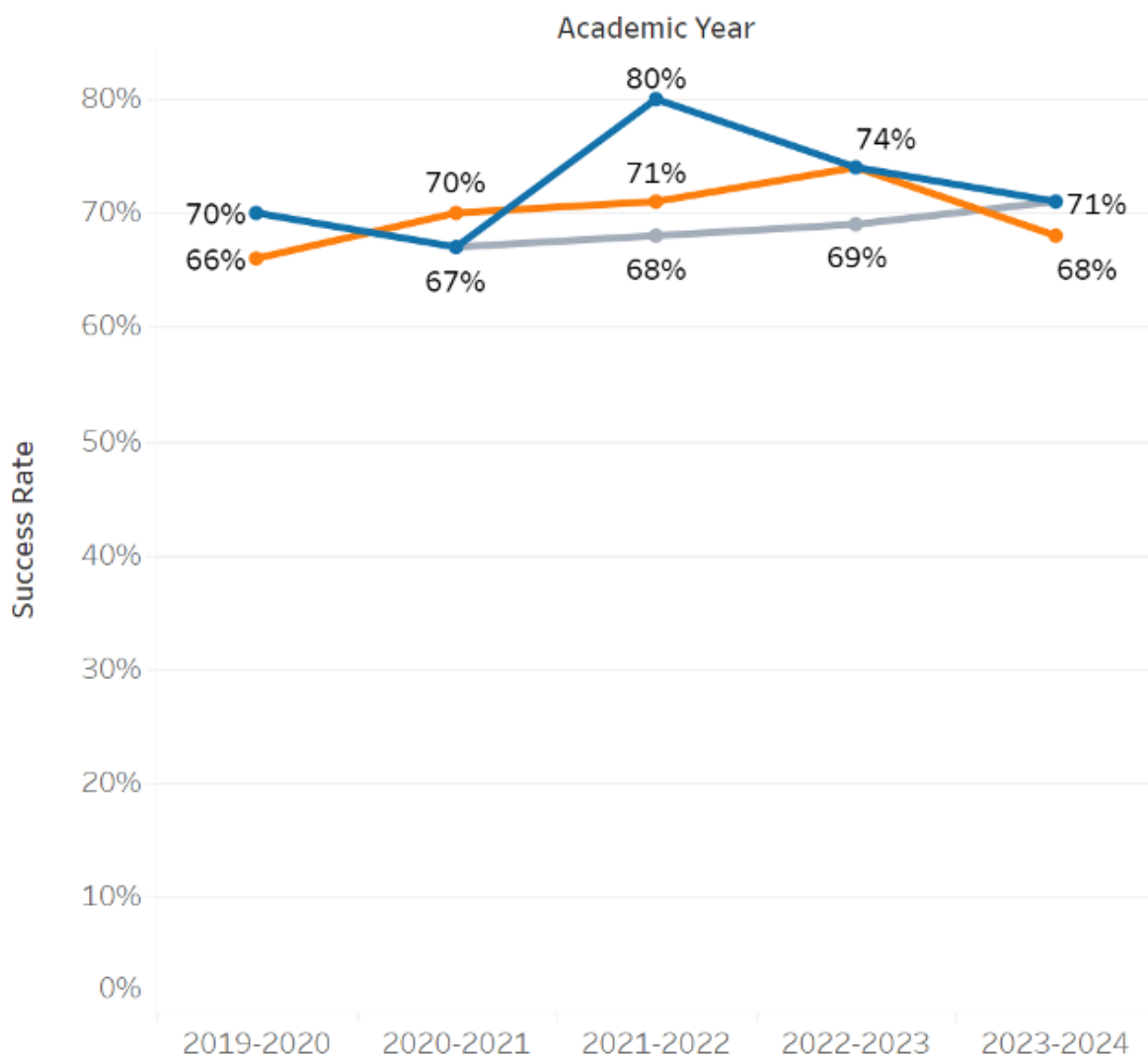
8C. Completion – Success Online

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”.

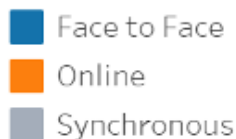
Other than in 2021-2022, the success rates between different modalities has stayed relatively consistent with each other. With Face to Face and Synchronous having identical success rates and Online being two percentage points lower.

Program Review

Success Rate Modality



** NOTE: All metrics for subpopulations with fewer than 10 students are suppressed.
6/26/2024 9:23:52 PM. To avoid misinterpretation of dashboard data, consultation
with PRIE is strongly recommended prior to using any of the data for research or
publication.*



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.

SLO's on all active courses are planned out in a three-year cycle. Prof. Evan Innerst took on the responsibility of collecting SLO's, but since his retirement, we fell a bit behind with the collection of SLO's. The department plans on

Program Review

creating a Department coordinator position that will help to coordinate these initiatives and keep things from falling through the cracks when changes occur.

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?

But now, we are developing a plan of assessing and collecting data. We are discussing the assessment process through Canvas.

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?

This year, we plan to align the SLO's with the PLO's in Nuventive.

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

Data Science AS-T

Data Science is an interdisciplinary field that combines Computer Science, Mathematics and Statistics to derive insight from large data sources. With applications across many disciplines there will be plenty opportunities for people with skills in this discipline. Our department plans on developing an Associates Degree for Transfer, that is designed to feed Data Science programs at SJSU, Cal State East Bay, UC Davis, Berkeley and UCLA. This can be accomplished with minimal expansion in course offerings but could potentially give our campus an exciting new option in Science and Technology.

Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) Learning Community

Since this possibly goes into effect in Spring 2026 the development of this learning community is still in progress.

NBS Ed Pipeline

The NBS Ed Pipeline is a program directed by SFSU Estuary and Ocean Science Center that links and interdisciplinary team of Community College professors across the entire bay area to develop curriculum and opportunities to introduce our students to opportunities in Environmental Science and Restoration in the Bay Area. Our math faculty is participating to bring more environmental science applications into our Mathematics, Statistics and Data Science pathways.

Embedded Tutoring Expansion

We will continue to work with our partners in the learning center to expand the embedded tutoring program to more classes. Embedded tutoring has become an essential component of our high contact support courses and has allowed us to keep our success rates high as we accommodate students with less mathematical preparation in our higher level courses.

Program Review

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Mathematics

Item Requested

Multimedia recording space.

Status

New Request - Active

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Medical Assisting

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.

Program Mission and Alignment with College:

The Medical Assisting Program at Cañada College is a cornerstone in our commitment to fulfilling the college's overarching mission: providing education and training for career development in close cooperation with the medical community. The program plays a pivotal role in preparing our students with the necessary skills to succeed in healthcare careers. Our mission extends to facilitating career advancement and skills updating, ensuring that our students remain competitive in the ever-evolving medical field.

Our annual goals are a testament to our dedication to continuous improvement. We emphasize curriculum and certificate updates, expanded community engagement, and advisory board collaborations. These goals keep us aligned with industry demands for medical administrative assistants, medical coding specialists, medical assistants, and medical billing specialists.

The field of medical assisting maintains its position among the fastest-growing occupations in the United States, as indicated by the United States Department of Labor, Bureau of Labor Statistics. This demand is driven by the increasing need for support personnel within medical facilities, particularly versatile medical assistants who can efficiently manage both administrative tasks (such as handling phone messages, scheduling appointments, dealing with insurance matters, and providing referrals) and clinical responsibilities (including taking vital signs, preparing examination rooms, administering injections, and more). Additionally, the ability to communicate in Spanish is often essential to effectively interact with a diverse patient population, which is especially pertinent as approximately 65% of our students in the program are Spanish-speaking.

The Medical Assisting Program plays a critical role in serving a diverse student body, including many first-generation students, single mothers, and those whose primary language is not English. The students in the program represent a wide age range, typically spanning from 20 to 60 years. For some, their initial career aspiration was to pursue the Nursing Program, but financial constraints, time commitments, and, occasionally, academic challenges have led them to reassess their academic path. Many of our students successfully complete the Medical Assisting Program, secure employment in the field, and simultaneously work on fulfilling prerequisites for the Nursing Program. With the benefit of age and experience, they re-enter the educational journey better prepared for the rigor of the Nursing Program. The Medical Assisting Program serves as an invaluable entry point for these students, allowing them to explore their passion for healthcare and determine if a career in medicine is the right fit for them.

Top of Form

The faculty of the Medical Assisting Program demonstrates an unwavering dedication to the success of all our students. Our instructors are motivated by their commitment to providing exceptional teaching and learning experiences, as well as their aspiration to adapt to the evolving needs of our students. The primary objective of the faculty and staff within the Medical Assisting Program is for this commitment to excellence and the pursuit of student success to be palpable to our students and mirrored in their accomplishments.

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."

In response to changes introduced by AB 705, the program is actively working to ensure equitable access to education by identifying and addressing hidden prerequisites. Strategies include a comprehensive curriculum

Program Review

review, gathering student feedback, creating early intervention systems, offering online resources, and enhancing academic advising. Transparent degree maps, flexible scheduling, bridge programs, feedback mechanisms, and financial support further support our students' success.

While there isn't a direct 4-year program for medical assisting, we've established pathways for students interested in further education, enabling seamless transitions to fields like nursing. Collaborative articulation agreements with high schools offering Allied Health Careers courses facilitate an efficient path for high school students.

Community & Labor Needs:

Our program aligns with the ever-evolving landscape of healthcare. With the ongoing COVID-19 pandemic, we recognize the increased demand for healthcare professionals. This demand is attributed to several factors, including an aging population, a growing emphasis on primary care, expanding healthcare access, technological advancements, and changes brought on by the pandemic.

To tackle the challenges and changes in healthcare, the Medical Assisting Program has adapted by incorporating innovative teaching methods, telehealth training, virtual learning resources, remote and hybrid learning options, and simulation-based training. We have been creative in our approach to maintain academic standards while prioritizing the well-being and safety of our students.

The program is designed to provide not just clinical and administrative skills but also instill soft skills through role plays and simulations. We also offer extensive support for resume building, interview techniques, and externship documentation and placement.

Curricular Changes:

The COVID-19 pandemic significantly impacted our curriculum delivery. In response, we transitioned to blended learning models, incorporating online instruction with in-person clinical experiences. We also expanded the use of simulation training to compensate for reduced clinical experiences.

Our strategic planning focused on student safety and maintaining required contact hours while adhering to social distancing guidelines. We provided safety measures and PPE to students, making us one of the few programs to offer in-person laboratory clinical training during the pandemic.

The program adapted its assessment methods, incorporated telehealth training into the curriculum, addressed technology gaps, and provided additional emotional support to students and faculty during the challenging period.

The Medical Assisting Program at Cañada College has shown remarkable resilience, adaptability, and a commitment to student success, safety, and professional development. We have evolved to meet the changing demands of the healthcare field and continue to provide high-quality education in healthcare careers. Our alignment with the college's mission, articulation efforts, response to community and labor needs, and curricular changes showcase our dedication to excellence and readiness to face challenges head-on.

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 unemployment rates in the United States continue to rise, the demand for critical healthcare professionals, particularly medical assistants, remains consistently high. The COVID-19 pandemic has significantly underscored the essential role of healthcare workers in addressing public health emergencies. According to the United States Bureau of Labor Statistics, the mean employment estimate for medical assistants stands at 752,460, and the job outlook reflects a projected 14% increase in employment opportunities.

This growing demand for healthcare professionals can be attributed to various factors:

- **Aging Population:** The elderly population typically requires more medical care and assistance, leading to an increased need for healthcare professionals.
- **Primary Care Emphasis:** Medical assistants are integral to primary care settings, which are vital for preventive care and the management of chronic diseases. The healthcare sector is increasingly focusing on primary care, contributing to the rising demand for medical assistants to support these services.

Program Review

- **Outpatient Services Growth:** Many healthcare services are transitioning from inpatient to outpatient settings. Medical assistants play a pivotal role in outpatient care, further increasing the demand for their services in clinics, ambulatory care centers, and physician offices.
- **Technological Advancements:** Innovations in healthcare technology, such as electronic health records (EHRs) and telemedicine, have broadened the scope of work for medical assistants. They are often responsible for managing electronic records and facilitating telehealth appointments.
- **COVID-19 Pandemic Response:** The pandemic underscored the essential role of healthcare workers, including medical assistants, in addressing public health emergencies. This recognition has led to increased investment in healthcare infrastructure and personnel.
- **Versatility in Work Settings:** Medical assistants can work in diverse healthcare settings, making them versatile professionals. This adaptability allows them to meet the changing healthcare needs and work in various specialties.
- **Healthcare Workforce Replacements:** A substantial portion of the healthcare workforce is approaching retirement age, creating a need for new healthcare professionals, including medical assistants, to replace retiring workers.
- **Expanding Scope of Practice:** In some regions and states, the scope of practice for medical assistants is expanding, enabling them to take on more responsibilities, further increasing the demand for their services.
- **Preventive Care Focus:** Preventive care and wellness programs are gaining importance in healthcare, with medical assistants playing a crucial role in delivering these services.

The healthcare landscape continually evolves, and the COVID-19 pandemic presents significant challenges for health professional education. While it had a profound impact on healthcare education it also sped up innovation and created new opportunities. Adapting to the lessons learned during the pandemic was crucial in preparing health professionals to meet the evolving needs of healthcare delivery.

Challenges Faced:

A. Academic and Educational Needs:

- **Disruption of Traditional Education:** The pandemic disrupted traditional in-person education. Innovative teaching methods were explored to maintain the quality of education while adapting to remote or hybrid learning models.
- **Restricted Clinical Training Opportunities:** Restrictions on patient interactions and elective procedures limited clinical training opportunities. Students had to observe social distancing and other safety protocols, leading to a shift towards simulations and demonstrations to replace essential hands-on experience.
- **Technological Gaps:** Students come from diverse backgrounds, and not all were adequately prepared for the rapid shift to online learning. Addressing technological gaps and ensuring equitable access to education remained an ongoing challenge.
- **Mental Health and Well-being:** Both healthcare professionals and students faced increased stress and burnout during the pandemic. Addressing mental health needs and providing resources for coping with stress remained a crucial and ongoing challenge.
- **Curriculum Disruption Challenges:** The medical assisting program curriculum, schedules, available space, and exposure time allocations needed to be adapted to maintain state-imposed safety protocols. This

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entailed urgent modifications and quick adaptations, including incorporating pandemic preparedness, infectious disease control, and telehealth training to meet the changing demands of medical courses.

B. Employment Needs:

- **Evolving Workplace Roles:** The roles and responsibilities of medical assistants are evolving, with employers requiring additional skills or certifications based on changing healthcare regulations and standards.
- **Job Market Trends:** Healthcare workers at the forefront of the pandemic continue to serve as inspiring examples for students. There is a scarcity of trained healthcare professionals, leading to a growing demand for medical assistants and other healthcare professionals.

C. Technology Needs:

- **Healthcare Technology:** Advancements in healthcare technology, such as electronic health records (EHRs), telemedicine, and medical devices, have the potential to impact the skills and competencies required of medical assistants. Incorporating relevant courses in the program is essential, and these developments are actively being integrated into our teaching.
- **Training Tools:** The integration of technology into the education and training of medical assistants, including simulation tools and EHR training, can better prepare students for the modern healthcare environment.
- **Patient-Centered Care:** There is a growing emphasis on patient-centered care, with a stronger focus on interpersonal skills, empathy, and cultural competence. These skills are increasingly being emphasized in medical assisting programs.

We embraced the challenges and changes introduced to our program because of the pandemic as opportunities to grow and evolve into a stronger program. Efforts to address these challenges and adapt to the changing landscape continue, with ongoing improvements. Key measures include:

- **Innovative Pedagogical Approaches:** The pandemic has necessitated the exploration of innovative teaching methods, such as telemedicine simulations, virtual labs, and interactive online platforms, which have the potential to enhance education in the long term.
- **Telehealth Integration in Courses:** Given the increased relevance of telehealth, students in our program now receive training in this area, with an integration of telehealth training modalities during our courses, providing opportunities for more comprehensive and versatile education.
- **Virtual Learning Resources:** The proliferation of virtual resources has enriched health education, exposing students to a wealth of information.
- **Remote and Hybrid Learning Options:** Offering remote and hybrid learning options has made education more accessible to a diverse student population, including those who may not have been able to relocate for in-person programs.
- **Simulation and Scenario-Based Training:** In response to restrictions on patient interactions, virtual simulations and scenario-based training have been introduced to enhance critical thinking and decision-making skills in healthcare education.
- **Preparedness for Efficient and Competent Work:** Preparedness and competence are essential in healthcare, impacting patient safety, care quality, and overall efficiency. Support systems have been established to ensure students meet high standards, fulfill their legal, ethical, and professional responsibilities, and contribute to the well-being of patients and the healthcare system.

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?

In response to the unprecedented challenges posed by the COVID-19 pandemic, the Medical Assisting Program at our college has demonstrated remarkable resilience, adaptability, and creativity in maintaining the

Program Review

well-being and education of our students. Since the outbreak of the pandemic in 2020, our program has faced numerous challenges and has successfully incorporated changes in our delivery methods to overcome them.

Maintaining In-Person and Remote Learning: The Medical Assisting Program stands out as one of the few "in-person programs," alongside the Radiology Technician Program, that continued to serve students both remotely and on-campus throughout the COVID-19 pandemic. This unwavering commitment allowed us to adapt to the evolving needs of our student community while providing uninterrupted educational services.

Curriculum Excellence and Student Preparation: Our program's curriculum is thoughtfully designed, emphasizing practical, hands-on training, and providing students with a solid foundation for a career in medical assisting. With the online and hybrid modalities we are now reaching out to students in many further geographic locations without the need for them to relocate. The curriculum has been instrumental in preparing our students for real-world expectations in the healthcare sector.

We have faced several challenges, and our program's ability to address them effectively stands as a testament to our commitment to student success and safety. Here are the challenges we encountered and the changes we incorporated:

- **Blended Learning Models and Simulated Learning:** To compensate for reduced clinical experiences, we shifted to blended learning models. These models combined online instruction with in-person clinical experiences, augmented by simulation training and online resources to enhance clinical skill practice.
- **Strategic Planning:** Our program underwent strategic planning to maintain required contact hours while adhering to social distancing guidelines. We created modified clinical course lab hours and space allocation plans to reduce in-person contact, ensuring the safety of our students. We remained one of the few programs offering in-person laboratory clinical training on campus.
- **Commitment to Student Safety and Emergency Preparedness:** Ensuring student safety remained paramount. We implemented strict safety measures and provided personal protective equipment (PPE) while focusing on emergency preparedness. Our program set a standard for responsible education during the pandemic.
- **Flexibility in Learning:** We successfully adapted to virtual simulations, telehealth experiences, and innovative assessment methods. These adaptations allowed us to maintain the quality of education while prioritizing safety.
- **Resource Support:** Recognizing the financial and personal challenges faced by students, we provided resources for technology access and offered flexibility in coursework deadlines. This support helped students overcome obstacles while meeting industry standards.
- **Emotional and Mental Health Support and Guidance:** Acknowledging the emotional toll of the pandemic on both healthcare professionals and students, we collaborated with the Disability Resources Center, Mental Health Center, and Learning Center to provide additional emotional support. Faculty also offered guidance for academic and personal growth.
- **Adaptive Assessment Methods:** We quickly adapted our assessment methods to the online environment, ensuring effective student evaluation and maintaining academic standards.
- **Telehealth Training:** With the increased use of telehealth during the pandemic, we incorporated telehealth training into the curriculum. This includes teaching students exposure through video submissions of assignments and online activities, preparing students for roles that involve remote work.
- **Resume Writing and Interview Techniques:** We provided support in resume building, interview techniques, and documentation submissions. This support extended to externship training and job applications. Our faculty actively guides students for academic and personal growth.
- **Externship Documentation and Placement Support:** Our program's focus on both clinical and administrative skills provides students with a competitive edge in the job market. We continue to incorporate soft skills role plays and simulations, and support is provided for immunization reports and other documentary submissions for externship training and job applications.

5A. Progress Report - IPC Feedback

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

Executive Summary

Program Review

1. Please summarize your program's strengths, opportunities/challenges, and action plans,
2. Articulation: Information has been included regarding 4-year institutions; however, more information could be included about students entering from high schools and adult schools (prerequisite requirements, e.g. math and English requirements).
3. Community and Labor needs: You could expand your explanation of the changes you have made to instruction and other facets of your program and identify the ways the college can support your needs.
4. IPC feedback- Progress report: Please provide specific information about the ways in which you have responded to each of the recommendations of the last program review.

All Reported above.

The rapid and transformative changes brought about by the COVID-19 pandemic have rendered the 2018 recommendations outdated and less relevant. It is essential for the Medical Assisting Program to adapt to the evolving landscape of healthcare education and ensure that its practices and strategies align with the current and future needs of students and the industry. A new program review, taking into account the lessons and adaptations made during the pandemic, will provide more accurate and effective recommendations for the program's continued success.

5. Impact of resource application: Please clarify if and how the two new software's affected your program.

The arrival of the COVID-19 pandemic led to unforeseen disruptions, including a suspension of school activities and lack implementation of new software programs. We had not received them by the time the pandemic hit.

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.

The rapid and transformative changes brought about by the COVID-19 pandemic have rendered the 2018 recommendations outdated and less relevant. It is essential for the Medical Assisting Program to adapt to the evolving landscape of healthcare education and ensure that its practices and strategies align with the current and future needs of students and the industry. A new program review, taking into account the lessons and adaptations made during the pandemic, will provide more accurate and effective recommendations for the program's continued success.

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?

It is evident that the program needs additional resources, particularly in the areas of marketing, outreach, teacher's aids, and software utilization, are needed to ensure the continued success of the Medical Assisting Program.

Marketing and Outreach Resources:

The program has experienced a significant impact due to the absence of adequate support around marketing and outreach. Despite the program's commitment to providing students with what they need to succeed, the lack of new brochures, flyers, and promotional materials has hindered our ability to effectively promote the Medical Assisting Program. This has, in turn, affected student enrollments and awareness of the program among potential students.

Simulation Lab Resources: The approval of resources for the simulation lab has proven to be a valuable addition. These resources have allowed the program to adapt to the challenges posed by the COVID-19 pandemic. As a result, we have been able to maintain the quality of hands-on training and skill development for our students, ensuring that they are well-prepared for their future roles in healthcare. But we were not able to launch a simulations lab under the Pandemic crisis and it is going to be part of the action plan.

New Software Resources: Regrettably, the benefits of new software resources were not delivered and we saw the unforeseen abrupt occurrence of the COVID-19 pandemic.

Challenges Faced During the COVID-19 Pandemic: The pandemic presented a unique set of challenges for healthcare education programs like ours. Transitioning to remote learning was particularly challenging, given the program's emphasis on hands-on clinical training. The sudden shift to online and hybrid formats disrupted

Program Review

the traditional learning experience, impacting our students' preparedness and the program's ability to deliver a comprehensive education.

Expansion and Evening Classes: With the program's plans for expansion and the introduction of evening classes, the need for additional teacher's aids has become apparent. The lack of these resources may strain existing resources and faculty, potentially affecting the quality of instruction and support for these new class offerings.

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."

During the COVID-19 pandemic, there was a significant turnover in medical assisting educators, leading to staffing challenges in our program.

The Medical Assisting Program is currently led by one full-time faculty member with limited adjunct faculty support. Managing a one-person led program with a reliance on adjunct faculty can be demanding. The process of identifying, training, and integrating adjuncts into online teaching modality is time and labor-intensive. Qualified faculty members are critical to maintain the program's quality and meet the growing student interest.

Currently, the program has three part-time faculty members. Furthermore, we faced difficulties in hiring a qualified professor to teach billing and coding as well as pharmacology courses. In the future, we anticipate the need to hire more adjunct faculty to efficiently manage course schedules and accommodate their availability.

The turnover and shortage of experienced educators were primarily due to- the sudden transition to online and remote teaching posed challenges for educators who were not familiar with online learning platforms and pedagogy.

The pandemic's effect on mental health influenced educators as well. Coping with stress, anxiety, and grief may have influenced their decisions to leave their roles. The pandemic prompted some educators to reconsider retirement plans or accelerate their retirement decisions due to health concerns or changes in work conditions, resulting in the loss of experienced educators.

To address these staffing challenges and ensure the continuity of quality healthcare education during and after the pandemic, we propose the following recommendations:

- **Increased Funding and Resources:** Advocate for increased funding and resources from the institution to support the expansion and sustainability of the Medical Assisting Program, including the hiring of more adjunct faculty.
- **Reducing Administrative Burdens:** Reduce administrative burdens on the program coordinator, allowing them to focus on growing the program
- **Efficient Course Scheduling:** Hire additional adjunct faculty to efficiently manage course schedules and accommodate their availability while allowing for evening and Saturday classes.
- **Experienced Faculty Mentoring:** Assign experienced faculty or mentors to guide new adjuncts during their initial teaching assignments, helping them adapt to the online teaching modality.
- **Safety Concerns:** Recognize and address the concerns of educators regarding safety, particularly in light of ongoing health and safety considerations.

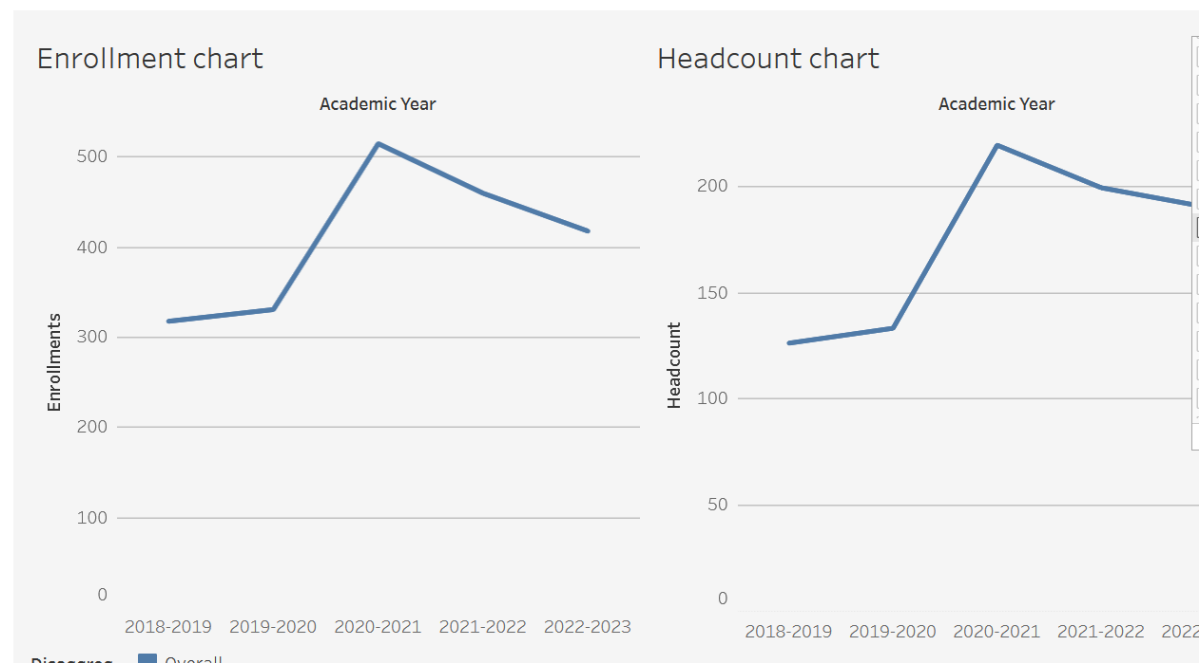
Current State of the Program

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. The enrollment trends indicate that the Medical Assisting Program has experienced significant growth in recent years, driven by both the demand for healthcare professionals during the pandemic and the increasing popularity of the program among students.

- The program's enrollment has exhibited a notably strong upward trend since 2018, signifying sustained interest and demand among students for medical assisting education. It's important to note that the enrollment rates post-pandemic are still significantly higher than what was observed in 2018.
- Impressive Growth in Headcount: The program has experienced an almost 35% increase in enrollment rates since 2018. This reflects a growing interest in medical assisting as a career choice among students.
 - Notable Increase in Headcount: In terms of headcount, there has been an impressive increase of almost 52% since 2018. This surge in headcount underlines the program's ability to attract and retain students over the years.

Student Enrollment & Demographics



Program Review

Enrollment		Academic Year				
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	Overall	63	109	183	131	122

Headcount		Academic Year				
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	Overall	25	35	43	41	35

Time of Day
(All) ▼

Unit Load
☐ (All)
☒ Full-Time
☐ Part-Time
☐ Less than Part-Time
 Disaggregationz
 None ▼

Age Group
(All) ▼

Gender
(All) ▼

Success rate data for five years (2018-2023)

College wide- 71% to 73%

Medical assisting Program - 90% to 84% with a dip recently to 74%. The rate is still higher than the overall college success rate.

Withdrawal Rate for Five years (2018-2023)

College wide- 14.8%-13.7%

Medical assisting Program – 5.4%-7.8% and now higher at 12.7%. The rate is in correlation to the rising inflation and need for working extra hours to make ends meet yet lower than over all college withdrawal rate. An interesting anomaly in enrollment occurred during the COVID-19 pandemic. The pandemic resulted in an unusual spike in enrollments, which can be attributed to the heightened community demand for healthcare professionals. During the crisis, there was a need to address critical gaps in healthcare services, and as a result, enrollment in the program experienced a substantial increase to meet this demand.

While there was a surge in enrollments during the pandemic, there has been a subsequent slight decline. The slight dip in enrollments post-pandemic appears to be correlated with rising inflation. The increased cost of living and economic pressures may be compelling students to seek additional hours of employment, affecting their capacity to pursue full-time education.

Enrollment		Academic Year				
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	Overall	317	330	514	459	417

Headcount		Academic Year				
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	Overall	126	133	219	199	190

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

Program Review

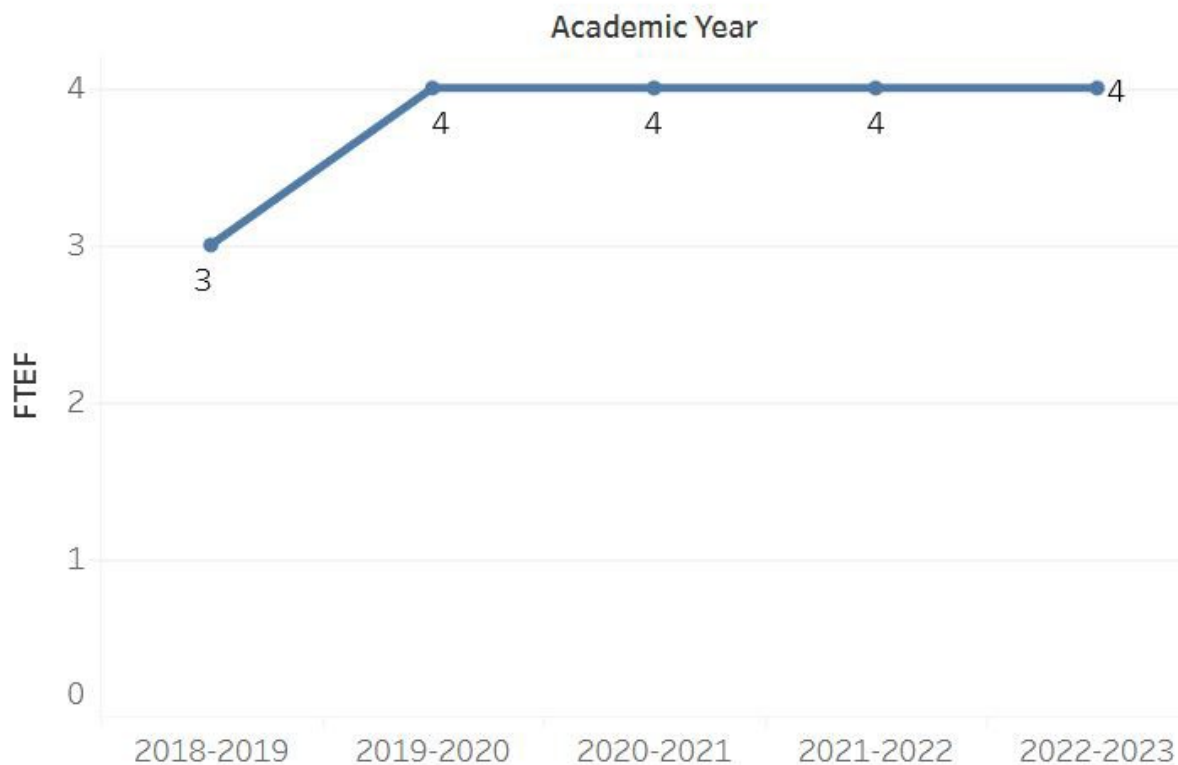
might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

The Medical Assisting Program has experienced changes in enrollment trends, which were particularly influenced by the COVID-19 pandemic and related factors. The fluctuations in success and withdrawal rates highlight several challenges faced by the program, from marketing and recruitment to addressing financial hardships and attrition due to external factors like the Bay Area exodus. Included are fluctuations in Full-Time Equivalent Students (FTES) and course loads.

In 2020, there was a notable surge in enrollment for healthcare-related educational programs, including the Medical Assisting Program. This increase was driven by several key factors:

- **Pandemic Response:** The COVID-19 pandemic created an urgent demand for healthcare workers and professionals, leading to a surge in interest in healthcare careers. As healthcare played a central role in treating patients and managing the crisis, more individuals sought education in this field.
- **Remote Learning:** The shift to remote learning due to the pandemic provided individuals with more flexible schedules, making it easier for them to pursue healthcare-related programs.
- **Job Security:** Healthcare careers offer job stability and security, which became especially appealing during times of economic uncertainty. This stability contrasted with challenges faced by other industries during the pandemic.

FTEF



Program Review

Enrollment		Academic Year					Time of Day
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	(All)
Overall	Overall	63	109	183	131	122	
Headcount		Academic Year					Unit Load
Disaggregation	Second Disaggregation	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	(All)
Overall	Overall	25	35	43	41	35	

The program has experienced slight fluctuations in success and withdrawal rates. Several factors contribute to these changes:

- **Lack of Marketing Support:** Addressing this challenge is crucial. Effective marketing professionals and strategies are needed to raise awareness of the program, especially considering the regulations and requirements specific to healthcare advertising in California.
- **Scarcity of Qualified Professionals to Teach:** Recruiting qualified professionals to teach in a medical assisting program has been challenging, given the higher salaries available in healthcare practice. To tackle this issue, we need to identify and recruit qualified professionals and offer competitive compensation, flexible teaching options, and opportunities for professional growth to make teaching in the program more attractive.
- **Financial Hardships and Inflation:** The impact of financial challenges on both students and educators is evident. To address this, flexible class schedules, including evening and weekend classes or online options, are needed to accommodate students who must work or care for children during the day. Exploring partnerships with local childcare facilities or subsidies for affordable childcare options for students with children is a valuable consideration. Additionally, competitive compensation packages for faculty members are essential to attract and retain qualified instructors.

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.

The following recommendations aim to create a more adaptable and robust Medical Assisting program that addresses the diverse needs of our post-COVID student population

Course Scheduling:

- **Flexible Scheduling:** We propose expanding our scheduling options to include evening and weekend classes, accommodating students with work and other commitments during traditional hours.
- **Online and Hybrid Courses:** To address remote learning needs, we should expand our online and hybrid course offerings to ensure students can participate even when in-person attendance is not feasible.
- **Accelerated Programs:** The consideration of accelerated programs would cater to students seeking a shorter timeframe to complete their medical assisting training.

Marketing and Recruitment:

- **Targeted Marketing:** Develop marketing campaigns that showcase our program's strengths with flyers, career fairs, social media advertising, using student testimonials and success stories, through both video and written formats, to exemplify the effectiveness of our program.
- **Increased Partnerships:** Strengthen our partnerships with local healthcare institutions and employers to amplify program visibility and enhance students' access to job placement opportunities upon graduation.

Program Review

Faculty Recruitment and Training:

- *Competitive Compensation and faculty recruitment and retention:* Actively recruit adjunct faculty from local healthcare institutions who can bring real-world insights and valuable industry connections to our program. Develop competitive compensation packages for our faculty to attract and retain experienced healthcare professionals.
- *Online Teaching Training:* Offer training for faculty to transition effectively to online teaching, providing pedagogical and technical support as they adapt to new teaching modalities.
- *Mentorship Programs:* The establishment of mentorship programs will support new faculty members, facilitating their smooth integration into their teaching roles.
- *Professional Development:* Ongoing professional development opportunities should be provided for our faculty to ensure they remain updated on industry trends and effective teaching methods.

Articulation of Pathways:

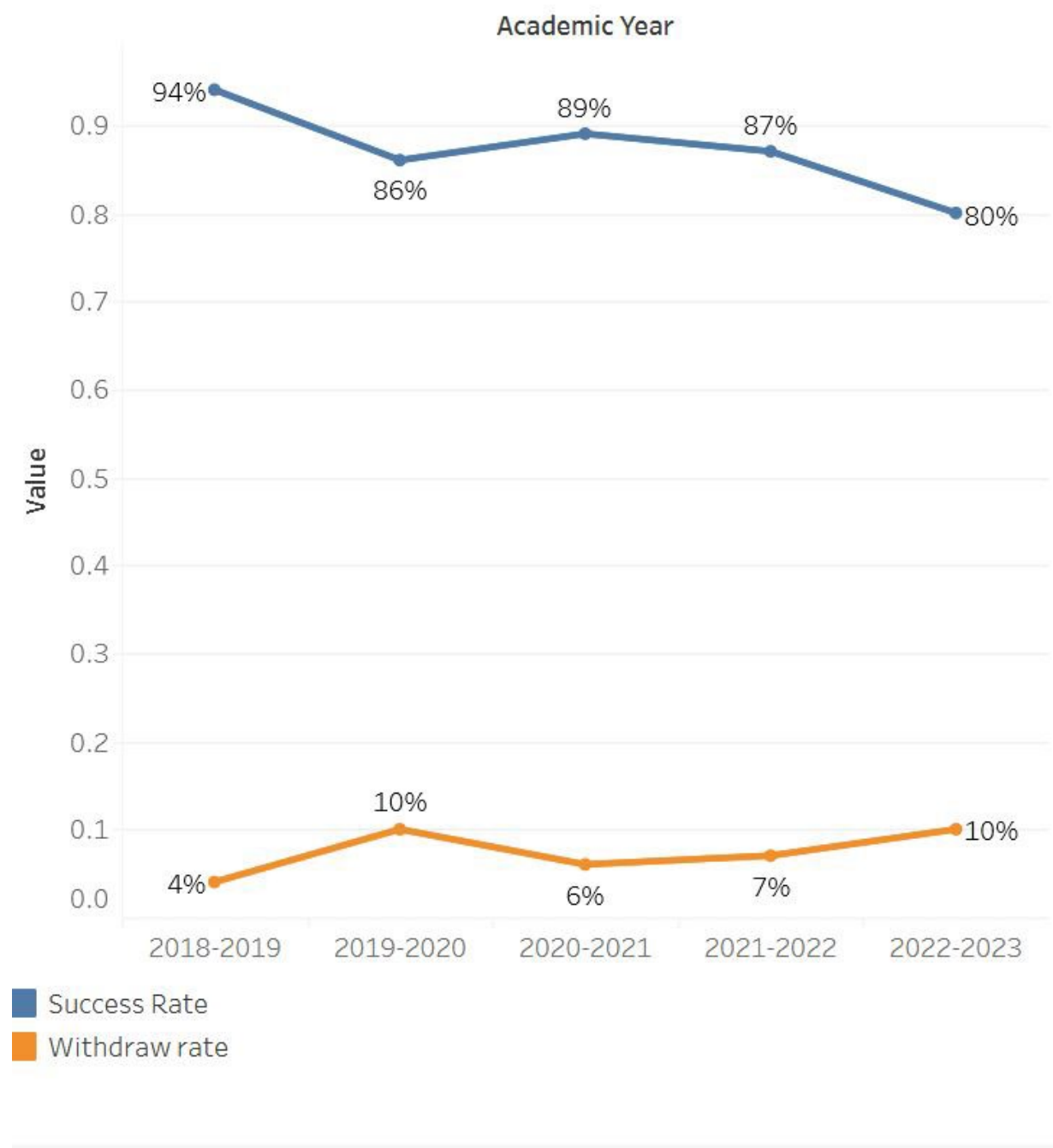
- *Clear Pathways:* Clearly articulate educational pathways especially with the current new found challenge with hidden pre- requisites.
- *Stackable Credentials:* Offering stackable credentials or certificates within the program would provide students with the flexibility to enter the workforce at different stages of their education.

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?

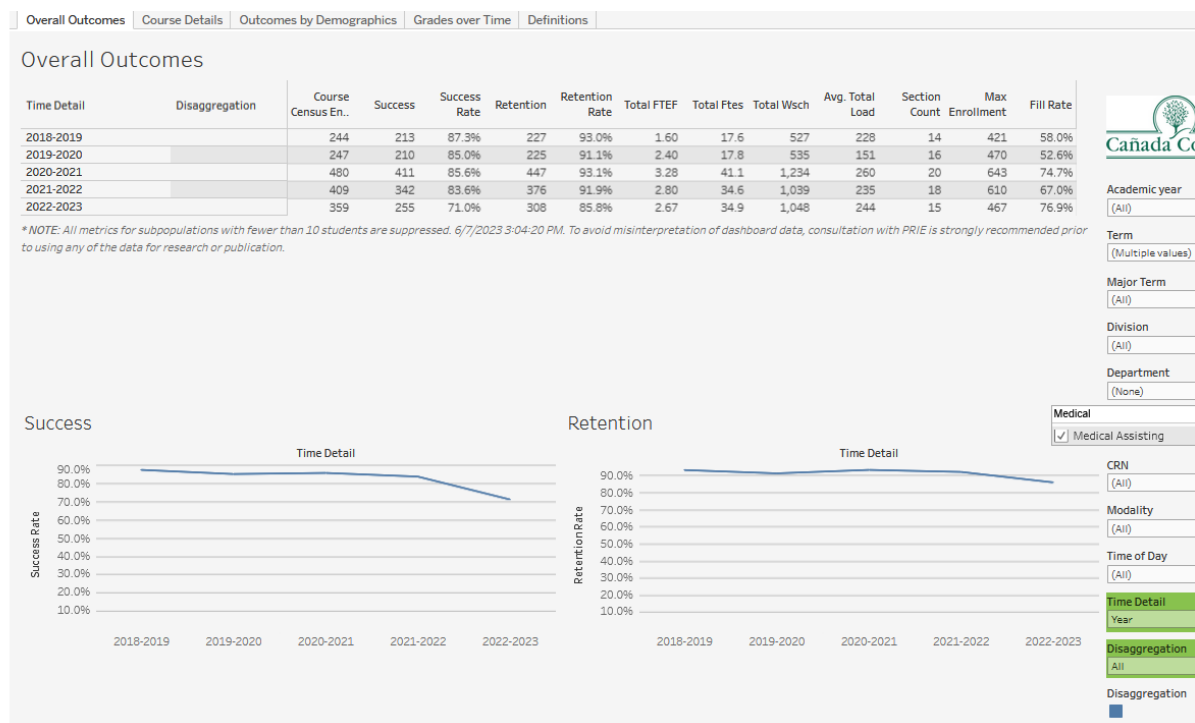
The increase in the overall course success rate within the Medical Assisting Program is a positive indicator of our program's effectiveness.

Program Review



Program Review

Course Outcomes



Nevertheless, it is important to address the challenges in specific courses to ensure that students receive the support and resources they need to excel in their studies.

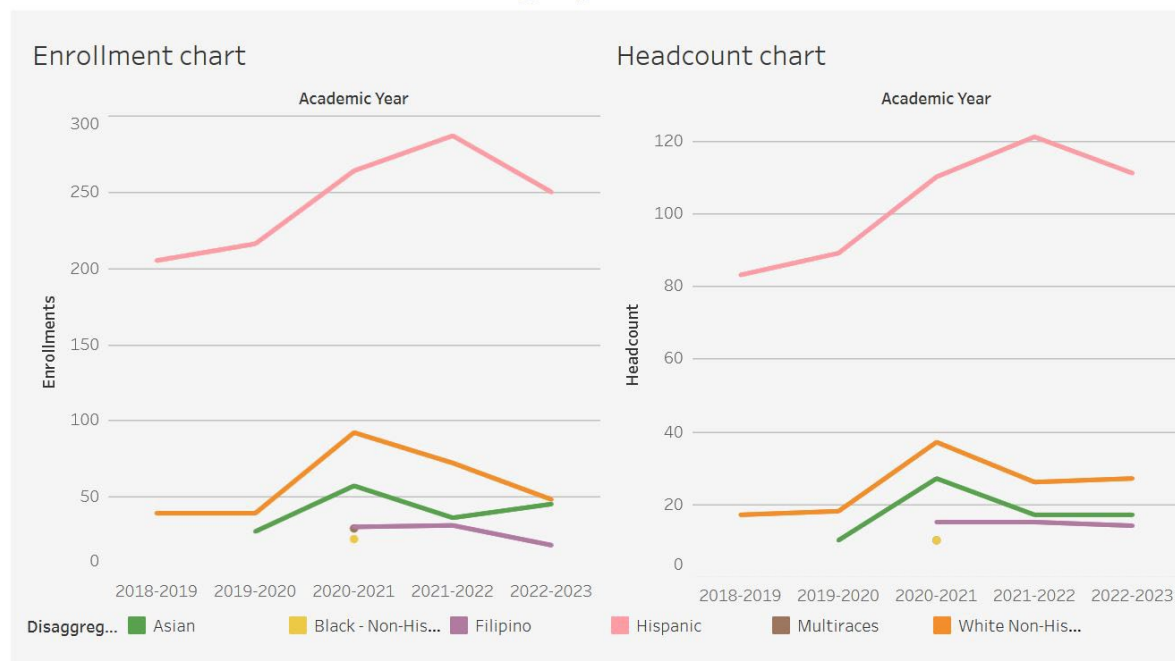
8B. Student Equity

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?

Our program has consistently served a diverse student population, with the highest enrollment consisting of Hispanics, White students, and Asians (Filipinos, Chinese, Cantonese, and Mandarin) followed by African American and Pacific islanders populations. Another observation is gender disparity. Stereotypes about gender roles in healthcare fields can create challenges for men entering the profession. This has always been the case in medical assisting which is predominantly female and is evident in the graphs and numbers.

Program Review

Student Enrollment & Demographics



During the COVID-19 pandemic years of 2020-2021, our program experienced a decline in the success rate for two crucial courses, Pharmacology and Billing and Coding.

The drop in the pharmacology class's success rate can be primarily attributed to students lacking a solid foundation in algebra, math calculations, and the comprehension of problems related to drug dose calculations. These fundamental skills are essential for understanding and accurately performing drug dose calculations, a critical aspect of safe and effective healthcare in the medical assisting field. Importantly, this decline has ripple effects, impacting not only the success rate but also clinical classes, clinical training placements, and course completions.

There is a decrease in the success rate observed in billing and coding courses. This drop can be partly attributed to faculty changes resulting from staff turnover and the retirement of our veteran faculty member. The transition to new instructors introduced variability in teaching styles and course management, thereby affecting student success.

A very slight decline was noticed in the success rate for the introductory course in medical assisting as well. This decline is relatively typical, given the usual census numbers expected for introductory courses, as students often enroll to explore their interest and aptitude in the field and program.

Program Review

Equity & Disproportionate Impact

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
	2018-2019	126.0	100.0%	100.0%	0.0%	8.7%
	2019-2020	133.0	100.0%	100.0%	0.0%	8.5%
	2020-2021	219.0	100.0%	100.0%	0.0%	6.6%
	2021-2022	199.0	100.0%	100.0%	0.0%	6.9%
	2022-2023	190.0	100.0%	100.0%	0.0%	7.1%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
	2018-2019	317.0	89.9%	89.9%	0.0%	5.5%
	2019-2020	330.0	84.5%	84.5%	0.0%	5.4%
	2020-2021	514.0	86.2%	86.2%	0.0%	4.3%
	2021-2022	459.0	84.7%	84.7%	0.0%	4.6%
	2022-2023	417.0	74.1%	74.1%	0.0%	4.8%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
	2018-2019	317.0	5.4%	5.4%	0.0%	5.5%
	2019-2020	330.0	10.0%	10.0%	0.0%	5.4%
	2020-2021	514.0	6.8%	6.8%	0.0%	4.3%
	2021-2022	459.0	7.8%	7.8%	0.0%	4.6%
	2022-2023	417.0	12.7%	12.7%	0.0%	4.8%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/7/2023 2:54:24 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.



AY 18-19
to 22-23

Disaggregation

None

Academic Year

(All)

☒ (All)

☒ 2018-2019

☒ 2019-2020

☒ 2020-2021

☒ 2021-2022

☒ 2022-2023

Bus. Design & Workforce

Department

Medical Assisting

Course Number

(All)

CRN

(All)

Unit Load

(All)

Modality

(All)

Time of Day

(All)

As part of the College's commitment to equity, our program continues to focus on ensuring that all students, regardless of their background, have access to and success in the Medical Assisting program.

We plan to expand the course offerings for the program during evenings and Saturdays. This might allow for men to enroll for the courses after work hours.

We are implementing additional support mechanisms, such as tutoring, to assist students in mastering the challenging subject matter of pharmacology, addressing the foundational skills gap, and helping them succeed. We are considering the integration of foundational math and writing modules into the program. Offering developmental courses or workshops specifically targeted at these skills will support students in their coursework.

In response to faculty changes in both pharmacology and billing and coding, we are ensuring consistency in teaching and course management by bringing in new faculty members and offering mentorship programs to maintain the quality of instruction.

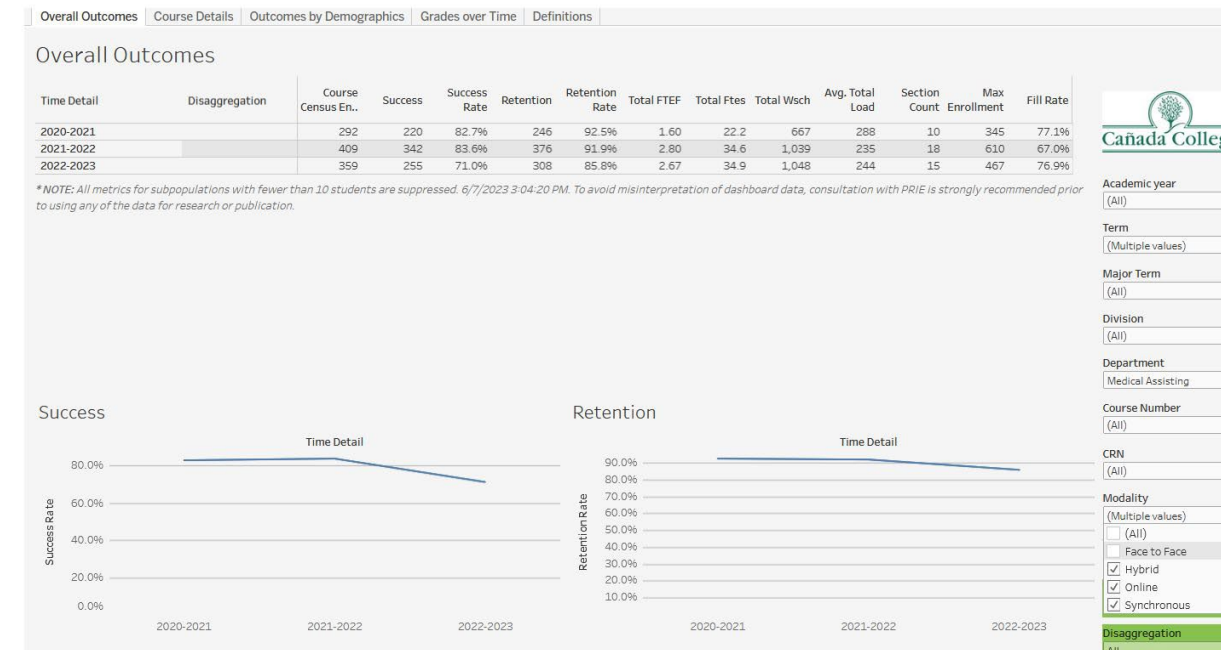
Program Review

8C. Completion – Success Online

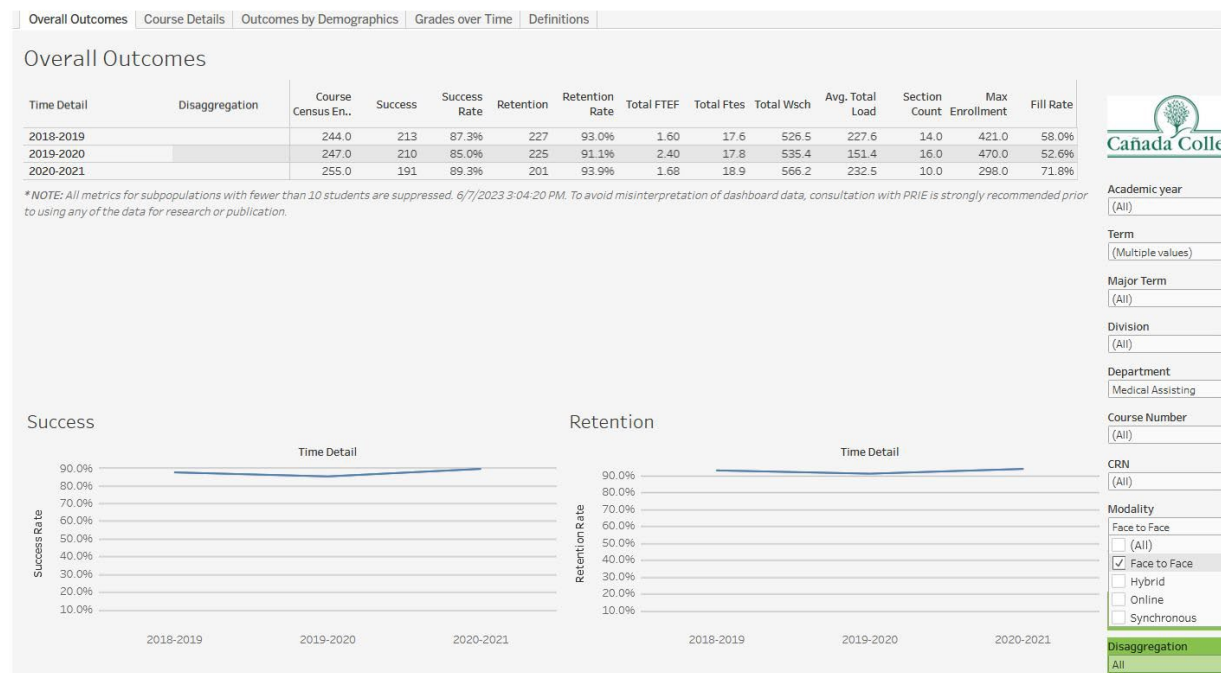
The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

The Hybrid Online Courses program has demonstrated notable success, with achievement rates comparable to traditional face-to-face courses. This program has expanded our reach to a broader student demographic, enhancing accessibility and enabling adaptable curriculum modifications to address crises effectively.

Course Outcomes

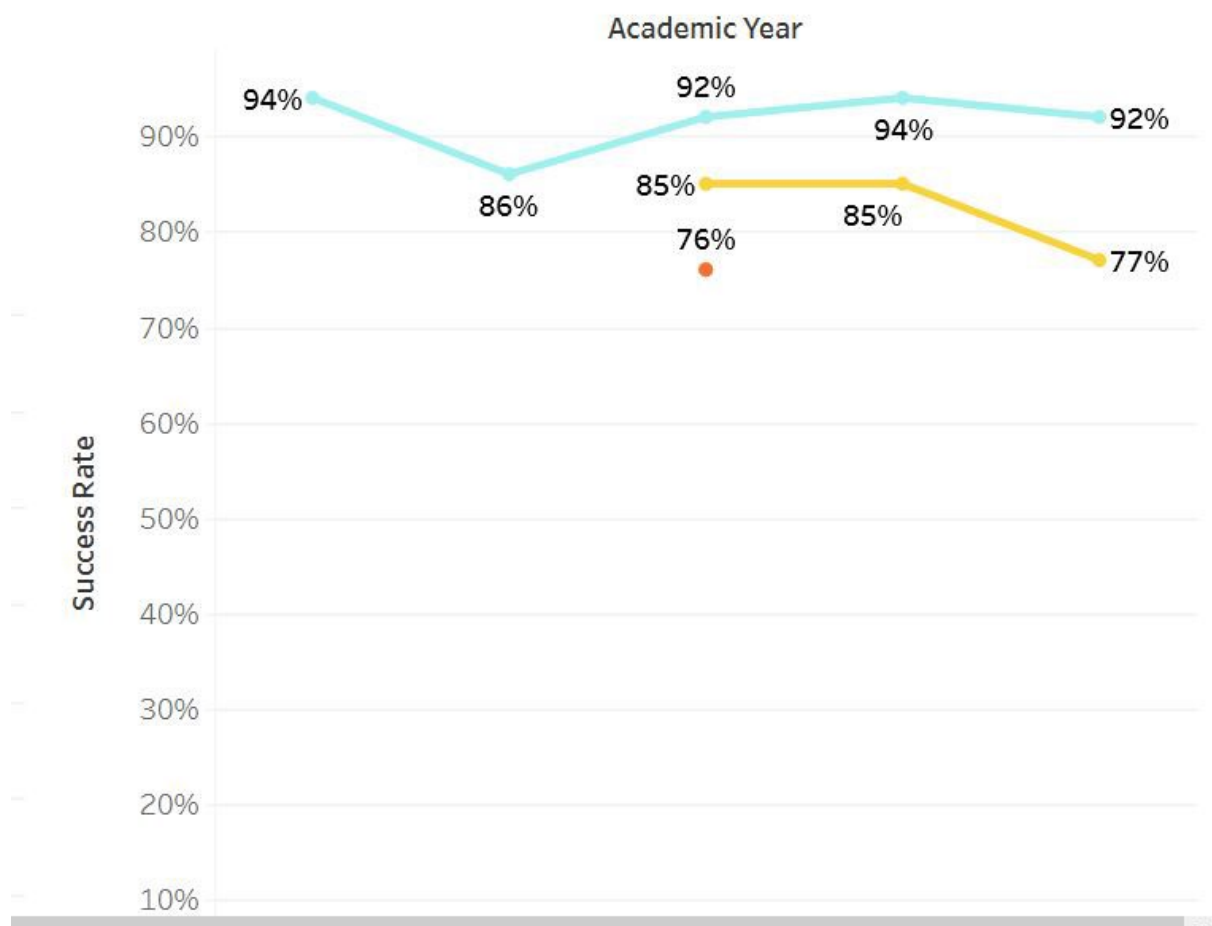


Course Outcomes



Program Review

Success Rate Modality



However, the resurgence of individuals rejoining the workforce presents new challenges, specifically concerning childcare responsibilities and increased work hours.

Rising inflation is requiring everyone to pick up more hours to provide for their family and it is impacting success and completion rates.

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.

The program acquired a coordinator in 2021-22. An effective assessment process has been facilitated by a dedicated faculty coordinator as best possible.

There is continuous dialogue within the department about the student learning outcome assessment, results and challenges. The curriculum review has been ongoing annually since the Pandemic and the introduction of remote learning (online and hybrid) and distance education addendum. In the past three years, faculty have undertaken Canvas training and successfully moved the medical course learning platform to online learning while focusing on student equity and success.

However, the drastic changes with the program to deal with the pandemic and massive turn around in faculty has posed as a challenge at being able to assess the SLO's without bias.

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?

However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but other community and state colleges as well, the SLO assessment process has been difficult to achieve.

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. It would be appreciated if an alternative assessment strategy/ self driven reporting process could be introduced to support the effectiveness of this process.

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?

The Medical Assisting Program remains dedicated to student advancement, and over 85% of our students receive job offers and are hired immediately upon program completion. During the pandemic, they requested us to send students who were ready to perform with very little oversight because of a shortage of personnel. Not only did we deliver but in fact most of our students were hired post-training at their respective sites. The feedback received mentioned that the sites were impressed with the level of competency, professionalism, and integrity displayed.

The program maintains an annual meeting with its Advisory Committee, which includes students, graduates, physicians, public members, program faculty, and local business professionals. This diverse group provides valuable insights and recommendations for program improvement, discussing curriculum, goals, learning objectives, and changes in instructional methods.

The committee also offers feedback on current students' practicum experiences. The status of our program learning outcomes remains robust, dynamic, and well-aligned with the needs of Santa Mateo County's healthcare sector and the Bay Area.

Our program maintains strong relationships with a network of externship sites within Santa Mateo County with organizations like Kaiser, Sutter, Stanford, Concentra, smaller proprietorship practices health centers, etc. These partnerships have helped to ensure adequate opportunities to train in real-world scenarios. Regular evaluation of student performance at these sites allows us to assess and collect data to maintain our program outcomes.

The program faculty actively engages in both college-wide and community outreach activities. This includes participation in events such as Career fairs, resume building, interview technique workshops, Job fairs, collaboration with high schools such as Sequoia High School, and other outreach workshops in San Mateo County.

One of the most compelling indicators of our program's efficacy is the success of our students in the field.

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.

Action Plan for Program Improvement

The Medical Assisting Program has identified various areas for improvement based on the Program Learning Outcomes (PLO) assessment and other considerations. The following action plan outlines the timeline, responsible parties, and required resources for these enhancements.

Action Item	Timeline	Responsible Party	Resources Required

1. Simulation Lab Implementation:			

- Establish a Simulation Lab after relocating from modular buildings.	Fall 2024 - Summer 2025	Dean Hyla	

Program Review

Dean Ameer Thompson

Ritu Malhotra and MEDA adjunct faculty Perkins/Strong Workforce funding

Cannot be implemented until administration and deans identify and prioritize a timeline for the shift of the Medical assisting Lab from the modular building to Building 18?

- Acquire supplies for the Simulation Lab and clinical courses. Spring 2024 Hyla Lacefield Fund 1 budget allocation

2. Faculty Support:

- Hire full-time faculty to enhance program growth and offerings. Spring 2024 Hyla Lacefield

Ritu Malhotra Perkins/Strong Workforce funding and support

- Expand student tutors/assistants for specific MEDA courses. All Semesters All Instructors Strong workforce funding and support

- Hire and train teacher's assistants to support faculty. Summer 2024 All Instructors Perkins/Strong Workforce funding and support

3. Program Promotion: Marketing Collateral

- Enhance marketing efforts to boost enrollment and community awareness.

- Develop and distribute marketing materials to raise program awareness.

Ongoing Marketing team/ department , student services and counselors and Hyla Lacefield

Marketing budget, graphic design, content development

4. Enriched Learning Tools:

- Introduce EPIC software to enhance program offerings. Spring 2024 Hyla Lacefield

IT team Software acquisition

Support required with-

IT support, HIPAA qualification and copyright, Cost of program and high speed desktop/ laptops to support technology around program.

5. Practical Training Enhancement:

- Establish volunteer aides and maintain connections with the medical community to enrich practical training.

Fall 2024 - Summer 2025 Ritu Malhotra Collaboration with medical facilities

6. Exam Preparation Support:

- Offer support for students using exam prep publisher material (CCMA and NHA license materials). Ongoing
Program Coordinator and Faculty Licensing fees, study materials

Additional Actions:

Action Item	Timeline	Responsible Party	Resources Required

1. Accessibility Enhancement:

- Expand evening and online class offerings for improved accessibility.	Ongoing	Program Coordinator	
Faculty, course development, online learning platforms			

2. In-Class Tutoring:

- Implement in-class tutoring for challenging courses.	Spring 2023	Faculty and Academic Support	
Services Additional teaching assistants, tutoring materials and training (release time)			

4. Community Partnerships:

- Foster community partnerships for the apprenticeship program.	Spring 2024	Program Coordinator	
Collaboration with local businesses, networking, program materials			

5. Additional Course Offerings:

- Introduce complementary program additions (phlebotomy, EKG technician) to diversify students' skill set.	Fall 2023	Curriculum Committee	

Ritu Malhotra

All faculty

Strong work force director Curriculum development, faculty training and budget for supplies/launch of programs and courses.

-

Program Review

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

Tables & Graphs

Action Plan for Program Improvement

The Medical Assisting Program has identified various areas for improvement based on the Program Learning Outcomes (PLO) assessment and other considerations. The following action plan outlines the timeline, responsible parties, and required resources for these enhancements.

Action Item	Timeline	Responsible Party	Resources Required
1. Simulation Lab Implementation:			
- Establish a Simulation Lab after relocating from modular buildings.	Fall 2024 - Summer 2025	Dean Hyla Lacefield Dean Ameer Thompson Ritu Malhotra and MEDA adjunct faculty	Perkins/Strong Workforce funding Cannot be implemented until administration and deans identify and prioritize a timeline for the shift of the Medical assisting Lab from the modular building to Building 18?
- Acquire supplies for the Simulation Lab and clinical courses.	Spring 2024	Hyla Lacefield	Fund 1 budget allocation
2. Faculty Support:			
- Hire full-time faculty to enhance program growth and offerings.	Spring 2024	Hyla Lacefield Ritu Malhotra	Perkins/Strong Workforce funding and support
- Expand student tutors/assistants for specific MEDA courses.	All Semesters	All Instructors	Strong workforce funding and support
- Hire and train teacher's assistants to support faculty.	Summer 2024	All Instructors	Perkins/Strong Workforce funding and support
3. Program Promotion: Marketing Collateral			
- Enhance marketing efforts to boost enrollment and community awareness. - Develop and distribute marketing	Ongoing	Marketing team/ department , student services and counselors and Hyla Lacefield	Marketing budget, graphic design, content development

Program Review

materials to raise program awareness.			
4. Enriched Learning Tools:			
- Introduce EPIC software to enhance program offerings.	Spring 2024	Hyla Lacefield IT team	Software acquisition Support required with- IT support, HIPAA qualification and copyright, Cost of program and high speed desktop/ laptops to support technology around program.
5. Practical Training Enhancement:			
- Establish volunteer aides and maintain connections with the medical community to enrich practical training.	Fall 2024 - Summer 2025	Ritu Malhotra	Collaboration with medical facilities
6. Exam Preparation Support:			
- Offer support for students using exam prep publisher material (CCMA and NHA license materials).	Ongoing	Program Coordinator and Faculty	Licensing fees, study materials

Additional Actions:

Action Item	Timeline	Responsible Party	Resources Required
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- Expand evening and online class offerings for improved accessibility.	Ongoing	Program Coordinator	Faculty, course development, online learning platforms
2. In-Class Tutoring:			
- Implement in-class tutoring for challenging courses.	Spring 2023	Faculty and Academic Support Services	Additional teaching assistants, tutoring materials and training (release time)
4. Community Partnerships:			

Program Review

- Foster community partnerships for the apprenticeship program.	Spring 2024	Program Coordinator	Collaboration with local businesses, networking, program materials
5. Additional Course Offerings:			
- Introduce complementary program additions (phlebotomy, EKG technician) to diversify students' skill set.	Fall 2023	Curriculum Committee Ritu Malhotra All faculty Strong work force director	Curriculum development, faculty training and budget for supplies/launch of programs and courses.

-Top of Form

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Full Time MEDA Instructor

Requesting Unit

MEDA

Position Description

full time instructional faculty

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Program Goals this Request Supports

The Medical Assisting program is performing well, with student success rates consistently above the school average at 85%, but to maintain this high level of achievement and ensure compliance with accreditation standards, we urgently need an additional full-time faculty member. The success rates are declining to 78%. The increasing community demand for work-ready graduates has placed significant strain on the sole full-time faculty member. This support will enhance student engagement, improve clinical training, and provide better oversight of clerkship training, ultimately boosting student success and workforce readiness while alleviating the risk of burnout.

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

An additional full-time faculty member will enable more individualized attention and a dedicated approach to addressing the diverse needs of students from various backgrounds. Full timers are usually fully vested in student progress and program growth. This focused support will enhance course engagement and outcomes, creating a more equitable educational experience allowing for all groups to be better prepared for success in the workforce.

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

The program and its team are already committed to supporting student progress and program growth, particularly for Latinx and AANAPISI students. This will include the new faculty member.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with the college's strategic objectives by enhancing student success, increasing retention rates, and promoting equity in education. It supports the Board of Trustees' goals of providing accessible, high-quality instruction and fostering a diverse learning environment.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

The proposed position directly addresses the program's goals by enhancing student support and engagement, as highlighted in the recent program review. It aims to improve student retention rates, provide individualized instruction, and ensure compliance with accreditation standards. This investment will strengthen the program's overall effectiveness and contribute to its continuous growth and success. Student demand for the Medical Assisting program has significantly increased, with enrollment rising from 220 students in 2020-2021 to 395

Resource Requests

students in 2023-2024—an increase of approximately 79.55%. Over the past two years, courses such as Clinical Procedures, Billing and Coding, and Medical Terminology have consistently exceeded capacity by 25-45%, indicating strong interest. Students have expressed a desire for more personalized instruction and support, particularly in pharmacology, clinical skills and exam preparation. Community partners have echoed this sentiment, stating that they seek practice-ready graduates because they lack the resources to train new hires due to a personnel shortage. The proposed faculty member will assist the current faculty member in addressing this growing demand by expanding course offerings and providing focused attention to students, ultimately enhancing both student success and workforce readiness.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

1

2. What is the Full Time/Part Time ratio?

1/2.48 = 40% (total FTEF Fall 2024 is 2.48)

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

No. We are at 40%.

4. Average number of sections offered per year.

24

5. Average departmental Fill Rate per year.

65.6

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Student demand for the Medical Assisting program has significantly increased, with enrollment rising from 220 students in 2020-2021 to 395 students in 2023-2024—an increase of approximately 79.55%. Over the past two years, courses such as Clinical Procedures, Billing and Coding, and Medical Terminology have consistently exceeded capacity by 25-45%, indicating strong interest. Students have expressed a desire for more personalized instruction and support, particularly in pharmacology, clinical skills and exam preparation. Community partners have echoed this sentiment, stating that they seek practice-ready graduates because they lack the resources to train new hires due to a personnel shortage. The proposed faculty member will assist the current faculty member in addressing this growing demand by expanding course offerings and providing focused attention to students, ultimately enhancing both student success and workforce readiness.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

The Medical Assisting program faces significant challenges due to the overwhelming burden on the sole full-time faculty member. This individual not only manages instructional responsibilities with over load but also oversees program coordination. The coordinator's responsibilities, including building community connections and managing documentation and contracts, add further demands to an already heavy workload. On top all of those responsibilities the full time faculty is also responsible for handling/ running the Co-Op (Clerkship placement) for clinical courses which includes but is not limited to gathering immunization details, securing placement sites, submitting documents, and monitoring student progress consume many hours each week.

Additionally, the struggle to hire qualified adjunct instructors has hindered the effective delivery of essential courses like Pharmacology and Billing and Coding, especially due to recent faculty turnover in the past three years. Challenges such as the need for specialized training to teach healthcare courses online and higher compensation in the healthcare field compared to education have contributed to this issue. The reliance on part-time instructors, who often have scheduling conflicts with their other jobs and may not feel fully vested in the program, adds to the challenge further in program delivery.

Resource Requests

As a result, students are experiencing difficulty in receiving support, reduced access to critical training, and at times delays in degree completion, ultimately impacting their readiness for the workforce. An additional full-time faculty member would alleviate these burdens and provide support.

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

While we have successfully managed the program with one full-time faculty member, the increasing challenges outlined above highlight the need for an additional faculty member to maintain quality instruction and provide students the support they deserve.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

One of the challenges the program is currently facing is the need for faculty to adapt to curricular changes stemming from the 1705 and 705 policies. These changes in math and English requirements necessitate amendments in the MEDA course offerings and student support services, adding complexity to an already demanding situation. We require additional resources and support to find innovative ways to ensure that students receive assistance with these fundamental skills as they progress through their courses necessitating strategic additions to the course materials to better meet the needs of our students.

We would like to express our gratitude for the much-needed relocation of the Medical Assisting clinical lab to Building 18. However, I would like to share that we encountered several challenges during the execution of this move, which felt rushed and disorganized. Despite the Medical assisting team's diligent efforts throughout the summer critical items were not delivered until the Friday before the school year began. Despite our ongoing commitment to conducting courses this fall, the significant delays and last-minute adjustments have led to confusion during instruction and have affected our ability to provide effective lab experiences. These challenges have left us feeling overwhelmed. Additionally, many orders were placed only after classes began, and several items remain unassembled, further complicating our operations. Addressing these issues in the future with clear transparent communication and timely responses / follow ups is crucial for fostering a smoother learning environment for our students and positive work environment for faculty and team.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion

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

Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Personnel - Instructional Faculty (2024 - 2025)

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Instructional Aide

Requesting Unit

3

Resource Requests

Position Description

Assists in various tasks to support student learning and skill development in clinical lab.

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Part-Time (if part time, please provide # of months per year)

Provide # of months

8

Program Goals this Request Supports

Ensuring efficient lab setup, maintenance, and student guidance during clinical practice, provide support will improve hands-on learning experiences, ensure adherence to safety and compliance standards, and streamline lab operations. This aide role will enhance student competency and program quality by enabling faculty to focus on teaching and engagement, supporting the school's goals for excellence in healthcare training.

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

By providing all students with equal access to hands-on support and individualized feedback, facilitating boosts in skills and confidence for underserved students

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

By providing them with equal access to hands-on support and individualized feedback.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The position supports college and District goals by enhancing student success, workforce readiness, and equitable access to high-quality healthcare training.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

The position directly supports the program's goals by improving hands-on training quality, enhancing student competency, and increasing program completion rates.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

1

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Resource Requests

Item Requested

Simulation Lab Equipment

Item Description

After moving from portables, need to acquire supplies for the Simulation Lab and clinical courses.

Program Goals this Request Supports

Support equitable success through hands-on learning opportunities

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

20,000

One-Time or Recurring Cost?

One-time Cost

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

Address equity gaps by better supporting students with simulations and remote learning during clinical and laboratory courses..

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

Support our Latinx and AANAPISI communities by improving outreach/demonstrations. We are in the process of working with medical students to allow in field exposure in the life of a medical professional.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Item Requested

Student Assistants

Item Description

Fund hours for MEDA specific student assistants to help in class with tutoring and helping other students

Program Goals this Request Supports

Support equitable student success

Status

New Request - Active

Resource Requests

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

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

Improve access and success for students

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

Possibly support language needs of students

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Item Requested

Marketing materials

Item Description

Develop and distribute marketing materials to raise program awareness.

Program Goals this Request Supports

Access

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,500

One-Time or Recurring Cost?

Recurring Cost

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

Greater access to information about the program to all our communities

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

Language specific marketing materials

Resource Requests

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Item Requested

EPIC Software

Item Description

Software acquisition so we can provide training at par with industry / hospital electronic health care records and charting.

Program Goals this Request Supports

Student access and success

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

25,000

One-Time or Recurring Cost?

One-time Cost

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

Concerns/ need support with-HIPPA qualifications and copy right, Cost of software, IT support .Support for technology around running the software (powerful and high speed desktops / laptops)

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

Greater industry relevance for our Latinx and AANAPISI students when they enter the job market

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Item Requested

Licensing fees and exam preparation material for the CCMA and NHA license exams

Item Description

We are requesting funds to purchase CCMA and NHA exam preparation materials, approximately 40 tests at \$275 per license and 40 exams at \$325 per license, respectively. This initiative aims to offer exam preparation for CCMA

Resource Requests

and NHA certifications, ultimately increasing the success rates of our students and community members who take these exams.

Program Goals this Request Supports

Student success

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

Support all students in passing these licensing exams

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

Support LATinx and AANAPISI in passing licensing exams

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

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

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Medical Assisting

Item Requested

Program expansion - phlebotomy, EKG technician

Item Description

Pay for faculty time to develop curriculum and purchase supplies and launch new courses for new programs

Program Goals this Request Supports

Student success

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

45,000

One-Time or Recurring Cost?

One-time Cost

Resource Requests

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

Programs could enhance employability of our students

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

See above

Map Request to College Goals and Strategic Initiatives

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Personnel - Librarian or other Non-Instructional Faculty (2023 - 2024)

Requested Year

2023 - 2024

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

Map Request to College Goals and Strategic Initiatives

Personnel - Instructional Faculty (2023 - 2024)

Personnel - Instructional Faculty (2023-2024)

Requested Year

2023 - 2024

Requesting Unit

BDW/Medical Assisting

Position Description

Full-Time Instructional Faculty for MEDA

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

TBD

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines

Resource Requests

may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

Map Request to College Goals and Strategic Initiatives

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Test1

Position Title:

test

Is this position permanent?

Yes

Position Type

Full-time

Program Goals this Request Supports

Test

Justification

Map Request to College Goals and Strategic Initiatives.

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

BDW/MEDA

Position Title:

Instructional Aide II

Is this position permanent?

No

Position Type

Full-time

Provide # of months.

8

Program Goals this Request Supports

Student retention and growth of program

Resource Requests Justification

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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
Improve the financial stability of students
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
Strengthen K-16 pathways and transfer
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Music

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.

[no change] It is the mission of Cañada College Music Department to provide students with many opportunities to engage in creative expression and critical thinking about music and its place in diverse cultures. The Cañada College Music Department ensures student success by offering a diverse range of high-quality music learning, performing and listening experiences. This vision is profoundly in alignment with the College Learning outcomes. Music history, theory and performance demand critical and creative thinking. Music has its own communicative codes, and these are augmented through language-based scholarly skills. Music must be understood as a powerful to examine the society that produces it. Music theory is a centuries-old yet constantly evolving application of rational and practical inquiry.

Rather than focusing on majors in the program, the Cañada College music program focuses on providing GE transfer courses and on music instruction on piano and guitar.

[updated] Equity and diversity are certainly part of the music curriculum. Four of the nine transferrable courses feature content centered on diverse cultures and ethnicities in the US and around the world. Other courses also integrate diverse content. For example, about 40% of the music examples in Music Fundamentals, instead of using only European classical music examples, are from Black and Latinx cultures.

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.

no known changes

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?

DE addenda were added to all courses.

A new course, MUS. 275 History of Jazz, was added but has not yet been successfully offered. Diversity and equity efforts have not not changed student enrollment behavior.

MUS. 271 Opera and Musical Theater History *Banked* in 2023. No plans to offer in near future. This course could still be an attractive enrichment offering.

Program Review

MUS. 401-404, Voice I-IV *Banked* No plans to offer in near future. COVID concerns definitely pushed this to the back shelf. Informal student surveys have, at times, indicated an interest in voice instruction, but student interest has not been consistent.

MUS. 290 Introduction to Music and Computers *Banked* 12/08/2017. Duplicates similar CSM & Skyline courses.

MUS. 230 Beethoven *Banked* 12/08/2017

MUS. 115 Art, Music and Ideas *Banked* 04/27/2018

Cañada Course Deletion, replaced by MUS. 215 Music, Culture and History *Active* 05/12/2023

5A. Progress Report - IPC Feedback

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

Identified data gaps have been closed in this current program review.

(Previous IPC comments held that there was no program mission statement in the previous review, but it was there.)

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.

The 2016 Program Review had high hopes for an Arts Task Force on campus that would formulate some goals for the music program. That effort did not produce actionable goals. The initiative was in effect replaced by Guided Pathways and the Art, Performance and Design Interest Area. A goal of the ADP IA is to encourage interdisciplinary community among students and faculty.

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?

Support has been excellent. Pre-COVID, enrollment in f2f MUS 100 classes suggested that the number of piano benches would need to be increased, so more were ordered. Some of them have been put to use, but some remain in boxes. Also, instructor repairs to failing benches were more successful than anticipated. No net impact -- yet.

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."

No impact. Transitions from previous PT instructors (guitar, piano) have been smooth and have not affected enrollment; program continuity was maintained.

Current State of the Program

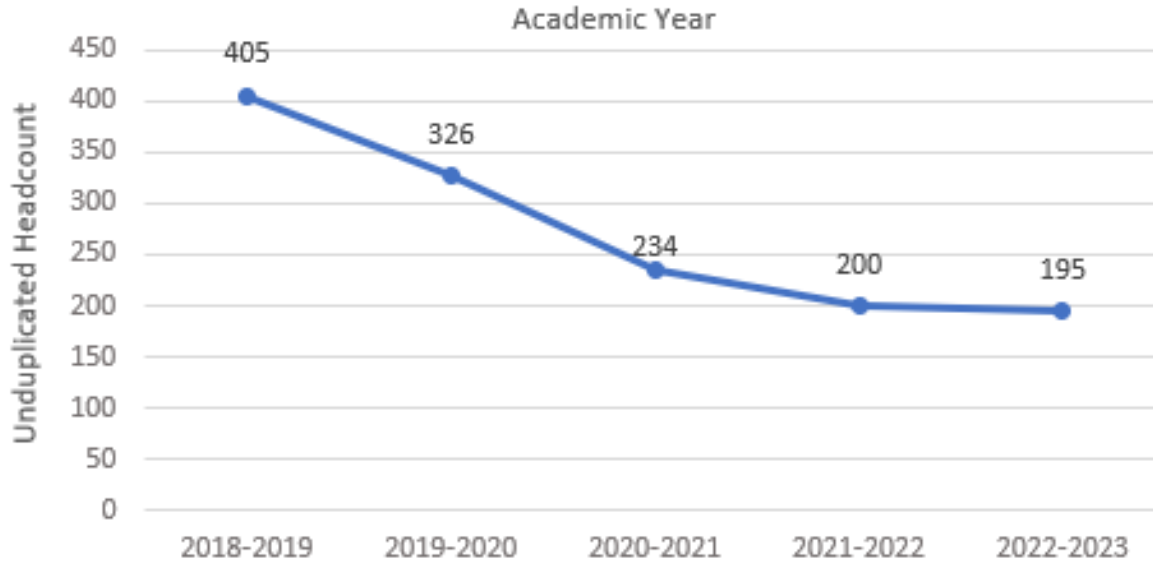
7A. Enrollment Trends

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.

The enrollment picture since 2000 has never been strong for the music program, with the exception of a few peak years now and then, usually due to CWA. From this already weak performance, "COVID" is the one-word explanation for these charts.

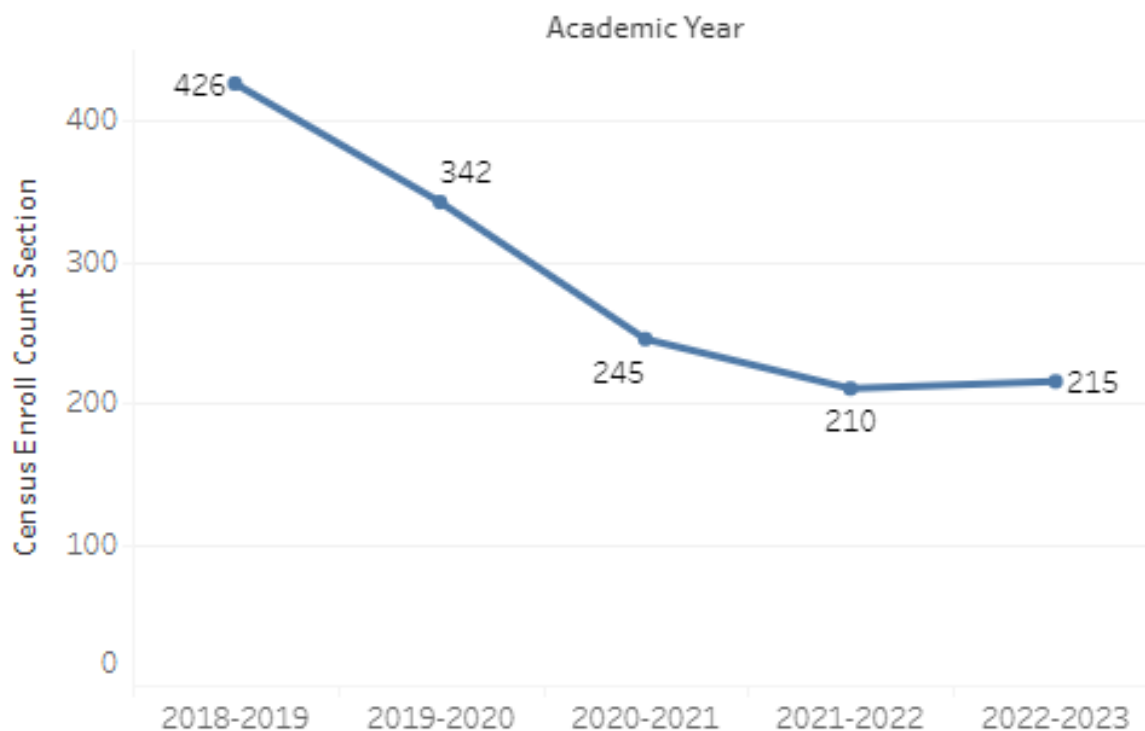
Program Review

Headcount



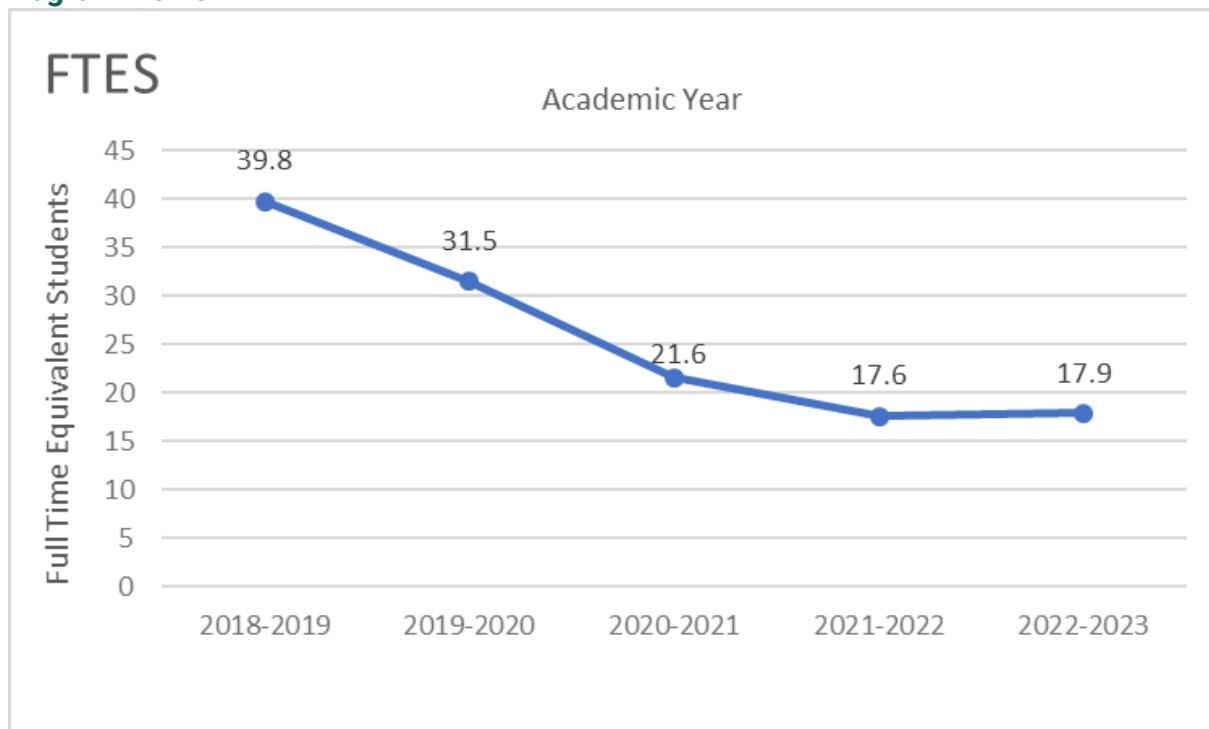
Headcount in Music was down 51.9% in 2022-2023 (195 students) compared to 2018-2019 (405 students). Headcount declined steadily for four academic years then started to flatten out in the most recent academic year.

Enrollments



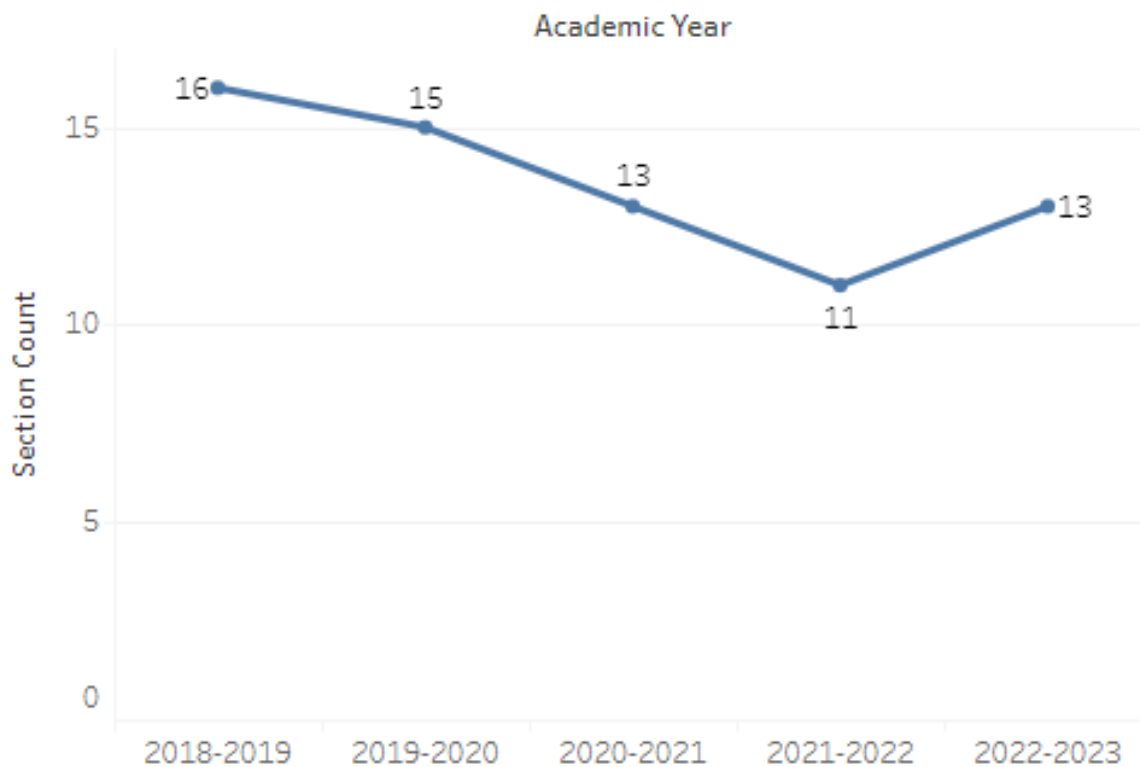
Enrollment in Music was down 49.5% in 2022-2023 compared to five years ago in 2018-2019. Music enrollment started with a high of 426 in 2018-2019 and ended with 215 enrollments in 2022-2023.

Program Review



Full-time equivalent students (FTES) in Music was down 55% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), a decrease of 21.9 FTES.

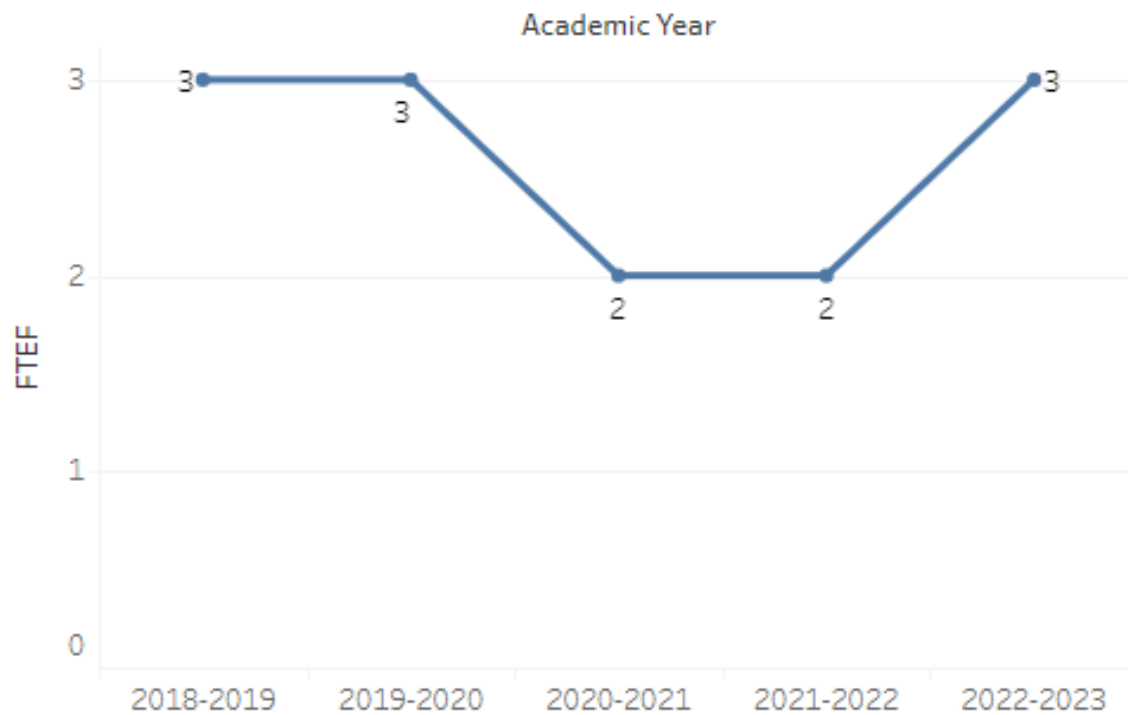
Section Count



The number of sections offered in Music decreased yearly four academic years, followed by a slight increase in the most recent academic year. The section count went from a high of 16 sections in 2018-2019 to a low of 11 sections in 2021-2022, then up to 13 sections in 2022-2023.

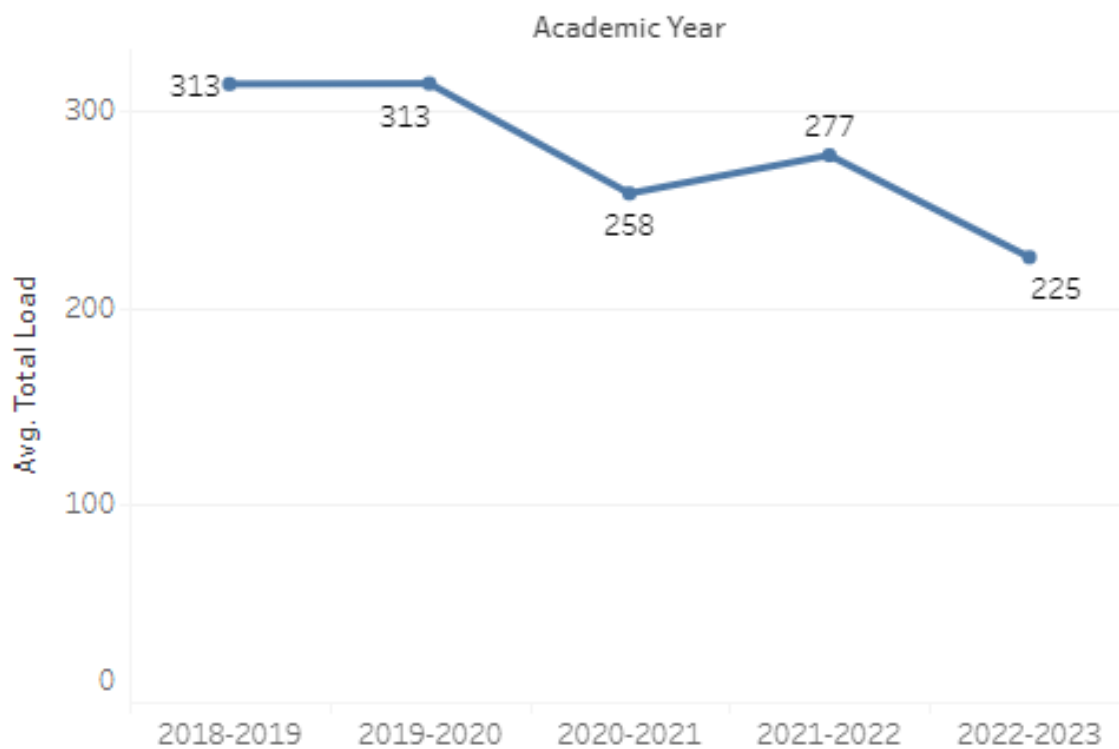
Program Review

FTEF



The number of full-time equivalent faculty (FTEF) in Music went from 3 in 2018-2019 and 2019-2020 down to 2 for two academic years, before returning to 3 FTEF in 2022-2023.

LOAD



Program Review

Load in Music fluctuated over the last five academic years with a high of 313 for two academic years (2018-2019 and 2019-2020) and a low of 225 in the most recent academic year (2022-2023).

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?

The most concerning trend is the reduction in the variety of courses offered. If the trend continues, we will offer only MUS 100 (Fundamentals) and MUS 202 (Appreciation). Keeping in mind our mission to serve the GE requirements of transferring students, this menu is far too small and will not serve student interests. Fortunately, the current semester's successful revival of MUS 250 (World Music) bodes well for bringing back Music of The Americas (MUS 240), and Histories of Popular Music and Rock (MUS 210). The film music course (MUS 260) should also support interest across the ADP IA.

Enrollment plunged during COVID. Beyond just the number of students being affected, the diversity of our course offerings has gone down. MUS 100, MUS 202, piano and guitar are the only courses consistently offered and run during a semester. MUS 240, Music of The Americas, was tied to the CWA program and was affected by CWA's dropping enrollment. Courses designed for broad appeal, such as MUS 210, Histories of Popular Music and Rock, and MUS 260 Music in Film and Television, have been cancelled due to low enrollment. The number of courses offered has fallen below the number of courses needed for the Music A.S. degree.

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.

We will continue experimenting with formats and schedule. For example, MUS 250 World Music has not been successfully offered for years, but offering it as a late start course in Fall 2023 has been successful.

The opening of the Culture Center provides a place to advertise MUS 240 and MUS 250 with displays, posters and events.

The ADP Interest Area offers a Canvas page, communication opportunities and events to promote all music courses.

Revising the degree to make it a transferrable degree would also be something to investigate. Since more district students are taking courses at all three campuses, could a degree require a course offered elsewhere in the district? A curriculum question to be explored.

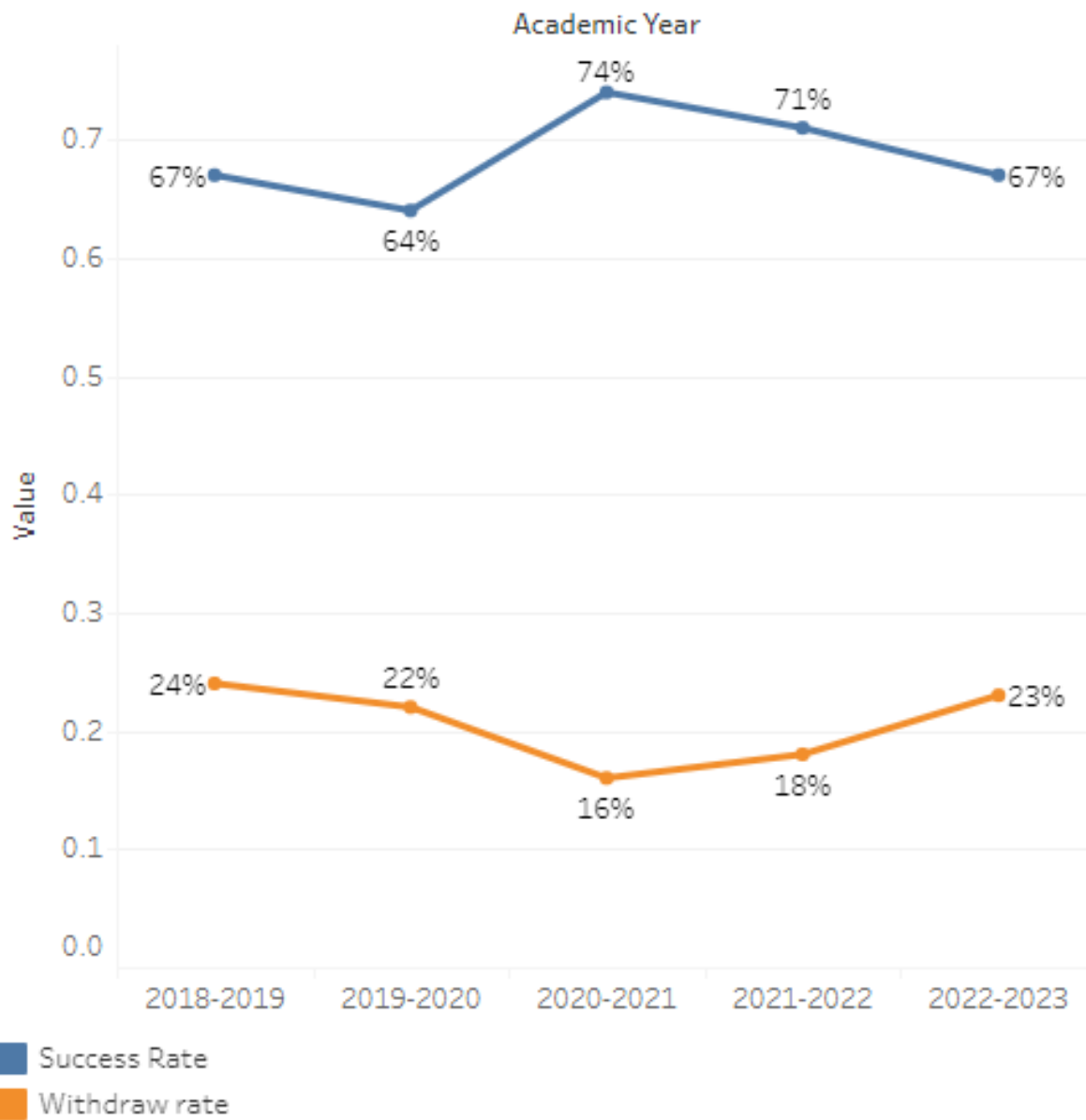
8A. Access & Completion

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?

The success rate varies a bit more for the music program than for the college overall. The COVID period of synchornous online instruction actually went well in music.

Program Review

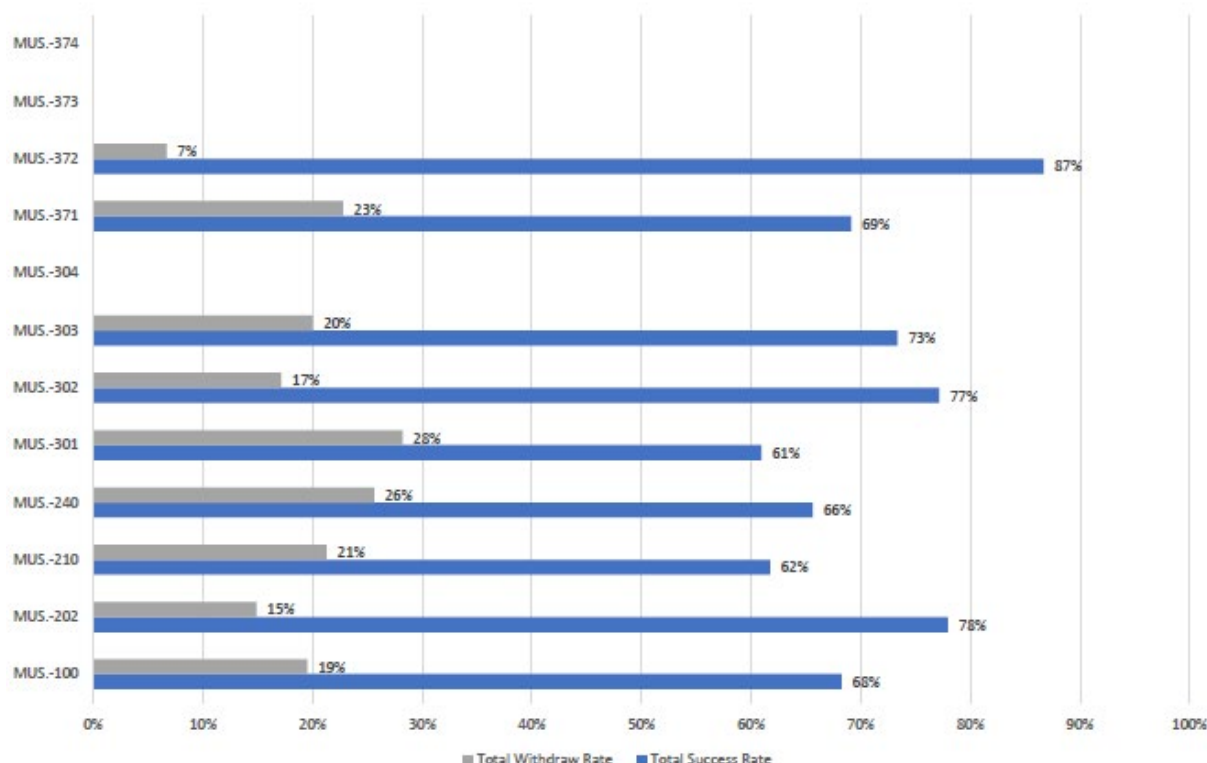
Success and Withdraw Rate



The overall success rate in Music ranged from a high of 74% in 2020-2021 to a low of 64% in 2019-2020. The success rate in Music for the most recent academic year was 67%. Withdraw rates in Music started at 24% in 2018-2019 then dropped over the next two years to a low of 16% before increasing to 23% in the most recent academic year (2022-2023).

Program Review

Course Success and Withdraw Rates
2018-2019 to 2022-2023



Course success rates in Music ranged from a minimum of 61% in MUS 301 to a maximum of 87% in MUS 372. Withdraw rates in Music ranged from a max of 28% in MUS 301 to a minimum of 7% in MUS 372. The peaks in this chart, third semester guitar and second semester piano, make sense. The actual student headcount is quite low, but clearly the follow-on students enjoy the instructors and the content. The one surprise here is that Histories of Popular Music and Rock (MUS 210) has a lower success rate than MUS 100 (Fundamentals). Fundamentals is a dry nuts-and-bolts class (despite efforts to liven it up with actual music!) and students seeking a MUS 202 Appreciation sort of experience often mistakenly sign up for 100. MUS 210 does require the most writing of all our music courses, so that probably impacts outcomes.

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?

Access

The proportion of female students in Music across all course modalities was 19.2 percentage points lower than the proportion of female students enrolled college-wide. MUS 100 skews particularly male. Given that only 3% of songwriters with chart-topping hits are women, this is consistent with society at large.

Table 1.

Student Subgroup	Gap
Unit Load: Less than Part-time (less than 6 units)	-30.3
Course Modality: Face-to-face - Females	-23.6
Course Modality: Online - Females	-16.5
Females	-19.2

Program Review

Success

The success rate for Hispanic male students in Music was 22 percentage points lower than the overall success rate in Music during the 2022-2023 academic year. Yet this group has strong access numbers, so this group definitely has a high potential for improvement.

Table 2.

Student Subgroup	Gap
Course Modality: Face-to-face - Hispanic Males	-27.1
Hispanic Males	-22.0
Course Modality: Face-to-face - Hispanic	-17.5
Low Income	-17.0
Hispanic	-16.2

For MUS 100, many examples are drawn from music of the Americas (Mexico, Cuba, Venezuela) so two questions occur. Can cultural identification be too specific – are the Cuban examples too far from home for a Chicano-identifying person? The second question is gender-related. By accident and not by design, a majority of the Latin music examples are by female performers. Perhaps the gender balance could be improved. One reference resource promoted in MUS 100 is the music theory website teoria.com. It is fully bilingual (created by people in Spain) and includes both British and American English music terminology. Perhaps this could be integrated even more into the Canvas pages for each topic. My plan also includes emphasizing diverse examples and resources as early as possible in the semester.

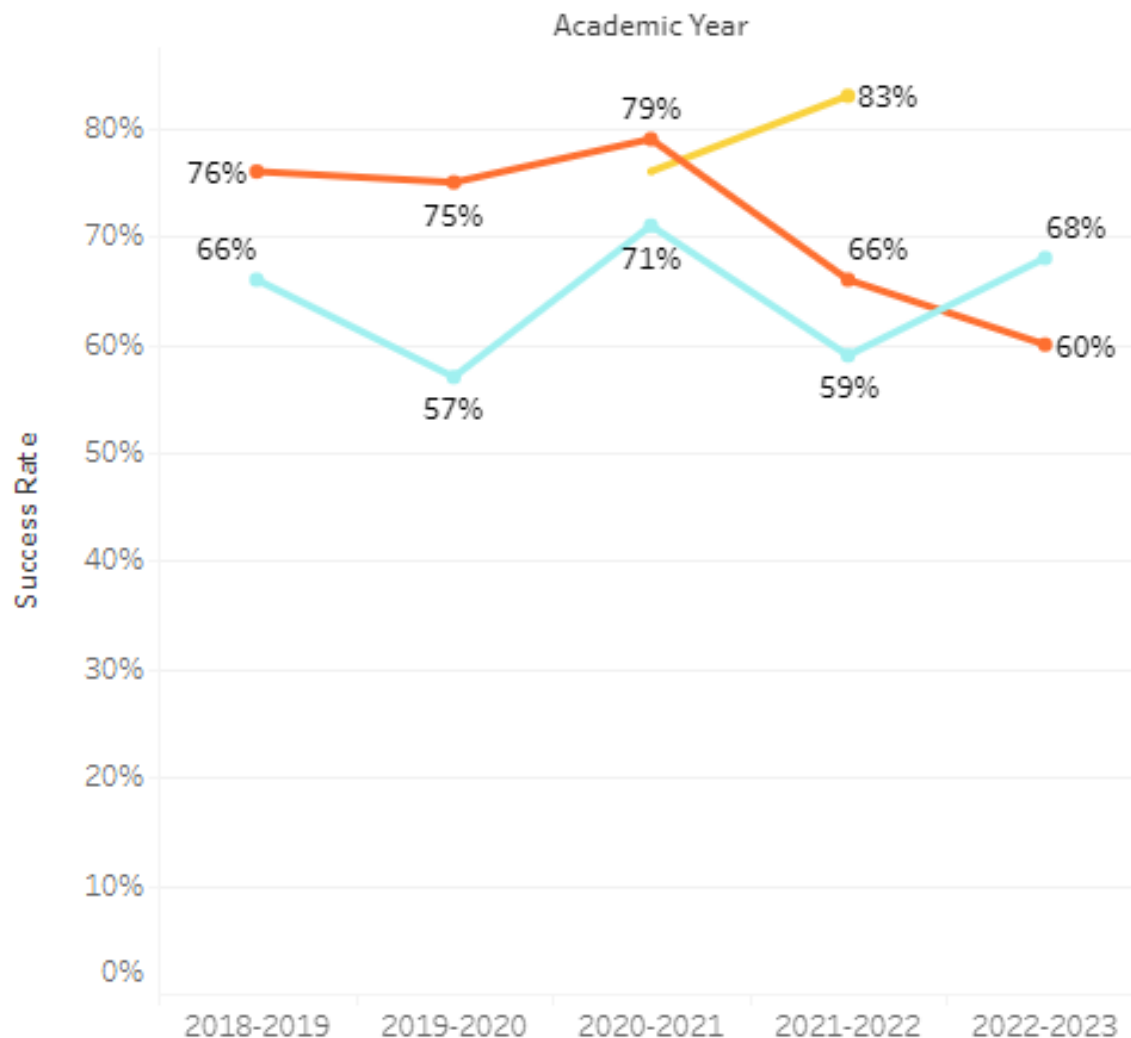
For MUS 202, musical examples frequently feature Latinx performers (such as conductors Gustavo Dudamel, Venezuela; Andrés Orozco-Estrada, Colombia; Alondra de la Parra, Mexico). Despite this, a student last semester wrote that he could not appreciate Beethoven due to his own Hispanic heritage. Perhaps this issue could be directly discussed, since mentioning the bios of Dudamel and company did not seem to make an impression. Anecdotally, computer access has been an issue for some Hispanic males in music classes.

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”.

Program Review

Success Rate Modality



** NOTE: All metrics for subpopulations with fewer than 10 students are suppressed.
6/13/2023 11:24:46 PM. To avoid misinterpretation of dashboard data, consultation
with PRIE is strongly recommended prior to using any of the data for research or
publication.*

- Face to Face
- Online
- Synchronous

For four academic years success in online music classes was 8–18 percentage points higher than face-to-face music sections. Then in 2022-2023 online success rates dropped 8 percentage points below face-to-face success rates.

My interpretation of this interesting shift is the movement from mostly self-selected online learners to a broader population of students habituated to online classes. The technical nature of MUS 100 (the mechanics of notation) is quite suited to online learning for a motivated student with active music-making experience. For students without music-making experience, the f2f MUS 100 is a much warmer, more culturally inclusive place than the rather dry online course materials.

Program Review

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.

SLO data has been collected for music classes that have been successfully offered.

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?

The impact of SLO assessments has been marginal at best. Since sample sizes are so small, and there are no control groups, the SLO process is a parody of the scientific method.

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?

It is difficult to assess PLOs for the music program. There are few majors who complete the program, and some graduates in past years completed all their music courses elsewhere (usually in the district). Using Guided Pathways thinking, I tried to bring music majors together for mutual support, but the effort produced no results. This was during COVID times, however, and more attempts may be warranted.

1. Have meetings with majors to learn more about their artistic and career intentions.
2. Considering data from Step 1, perhaps revise the PLOs to be further in alignment with student objectives.
3. The current assessment plan calls for exit interviews with students about to graduate. Perhaps the Retention Specialist for ADP could help facilitate those interviews.

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.

The mission is to provide students with a diverse range of courses to select for their GE Transfer needs. A goal will be to successfully offer 8 of the 9 currently transferrable courses, up from only 3-4 of the 9. Jazz History is an example.

Curriculum updates may include voice classes (this would be a response to student needs and interests). Revising the degree to make it a transferrable degree would also be something to investigate. Since more district students are taking courses at all three campuses, could a degree require a course offered elsewhere in the district and not at Cañada? A curriculum question to be explored.

A goal of the ADP IA is to encourage interdisciplinary community among students and faculty; a music program goal is to have music students participate in that interdisciplinary community. Example assessment: a music student provides a dance track for a dance department performance.

Program Review

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

Non-Personnel Item (2023 - 2024)

Requested Year
2023 - 2024

Program Requesting Resources
Music

Item Requested
webcam and stand for piano instruction

Item Description
Logitech StreamCam Plus (or similar item), \$140; Hercules Stands DG107B Universal Mic and Camera Boom Arm (or similar item), \$60

Program Goals this Request Supports
more effective instruction for both in-person and online classes

Status
New Request - Active

Type of Resource
Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
200

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
increasing online access and making piano instruction more visually clear to all students.

Critical Question: How does this resource request support Latinx and AANAPISI students?
increasing online access to enhance instruction supports Latinx and AANAPISI students.

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
Accessible Infrastructure and Innovation

Which of Cañada College’s Strategic Initiatives does this resource request support?
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Provide adequate access to technology



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Online Teaching & Learning

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Paralegal

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.

Over 40 years ago, the Paralegal Program (LEGL) at Cañada College was developed with the San Mateo County Bar Association to train personnel to assist attorneys in civil and criminal matters. Instruction focuses on preparing students to interview clients and witnesses, conduct legal research, investigate case information, draft legal documents, prepare cases for trial, analyze issues for appeal, and master industry technology tools.

In 2000, in response to the growing demand for properly trained paralegals, California became the first state to regulate who can be called a paralegal. California Business & Professions Code §6450 et seq. requires that anyone using the job title "paralegal" or "legal assistant" must complete specific education requirements. Both the Paralegal Certificate and the A.S. degree satisfy these mandated educational requirements, and graduates of Cañada College's Paralegal Program are entitled to be called paralegals under California law.

Students who want to continue their legal education can transfer to a four-year college or university. The Paralegal Program encourages students to complete a baccalaureate degree because this improves employment opportunities. The Paralegal Program is also excellent preparation for students planning to attend law school or for foreign attorneys who are preparing for a Masters in Law (LLM) Program, which is required to take the California Bar Exam.

The substantive, procedural, and practical legal courses and practical experience prepare paralegals for employment in Silicon Valley law firms, corporate legal departments, non-profit organizations, federal and state courts, and government agencies.

New Program

In 2018, in response to declining enrollment, the Paralegal Program began the transition to a completely online program. The Paralegal Program revamped its curriculum, switched courses to an online, asynchronous format, and created and launched a strong Advisory Committee. A Paralegal Program Coordinator was hired to facilitate the expansion and strengthening of the Program.

Program Strengths:

The Paralegal program contributes to the mission of the College and District by:

1. Providing a quality Paralegal Program that leads to a Career Technical Education (CTE) career as a Paralegal and cooperates with legal, business, industry, labor, and public service agencies.
2. Providing a supportive faculty/student teaching and learning relationship that contributes to personal and professional growth and success for students.
3. Providing a lower division program that enables students to transfer to baccalaureate institutions and prepares them for law school.
4. Celebrating the community's rich cultural diversity.

Our faculty members are our best asset. The Paralegal (LEGL) program consists of four adjunct faculty members who work full-time in the legal profession as lawyers or paralegals. Our faculty are high-caliber professors, teaching the most up-to-date information about their subjects and incorporating technology into classroom lectures.

Equity Plan

Program Review

The Paralegal Program fits into the College's Equity Plan because we not only serve under-represented communities of students, but we also teach them the legal skills necessary to achieve equity on behalf of others.

The Paralegal Program associates with the San Mateo County Bar Association, the San Mateo County Law Library, San Mateo County Legal Aid, the Transgender Law Center, the AIDS Legal Referral Panel, and the San Mateo County Law Library Foundation to provide legal representation to underserved communities in San Mateo County through legal clinics organized by these entities. Under the supervision of licensed California attorneys, Paralegal Program students volunteer at these clinics serving low-income, marginalized, and/or underrepresented persons. However, due to COVID-19, the momentum we have generated has dissipated because of restrictions on meeting in person and closure and/or limited access to law libraries and courts.

The Paralegal Program full-time faculty member has completed the Course Design for Racial Equity Certificate, and the adjunct faculty will complete this training in the future.

Mission

The mission of the Cañada College Paralegal Program is to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in paralegal studies and activities that foster students' personal development and academic success. The Cañada College Paralegal Program places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive student support services, and an environment that contributes to personal growth and professional success for students. The Paralegal Program is committed to the students and community to fulfill this mission.

Vision

The Cañada College Paralegal Program ensures student success through personalized, flexible, and innovative instruction. The faculty and staff of the Paralegal Program infuse essential skills and competencies throughout the curriculum and assess student learning and institutional effectiveness to make continuous improvements. The faculty and staff of the Paralegal Program respond to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships, and incorporating new technologies and methodologies into its programs and 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."

Currently, the Paralegal (LEGL) courses are not part of the "A" through "G" requirements at our local high schools, and we do not have an articulation agreement with the high schools for any of the LEGL courses. The College has programs allowing high school students to take courses, including LEGL courses, while they are still in high school. Any changes in the LEGL program and the course outlines will not impact high school enrollment since the course are degree applicable and transferrable to CSU campuses.

Paralegal Programs are offered at nearby community colleges: City College of San Francisco, Skyline College, De Anza College, and West Valley College.

Paralegal Programs are at the following colleges and universities: U.C. Berkeley, Cal State East Bay, and San Francisco State University.

The Paralegal Program at the City College of San Francisco is experiencing financial challenges resulting in fewer courses being offered and canceling courses being offered. The Cañada College Paralegal Program has offered courses to these students.

Except for U.C. Berkeley's Paralegal Certificate Program, all the Paralegal Program courses had to be offered as "in person" courses as a requirement of the ABA's "approval" of those paralegal

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programs. Paralegal Programs offering an ABA “approved” curriculum cannot offer asynchronous online courses or be completely online.

With the advent of COVID-19 and the cancellation of in-person courses in early 2020, those other bay area paralegal programs suffered reduced enrollment because they had few, if any, online courses. However, the Cañada College Paralegal Program has been completely online since 2019, which enabled us to offer students a better online course experience since our courses were taught by faculty who were already trained to teach effectively online. Paralegal faculty have achieved online teaching certifications from a variety of source, including ACUE, CALI, @ONE, and CSU East Bay, and Harvard Business Publishing Education.

The Paralegal Program is also working with Lincoln Law School in San Jose so that our students can have access to academic resources that will teach them how to draft and prosecute patents and prepare them to take the Patent Bar Exam, learn trademark prosecution, as well as become versed in copyrights and IP litigation. Students would also be able to participate in the Lincoln IP Clinic, the only pro bono intellectual property clinic in Silicon Valley.

We are also communicating with the estate planning bar associations (Peninsula Estate Planning Council, Silicon Valley Bar Association, San Francisco Estate Planning Council, San Mateo County Superior Court Probate Division) to create an employment pipeline with individual estate planning law firms. Research indicates that the Cañada College Paralegal Program is not meeting community needs because we do not offer courses in this subject.

The Cañada College Paralegal Program is not an ABA-approved program, so we are not required to comply with the ABA’s archaic administrative requirements. This enables us to meet the needs of the local community better than the other bay area paralegal programs.

The Cañada College Paralegal Program is a boutique program offering unique, cutting-edge courses that meet the needs of our entire community. For example, Baby Boomers are interested in taking our Elder Law course, and these students are different than the student demographic taking Animal Law or Intellectual Property Law. Each of these subjects is affiliated with a unique niche in the legal community, and there is high demand for graduates knowledgeable about each of these areas of law.

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.

Demand for Paralegals is expected to grow 14% over the next 10 years

Data from the U.S. Bureau of Labor Statistics Occupational Outlook shows that employment of paralegals and legal assistants is projected to grow 14% from 2021 to 2031, much faster than the average for all occupations.

About 45,800 employment openings for paralegals and legal assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as retiring.

See: <https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6>

Increased Employment

The retirement age for lawyers is higher than most other occupations, so the increase in employment opportunities is artificially lower because the current market is saturated.

As law firms try to increase the efficiency of legal services and reduce their costs, they are expected to hire more paralegals and legal assistants. In these firms, paralegals and legal assistants may take on a “hybrid” role, performing not only traditional paralegal duties but also some of the tasks previously assigned to attorneys, legal secretaries, and/or other legal support workers.

Program Review

Given the ongoing competition for legal services in the United States and abroad, law firms are attempting to reduce billing costs in response to client pushback and demand for less expensive legal services. Law firms can bill clients for a paralegal's time. Because the hourly rate for a paralegal is less than that of an attorney (even an entry-level attorney), many law firm clients prefer that paralegals complete tasks that they are allowed to do rather than have lawyers complete those tasks. This transition of tasks will increase the demand for paralegals and legal assistants in the future.

See: <https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6>

Although law firms will continue to be the largest employers of paralegals, many large corporations are increasing their in-house legal departments to cut costs. This is especially true in the technology sector. Many bay area-based technology and venture capital companies have large in-house legal departments to handle legal issues related to intellectual property assignment agreements, Non-Disclosure Agreements (NDAs) and End User License Agreements (EULAs). The needs of these local technology companies and venture capital companies will lead to an increase in the demand for legal professionals in a variety of settings.

Impact of COVID-19

COVID-19 has affected the economic trends regarding the employment of paralegals. With the complete closure of many courts, loss of court personnel, and lack of resources, legal matters were not being litigated. This meant that revenue was down for many law firms. To increase revenues, rather than employing more paralegals, whose billable rates are far less than an entry-level attorney, law firms were hiring recent law school graduates so that they could bill at a higher rate. Lawyer employment increased to 1.15 million in the Q1 of 2022, up from 1.09 million in Q4 of 2021. As a result, "paralegal employment took a 31,000-job tumble," falling from 483,000 in Q4 of 2021 to 452,000 in Q1 of 2022.

See: <https://news.bloomberglaw.com/bloomberg-law-analysis/analysis-lawyer-and-legal-employment-hit-pandemic-highs-in-q1>

Local Demand

In 2018, the Cañada College Paralegal Program surveyed attorneys and law firms in San Mateo County. The results indicated that there is a need for paralegals with practical skills related to law practice management software, legal trial technology, e-discovery, electronic litigation, and electronic investigation and forensics.

Additionally, in 2021 and 2022, members of the San Mateo County Bar Association and San Mateo County Superior Court have advocated for the expansion of the Cañada College Paralegal Program because of the ability of attorneys to now request that the court pay paralegal costs in probate, trust, personal injury, breach of contract, and other matters.

Another local demand that the Cañada College Paralegal Program can satisfy is in preparing students for law school and preparing foreign attorneys for enrollment in a Masters in Law program, a prerequisite for foreign attorneys taking the California Bar Exam.

High Wage Employment and Careers

Paralegals in the San Francisco Bay Area are paid well. In the area of high concentration of technology companies, including San Jose, Sunnyvale, and Santa Clara, the annual mean wage is **\$90,640**. In San Francisco, Oakland, and Hayward, the annual mean wage is **\$75,640**. The high annual mean wage for San Jose and surrounding areas may be attributed to the many global technology companies, venture capital, and law firms in this area, with business operations that are highly focused on legal matters. See <https://www.bls.gov/oes/current/oes232011.htm#st>

California overall is the third-highest employer of paralegals in the country, with a statewide annual mean wage of \$70,290.

See: <https://www.bls.gov/oes/current/oes232011.htm#st>

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The data contained in the table and chart below list the low, median, and high wages for paralegals in the bay area. However, this information does not consider the hyper-local market for paralegal employment. In San Mateo and Redwood City, according to surveys of hiring attorneys, the average hourly rate for an entry-level paralegal with no legal experience is closer to \$30 an hour, and \$40 per hour in San Francisco. These hourly rates are higher for paralegals with legal experience and/or technology

Wages for Paralegals and Legal Assistants in SAN MATEO, CA

[View National Data](#)

[View Table](#) : [View Chart](#) : [View Map](#)

Location	Pay Period	2021		
		Low	Median	High
United States	Hourly	\$17.51	\$27.03	\$42.61
	Yearly	\$36,410	\$56,230	\$88,640
California	Hourly	\$18.90	\$30.47	\$48.43
	Yearly	\$39,310	\$63,370	\$100,730
San Francisco-Oakland-Hayward, CA Metro Area	Hourly	\$22.34	\$35.44	\$57.27
	Yearly	\$46,470	\$73,710	\$119,120

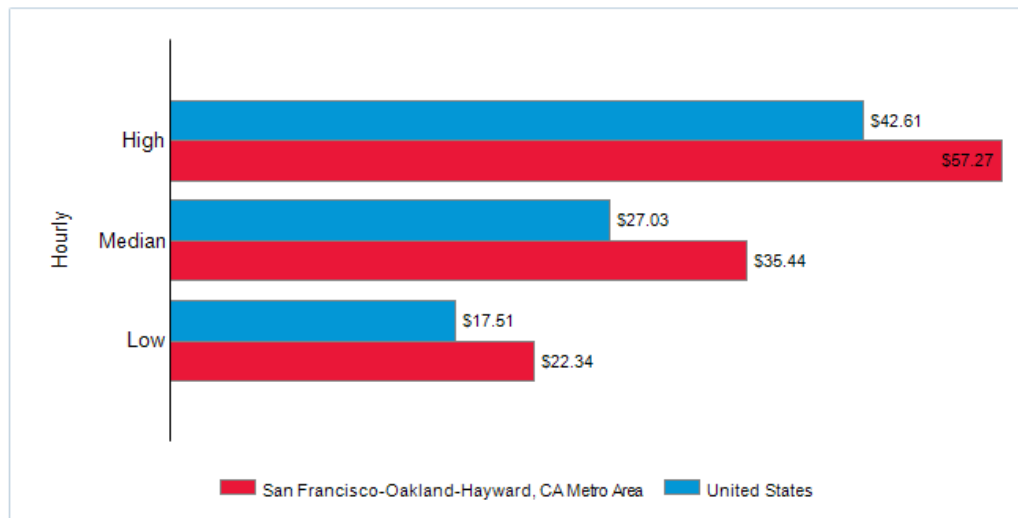
skills.

See: <https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Paralegals%20and%20Legal%20Assistants&soccode=232011&onet=&location=San%20Mateo,%20CA&dataview=table&hourly=True&national=False>

Wages for Paralegals and Legal Assistants in SAN MATEO, CA

[View Yearly Wages](#)

[View Table](#) : [View Chart](#) : [View Map](#)



See: <https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Paralegals%20and%20Legal%20Assistants&soccode=232011&onet=&location=San%20Mateo,%20CA&dataview=&hourly=true&national=False>

Program Review

Focus on Technology and Legal Specialty Practice Areas

Hiring adjunct faculty with different specialty practice areas will enable the Cañada College Paralegal Program to offer classes that will better target the legal community's hiring needs. Paralegals with technology skills will earn higher wages. According to the Minority Corporate Counsel Association, "E-discovery and litigation support are growth areas. The most marketable professionals will stay current with developments in e-discovery and litigation support, in particular — two areas that are in strong demand and command higher hourly rates. Knowledge of case management software, litigation and e-discovery programs, such as Concordance, Summation, and Trial Director, also is highly valued."

See: *"The Impact of Technology on Paralegal Jobs and Other Legal Support Roles"* by Charles A. Volkert, Esq.; <https://mcca.com/mcca-article/impact-of-technology-on-paralegal-jobs/>

Moreover, the paralegal salaries indicate that individuals can support themselves in the San Francisco Bay Area and have access to greater employment opportunities because of the added value of unique legal specialty courses.

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?

The Past

We noticed that the difficulty working adults had in taking Paralegal Program courses were the barriers to enrollment that they experienced when only in-person courses were offered.

In 2018, the Cañada College Paralegal Program made the most significant change to the Paralegal Program since its creation. There was a change from in-person courses to a format that was completely online. The curriculum was updated, with relevant, new courses created that targeted the needs of the business and legal community. New courses included Intellectual Property, Elder Law, and Animal Law. Existing courses were modified to add relevant components employers desired in our graduates. Also added was a new stackable Paralegal Certificate in Litigation because paralegals with litigation skills are in high demand by law firms and businesses.

In 2019 the Paralegal Program became completely online. Courses are now only offered asynchronously, and all courses (except for the Legal Internship) start the third week of the semester. There is a regular two-year schedule of when courses are offered so that students and academic advisors have predictability, allowing them to better plan their schedules. Students can now complete the Paralegal Certificate in one year.

The College (and most of the world) shut down due to COVID-19 in early 2020. This had a significant impact on our newly launched program and negatively affected marketing efforts, enrollment, student internships, and the hiring of Paralegal Program graduates.

In 2020, because of the COVID-19 pandemic, we lost the momentum we generated in launching our new Paralegal Program. **We need to get the momentum back.**

The Future

Possible curriculum changes would be to offer courses that contain information employers want our graduates to know, are not offered by other paralegal programs, and will provide specialized skills training to our students. These courses may include Patent Law, Artificial Intelligence (AI) Law, Licensing, Venture Capital, Estate, Probate, and Trust Law, E-discovery, Employment Law, Forensic Science and the Law, Tax Law, Real Estate Law, Alternative Dispute Resolution, and International Law.

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The highest paying paralegals are those who are skilled at using the specialized legal technology that law firms use, including e-discovery and litigation support software.

See: *"The Impact of Technology on Paralegal Jobs and Other Legal Support Roles"* by Charles A. Volkert, Esq.; <https://mcca.com/mcca-article/impact-of-technology-on-paralegal-jobs/>

Unfortunately, the Cañada College Paralegal Program provides no access to the legal technology that students need to know how to use in order to work in the higher paid areas. The future success of the students in our Paralegal Program depends on them having access to the technology resources that will enable them to earn the highest wages. As a matter of equity, we must provide each paralegal student with access to training on e-discovery, litigation support, and other specialty practice areas and technology so that they can be successful.

We also need industry experts teaching in these areas of law to share their experiences, make the classes more dynamic and engaging for the students, and generate enthusiasm and passion for these specialized subjects.

The Paralegal Certificate is the core Certificate of the Program and the requirements for this Certificate are outlined in the California Business & Professions Code §6450 et seq. The added stackable Litigation Certificate enables students to get specialized litigation training but also satisfies California's paralegal continuing education requirements, enabling graduates to return to Cañada to take additional courses to maintain their status as paralegals.

5A. Progress Report - IPC Feedback

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

"Community and Labor Needs: Explain labor needs for students without ABA certificates - or rate of employment for students without ABA certification."

Being an American Bar Association (ABA)-approved paralegal program has no impact on employment rates for Paralegal Program graduates because the California Legislature, not the ABA, determines the qualifications of who is legally entitled to be a "Paralegal" under California law.

All employers comply with California law and require that anyone hired as a "Paralegal" meet the requirements set forth by the California Legislature in the California Business and Professions Code Sections 6450-6456, et seq.

Graduates who have earned their Paralegal Certificate from the Cañada College Paralegal Program are legally entitled to call themselves "Paralegals" under California Business and Professions Code Sections 6450-6456, et seq.

Some paralegal programs may be "approved" by the American Bar Association. The Cañada College Paralegal Program is not approved by the ABA. However, having ABA approval for a paralegal program is completely optional and voluntary, and not required by law. Even the ABA states this on its own website that

"Seeking approval from the American Bar Association is a voluntary process initiated by the institution offering the program. Therefore, the lack of approval does not necessarily mean a paralegal program is not of good quality and reputable."

See: <https://www.americanbar.org/groups/paralegals/profession-information/educational-information-for-paralegals/>

The American Bar Association (ABA) cannot "certify" or "accredit" a paralegal certificate program. Instead, the ABA, for a significant fee, will "approve" a paralegal certificate program that meets certain standards relating to how a certificate is administered. Approximately 25% of the paralegal programs in the country opt to pay for ABA approval.

The process of having a paralegal program approved by the ABA is expensive. Given the limited resources of Cañada College and our Paralegal Program, the Paralegal Program Advisory Board decided that the Cañada College Paralegal Program should not spend the significant amount of

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money needed to obtain ABA approval. This question has come up many times over the years. After engaging in detailed analysis each time the question was brought up, it was determined that ABA approval would not benefit the Program in terms of resources, student support, and/or employment opportunities.

While there may be a one-off employer that wants to hire only people who have received their paralegal certificate from an ABA-approved paralegal program, this is not the norm. Employers who must hire paralegals hire people who meet the California Business and Professions Code legal definition of a "Paralegal," and graduates of our Paralegal Program satisfy that requirement.

"Progress Report: Provide course by course numerical data, i.e. average enrollment numbers per class."

Data and information regarding this requested is addressed within this Program Review and those responses are incorporated by reference herein.

In 2020, because of the COVID-19 pandemic and shut down, we lost the momentum we generated in launching our new Paralegal Program. We need to get the momentum back. Some of the data contained in the information packets may not accurately reflect the progress the Paralegal Program has made.

Enrollment Trends: Cite quantitative data. Specifically, refer to the numbers in the data packet regarding headcount, FTE, enrollments, and load.

Data and information regarding this requested is addressed within this Program Review and those responses are incorporated by reference herein.

In 2020, because of the COVID-19 pandemic and shut down, we lost the momentum we generated in launching our new Paralegal Program. We need to get the momentum back. Some of the data contained in the information packets may not accurately reflect the progress the Paralegal Program has made.

Access & Completion: Cite quantitative data. Specifically refer to the numbers in the data packet.

Data and information regarding this requested is addressed within this Program Review and those responses are incorporated by reference herein.

In 2020, because of the COVID-19 pandemic and shut down, we lost the momentum we generated in launching our new Paralegal Program. We need to get the momentum back. Some of the data contained in the information packets may not accurately reflect the progress the Paralegal Program has made.

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.

Prior Program Goal: Online Classes

The Cañada College Paralegal Program is completely online. Five new adjunct faculty members were hired who are industry experts (practicing attorneys or paralegals) in their field. All have completed extensive online training including Cañada's online training program, courses available at @ONE, CSU online teacher training, POCR, Cañada's Faculty Learning Program POCR, one-year ACUE online teaching credential, CALI Online Teaching Certificate, and online teaching courses offered by Harvard University.

Prior Program Goal: Marketing

A prior Paralegal Program goal was to increase marketing of the Paralegal Program by creating new brochures, videos, banner ads, doing outreach at legal conventions, and sponsoring the law libraries in San Mateo County and San Francisco.

Program Review

While the Paralegal Program has been a sponsor at the Bar Association of San Francisco Paralegal Conference, now provides students with access to the San Mateo County Law Library, and has two one-minute animated videos, no new marketing resources have been provided since Prior to the change in leadership of the Director of Workforce Development. The Paralegal Program does not have any brochures any kind of marketing materials whatsoever.

In 2020, because of the COVID-19 pandemic and shut down, we lost the momentum we generated in launching our new Paralegal Program. We need to get the momentum back.

To do this, the Paralegal Program requires marketing support. This request for additional marketing support aligns with EMP initiative 3.3, which states that the College “utilize(s) relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive.”

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?

Prior to the change in leadership of the Director of Workforce Development, the Paralegal Program received funds for classroom and laboratory space for students at the San Mateo County Law Library. We also sponsor the Bar Association of San Francisco’s annual Paralegal Conference so that our Paralegal Program students are allowed to attend for free and to access all of the educational materials. We have also maintained membership in CALI (Computer Assisted Legal Instruction) to get interactive online training, open-source textbooks, and other teaching resources.

- San Mateo County Law Library lab and classroom space is \$4,000 per year (\$2,000 per semester.)
- CALI (Computer Assisted Legal Instruction) for all students and faculty access is \$250 per year.
- Bar Association of San Francisco Paralegal Program annual sponsorship for Paralegal Program students to attend educational programs and access educational resources is \$1,500 per year.

The Paralegal Program has also requested technology resources, including:

- Individual faculty and student memberships in the National Society for Legal Technology, which licenses software simulations that train students to use specialized legal software, which are the technical skills that are needed for higher-paying paralegal positions. The Legal Technology and E-Discovery Software is \$300 per year for each student and faculty member.
- Individual faculty and student accounts for the attorney/law firm version of Lexis is \$600 per year (\$300 per semester) for each student and faculty member.
- Individual faculty and student accounts for the attorney/law firm version of Westlaw is \$600 per year (\$300 per semester) for each student and faculty member.

The Paralegal Program has not received any additional resources since the change in leadership of the Director of Workforce Development. The marketing and outreach for our Paralegal Program are nonexistent. There are no brochures, flyers, or promotional materials for the Paralegal Program. The lack of support from Strong Workforce funds has had a significant detrimental impact on marketing, outreach, hiring of adjunct faculty, and enrollment.

Program Review

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."

The Paralegal Program does not have a full-time faculty member.

With the transition of the Paralegal Program from an in-person Program to an online Program, five out of the six adjunct faculty members quit because they did not want to teach online Paralegal Program courses.

Beginning in 2018, we have had six new adjunct faculty members to teach in the Paralegal Program. To improve the quality of the Paralegal Program and the education that students receive, all new adjunct faculty hired to teach in the Paralegal Program are industry experts--attorneys or paralegals experienced in the specific area of law in which they teach. This has significantly improved student interest and engagement because of the practical examples and experiences integrated into the course content by the expert faculty member.

In 2021, we lost one adjunct faculty member. This adjunct faculty member was not replaced because of budget constraints.

The Paralegal Program now has a Paralegal Program Coordinator and we hope to continue to keep the Paralegal Program Coordinator in place. The Paralegal Program Coordinator position is necessary to build the Paralegal Program up, improve access to potential students, and to market the Paralegal Program to the legal and business community.

Due to COVID-19, we could not hire anyone, including an adjunct faculty member, to replace the one that was lost in 2021.

In the past, support from the Executive Administration has been minimal.

The Paralegal Program has not received any additional financial support or resources since the change in leadership of the Director of Workforce Development.

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.

Since 2017-2018, enrollment is showing a strong upward trend.

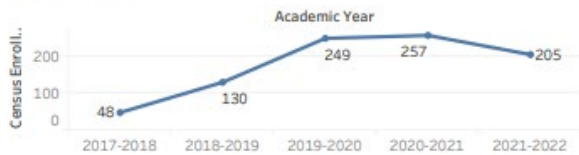
In 2017-2018, there were 48 students enrolled in the Paralegal Program. In 2020-2021, enrollment increased more than five times the level of 2017. Enrollment dropped a little in 2021-2022 but remains more than four times as high as 2017-2018. Given the demand for staffing in the legal profession, a continued increase in enrollment in the Paralegal Program is reasonable.

The Paralegal Program is operating more efficiently because of enrollment increased by four to five times, yet staffing has increased three times.

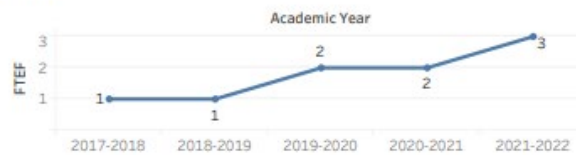
Section Count has increased from 6 to a high of 15, and is now 14.

Program Review

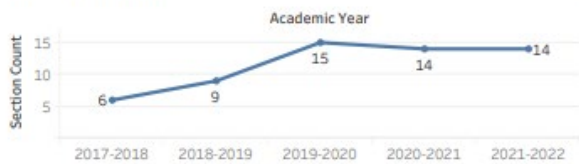
Enrollments



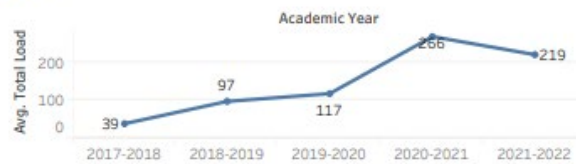
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Section Count



LOAD



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?

There have been significant enrollment trends given the impact of COVID-19, which had a negative effect on enrollment in the Paralegal Program, as it did on enrollment at other schools, colleges, and universities.

Additionally, the online Paralegal Program was new when COVID-19 struck, so the marketing plans and events that were set in place had to be canceled. Most courthouses are still not open for in-person hearings, and the law libraries have limited access. The closure of these resources has negatively impacted the students in the Paralegal Program because attending court hearings and using the resources in the law library are needed to help the students better understand the work paralegals do.

Because of the impact of COVID-19, law firms did not hire entry-level paralegals because of in-person restrictions in law firms and the buildings in which the law firms were located. While there are remote paralegal positions available, these are not typically entry-level positions. All of these factors negatively impacted students enrolling in the Paralegal Program. Students did not enroll in courses because they knew that COVID-19 negatively affected law firm hiring. The repeated shutdowns also negatively affected enrollment and employment.

Students Prefer Late-Start, Asynchronous, Online Courses

Based on student survey data, Paralegal Program students prefer late-start, asynchronous, online courses. The Paralegal Program currently offers third-week start courses, but Paralegal Program students have indicated they prefer fifth-week start courses. Paralegal Program students are typically employed full-time, want to complete classes in a shorter time frame, and prefer the flexibility online courses offer.

When the Paralegal Program offered hybrid courses, students did not sign up for them, the courses did not meet the minimum number of required students, and they were canceled. Late-start, synchronous, online courses have enabled the Paralegal Program to expand to students located in all areas in the State of California, as well as to students located in other states and abroad.

Negative Impact of Early Class Cancellations

The Paralegal Program has suffered significantly from early class cancellations by the administration. Our students traditionally enroll in the Paralegal Program closer to the start date of courses, which in the Paralegal Program is three weeks after the semester begins. However, the administration continues to cancel classes in an inequitable manner across the Division and

Program Review

within the Paralegal Program. Classes would be canceled for lack of enrollment two weeks before the start of the semester, which was five weeks before Paralegal Program courses started. Typically, Paralegal Program courses have low enrollment at the start of the semester, but often have 20 or more students by the third week of the semester when the class begins.

Demand for Specialized Courses

Another trend observed is that some students are enrolling in the Paralegal Program courses to learn more about a particular subject area, such as Animal Law, Elder Law, or Intellectual Property. These students do not necessarily want to earn a Paralegal Certificate.

A common misconception is that students enroll in the Paralegal Program after high school while attending community college to earn their AA or AS degree. **This is not true. According to the PRIE data, the highest groups for enrollment and headcount are people aged 29-39 followed by people aged 23-28.**

The majority of the students in the Paralegal Program are over the age of 30 and are coming into the Program to begin a new career in the legal field or to prepare for law school. Another segment of the Paralegal Program students includes people who have retired and are taking classes because they want to continue their learning. These students have busy lives and other obligations, which is why they enjoy the flexibility of late-start, asynchronous online paralegal courses.

Lack of Access to Legal Technology

Our Paralegal Program students do not have access to the technology they must learn to access higher-paying paralegal positions. That puts our Paralegal Program students at a serious disadvantage when they are looking for employment because all of the other Paralegal Programs provide these technology resources to their students, including the Paralegal Program at Skyline College, which is also in the San Mateo County Community College District.

This lack of access to legal technology is inequitable and significantly negatively impacts the Program students, especially those in underrepresented groups.

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.

To continue to attract students and provide them with the necessary preparation to enter the legal field, we need to be more flexible in our course offerings. Focus group research conducted in 2018-2021 indicates that the students enrolled in the Paralegal Program for different reasons:

1. Recent college graduates who were planning to attend law school in the future enrolled in the Paralegal Program to prepare themselves academically for law school.
2. Attorneys in foreign countries who were planning to enroll in a law school LLM program enrolled in the Paralegal Program to better prepare themselves academically for the LLM program and California State Bar Exam.
3. Working professionals enrolled in the Paralegal Program to change professional careers or change positions with their current employer (for example, moving from finance to legal.)

****Note: Original data cannot be shared in this document because that data contains confidential student information, and there is no way to remove the information without removing the data.*

Program Review

Focus group research also indicated that students preferred asynchronous online courses. Many shared that they could not enroll in school unless the courses were offered asynchronously online, given their other employment and family obligations.

Members of the San Mateo County Bar Association, Silicon Valley Bar Association, and San Mateo County Superior Court staff have shared that there is a significant need for paralegals in probate, trust, and conservatorship law and that this should be an area to expand paralegal program courses. Other sources cite the need for more asynchronous online courses. Students employed full-time, raising children, or caring for aging parents can complete their coursework when it is convenient for them.

"The demand for virtual classes represents a dramatic shift in how instruction is delivered in one of the nation's largest systems of public higher education and stands as an unexpected legacy of the pandemic."

See: Overwhelming demand for online classes is reshaping California's community colleges, <https://www.latimes.com/california/story/2022-10-10/huge-online-demand-reshapes-california-community-colleges>

Increased and Sustained Need for Marketing Support

The Paralegal Program continues to advocate for marketing support, since it has not received any marketing support whatsoever. This request for additional marketing support aligns with EMP initiative 3.3, which states that the college "utilize(s) relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive."

Specifically, our program requests marketing support for the following:

1. The marketing of Paralegal Program courses to new, returning, and future students.
2. The marketing of the Paralegal Program through an integrated marketing campaign consisting of multiple digital marketing mediums, such as a dynamic webpage, targeted seasonal emails to current and past students, and promotions to the larger community, including business professionals, foreign attorneys preparing to enroll in an LLM Program, current and recent college graduates preparing to enroll in law school, and to law firms and corporate legal departments located in Santa Clara, San Mateo, and San Francisco counties.
3. Support updating our department website to show relevant and impactful information to our community about the value and utility of the Paralegal Program courses.

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?

With the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the enrollment trends data reflect the significant impact of COVID-19 and are not accurate or relevant. The data in the information packets may not accurately reflect the progress the Paralegal Program has made.

Since the last program review cycle, the COVID-19 pandemic has skewed much, if not all, of the Paralegal Program review data. Taking that into consideration, we continue to review our Paralegal Program for student completion and success. Paralegal Program courses are completely online and strategically scheduled to start the third week of the semester. Paralegal Program courses are offered during Fall, Spring, and Summer so that all students have access to these courses.

Since Fall 2019, students can complete the Paralegal Program Certificate and Degree while only completing courses at Cañada College. The required courses and selectives are published and

Program Review

offered on a regular, ongoing two-year cycle, so students and academic advisors know when all courses will be offered.

The College can support student completion and success by providing regular and high-quality online and in-person pedagogical training for faculty. Student feedback has also included that students could use a primer on how to use Canvas during the college orientation, such as how to organize course tiles, how to use the Canvas calendar feature, and how to communicate with other students in Canvas.

The College can also support our online completion pathway by providing marketing support to communicate that the Paralegal Program Certificate and Litigation Certificate can be completed completely online. This would include an initial design of the marketing campaign and then recurring messaging to our students and surrounding business and legal community about the online completion opportunities available through the Paralegal Program.

Cañada College could help improve student completion and success by providing access to more writing tutors, and providing students with functioning technology, such as laptops, Chromebooks, hot spots, etc., so that students will have the tools they need to succeed.

The College should also pay for additional materials and resources, including access to critical legal databases (Lexis and Westlaw) used in law firms, government, and legal departments of corporations.

The College should also pay the costs for each student to have the a software license for the training courses and certification available from the National Society for Legal Technology, www.legaltechsociety.org, so that our students can learn the technology that will make them competitive employment candidates. As a matter of equity, we should provide these resources to our Paralegal Program students.

The College should continue to pay for and provide private classroom space and lab access at the San Mateo County Law Library so that students can have the time to access the resources that they need to know how to use in a supportive learning environment.

Future programs formed in conjunction with the Paralegal Program and the San Mateo County Law Library, the San Mateo County Law Library Foundation, the San Mateo County Bar Association, and San Mateo County Legal Aid are being formed so that Cañada College Paralegal Program students will staff various legal clinics and help clients under attorney supervision. The College should also financially support this partnership since it benefits our students.

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?

With the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the enrollment trends data reflect the significant impact of COVID-19 and are not accurate or relevant. The data in the information packets does not accurately reflect the progress the Paralegal Program has made.

The College lacks equity in allocating technology resources to students in the Paralegal Program. Access to technology and legal software is critical since employers expect paralegals to know how to use these resources. Additionally, the highest-paid paralegals are those who know how to use this technology. However, our Paralegal Program students do not have access to these technology resources, yet these technology resources are available to students at other colleges within the SMCCD, as well Paralegal Programs at other colleges and universities.

To increase equity, the Paralegal Program is communicating with the Asian American Bar Association to increase enrollment in the Paralegal Program while also supporting the legally

Program Review

underserved Asian community. The Paralegal Program is also working with local immigration law firms and legal clinics to recruit potential students and to provide Paralegal Program graduates with specialized legal training and employment opportunities. We hope to expand our role with these organizations by having our students and graduates work at the pro bono legal clinics and having the legal organizations offer continuing education courses and mentorship programs to our students. **While the sample sizes are small, the PRIE data indicates that there is no disproportionate impact found.**

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”.

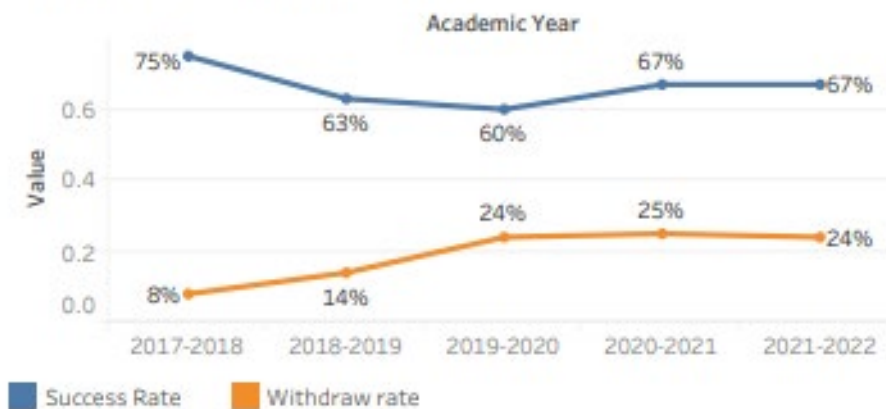
Since 2019, the Paralegal Program has been completely online. In 2019-2020, the success rate dropped, but this is not surprising given the worldwide COVID-19 pandemic and lockdowns that negatively affected student performance for a variety of reasons.

The success rate has ranged from 62.3% in 2018-2019 to a high of 70.8% in 2017 and 2020, roughly equivalent within the margin of error.

As enrollment increased fivefold from 2017 to 2020, the withdraw rate increased. This is not surprising given the impact of COVID-19 and the pandemic issues, as well as the systemwide increased incidence of “ghost students” that enrolled in courses. Also, the increased withdraw rate over the last few years is within the margin of error.

Our Paralegal Program faculty are industry experts (practicing attorneys) and continue to innovative their online course delivery methods and focus on effective pedagogical models for online student-to-student engagement and completion. The Paralegal Program faculty continue to improve their online teaching skills through professional development and educational courses.

Success and Withdraw Rate



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.

All SLOs are systematically assessed. Focusing on one SLO per course has resulted in a more in-depth examination of course goals and outcomes by faculty. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

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?

The faculty discuss the SLOs and SLO assessments each spring to evaluate the process and the assessment outcomes. As a result, the SLOs are more specific and more helpful with our program evaluation. The Paralegal Program hired a coordinator to coordinate with SLO assessments. However, with the advent of COVID-19 in the Spring of 2020 and the resulting shutdown, not only of our College but of the entire world, the SLO assessment process has been difficult to achieve. Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the College provide an alternative assessment strategy to support the effectiveness of this process.

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?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Paralegal Program

Item Requested

Legal Technology Software Training Licenses

Item Description

85 annual software licenses costing \$160 per license, from the National Society for Legal Technology to provide comprehensive technology training in the business and legal software required for paralegals. Training is provided on 30 different software applications. These licenses do not expire, so if they are not all used immediately, they can be used in the future.

Program Goals this Request Supports

Provide equal access to technology and technology training.

Status

Continued Request - Active

Cost

13,600

One-Time or Recurring Cost?

Recurring Cost

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

The Cañada College Paralegal Program has never provided technology training to our students and prior funding requests have been denied. Technology training in the specific software that law firms use will close the equity gap between what other paralegal programs provide and what we provide. Once students have this training, they will have the skills that will enable them to work in higher paid paralegal positions. Other programs, including Skyline's paralegal program, provide technology training to their students, and we must do the same. Without these software licenses, our students will continue to be at a disadvantage, both in school and when they enter the workforce.

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

This resource request will support Latinx and AANAPISI students by providing them with the same or better technology training that other students have received. Research has shown that Latinx and AANAPISI students have more limited access to technology and software training. Providing these students with access to technology training will remove the barriers that have limited their legal employment prospects in the past.

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
Equity-Minded and Antiracist College Culture

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

Support innovative teaching that creates more equitable and antiracist learning environments
Improve the financial stability of students
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
Connect students to the academic program(s) and classes they need

Resource Requests

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Paralegal Program

Item Requested

Institutional membership to the Center for Computer Assisted Legal Instruction (CALI)

Item Description

The Center for Computer-Assisted Legal Instruction (CALI) is a 501(c)(3) non-profit consortium of law schools, law libraries, paralegal programs, and related organizations. Our institutional membership enables students and faculty to have access to CALI and its many resources. CALI conducts applied research and development in the area of computer-mediated legal education and creates tools that increase access to justice. CALI hosts and facilitates the creation of CALI Lessons, a library of over 1,300 interactive legal tutorials written by law professors for students that all of the Paralegal Program faculty use in their courses. CALI publishes open-source and free textbooks for faculty and student use. CALI has partnered with Chicago-Kent College of Law's Center for Access to Justice & Technology to create A2J Author®, a tool designed to help students create guided interviews for self-represented clients navigating the legal system. CALI also provides InstaPoll, Classcaster® and the CALI Excellence for the Future Awards® and hosts the annual Conference for Law School Computing® that our students and faculty can attend for free.

Program Goals this Request Supports

This resource request supports our goal of increasing access to technology and technology training that our students need.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

250

One-Time or Recurring Cost?

Recurring Cost

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

The Paralegal Program is completely online and this request supports closing the equity gap in funding to support technology and resources for our faculty and students.

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

This resource request support Latinx and AANAPISI students by providing them with the technology and academic support that they need to successfully work in the legal environment. In addition to the CALI resources described above, there is a separate module containing resources, materials, and tutorials to specifically support Latinx, AANAPISI, and other underrepresented groups in the legal environment.

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Paralegal Program

Item Requested

Sponsorship for the San Francisco Paralegal Association Conference and the Bar Association of San Francisco Paralegal Section Conference

Item Description

Event outreach at the San Francisco Paralegal Association and the Bar Association of San Francisco Paralegal Section Conferences. The Paralegal Program has not been able to participate in the Bar Association of San Francisco Paralegal Section Conference or the San Francisco Paralegal Association Conference because these conferences were put on hold until 2024 because of COVID restrictions. As a result, our students and faculty have not been able to attend. Updated information as of 10/16/24 confirms that the San Francisco Paralegal Association Conference and the Bar Association of San Francisco Paralegal Section Conference will now be held every year. The \$3,500 Silver Sponsorship for the Bar Association of San Francisco Paralegal Section Conference and the \$500 for the San Francisco Paralegal Association Conference will provide free entry to our students and faculty, promote our Paralegal Program through digital and print marketing, allow for recruitment of students and faculty, and provide a table to promote our Paralegal Program. The Bar Association Conference will cost a total of \$3,500 and the San Francisco Paralegal Association Conference will cost a total of \$500. In 2024, we did not receive funds for either of these events. Paralegal Program Coordinator Althea Kippes and adjunct faculty members Alex Lubarsky, Richard Schulke, and Javier Bastidas used their own funds and donated their time to attend the San Francisco Paralegal Association Conference in order to promote the Paralegal Program to paralegals, law firms, and corporations. The Paralegal Program Coordinator is in ongoing communication with both the San Francisco Paralegal Association and the Bar Association of San Francisco to confirm our student and faculty participation in these events for 2025.

Program Goals this Request Supports

This request supports paralegal conference attendance for faculty and students and also promotes the Paralegal Program to the legal community to recruit students, faculty, and legal employers

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

This request supports the equity gap by providing equal access to education, employment opportunities, and networking for our students.

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

This request supports Latinx and AANAPISI students because it will allow these students access to education, employment opportunities, and networking. Latinx and AANAPISI students are underrepresented in the legal community and the support they will receive at these conferences will provide them access to resources and mentoring that they would not otherwise have.

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?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Connect students to the academic program(s) and classes they need
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Paralegal Program

Item Requested

Institutional membership for the American Association for Paralegal Education

Item Description

Institutional membership for the American Association for Paralegal Education. Institutional membership will provide faculty and students with access to paralegal educator resources, including issues affecting paralegal and legal studies education. Membership will also provide faculty access to the AAfPE Educational Library, containing classroom materials, course content, syllabi, course projects, program assessment plans, rubrics, professional development, and access to listserv discussion boards for faculty. Access to technology help regarding distance education and in class technology is also included. AAfPE also hosts an annual conference and local meetings.

Program Goals this Request Supports

Access to Technology Resources and Training; Paralegal Conferences

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

600

One-Time or Recurring Cost?

Recurring Cost

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

This request supports closing the equity gap because Cañada College has the only paralegal program that is not a member of the AAfPE. Not having access to these resources limits our ability to support Paralegal Program faculty,

Resource Requests

who are active attorneys practicing law. The AAFPE resources will provide our faculty with course materials, paralegal-centric teaching materials, online pedagogy, and other resources that will enable faculty to provide interesting and engaging material for our students. Students have access to resources to support their paralegal educational experience so that they can achieve their goals.

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

This resource request support Latinx and AANAPISI students by providing access to resources that will enable them to be successful in the Paralegal Program and after they have earned their paralegal certificate.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively
Improve the financial stability of students



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Philosophy

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.

The undergraduate major in Philosophy is designed to provide a deep understanding of important philosophical issues and a broad knowledge of philosophy's history. The program emphasizes the critical evaluation of classic texts, from ancient times to the present. Students can expect to develop the following skills: to read and think critically, write and speak clearly and persuasively, and conduct research effectively. More broadly, students can expect to be better equipped for civic life, including possessing greater sensitivity to human values in their own and other cultural traditions, establishing more informed personal values, as well as better understanding scientific and technological developments and their impact on humankind. The Philosophy major provides excellent preparation for careers that require clear, careful thinking, rigorous analytical skills, and effective written and oral communication.

The Philosophy department is one of nine disciplines in Cañada's Social Sciences program. The collective mission of the college's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

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."

There have not been any articulation changes during this program review cycle that directly impacted philosophy. But there will be articulation changes upcoming in the future, namely the CalGETC transfer pathway required by AB 928. According to the current plan, starting in Fall 2025, there will only be six units required for Humanities GE transfer pattern. If this proposal becomes the new GE pattern, it would create a new headwind on enrollment for the philosophy program. The philosophy department will need to prepare and plan for this structural change in demand during the next three years. And if the change occurs, monitor how big of an impact the change has. Furthermore, if there is a significant impact from this change, it will likely start appearing during the 2024-25 academic year, since students could plan on gaining the CalGETC catalogue rights in their next academic year.

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.

There have been dramatic changes to our society in the last three years, reshaping all aspects of our lives. Philosophy becomes more relevant when social patterns are disrupted, as repeatedly shown across human history. To use two of many examples: first, Confucian ethics and Daoist philosophy emerged in response to the so-called Warring States period of ancient Chinese history. Second, the historically influential ancient Greek philosophy emerged when Athens entered a prolonged period of crisis following its defeat to Sparta. Turning to our current local, national, and international contexts, it is acutely more difficult for anyone to be confident about what their personal, professional, or public life will look like in the future.

Philosophy helps us on multiple levels to understand rapid changes and bend those changes toward life-affirming ends. On a personal level, it provides tools to describe, change, or live with various challenges. One Cañada student wrote in response to our college's 2021 Graduation survey: "My Philosophy courses have provided deep insight into

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the workings of life. It's helped me come to terms with a lot of issues I've had. Nothing I've ever experienced has made me feel more valid and worthy."

On a professional level, the emergence of remote work and the future of increasing automation will increase the number of professions that individuals pursue over their lifetimes. Philosophy provides the general purpose thinking skills and confidence needed to quickly learn new skills. Accordingly, the ability to recognize when to pursue a new career will become increasingly important, for which philosophy's critical thinking skills are especially relevant.

On a public level, philosophy's ethical frameworks serve as important tools for navigating the social and political crises that no longer lie dormant in our local, national, and international communities. Philosophy's ethical frameworks help us to more precisely understand our social and political crises: without nuanced diagnoses, we cannot have effective solutions. They also help us to analyze and prepare for future radical changes that will come with emerging technologies, such as driverless cars and biomedical technologies. At a more fundamental level, philosophy's ethical frameworks provide a robust vocabulary needed to sincerely talk through disagreements. Being comfortable and respectful with disagreement is necessary to avoid the everpresent danger of lapsing into lazy platitudes, which cripple the collective work of making our communities better.

Philosophy at Cañada College has never been more relevant to our students, as we all navigate toward an uncertain future in our personal, professional, and public lives. Philosophy can help our students reshape themselves and their communities toward more life-affirming ends.

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?

The biggest change in mode of delivery for Philosophy course offerings during this review cycle was due to the Covid-19 pandemic. All of Philosophy's face-to-face classes from March 2020 until the end of the Fall 2021 semester were converted to zoom synchronous classes.

Starting with the Spring 2022 semester, Philosophy has sought to bring back as many face-to-face classes as possible. It has been able to offer face-to-face sections of Introduction to Philosophy (PHIL 100) and Contemporary Philosophy (PHIL 190). Part of these face-to-face offerings included two hybrid courses: PHIL 190 was offered as a hybrid with once-a-week face-to-face meetings; second, one section of PHIL 100 was offered as an evening hybrid course for College for Working Adults. Unfortunately, college enrollments have made it difficult to return to the level of face-to-face offerings prior to Spring 2020. A face-to-face section of Introduction to Ethics (PHIL 240) was cancelled during the Spring 2020 semester.

The Philosophy department has had success offering Selective requirements for philosophy majors as hybrid courses in Spring semesters. This began in Spring 2020, with Contemporary Philosophy, then Introduction to Philosophy of Religion (PHIL 312) in Spring 2021, and most recently with Contemporary Philosophy in Spring 2022. The move to hybrid offerings has seemed to better meet student demand, allowing the philosophy program to offer a more regular schedule of courses needed for completing degree requirements.

5A. Progress Report - IPC Feedback

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

The IPC recommendation concerning Philosophy's 2019 program review was to provide more summary of its progress on previous goals. To address this recommendation, the 5B section of this program review has been expanded.

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.

Philosophy's 2019 Action plan sought to:

1. continue collaboration with the other Social Science disciplines,
2. improve AA-T course offerings, while maintaining the department's high productivity, and

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3. explore different options for tutoring and other forms of student support with the hopes of increasing the overall success rate for students, including closing equity gaps.

With regard to #1: while the pandemic has presented some collaboration challenges, philosophy has continued to host Social Science teas. Of particular note are the social justice teas co-hosted with Political Science Professor Ware.

With regard to #2: the Philosophy department has offered a rotation of courses that allow students to complete degree requirements. Its plan to offer selective requirement courses in Spring semesters as hybrid courses that are cross-listed with Honors has been successful (PHIL 190 and PHIL 312). While the program's productivity has gone down, this has been driven by external factors, including a number of which are temporary factors.

With regard to #3: the Philosophy department has had success referring multiple students to serve as tutors in Cañada's Learning Center and Writing Center. Also, the full-time professor, David Eck, has been active in professional development activities. This includes continued participation in the Faculty Learning Program during the 2019-20 academic year and completing Peer Online Course Review (POCR) training from @One during Summer 2020.

Beyond the Action Plan from the 2019 review, philosophy made progress on an item discussed in connection with its SLO assessment. One noted challenge was having students formulate clear judgments on topics, which is a key part of critically assessing one's own beliefs as well others' beliefs. To help address this challenge, the PHIL 100 courses have introduced an earlier discussion post assignment that more directly prompts students to judge differences in philosophical methods. Another intervention related to this challenge has involved creating extra credit surveys for large writing assignments that include direct prompts for students to agree and disagree with particular claims by philosophers. This is discussed in greater detail below for question 9B.

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?

There were a couple of unmet resource requests from the 2019 review cycle.

First, there was an unmet resource request of the SAMSUNG 75" 4K UHD LED TOUCH DISP, Salamander – cart, Media Presentation System 200 (which enables a Wi-Fi connection). This has meant that the Social Science division is unable to host multimodal/Hyflex meetings within the HUB. As one result, there is less community building among social science students and less ability for us to show the space to students.

A second unfulfilled resource request from 2019 concerns the request for "increased marketing support for our programs." There is still a lack of scalable marketing options, which is especially trouble for one-person departments. This has a negative impact on student enrollments in social science courses.

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."

The full-time philosophy professor, David Eck, has been in Academic Senate leadership roles (Vice President, then President) since Fall 2019. This has taken on a very large portion of Professor Eck's time. One impact has been slowing the program's experimentation with multi-modal course offerings. While this has presented a challenge for the Philosophy program, the importance of contributing to the overall well-being and progress of the college is ultimately beneficial to the Philosophy program.

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.

Philosophy's enrollment trends from 2019-2022, like many other programs, have been heavily impacted by external factors. Enrollments increased significantly during the 2020-2021 academic year: 599 headcount overall up from 513 during the prior year (2019-2020) and then declining to 391 enrollments during the 2021-22 academic year. FTEs and Load have followed the same trajectory as headcount. FTEs grew from 52.9 in 2019-2020 to 62.6 in 2020-2021 and then declined to 40.1 in 2021-2022. Load grew from 428 in 2019-2020 to 480 in 2020-2021 and then declined to 361 in 2021-2022.

I discuss course specific enrollments in the next question.

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?

As noted above, there have been significant changes in philosophy enrollments over the last three years. The curve of increasing enrollments and then declining enrollments follows a trend similar to many other college programs. As a smaller program, philosophy is more susceptible to variance in both increases and decreases. For instance, the decreases in 2021-2022 were amplified by the enrollment challenges that the College for Working Adult (CWA) program has experienced. The Philosophy 100 evening hybrid course has struggled with enrollments as the number of students in CWA has dropped. The Introduction to Ethics course (PHIL 240) was cancelled in Spring 2022 semester, though unique conditions at the start of Spring 2022 semester created multiple headwinds for offering face-to-face classes that are likely temporary. Most notable among the factors that suppressed student demand for face-to-face classes: 1) students had to be willing to enroll in face-to-face classes despite the Spring 2022 semester starting during San Mateo county's highest Covid surge, 2) students had to upload vaccine information/waiver to register for face-to-face classes, and 3) masking was required.

Since there are fewer overall sections in a program the size of philosophy, when section cancellations occur, it more significantly impacts overall program enrollments. Offering the Introduction to Ethics course is especially important because it can satisfy a core major requirement or a selective major requirement.

As temporary barriers subside, it will be important to monitor the Philosophy program's enrollments, especially compared to college-wide averages.

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.

The program plans to trial multiple changes in schedule and modality offerings. The full-time philosophy professor, David Eck, plans to try out some multi-modal course section offerings. This may help strengthen and/or maintain enrollments for the Introduction to Ethics (PHIL 240) and the selective requirement courses, such as Contemporary Philosophy (PHIL 190) and Introduction to Philosophy of Religion (PHIL 312). The program will also experiment with offering more hybrid sections—in particular, for the Introduction to Ethics course—based on the recent success of PHIL 190 and PHIL 312 being offered as hybrid courses. The program also plans to add an Honors addendum to the Introduction to Ethics course and then to offer the Ethics course as cross-listed with a Honors section during Fall semesters. In the past three years, cross-listing the PHIL 190 and PHIL 312 courses in the Spring semesters have helped with enrollments. The plan would be to offer Ethics as cross-listed with Honors during the Fall semester, while offering another selective major requirement as cross-listed with Honors in the Spring semester. A curricular change to support more enrollments would be to explore new Open Educational Resources for the philosophy courses as well as adding more Low-Textbook Cost options. The hope is to achieve this when Philosophy updates its curriculum in Fall 2023.

More broadly, the full-time philosophy professor, David Eck, has been working in his capacity as Academic Senate president to help improve scalable marketing solutions for all programs. More

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specifically, David Eck has worked with other faculty to draft a faculty profile template, shared the template with the Vice President of Instruction, and requested that the item be placed on the District ITS prioritization projects list. The faculty profile proposal is an example of a marketing solution that is scalable: it enables faculty to present in-depth information about their programs and professional skills without having to complete Omni webpage training or to fill-out marketing requests, which then depends on the human resources of a small college marketing department and also makes revisions to the webpage logistically cumbersome. The faculty profile would allow faculty to create robust and engaging webpages without special training, which is especially important for programs, like philosophy, that only have one full-time faculty member. If regular faculty can create these engaging webpages, then they can be more effectively linked to social media marketing campaigns that currently only direct users to more general college webpages.

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?

The overall success rate in philosophy courses has slightly improved over the last five years. Five years ago, the success rate was 70%. In the four most recent years, the overall success rate has varied between 73% and 75%. When looking at success rate across particular courses, the selective major requirements (PHIL 190 and PHIL 312) and Ethics (PHIL 240) have the highest success rate. This probably reflects student interest. The course with the lowest success rate is Introduction to Logic (PHIL 200). As a course in formal reasoning, this is a common challenge. Logic courses in general have a bimodal distribution of student grades—this statistical pattern is due to the nature of formal reasoning. Formal reasoning skills have a steep learning curve, so it is more difficult for students to achieve competence in formal reasoning skills. Logic's success rate did increase to 57.5% in the Fall 2019 semester. But regressed during the next two offerings: 45.5% in Fall 2020 and 50% in Fall 2021. Given the current college-wide enrollment decline, the Philosophy program does not plan to shift Logic to a hybrid modality at this time, as it could endanger our ability to offer the course, which is a major requirement. And the success rate in the Fall 2020 and Fall 2021 may have been negatively impacted by the lack of campus access for most students, which negatively impacts many of our online students. The Philosophy program will continue to monitor the success rate of PHIL 200. If it does not improve during the upcoming cycle, then it will explore multiple options to improve the amount of feedback to students, which is critical to mastering formal reasoning skills. This could include offering the course as a multi-modal option, which may increase the likelihood of students seeking synchronous feedback while also helping to ensure there are enough student enrollments.

The success rate of Fall semester PHIL 100 online students has improved. This was a point of concern during the last program review cycle, as the Fall 2018 online section only had a success rate of 54.5% and more generally there was a lower success rate in online sections of Fall semesters compared to Spring semesters. During this program review cycle, the lowest success rate for an online section of a PHIL 100 course was 65.5% in Fall 2021. There was no meaningful difference between Fall and Spring success rates in 2019-20 year, with only a 0.6% difference. But there was more than a ten percent difference during the other two academic years. This pattern is evident but to a lesser extent when looking at college-wide averages of online success rates in Fall versus Spring semesters: Cañada's online courses in Spring 2020 had a 6.5% higher online success rate college-wide compared to Fall 2019; Spring 2021 had a 6.4% higher online success rate compared to Fall 2020. So while this pattern is to some extent part of a broader pattern of student success, it will be important for Philosophy to continue to improve the success rate of Fall online courses.

With regard to degree completability: the Philosophy degree has been completable at Cañada College. The three most important major requirements are offered on a regular basis: PHIL 100 every semester, PHIL 200 every Fall semester, and PHIL 240 usually every semester. (Sections of PHIL 240 were not offered during the Fall 2019 semester nor the Spring 2022 semester due to low enrollment.) And finally, each Spring, Philosophy has offered one of its selective course requirements: currently rotating PHIL 190 and PHIL 312 every other Spring semester. To maintain the completability of the philosophy degrees, the college could help by advocating a lower minimum class size, particularly during periods when college-wide enrollments are low. The college could also help by offering more scalable marketing solutions, such as the faculty online profile request, which enable small one-person departments to share more engaging information

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about their programs without having to complete Omni webpage training or to fill-out marketing requests.

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?

There were three groups of students that show disproportionate impacts. For Philosophy courses, there were equity gaps in the success rates among: 1) Black non-Hispanic students, 2) Pacific Islander students, and 3) students aged between 23 and 28.

Beginning with the last group, *students aged between 23 and 28*: for 2021-22 academic year, 77 students, 61% success rate, -12% success gap with a 11.2% margin of error. So there was at least a 0.8% success gap. This disproportionate impact was the smallest of the three, within less than one percent of the margin of error. This equity gap had not appeared in any previous review cycle. As a result, I think the gap is likely an aberration.

The other two student groups both show large gaps among small sets of individuals:

Black Non-Hispanic student equity gaps: for 2020-21, 15 students, 33.3% success rate, -39.7% success gap with a 25.3% margin of error. So there was at least a 14.7% success gap compared to all other students. For 2021-22, 12 students, 41.7% success rate, -31.4% success gap with a 28.3% margin of error. So there was at least a 3.1% success gap compared to all other students.

Pacific Islander student equity gap: for 2019-2020, 11 students, 36.4% success rate, -35.5% success gap with a 29.5% margin of error. So there was at least a 6% success gap compared to all other students.

The most salient factor for these two groups appears to be the small sample size, as evidenced by the 30-40% margins of error. The variance that comes with the small sample sizes is likely the biggest factor that explains the reduced gap for Black non-Hispanic students: going from a minimum 14.7% success gap in 2020-21 down to a minimum 3.1% success gap in 2021-22. Supporting this interpretation is the fact that none of these groups appeared as disproportionately impacted in a previous philosophy review cycle.

In our previous review cycle, there were Hispanic/Latinx students and Filipino students who showed disproportionate impacts in philosophy course success rates. But these patterns did not reappear in the current review cycle.

To help address the equity gaps that did appear as well as prevent other equity gaps from appearing in the future, it is important for the college to recruit more students from different racial and ethnic groups, such as Black non-Hispanics and Pacific Islanders. On a mundane level, this would help avoid the statistical variance that comes with small sample sizes. More importantly, it would provide a more robust peer support network for these students, as they pursue their educational goals.

With direct regard to teaching and learning, the ability to offer more individualized instruction would also help close the noted equity gaps as well as prevent future ones. This most importantly involves further professional development on teaching methods, such as Umoja practices. Reducing class maximums size would also be helpful toward this goal.

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 data related to this question is highly noisy due to pandemic related changes in modality of instruction, among other factors. Only two of the semesters during this program review cycle (Fall 2019 and Spring 2022) included actual face-to-face instruction for the Philosophy program. And the data on face-to-face classes from Spring 2022 is still very noisy due to the biased sample of students who returned to face-to-face instruction. These students overall were likely more motivated than the average student during a more typical semester due to a range of factors, including: students had to upload vaccine information/waiver to register for face-to-face classes, students were willing to enroll in face-to-face classes despite the Spring 2022 semester starting during San Mateo county's highest Covid surge, and Middle College students were a greater proportion of the face-to-face students compared to pre-pandemic semesters. These biases within the data as well as other factors makes this set of data perhaps the least helpful during this program review cycle. With these caveats in mind, I will now turn to the data:

As noted in 8A, the overall success rate in philosophy courses has slightly improved. Five years ago, the success rate was 70%. In the four most recent years, the overall success rate has varied between 73% and 75%. When

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comparing the “face-to-face” sections to the online sections, the face-to-face success rate dipped below the online success rate in 2019-20 academic year: 64.6% “F2F” compared to 73% fully online. Hybrid classes had a 73.8% success rate. In the next academic year, 2020-21, “face-to-face” classes [actually zoom synchronous classes] were only slightly more successful than online classes: 77.9% success rate in “F2F” compared to 71.2% in fully online sections. Hybrid classes had a 77.7% success rate. In the most recent academic year, 2021-22, the “face-to-face” classes [actually a mix of zoom synchronous and face-to-face classes] were significantly more successful: 84.2% success rate compared to a 70.9% online class success rate. Hybrid classes had a 78.3% success rate. As a final note on modality, the average success rate of online courses is better when the PHIL 200 sections are separated out, as indirectly discussed above in 8A. When only considering the other online sections (PHIL 100 and PHIL 103), the success rate of online courses rises to 74.9% in 2019-20, 74% in 2020-21, and 73.1% in 2021-22. This doesn’t dramatically change the numbers but does slightly close the gap with hybrid and “F2F” success rates. The only firm conclusion that I think can be drawn from this data is fairly obvious. When there are major disruptions to teaching and learning, this dramatically reduces the success rate of students. Hence the dramatic dip in success rate of face-to-face classes during the 2019-20 academic year. A more interesting observation from the above data: the success rate of hybrid courses had a more stable and usually above average success rate. But the reasons for this are less clear: the sample of students (enrolling in selective major requirements or in CWA sections) might be as much or more of a factor than the modality. Finally, while the success rate of face-to-face classes was excellent during the 2021-22 year, this data has been influenced to some extent by an atypical sample of students who enrolled in F2F during the Spring 2022 semester, as noted above.

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.

The Philosophy Department is current in its Student Learning Outcome assessments. The Philosophy department has followed its three-year assessment plan. During the current program review cycle, the program has reviewed SLOs the following courses: during the 2019-20 academic year, PHIL 103, PHIL 190, and PHIL 240; during the 2020-21 academic year, PHIL 100 and PHIL 312; and during the 2021-22 academic year, PHIL 103, PHIL 190, and PHIL 200.

There were no philosophy courses offered during the review cycle that did not have student learning outcomes assessed.

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?

All philosophy courses emphasize critical thinking skills, especially argument analysis. This emphasis is evident in SLOs that were evaluated in each of the assessed courses:

- For PHIL 100, the reviewed SLO was “Use philosophic methods to analyze complex arguments.”
- For PHIL 103, the reviewed SLOs were 1) “Identify types of arguments and patterns of reasoning, including deductive arguments, inductive arguments, causal reasoning, analogical reasoning, and fallacious reasoning” and 2) “Represent the form of an argument by translating English statements into a formal language, using truth-functional operators.”
- For PHIL 190, the reviewed SLOs included: “Explain and evaluate at least two major contemporary philosophic theories.”
- For PHIL 200, the reviewed SLOs were: 1) “Represent the form of an argument by translating English statements into a formal language using truth-functional operators and quantifiers” and 2) “Construct proofs to demonstrate validity or invalidity of arguments in propositional and

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predicate logic, using techniques such as truth tables, truth trees, Venn diagrams, and natural deduction.”

- For PHIL 240, the reviewed SLO was “Evaluate the metaphysical and epistemological aspects of major ethical theories.”
- For PHIL 312 the reviewed SLOs were: 1) “Evaluate claims and arguments in the philosophy of religion (concerning the existence of God, the occurrence of miracles, the possibility of an afterlife, etc.) using the rigorous deductive and inductive techniques of critical thinking” and 2) “Examine religious viewpoints from a critically self-aware perspective.”

In philosophy’s previous review cycle, one noted challenge was having students formulate clear judgments on topics, which is a key part of critically assessing one’s own beliefs as well others’ beliefs. To help address this challenge, the PHIL 100 courses have introduced an earlier discussion post assignment that more directly prompts students to judge differences in philosophical methods. This was the assignment that was used to judge the PHIL 100 SLO “Use philosophic methods to analyze complex arguments.” This earlier discussion assignment has appeared to help students formulate judgments throughout the course rather than just summarizing viewpoints. Another intervention related to this challenge has involved creating extra credit surveys for large writing assignments that include direct prompts for students to agree and disagree with particular claims by philosophers. Adding this optional step has helped some students externalize their agreement or disagreement because they do not need to jump directly into the details behind their viewpoint.

In the previous review cycle, the SLO assessed for PHIL 240 was not met (reviewed in Spring 2017). The particular SLO assessed is no longer active for the course. But when the course was reviewed most recently, PHIL 240 did meet its student learning outcome of “Evaluate the metaphysical and epistemological aspects of major ethical theories.” Eighty-five percent of students met the criterion, which consisted of a quiz that required students to distinguish the metaphysical and epistemological aspects of two major ethical theories: deontology and consequentialism. Just over half of the class earned a perfect score on the quiz.

The only SLO criteria that were not met during this assessment cycle were two from PHIL 190. The main reason for this was that each had a high standard (90% of students needed to earn a passing grade on the assessment method). Thus, students in the class actually performed collectively well to satisfactory on the outcomes: 83% met the “Recognize the social and political contexts of contemporary philosophic movements” learning outcome; while 76% met the “Analyze important concepts in contemporary philosophy” learning outcome. Thus, I don’t think these results are concerning but more so reflect the ambitious goals for the selective requirement philosophy courses. Based on the assessment results from this review cycle, the philosophy program does not have any specific new strategies to implement related directly to Learning Outcomes for the next review cycle.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program. (Please note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought five ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished.”

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During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the three assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

General Supporting Documents

[Program Planning and Goals - Narrative Answer 2022.docx](#)

Tables & Graphs

By the way, I attached the document because this interface insisted that I attach something.

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Photonics & Laser Technology

Resource Requests



Cañada College

**INSTRUCTIONAL
COMPREHENSIVE PROGRAM
REVIEW**

Physics

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Political Science

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.

The Political Science Department works closely with the following college programs and departments:

- *Learning Center - for tutoring services*
- *Library - for student support regarding research as well as course materials, which include books, films and scholarly journals*
- *SparkPoint – to connect students with the food pantry, financial literacy and emergency housing support*
- *Equity and Antiracism Work Group – to address inequities on our campus*
- *Umoja – program courses (PLSC 210 & 310)*
- *Puente – creating connections between the Umoja and Puente students*
- *CWA (College for Working Adults) – program courses (PLSC 210 & 310)*
- *Welcome Center – work directly with this team in order to an active participant in how students are directed toward Political Science courses and our Umoja Program*
- *Social Science Departments – we meet monthly in order to address and meet college demands as a cohesive group.*
- *Ethnic Studies Department – direct support and mentoring to this new department*
- *Faculty Teaching and Learning – full participation in teaching and learning sessions*
- *COLTS (Community of Learning Through Sports) – acknowledge student athletes as a special population that benefits well from our Umojafied classes and approaches*
- *BSU (Black Student Union) – regularly attend their weekly meetings in order to make meaningful connections with our Black students*
- *BSM (Black Students Matter) Committee – working with this group to address microaggressions on our campus. Employing Political Science methods of having fruitful difficult conversations is helpful for this committee.*
- *Promise Scholars Program – participate in joint student infosessions*

These relationships have become even deeper since the Political Science Department is integrated into our new Umoja Program.

Political Science Department Mission

The undergraduate major in Political Science aims to provide an understanding of the of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

Social Sciences' Statement

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- *Nurturing new generations of social scientists;*
- *Fostering innovative research;*
- *Mobilizing necessary knowledge on important public issues.*

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."

Yes, the most recent and significant change is the exciting introduction of the new Ethnic Studies requirement for the California State Universities (CSUs) and more recently the University of California schools (UCs). For the CSUs, there is a new area F requirement for the Ethnic Studies courses. At Cañada, we have begun with an adjunct faculty member teaching 1 Ethnic Studies course and beginning Fall 2022, we have a full-time Ethnic Studies faculty member who is offering 5 Ethnic Studies

Program Review

courses. This new Area F, directly effects the Social Sciences and Political Science, in particular, because 3 required units from CSU Area D were removed and placed in the new Area F. Moreover, there are a number of Ethnic Studies courses that are included as an option in CSU Area D. This definitely has a direct impact on enrollment for the Political Science courses 210 (American Politics) and 310 (California Politics and Local Government).

Accordingly, Cañada College's previous Ethnic Studies Requirement had been suspended for new students and replaced with the new State mandated Area F Ethnic Studies Requirement. Due to this new mandate, certain Political Science courses that were part of our college Ethnic Studies requirement may have lower enrollment since it will meet one less graduation requirement.

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.

Our Political Science students continue to seek and obtain local government and non-profit jobs. For instance, the County of San Mateo and Redwood City consistently advertise job openings ranging from Administrative Clerk to Elections Specialist to Community Worker/Public Works/Housing and Community Development. The Political Science Department continues to work closely with our local government representatives (Congresswoman Jackie Speier, Congresswoman and former Cañada College graduate Anna Eshoo and Senator Jerry Hill) in regards to internship opportunities. Since the American government remains one of our largest employers, it is imperative to continue providing students with the opportunity to take part in this industry. And, as political officials move on in their careers (i.e. state level representation, retirement and etc), the Political Science Department will continue to cultivate relationships with our local San Mateo County government representatives. The Political Science Department would still like to move forward in working with the former San Mateo County Supervisor, Rose Jacobs Gibson, to bring the Hagar Services Coalition Community Leadership Program to our campus. The Initiative for Leadership Engagement and Development (ILEAD) is a "call to action" in response to the need for increased voter turnout, better qualified candidates for elected office, greater resident civic participation and the community's knowledge of how local government works. ILEAD is a professional community development initiative designed to stimulate greater civic participation locally and across the nation (www.hagarservicescoalition.org). With College and curricular support, this program could be offered on our campus with linkages to PLSC 310 – California Politics and Local Government. Additionally, this opportunity would greatly compliment our Umoja Program courses and plan. With a direct connection to our service area of East Palo Alto, this would also serve as a means to support an enrollment boost.

Our distance education/online students use technology to meet their class goals by using current programs and equipment. Overall, the Political Science Department and courses address community and labor needs through current articulation agreements in order for our students to seamlessly transfer to a 4-year college/university and there are no known changes.

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?

The most significant program changes that have occurred were brought on first by the campus closure due to Covid, which caused all of the Political Science courses to be taught online only, whereas before we offered a balanced mix of online and in person classes. Post Covid, we have introduced classes

Program Review

that incorporate a more hybrid and multi-modal approach. For instance, we are now offering classes that have dual CRNs with one for students who want to join the class via Zoom (synchronously) and in person students.

Enrollments/productivity:

1. 2017 until COVID Fall 2019 (i.e., PRE COVID).
2. Spring 2020 through 2022 (i.e., COVID).

Overview 2017-2022:

Non COVID variables were mainly responsible for enrollments/productivity changes from 2017-2019. However, from late 2019 through to the present (2022) clearly the biggest factor affecting enrollments and productivity was COVID. Enrollment patterns will be discussed in greater detail in section 7A. However, some of the highlights can be summarized here as follows:

Enrollments/Productivity Pre-Covid (2017-19):

During this period Political Science maintained consistent enrollments with an increase in load. During this same period the college saw a headcount drop of 5.5%. Thankfully, collegewide factors did not have an adverse effect on Political Science enrollments and productivity.

Enrollments/productivity Covid (2020-22):

Political Science saw overall drops in both enrollments (1.2%) and load (2.5%). During this same period the college saw an overall headcount drop of 16%. It appears COVID greatly accelerated the college declines noted in the pre COVID period.

Significant changes:

AB705: While not fitting exactly into curricular offerings, scheduling, or mode of delivery the implementation of AB 705 during COVID, made it much less likely any given class would have a prerequisite. This new legislation does not have a direct effect on enrollments for Political Science classes.

5A. Progress Report - IPC Feedback

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

Feedback – Progress Report & IPC Feedback: Rather than a general overview related to IPC Feedback, include here a short summary of the pertinent feedback your responses to those recommendations and how they were addressed.

Response to Feedback: I am not exactly sure what this feedback means, but I will continue to be as detailed as possible.

Feedback – Community and Labor Needs: Really great information! Do you happen to have any numbers that showcase how many students have taken advantage of these opportunities?

Response to Feedback: All articulation agreements are current and active. Students are continually encouraged to take advantage of government and non-profit opportunities. I do not have a system for tracking these students once they transfer and beyond. It could be worthwhile to create a social media platform dedicated to Cañada College Political Science alumni.

Feedback – Curricular Changes: We encourage continued dialogue and collaboration with the Curriculum Committee to revisit the questions that you've brought forward related to class maximums and Honors support. Also, can IPC help you with the issues you have outlined here?

Response to Feedback: Unfortunately, the Honors Program has so far been unwilling to support the Political Science Department's honors' efforts. Hopefully, this collaboration can be renewed in the near future.

Feedback – Impact of Resource Applications: We took a look through previous Political Science Program Reviews and we weren't able to locate resource requests that were submitted. We would like

Program Review

to encourage you to use the Objectives, Action Plans, and Resource Requests area in Improve to submit your needs in the process and ensure that they get reviewed and moved forward in the process. If you would like help entering your program review resource requests, we encourage you to collaborate with your Dean, the Instructional Technologist and/or your faculty colleagues.

Response to Feedback: *Currently, the Political Science Department does not have any resource requests outside of the maintenance and upkeep of the Social Sciences Hub.*

Feedback – Enrollment Trends: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current enrollment numbers: <http://bit.ly/2rGHvbK> We also encourage to use the enrollment data to identify new opportunities for your program, or challenges that can be overcome. Also, labor statistics information is a great addition to your program review, however it may be more effective if included in your response to question 3.*

Response to Feedback: I have included a more detailed analysis of enrollment trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

Feedback – Access & Completion: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current enrollment numbers: <http://bit.ly/2rGHvbK> We also encourage to use the enrollment data to identify new opportunities for your program, or challenges that can be overcome. Also, labor statistics information is a great addition to your program review, however it may be more effective if included in your response to question 3.*

Response to Feedback: I have included a more detailed analysis of access & completion trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

Feedback – Completion & Success Online: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current access and completion numbers: <http://bit.ly/2rGHvbK> It would again be most helpful to reference specific data points and specific gaps in the narrative and then use this data to outline what the program can do to bridge gaps in student success (the data dashboards actually reflect a 20% difference between online and face-to-face courses). Also, could IPC and DEAC provide support with this analysis?*

Response to Feedback: I have included a more detailed analysis of completion & success online trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

Feedback – SLO Assessment & Compliance: *Its great that all of your courses have SLOs and that they've been regularly updated through Curriculum. However, this question is looking for compliance with the 3-year Assessment Cycle and a description of how assessment is being planned and coordinated.*

Response to Feedback: I have included a more detailed analysis of SLO assessment & compliance in this annual program review report.

Feedback – SLO Assessment & Impact: *Its great that all of your courses have SLOs and that they've been regularly updated through Curriculum. However, this question is looking for compliance with the 3-year Assessment Cycle and a description of how assessment is being planned and coordinated.*

Response to Feedback: I have included a more detailed analysis of SLO assessment & impact in this annual program review report.

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.
Prior Program Goals (2016) – Looking Ahead: If the one full-time faculty member continues to only teach a full-load of classes (and not take time away from the Political Science Department to be an union-chair or Social Sciences coordinator, for example) the department will run more efficiently and the success and retention rates of the students will increase. Furthermore, the department will run most efficiently by offering no more than 8 sections per semester (excluding summer).

Progress: It continues to be challenging as a one person department to consistently without working additional hours to maintain all of the components of a successful student-first department. However, for the past 20 years, this one person department has been able to grow and more than maintain a productive Political Science Department. Currently, the Political Science Department's offerings support one full-time faculty member and two adjunct faculty. And, now with the drastic drop in enrollments overall with the college, this faculty membership will not be changing anytime soon, in terms of being able to justify an additional full-time faculty member.

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?

The Political Science Department does not have any outstanding resource applications.

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."

The Political Science Department has not experienced any staffing changes since the last Program Review cycle. We continue to have one full-time faculty member and 2 adjunct faculty members.

Program Review

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.

- **Enrollments**
 - o *The Political Science Department has experienced a slight decreasing trend pre-Covid similar to our campus, overall. Enrollments have kept pace with overall campus. However, as the campus, as whole constricts, we will continue to see this same effect on departments across the college.*
 - o *Hopefully, as we continue to become more post-Covid, it will be important to employ multimodality approaches to teachings and offerings within the Political Science Department. The in person classes within the Political Science Department are able to double the enrollment by offering them multimodality where there is the option to either sign up for the synchronous online CRN or the in person CRN.*
- **Section Count**
 - o *The Political Science Department offers multiple sections where there is the highest demand (i.e. PLSC 210 – American Politics & PLSC 310 – California Politics and Local Government), while at the same time balancing out the need to offer (on a rotational basis) the lower demand classes that are imperative for the major. With a student-first approach we offer all Political Science major classes, so that students can complete their major courses within two years. Combo between FTEF is clear. Talk about full-time, and part-time numbers. Good to have a buffer for the full-time v part-time faculty*
- **FTEF**
 - o *For the most part we have been able to maintain the same FTEF from 2017 to 2022 with only a 1 point change (4 to 3).*
- **Load**
 - o *Load has been consistent from 2017 to 2020. And, then with the onset of Covid-19, load dropped significantly from 496 to 370.*

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?

Yes, there has been a decrease in load and FTES, which coincides with Covid-19 as discussed in 7A.

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.

The Political Science Department is always thinking ahead in regards to trends (current and upcoming). To address the enrollment gap, the Political Science Department continues to offer many classes online, a number in person and classes that are multimodal, so students can choose which fits best for the lifestyle, learning goals and comfortability. We also offer the number sections that can be successfully filled and meet the demands of the Political Science majors.

Program Review

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?

Students have access to the full array of Political Science courses on regular rotational basis to meet their general education (CSU & IGETC) requirements as well as Political Science major requirements.

The largest inequity gaps continue to be with Black and Polynesian students. This can best be addressed with increased ethnic diversity in our counseling department as a first meaningful step. And, most importantly with programs designed to support the success of these student groups. Fortunately, we now have a new Umoja Program that is specifically designed to improve the success rate of Black students, in particular, and all students, in general. The most commonly awarded degree continues to be an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". Please see the report titled, "Canada College: Degrees / Certificates Awarded" on the Program Review web pages for all the details. Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

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?

In the Political Science Department:

- *There are less females in courses*
- *More of our Political Science students are low income (based on FAFSA completion)*
 - o *Larger group, but less successful (15% lower)*
- *29-39 years old have a 30% lower success rate (i.e. withdrawal rates)*
- *40-49 years old have a 24% lower success rate*
- *White females perform at a lower success rate (17%)*
- *White males perform at a lower success rate (13.8%)*
- *White students, in general, have a lower success rate (15%)*
- *29-39 years old have a higher withdrawal rate (30%)*
- *40-49 year old have a higher withdrawal rate (21%)*
- o *So, under 29 years old comparable to the college*
 - *First generation students' withdrawal rate is 6.3% higher than the campus*
 - *Low income withdrawal rate is 10.2% higher than the college*
 - *White student withdrawal rate (male + female) is 17% higher than the college*

These statistics reflect all classes taught by everyone in the Political Science Department. However, it would be much more useful to have data broken down by CRN, because each professor has a different approach to teaching their classes and creating inclusivity. For instance, some of our classes have been Umojafied, which creates a higher success and retention rate for all students. Additionally, some faculty in the department have received equity training and it is a goal to have all of the faculty (including adjunct) to have this training, as well.

Program Review

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”.

Fortunately, there is much less of a success gap between online and person classes. It was clear that during Covid-19 when students were forced to take classes in a mode that was not their choosing, many struggled. As we move further into post-Covid, students, overall, are rebounding as the choice for mode of classes broadens. It has been very helpful to use the multi-modal option for classes because then students are in more in control of their destiny.

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.

Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into Nuventive on a regular basis that follows the three year assessment plan.

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?

Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material. As an acknowledgement of this pre-quiz movement, the Political Science Department has begun the process of updating the pre and post quizzes in order to more fully assess the current SLOs.

Additionally, in our upcoming COR update cycle, SLOs will be more fully equitized and Umojafied for all of the Political Science courses.

Program Review

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?

The Social Sciences consists of ten departments: Anthropology, Communication Studies, Economics, Ethnic Studies (newly added since the last program review), Geography, History, Philosophy, Political Science, Psychology and Sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the Social Sciences Program.

Program Review

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Psychology

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.

The psychology program aligns with the college's mission by offering transfer level courses. It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the field of psychology. Vision: The psychology program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

The psychology department's strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies. Further we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, weekend, and CWA. Consist with the college's mission to serve students from diverse backgrounds, the psychology program includes students from diverse age groups, ethnicities and nationalities. Over the last 5 years efficiency of the psychology program load and fill rates continues to exceed the college average. Despite these strengths, there are some challenges. First, although we had the addition of a full-time replacement hire in fall 2018, staffing of classes continues to be a challenge as we continue to have turnout among our part-time faculty. This continued inconsistent staffing negatively affects the expansion that had begun in our program and directly impacts students as at times it leads students to spread themselves thin by taking courses on more than one campus in order to take desired courses and quickly complete their degrees and transfer. Additionally, this also had an impact on the ability to fully assess some of our program needs. Second, as the newest full-time faculty just received tenure, most non teaching activities are administered by one person. Although responsibilities will shift over time, heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students. Further, it makes it difficult to further serve other areas of the college as a whole. Despite these challenges we have continued to support students directly through our courses as well as outside the classroom through assistance in obtaining external internships and research assistant opportunities, career guidance and mentorship, and encouraging them to participate in existing groups on campus. Further, the psychology department has actively participated in social science events. The Psychology Department is part of the Social Science Division. It consists of 9 departments and benefits from the support of a coordinator as well as the Social Sciences Hub. The Social Sciences HUB is a space that is regularly used by Social Science students and faculty. To adequately provide support for the Psychology department and our students we have continued need for a Social Science Coordinator and the Social Sciences HUB. It is crucial that the Social Sciences Coordinator continue to receive FTE .2 release time as the duties that are set forth for the Social Sciences coordinator position have been in excess of the amount of release time that has been granted by the college thus the coordinator has not been able to complete the job and core duties. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science departments and the Humanities

Program Review

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."

We are aware that there may be potential changes in the future given the CalGETC Single Transfer Pathway Current Proposal which is to be implemented Fall 2025. No impact to the program is expected until that time.

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.

Studies have shown that enrollment in online classes continues to increase, and in particular within the public and private school, whereas there has been a decrease in the for-profit sector. Further, studies tracking trends in distance education at the community college level reported that distance education enrollments have continued to increase, in particular for students taking one or more classes compared to those students taking only online courses. Further, in studies that have shown a decrease in community college enrollment it has found that overall enrollment has fallen faster than online enrollment.

College wide data indicated that enrollment in face to face classes has declined over the last 5 years with a monumental drop in the last 2 years, while enrollment in online courses has continued to increase, except for a slight drop in 2021-2022. Comparing enrollment in Psychology courses for this same period, the number of Psychology students attending traditional face to face courses have been variable with a significant decrease in the last 2 academic years (2020-2022), whereas the number of distance education students increased over the last 5 years, except for a slight drop in the 2021-2022 academic year. Finally, the number of hybrid students has been variable during the last 5 years.

In effort to meet student's needs, our program strives to add sections of high enrolled courses as well as continue to provide a robust offering of both online and hybrid courses. Regarding increase in online/hybrid course variety, over the last several years we have added to our online offering by adding to our course variety (PSYC 106, 340) as well as to the hybrid courses offerings (PSYC 106). In the daytime weekday schedule, we have offered the following hybrid courses: PSYC 100, PSYC 106, PSYC 200, PSYC 300 and PSYC 410. In the evening and weekend, we have offered hybrid courses geared toward students within the College for Working Adults program, including PSYC 100, PSYC 205, and PSYC 300. Psychology has also offered a variety of online courses including PSYC 100, PSYC 106, PSYC 200, PSYC 300, PSYC 340, and PSYC 410. Having these courses offered in multiple formats will help address the varied and busy schedules of our students who may have restrictive work schedules. Further, courses such as PSYC 100 and PSYC 200 (Developmental Psychology) are needed in many of the allied health fields. For example, these courses are required for licensure and preparation for upper division course work in nursing. In addition to projected job growth among the allied health fields there is projected job growth in careers in early childhood education, in which 2 of the 6 core courses are Psychology courses and varied careers within Psychology. Given this, it is important to offer these courses at a variety of different times and in a variety of different modalities to meet the diverse needs of our students.

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?

To accommodate students' increasingly busy schedules, as well as the general increase in enrollment in remote learning over the past 2 years due to a global pandemic during the 2020-2022 academic years, the psychology department introduced two new online courses and one hybrid course.

Program Review

The projected course offerings proposed in the prior program plan and review were met with the exception of the consistency of 1 course (PSYC 300 hybrid CWA-Saturday) as the course stopped being offered given low enrollment. Although the program was able to offer a robust course offering and reached and exceeded its projected growth in course offerings, enrollment and fill rate will need to be monitored throughout the next program review period given student's continued adjustment to comfort level returning to on-campus courses. As seen below, three new course platforms were added to the course offering (presented in all CAPS below).

Offerings at Last review	Courses during current review period
PSYC 100	PSYC 100
PSYC 100 hybrid	PSYC 100 hybrid
PSYC 100 online	PSYC 100 online
PSYC 106	PSYC 106
	PSYC 106 HYBRID
	PSYC 106 ONLINE
PSYC 200	PSYC 200
PSYC 200 hybrid	PSYC 200 hybrid
PSYC 200 online	PSYC 200 online
PSYC 205	PSYC 205
PSYC 205 hybrid	PSYC 205 hybrid
PSYC 300	PSYC 300
PSYC 300 online	PSYC 300 online
PSYC 300 hybrid	PSYC 300 hybrid
PSYC 340	PSYC 340
	PSYC 340 ONLINE
PSYC 410 hybrid	PSYC 410 hybrid
PSYC 410 online	PSYC 410 online

Regarding hybrid courses, PSYC 106 hybrid was added to accommodate students who desire a face-to-face course but may have limited flexibility in their schedule. Regarding online course additions, PSYC 106 and PSYC 340 were added in an online modality to accommodate students who are unable to come to campus or may have limited flexibility in their schedule.

5A. Progress Report - IPC Feedback

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

It was recommended that we incorporate additional quantitative evidence from data packets for enrollment trends. In the current program review, data provided by PRIE was included in the examination of enrollment trends

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.

In the previous program review period, it was indicated that faculty would continue to provide additional readings to assist students enrolled in PSYC 410 and PSYC 106 who have not taken PSYC 100. It was indicated that changes made would be evaluated during the next 2 semesters that the course was offered.

Regarding PSYC 106, additional material was provided to students and this change was evaluated. It is of note that although the additional material offered assistance, the improvements may have been impacted by revision of the assessment measures and methods to more accurately evaluate students' learning outcomes. Given this, further assessment is warranted and these changes will be further assessed during the next assessment period.

Regarding PSYC 410, additional material was provided to students and this change was evaluated. It is of note that although it may have offered assistance, it was difficult to evaluate if the improvement was due to the additional materials provided or the increase in percentage of students who had previously taken PSYC

Program Review

100. Given this, further assessment is warranted. needed. These changes will be further assessed during the next assessment period.

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?

The unmet resource request of the SAMSUNG 75" 4K UHD LED TOUCH DISP, Salamander – cart, Media Presentation System 200 (which enables a Wi-Fi connection) from the 2019 program review cycle has meant that the Social Sciences division is unable to host multimodal/hyflex meetings within HUB. As one result, there is less community building among Social Science students and less ability for us to show the space to students. This also contributes to a lack of visual representation of topics discussed in class, which affects visual learners.

The unfulfilled resource request related to the purchase of IBM SPSS Statistics software has meant that Psychology faculty have had to personally incur the yearly cost of purchasing the license to allow students the opportunity to have access to and learn from the use of statistical programs in their courses. Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PSYC 100, PSYC 300, PSYC 205). Additionally, students will likely utilize statistical software in other related fields that conduct quantitative research.

The unfulfilled resource request from 2019 related to "increased marketing support for our programs" contributes to the challenge of having scalable marketing, especially for small one-person departments. This ultimately has a negative impact on student enrollments in social science courses.

The unmet request that each classroom come equipped with a Help Phone does not allow us to call for assistance in case of emergencies or immediate technology issues.

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."

Given demonstrated enrollment trends, we continue to need 2 FT faculty in the department. There has been a high amount of turnaround in part-time faculty due to retirement, moves or acceptance of full-time teaching assignments. Given this, at least once or twice a year since the previous program review, new part-time faculty were hired to cover scheduled classes. It may be necessary to increase the pool of part-time faculty in order to decrease the demand of repeated faculty searches.

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.

The following data was obtained from the following sources: Psychology Program Review Data Packets:2022-2023, Cañada College Program Review Data Dashboards (Course Outcomes & Student Enrollment)

Please note that it is expected that enrollment trends may be more variable than previous program review periods and any interpretations of enrollment trends need to be examined through the lens of a global

Program Review

pandemic initiating during Spring 2020, which is part-way into the 5 year examination period (2017-2022) of data for the current program review. Per the data provided by PRIE, over the past 5 years the census headcount of the psychology program slightly increased over 2017-2021, however there was a decrease from the 4-year average of 1,227 to 1,053 students in 2021-2022. In contrast, college wide data demonstrated a slight decline in enrollment over the past 5 years, yet a comparable decrease in 2021-2022.

Efficiency of the psychology program load and fill rate percentages consistently exceed those of the college-wide figures, with fill rate 10% higher in the psychology program (mean of 82%), than the college-wide percentages (mean of 72%). Regarding load, in the psychology program load had a range of 417-500, whereas the college-wide load has ranged between 316-387 over the last 5 years.

Overall retention and success rates have been comparable to those of the college and will be addressed in more detail in section 8 of the program review. While the colleges WSCH numbers have decreased over the last 5 years, those of the psychology program have steadily increased over the past 5 years until 2020-2021 where there was a sharp decline to that below year one (2017-2018). FTEF increased after the first year of the 5 year examination (2017-2018) due to the new full-time faculty hire, however, it has remained steady in the following years and is composed primarily of full-time faculty, similar to the last program review. The psychology programs' total FTES steadily increased over the past 5 years, compared to the steady decline in college-wide FTES. However, both psychology and college-wide FTES experiences a sharp decline in 2020-2021.

Enrollment in courses with a face-to-face component (face-to-face, hybrid, and online synchronous) were relatively stable between Fall 2017-Fall 2020, however, during Spring 2021- Spring 2022 there was a notable decline in enrollment for these courses with fill rates dropping from an average of 74% to 49% in Spring 2022. Further, the average section count of 10.5 courses with a face-to-face component dropped to a section count of 6. Alternately, courses without a "face-to-face" component saw an increase in enrollment during the 2020-2021 school year and return to prior numbers in 2021-2022. However, it is important to note that the section count for asynchronous online courses increased by 5 courses in 2020-2021 and remained the same in 2021-2022, thus although enrollment returned to prior levels, fill rate in asynchronous online courses dropped by approximately 10%.

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?

Efficiency of the Psychology program load and fill rate percentages consistently exceed those of the college-wide figures, with fill rate 10% higher in the Psychology program (mean of 82%), than the college-wide percentages (mean of 72%). Regarding load, in the Psychology program load had a range of 417-500 students, whereas the college-wide load has ranged between 316-387 students over the last 5 years.

The Psychology programs' total FTES steadily increased over the past 5 years, compared to the steady decline in college-wide FTES. However, both Psychology and college-wide FTES experience a sharp decline in 2020-2021. It is important to note that the global pandemic impacted people in many areas including physical and mental health as well as academic and occupational attainment and goals. It will be important to continue to track enrollment trends in various modalities over the next several semesters before an accurate assessment of new enrollment trends can be established as our on campus climate continues to shift.

As noted in section 4 of this program review which addressed curricular changes, we have added one new hybrid course and two new online courses to accommodate students who are unable to come to campus or may have limited flexibility in their schedule.

Number of online courses offered allowed us to continue to provide the same course variety to students throughout this assessment period despite the global pandemic. As expected, online course enrollments increased during the 2019-2020 and 2020-2021 academic years. However, online course enrollments dropped from 720 students in 2020-2021 to 628 in 2021-2022. This may reflect a larger, college-wide pattern of decreased enrollments, however, given that enrollment in F2F (147 students in 2020-2021 versus 74 students in 2021-2022) and hybrid (128 students in 2020-2021 versus 26 students in 2021-2022) also dropped.

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.

The Social Science division as well as the psychology program would greatly benefit from increased assistance with marketing our programs. Great strides have been made in marketing other areas of the college; however, in comparison to other divisions minimal emphasis has been given to the social sciences. We have scheduled and met with individuals who are in charge of marketing and this is a beginning, but continued and consistent marketing assistance is desired. Each program in our division currently has between 1-2 FT faculty in each program. Currently the psychology department has 2 FT faculty assigned to our department which does not leave time to commit to marketing newer courses and modalities or courses offered at various times. Assistance with marketing is something that could be particularly helpful to hybrid courses as there has been a significant increase in the number of hybrid courses offered in the psychology department and marketing could help with increasing course enrollment. An informal survey of students has shown an incomplete or inaccurate picture of the format of hybrid courses which may deter these students from registering for these courses. Given this, productivity numbers in psychology may decline for a short period. Marketing could provide students and potential students with explanations of hybrid courses in a variety of locations as well as describing the benefit of hybrid courses in order to reduce potentially lower productivity numbers. Although a few ideas will be discussed in this section, there are many potential causal factors for the trends that can be further analyzed by the research department within the college.

A trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This may impact the programs retention and success rates of transfer students who make up the majority of enrollments in our courses. Psychology courses continue to have high enrollments, however, these courses are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course which may negatively impact retention and success rates. Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed. It is of note that we continue to have this goal from the previous program review but given inconsistent staffing inadequate time has been available to fully assess this area.

To assist with marketing our program to potential students or part-time faculty, it is suggested that marketing work with psychology faculty, as well as other faculty in the Social Sciences, to create faculty profile pages to highlight faculty accomplishments and interests.

Psychology is one of ten disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty. It is important for the program to have a space for Social Science students to congregate and study. Currently we have a Social Science Hub and we should maintain that space. The computers in the Social Science HUB are outdated and at times do not function adequately to use programs such as word or the internet. Further they do not easily connect with the projector. The Social Sciences students would benefit from having either an updated projector connection or new projector as well as having all computers in the Social Sciences HUB kept up to date and functional. To provide an enriched learning and study environment, the HUB would also benefit from having a Smartboard or NeatBoard.

We have a continued need for a Social Science Coordinator. The Social Science coordination should continue to receive the requested release time of FTE .2 in order to complete the job and core duties.

Faculty should continue to stay current as Psychologists through travel, taking courses and/or attending professional workshops and conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

Further, given the climate of community colleges nationwide and continued goal for classroom safety, it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.

Program Review

Faculty also benefit greatly from the resources available within the Faculty Teaching and Learning Center and Lounge (formerly named CIETL), and as such request continued support for the space.

Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PSYC 100, PSYC 300, PSYC 205)

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?

The following data was obtained from the following sources: PRIE Dashboards, Psychology, Overall Outcomes.

Between the 2017-2018 academic year and the 2021-2022 academic year, student success ranged from a low of 72.3% in 2017-2018 and a high of 77.6% in 2020-2021. These success rate percentages are slightly higher than the overall success rates at Cañada, which ranged from 71.5%-73%. Retention rates ranged from a low of 83.7% in 2017-2018 and a high of 89.7% in 2021-2022, which is greater than the overall retention rates at Cañada of 84%-85.6%.

During the years of 2017-2020, success rates were slightly higher in online courses compared to face-to-face, with the greatest difference being 76% versus 69% during the 2019-2020 academic year. However, between 2020-2022, success rates in face-to-face courses surpassed success rates in online courses, with a difference of 87% versus 73% in 2021-2022. This data may be difficult to interpret given that the high number of face-to-face courses were conducted in a synchronous, online format.

Given the variety of course offerings and modalities provided during the current review period (PSYC 100, PSYC 100 hybrid, PSYC 100 online, PSYC 106, PSYC 106 hybrid, PSYC 106 online, PSYC 200, PSYC 200 hybrid, PSYC 200 online, PSYC 205, PSYC 205 hybrid, PSYC 300, PSYC 300 online, PSYC 300 hybrid, PSYC 340, PSYC 340 online, PSYC 410 hybrid, PSYC 410 online), it is possible for a student to complete our degrees while only completing courses at Cañada College.

To improve student completion and success, it may be necessary to continue to offer our courses in a wide variety of modalities (face-to-face, online, and hybrid), given that success rates for both in-person offering and online offerings were higher than college average rates.

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?

GENDER

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Course Outcomes, Outcomes by Demographics for the college.

Over three times as many females compared to males have been enrolled in Psychology courses over the last 5 years. The largest gender enrollment gap occurred during the 2020/2021 academic year, with 946 female students enrolled in Psychology courses compared to 359 male students. There was an access gap of 7.1% between female and male students between 2017-2022. When examined further, the access gap mainly appears in PSYC 200 (Developmental Psychology). Since this course is a requirement for Nursing and Early Childhood Education majors as well as Psychology students, it may be that the higher number of female students in these respective fields are skewing the data. Although it is common to have more females than males enrolled in Psychology courses, the college could increase marketing of Psychology courses to stress the importance of the discipline in both everyday life as well as within related fields such as criminal justice, business, and economics.

RACE/ETHNICITY and GENDER

Program Review

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Course Outcomes, Outcomes by Demographics for the college.

Over the past five academic years and across all identified ethnicities, retention rates have been high.

However, for success gaps were noted among Black, Non-Hispanic Female students (24.4%), Hispanic female students (9.5%), Black, Non-Hispanic students (19.3%) and Hispanic students (8.2%). Overall, success rates for Black, Non-Hispanic students improved from the previous program review, ranging from 40.4% in 2014-2015 to a high of 67.6% in 2017-2018. Although this success rate in 2017-2018 among Black, Non-Hispanic students was greater than the all college rate across the last 5 years, it is still significantly lower than the success rate of 92.5% among Asian students in the 2018-2019 academic year. To improve access and completion rates across race/ethnicity and gender, we support the goals outlined within the 2022-2027 Educational Master Plan including, but not limited to:

- 1.11 – Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.) and 1.14 – Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS
 - Given that many of the students enrolled within our courses may also take part in these programs, feeling connected and supported by the college overall may improve success rates
- 2.1 – Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).
 - Smaller class sizes within our department will allow for individualized care and timely interventions for students who may be at risk of withdrawing from courses
- 2.14 – Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.
 - Success Teams, the Learning Center, Tutoring, and the Writing Center have been vital to the success of Psychology students. Ensuring their continued funding will serve to decrease equity gaps within our department
- 3.2 – Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American.
 - Outreach to these areas may continue to improve enrollment and strengthen college relationships within these communities.

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”.

All information taken from the Instructional Program Review Data Packet for Psychology: 2022-2023 and the PRIE Dashboards, Overall Outcomes, Time Detail Year and Disaggregation Contact Type.

Program Review

In the 2017-2018, 2018-2019, and 2019-2020 academic years, online courses had higher success rates compared to face-to-face courses (74% online vs. 69% F2F; 77% online vs. 72% F2F; 76% online vs. 69% F2F). However, in the 2020-2021 and 2021-2022 academic years this trend reversed, and success rates were higher in face-to-face courses compared to online courses (82% F2F vs. 76% online; 87% F2F vs. 73% online).

Similarly, when examining retention rates, retention rates in online courses were slightly higher or comparable to face-to-face courses in the 2017-2018, 2018-2019, and 2019-2020 academic years (83.6% online vs. 81.9% F2F; 90.4% online vs. 90.8% F2F; 85.6% online vs. 85.8% F2F). However, in the 2020-2021 and 2021-2022 academic years this trend reversed, with retention rates higher in face-to-face courses compared to online courses (93.2% F2F vs. 87.6% online; 97.3% F2F vs. 90.3% online).

Success rates in hybrid courses varied by academic year, with an average success rate of 73.1%. This success rate is higher than the all college average hybrid course success rate of 71.8%.

The success rate and retention rate trend disparities within the 2019-2020 academic year may be explained by modality definitions during the COVID-19 pandemic – face-to-face courses included synchronous online meetings, which may have been more difficult for students to attend at the beginning of the pandemic. Higher success rates within face-to-face courses in subsequent academic school years could be attributed to higher contact with instructors during scheduled times. To reduce these gaps, we will continue to revise online courses to provide additional instructional support for students who may be less academically prepared or familiar with the self-discipline needed for online courses while maintaining the integrity and rigor of the course. We also support college efforts to reduce disparities including providing Chromebooks and Hotspots for students and virtual support within the library and counseling.

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.

Please see Improve for the assessment plans, results and action plans by course. All course SLOs are being systematically assessed over the three-year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spreadsheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into Improve.

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?

For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to evaluate and review assessment measures and methods. Further, for PSYC 410 and PSYC 106 many schools require PSYC 100 as a prerequisite to these courses. As it is not a prerequisite at Cañada, it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In the previous program review period, it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance for both courses, it was difficult to fully evaluate given the higher number of students who had previously taken PSYC 100 who were enrolled in PSYC 410 and the updated assessment methods for PSYC 106. Given this, further assessment is warranted over the next assessment period.

For PSYC 200, the upcoming program review will review student success midway through the semester and also toward the end to ensure students have a better understanding of the developmental theories.

Program Review

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Radiologic Technology

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.

The mission of the radiologic technology program fits perfectly into the college's mission by providing quality education to individuals who seek a career in medical imaging. Program graduates become essential components of the health care team and active contributors to our communities.

Radiologic technology students are engaged with possibly all service area offered by Cañada College. For example, radiologic technology students take program's prerequisites from departments such as: English, Biology, Chemistry, Communications, Mathematics, Social Sciences, Ethnic Studies, and Fitness and Wellness. In addition, they utilize the Library, Learning Center, Admission and Records, Financial Aid, Veterans Center, Disability Resource Center, School Nurse, EOPS, etc.

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."

The Radiologic Technology Program has an articulation agreement with California State University Northridge (CSUN), the only public university in California offering a Bachelor's degree in Radiologic Technology.

For many years the program has had as a prerequisite Intermediate Algebra (MATH 120) and since this course is not offered by our district anymore the program is now requiring any transfer level math course higher than intermediate algebra.

Our plan is to work in the next few weeks with the curriculum committee to officially change the math requirement, which affects the program requirements.

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.

Community Needs: In addition to the aging population in San Mateo County and the country as a whole, we are seeing an increased need for medical care.

Employment needs: Since Covid 19 high numbers of medical personnel (including radiologic technologists) have left the field. With the majority of facilities reporting staffing shortages we see an increased demand for staff.

Although hospitals will remain the main employer of radiologic technologists, a number of jobs will be in physicians' offices and in imaging centers. Employment in these healthcare settings is expected to increase because of the continued shift towards outpatient care whenever possible. Many facilities have expanded, for example Kaiser Redwood City (KRW), Sutter Health, Palo Alto Medical Foundation (PAMF) and University of California San Francisco (UCSF) have added new outpatient facilities in our area. Adding to this is the fact that outpatient care remains encouraged by third-party payers as a cost-saving measure and is made possible by technological advances, such as less expensive equipment, which allow for more procedures to be done outside of hospitals.

Program Review

Technology: Health care and specifically imaging technologies have evolved dramatically the last few years, changing from analog film to digital systems. This evolution affects how and what we teach our students. In order to stay current, our faculty maintain CE requirements, attend conferences and seminars. In addition, most members of our faculty continue work in the health care setting, where they are exposed to new technologies, new equipment and overall new trends.

Licensing and Accreditation: In Sept 2019 the program was awarded an 8-year accreditation by the Joint Review Committee on Education in Radiologic Technology (JCERT).

The program is also licensed by the California Department of Public Health, Radiologic Health Branch and this is a year to year licensing, with a physical school and clinical sites inspection every 3 or 4 years.

Advisory Committee: The program has scheduled our next advisory committee meeting for 10/31/2023 and as part of the agenda we will discuss community and labor needs.

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?

No significant changes have occurred in the program's curricular offerings, scheduling or mode of delivery in the last two years; however, due to impacts of Covid 19 over the past 4 years, changes were made to course schedule and delivery. This was done to accommodate our student's needs and ensure their success in the program. As of Fall 2022 we have shifted back to the standard course schedule.

5A. Progress Report - IPC Feedback

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

See 6A

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.

Objective #1: To find ways to support students who are in danger of performing at or below "C" level (75%).

We have been working with students who are struggling in their clinical or didactic courses, to be part of the tutoring sessions that have been arranged twice per week. Students who are having difficulties in the clinical setting are required to meet with the Clinical Coordinator once a week to verify progress. Those struggling in didactic courses meet with the Program Director once a week to figure out strategies and to verify if these strategies are effective. We will report a more comprehensive summary upon return to normal program schedule.

Objective #2: Maximize use of new equipment. Program faculty will work on developing new courses in fluoroscopy designed to prepare x-ray technologist and physician assistants to sit for the state examination.

Due to Covid-19 and imposed schedule changes we have not been able to work on this objective.

Objective #3: Reach out to groups who are underrepresented in the Radiologic Technology Program. Program officials will seek the help and advice of the Cañada College Outreach Program, to find different ways to reach out to the underrepresented communities. The program holds two information meetings per year. We will like to hold one of these information meetings at the Cañada Menlo Park Site which is closer to East Palo Alto, Belle Haven, and North Fair Oaks.

Because of the limitations created by Covid-19 we have not been able to work on this objective.

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?

With the addition of our updated radiographic class room with two live radiographic room students are able to image phantoms and perform laboratory testing enhancing their understanding of positioning, technical factors, radiation production, quality control and radiation safety.

The purchase of the Radiographic phantom allowed our students to practice radiographic positioning during covid. They

- maintained proper social distancing

Program Review

- employed positioning skills.
- produce real time radiographs
- analyze images
- pass RADT 410/420 while being removed from clinical practice.

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."

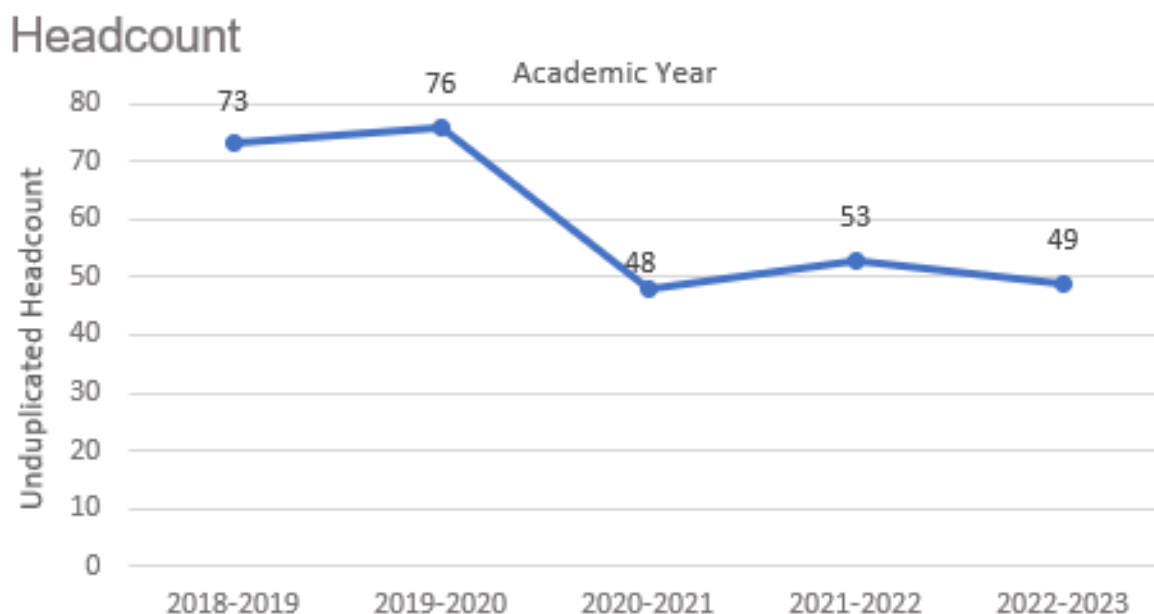
Since 2019 the demands of the clerical position have increased significantly. Since 2020 our we have had 3 cohorts (normally 2) in clinic simultaneously which has required additional onboarding. In addition, our clinical sites have increased their onboarding requirements thereby increasing the load on our administrative assistant. There have been instances of students start dates delayed due to incomplete onboarding packets. As it stands our Administrative Assistant is available three 6 hour days per week and often works to assist outside of her hours as students may not be able to reach her during her shifts. Expanding these hours to a minimum of 24 per week, 4-6 hour days would improve the situation.

Since 2020 we have seen a decrease in our adjunct pool and have had difficulty finding qualified candidates.

Current State of the Program

7A. Enrollment Trends

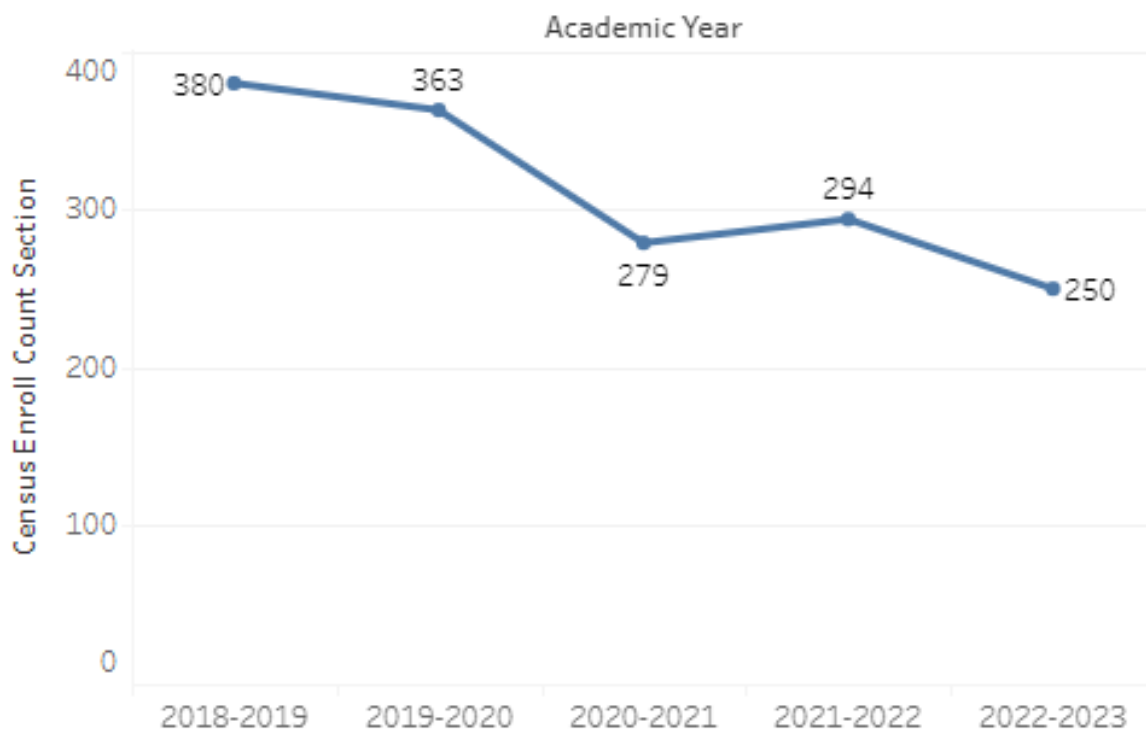
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.



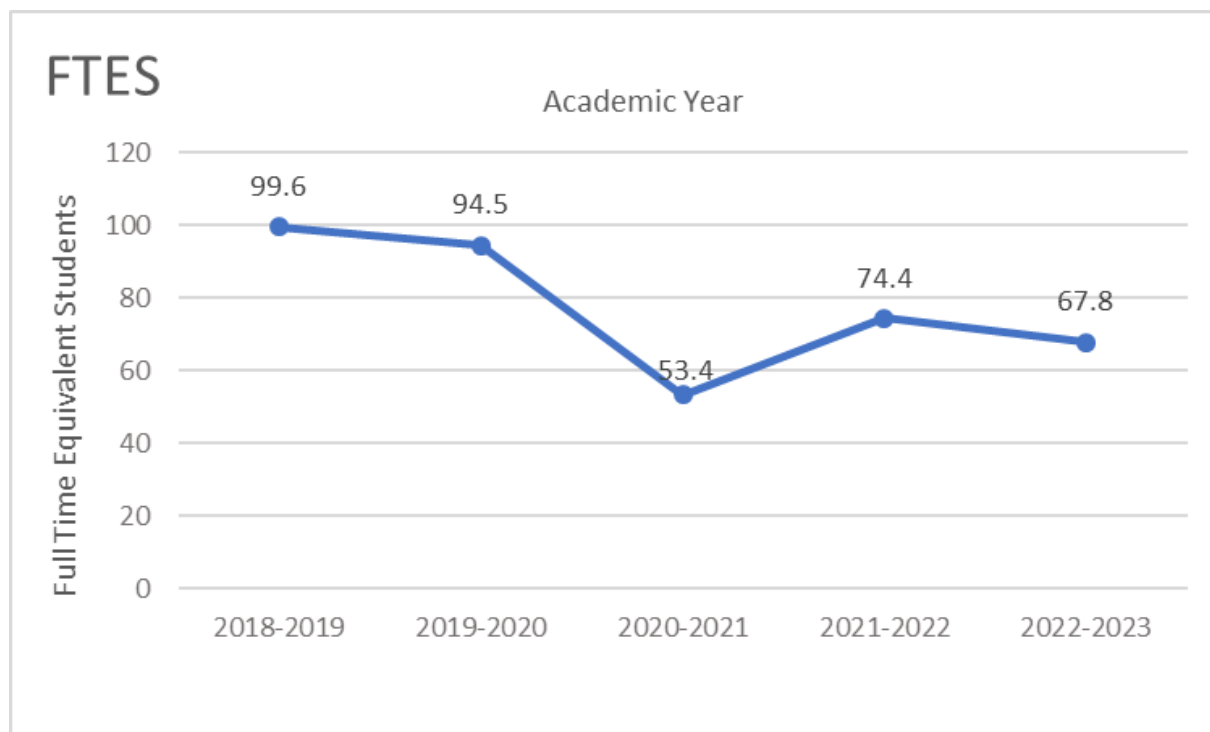
Headcount in Radiologic Technology was down 32.9% in 2022-2023 (49 students) compared to 2018-2019 (73 students). Headcount increase slightly before it declined dramatically in 2020-2021 and remained around that level through the most recent academic year.

Program Review

Enrollments



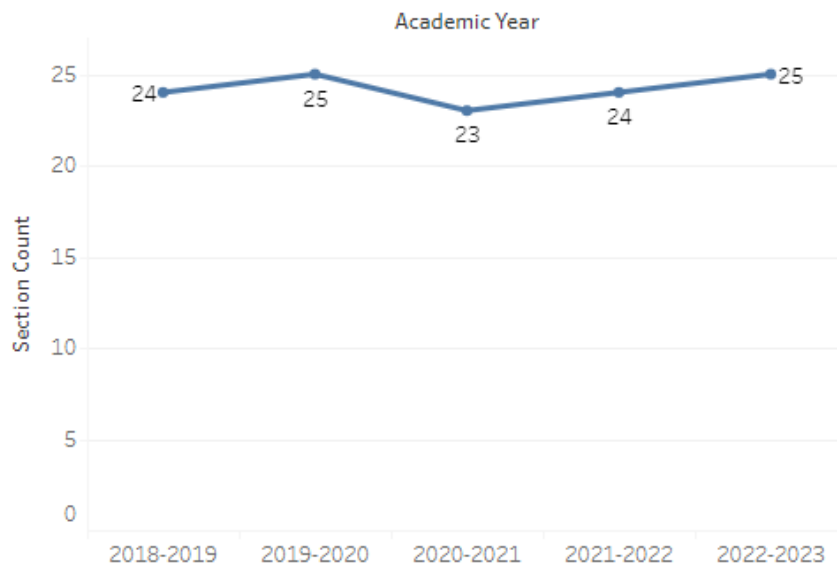
Enrollment in Radiologic Technology was down 34.2% in 2022-2023 compared to five years ago in 2018-2019. Radiologic Technology enrollment started at a five-year high in 2018-2019 with 380 enrollments and decreased to a five-year low of 250 enrollments in 2022-2023.



Full-time equivalent students (FTES) in Radiologic Technology was down 31.9% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), a decrease of 31.8 FTES.

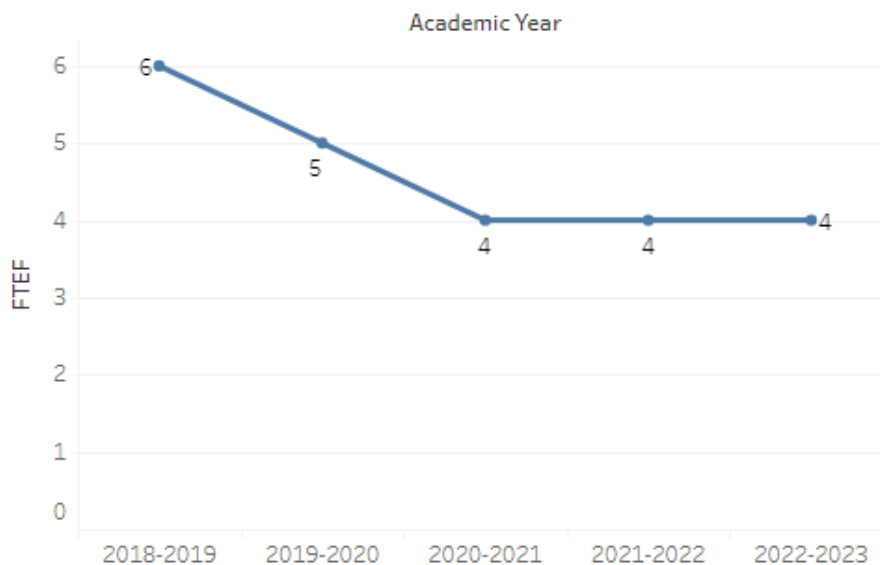
Program Review

Section Count



The number of sections offered in Radiologic Technology ranged from 23 sections to 25 sections, remaining fairly stable over the last five academic years.

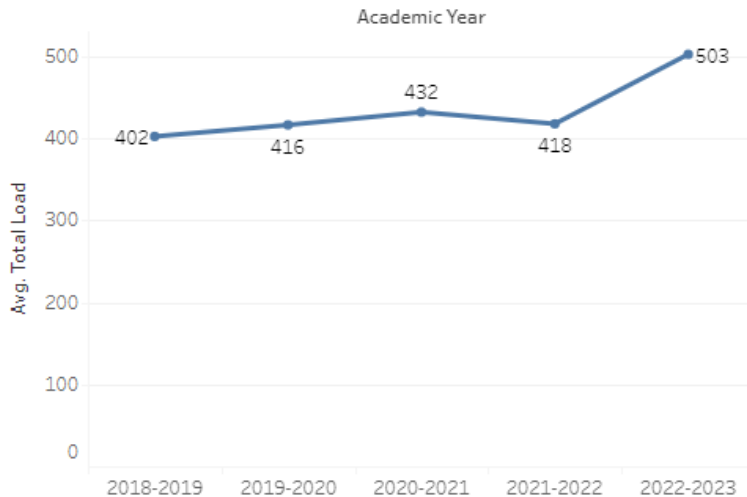
FTEF



The number of full-time equivalent faculty (FTEF) in Radiologic Technology went from 6 in 2018-2019, down to 5 FTEF the following year, and then 4 FTEF for the next three academic years.

Program Review

LOAD



Load in Radiologic Technology fluctuated slightly over the last five academic years with a low of 402 in 2018-2019 and a high of 503 in 2022-2023.

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?

Our enrollment is limited by the number of students that can be placed in each clinical site. These numbers are limited by the JCERT and the facility management.

Due to Covid our cohorts' graduations have been delayed further impacting our acceptance numbers.

Student's graduations were delayed one full semester resulting a limited clinical capacity for the incoming cohorts.

Prior to the pandemic, our average cohort size was 20 students. In the 20-21 academic year, the cohort size was limited to 15 students. As noted above, this number was determined based on the number of available clinical sites. Similarly in academic years 21-22 and 22-23, the cohorts were limited to 12 students each. In 23-24 the program accepted 15 students.

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.

This year, we have increased the number of spots offered to incoming students, with an incoming cohort approaching the pre-pandemic average. We anticipate a return to a 20 student cohort in Academic Year 24-25.

One possible solution to increase load would be to increase the number of continuing education courses we offer. We already offer mammography as a continuing education course and we will work on developing a fluoroscopy course for physician assistants, who are required by the state of California to be license in fluoroscopy.

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

Program Review

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?

The overall success rate in Radiologic Technology remained fairly stable over the last five academic years, with a low of 93% and a high of 98%. Overall withdraw rates in Radiologic Technology were very low, ranging from 0% to 2%.

Course success rates in Radiologic Technology ranged from a minimum of 87% in RADT 400 to a maximum of 100% in multiple RADT courses. Course withdraw rates in Radiologic Technology ranged from a max of 6% in RADT 470 to a minimum of 0% for the majority of the other RADT classes offered in the last five academic years.

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?

Access

Access is an indicator of what student subgroups are enrolling in courses, based on unique student counts. Enrollment data revealed one student subgroup was underrepresented in Radiologic Technology classes compared to the college-wide population (see Table 1). The proportion of students in Radiologic Technology with a unit load considered 'less than part-time' (fewer than 6 units) was 42.7 percentage points lower than the proportion of 'less than part-time' students enrolled college-wide.*

Table 1.

Student Subgroup	Gap
Unit load - Less than part-time (less than 6 units)	-42.7

* This information is not applicable, this program does not have any part time students.

Success

Success is the rate at which different student subgroups pass courses and is based on enrollments. The success rate for different subgroups in Radiologic Technology was compared to the overall success rate in Radiologic Technology. No disproportionate impact was found for success in Radiologic Technology.

Withdraws

Withdraws is the rate at which a student withdraws from a course, with higher numbers being worse, as they indicate greater withdraw rates. The withdraw rates for subgroups in Radiologic Technology was compared to the overall withdraw rate for the program. No disproportionate impact was found for withdraws in Radiologic Technology.

Students are accepted into the Radiologic Technology Program through an online application process. The number of affiliated clinical sites (hospitals) and the number of students each clinical site can take at any given time determines the number of students accepted into the program. From the application, only age can be identified from official transcripts that must be reviewed for prerequisites. Students are not identified by ethnicity during the course of the program.

1. Historically we have had a very low number of African American and Pacific Islander applying to the program. It is possible that we need to do more outreach in these populations.

2. It appears there is no difference between gender's success and retention rate over a five-year period. This is not an area that needs to be addressed

3. Success rate and retention rate have been very stable for years. The program typically accepts 20 students per year and we lose one or two students. Program completion rate for the year 2021 was 82.2%. Job placement rate in the last five years (2017-2021) has been 100%. The National Exam passing rate for the last five years (2017-2021) has been 97.7%

Program Review

The Radiologic Technology curriculum is offered during the daytime only. In 2022 RADT 470 (mammography) was converted to an afternoon course which meets the needs of the majority of our students enabling them to take this course. This course remains open to all licensed technologists.

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”.

Not applicable

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.

Yes, all courses are systematically assessed. Each course is assessed at least once in a three year cycle by the teacher of record. The radiologic technology program has a set curriculum and each accepted class (cohort) moves through courses in a systematic way. So it is important and of great value to assess the effectiveness of each course. In addition, The radiologic technology program is a Career and Technical Education program and all curriculum must be updated every two years.

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?

There is an understanding among the radiologic technology faculty of the importance of SLO assessments and the picture it provides in order to improve program's performance. The first item we discovered during this assessment cycle was that some courses have too many SLOs. So we will be carefully reviewing them and see if they are still relevant. Second, with the help of the program's office assistant we will create a calendar where every semester we will have automatic reminders to review SLOs and benchmarks at the end of each semester and third we discussed the need to find ways to connect the assessment plans for our accrediting agencies (JRCERT and the state of California, Radiation Health Branch) and assessment for school.

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?

• PLOs are assessed every year in accordance with JRCERT requirements, please see attached Assessment Plan 2020 - 2021

The assessment plan for Program Student Learning Outcomes (PSLOs) measures Program quality through the assessment of benchmarks set by the Program. The measurement of assessments indicate three possibilities: 1) positive results encourages us to continue utilizing current methodology, 2) negative results require review of curriculum, curriculum delivery, application of measuring tool, and then we look for possible solutions; and 3) results that are difficult or impossible to measure are revised, replaced or removed.

• In summary assessment results of PSLOs are good in demonstrating strengths and weaknesses of the program.

• Other data that reveals Program performance are:

1. The Program Effectiveness Data found in the program's website. Copy is attached

2. The American Registry of Radiologic Technologists Exam Results. 2021. Attached
Items to be implemented:

1. Sampling pools have been increased when using the Clinical Competency rating Forms
2. In the first and second semester program faculty reinforced areas of radiation protection and shielding during lecture and during practical examinations.
3. Reinforce in clinical areas the setting and manipulation of radiographic technical factors

Program Review

4. Adding more radiographic trauma situations to RADT 420 and the need to have an affiliation with a trauma clinical setting. Note. We are in conversations with Valley Medical Center in Santa Clara to establish a partnership.

Looking Ahead

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

General Supporting Documents

[AnnualProgramSummaryReport \(5\).pdf](#);

[Assessment F-2020 - F 2021.pdf](#);

[Program Effectiveness Data 2020.docx.pdf](#);

[RADT 474 SLO review. 2023.pdf](#);

[ExamResultsReport. Class of 2021.pdf](#)

Tables & Graphs

Attached

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Radiologic Technology Program

Item Requested

3D radiographic interactive simulation. The brand is Shaderware

Item Description

Simulation training for radiographic equipment handling, receptor placement, collimation, side marker placement, exposure factor selection, control of scatter, and image quality assessment.

Program Goals this Request Supports

Radiation protection,

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

One-time Cost

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

It will provide ample time to all students to practice radiographic positioning on their own.

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

This tool will support all students enrolled in the radiologic technology program.

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

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Be the best college choice for local high school students

Provide adequate access to technology



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Sociology

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.

The department of sociology at Cañada College has a mission to help students understand, analyze, and critique the modern social order empowering them to act as agents for personal and social transformation. The program strives to implement the highest level of teaching introducing students to the basic concepts, theories, methodologies, and epistemological assumptions associated with the contemporary field of sociology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower-division sociology courses so that students will be able to transfer to nearby institutions as upper-division students.

The department, while remaining productive, efficient, and robust until 2019 was devastated during the Covid pandemic. It is no longer productive, efficient, or robust as numbers have precipitously dropped showing no signs of life as of fall 2022. On the other hand, student enrollment includes an extremely wide-range of students in terms of race, gender, age, and more, and, course offerings include a wide-range of modalities from face-to-face to online courses. Furthermore, students are graduating and transferring to local institutions, albeit at lower overall numbers than before the pandemic.

In addition, the sociology department is committed to promoting equity both in the curriculum and in the classroom. The curriculum is embedded with sociological material promoting tolerance and social justice while also encouraging diversity of thought and diversity of being. And, the department has consistently served, as stated above and outlined in 8B, a wide-range of students in terms of race, gender, age, and more. Furthermore, the department is committed to maintaining and expanding the diversity of the student population in the sociology department.

The primary challenge in the coming years is recruiting more students into sociology classes, especially in the face-to-face modalities (though online student enrollment has decreased too). A related challenge is providing students with the wide-range of classes both in terms of modalities and course content that have been offered in the past. Unlike previous years, faculty morale is low, but the support from the division dean has been greatly appreciated.

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."

The sociology department has stayed up-to-date with curriculum and degree requirements, especially in relation to the UC and CSU systems. The goal is to create a program whereby increasing numbers of students are able to transfer as juniors into sociology programs across the state.

To accommodate this goal, the sociology department has integrated itself with the Course Identification System (C-ID). C-ID is a supra-numbering system developed to ease the transfer and articulation burdens in California's higher educational institutions. All four sociology classes (Introduction, Social Problems, Ethnicity and Race in Society, and Social Science Research Methods) have been aligned and accepted into the C-ID system.

To further facilitate transfers to the CSU, the sociology AA-T degree has been implemented. The degree is designed to create a clear pathway to the CSUs whereby students are guaranteed junior standing in their major.

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

Program Review

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.

No known changes.

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?

The most significant change in the program's curricular offerings was during the initial Covid pandemic when all face-to-face courses were reconfigured into online courses on Canvas. While the online asynchronous sections were not affected by the pandemic, five face-to-face sections were changed into synchronous courses. The rationale for these changes were related to public health developments that made face-to-face courses unfeasible. Face-to-face sections were offered for the first time to students since the spring of 2020 in the spring of 2022.

5A. Progress Report - IPC Feedback

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

Adjustments were added to reflect the recommendations from the previous IPC report which include the following:

1. A more detailed analysis of the "use" data pertaining to the Social Sciences Hub along with information related to events and number of students.
2. More specific quantitative data in relation to enrollment trends.
3. More specific data on student demographics as related to access and completion.
4. A more detailed assessment of student demographics by modality and changes by modality.

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.

There were no program goals identified in the past program review as there were no specific questions related to goals. However, new goals will be identified in this program review.

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?

Not applicable.

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."

Not applicable.

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.

In terms of overall enrollments, student headcount increased between 2017 and 2020 from 543 to 717. However, student headcount dropped significantly to 542 in the 2021-2022 academic year. A more careful analysis reveals there was a massive drop in the number of students taking face-to-face classes in the day. While overall online

Program Review

enrollments increased, the face-to-face numbers dropped so fast— canceling out the online gains— that overall numbers dropped.

In terms of FTEF, numbers stayed steady. While FTEF was 3 in 2017, subsequent years held steady at 4. In terms of Section Count, the overall numbers of sections increased slightly. While there were only 16 sections in 2017-2018, sections increased either to 20 or 21 from 2018-2022. In terms of LOAD, the average LOAD total dropped significantly over the past 5 years. While LOAD was 433 in 2017-2018, LOAD— with the exception of 2020-21— dropped steadily hitting a low in 2021-2022.

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?

The most significant change, as briefly mention above, was the massive drop in the number of face-to-face students during the day (an 80% drop!) cancelling out the gains made in the online classes. This, not surprising, correlates with the Covid pandemic. First, from the spring of 2020 to the fall of 2021, all sociology classes were taught remotely. Second, whereby the face-to-face classes were brought back (5 sections) in the spring of 2022, student enrollment in the face-to-face classes were historically low. This is, in many ways, to be expected as many students were not yet comfortable coming back to campus in January of 2022 with the new Omicron outbreak.

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.

The sociology department strives to respond to the challenges posed by the pandemic and its aftermath. Priority number 1 is to increase enrollment, especially in the face-to-face modality. The sociology department places a premium on face-to-face instruction as face-to-face instruction is the foundation for student success and campus life. While online courses will be offered, it is the face-to-face modality that needs the most assistance. Here are some tentative proposals for the coming semesters.

1. Improve marketing face-to-face classes to the public: this can be done by seeking assistance with the marketing department for ad placements in various settings. The sociology lead faculty can also place course ads around campus.
2. Seek the assistance of counselors: the lead sociology faculty will meet with campus counselors to see how counselors and faculty can work together to help channel student interest into face-to-face modalities.
3. Send out email to groups and organizations to help promote sociology classes (like PTK)
4. Pay extra attention to current sociology students in face-to-face classes and encourage them to take more in the face-to-face mode

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?

Yes, it was and still is possible for students to complete their sociology degrees fully at Canada without going to the other sister campuses. However, dropping enrollment will make this harder to do in the future, especially for the face-to-face modalities. Currently, students have access to morning and afternoon face-to-face classes, online classes, and night classes (CWA). Instead of changes, *the goal is to maintain this varied structure to maximize the options students have to complete their sociology degrees on the Canada campus.*

Program Review

In terms of completion and success rate, overall numbers have been steady. Overall success rates were 70% in 2017-2018, increased slightly to 76% in 2020-2021, but dropped back to 69% in 2021-2022. Success rate differences between modalities is consistent as well; that is, face-to-face is steadily higher than online modalities. In 2017-2018, the face-to-face success rate was 79% compared to 62% for online modalities. These figures have remained consistent with the most recent data from 2021-2022. In this past year, face-to-face success rate was 82% and online modalities 66%. *This is another reason to support face-to-face modalities during a time of declining enrollment.* When you get more students on campus, they will success at higher rates! Not surprisingly, the honors Sociology 325 course has the highest success rate (85%) vs. Sociology 100 (69%). Sociology/Psychology 205 has the second highest success rate at 82%. This is not surprising as Sociology 325 and 205 consist of advanced students either in the honors program or students ready to graduate.

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?

According to the data provided by PRIE, there are two groups that fall below the college average in terms of access: males (9.5%) and not-low-income students (10.5%). In terms of success, there are three groups that fall below the college average: first generation students (9.2%), Hispanic females (8.9%), and Hispanics (8.3%). While the sample size isn't large, some of these gaps need to be examined more carefully, and, ideas about how changes could be made addressed. The college can help address some of these gaps by increasing funding for more tutoring and mentoring assistance, specifically for Hispanic students. From the point of view of faculty, faculty can also encourage more Hispanic students to seek tutoring assistance and visit faculty office hours.

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".

There was a significant gap in success rates between Non-DE and DE courses from 2017-2021. From 2017-2021, the success rate averaged 73% in Non-DE courses, while the success rate was 68.6% for DE courses, a gap of 7.3%. This gap is consistent with the college as a whole, though, is it not clear from the data provided what is causing this gap. What changes could be made? Perhaps, the sociology department should continue to support and even expand its face-to-face offerings since success rate is typically higher than online courses.

Again, the causes seem deep and related to the structures of the modalities themselves. Perhaps, more dedicated students enroll in F2F classes (or some other self-selecting process). In any case, the numbers suggest the sociology department should not move away from F2F, but more fully engage.

The one exception with the numbers, in terms of success rate, is during the early pandemic period (2020-21) when online success surpassed F2F. I suggest this is likely caused by two factors: F2F students being forced into online modalities and the grade inflation that, understandably, occurred during lockdown. Of course, the success rates have moved back into a "normal" range.

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.

The coordination process going forward will involve a new 3-year cycle established with the coordination of the social science faculty from 2020-2023. This schedule covers every sociology course currently offered at the college.

Fall 2020-21: Sociology 100

Spring 2020-2021: Sociology 105

Fall 2021-2022: Sociology 141

Spring 2021-2022: Sociology/Psychology 205

Fall 2022-2023: Sociology 100

Spring 2022-2023: Sociology 105 and/or Sociology 325

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?

Over the past few years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques. Teaching has been modified and recalibrated. For example, this past year it was decided after looking at SLO results for Sociology 100 that students should receive the study guide at an earlier time to allow more opportunities for student collaboration and study. It is not clear how much of an impact this change has made, however, students reported that they thought the extra time was very helpful. This plan will continue to be implemented in Sociology 100 as more data comes in over the semesters.

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?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would

Program Review

like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Spanish

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.

Cañada College Mission: Cañada College engages and empowers students in transforming their lives and communities through quality education.

Spanish program description: The Spanish department offers Spanish classes at a variety of levels, from beginner to literature. There are classes for students of Spanish as a foreign language, as well as classes specifically designed for native Spanish speakers. In addition to improving students' linguistic abilities, all courses include discussion of aspects of the culture of Spanish speakers.

The Spanish program strives to serve all of Cañada's students, whether they are studying Spanish as a foreign language or they are heritage speakers of Spanish. Since Spanish is the only world language available at Cañada, in order to provide access to the offerings in the department, it is important that there be courses available for every Cañada student.

All Spanish courses have a twofold purpose: increasing students' linguistic abilities as well as their knowledge and awareness of cultural aspects of the Spanish speaking peoples. Improved language skills combined with increased cultural awareness contribute to transforming student lives, by helping students achieve their academic, workforce-related, or personal enrichment goals, while promoting a better understanding of their local and global communities.

In summary, the Spanish program contributes to the college's mission by making sure that all of Cañada's students have access to a Spanish course at their level and that all of our courses have student learning outcomes that increase cultural literacy.

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."

High School:

I am not aware of any new articulation needs based on changes in curriculum and degree requirements at the high school level.

4-year institutions:

CalGETC:

When the new CalGETC pattern is implemented, course enrollments in Spanish are expected to be negatively impacted, since the two areas where Spanish courses fit in CSU GE and IGETC have been reduced or eliminated.

In Area C, CSU GE requires 3 courses, one in the Arts and one in Humanities, plus one more in either the Arts or the Humanities, but CalGETC requires only one course in the Arts and one course in the Humanities. Additionally, in CalGETC SPAN 110 and SPAN 120 cannot be applied towards the Humanities requirement.

For Area 6 of IGETC, Language other than English (LOTE), students can apply any of the following Spanish courses: SPAN 110, 120, 122, 131, 132, 140, 145, 162, 220, 230. However, there is no LOTE requirement in CalGETC, so students will have fewer reasons to take SPAN courses.

In an effort to better prepare future articulation needs related to the state-wide common course numbering requirement that will be in effect in Fall 2025, the curriculum review of Spanish courses completed in 2022-2023 included some changes that resulted in alignment of Spanish courses within our District: course numbers and prerequisites were changed such that they are identical among the three colleges. This was possible after extensive discussion with Spanish faculty at CSM and Skyline, as well as consultation with articulation officers at the three colleges.

Spanish courses already have C-ID, which is expected to facilitate the mapping onto state-wide common course numbers.

Program Review

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.

We did not have information comparable with the labor market report that is available for this program review, so I cannot note the changes in community and labor needs that might have happened since the last program review. In what follows, I highlight the main observations from the current labor market report.

- A degree in Spanish may be necessary for some jobs, but **Spanish skills** are required for a greater number of jobs in a wide variety of fields. Therefore, the focus here is on jobs that require Spanish skills.
- Based on the job postings report, the occupations that require Spanish skills do not necessarily require advanced **degrees**. The vast majority of them either don't list a level of education, or require high school education or a bachelor's degree, but much less often a Masters or Ph.D.
- Over the last year, among job postings in San Francisco, San Mateo and Santa Clara counties, there were **over 1000 job postings each month** that required Spanish language.
- By far, the majority of the jobs requiring Spanish skills are in the **larger cities**, San Francisco and San Jose.
- The occupations seeking employees with Spanish skills are in a **variety of fields**, such as education (teachers, academic and career counselors), sales (both retail and industry), customer service, law (lawyers, paralegals, legal assistants, customs and immigration officers), management, medical (nurses, health services, mental health counselors, medical assistants, dental assistants, patient representatives), social and human services, administrative assistants.
- The top "industry" looking to hire employees with Spanish skills is **education** (all levels, from preschool to university), followed by child and youth services and medical. In education, there are job postings that require a range of Spanish skills, including bilingual individuals.
- The **top employers** looking for employees with Spanish skills are the San Francisco Unified School District, the U.S. Department of Homeland Security and the University of California.

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?

Certificate of Bilingualism and Biliteracy in English/Spanish:

The certificate had been banked due to the banking of one of the required courses, SPAN 161. SPAN 161 was banked in part due to a misunderstanding about the consequences of not updating it, and it was not updated because it was constantly scheduled but canceled due to low enrollment. There used to be two Latino Literature courses: SPAN 161 and SPAN 162. After repeated cancellations, it became evident that our enrollment could not justify offering both of them, so SPAN 161 was deleted. Therefore, SPAN 161 was removed from Spanish Associate Degrees, and the Certificate of Bilingualism and Biliteracy in English/Spanish was modified to require only one literature course (SPAN 162), and it was unbanked and offered once again.

Mode of delivery:

Program Review

Because of the Covid-19 pandemic and the impossibility to offer courses in person, the Spanish courses which didn't yet have a Distance Education (DE) addendum were updated with a new DE addendum. During the pandemic, we started offering Spanish courses via Zoom (online synchronous) instead of in person. In Spring 2022, when in person instruction was once again possible, we reverted the entire Spanish schedule to the pre-pandemic model: all courses had to have an on campus component, whether fully face-to-face or hybrid. However, enrollments were dismal - not a single Spanish course reached 20 students. As a result, we have continued to offer some courses in synchronous modality and others as multi-modal, in addition to hybrid courses that meet partially on campus. The pandemic forced us to experiment with new delivery modalities, and enrollment data has shown us that we need to continue to offer courses in multiple modalities. This is an ongoing challenge for the Spanish department, because, except for the first Spanish course in the sequence, SPAN 110 - Elementary Spanish, our enrollment can only support one section of every other course.

Scheduling:

Over time, Spanish courses scheduled during the daytime had lower enrollment than our evening courses. If only one section of a course could be offered, it has been scheduled in the evening. In the last program review, we reported that we had to reduce our offerings of SPAN 110 from 2 daytime sections to only 1, which had caused a decline in enrollment in our daytime section of SPAN 120; since then, the daytime section was not offered any more. Currently, other than one section of SPAN 110 - Elementary Spanish, the entirety of the Spanish program is offered in the evening.

District-wide alignment of Spanish courses:

During AY 2022-2023, Spanish offerings in the three colleges in our district were aligned in terms of the number of units, course number, and transferability. This was done in anticipation for the common course numbering requirement from the state, which needs to be accomplished by Fall 2025.

5A. Progress Report - IPC Feedback

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

There was no feedback from IPC to the mid-cycle 2019-2020 program review.

Responses to IPC feedback to 2017-2018 IPR

(https://canadacollege.edu/programreview/1718/1718_IPR_Spanish_IPCFeedback.pdf)

3. Community and Labor Needs:

Question from IPC: Is there information available regarding research (what types of aspects of learning Spanish are needed in the different industries)?

Answer: I am not aware of the availability of such research.

Question: Information needed: labor needs and technology needs

Answer: there was no information regarding labor needs available for past program reviews. For the current program review, the need for Spanish skills in the labor market is addressed in question 3. There are currently no technology needs.

5.A. Progress Report - IPC Feedback:

Comment from IPC: The feedback provided originally was intended to help the department consider new aspects and opportunities. Expand or demonstrate the idea that the argument that best practices are already in use.

Answer: the methodology used in our Spanish courses follows guidelines and standards recognized in our field; in particular we follow the recommendations of the American Council for the Teaching of Foreign Languages. Spanish faculty have training and experience in current language teaching methods.

8.B. Completion - Success Online

Comment from IPC: One online technology utilized at other campuses is synchronous online classes, utilizing zoom, google hangouts, adobe connect.

Answer: Cañada started offering synchronous online classes during the Covid-19 pandemic, and continues offering sections in this modality to date. Completion-Success Online is discussed in 8.C below.

11. Program Planning:

Recommendation from IPC: Further description of program plans for improvement

Program Review

Comment from IPC: Further description on future plans for improvement specifically

Answer: Question is not clear. Program plans for improvement are addressed in 7.C. below for the current program review.

Overall Recommendations from IPC:

Collect more detailed information from industry regarding what aspects of Spanish can be explored. Connect the disconnect between the strong need for bilingual employees and the low enrollment. What improvements can be made working with the online and hybrid options for students?

1. In response to an expressed need for Spanish for Medical Professionals, courses were created. They were offered only once. Enrollment was low, so these courses were never scheduled again, and they were deleted.
2. Demographic information for our service area suggests that there is a very significant percentage of the population who is already bilingual.
3. All of our courses can be offered in hybrid format. Since Spanish courses are not necessarily 3 units, offering them in hybrid format has allowed us to fit them within the existing blocks in the schedule. Additionally, by offering hybrid courses with at most 3 units of synchronous time (whether in person or via Zoom), we've been able to schedule 5-unit courses that meet only one evening per week.
4. There are currently no fully online courses. This is due to the need to develop conversational skills, which can only be developed by having actual conversations, and conversations require that people interact in real time. It is possible to explore whether a fully online delivery is appropriate for Spanish for Heritage Speakers courses; students who enroll in these courses are already conversational in Spanish, although not necessarily at a variety of registers.

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.

Goal 1: Explore opportunities for students to study abroad in Spanish speaking countries.

Progress report:

In our District's regular semester-long study abroad program, Spanish can be offered only when the study abroad program happens in a Spanish-speaking country; with the current rotation, this is only once every four semesters/two years. In order to increase opportunities to study abroad in Spanish speaking countries, I proposed a faculty-led short-term program in Barcelona for Summer 2020. It was canceled and rescheduled twice due to the Covid-19 pandemic, and finally offered in Summer 2022. With only one month to recruit students (the time between District approval of this first study abroad program after the pandemic started and the application deadline), I was able to exceed the target number of participants. More students contacted me after the application deadline passed; for other study abroad programs, we were able to add late applicants, but this was not possible in Summer 2022 due to the difficulty in securing housing for students in Barcelona. I also received many inquiries about whether this program would be run in Summer 2023. All of this shows that there is great interest and potential for continuing to offer short-term programs. These programs are not common in the community colleges, and they can be appealing to graduating high school students, so they could serve to attract students to our district.

Goal 2: Continue to offer a full Spanish program, despite low enrollment in some courses.

Progress report:

Our enrollments could not support two Latino Literature courses (SPAN 161 and SPAN 162), so SPAN 161 was deleted, and the Spanish degrees and the Certificate of Bilingualism and Biliteracy in English/Spanish was modified accordingly.

We have been offering SPAN 150 and SPAN 152 - Spanish for Heritage Speakers as concurrently scheduled. We used to offer both of them each semester, one in the daytime and one in the evening, but the daytime course had lower enrollment and we stopped offering it. Additionally, the demand for SPAN 152 was lower than for SPAN 150, and SPAN 152 was often cancelled. However, by scheduling the courses concurrently, students still have both courses available each semester.

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We continue to offer the intermediate series (SPAN 131, 132, 140, 3 units each) as concurrently scheduled courses, so that they can all be offered and we can combine enrollments. Starting with AY 2024-2025, intermediate courses will be SPAN 130 and SPAN 140 (4 units each).

The only Spanish course which is consistently scheduled for two sections, one in the daytime and one in the evening, is SPAN 110. We used to do the same for SPAN 120, but since the last program review we have only scheduled one section of SPAN 120 in the evening

In summary, we continue to offer a full Spanish program, but low enrollment has forced us to eliminate some sections and offer some courses concurrently. In a discipline like Spanish, it is impossible to recruit students for a certain course; we can promote Spanish courses in general, but which course students enroll in depends on their level of Spanish.

Unfortunately, the academic need for students to take Spanish courses will decrease in the future with the implementation of CalGETC. Still, students take Spanish courses for a variety of reasons, not just because it may be a transfer requirement, so we hope that community interest, personal development and career needs will continue to bring students to our courses.

Spanish is the only "foreign" language offered at Cañada College. For about a third of our student population who are Spanish-speaking there is no "foreign" language option; still, the Spanish for Heritage Speakers courses are extremely valuable for the continued development of their native language literacy. For these reasons, we need to continue to offer a full Spanish program.

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?

No previously requested new resources. Not applicable.

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."

The program continues to operate with only one full-time faculty, and one to three adjunct faculty depending on the semester. However, the full-time faculty's workload is rarely 100% devoted to teaching Spanish. When the full-time faculty was on leave (due to using banked units or engaged in semester-long professional development) or teaching abroad, the course offerings were reduced.

When the full-time faculty was on leave, participated in the District's study abroad program or has had a large portion of her workload reassigned for other duties, she continued to perform necessary duties for the program to run smoothly. So, in addition to the impact on the number of courses scheduled, there was a significant impact on the full-time faculty who was dedicated to other duties and working remotely.

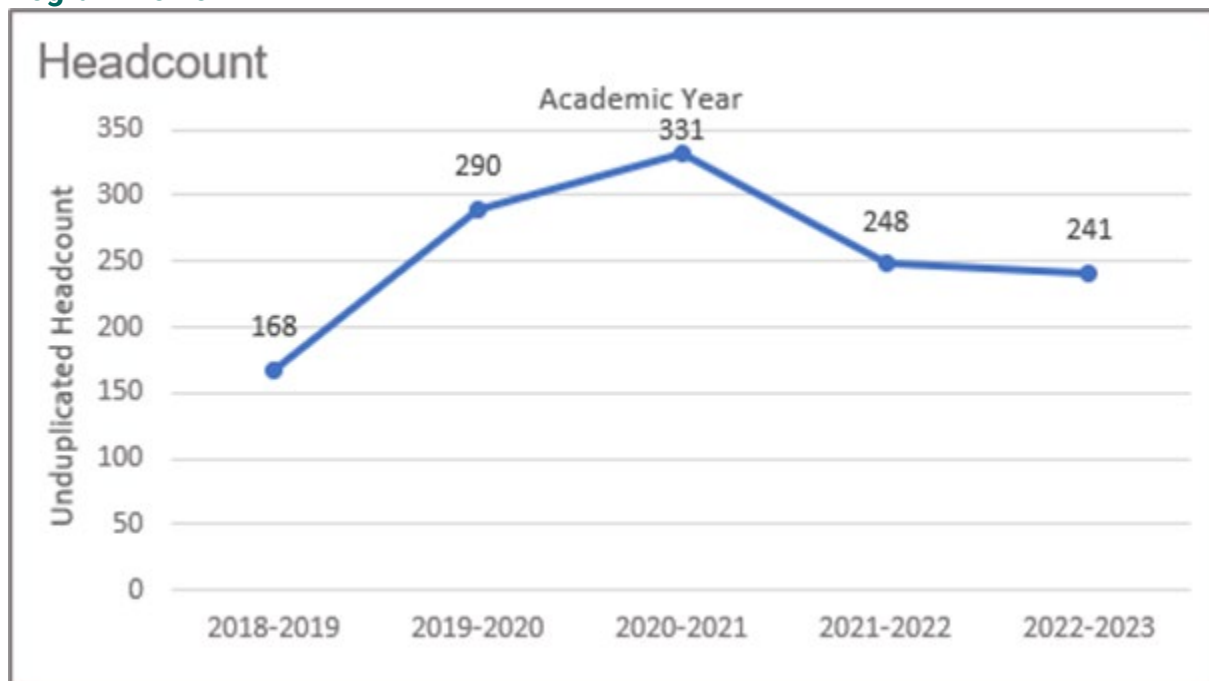
Current State of the Program

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.

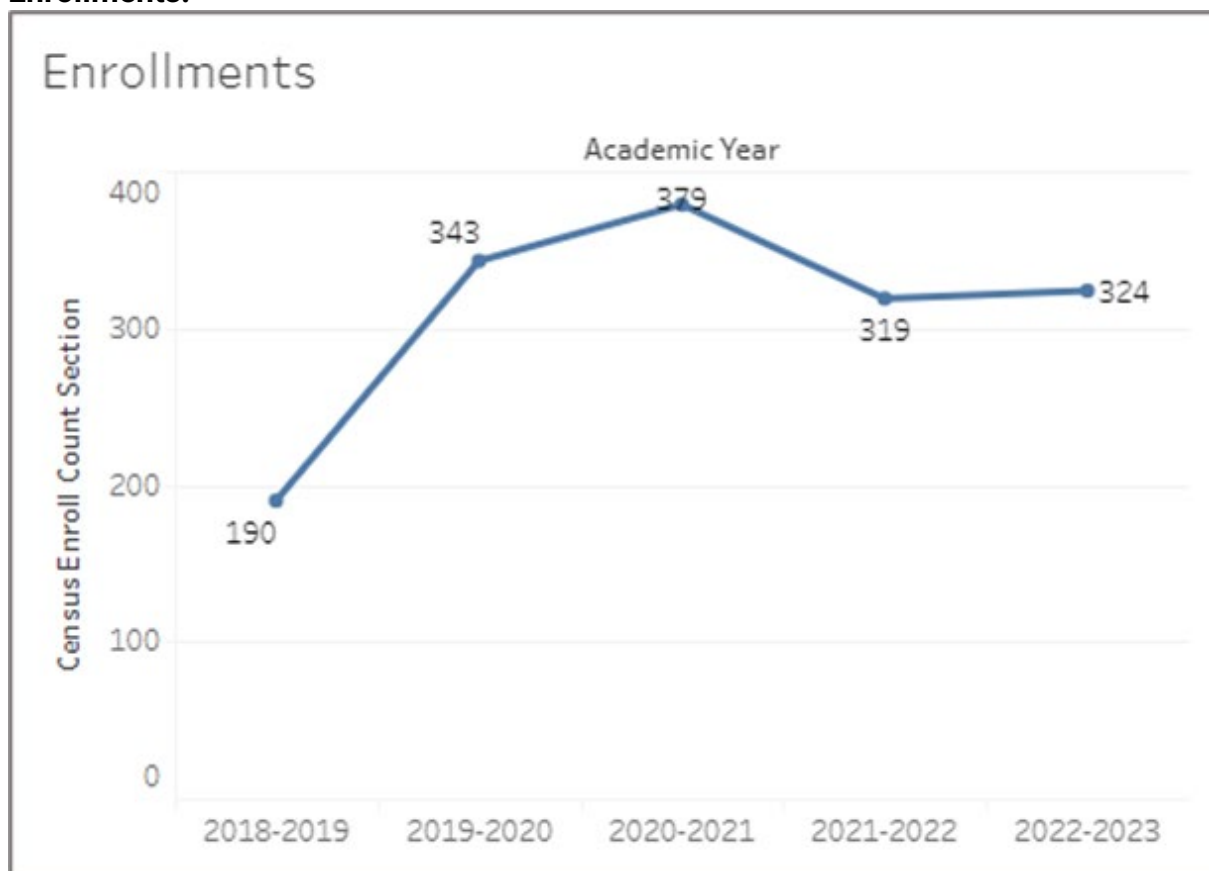
Headcount:

Program Review



Headcount in Spanish was up 43.5% in 2022-2023 (241 students) compared to 2018-2019 (168 students). Headcount increased steadily for two academic years then decreased for the next two academic years.

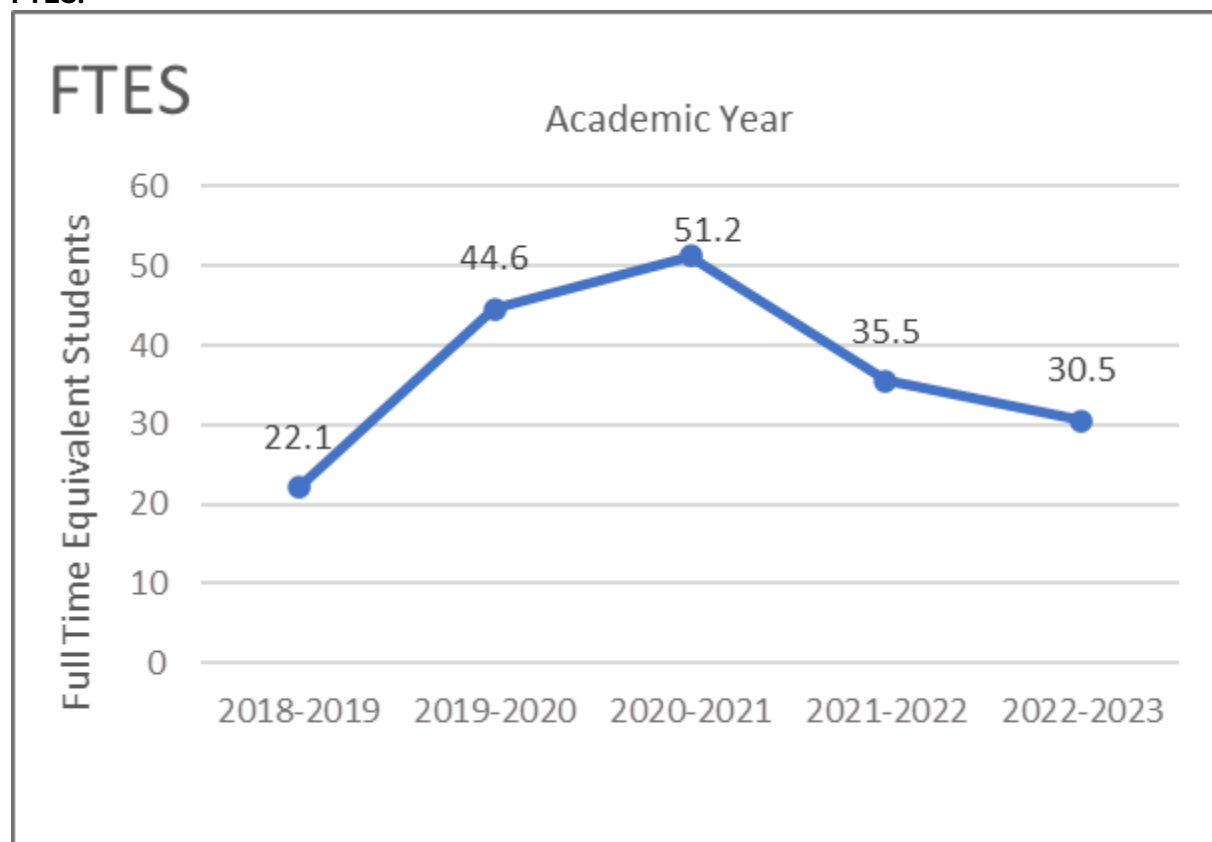
Enrollments:



Program Review

Enrollment in Spanish was up 70.5% in 2022-2023 compared to five years ago in 2018-2019. Spanish enrollment reached a five-year high in 2020-2021 with 379 enrollments and a five-year low of 190 enrollments in 2018-2019.

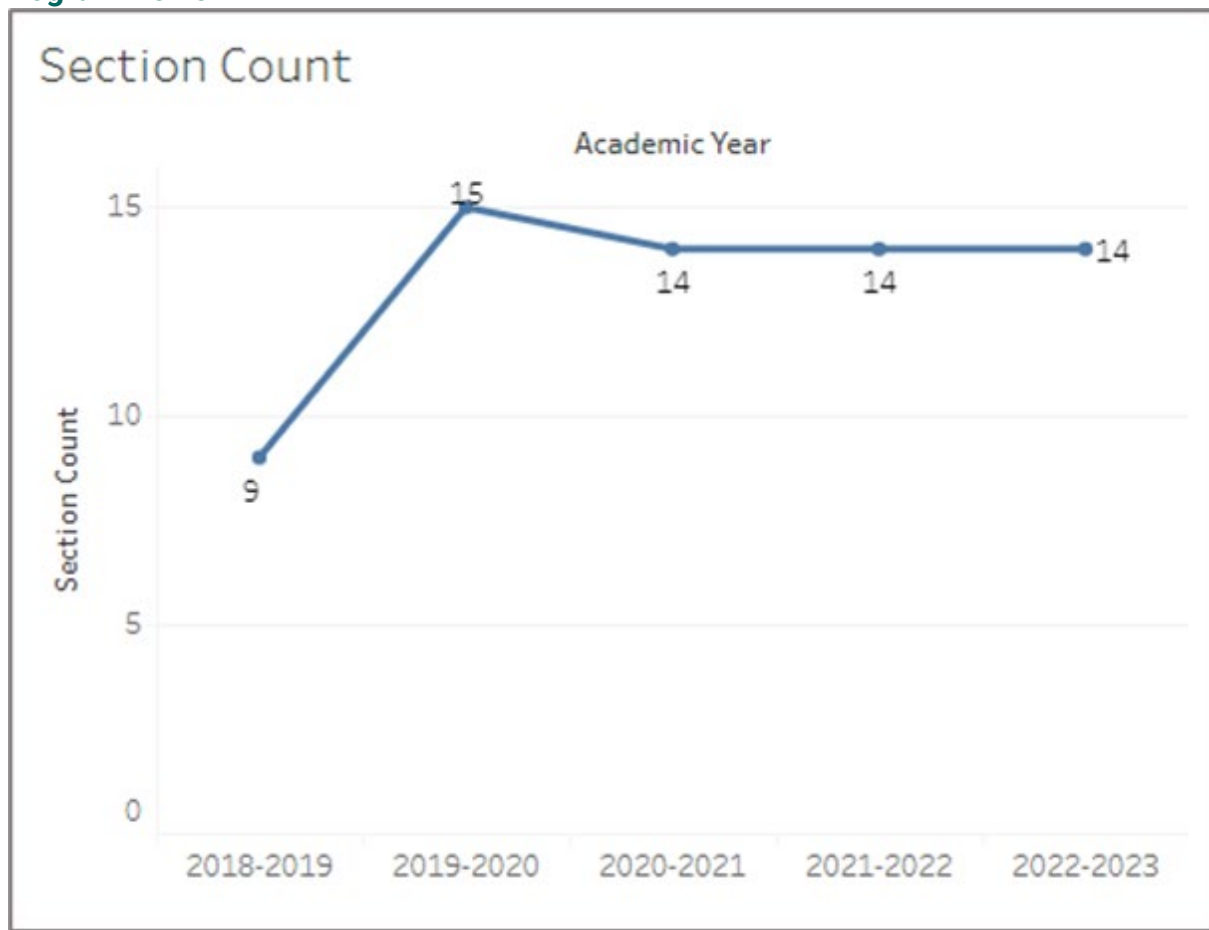
FTES:



Full-time equivalent students (FTES) in Spanish was up 38% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), an increase of 8.4 FTES.

Section Count:

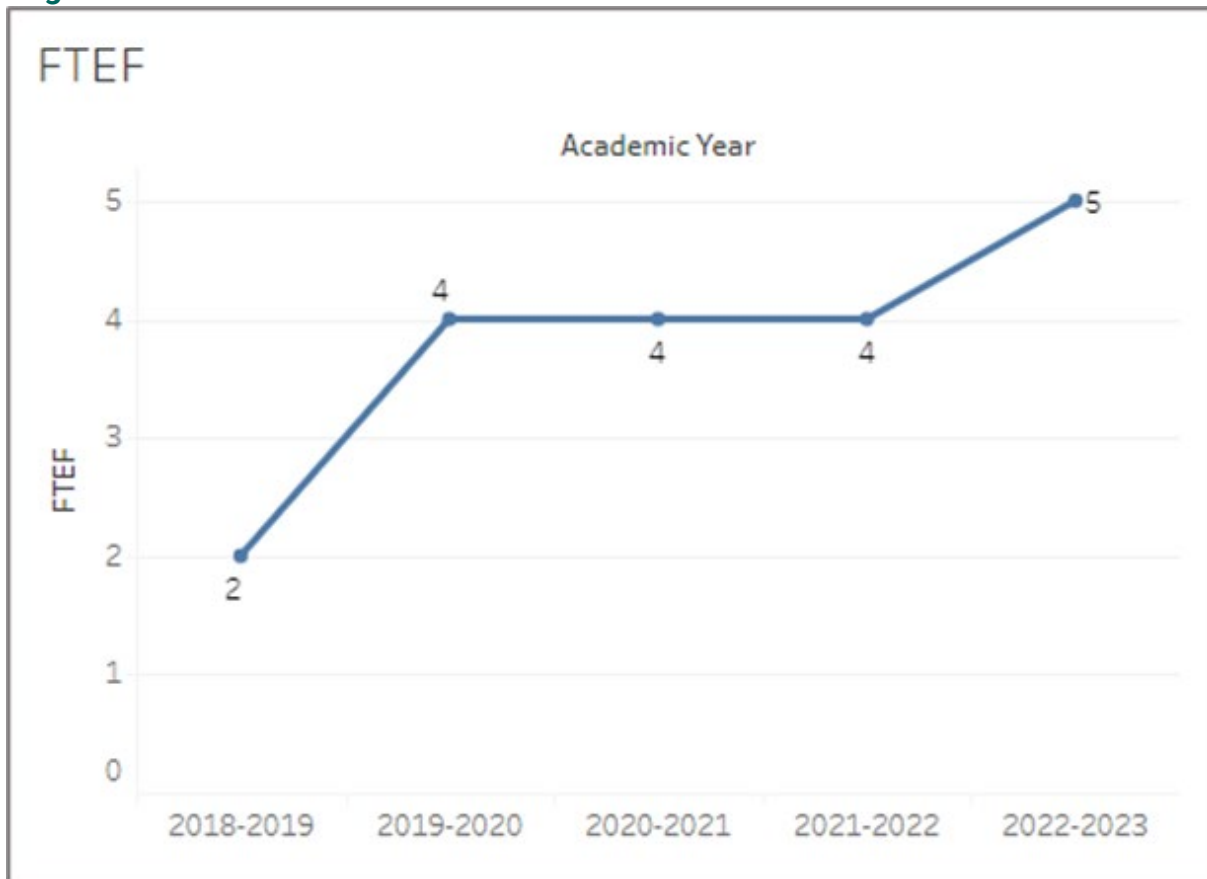
Program Review



The number of sections offered in Spanish increased from 9 sections in 2018-2019 to 15 sections the following academic year. Then the section count remained at 14 for the next three academic years (2020-2021 through 2022-2023).

FTEF:

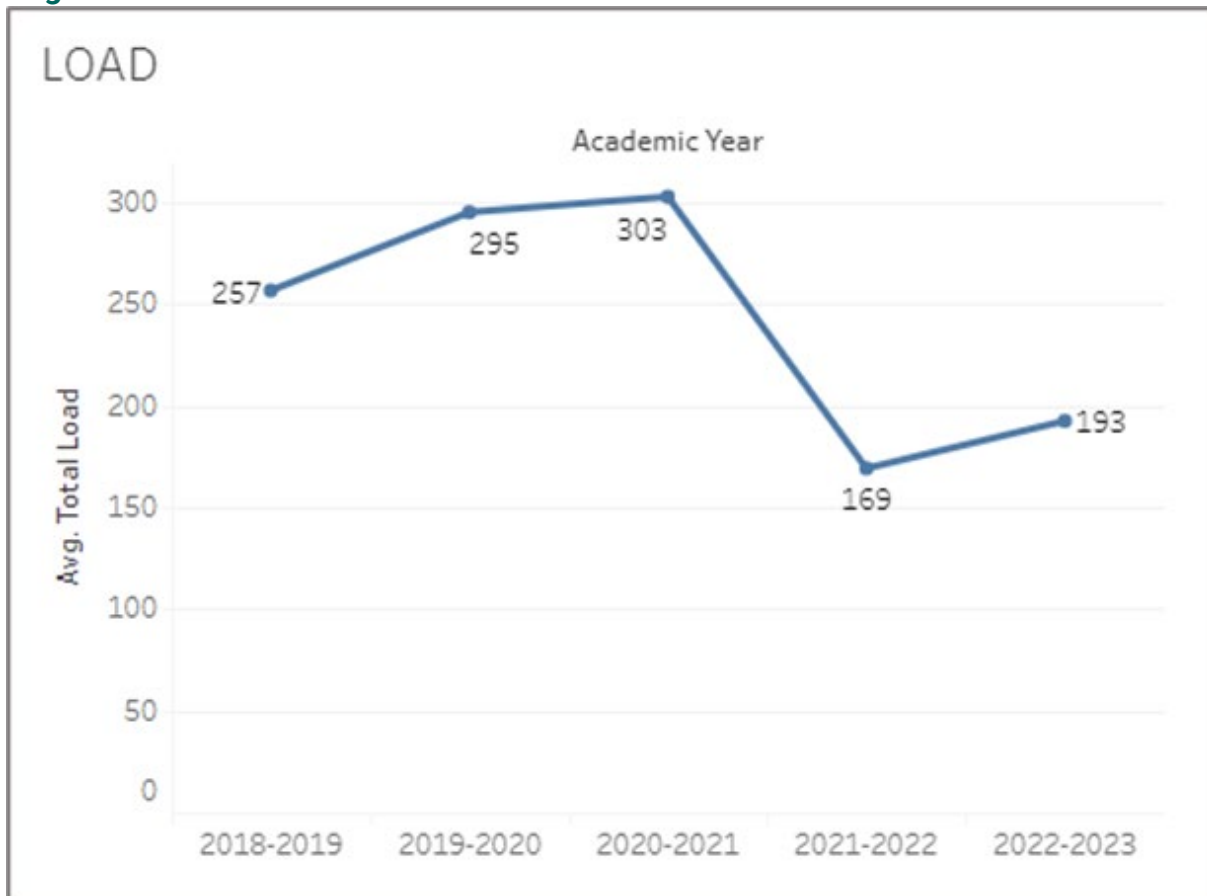
Program Review



The number of full-time equivalent faculty (FTEF) in Spanish went from 2 in 2018-2019 to 4 FTEF for the next three academic years, then increased to 5 FTEF in 2022-2023.

LOAD:

Program Review



Load in Spanish fluctuated over the last five academic years with a sharp decline in 2021-2022. The highest load in Spanish occurred in 2020-2021 with 303 and the lowest load was the following academic year in 2021-2022 at 169.

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?

Enrollment/FTES:

Spanish was the only department in the Humanities and Social Sciences Division that experienced an increase in enrollment during the Covid-19 pandemic. Although we don't have statistical data, anecdotal information from our students may help explain this:

- Community members found themselves unable to pursue other interests and occupations due to the restrictions of lock-down. During the pandemic they time in their hands and in their desire to do something productive and mentally stimulating, they decided to learn Spanish.
- High school students were not able to participate in some of their usual extra-curricular activities. We had a surge in concurrent enrollment when high school students sought to earn college credit. They found our courses taught via Zoom convenient, especially since our evening courses did not conflict with their high school classes. During the Covid-19 pandemic, some of our courses experienced record enrollments, reaching the maximum number of students and with waitlists. In Summer 2020 and Summer 2021, we ran two sections of SPAN 110, which was unprecedented.

In Spring 2022, our Spanish program reverted back to the pre-pandemic schedule: every course had to have some in-person hours (either face-to-face or hybrid). Enrollments this semester were dismal, with no course reaching 20 students.

Program Review

Since then, we have been scheduling some courses as synchronous and others as multi-modal, in addition to on-campus.

Section Count:

Although the section count graph in 7.A shows that the number of sections offered in Spanish had a sharp increase from 9 sections in 2018-2019 to 15 sections the following academic year, this is only due to the choice of base year. In 2018-2019, the full-time Spanish faculty was on professional development leave (fall 2018) and banked unit leave (spring 2019), and fewer sections than normal were scheduled. The section count has remained stable at 14-15 for four academic years (2019-2020 through 2022-2023).

FTEF:

The number of full-time equivalent faculty (FTEF) in Spanish was only 2 in 2018-2019 because the full-time faculty was on leave, and a much reduced schedule was offered. FTEF was 4 for the next three academic years. It has been reported that the FTEF increased to 5 in 2022-2023, but this must be in error. In 2022-2023 there were actually fewer sections offered than in 2021-2022.

LOAD:

There was a sharp decline in LOAD from 2020-2021 to 2021-2022. We can think of three reasons for this decline in LOAD, which was actually more pronounced in Spring 2022 (198) than in Fall 2021 (297): when the restrictions of lock down were lifted, community members returned to the types of activities they were doing pre-pandemic, and high school students returned to high school in person, and in Spring 2022, all Spanish courses went from synchronous (online) to requiring on-campus in-person meetings, and LOAD was significantly lower than in the previous semester. Since then, we've scheduled some sections as synchronous and others as multi-modal, and LOAD recovered somewhat in 2022-2023, although not to the level we had during the Covid-19 pandemic.

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.

Scheduling/delivery mode:

The Spanish program went through scheduling changes in the past, in order to meet students' needs and preferences. Although typically 5-unit language courses are scheduled 5 days a week because this is the best type of schedule for language learning, our courses were first scheduled 3 days a week, then twice a week. When online courses became more popular, there was pressure to convert Spanish courses too, and we agreed to make them hybrid, so as to keep some in-person hours. By offering courses in hybrid modality, we have been able to schedule courses with just one meeting per week. These changes go against what's best from a pedagogical perspective, but we've had to adjust to our students' needs and preferences.

Because of the Covid-19 pandemic, we had to convert all of our Spanish courses to synchronous delivery. This required a great amount of work on the part of faculty, as well as an adjustment for both students and instructors. And although in-person meetings allow for a richer language learning experience, we were successful in synchronous modality as well. Many students are finding this new modality very convenient for a variety of reasons. Going forward, we will continue to be mindful of students' needs and preferences when scheduling courses, even if this goes against best practises for language learning; the consequence of ignoring what students want could result in lower enrollment. Offering sections in different modalities would be ideal, but this is impossible for the Spanish department, where there is a single section of each course except for the first one in our sequence, SPAN 110.

Impact of CalGETC on enrollment:

With the implementation of CalGETC, course enrollments in Spanish are expected to be negatively impacted, because transfer students will have fewer reasons to take Spanish courses: there will be fewer courses needed in the Arts and Humanities, fewer Spanish courses will count towards the Humanities requirement and there will not be a Language other than English (LOTE) requirement.

We know that students take Spanish courses for a variety of reasons, and transfer is just one of them. About one third of Cañada students are native speakers of Spanish, and for them, Spanish for Heritage Speakers is a course

Program Review

that helps with their literacy development in Spanish. In our service area, close to half of the population is Hispanic/Latinx. However, courses to serve these students are not offered at every high school. One potential area to explore for growing our program/enrollment is as dual enrollment for high schools that do not offer Spanish for Heritage Speakers.

We also know that many community members who are not pursuing an educational goal enroll in Spanish courses. From the labor market report, we know that there are many job postings that list Spanish as a required skill. So another strategy for potentially increasing enrollments would be to focus on community members wanting to learn Spanish for personal development or to have a skill that's desirable for employment.

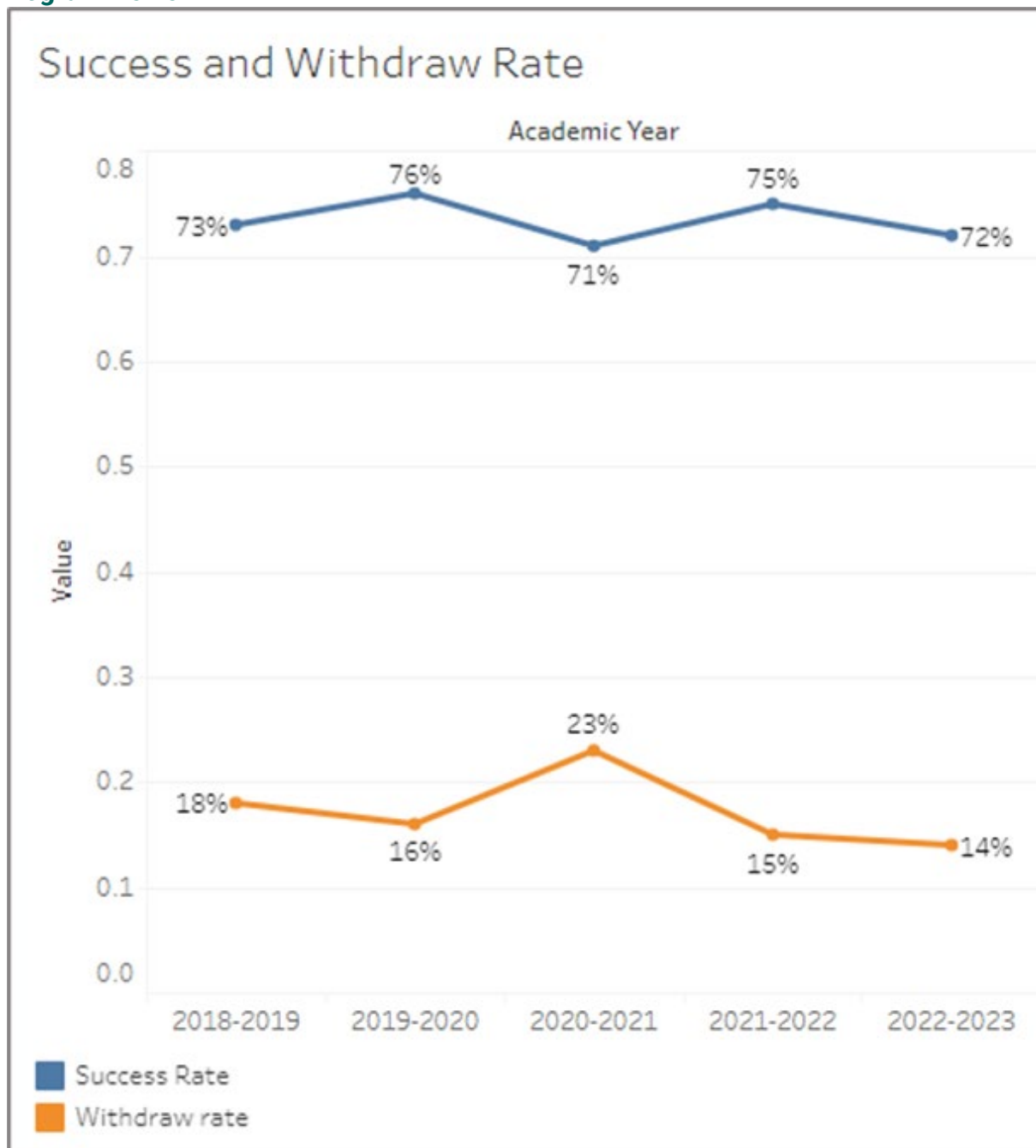
The Spanish program will need the assistance and support of marketing and outreach in order to implement strategies to help increase enrollment, to counter a decrease in enrollment triggered by CalGETC.

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?

Success and Withdrawal Rates by Year:

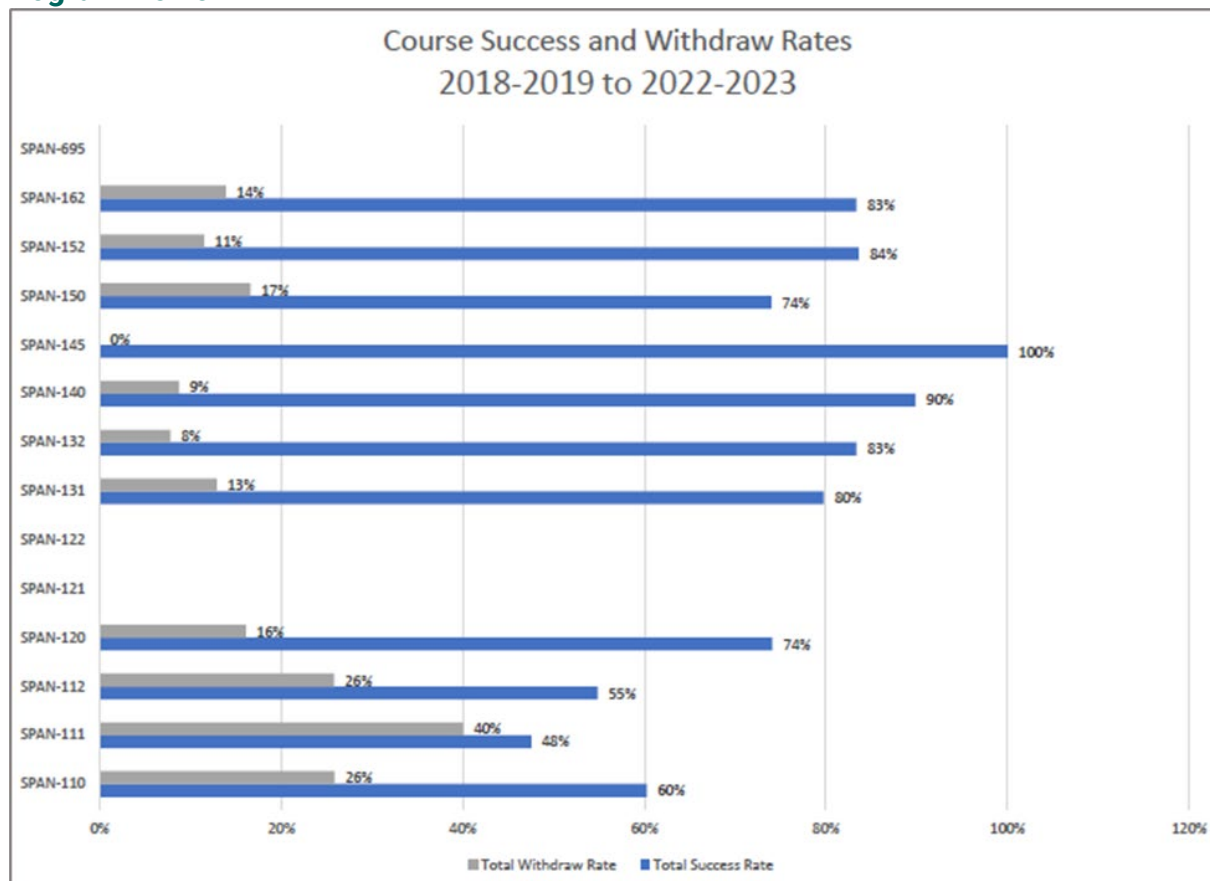
Program Review



The overall success rate in Spanish was between 71% and 76% over the last five academic years. Overall withdraw rates peaked at 23% in 2020-2021 and reached a five-year low in the most recent academic year at 14% (2022-2023).

Course Success and Withdrawal by Course:

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Course success rates in Spanish ranged from a minimum of 48% in SPAN 111 to a maximum of 100% in SPAN 145. Withdraw rates in Spanish ranged from a maximum of 40% in SPAN 111 to no withdrawals in SPAN 145. SPAN 111 is not a stand-alone course. It is scheduled concurrently with a section of SPAN 110. SPAN 111 typically enrolls very few students: between 2 and 7 per semester for the last 10 semesters, with a total of 40 students in 10 semesters. The situation with SPAN 112 is similar. There were between 1 and 8 students per semester for the last 10 semesters, with a total of 31 students in 10 semesters. Because of the very low number of students, SPAN 111 and SPAN 112 are excluded from the analysis that follows.

Excluding SPAN 111 and SPAN 112, course success ranged from 60% in SPAN 110 to 100% in SPAN 145. SPAN 110 is the first course in the Spanish sequence. It is a 5-unit course. Students who enroll in SPAN 110 either had no previous experience learning another language, or know some Spanish, but not enough to enroll in the next course, so their previous language learning experience was not successful. Unfortunately, these students often have unrealistic expectations regarding the time and effort that learning a new language requires, and this is compounded with the fact that most other college classes are only 3 units, and students wrongly assume that all courses have a similar workload, regardless of the number of units. We do communicate the expectations both orally and in writing, but for some students, this takes time to sink in. By the time they realize what they need to do to be successful in SPAN 110, it's very difficult to make up for lost time and catch up. This is the reason why we have a higher withdrawal rate and a lower success rate in SPAN 110.

Other than SPAN 110, the lowest success rate in Spanish for the years since the last program review was 74% in SPAN 120 and SPAN 150. Our lowest success rate is higher than the college average for the last five years, which ranged from 71.1% to 73%.

Program/Certificate Completion:

Based on the courses that were offered since the last program review, a student would have been able to complete an Associate Degree in Spanish taking courses only at Cañada. The student would have had to take courses in the evening, with the exception of perhaps one course.

In AY 2018-2019 and AY 2019-2020, SPAN 162 was not offered. Therefore, a student may not have been able to obtain the Certificate in Bilingualism and Biliteracy in English/Spanish taking courses only at Cañada. Skyline

Program Review

College offers SPAN 160 - Readings in Literature in Spanish. This Skyline course has been approved as substitute for our SPAN 162 for students wishing to obtain the Certificate in Bilingualism and Biliteracy in English/Spanish.

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?

Access

Access is an indicator of what student subgroups are enrolling in courses, based on unique student counts. Enrollment data revealed one student subgroup was underrepresented in Spanish compared to the college-wide population (see Table 1). The proportion of students age 18 – 22 enrolled in Spanish during 2022-2023 academic year was 16.4 percentage points lower than the proportion of students in the same age group enrolled college-wide.

Table 1.

Student Subgroup	Gap
Age 18 - 22	-16.4

[1] Source: <https://canadacollege.edu/prie/dashboards/disproportionate-impact.php>

Spanish has an older student population than the college average. This is not necessarily bad. It means that there are older students interested in taking Spanish courses.

In courses of Spanish as a foreign language, we normally have many community members that do not have a transfer, degree or certificate goal, who wish to learn Spanish. Students aged 18-22 seeking an Associate Degree do not need to take Spanish, and those who are interested in transferring need a Language other than English (LOTE) in order to transfer to the UC system, but may have already fulfilled this requirement in high school, especially because many districts have a LOTE graduation requirement.

In Spanish for Heritage Speakers courses, we typically have immigrant Latinx students who attend college as working adults with family responsibilities.

Success

Success is the rate at which different student subgroups pass courses and is based on enrollments. The success rate for different subgroups in Spanish was compared to the overall success rate in Spanish. The difference between the two rates (the gap) revealed two subgroups may have been disproportionately impacted (see Table 2). The success rate for Asian male students was 38.6 percentage points lower than the overall success rate in Spanish during the 2022-2023 academic year. The success rate for male students enrolled in synchronous Spanish sections was 23 percentage points lower than the overall success rate for synchronous Spanish sections.

Table 2.

Student Subgroup	Gap
Asian Males	-38.6
Course Modality: Synchronous - Males	-23.0

Asian Males: -38.6

In SPAN 152 there have been no Asian students in the last 10 semesters, in SPAN 151 there was one, and in SPAN 140 there were two.

The courses that had more enrollment of Asian students were SPAN 110, 120, 131 and 132. The table below calculates how many Asian Males there would have been, on average, in each section of these courses over the last 10 semesters:

Program Review

Course	Asian students in 10 semesters	# of sections in 10 semesters	Avg # of Asian students per section	% of Males in each course	Number of Asian Males per section	
110	70	26	2.69	38.6	1.03	
120	21	9	2.33	29.3	0.68	
131	16	11	1.45	26.2	0.38	
132	10	11	0.9	33	0.29	

According to the calculation, there would have been, on average 0-1 (none to one) Asian Males in each of these sections. These sections were taught over 5 years by 4 different professors. Individual Spanish faculty have not noticed the pattern of -38.6 success that emerges when all Asian Males are considered as a group, mostly because, as the data shows, each faculty would have had at most one Asian Male, on average, in each class. Faculty reviewed their records for these students, and, for those who were not successful, were able to identify individual or personal reasons why the students were not successful. Some examples include: a busy real estate agent whose schedule kept him from doing work for class regularly, an international student who was still struggling with English and attempted to learn Spanish, and several students who withdrew from classes during Covid. Faculty believe that the fact that Asian Males as a group had a lower success rate was a coincidence, and that perhaps other small groups of students selected randomly might have shown similar results if the success rate of such groups was calculated.

Course modality synchronous Males: -23

Synchronous modality is a recent modality adopted after the Covid-19 pandemic. Seeing that there is a lower success rate among males in this type of modality, we will closely monitor how males do in our synchronous courses going forward.

Withdraws

Withdraws is the rate at which a student withdraws from a course, with higher numbers being worse, as they indicate greater withdraw rates. The withdraw rates for subgroups in Spanish was compared to the overall withdraw rate for the program. No disproportionate impact was found for withdraws in Spanish.

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”.

Success Rate by Course	COVID - SYNCHRONOUS	FACE TO FACE	HYBRID	SYNCHRONOUS
SPAN-110	58%		63%	47%
SPAN-120	82%		72%	*
SPAN-131	89%	79%	76%	55%
SPAN-132	83%	88%	86%	*
SPAN-140	83%	93%	100%	83%
SPAN-150	69%	80%	58%	79%
SPAN-152	*	82%	100%	80%

Program Review

We will need to look at individual sections to understand the data, because by looking at the success rates per course in different modalities, it is difficult to understand some of the differences. For example, for SPAN 150, the success rate is higher in face-to-face (80%), but in Covid synchronous it was significantly lower (69%); however, in synchronous modality the success rate (79%) is comparable to that of face-to-face (80%). Why would there be such a difference between Covid synchronous and synchronous, when in terms of modality they're both synchronous? A similar situation can be observed in SPAN 131: in Covid synchronous, the success rate (89%) was much higher than in face-to-face (79%) or hybrid (76%); why would the success rate have fallen so sharply in synchronous modality (55%) as compared to Covid synchronous (89%), if they're both synchronous modalities? Looking at success rate by modality in general, there is not a clear picture of which modality is most successful in Spanish courses. Success in online modalities is neither higher nor lower than in non-online modalities as a whole. While the success rate seems most consistent (i.e. smaller range) in face to face modality, it's worth noting that there have been success rates of 100% in hybrid modality in a couple of courses, but no 100% in face to face. SPAN 110 has a lower success rate regardless of modality. This has already been addressed in 8.A. It will be important to determine why the success rates for some courses in a given modality are very low. Some cases may be due to reasons beyond our control that happened in a particular semester. For example, one semester there were over 15 students from a high school that were enrolled as concurrent enrollment students in SPAN 150. These students lacked preparation for college-level courses, were not supported by their high school, did not have access to technology (access to computers and internet) which was necessary to do course work, and as a result failed the course. This kind of outcome in a large group of students has a significant effect on success measures for the course.

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.

The following table shows an example of how we assess SLOs over a three-year cycle. Of note, we list courses instead of individual SLOs for each course, because we assess every SLO for each course (in all sections, if there are multiple sections of a course). In the three-year cycle, each course can be seen not just once, but two or three times, because we assess every SLO in each course more frequently than required.

	2020-2021	2021-2022	2022-2023
Fall Semester	SPAN 150 SPAN 131/132/140 SPAN 152	SPAN 150 SPAN 152 SPAN 131/132/140 SPAN 161	SPAN 150 SPAN 152 SPAN 131/132/140
Spring Semester	SPAN 110/111/112 SPAN 145	SPAN 120/121/122 SPAN 162	SPAN 110/111/112 SPAN 145
Notes			
PLOs Assessed (Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)	PLO 1 & 2 SPRING 2021	PLO 3 & 4 SPRING 2022	PLO 1 & 2 SPRING 2023
ILOs Assessed (ILOs are listed here as a guidance tool to help you choose courses for assessment)	☒ Critical Thinking ☐ Community ☒ Communication ☐ Quantitative Reasoning ☐ Creativity	☒ Critical Thinking ☒ Community ☒ Communication ☐ Quantitative Reasoning ☐ Creativity	☒ Critical Thinking ☐ Community ☒ Communication ☐ Quantitative Reasoning ☐ Creativity

The following table shows how many SLOs that we assess for each course, as well as the number of times that we have reported results for each SLO.

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Course	SLOs	Assessment Methods	Results
CAN SPAN 110	4	4	48
CAN SPAN 111	4	4	42
CAN SPAN 112	4	4	34
CAN SPAN 120	6	6	44
CAN SPAN 121	6	6	6
CAN SPAN 122	6	6	1
CAN SPAN 131	6	6	71
CAN SPAN 132	6	6	71
CAN SPAN 140	6	6	71
CAN SPAN 145	3	3	3
CAN SPAN 150	4	4	15
CAN SPAN 152	4	4	16
CAN SPAN 162	4	4	4

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?

By and large, the SLOs have met the criterion for success that we defined. In this case, we feel we're on the right track and it has not been necessary to engage in dialogue.

On the occasions when it was inconclusive whether the criterion for success had been met, it was generally due to having very few students in a course; this was often the case with SPAN 111, 112, 121 and 122, which are not stand-alone courses and typically enroll a handful of students per semester, if any.

There have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning. This is necessary in order to use the language in a culturally appropriate manner. But, more importantly, students need to set aside their ethnocentrism so as to be able to understand and appreciate other people and other cultures in a non-judgemental manner.

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?

Every year we assess every SLO of the last course in the Spanish sequence for each of the two paths that students can take to obtain an Associate Degree: SPAN 140 for learners of Spanish as a foreign language, and SPAN 152 for heritage speakers of Spanish. Since these courses represent the highest level of Spanish that students attain, the SLOs serve also as our PLOs.

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As already mentioned in 9.B, there have been some instances where the cultural SLOs in a course were not met. As a result, we have made it a point to emphasize how important it is to consider cultural aspects of the language that students are learning in order to use the language in a culturally appropriate manner and to set aside their ethnocentrism so as to be able to understand and appreciate others in a non-judgemental manner. In general, there has not been an issue meeting cultural SLOs in SPAN 152. This course enrolls heritage speakers of Spanish (with perhaps at most one exception per semester), and these students take great pride in their culture, and are eager to learn more about the culture of other Spanish-speakers.

Spanish Program Learning Outcomes:

Students completing this program will be able to:

- Produce and understand oral and written communication at an Advanced High level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).
- Recognize their own errors and self-correct in order to improve accuracy in Spanish grammar and spelling.
- Compare and contrast cultural aspects of Spanish-speaking countries, including art, music, history, socio-economic and political realities.
- Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

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.

Goal 1: Address Enrollment Challenges

Currently we are able to offer a complete Spanish program, but our schedule is at a bare minimum: we offer two sections of SPAN 110, and only one section of every other course. However, the only way we can afford to offer the intermediate level sequence is by scheduling the three courses concurrently, and differentiating instruction and assessments based on which course each student is enrolled in. Our intermediate level courses are SPAN 131 + SPAN 132 + SPAN 140, restructured as SPAN 130 + SPAN 140 effective Fall 2024. We do something similar with our Spanish for Heritage Speakers courses, SPAN 150 + SPAN 152, which have been renumbered as SPAN 220 + SPAN 230 effective Fall 2024. And SPAN 162 - Latino Literature is offered only once a year.

With the implementation of CalGETC, we expect that enrollment in Spanish courses will be negatively impacted, because there will be fewer opportunities to count Spanish courses towards the CalGETC requirements.

Compared to IGETC and CSU GE, in CalGETC there is no Language other than English (LOTE) requirement, students will need one fewer Humanities course, and SPAN 110 and SPAN 120 will not count towards the Humanities requirement. So fewer transfer students will have an academic incentive to take Spanish.

Action Plan 1.a:

We know that transfer students may not be the majority in our courses, and many community members enroll in our Spanish courses. In the future, we will need to highlight the benefits of learning Spanish among our students, and we may need to rely even more on students who are not pursuing a degree so that our courses meet minimum enrollment. We will need assistance and support from the Marketing Department and the Outreach Program in order to promote the Spanish program both among our students and in the community, and recruit students for Spanish courses.

Action Plan 1.b:

We can offer SPAN 150 and SPAN 152 (SPAN 220 and SPAN 230) for dual enrollment in high schools that do not offer Spanish for Heritage Speakers courses. However, in order to avoid repeating past experiences where students were not successful, we will need to verify that students are in fact ready to take college level courses, that they have the necessary technology that is required for our courses, and that they will have adequate support

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from their high school.

Goal 2: Curriculum

All courses in the Spanish program currently have a synchronous component, whether they are taught face-to-face, in hybrid modality or via Zoom. We don't offer any online asynchronous courses, because in order to develop interpersonal oral communication in Spanish it is necessary for students to be able to interact in real time.

However, students in Spanish for Heritage Speakers courses are already fluent in Spanish, and they have more opportunities to engage in interpersonal oral communication within the community, so there may not be a need to have a synchronous component in these courses.

Action Plan 2:

Develop SPAN 150 and SPAN 152 (SPAN 220 and SPAN 230) as fully online courses.

Goal 3: Low Textbook Cost (LTC) and Zero Textbook Cost (ZTC) courses

There is an increased pressure to offer LTC and ZTC courses. Some Spanish courses are ZTC already. We could continue to convert more courses to ZTC, if good materials available and all potential students have access to the necessary technology for LTC and ZTC courses.

Action Plan 3:

Explore the possibility of converting more courses to ZTC and convert them if appropriate.

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

General Supporting Documents

[Job Postings Spanish Language SF_SM_SC_10092023.pdf](#);

[SPAN Comprehensive Program Review Data Packet.docx](#);

[SPAN_FA18-SP23_Program Review Course Enrollment Report.pdf](#)

Resource Requests



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Theatre Arts

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 mission of the Theatre Arts Department is to train and inspire the next generation of performing arts and entertainment industry professionals, and to cultivate within our students the following: a respect for each other and for the creative process, an understanding of how theatre is made (from the perspective of an actor, a playwright, a director, a producer, and a technician), an enthusiasm for creative discovery, interpretation, and analysis, the discipline necessary to do one's best work, a willingness to take risks, the habits of a professional, and the enthusiasm of a life-long learner.
2. The Theatre Arts Department is proud to offer its support to a **diverse student body**, and encourages students of all walks of life to create meaningful connections (and thereby a **sense of belonging**) and a **respectful, inclusive community** by engaging in **authentic creative expression**.
3. The Theatre Arts Department offers many activities that foster **individualized learning experiences** and discovery of the **uniqueness of the self**, such as projects in acting, playwriting, and directing. These projects are designed to be flexible, so that each student can bring their authentic self to the work, and engage in the process as **equitable partners in the creative process**.
4. The Theatre Arts Department has an ongoing relationship with the College of Working Adults and Canada Middle College.

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.

No known changes.

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?

The Theatre Arts Department's offerings have shrunk in the past five years, a result initially of the 20-student minimum policy, and later, of the birth of my daughter and my subsequent step-down to 70%. Currently only two Theatre Arts courses are offered regularly, DRAM 140 Introduction to Theatre (online), and DRAM 200 Acting (hybrid). However, I will be bringing back student performances in the Spring of 2024 in the form of original radio dramas (DRAM 233, New Play Development), and will also be offering Introduction To Theatre in person in the Spring of 2024 as an evening class.

Program Review

5A. Progress Report - IPC Feedback

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

The recommendations I received were to "look into dual enrollment pathways with local high schools that have theatre to increase enrollment of students and exposure of Canada College." An excellent idea of course. While I have not taken action on this yet (see below), I will be doing so by the end of this semester, in an effort to attract as many students as possible to this Spring's radio drama project (DRAM 233, New Play Production).

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.

In regards to creating a formal relationship with a local theatre company in the form of a Memorandum of Understanding: unfortunately no progress has yet been made. The government response to the Covid 19 virus - i.e. the mandated shutdown, social distancing, and mask mandates - put every theatre company in the area into a state of profound uncertainty. End of 2019 all the way through 2020 was not a good time to be making any long-term plans. Following the birth of my daughter at the end of 2020 I took a leave of absence, and then returned at 70%. And so something as ambitious as this proposed MOU has been on hold.

My focus for the Department now needs to be on the development of our Spring 2024 project, a radio drama. It may be that for the next several years, radio drama could prove to be an excellent creative vehicle for both students and the Theatre Arts Department, as it is much more "lightweight" than a live production, both in terms of department and college resources, and in terms of student time commitment (a persistent deterrent in getting higher enrollment in DRAM 300, which meets four nights a week for eight weeks, a commitment that puts that course out of reach to many students, especially those who work or have higher unit loads). My intention is to devote 2024 – 2025 to radio drama, and then return to the question of an MOU at the end of the 2024-2025 school year.

Much less in question is the value of reaching out to local high schools. Before the end of this semester, I will reach out to Carlmont High School – I have a personal relationship with the drama instructor there – and see if any of their drama students may want to jump on board the radio drama project. I will ask around as to who the other "feeder" high schools are in our area, and make inquiries as to whether or not they have a drama department.

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?

Not approved was my proposal to "Turn the Flex Theatre into a "Smart Room." The Flexible Theatre is an under-utilized but very unique and exciting space. It makes all the sense in the world to turn it into a multipurpose space, for use in presentations, social events, student club events, faculty forums, etc. As of now all we have in there is an antiquated, creaky "smart cart" that has definitely seen better days; it's barely usable, truth be told. Why not take pride in the space, upgrade it, and open it up to community use? This would not only benefit the community, but also raise awareness of Theatre Arts Department classes and productions. I encourage anyone who has an interest in utilizing the Flexible Theatre, especially as a Smart Classroom, to contact me.

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."

Not applicable.

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.

DRAM 140 Unique headcount hovered between 49 and 66 from Summer 2018 and Fall 2020. After Fall 2020 and through to the present, this number drops significantly, hovering between 46 and 31. A similar trend can be seen in DRAM 200, Acting, with the pre-Fall 2020 numbers showing a high of 32 and a low of 23, and a post-Fall 2020 period showing between 14 and 20.

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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?

Dean Carranza has noted that the 12:45 – 2pm slot does not seem to be ideal for Theatre arts course offerings, and therefore he and I have decided to bring back the drama evening class, this time as a face-to-face Introduction to Theatre class (DRAM 140. Previously, the drama evening class had been Rehearsal and Performance, DRAM 300, the Theatre Arts Department production.)

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.

Outreach to local high school drama classes and drama clubs might do a bit to improve enrollment in Theatre Arts Department courses. Other than that, I myself don't have any marketing experience, and am not qualified to assess what else could be done. As for scheduling, we'll see how the Spring 2024 evening course and the afternoon DRAM 233 courses fare – both are somewhat experimental.

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?

It has not been at all possible for any student to complete a Theatre Arts AA or AAT here at Canada for many years. Back in February of 2023 I was in discussion with Dean Carranza, Gloria Darafshi, and Phat Minh Nguyen Le (Frank) on this subject; my question has been: "is it possible to piece together a Theatre Arts AA using various courses from around the District?" Until very recently, the answer I got was, essentially: "interesting question; it seems nobody really knows." However, more recently, at the Humanities Division meeting of Friday 10/6, I learned that starting in the Fall of 2023, official policy (already adopted by CSM), will be that yes, as long as 50% of a 12-unit degree is earned at Canada, the remainder can be taken elsewhere within the District. Now the next step will be actually piecing such a degree together. I intend to work on this with Dean Carranza, and I expect to be reaching out to various other professors across the District (such as Professor Kevin Simmers, who teaches Acting at Skyline) as well.

The success rate for the two courses that have been offered regularly (DRAM 200 and DRAM 140) has been between 77% and 80% for DRAM 140, and 76% and 89% for DRAM 200. In my experience, the overwhelming reason why students don't pass either of these two courses is that they "quiet quit" - that is, they simply stop coming to class, and don't respond to my emails. The problem is retention. If there are any ideas as to how to combat this trend, I'd be delighted to hear it.

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?

Interestingly, the success rate for students age 23 – 28 was 30.3 percentage points lower than the overall success rate in Theatre Arts during the 2022-2023 academic year.

In looking more closely at the Enrollment Report for Theatre Arts, this age group (23-28) does just as well in the DRAM 200 Acting class as age groups 18-22 and 29-39, with all three groups performing between 80-85% success rate. Where the disparity comes in is in the DRAM 140, Intro to Theatre online course, one section of which is always devoted to the CWA program. The older adults in that course (29-39, 40 – 49) are doing much better (78%-89% success rate) than the underperforming ages 23-28 group (at 63% success rate). I honestly don't know why this is. Perhaps the older adults have more extrinsic motivators for completing their degree (i.e. career advancement), while younger adults are operating, in general, off of more intrinsic (and less stable) motivators?

Program Review

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”.

Success rates for online Theatre Arts sections were at or above the success rates for face-to-face sections during the last five academic years.

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.

Yes, this is actually a rather simple task, as for the last three years the Theatre Arts Department has only been offering two courses: DRAM 200 Acting and DRAM 140 Introduction to Theatre. DRAM 140 is assessed twice, using two different SLO’s, over this three-year plan, and DRAM 200 Acting is assessed once.

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?

The results of the SLO assessment are more than satisfactory; students are surpassing the goals set for every SLO. However, I’d like to see an even higher success rate for DRAM 200 Acting SLO “Three Areas of Acting.” The assessment for this SLO is the students’ final performance of a scene or monologue. Those who *do* perform their final project generally do very well indeed – the problem is attrition.

Every semester I get one, perhaps two students who just drop off the radar and don’t respond to my emails. Early and frequent urging (both live and through email) to just stay in touch does seem to have some effect – every semester I work out a “catch up plan” with students who have missed rehearsal. Still, there are students who slip through the cracks, and this is what keeps the success rate for this SLO hovering around 80%, and not much higher. Perhaps offering those students the chance to record a monologue for partial credit – implementing strategies learned from the development of the Department’s radio drama production - would help.

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?

The Arts Engagement PLO was barely met, with exactly 70% (the absolute minimum) of students completing their Personal Response to a Live Performance. Again, there may be other ways (more friendly to low-income students, students working full time, or students with children) in which students can engage in the arts both within and outside of the District in order to meet this objective. In addition to the radio drama idea (see above), perhaps a student-driven live storytelling event, or an evening of cinematic scene study (a joint effort of the Literature and Theatre Arts Department) would be a good way to increase student engagement.

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.

The top two priorities for the Theatre Arts Department need to be: 1) creating a new Theatre Arts AA that includes courses offered throughout the District, so that students seeking to earn their AA in Theatre Arts can actually do so. 2) Gathering the resources necessary (see the Theatre Art Department’s Resource Request) to develop, rehearse, and produce quality radio drama for the students to use in their professional portfolios. A more distant third priority, to be assessed at the end of the 2024-2025 academic year, is exploring the possibility of creating a MOU with a professional theatre company in the area, such as Hillbarn or Pear Theatre Company, which would

Program Review

bring back professional-level live productions to the Theatre Arts Department, and provide our students with valuable experience, while offering free rehearsal and performance space to the participating company. While this is an exciting prospect, it is also an ambitious and potentially complicated one, and is therefore, in my judgment, only to be pursued after securing success with the first two objectives.

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Theatre Arts Department

Item Requested

Various pieces of equipment to create a Theatre Arts Voice Recording Studio

Item Description

5 Microphones: Rhode NT1 5th Generation <https://rode.com/en-us/microphones/studio-condenser/nt1-5th-generation> \$249.00 each, \$1245.00 total

1 MacBook Pro – (1) M2 Pro 12-core CPU, 19-core GPU, 14-inch, 32GB RAM, 1TB SSD – <https://www.apple.com/shop/buy-mac/macbook-pro/14-inch-space-gray-apple-m2-pro-with-12-core-cpu-and-19-core-gpu-1tb> \$2899.00. Note: only a Mac will work with our Q-Lab equipment (for running sound during live performances) installed in the Flexible Theatre. Windows-based computers are not compatible with our pre-existing sound equipment.

(5) Aokeo Professional Microphone Pop Filter – <https://www.amazon.com/Professional-Microphone-Stabilizing-Recordings-Broadcasting/dp/B01N21H9WY> – \$10.99 each, \$54.95 total.

(5) Aokeo Studio Recording Microphone Isolation Shield – <https://www.amazon.com/Professional-Microphone-Shield%EF%BC%8CPop-Filter-High-microphone/dp/B07Q2FYXT4/?th=1> \$34.99 each, 174.95 total.

Program Goals this Request Supports

The Theatre arts Department is requesting that the college invest in equipment needed to set up a small Theatre Arts Recording Studio, for the purpose of recording audio dramas / radio plays. The Department is transitioning from producing only live theatre to producing a combination of live and recorded performances, in an effort to provide students with marketable skills (voiceover talent), and with work they can include in their portfolio that is more engaging and dynamic to directors and producers than a live performance credit on a resume. A Theatre Arts Recording Studio may also raise awareness of the Theatre Arts Department, attract more students, and provide multiple departments, student groups, and campus organizations with a venue through which to record promotions, announcements, and other media works.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,373.9

One-Time or Recurring Cost?

One-time Cost

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

Many low-income and working students, as well as students with children or with difficult or unstable life circumstances (an increasing trend, unfortunately) find it difficult if not impossible to commit to a four-nights a week, 3.5 hours a night rehearsal schedule. A radio drama requires a much less arduous rehearsal schedule; the rehearsal and recording process can be completed within a standard 3-unit hybrid course, and is therefore more inclusive to all students, and has a much greater chance of creating a more equitable outcome (rather than favoring those students who do not have to work, and/or have more stable and resource-rich lives).

Resource Requests

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

The Theatre Arts Department attracts many students of color, and so the chances of an AANAPISI student – or any other student of color – getting behind the mic and recording their work is very high.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen K-16 pathways and transfer
Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Item Requested

https://docs.google.com/spreadsheets/d/19_eHjRoZECeq-K4M0iCQG3vT4pseIK79/edit?usp=sharing&ouid=102652378578138952234&rtpof=true&sd=true

Item Description

<https://docs.google.com/spreadsheets/d/1Y7BhBAH1NDqLva5-tY-09llu2sp0FG9H/edit?usp=sharing&ouid=102652378578138952234&rtpof=true&sd=true>

Program Goals this Request Supports

Theater Upgrade

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

113,107

One-Time or Recurring Cost?

One-time Cost

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

The theater provides a vital communal campus space in which students, faculty, staff, and the community explore, perform, express, and celebrate a wide variety of ideas, concepts, and cultures, crossing traditional cultural, socioeconomic, and gender identity boundaries.

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

The theater supports various internal (college-based) and community events that support LatinX and AANAPISI students such as the ESL Recognition Ceremony, OYE conference, Ayudando Latinos a Soñar (Ballet Folklorico), academic sections taught in the theater (Mexican Folkloric Dance I), Silicon Valley Womens' Alliance, Cañada Dance Dept. Recital, Cañada Flex Day, etc.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

Make registration easier

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

Strengthen K-16 pathways and transfer

Ensure the physical campus is accessible



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Umoja

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.

Umoja is an academic and student support services program whose major aim is to fully bolster the college's efforts in addressing the academic success and retention of Black students. This section will not only connect the mission of Umoja with the college's mission, but also with SEAP (Student Equity and Achievement Program) plan and the EMP (Enrollment Management Plan), which provides the action items to enliven the college's mission.

The Umoja Program Mission and Goals

The Umoja Program works closely with colleagues and students such as the Black Students Matter (BSM) Committee and the Black Student Union (BSU). During Fall 2021, the Black Students Matter (BSM) Committee formed in order to address identified gaps in support and services for our Black students at Cañada College. The BSM Committee moved to directly address the forever-present, but more recently hyper-exposed racial justice crisis in the US (and the world) by providing much overdue and complete program for Black students. The Umoja Program presents a lasting opportunity to bring the Black Lives Matter Movement—the injustices it has laid bare, even for those who are not usually paying attention, and the change that it demands—to our campus by demonstrating that we are acknowledging the shortcomings of our past and present through building a more positive future.

That our society is steeped in racism is not new information, but the idea that something can and must be done to mitigate its effects and eradicate the structures that reinforce it has been addressed by our college through the creation of our Umoja Program.

Bringing the Umoja Community to our campus (like our sister campuses) has been an ideal plan to set the tone and movement of the start of a new approach to engage the college in a meaningful and timely manner that addresses an immediate need as continually exposed in our equity data. We have moved beyond business as usual by fully addressing the needs of our Black students.

Above all, we asked ourselves: How are we demonstrating that Black students matter on our campus? Bringing a fully developed Umoja Program (with wrap around academic and support services) to our campus (soft launch Spring 2022/official launch Fall 2022 and now in our 3rd semester) answered this question in a definitive and powerful way.

This important objective supports the efforts that have been made by our colleagues to address anti-Black racism on our campus, and the overall college mission, vision and goals.

Our local Umoja Program mirrors the Umoja Statewide's 30 year tradition of proven success through:

- Curriculum focused on Black history, literature, and culture.
- Pedagogy reflects African principles of collective learning.
- Learning community with wrap-around services.

According to our Educational Master Plan (2017-2022), Cañada's Mission Statement includes a commitment to "...ensuring that all students have equitable opportunities to achieve their transfer,

Program Review

career education, and lifelong learning educational goals” and to “[understanding and appreciating] different points of view within a diverse community.” We feel that the College’s commitment to this mission is real, thus a vital piece of the equity puzzle is now present when it comes to securing these opportunities for our Black students. Instituting our Umoja program at Cañada has been a significant step in overcoming this gap and achieving our mission. We have been working closely with the pieces of the puzzle that are already in place in the form of support services established on campus, such as CalWorks, EOPS, PROMISE, Sparkpoin and Puente, to name a few, so that we can take advantage of existing provisions while at the same time addressing their shortcomings when it comes to Black students.

Bringing Umoja to our campus has also strengthened our ability to realize the goals outlined in our Vision Statement--“Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community”--specifically by helping us to build Black enrollment and better serve the Black students we already have. Umoja is exactly the kind of “innovative program” our campus has needed to make its vision a reality for ALL students and better embody our college’s values, which include having a “diverse and inclusive environment.” Initiating an Umoja program is also completely consistent with the College’s stated Strategic Goals, which include “[providing] educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals,” “[building and strengthening] collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community,” and “[focusing] institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.”

Adding Umoja to the panoply of student services and programs that Cañada currently provides has helped us to actualize the general objectives laid out in our Mission and Vision statements and suggested by our Strategic Goals, it will, more specifically offer a concrete means of realizing our “Student Equity and Achievement Plan” (2019-2021), which states that “equity is at the core of what we do” and that “To effectively prepare first-time students for the rigors of the college experience, the College seeks to continuously improve its programs, policies, and practices. The College does this via a cycle of assessment, program review, planning, budgeting, and implementation that maximizes its ability to innovate and adapt to the ever changing environment in which its students live and strive to succeed.” Even the most cursory assessment of Cañada’s equity gap when it comes to Black (and Pacific Islander) students demonstrates that we needed to do *something* different, and the Umoja program gives us a clearly laid out, tested, and proven series of steps to follow in shaping the things that we do.

Similarly, the college’s “Equity Imperative” details the kinds of general practices necessary to achieve this goal. It reads: “The consensus amongst faculty, staff, students and administrators throughout our college is that we must acknowledge the embedded structural racism that American institutions of higher education were founded on, and engage around the effort to uncover and address where these structures still impact our students. We know that if we are to make progress on the disproportionate impacts our minoritized students continue to experience, we will have to examine all aspects of our college, from matriculation to completion, and use an institutional equity lens to ensure that each of these processes is realigned to benefit all of our students.” What better way to “acknowledge the embedded structural racism” that continues to course through “American institutions of higher education” and employ “an institutional equity lens” than by adopting a programmatic approach like the one that Umoja provides and we can see through our preliminary data how these imperatives are achieved.

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Doing so has also provided tangible expression to another section of the Equity Imperative, which asserts that “Our focus on minoritized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. We understand that class, gender and other constructs are also active factors in explaining achievement gaps in education, however race continues to be the most powerful in predicting school experience and educational outcomes. With a focus on institutional equity, we are aligning all of our strategic goals and plans to address current needs as well as historical and systemic inequities.” The Equity Imperative cried out for something like Umoja; fortunately, Umoja Statewide has been able to provide us with a roadmap toward Black equity. And, we are making the strides necessary to meet these goals.

This adoption has helped to make the most of initiatives that the College has already put in place, for example, as the Equity Imperative goes on to note: “As a result of the 2017 Awareness Summit and In the context of Cañada’s 2017-19 Integrated Plan, the College identified and implemented a series of initiatives and activities focused on addressing some of the more pressing obstacles to a successful student experience, such as, for example, the problem of securing reliable transportation to campus. To better meet the needs of students in one of our predominantly Black service areas, Cañada launched a free shuttle service to East Palo Alto to improve access to campus”, and has replaced with a personalized transportation experience through Lyft. This kind of concrete initiative is what those of us who spearheaded the Umoja program at Cañada used to build upon and expand--so that when Black students step off the shuttle or Lyft, they step into a campus environment that actively demonstrates its attention to their educational as well as their transportation needs.

Affiliating with Umoja Statewide has helped us to proactively serve our Black students, enriching and supporting their academic experience by developing: classes and programs that acknowledge and celebrate Black students’ experiences; counseling and student support services that recognize the specific challenges Black students face; and opportunities to form peer support networks that will not only facilitate their college success but also provide them with connections post transfer and graduation. Umojafying the pedagogical practices of the involved faculty, and developing the array of support services specifically geared toward the needs and interests of Black students that an Umoja affiliation requires provides a concrete means of putting these commitments into practice, that is, it provides material “structures,” defined “processes,” and proven (best) “practices” towards which to direct “institutional resources” and efforts.

This affiliation has dovetailed well with the commitments laid out in the Guided Pathways/Annual Strategic Plan (2019-2020) and also supports the implementation of an Ethnic Studies program here at Cañada. As the California Assembly noted in AB-1460, while students of color have a longstanding demand for Ethnic Studies programs, both students of color and white students benefit academically and socially from taking Ethnic Studies classes, forming affinity groups connected to those classes, and participating in unique First-Year Experience programming in conjunction with those classes--all of which reflects Cañada College's goal of building a more vibrant and diverse local community. Affiliating with Umoja has provided more avenues for student engagement and community building, an essential part of the Guided Pathways project. It also specifically addresses the Human Behavior and Culture Interest Area and act as a core part of the Interest Area's emphasis on "improvement of quality of life for others" and "planning the future of human societies," as noted on the Human Behavior and Culture's home webpage.

Finally, developing an Umoja Community program has not only aligned with the college's mission, vision, strategic plans, equity goals, and strategic enrollment plans, it is also consistent with our Anti-Racism Framework, which defines an antiracist as one who is supporting an antiracist policy through their actions or the expression of antiracist ideas. Thus, Cañada College has pledged that it will:

- Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;

Program Review

- Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

One of the biggest challenges for our new students is the adjustment to college life and its expectations and demands. Many students are having difficulty navigating the college system, balancing school and work, and lacking a role model in their life. We are working to create a mentoring model consisting of two components - Faculty/ Community Leader to Student and Peer Mentoring.

Faculty and/or Community Leader to Student

Faculty and community leaders will be mentors for students; they are a real model for students. Mentors inspire students to become who they are at the fullest potential and achieve academic excellence. Mentors develop meaningful relationships with students and provide guidance and encouragement.

We are also working in collaboration with the Black Student Union (BSU) on campus to help to promote and realize a list of demands that they have generated, including a zero tolerance for racial discrimination policy, equity trainings for all employees, advocating for the overturn of Prop 209, and hiring Black academic counselors, personal counselors, and classroom faculty, among others.

Mission Connection

Moreover, the Umoja Program supports Cañada College's mission of engaging and empowering students in transforming their lives and communities through quality education by fully embracing the Umoja Kiswahili meaning of unity, which is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American/Black and other students. We know that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

SEAP

In its 2022-25 Student Equity and Achievement Program (SEAP) Plan, Cañada College clearly identifies those student groups experiencing disproportionate impact for each of the five outcomes related to the student journey set out in the Plan Template. By actively targeting inequitable outcomes more aggressively for students of color and set actionable goals for these addressing them, Umoja is one of the programs that is integral to addressing this metric (successful enrollment in the first year) and focus population (Black/African American students). The creation of the Umoja Program has helped the college create and shape initiatives that directly and intentionally support Black students in our service areas. The goal is for the College educational plans to include new and deeper reflections about the impact of race and racism on campus and in our plans, strategies, and resources, specifically anti-Black racism. In this strategic alignment, the College entities with Umoja create stronger opportunities to both identify and eliminate racism on the campus and build or strengthen opportunities to make the campus more welcoming and inclusive of the Black/African American experience, which directly effects student success. In conjunction with the Umoja Program, specific resources to enhance Black/African American enrollment at the College includes outreach recruitment in East Palo Alto, North Fair Oaks, Belle Haven, and Menlo Park. As these students are successfully recruited, the Umoja Program welcomes our Black students with dedicated part-time staff (coordinator, counselor and program services coordinator) as well as established student services packages from partner programs (ie. Promise, Sparkpoint, TRIO and more).

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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

Our Umoja program ensures that the core classes meet GE/IGETC requirements that prepare our students for either CSU/UC/HBCU/Private college transfer as well as a variety of certificates.

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.

No known changes

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?

Based upon current Umoja faculty training, the Umoja Program offers the following classes during each semester. As additional faculty begin to attend Umoja conferences and trainings, the Program will grow the course offerings to go beyond the first-year experience. Our courses are also scheduled for days and times that do not conflict with our student-athletes' practice schedule in order to support Community of Learning Through Sports (COLTS) .

Course	CSU - Area	IGETC - Area	Semester	Units
ENGL 100	A2	1A	Fall	3.0
PLSC 210	US 2&3	4	Fall	3.0
ENGL 110	A3	1B	Spring	3.0
PLSC 310	US 3	4	Spring	3.0
MATH 200	B4	2	Spring	3.0

In terms of curricular changes, we are working toward adding additional umojafied courses with umojafied teachers. The ultimate plan is to have Umoja classes that meet all CSU and IGETC requirements.

5A. Progress Report - IPC Feedback

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

This is our first Program Review, therefore the below information is based on the Umoja Annual Program Review (2021-2022) out of cycle with internal responses:

Building our Program was the primary focus for the first year and a half. We rooted our energy in varying levels of marketing, inreach and outreach. Below is a list of actions taken to build our Umoja Program from the ground up beginning in Fall 2022:

- **Marketing**
 - o Website Developed

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- o Logo Created
- o Umoja Program Announcement & Spring 2022 Classes Flyer Created
- o Promise Student Recruitment Started and Continues
- o Counseling Division Presentations and Interconnectedness
- **Application/Intake Form**
 - o Intake Form created and live
 - o Application Form created and live
- **Umoja Student Workshops/Orientations:**
 - o Pre-registration informational sessions scheduled and continuous
 - o Spring 2022 semester orientation for first cohort developed and has been used each semester
- **Outreach/Inreach**
 - o East Palo Alto community outreach with college's Outreach Department - continuous
 - o East Palo Alto community members' outreach - continuous
 - o Invitation to qualified Promise students into the Umoja Program and Spring 2022 classes
 - o Job Train – in process
 - o Umoja Program invitation and email created and live
- **Direct Support (Transportation & Supplies)**
 - o Food Grant Program application provided to Umoja Program students (Sparkpoint)
 - o Books and Backpack supplies – connected through Promise Program
 - o Work-study funding secured through Financial Aid Department (Spring 2022/Summer 2022) - unaligned
 - o Priority registration approved district-wide for all Umoja Programs
 - o HBCUs – applied to be a certified college by Sarah participating in the training
- **Program Course Schedule**
 - o Fall: ENGL 105 + MATH 200/800 + PLSC 210 - Updated: ENGL 100 + PLSC 210
 - o Spring: ENGL 110 + MATH 200/800 + PLSC 310 - Updated: ENGL 110, MATH 200 + PLSC 310
- **Professional Development**
 - o Multiple flex day sessions
 - o ACES membership, now EAPC
 - o Course Umojafication process ongoing
- **Umoja Program Events**
 - o Black Students Matter (BSM) Speaker Series (February 2022)

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.

Program Review Cycle Goals: Our goals for our first program review are to:

- a) be part of regular Program Review cycle; - achieved
- b) share the support received during the off-cycle process; - achieved
- c) formalize our resource requests on cycle – achieved

Program Specific Goals:

- Umoja (a Kiswahili word meaning unity) is a community (*EMP/SEMP Goal #3 – Create a Climate of Inclusivity*)
- Improve Cañada College's record with Black student equity, success and retention. (*EMP/SEMP Goal #1 – Improve Student Completion/Success*)

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- Improve Black student success and retention rates in 5 years. (*EMP/SEMP Goal #1 – Improve Student Completion*)
- Make Cañada College an area magnet school for Black students. (*EMP/SEMP Goal #2 – K/12 Partnerships*)
- Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (*EMP/SEMP Goal #3 – Support Climate of Inclusivity*)
- Strengthen collaborative relationships with community members (*EMP/SEMP Goal #2 – Community Connections*)
- Student orientation, welcome ceremony/ritual, end-of-year celebration (*EMP/SEMP Goal #3 – Promote a Climate of Inclusivity*)
- At least one Umoja supported class (*EMP/SEMP Goal #1- Develop Clear Pathways*)
- Program participants engage in Umoja Cañada College activities (*EMP/SEMP Goal #2 – On Campus Events*)
- Faculty and classified professional engage in Umoja professional development activities (*EMP/SEMP Goal #3 – Professional Learning Plan*)
- Guided Pathways affinity groups to promote student completion (*EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps*)
- Cañada Umoja Course Planning: (*EMP/SEMP Goal #1 – Improve Student Completion*)
- Core courses (2 cohorted) (*EMP/SEMP Goal #1 – Cohorted Programs*)
- Cañada Umoja Services and Activities: (*EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services*)
- Mentorship (peer to peer and faculty/staff/administrator/community member to student) (*EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity*)
- College Visits (*EMP/SEMP Goal #2 – College Partnerships*)
- Work-Study and Placement (90% retention rate) (*EMP/SEMP Goal #3 - Institutionalize Effective Structures*)

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?

Umoja Statewide requires that each program has a designated student/program space and a minimum level of personnel.

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Umoja Program dedicated space: The Umoja Village – This is a shared space with the Social Sciences Hub and Honors Program in building 9, room 307. This space received a complete upgrade of furniture, flooring and technology.

The Umoja Village serves our students well for

- study
- meetings
- respite
- academic support (study hours)
- snacks (via Sparkpoint)
- safety

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."

Based upon the last 2 cycles of resource requests that our Program has participated in, we have received funding first for a part-time academic counselor and in the second round, a part-time program services coordinator.

Beginning Staffing:

1. Part-Time Umoja Coordinator
2. Umoja Faculty Staff x2

Additionally Funded Staffing:

1. Part-Time Academic Counselor
2. Part-Time Program Services Coordinator

College Support Staffing:

1. Parti-Time Welcome Center Liaison

- Refer students to Umoja when they come into the Welcome Center for assistance
- Refer students all year, especially during drop-in counseling, late registration, and key recruiting times
- Table for Umoja during key recruitment times
- Display Umoja flyers in the Welcome Center
- Create flyers, business cards, Instagram posts, and other graphic design materials to promote Umoja. Including scannable QR codes for students to apply directly to Umoja
- Help students complete the Umoja application
- Inform students and the campus community as a whole about Umoja, including our practices and classes
- Help students register for Umoja classes and prepare materials (if applicable)

Program Review

- Offer support for students, for anything they need or anything I can do to further assist; including connecting students to resources
- Present at high school orientations and to high school counselors regarding Umoja and the resources available
- Attend, create, and promote events for Umoja
- Voice practices, values, ideas, and concerns from our Umoja community to the Equity and Antiracism Planning Council

2. Part-Time Retention Specialist

- Code new students in Banner and help welcome students to Program during Umoja onboarding
- Table on campus to share Umoja information with potential new students
- Participate in Umoja hiring committee
- Attend/participate in classroom visits, orientations, open houses, community events, field trips
- Attend/participate in weekly team meetings
- Support students with weekly study hours: help with homework, connecting with campus resources, and applying for internships/scholarships
- Update active Umoja students in Canvas
- Post Canvas announcements about Umoja events/campus updates (at least twice a week)
- Create Canvas modules to share resources and workshop recordings
- Create academic material for field trips to engage students as they walk through museums, exhibits, etc

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.

Context:

As we analyze our Umoja student data in its infancy, it is important to reflect on the context of these numbers because we know that our statistics when it comes to recruiting and retaining Black students has been abysmal, resulting in only one Black student in any given class, leaving our Black students, as the only Black person in the room all too often. We are now demonstrating a concrete expression of our commitment to fighting anti-Black racism through the creation and support of our Umoja Program.

Thinking about programmatic aspects, we are proud of the increase in participation in the program – we have moved from having just one Black student in classes to 90% Black students in our Umoja classes. And, our Umoja classes have grown from 10 students to 22 students. However, MATH 200 has been fully enrolled from the first semester of the program.

The following objectives and goals directly reflects the foundational enrollment trends being addressed:

Objectives

Program Review

1. Acknowledge and rectify with action what has been our abysmal record with Black student equity, success and retention rates.
2. Establish a supportive community for Black students on the Cañada campus, which enriches the experience of all students.
3. Create and institutionalize sound intervention strategies that promote equity and success for Black students and other students, as well.

Goals

1. Improve Black student success and retention rates in 5 years.
1. Reduce the equity gap for success rates (from 10% to 5%)
2. Reduce the equity gap for retention rates (from 8% to 2%)
1. Make Cañada College an area magnet school for Black students.
2. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
3. Infuse our curriculum with African and African-American content and pedagogy.
4. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
5. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

Data

For the past 5 five years (2016-2021) the college has enrolled approximately 500 students indicating a Black identity in the admission process. While the overall number of students has remained steady, the proportion of Black, non-Hispanic has risen while Black, Hispanic and Black, Multiracial have grown.

Cohorts: Black-Identifying student Enrollment for past 5-years

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Black, Hispanic	75	82	91	81	113
Black, non-Hispanic	320	302	307	289	291
Black, Multiracial	99	107	108	107	139

Access and Geography

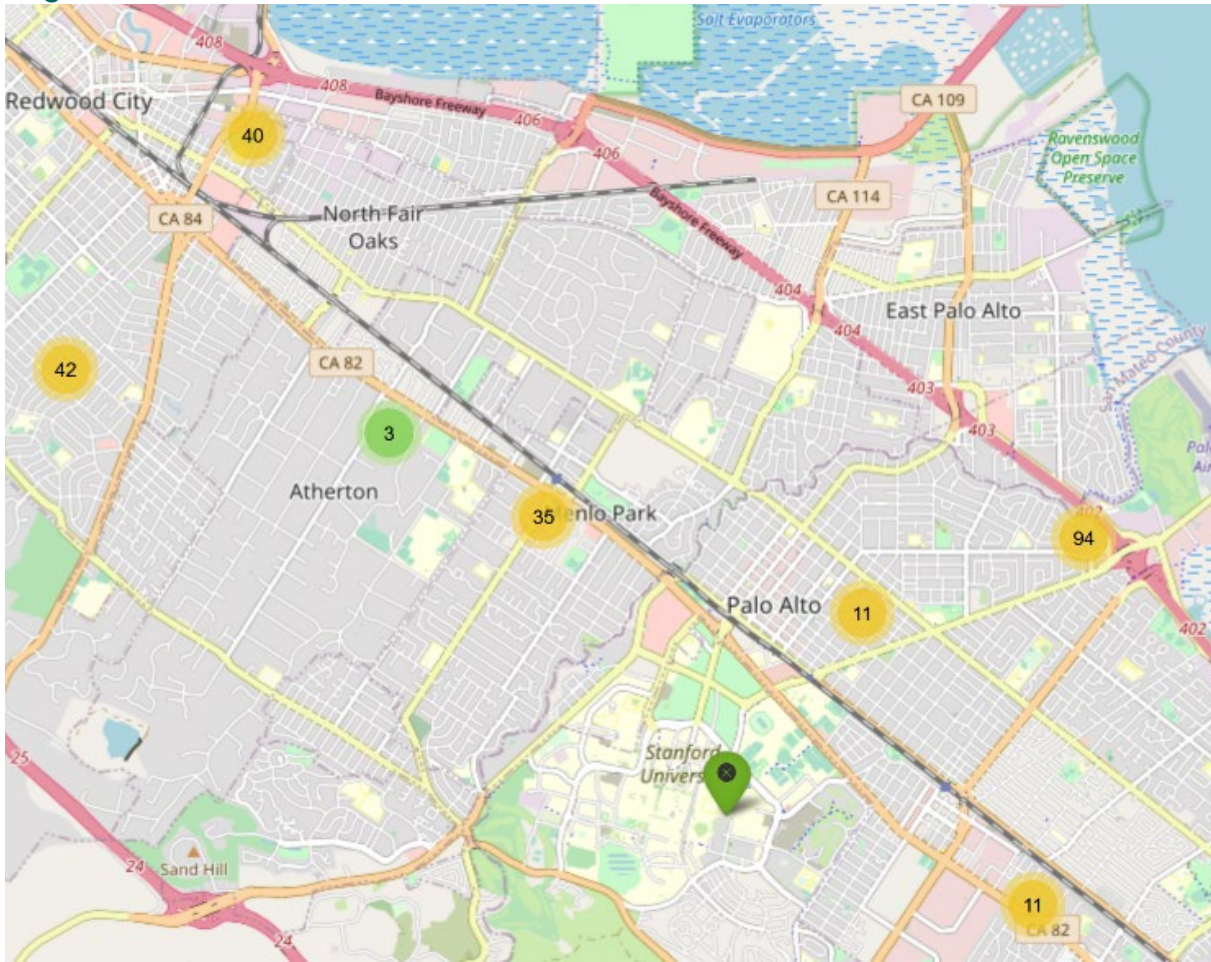
Canada College's service area includes East Palo Alto, which is 11.6% black-identified according to the 2020 census. This is in stark contrast to the overall representation within San Mateo County which is only 2.8%. The college reported that 289 out of 10,313 or 2.8% of Canada College students were black, non-Hispanic. Thus, while we could claim to demographically represent San Mateo County in aggregate, Black students are vastly under-represented with respect to a key city within our service area.

The maps shown below show the geographic distribution of Black-identified enrolled students from the past 3 years. The map on the left shows the entire Bay Area. On the right we can see East Palo

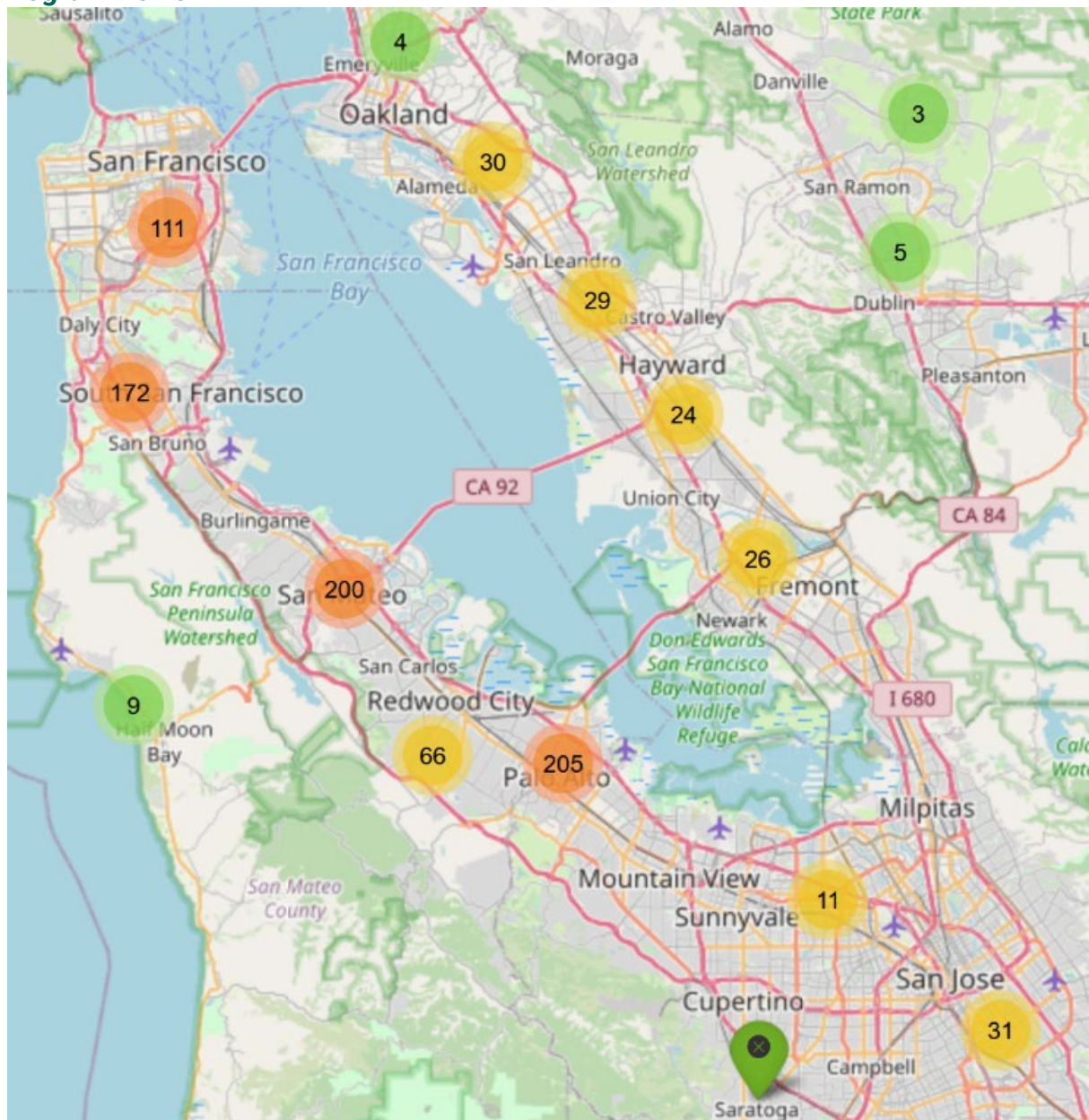
Program Review

Alto, Palo Alto and the immediately surrounding zip codes. While many of these students did commute from the East-Bay, the vast majority come from the Peninsula and San Francisco. On the right we can see that the bulk of students in our immediate service area do come from East Palo Alto.

Program Review



Program Review



These students are demographically similar to the rest of the student-body. The vast majority are Degree or Transfer seeking students, below 30 years old, and about 60% female. Only about 4% of these students are currently enrolled in K-12 programs.

Demographics

	2018-2019	2019-2020	2020-2021
Black, Hispanic	91	81	101
Black, non-Hispanic	414	396	394
Sum:	505	477	495
	2018-2019	2019-2020	2020-2021
30 or under	356	332	361
Over 30	152	148	134
	2018-2019	2019-2020	2020-2021

Program Review

4 yr Stu for 4 year Col	26	20	27
College Preparation	14	13	14
CTE Cert/Career Development	49	57	52
Degree/Transfer	373	336	344
Exploratory	53	59	67
	2018-2019	2019-2020	2020-2021
Female	314	287	286
Male	180	177	196
Unreported	11	13	13
	2018-2019	2019-2020	2020-2021
International	9	17	11
Non-International	496	461	493
	2018-2019	2019-2020	2020-2021
Concurrently enrolled in K-12	0	11	24

Less than half (48.9%) have declared Cañada College as their home campus for the past two years.
Home Campus of Cohort: Number of students picking their program of study at specific campus.

Home Campus*	2019-2020	2020-2021
CAN	266	223
CSM	132	162
SKY	91	126
*Home Campus cannot be calculated for 2018-2019 or earlier.		

About 25% of the enrolled Black-identified students have entered the college with an Undeclared major for the past two years.

The largest single declared major for these students was business administration with 23 students declaring this major and another 13 declaring an AS-T in Bus Admin for the past three years.

Distribution of Majors for Black-identifying students at Cañada. Showing only majors w/ double-digit Black students in past 3 years.

Majors	2018-2019	2019-2020	2020-2021
Undeclared Major		53	55

Program Review

Business Administration	19	20	23
Psychology	16	17	22
Allied Health	21	10	15
Nursing	18	18	15
Business Administration AS-T	8	5	13
CSU GE Certification	27	15	13
Early Childhood Education	13	12	13
Biology AS-T Degree	3		12
Engineering	7	10	11
Computer & Information Science	7	6	10
Communication Studies	14	9	9

Online registrations account for only about 1/3 of enrollments for Black-identifying students during Fall and Spring semesters. During summer, Black-identified students mostly take online classes. Our current Umoja Program addresses the desired and/or necessary class of students by offering our classes in a multi-modal format (face-to-face and synchronously).

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?

Our first iteration of semester classes were:

Fall: ENGL 105, MATH 200/800, PLSC 210

Spring: ENGL 110, MATH 200/800, PLSC 310

Our second and current iteration of semester classes are:

Fall: ENGL 100 & PLSC 210

Spring: ENGL 110, MATH 200 & PLSC 310

We made these course adjustments for the following reasons:

- ENGL 105 is a 5 unit class and seemed to actually slow down the students' progress, which is similar to MATH 200/800 because although it had extra hours (with extra units), which should mean extra support, it actually burdened students with additional class hours while not providing better success and retention rates.

The long term class plan is to add Umojafied courses with Umoja trained faculty in order to create an Umoja GE pattern pathway.

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?

Program Review

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.

Much of this is answered in 7A in regards to continually increasing our recruitment efforts in our service areas, especially East Palo Alto. And, always staying focused on success and retention for each Umoja student.

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?

Context/Background (where we are to where we started from):

The Umoja Program directly addresses these challenging success and retention rates by applying all 18 Umoja Practices such as xxxx. There is a corresponding positive effect as it relates to success and retention (and belonging). The data shows the following:

- Umoja Math 200 (Spring 2022 and Spring 2023) had an 82% success rate, beginning with 49 students and ending with 40 Umoja participating students successfully completing the class. Whereas, the non-Umoja success rate during the same time period is 59%.
- Umoja ENGL 110 had a 90% success rate compared to a 60% success rate in the same non-Umoja classes during the same time period (Spring 2023).
- Umoja English 110 (Spring 2022 and Spring 2023) had an overall success rate of 87%. Compared to the non-Umoja success rate of 57.5%. Compared to all English 110 during same time period. In spring 2023 we served 20 students and out of 20, 16 completed. Significantly increased our enrollment from spring 2022 to spring 2023. English 110 overall has a success rate of 71%.
- Umoja PLSC 210 (Fall 2022) all 19 students passed with a 100% success rate. Whereas, the 50 students in the non-Umoja PLSC 210 had a 60% success rate with 30 student completing the course during the same semester.
- If we combine Umoja PLSC 210 and PLSC 310 (Spring 2022 and Spring 2023) has a combined 91% success rate, with same teacher compared to non-Umoja with a 63% success rate. Moreover, regardless of the instructor, it is a 75% success rate.
- Umoja PLSC 310 (Spring 2023) out of 6 students, 5 students completed for a success rate of 83%.
- Overall, success rate for Umoja sections PLSC 210 and PLSC 310 with 32 students, 30 succeeded with a 94% success rate, 65.4% success rate for non-Umoja same teacher.

One observation that we have made in reviewing our data is that Umoja students do not withdraw from our classes, which helps to account for our higher success and retention rates. Umoja is a retention program, which we can see with our numbers. We make sure our students get all of the resources needed so they can fully focus on their academics and successfully pass classes, highlighting that they could have always passed with the proper whole support system in place. Furthermore, our Black student count has increased with this semester marking the a 50% increase in Black student contact. We currently have approximately 100+ students in our program with 90% being Black-identified students.

In 2022/23 we have served ## of Black students in our classes, and overall, we are serving ## number Black students. And , there is room to grow in our classes and as we had additional courses. We seem to be drawing the college bound students who are college age and ready to transfer. We are a Black student

Program Review

success transfer program because the program is successfully reaching and recruiting college bound Black students.

When looking at the “Successful Enrollment in First Year” PRIE data dashboard, the percentage for Black student success ranges from 10% to 1% (2015-2022).

Getting Through

Completion of Transfer-level Math and English is a key milestone for community college students, especially for students who were traditionally disproportionately placed below transfer-level and then forced to take many extra math and English classes before enrolling in transferable, college-level courses.

One-year completion rates

Transfer level completion within first year in the district	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Black/African American Completion Math	4%	25%	15%	33%	42%
Overall Completion Math	28%	21%	23%	24%	22%
% Black/African American Completion English	27%	50%	35%	30%	46%
Overall Completion English	41%	34%	34%	33%	32%
% Black/African American Completion Both	4%	15%	12%	11%	31%
Overall Completion Both	23%	18%	18%	17%	15%
Note, the number of first time Black/African students is relatively low, which makes					

Program Review

these numbers somewhat erratic over time.						

We see highly variable success rates across departments, with approximately 60% success rates in the three highest enrolled departments Math, English and Biology. Success rates in Business is markedly lower at about 40%. Among the lowest success rates are in LCTR, CBOT, ECON and LEGL. Success Rates by departmental enrollments

Enrollments	2018-2019	Success Rate	2019-2020	Success Rate
MATH	155	60.00%	152	59.20%
ENGL	123	56.90%	91	63.70%
BIOL	103	57.30%	82	57.30%
BUS.	84	38.10%	70	42.90%
ECE.	65	73.80%	59	50.80%
LCTR	38	23.70%	55	5.50%
PSYC	69	52.20%	54	59.30%
FASH	45	73.30%	48	68.80%
PLSC	44	56.80%	45	86.70%
HIST	69	62.30%	44	68.20%
FITN	76	81.60%	43	62.80%
COMM	63	61.90%	35	68.60%
MART	28	75.00%	32	50.00%
CRER	24	70.80%	29	55.20%
PHIL	32	56.30%	27	66.70%
ACTG	18	44.40%	27	33.30%
ANTH	25	68.00%	23	82.60%
SOCI	33	72.70%	22	63.60%
CBOT	12	25.00%	21	38.10%
MEDA	2	50.00%	20	95.00%
RADT	9	100.00%	18	66.70%
KINE	13	38.50%	18	61.10%
VARIS	17	41.20%	17	94.10%
INTD	29	72.40%	17	76.50%
CIS	15	66.70%	17	64.70%
SPAN	6	50.00%	17	52.90%
DANC	8	37.50%	17	52.90%
ECON	16	50.00%	17	41.20%
OCEN	23	56.50%	15	73.30%
ASTR	30	46.70%	15	60.00%
CHEM	26	61.50%	14	64.30%
MUS.	18	22.20%	14	50.00%
LEGL	7	28.60%	14	21.40%
DRAM	25	72.00%	13	76.90%
ART	13	76.90%	11	81.80%

Program Review

ENGR	5	100.00%	9	100.00%
PHYS	6	66.70%	7	71.40%

The percentage of students completing 15 unit within the first semester and 30 units within the first academic year is a key indicator associated with student completion of degree and transfer requirements. In the table below we can see that our college practices disproportionately impact black students in this metric. Aside from Fall 15-unit attainment in the anomalous year of 2019-2020, all other years show black students with less than or equal rates compared with college totals.

Successful Unit Momentum points: Percentage of enrolled students completing 15 units at Canada College during Fall and 30 units in the academic year.

Enrollment Academic Year	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Black/African American Fall 15+ CAN	4.6%	2.0%	1.9%	1.4%	1.7%
Fall 15+ CAN	3.2%	3.1%	2.8%	2.9%	2.6%
Black/African American AY 30+ CAN	1.8%	1.4%	2.0%	1.0%	0.7%
Ay 30+ CAN	2.3%	1.9%	1.9%	1.8%	1.9%

In the past two years, black-identified students have persisted from Fall to Spring at lower rates than the college overall.

Fall to Spring Persistence	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black/African American	56%	60%	58%	52%	45%
Overall	53%	59%	60%	62%	62%

Getting Out

Black-Identified students account for about 20 degrees and certificates and from 30 -40 transfers each year.

Degree and Certificates Awarded:

	2018-2019	2019-2020
Unduplicated Award Earners	21	18
Award Earners (duplicates)	2018-2019	2019-2020
Certificate	9	9

Program Review

Degree	19	15

Transfers

Transfer	2018-2019	2019-2020
Total Transfers	30	42
CSU and UC	17	28
CSU	12	19
UC	5	9

Summary

While almost 500 black-identified students are consistently enrolled at Canada College, only 30 to 40 of them are attaining degree or transfer goals in a given year.

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?

The Cañada College Umoja Program greatly benefits both students and college personnel—faculty, staff, and administrators—through continuous and regular professional development and personal growth opportunities. Besides specific Umoja program training our college community finds the Umoja program as a resource, serving everyone in meeting our college's antiracism mission. More directly, faculty are able to take advantage of program specific professional development training as well as rely on Umoja Program associated faculty for support as they develop their expertise in teaching students of color. Exposing our teaching community to Pan-African pedagogical practices, the Umoja Program works toward educational equity helping faculty to sufficiently "Umojafy" their teaching—and potentially become part of the official program faculty network. Additionally, one objective of the program is to create an Umoja roadmap of general education courses not only to serve Umoja Program students but also to create an Umoja campus network of faculty, staff and administrators whose inclusive, equity minded practice will benefit all students.

Additionally, Umoja's interconnectedness to the Black Students Matter (BSM) Committee: Equitizing the Mattering of ALL Students further serves as a consistent resource for faculty in regards to updating/adjusting syllabi, CORs, class content, use of instructional and support resources, and developing interpersonal connection. We have created a safe space where college stakeholders can share effective practices. Umoja provides a supportive environment in which teaching and learning are at the core.

Background/Context:

Online, Face-to-Face and Hybrid Enrollment

Enrollment Patterns	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
FACE TO FACE	62	406	342	34	378	314
HYBRID	10	40	54	4	49	52

Program Review

ONLINE	141	208	198	118	159	188

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".

Background/Context:

Online, Face-to-Face and Hybrid Enrollment

Enrollment Patterns	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
FACE TO FACE	62	406	342	34	378	314
HYBRID	10	40	54	4	49	52
ONLINE	141	208	198	118	159	188

We have addressed the intersection between online and face to face modalities by combining them. We offer our classes with 2 CRNs – one for face-to-face and the other to join the class synchronously via Zoom. This combination works very well for our students because some are taking the class while at work or if they are not feeling well they can still join the class. During Spring 2023, PLSC 310 had perfect attendance for the entire semester.

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.

Each of our 3 classes have current SLOs as determined by each of their respective departments.

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?

Our current course SLOs have the additional enhancement of the 18 Umoja Practices that provide the impact that we see with our success and retention rates.

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?

The Umoja Program is in the process of developing PLOs, which will be finalized by the end of Spring 2024 when we have completed our in-depth study of the 18 Umoja Practices and their relationship to our Program Learning Outcomes.

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.

We need more full-time staffing that can commit to the growth and sustainability of the program, beginning with a full-time academic counselor and retention specialist.

Program Review

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.

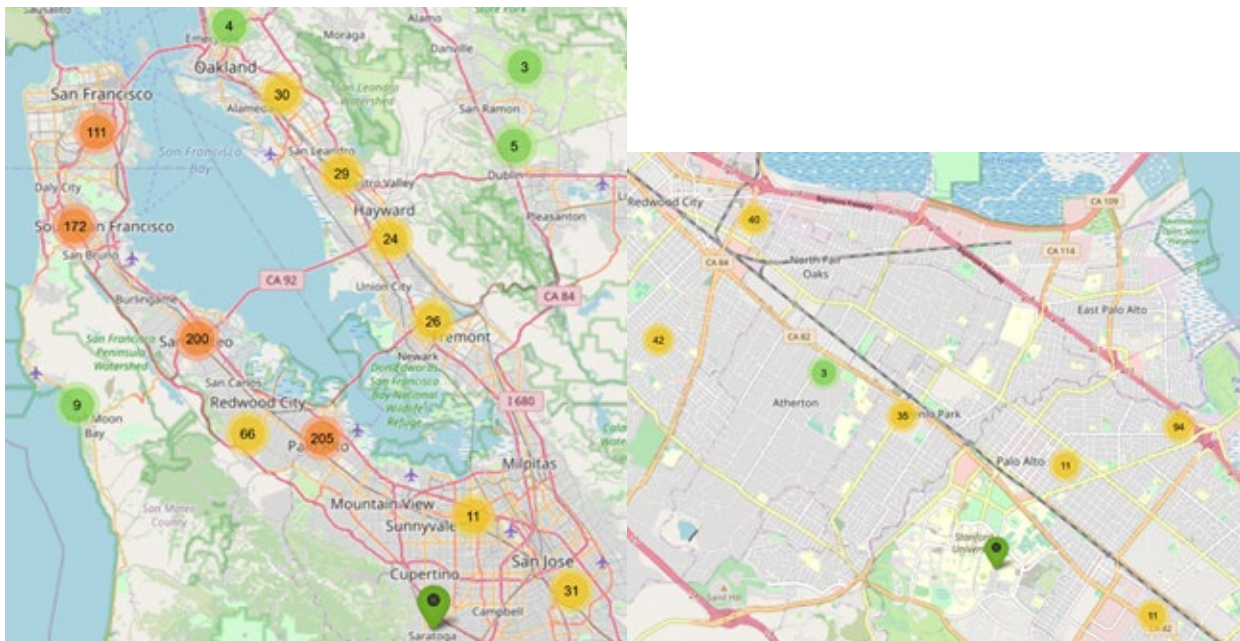
Supporting Information

Tables & Graphs

I need to put this somplace . . .

Canada College’s service area includes East Palo Alto, which is 11.6% black-identified according to the 2020 census. This is in stark contrast to the overall representation within San Mateo County which is only 2.8%. The college reported that 289 out of 10313 or 2.8% of Canada College students were black, non-Hispanic. Thus while the college can claim to demographically represent San Mateo County in aggregate, black students are vastly under-represented with respect to a key city within our service area.

The maps shown below show the geographic distribution of black-identified enrolled students from the past 3 years. The map on the left shows the entire bay area. On the right we can see East Palo Alto, Palo Alto and the immediately surrounding zip codes. While many of these students did commute fro the east-bay, the vast majority come from the Peninsula and San Francisco. On the right we can see that the bulk of students in our immediate service area do come from East Palo Alto.



We have taken action on our campus to make it clear that not only are Black students welcome here, but that we also truly care about who they are and where they want to go in regards to their academic, career and personal goals. One of our major purposes is to bring a vibrant, complete and fully supported Umoja program to our college.

We are working closely with our Marketing & Outreach Departments in a focused manner in order to broadly connect our new Umoja Program with local high schools and community programs. We are being intentional in connecting with our service areas with significant Black communities. We are putting forward meaningful recruitment efforts in order to provide our new, continuing and future Black students with a college that directly supports their academic and career goals.

Personnel - Counseling Faculty (2024 - 2025)

Requested Year
2024 - 2025

Personnel Requested
Academic Counselor

Requesting Unit
Cañada Colleg Umoja Community Program

Position Description
Umoja Program Academic Counselor (increase from part-time to full-time)

Status
Continued Request – Active

Duration of Position Requested
Permanent

Full-time Status
Full Time

Program Goals this Request Supports

- 1. Improve Black student success and retention rates in 5 years.
- A. Reduce the equity gap for success rates (from 10% to 5%)
- B. Reduce the equity gap for retention rates (from 8% to 2%)
- 2.. Make Cañada College an area magnet school for Black students.
- 3. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
- 4. Infuse our curriculum with African and African-American content and pedagogy.
- 5. Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, CWA, STAR, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
- 6. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

NOTE: Umoja is open to opportunities to share a full-time counselor in partnership with other instructional programs, specifically, STAR and CWA (Evening College). This position could also be a combined position with Transfer and/or Honors.

Critical Question: How does this resource request support closing the equity gap?
Early and current data demonstrates that the Umoja Program with a part-time academic counselor has began to close the equity for Black-identified students. As the program continues to grow at a high rate (50% in our Umoja classes each semester), it is crucial to have a full-time academic counselor to support the success and retention needs of these students.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services. Additionally, if this position were paired with the college’s STAR (Success Transfer Achievement Retention) program, then there would be an additional direct positive impact with our AANAPISI students.

Resource Requests

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The following program specific goals cannot be fully realized without a full-time academic counselor:

1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)
7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)
13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

B. How does the proposed position address the program's or department's goals?

As we anticipate, if our program size continues to double as it has over these last 3 semesters, then continuing with all part-time staff will not allow us to fully serve our Umoja Program students. The full-time academic counselor will have more time to:

1. Provide comprehensive counseling services to students, including academic, career, and personal counseling on a drop-in and appointment basis, as well as online counseling
2. Provide group counseling sessions, orientations, workshops, and other activities to support student transfer success
3. Employ current knowledge of state-wide transfer college/university admissions policies and procedures to support the academic and career goals of our Umoja students
4. Develop, coordinate, and implement comprehensive and critical transfer counseling services to support the Umoja Program
5. Manage transfer application support, waitlist, transfer appeals, and denials as they come up in the Umoja Program
6. Develop comprehensive educational plans for graduation and transfer, based on students' academic needs
7. Assist students in the exploration and research of transfer majors and transfer colleges, both in and out-of-state, especially the Historically Black Colleges and Universities (HBCUs)
8. Monitor student performance and progress, including transfer and retention, and maintain appropriate documentation and records
9. Assist with planning and duties of other Umoja Staff (ie. Program Services Coordinator)
10. Collaborate with both instructional and counseling faculty and staff to assist students to understand and use college success services, and transfer resources
11. Develop and teach college success and transfer focused courses and workshops
12. Collaborate with both instructional and counseling faculty and staff in regards to the Umoja Program in order to maximize student transfer success

Resource Requests

13. Participate in pre-collegiate outreach and in-reach activities that promote Umoja Program awareness for all students

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of part-time and full-time counselors in the program or department.

0.5

2. Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

0.5

a. What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

a. 10% direct program support, b. 90% direct academic counseling

3. The number of students in the program or department in the last three years.

150

4. The number of Student Counseling Contacts in the last three years.

6,000

5. What is the current ratio of counselors (FTEs) to student headcount within the program or department?

18 hours per week (or equivalent FTEF at approximately .4) for 150 students, based on number of current program progress reports for Umoja Community students. The program is gaining momentum semester to semester and the numbers are increasing.

6. Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

A "dedicated" program counselor will help the college to close the equity gap in the following ways:

1. Early student identification and proactive matriculation support for the Umoja Program cohort.

2. Consistent, timely, intrusive communication and guidance to create greater opportunities for student achievement.

3. Monitor Umoja Program cohort to support student retention.

4. Review college and program data to identify Umoja Program candidates.

5. Early identification and assessment of students' unique support needs.

6. Early identification of students who may serve as peer mentors and tutors.

7. Close collaboration with instructional faculty to support Umoja Program students, and Black students in general.

7. Are there any counseling services that are not currently available due to an inadequate number of counselors?

We need consistency as the program grows. The duties of an academic counselor are touched upon for many students, but impossible for all 150+ students because the hours are not there. Our program is seeing success with an intrusive approach. At this point, we have to focus on the students who have taken or are taking our classes and are not fully able to assist the other students who are in the Umoja Program. They, too, need retention and counseling support to navigate successfully their other classes that are not "umojafied." As a program, Umoja is focused on student success and retention in all coursework not just Umoja courses.

8. Are there any counseling services that will not be available if the position does not move forward at this time?

Counseling services will not be available for all Umoja students. And, counseling is a key component that contributes to the students' success and retention. Moreover, it is challenging to meet the registration and degree application needs of continuing students and enroll all of the potential new students with a part-time Umoja counselor.

Resource Requests

9. Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

The Umoja Program needs a high-impact counselor who has the dedicated daily hours to assist with academic planning, support services and program coordination needs.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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
Make registration easier
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Better share what Cañada offers
Strengthen K-16 pathways and transfer
Help meet the basic needs of Cañada students and other community members
Manage resources effectively
Provide adequate access to technology

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Umoja/Humanities and Social Sciences

Position Title:

Retention Specialist

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months.

12

Resource Requests

Program Goals this Request Supports

1. Improve Black student success and retention rates in 5 years.
 - 1.a. Reduce the equity gap for success rates (from 10% to 5%)
 - 1.b. Reduce the equity gap for retention rates (from 8% to 2%)
2. Increase success and retention in non-Umoja classes to match that of the Umoja classes.
3. Increase the number of Black students at Cañada and in the Umoja Program.
4. Infuse our curriculum with African and African-American content and pedagogy.
5. Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6. Directly connect more faculty across the disciplines to the Umoja Program.
7. Grow the number of Umoja trained faculty on campus.

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

Established Cañada College data demonstrates that Black students have the lowest success and retention rates alongside the college's Native American and Polynesian students. Since the establishment of the Umoja Program in 2021, early and current data demonstrates that the Umoja Program with borrowed retention time and Umoja Program classes has begun to dramatically improve these data within the Umoja Program courses. These consistent increase rates have begun to close the equity for Black-identified students. As the program continues to grow at a high rate (50% in our Umoja classes each semester), it is crucial to have a full-time retentions specialist to support the success and retention needs of Black students.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

Justification

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

The Umoja Program is designed to address the college's failure in supporting Black students by increasing their success and retention rates with direct and wholistic academic strategies as listed below:

1. Exchange information with students, faculty and staff regarding subject-matter, resources, materials, policies and procedures associated with the classroom or laboratory setting or college programs and services
2. Confer with faculty regarding curriculum, computer hardware, software and other learning tools, student assignments and progress, tests, student test scores, alternate learning methods and other technical information related to the services and programs provided
3. Attend meetings, conferences and workshops to obtain current subject-matter information
4. Assist with outreach and retention of students into specific programs, including developing strategies to enhance student completion and success
5. Proactively meet with students to monitor their progress
6. Track student involvement in on-campus support resources, including academic counseling and development of student educational plans, as well as support services relating to financial aid, scholarships, internships, transfer, including completion of transfer admission guarantees
7. Develop an early alert system to identify students who are under performing in specific coursework, and collaborates with instructional aides and tutors to intervene
8. Assist and lead in planning an academic support structure to include workshops, study groups, tutoring, program activities, accompanying students to off-campus events, and other support services to enhance student retention and success
9. Work with faculty advisors and student leaders of clubs to develop programs that promote academic success

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

The following program specific goals cannot be fully realized without a full-time retention specialist:

1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)

Resource Requests

2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)
7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)
13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

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

With a full-time retention specialist, the Umoja Program will be able to increase success and retention for Black students beyond their Umoja courses. The position will also help to build consistency and stability in staffing. The program relies entirely on PT staff.

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

Currently, the Umoja Program part-time staff are able to successfully support the students in the program in the program courses. We do not have enough hours to go very much beyond that.

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

The Retention Specialist will directly address the college's equity gap as it pertains to Black students' success and retention rates.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation
Community Connections

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

Make registration easier
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

Resource Requests

Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

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

Dean/Director/Hiring Supervisor Name

James Carranza, Dean, Humanities and Social Sciences

Date

10/28/2024

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Humanities and Social Sciences/Umoja Program

Position Title:

Program Services Coordinator

Status

Continued Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months.

12

Program Goals this Request Supports

1. Improve Black student success and retention rates in 5 years.
 - A. Reduce the equity gap for success rates (from 10% to 5%)
 - B. Reduce the equity gap for retention rates (from 8% to 2%)
2. Make Cañada College an area magnet school for Black students.
3. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4. Insure that the guidelines and goals of the UCEF goals are followed and accomplished.
5. Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring), Middle College, and . . .) in order to share existing resources.
6. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

Resource Requests

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

The Program Services Coordinator position supports the creation of a campus that is welcoming to Black students by connecting with their internal and external communities. The Umoja Program PSC works directly with students to support their success and retention by connecting them with college resources. The Umoja Program PSC also works to meet the goals of the UCEF MOU between Cañada College and UCEF.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services. Not only has the success and retention rate drastically improved for Black students in the Umoja classes, but all students in these classes.

Justification

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

Our current part-time Umoja Program PSC only has time to do about 1/2 of the job description duties outlined for the position. Therefore, we have to pick and choose as time permits which duties can successfully be accomplished in order to serve our program students well. As our program continues to grow each semester, it becomes increasingly difficult for the person in this position to accomplish all things needed to support the students.

1. Exchanges information with students, staff, other educational institutions, community and business representatives, vendors, governmental agencies and the general public regarding a variety of college programs, services, eligibility requirements, policies, timelines, required forms and other information
2. Travels to various off-site locations to confer with high schools, community service organizations, governmental agencies, businesses and other entities, and to recruit students into a college program
3. Makes presentations to small and large groups as a program and college representative
4. Participates in planning and implementation meetings with college and outside groups and representatives
5. Plans, conducts and participates in tours, job fairs, and program services in conjunction with management, faculty and other staff
6. Plans joint events with other college departments and programs, and with outside business and community representatives
7. Serves as liaison between student program participants and various instructional and student services departments

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

The following program specific goals cannot be fully realized without a full-time program services coordinator:

1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)
7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)

Resource Requests

13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

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

When the Umoja Program PSC position becomes full-time, the person in this position would be able to accomplish the full duties of this position including meeting the requirements of the Umoja Community Education Foundation (UCEF) MOU.

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

The scope of work/duties is limited since the current PSC is part-time (48%). And also the program's retention specialist's hours are 13% of a full-time position. (CWA has provided limited retention specialist hours in support of the program.)

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

The Program Services Coordinator position supports the creation of a campus that is welcoming to Black students by connecting with their internal and external communities. The Umoja Program PSC works directly with students to support their success and retention by connecting them with college resources. The Umoja Program PSC also works to meet the goals of the UCEF MOU between Cañada College and UCEF.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services. Not only has the success and retention rate drastically improved for Black students in the Umoja classes, but all students in these classes.

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
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

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

Make registration easier
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
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Support innovative teaching that creates more equitable and antiracist learning environments
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

Resource Requests

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

Dean/Director/Hiring Supervisor Name

James Carranza, Dean, Humanities and Social Sciences

Date

10/28/2024

Personnel - Counseling Faculty (2023 - 2024)

Personnel - Counseling Faculty (2023-24)

Requested Year

2023 - 2024

Requesting Unit

Umoja Academic Counselor

Position Description

Full-Time Tenure Track Counselor

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

1. Improve Black student success and retention rates in 5 years.
 - A. Reduce the equity gap for success rates (from 10% to 5%)
 - B. Reduce the equity gap for retention rates (from 8% to 2%)
1. Make Cañada College an area magnet school for Black students.
2. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
3. Infuse our curriculum with African and African-American content and pedagogy.
4. Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
5. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

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

Early data already demonstrates that the Umoja Program with a part-time academic counselor has begun to close the equity for Black-identified students. As the program continues to grow at a high rate, it is crucial to have a full-time academic counselor to support the success and retention needs of these students.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The following program specific goals cannot be fully realized without a full-time academic counselor:

1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
2. Improve Cañada College's record with Black student equity, success and retention. (EMP/SEMP Goal #1 –

Resource Requests

Improve Student Completion/Success)

3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community Connections)
7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)
13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

B. How does the proposed position address the program's or department's goals?

As we anticipate, if our program size continues to double as it has over these last 3 semesters, then continuing with all part-time staff will not allow us to fully serve our Umoja Program students. The full-time academic counselor will have more time to:

1. Provide comprehensive counseling services to students, including academic, career, and personal counseling on a drop-in and appointment basis, as well as online counseling
2. Provide group counseling sessions, orientations, workshops, and other activities to support student transfer success
3. Employ current knowledge of state-wide transfer college/university admissions policies and procedures to support the academic and career goals of our Umoja students
4. Develop, coordinate, and implement comprehensive and critical transfer counseling services to support the Umoja Program
5. Manage transfer application support, waitlist, transfer appeals, and denials as they come up in the Umoja Program
6. Develop comprehensive educational plans for graduation and transfer, based on students' academic needs
7. Assist students in the exploration and research of transfer majors and transfer colleges, both in and out-of-state, especially the Historically Black Colleges and Universities (HBCUs)
8. Monitor student performance and progress, including transfer and retention, and maintain appropriate documentation and records
9. Assist with planning and duties of other Umoja Staff (ie. Program Services Coordinator)
10. Collaborate with both instructional and counseling faculty and staff to assist students to understand and use college success services, and transfer resources
11. Develop and teach college success and transfer focused courses and workshops
12. Collaborate with both instructional and counseling faculty and staff in regards to the Umoja Program in order to maximize student transfer success
13. Participate in pre-collegiate outreach and in-reach activities that promote Umoja Program awareness for all students

Resource Requests

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of part-time and full-time counselors in the program or department.

1

2. Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

1

a. What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

75% counseling, 25% Umoja Program coordination

3. The number of students in the program or department in the last three years.

100

4. The number of Student Counseling Contacts in the last three years.

5,000

5. What is the current ratio of counselors (FTEs) to student headcount within the program or department?

14 hours per week (or equivalent FTEF at approximately .3) for 100 students, based on number of current program progress reports for Umoja Community students. The program is gaining momentum semester to semester and the numbers are increasing.

6. Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

A "dedicated" program counselor will help the college to close the equity gap in the following ways:

1. Early student identification and proactive matriculation support for the Umoja Program cohort.
2. Consistent, timely, intrusive communication and guidance to create greater opportunities for student achievement.
3. Monitor Umoja Program cohort to support student retention.
4. Review college and program data to identify Umoja Program candidates.
5. Early identification and assessment of students' unique support needs.
6. Early identification of students who may serve as peer mentors and tutors.
7. Close collaboration with instructional faculty to support Umoja Program students, and Black students in general.

7. Are there any counseling services that are not currently available due to an inadequate number of counselors?

We need consistency as the program grows. The duties of an academic counselor are touched upon for many students, but impossible for all 100+ students because the hours are not there. Our program is seeing success with an intrusive approach. At this point, we have to focus on the students who have taken or are taking our classes and are not fully able to assist the other students who are in the Umoja Program. They, too, need retention and counseling support to navigate successfully there other classes that are not umojaified.

8. Are there any counseling services that will not be available if the position does not move forward at this time?

Counseling services will not be available for all Umoja students. And, counseling is a key component that contributes to the students success and retention. Moreover, it is challenging to enroll all of the potential new students when we do not have an Umoja counselor available to do so.

9. Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

The Umoja Program needs a high-impact counselor who has the dedicated daily hours to assist with academic, support services and program coordination needs.

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
Equity-Minded and Antiracist College Culture
Community Connections

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

Make registration easier
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
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Accounting & Business

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.

The accounting, business, and management programs give students a strong foundation to succeed when transferring to a university. These programs are rigorous; students learn how to communicate through business writing and communication, students learn how to analyze and read financial statements, and students learn about law specific to business issues. In addition, to writing a resume (which is reviewed by their peers and professors), network by creating a LinkedIn profile.

Student Access, Success, and Completion

The Accounting, Business, and Management (Business Program) schedules classes for students to complete certificates online and is now focusing on students completing the AD-T and working with the Math Department to offer Business Calculus in the evening.

Equity-Minded and Antiracist College Culture

One goal of the business department is to teach students about equity, micro-aggressions, and discrimination affect their lives and how the lack of awareness prevents effective teamwork and their working lives. To achieve this, the business department discusses the resources available at the college and uses case studies for students to envision how they would react as managers and co-workers.

Community Connections

Business department has multiple offerings through dual enrollment and encourages students to transfer by participating in transfer and articulation workshops and events. The business department holds an advisory meeting during the fall, and the accounting department offers an advisory meeting in the spring.

The business department continues to strengthen and increase the number of total community partnerships, including but not limited to the Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employers, and the Sequoia Union High School District. Build and strengthen collaborative relationships and partnerships that support the need to reflect and enrich our diverse and vibrant local community.

Accessible Infrastructure and Innovation

The modernization of building 13 will provide the business department with modern technology and infrastructure to support our goal of teaching and learning innovation, as well as multi-modal classes allowing working students the opportunity to attend classes.

Business & Accounting Mission Statement

The business and accounting department aligns with Cañada College's mission by delivering quality Career Education (CE) and transfer programs. Our mission is to provide our community with gainful employment opportunities and continuing education opportunities in accounting, bookkeeping, business administration, entrepreneurship, management, marketing, payroll, and small business management.

Program Review

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."

Since our last program review, we created BUS 113 Personal Finance. The course meets Area B4 requirements in the general education plan.

Additionally, BUS 103 was removed from the Business Administration AS-T. Due to this state-mandated change, we have planned for lower enrollment in BUS 103 and have adjusted staffing.

The business coordinator is currently collaborating with our articulation officer to resubmit BUS 101 Human Relations in the Workplace for CSU Area D requirements/associate degree Area D requirements.

The business coordinator is also working with the curriculum technical specialist to create a new experimental course, BUS 880, for a non-degree applicable 0.5-1.0 unit for-credit course for community members who are interested in starting their own business to take. This course would not duplicate existing course content but instead would focus on the hands-on applicability of starting a small business.

Furthermore, the accounting department is working with Santa Clara University (SCU) for direct articulation between ACTG 121 (financial accounting) and ACTG 131 (managerial accounting) to prevent accounting transfer students from needing to take the SCU equivalent accounting classes.

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.

Due to the recent COVID-19 pandemic, the economic outlook of bookkeepers and business assistants in small businesses has declined as these businesses have suffered from the lack of consumers and revenue. While some businesses have closed, which resulted in a decrease in bookkeeping certificates, payroll specialist certificates, and management assistant certificates.

Currently, there is an increase in accounting load (585) as individuals consider promotions, entrepreneurship, and small business, as an alternative to the loss of consistent enrollment. The business load is also rising as more students return to our program.

Advisory board meetings for accounting and business will be held in the spring or fall of 2023. The business advisory board meeting will focus on increasing student inclusion in the advisor board agenda. We are also interested in growing and sustaining our alumni pool and promote the development and recruitment of new adjunct faculty members. The soon-to-be-hired program services coordinator (PSC) will directly support the administrative work of the advisory board meetings, including scheduling the room, equipment, materials, and taking meeting minutes.

We continue to need support from the college to find, recruit, and place students into high-quality business and accounting internships in our community.

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?

This fall, our program underwent an extensive curricular review in tandem with our program review. This process went above and beyond our two-year Career Education (CE) curriculum review. We analyzed our business certificates and associate's degree programs for optimal course offerings by working within our department and reaching out to partner with our division dean, academic counselors, and faculty colleagues

Program Review

in numerous departments. This strategic process highlighted the importance of including a robust curricular review in conjunction with program review.

Online Pathways Analysis

Additionally, in response to the Associate Students of Cañada College's (ASCC's) request to the college for online pathways for academic programs, we analyzed the following 13 programs for online completion:

1. Associate's Degree for Transfer (AD-T) - Business Administration 2.0
2. Associate's Degree - Business Administration
3. Associate's Degree - Business Assistant
4. Associate's Degree - Business Management
5. Associate's Degree - Entrepreneurship & Small Business Management
6. Associate's Degree - Marketing
7. Certificate - Business Administration (19 units)
8. Certificate - Business Assistant (18 units)
9. Certificate - Business Information Worker (18 units)
10. Certificate - Business Management (19 units)
11. Certificate - Entrepreneurship & Small Business Management (24 units)
12. Certificate - Human Relations in the Workplace (18 units)
13. Certificate - Marketing (18 units)

Our analysis determined that the following 5 certificate programs could be completed online:

1. Certificate - Business Management (19 units)
2. Certificate - Business Administration (19 units)
3. Certificate - Human Relations in the Workplace (18 units)
4. Certificate - Business Information Worker (18 units)
5. Certificate - Entrepreneurship & Small Business Management (24 units)

Our analysis also concluded that the following associate's degree program's core and selective courses could be completed online, assuming the college provides an online pathway for the general education requirements:

1. Associate's Degree - Business Management

To expand our online pathway opportunities for students, we removed the following barriers to students accessing a fully-online pathway in business:

- Adjusted ACTG 100 scheduling to include at least one offering of an online modality
- Changed the two selective course lists in the marketing certificate and associate's degree to improve student access to selective courses that are offered online

These subtle, but strategic changes, have laid the foundation for all 13 business programs to have an online completion pathway by fall of 2024. We require the support of the college marketing department to create an integrated marketing campaign around our online pathways in business.

The next step in this analysis is to review the following 4 accounting programs:

Program Review

1. Associate's Degree - Accounting
2. Certificate - Accounting (27.5 units)
3. Certificate - Entry Level Bookkeeper (12 units)
4. Certificate - Payroll Specialist (18 units)

New Program Planning

We are currently in the investigatory stage of planning for new programs in the following areas:

1. digital marketing and apprenticeships
2. project management programs

Both sectors have seen an increase in local interest by students and employers and include Google certifications that students can use for gainful employment in the Bay Area.

Lastly, we are also committed to reviewing our curriculum for culturally relevant pedagogy in alignment with the goal of the California Community College Chancellor's Office (CCCCO) to include diversity, equity, and inclusiveness (DEI) in our curriculum.

5A. Progress Report - IPC Feedback

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

Recommendation: Mission Statement:

Consider revising mission statement to explicitly aligns with the College Mission and strategic goals. Revise terminology to replace "gainful employment" and "continuing education."

ACTION: Completed, see mission statement in section 1.

Recommendation: Articulation:

Engage in college conversations in support of Dual Enrollment coordination and processes. Consider dual enrollment opportunities to support growth.

ACTION: Completed and continually working with Dual Enrollment Coordinator to develop new opportunities.

Current dual enrollment partnerships:

1. Carlmont High School in Belmont - 2 sections of BUS 180 serving 51 students, plus ongoing options to include BUS 100 in spring 2024
2. Sequoia Union High School District (SUHSD) - Interested in BUS 100
3. Summit Preparatory Charter High School - Interested in BUS 100

Recommendation: Community and Labor Needs: *Consider partnering with Director of Workforce to support growth, marketing, and outreach, including program development related opportunities.*

While we are interested in partnering with the director of strong workforce to provide additional opportunities for our students, the director's focus has been on new and boutique programs such as funeral service education and non-credit courses at the Menlo Park location. We view this as a missed opportunity for collaboration and are willing to partner in the future.

Recommendation: Access and Completion:

Consider teaching methods and best practices in addressing equity gaps. Consider participating in regular, upcoming PD activities emphasizing equity.

Completed: Prior to the Pandemic, the faculty have participated in the following programs: Faculty Learning Program (FLP), Association College University Educators (ACUE) - Inclusive and Diversity best practices.

During the pandemic, the faculty participated in various seminars and workshops regarding online teaching and learning, addressing equity gaps, antiracism, and community building in Canvas. In addition to learning how to use Zoom more effectively, screen-cast-o-matic, proctorio, inclusive access, grammarly, and the collaborative tools included in Canvas.

Program Review

Recommendation: SLO Assessment - Impact:

Consider coordinating with campus SLO coordinating to utilize existing training opportunities.

Action: coordination with campus SLO coordinating prohibitive due to the shelter-in-place, and COVID-19 preventing peer collaboration. Individual professors have availed themselves of SLO flex day training.

We would like to emphasize IPC's commendation of our previous program review:

- **Overall Commendations:** Thank you for your work in support of Can~ada College students. The program review is thoughtful and thorough in its assessment of program needs and its relation to workforce and the community, particularly with regard to growing need.
- **Overall Recommendations:** The department and dean should work closely with college leadership to plan for growth and to coordinate existing college resources, specifically with regard to personnel and computer facilities.
- **Overall Program Effectiveness:** Highly effective

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.

Objective #1: Increase student retention and completion in Accounting and Business Programs.

Result: FAVORABLE - view table presented by IPC on Friday, October 7th. Accounting and Business show increases in student retention and completion.

Objective #2: Strengthen and increase the number of local community partnerships, including but not limited to Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employees, and the Sequoia High School District.

Result: Neutral - COVID-19 halted progress made in 2018 and 2019. The Business and Accounting department are starting again and making progress by participating in the college speaker series and participating in local transfer workshops, as well as guided pathways.

Objective #3: Improve the condition and availability of facilities space on campus to Business and Accounting Programs.

Result: UNFAVORABLE - building 13 modernization plan is behind schedule and faculty members are sharing offices due to the Administration choosing a storage closet within a classroom for faculty members. This Storage closet is large yet the door is continuously left unlocked. To ensure privacy, there are two professors sharing rooms: Leonor and Althea in 18-206 and Candice and Gampi in 18-208.

This result continues to be inequitable; newly hired employees have been given offices - the seniority of the business faculty was not considered when awarding offices. Rather the response has been "Building 13 will be completed soon", however building 13 has taken longer than originally planned and is consistently pushing back the completion date.

Objective #4: Increase student access to Accounting and Business Programs to promote student equity.

Result: FAVORABLE - enrollment numbers have increased during COVID-19 due to meet student needs; scheduling more evening classes and multi-modal classes and offering office hours on campus in the learning center and in the evening using Zoom. In addition, some classes begin during the first week, the third week, the fifth week (highly successful), and the eighth week of the semester.

Objective #5: Promote Accounting and Business Programs.

Result - NEUTRAL - The plans of the newly designed and technologically successful Business HUB were beginning to gain momentum until these events occurred: Modernization of Building 13 which closed building 13, including the newly designed Business HUB. The new furniture purchased specifically for the hub and the technology purchased specifically for the hub were distributed around the campus. The technology (laptops) were distributed to faculty and staff during COVID-19. The modernization of 13 was to replace all the laptops and technology, with the caveat of money remaining after the modernization, which has experienced over-runs.

Program Review

While we made significant traction on updating program marketing materials in 2018 - 2019, since then, college leadership has ceased their support of updating and producing new promotional materials. We are hopeful that under the new Educational Master Plan, our program would be considered for updating promotional materials, both physical and digital promotions.

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?

Request #1: additional FTEF allocation to support department growth.

Result - Halted - due to COVID-19 and the request that all faculty hired must have online teaching and learning training. The campus policy will not allow for possible new hire candidates to take campus online training. This significantly challenges our ability to hire new adjuncts who are ready to teach in an online or multimodal modality.

Request #2: community of practice (COP) funding.

Result - Halted - due to COVID-19 which focused all training on online teaching and learning.

Request #3: full-time retention specialist position.

Result - Halted - due to Guided Pathway plans, which now covers this position.

Request #4: fund 1 allocation to institutionalize successful program services coordinator (PSC) position.

Result - Uncertain - due to Guided Pathway continual funding.

Request #5: hourly non-instructional time to support the development of the Business Online Academy (BOA) program.

Result - Unfavorable - this plan was included in a Grant (aka the "420 grant," \$420,000 was awarded) which was received but the funding was not used for this purpose. VPI and ASLT Dean in charge of distribution of funds

Due to a lack of financial support from college leadership, we have been unable to grow and promote the Business Online Academy (BOA). It is essential that we communicate the availability of this program so students can complete the 19-unit business administration certificate in 12 months entirely online. This is in alignment with what student leadership has requested of the college. We look forward to partnering with the new college leadership to move this project forward and support more students and community members.

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."

Even as we exit the COVID-19 pandemic, the growth of the business department continues to impact our need for staffing. Business continues to be one of the most popular majors on campus, and our need for increased staffing reflects that student need.

First, we must increase the number of adjunct faculty members in our department for the following reasons:

1. Current adjunct faculty are teaching the maximum load required.
2. Our summer offerings continue to grow due to increasing demand. We need more adjuncts to teach sections and to provide relief to full-time faculty to take the summer off.
3. The average age of our full-time and part-time faculty is indicative of multiple retirements in the next decade, justifying a need for succession planning to best serve our students.
4. With the current economic downturn, a likely recession will increase student need for business courses, including the retraining of workers to earn credentials in management for career advancement and competitiveness in a bear market.
5. We face significant growth in new and existing dual enrollment partnerships that will require our faculty to teach those sections.

Program Review

Furthermore, to increase our alignment with our Guided Pathways interest area, it is in the best interest of our students to combine economics into the business department. Currently, the economics department straddles two divisions - the Business, Design, and Workforce division and the Humanities and Social Sciences division. First of all, the separation of this department across two divisions is inefficient and confusing. Secondly, while economics is a social science, it is most often associated with the business discipline and housed in that department in most community colleges. Lastly, while business is also a social science, it is not and does not need to be housed in the social sciences. For the efficiency of serving our students and working together for the business interest area, the economics discipline should be moved together with the business department in the future.

In the near future, as we continue to grow our offerings and students continue to demand courses in the business interest area, we will ask for an additional full-time faculty member in business.

Current State of the Program

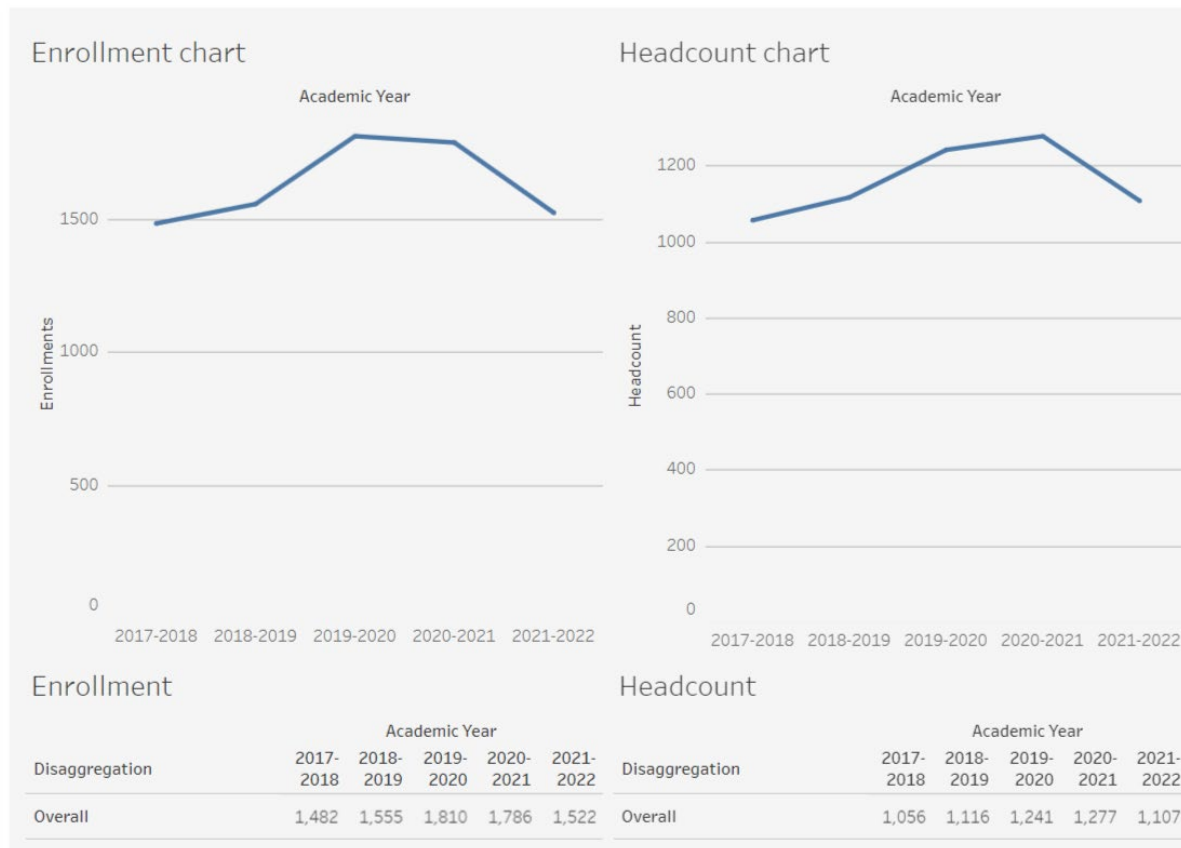
7A. Enrollment Trends

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.

Trends in Headcount

According to the data dashboard below, the accounting, business, and management headcount peaked at 1,277 students in the 2020 - 2021 academic year. To better understand the longitudinal trends in our enrollment, we would need more than five years of enrollment data to illustrate the growth in our headcount. This is a limitation of the data dashboard data, and we could encourage the PRIE team to consider increasing the default data to 10 academic years.

Student Enrollment & Demographics



File Name: Data - Headcount

Program Review

Our overall enrollment between the 2017 - 2018 and 2021 - 2022 academic years fluctuated from a low of 1,482 to 1,810 students per year. Again, greater longitudinal data is needed to fully express the department's growth due to student demand for the major. We project an even greater demand for business majors during our next recession due to the degree's versatility for new and returning community college students. For instance, many mid-career workers are interested in our management certificate to improve their career prospects.

Due to the limitations of the dashboards not allowing for the export of a multiple-page spreadsheet, so please see our course enrollment data via this link: <https://tabsoft.co/3EGGW4K>

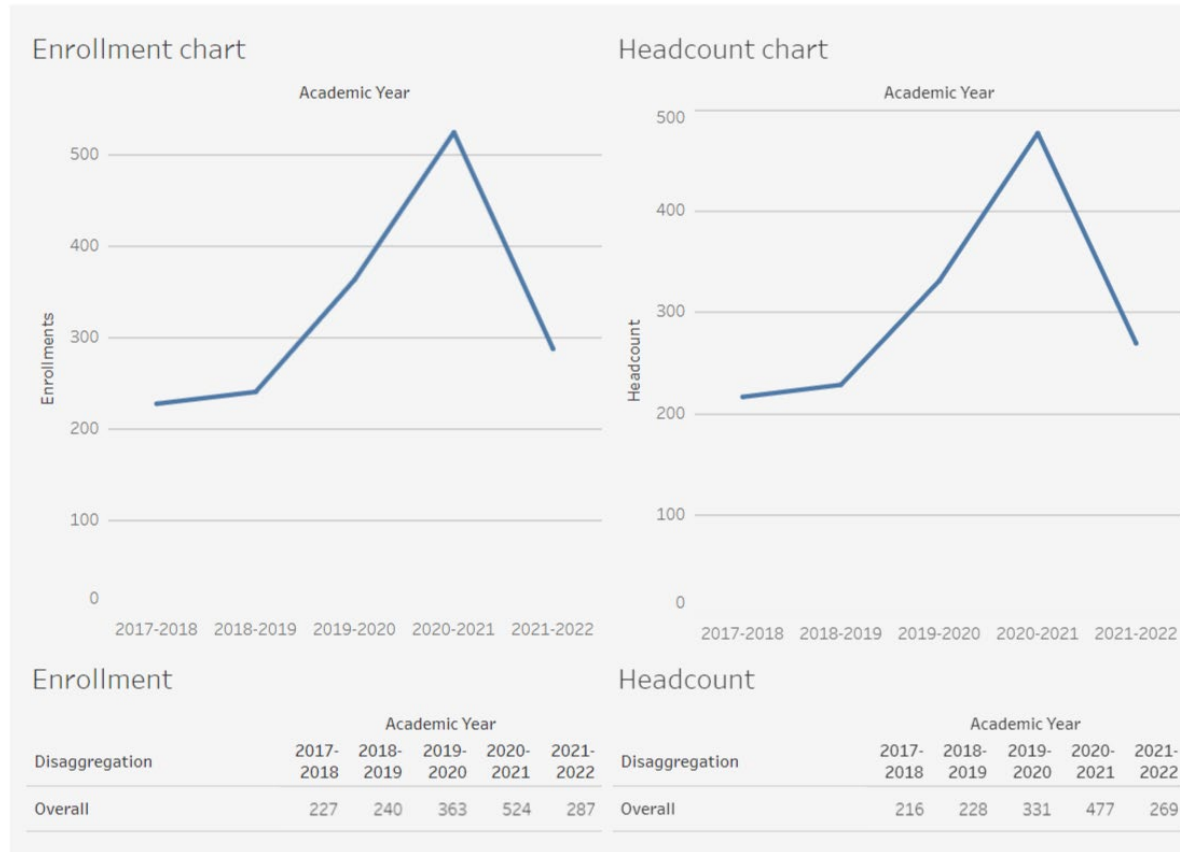
Data on Summer Outcomes

It is imperative to include an analysis of summer outcomes. A decade ago, our department had no summer offerings. The business team has worked together to add a robust and efficient summer schedule to support student completion efforts.

The data available on the course outcomes dashboard includes data from the 2017 - 2018 academic year through the 2021 - 2022 academic year. During those five summer terms, our department has grown total FTEF from 1.27 to 2.97, with a peak of 3.13 during the 2020 - 2021 academic year. Our total FTES was 24.1 in 2017 - 2018, peaking at 55.2 in 2020 - 2021, with 2.97 in 2021 - 2022. Refer to the table below for data on summer outcomes.

Academic Year	Total FTEF	Total FTES	Total WSCH	Section Count
2017 - 2018	1.27	24.1	723	6
2018 - 2019	1.47	24.7	741	7
2019 - 2020	2.27	35.5	1,064	11
2020 - 2021	3.13	55.2	1,655	15
2021 - 2022	2.97	28.1	842	15

Student Enrollment & Demographics



File Name: Data - Headcount - Summer Enrollments

It is also important to note that during the 2020 summer term, we experienced a huge increase in concurrent enrollment due to the lockdown during the pandemic. Families could not travel, causing a significant number of local high school students to enroll in our courses.

Additionally, we were not immune to the 2019 summer enrollment fraud experienced across the state. The number of fraudulent student accounts was disproportionately spread throughout our department and displaced other students interested in enrolling.

Both instances above (the increase in concurrent enrollment and the displacement of students by fraudulent student accounts) illustrate the need for more dynamic student scheduling to support our Educational Master Plan (EMP) goal for a student-first schedule. As enrollments peak in our department, we need campus leadership to proactively increase course sections and allow more students to enroll in our program. In both instances, we missed opportunities to provide educational opportunities to our students due to a lack of agility in our enrollment management processes

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?

Dynamic Scheduling

Enrollment is never a static process. In the business department, we have created a dynamic scheduling process focused on producing a student-first schedule. Since our last program review, we experimented with 8-week accelerated courses during our fall and spring semesters. Faculty reported mixed results with student success. In response to faculty feedback, we beta-tested two 5th-week late-start courses in the fall of 2022. Both 5th-week late-start courses (BUS 100 and BUS 201) expanded to double sections. While we will still need

Program Review

to study attrition and student success results, this enrollment strategy shows promising results for a strategy to increase access to our courses for Cañada College and district-wide students.

Additionally, we expanded our ACTG 121 and ACTG 131 summer schedule to an 8-week schedule to support student success. Since ACTG 121 and ACTG 131 are 4-unit transfer courses, the 8-week summer schedule supports the rigor of the course over the previous 6-week scheduling model.

Dual Enrollment Partnership

One of the most significant changes in our program has been expanding our partnership with our dual enrollment team.

We have partnered with Carlmont High School in Belmont for several years to offer BUS 100 (Introduction to Business). However, due to challenges with a lack of administrative oversight in authenticating the minimum qualifications of the high school teachers teaching the course on our behalf, we could not offer dual enrollment credit for those sections. We continue to struggle through the challenges of multiple high school teachers teaching the course due to scheduling needs at the high school. We continue to partner closely with the high school district and college staff to work on this complex problem. We support the mission of dual enrollment and are committed to working through these system challenges to offer educational opportunities for our community.

In the last year, our director of high school transition and dual enrollment, along with our department chair, worked to include BUS 180 (Introduction to Marketing) in the CCAP agreement for the high school district. We currently offer two sections of BUS 180 at Carlmont High School, serving 51 high school students. The high school teacher teaching BUS 180 at Carlmont High School meets the minimum qualifications for business, ensuring that the students taking that course will earn college credit. Due to the demands of oversight on the college faculty member, we are submitting a resource request for hours of non-instructional time for college faculty to collaborate with high school teachers. Additionally, we request an additional non-instructional time package for college faculty to participate in the new dual enrollment faculty summer retreats.

An increasing number of local high schools are interested in partnering with our department to offer business pathways for our students. In addition to expanding dual enrollment opportunities at Carlmont High School, we are currently planning for dual enrollment expansions at Sequoia Union High School District (SUHSD) and Summit Preparatory Charter High School ("Summit Prep") in Redwood City. SUHSD is interested in offering BUS 100 in the spring of 2023. Summit Prep is interested in offering BUS 180.

Due to the demand of increase dual enrollment opportunities, we have included resource requests to increase our FTEF allocation since we cannot displace our current Cañada College students in lieu of our dual enrollment students. We need the college's financial support to allocate additional budgetary resources for an increase in our FTEF allocation to do our part to support EMP objective 3.4 to "increase the number of high school students participating in dual enrollment course-taking opportunities." Specifically, our department is interested in partnering with high schools serving low socioeconomic and BIPOC populations to meet the second part of EMP objective 3.4, which states, "particularly low-income, minoritized students."

The Negative Impact of Early Class Cancellations

Our program has suffered from persistent class cancellations by the administration. Our students traditionally enroll closer to the start date of our classes, yet the administration continues to mandate cuts in an inequitable manner across our division. An explicit example of this was in the summer of 2022. Our three sections of BUS 100 were full this past summer as we received a higher-than-normal number of requests from local high school students to join BUS 100. When requesting additional FTEF to open an additional section to capture concurrent enrollment students, our dean denied the request due to funding issues.

Inequitable Faculty Loads Across Departments

Additionally, many of our business courses are pinnacles of enrollment across the college, frequently serving over 40 students per section. This fall, we had courses with up to 90 students per section. However, other departments are allowed to run full-time faculty loads that equate to less than the load of one section of a business class. The inequitable workload of business faculty compared to other faculty in our division and campus is disheartening. If our college strives to have an equity-minded and antiracist college culture as described in the Educational Master Plan, then the college administration would serve our workforce by investigating if deans are allowing equitable treatment of low faculty loads across ethnicity and gender. We are concerned that women and minority faculty are being asked to do more than their counterparts.

Program Review

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.

Changes to Course Scheduling

As stated previously, our goal is to provide a dynamic student-first scheduling model. Student expectations around course modalities and pedagogical offerings are constantly changing. Therefore, our schedule must adapt to student needs. We seek greater support from the college for an evening hub for students where we centralize classroom scheduling near evening services, such as centered around food services.

The Road to New Student-Centered Pathways

Our department is working on one existing and two new pathways in business - a pathway of reduced textbook costs and an evening pathway for students.

Business Online Academy (BOA)

We continue to seek the college's support in promoting the Business Online Academy (BOA) to students and community members. Without dedicated financial and staffing support, we are unable to provide the foundation that the BOA program demands. This program was created before the pandemic and allows students to complete the 19-unit business administration certificate in 12 months completely online. With additional funding, we can support the completion of more certificates and expand the program into other certificates within business and accounting.

Pathways of Reduced Textbook Costs

It is well known that textbook costs are a persistent barrier for community college students. High course material costs result in students enrolling in fewer classes, students not purchasing the course material, and students dropping a course because they could not afford the required course materials.

To remove that barrier and increase access for our students, we are currently in the preliminary stages of developing more textbook affordability solutions, such as Zero Textbook Cost (ZTC) courses and low-cost textbooks. Our first goal is to introduce a ZTC section of BUS 100 since BUS 100 is a transfer-level course, a major-prep course, and a course that meets the CSU and Cañada College general education requirements for social sciences (Area D4).

Additionally, we are currently working with Cengage and our bookstore manager to negotiate that all inclusive-access materials are priced below the \$40 threshold to be classified as a low-cost textbook course in WebSchedule. This will increase the competitiveness of our classes across the district listings in WebSchedule and increase our course enrollments.

Pathways for Evening Students

Finally, we are working to provide an evening pathway for students to support our working students. This is in conjunction with the following EMP initiatives:

- *EMP Initiative 1.2:* "Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings..."
- *EMP Initiative 4.3:* "Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services."

Increased and Sustained Need for Marketing Support

We continue to advocate for marketing support for Career Education (CE) programs, such as accounting, business, and management programs. Our request for additional marketing support aligns with EMP initiative 3.3, which states that the college "utilize(s) relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive."

Specifically, our program requests marketing support for the following:

1. The marketing of accounting, business, and management programs to new, returning, and potential students, including but not limited to the Business Online Academy (BOA).

Program Review

2. The marketing of our programs' online pathways through an integrated marketing campaign consisting of multiple digital marketing mediums, such as a dynamic webpage, targeted seasonal emails to students, and promotions to the larger community, including local high school students.
3. Support updating our department website to show relevant and impactful information to our community about the value and utility of business programs.
4. Providing strategic program material in Spanish targeted to high school student parents and English as a Second Language (ESL) community members.

Faculty Recruitment

While no faculty have announced upcoming retirement plans, our department must plan for a significant number of full-time and part-time faculty retirements in the next five to ten years. To sustain our growth, we must plan in advance for succession planning. This includes the onboarding of new adjuncts for existing courses, but also for new experimental business courses.

To continue our prior involvement in the Industry Expert Program, where a full-time faculty co-teaches with an industry expert, we require additional funding to compensate the industry expert. This allows the industry expert to be introduced to teaching without the nuances of administrative work. This is a need particularly in Career Education (CE) fields, like accounting and business, where most adjuncts are coming from industry and not from a teaching background.

Faculty Training

For over a decade, the business department has seen a strong need for online course modalities. Even pre-pandemic, two-thirds of our courses were offered in an online modality. As the world has shifted to virtual and multimodal training, our faculty need continual training in online and multimodal pedagogical methods. We have included a resource request for online faculty professional development to meet the needs of our students.

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?

Since the last program review cycle, the COVID-19 pandemic has skewed much, if not all, of our program review data. Taking that into consideration, we continue to review our program for student completion and success. All of our courses are strategically scheduled throughout all three academic terms (fall, spring, and summer) to ensure student access. Additionally, we schedule hard-to-enroll courses on a rotating basis, such as one semester per academic year.

The college can support student completion and success by providing regular and high-quality online and in-person pedagogical training for faculty. Student feedback has also included that students could use a primer on how to use Canvas during the college orientation, such as how to organize course tiles, how to use the Canvas calendar feature, and how to communicate with other students in Canvas.

We also require additional support in supporting faculty involved in dual enrollment partnerships. Support needed includes administrative support and pedagogical support for teaching young adults.

Lastly, the college can support our online completion pathway by providing marketing support to communicate the accounting, business, and management programs as completable online. This would include an initial design of the marketing campaign and then recurring messaging to our students and surrounding community about the online completion opportunities available through the business department.

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

Program Review

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?

Student equity relies on the assistance of other departments. While most of the Accounting and Business program's core classes are online synchronously/asynchronously, multi-modal, and in the evening. Transfer students face barriers of courses, (ie Business Calculus) not offered in a manner that allows them to complete. Our students have requested that Business Calculus be offered on an evening schedule so working students can complete their programatic requirements. These students are then referred to other colleges to complete their degrees or must take the required courses at CSUs or UCs where the cost of education is higher.

Therefore, the college executives must collaborate and work together with faculty to review transfer courses and certificates to honor the mission statement, which states as a goal, "Student Access, Success, and Completion."

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 success rate in our online sections is marginally higher than the success rate of our in-person sections. For instance, the success rate of our online courses in the 2020 - 2021 academic year was 74.2%, while the success rate in day and evening in-person courses was 70.7%. Our faculty are innovative in their online course delivery and focus on effective pedagogical models for online student-to-student engagement and completion.

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.

All active courses are being systematically assessed. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

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?

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

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?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs

No supporting information is required at this time.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business Administration

Item Requested

New Adjunct Faculty

Item Description

Our department is requesting continual and ongoing support to regularly hire new adjunct faculty.

Program Goals this Request Supports

This supports our program goals to support dual enrollment, apprenticeships in digital marketing, our entrepreneurship for Spanish speakers pathway, and growing day, evening, asynchronous, and synchronous pathways.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Hiring new part-time faculty will support closing the equity gap by providing students with instructors from diverse backgrounds and perspectives.

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

Hiring part-time faculty from diverse backgrounds can provide students with role models who reflect their own experiences. This representation can be particularly motivating for underrepresented groups, helping them to feel more included and understood in the academic environment.

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

Equity-Minded and Antiracist College Culture

Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Resource Requests

Be the best college choice for local high school students
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Dual Enrollment

Item Description

We request dedicated FTEF allocations for sustainable growth with our dual enrollment partnerships.

Program Goals this Request Supports

This supports our goal to support our dual enrollment program, in alignment with district goals.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

Without this financial support, we will no longer be able to staff our dual enrollment courses at multiple high schools in our service area.

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

Our dual program goals include strategically expanding to reach Latinx students in East Palo Alto, Belle Haven, and Menlo Park.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Digital Marketing Apprenticeship Program

Item Description

We request dedicated FTEF allocations for sustainable growth with our new digital marketing apprenticeship program.

Program Goals this Request Supports

This supports our goal to develop a new apprenticeship program in digital marketing, in alignment with district goals.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

Without this financial support, we are unable to effectively and sustainably staff apprenticeship courses.

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

The apprenticeship program will work directly with minority-owned businesses to place our student apprenticeships.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Menlo Park For-Credit Evening BIW Program

Item Description

We request dedicated FTEF allocations to launch a new evening for-credit Business Information Worker (BIW) program at our Menlo Park / East Palo Alto location.

Program Goals this Request Supports

This supports our goal to support our college commitment to offer for-credit courses at our Menlo Park / East Palo Alto location.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

Without this financial support, we will not have enough staffing to provide instructors to teach at the Menlo Park location.

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

This partnership directly supports our Latinx and BIPOC students in East Palo Alto, Belle Haven, and Menlo Park.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

Help students explore and find employment in fields of their choice

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Dual Enrollment

Item Description

We request a non-instructional faculty assignment of 80 hours per year to support supplemental hours for full-time or part-time faculty supporting dual enrollment. Estimate: 80 hours per year x \$100 per hour = \$8,000 per year

Program Goals this Request Supports

This supports our goals to serve our dual enrollment population, in alignment with district goals.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

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

This supports our expansion of dual to Latinx populations in our East Palo Alto, Belle Haven, and Menlo Park, as well as students who are not college ready.

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

This will directly support our dual program that supports Latinx and AANAPISI students.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

Better share what Cañada offers

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Be the best college choice for local high school students

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Menlo Park collaboration

Item Description

This request is for a non-instructional faculty assignment to support the coordination and planning required to launch a new off-site program. The funds would be for both full-time and part-time faculty. Estimate: 80 hours per year x \$100/hour = \$8000

Program Goals this Request Supports

Supports our college goal to serve underrepresented students in Menlo Park, East Palo Alto, and Belle Haven.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

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

This directly supports closing our equity gap in East Palo Alto, Belle Haven, and Menlo Park.

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

Our Menlo Park serves our Latinx and AANAPISI students within our community.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Digital Marketing Apprenticeship Program

Item Description

This request is for a non-instructional faculty assignment to support our new apprenticeship program in Digital Marketing. This resource would be available to either full-time or part-time faculty supporting the apprenticeship program. Estimate: 80 hours per year x \$100/hour = \$8,000

Program Goals this Request Supports

This supports our college and district goals to offer a high-quality apprenticeship program.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

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

This request helps close the equity gap by providing on-the-job apprenticeship training for underserved populations in our community, including Latinx, AANAPISI, and BIPOC populations.

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

This will provide high-quality for-credit training, industry workshop training, and on-the-job training scaffolds for our underserved populations.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Mileage Reimbursement for Business Dual Enrollment Classes and Programs

Item Description

To best support faculty teaching offsite and faculty coordinating off-site, we need reliable mileage reimbursement. This estimate covers the reimbursement cost for up to 6 sections of dual enrollment at Carlmont High School in Belmont (with two faculty members in one semester with back-to-back classes: $2 \times \$350/\text{class} = \$700$) and 2 sections of dual enrollment at Pescadero High School (with one faculty member, assuming classes are back-to-back on the same day in one semester: \$1,400). Complete estimate: $\$700 + \$1,400 = \$2,100$ per year

Program Goals this Request Supports

This supports our commitment to dual enrollment.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,100

One-Time or Recurring Cost?

Recurring Cost

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

This closes the equity gap for our high school students in Belmont that are not college ready as well as our coastal community Latinx population in Pescadero.

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

This directly supports Latinx and AANAPISI students in our coastal community and Belmont community.

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

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

Connect students to the academic program(s) and classes they need
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Resource Requests

Program Requesting Resources

Business

Item Requested

Menlo Park Mileage Reimbursement

Item Description

It can be difficult to incentivize and encourage faculty to teach at our Menlo Park location. The cost of gas and wear and tear to travel from the main Cañada College campus to our Menlo Park location should not be an additional barrier to staffing classes at Menlo Park. This request is for the cost of mileage reimbursement for faculty teaching or coordinating at our Menlo Park location. The round-trip mileage calculation is 22 miles. The estimate is for an annual basis. Mileage is \$0.67/mile. The mileage amount per trip will change when our Menlo Park location moves to the new East Palo Alto location. Estimate of 5 classes per academic year, offered twice weekly for 17.5 weeks each semester. Estimate: 22 miles per class x 5 sections x 2 sessions per week x 17.5 weeks = 3,850 x \$0.67 mileage reimbursement = \$2,579.50

Program Goals this Request Supports

This supports our commitment to building a for-credit business program at the Menlo Park location.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

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

This supports an equity gap of making sure faculty are adequately compensated for the gas expense and wear and tear on their vehicle due to teaching off-site.

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

This request directly supports our commitment to serve our BIPOC and Latinx students in Menlo Park, Belle Haven, and East Palo Alto.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Help students explore and find employment in fields of their choice

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

5/7/2025

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Resource Requests

Item Requested

Faculty Reassigned Time for Dual Enrollment

Item Description

This is for reassigned time to support the continual coordination of faculty involvement in dual enrollment classes, faculty evaluations, and curriculum. This is for 0.2 reassigned time each fall and spring semester for a total of 0.4 reassigned time per year.

Program Goals this Request Supports

This directly supports the college and district's goals to offer dual enrollment programs.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

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

Increases Access to Higher Education for Underserved Students:

The reassignment time will enable faculty to effectively coordinate and expand dual enrollment opportunities, which are critical for closing the equity gap. Dual enrollment programs provide early college access to underserved students, such as Latinx and AANAPISI populations, helping them to earn college credits while still in high school. By reducing financial and logistical barriers to college, this resource request promotes equity by making higher education more accessible to students from low-income and minority backgrounds.

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

Enhanced Access to College-Level Courses:

Dual enrollment programs provide Latinx and AANAPISI students with early access to college-level coursework while still in high school. By reallocating faculty time to coordinate and manage these programs, Cañada College will ensure that more students from these communities can take advantage of these opportunities, potentially reducing barriers to higher education and increasing college readiness.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

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

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

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

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

5/7/2025

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Resource Requests

Item Requested

Faculty Reassigned Time for Menlo Park Partnership

Item Description

We request 0.2 faculty reassigned time for each fall and spring semester to support creating a new for-credit program at our Menlo Park site. The reassigned time will be used to coordinate and support the launch of a new for-credit evening offering for the Business Information Worker (BIW) certificate program. This time will be dedicated to helping recruit faculty to teach in the program, managing course scheduling, supporting marketing and outreach initiatives, and building relationships with industry partners to ensure alignment with workforce needs. Additionally, the reassigned faculty will collaborate with student services to provide targeted support for working professionals and non-traditional students enrolled in the evening program to ensure their success in partnership with the Menlo Park staff.

Program Goals this Request Supports

This supports the college goals to offer diverse for-credit programs at our Menlo Park location, which will eventually be in East Palo Alto.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

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

Supports Workforce Readiness for Underrepresented Communities

The BIW certificate program focuses on developing essential business and technical skills, particularly for entry-level positions, which can help close the equity gap by offering career pathways to underserved communities. The reassigned faculty will ensure that the program aligns with workforce needs, creating valuable employment opportunities for students from underrepresented backgrounds, including Latinx and AANAPISI populations.

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

Aligns with Workforce Development for Latinx and AANAPISI Communities

The BIW certificate program focuses on equipping students with essential business and technical skills needed for entry-level office and administrative positions. These positions are often a key pathway to economic mobility for Latinx and AANAPISI students. Faculty reassignment time will be used to ensure the program is aligned with industry demands, thereby connecting students from these communities to meaningful employment opportunities in sectors where they are underrepresented.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Improve the financial stability of students
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Faculty Reassigned Time for Digital Marketing Apprenticeship Program

Item Description

This is for reassigned time to support the continual coordination of faculty involvement and discipline expertise in the Digital Marketing apprenticeship program. This includes supporting hiring new adjunct faculty to teach in the program, faculty evaluations, curriculum development, enrollment management, strategic planning, and workshop development. This is for 0.2 reassigned time each fall and spring semester for a total of 0.4 reassigned time per year.

Program Goals this Request Supports

This supports the college and district goals to offer a high-quality apprenticeship program in digital marketing.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

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

The Digital Marketing apprenticeship program provides students, particularly those from Latinx, AANAPISI, and other underserved communities, with hands-on experience and direct pathways into high-demand, well-paying careers. The reassigned time will allow for continual coordination of faculty and industry involvement to ensure that these opportunities remain accessible to students who have historically faced barriers to such programs. By focusing on hiring adjunct faculty who reflect the diversity of the student body, this request can enhance representation and equity within the program.

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

The reassigned faculty time ensures that the curriculum for the Digital Marketing apprenticeship program remains responsive to industry trends and the unique needs of underrepresented students. By ensuring the content is inclusive and reflective of the diverse cultural backgrounds of Latinx and AANAPISI students, the program will be better equipped to support their academic and professional development. Furthermore, alignment with workforce demands ensures that these students are prepared for real-world job opportunities, closing the equity gap in career advancement.

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

Equity-Minded and Antiracist College Culture

Community Connections

Resource Requests

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
- Improve the financial stability of students
- Better share what Cañada offers
- Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Biz Hub Finishing Touches

Item Description

We request additional support to finish furnishing the last touches on the renovated BizHub:

1. Collaborative Furniture

Just prior to the retrofit of building 13, the BizHub had collaborate furniture. Our goal is to add movable whiteboard dividers or standing desks for group work or break-out sessions. Additionally, we would like to replace some of our more comfortable chairs that were moved out of the BizHub for lounge seating in a corner to create a "collaborative zone" for informal discussions.

2. Wall Art and Visuals

The BizHub, while newly renovated and equipped with modern furniture and technology, currently feels sterile and uninspiring. With its bare walls and lack of decor, the space lacks personality and warmth, creating an environment that feels more like a clinical office than a dynamic, collaborative business learning space. Without art or visual elements, the classroom feels stark, missing the energy and creativity that a business hub should inspire.

Our request is to install customizable cork or bulletin boards to display student work, industry news, or upcoming events. There are currently no bulletin boards in the room. Additionally, we would like to soften the feel of the room with wall art, such as large motivational posters or framed art pieces that reflect business themes such as entrepreneurship, leadership, or innovation.

3. Shelving Displays

Our new cabinets and bookshelves have arrived but remain empty. Our goal is to create our business community by purchasing business-related books or business magazines to fill the bookshelves. Artificial plants would also add a welcoming modern touch and create a more comfortable learning and collaboration environment.

4. Branded Materials

The BizHub lacks differentiation from other classrooms in building 13. We need branded signage for the classroom entrance and walls, such as a "BizHub" sign in the college colors and our logo to reinforce the classroom's identity as a professional business space.

Please note that this is a broad estimate of funding which would require great research of actual costs. These additions can make the BizHub feel more complete, inspiring, and conducive to modern, collaborative learning, as we designed it in the past.

Resource Requests

Program Goals this Request Supports

This supports our goal to provide high-quality education in a modern and up-to-date facility for our business community.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

49,999

One-Time or Recurring Cost?

One-time Cost

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

Creates a Welcoming and Inclusive Space
By adding wall art, decor, and other visual elements that reflect diverse business leaders, cultures, and experiences, the classroom will become a more inclusive and relatable environment. Students from Latinx, AANAPISI, and other underrepresented backgrounds will see themselves represented, fostering a sense of belonging that is essential for their academic success and personal development.

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

Fosters a Sense of Belonging
Adding diverse, culturally relevant decor to the BizHub, such as artwork featuring Latinx and AANAPISI business leaders and entrepreneurs, creates a space where these students feel seen and represented. This fosters a sense of belonging, which is critical for Latinx and AANAPISI students, particularly those who may feel marginalized in traditional academic environments.

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
Accessible Infrastructure and Innovation

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
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Grammarly Group License

Item Description

This is to continue our pilot of offering Grammarly licenses to business and accounting students and faculty as an on-demand scaffolded support for learners of all levels.

Resource Requests

Program Goals this Request Supports

This supports our goals to support students to improve their writing and communication skills, especially our English Language Learners (ELLs).

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

25,000

One-Time or Recurring Cost?

Recurring Cost

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

Grammarly licenses provide personalized writing assistance, enabling all students—especially those with diverse linguistic backgrounds—to improve their writing and communication skills. This support is vital for English Language Learners (ELLs), who may struggle with writing conventions and language nuances. By enhancing their skills, these students can perform better academically and gain confidence in their abilities, helping to close the equity gap in writing proficiency.

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

Promotes Academic Success and Retention

By improving writing and communication skills, Grammarly helps students produce higher-quality assignments, leading to better grades and increased retention rates. For ELLs and students from historically underserved backgrounds, academic success is crucial for staying in school and progressing toward their career goals. Access to tools that support writing can significantly impact their overall educational experience.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Department Promotional Products and Branded Merchandise

Item Description

Outreach items and materials can play a crucial role in enhancing the visibility and engagement of our business department during industry advisory board meetings, department retreats, and recruitment events.

Resource Requests

At industry advisory board meetings and department retreats, distributing branded merchandise, such as pens, notebooks, or tote bags featuring our department logo, helps reinforce our brand identity. These items serve as tangible reminders of our commitment to excellence in business education, fostering a sense of pride among faculty, staff, and board members.

At recruitment events, offering promotional products such as stickers, keychains, or informational brochures alongside branded merchandise helps draw in potential students. Providing students with swag that they can use daily reinforces our department's visibility and cultivates interest in our programs.

Program Goals this Request Supports

This supports our goal to enhance the sense of community, connection, and recognition of our department in our community.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

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

High-quality swag can serve as a practical resource for students, such as notebooks for note-taking or water bottles to stay hydrated during events. By providing these tools, we can support all students, particularly those from underserved backgrounds, in their academic journey, thereby promoting equity in access to essential learning resources.

In 2023-2024, we designed multiple department stickers for business, accounting, and paralegal. We were intentional in including pride colors to support our LGBTQ+ students and community members. We want all students to feel a sense of belonging in our department and our campus.

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

By distributing promotional products that feature messages of inclusivity and diversity, we signal to underrepresented groups, including Latinx and AANAPISI students, that they are valued and supported within our business department. This proactive approach helps create a more welcoming environment, encouraging these students to see themselves as part of our community.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Marketing Collateral Printing

Item Description

Each year, we need new tri-fold flyers and postcards printed to promote our program. This request covers the cost of printing. Additionally, we would like to work with the marketing department to create a new postcard or brochure promoting the new Entrepreneurship for Spanish Speakers certificate with translation into Spanish. This request would support welcome kits for students in the Entrepreneurship for Spanish Speakers program.

Program Goals this Request Supports

This supports out program enrollment management and brand awareness.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,000

One-Time or Recurring Cost?

Recurring Cost

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

This helps students of all backgrounds know about the career options and program availability for business and accounting departments at Cañada College.

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

Printed promotional material will provide additional knowledge about our programs and careers in our business department. Our request to develop a promotional brochure or flyer in Spanish to promote our new Entrepreneurship for Spanish Speakers certificate directly supports our Latinx students and community.

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
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
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Professional Development Funds

Item Description

We request professional development funds to enable our four full-time faculty members to attend industry conferences and stay current in their fields. Each faculty member can apply for up to \$2,500 annually, separate from AFT professional development funds, allowing them to participate in valuable learning opportunities, network with industry professionals, and gain insights into emerging trends and best practices. This would supplement professional development funds available through the college. This investment in Career Technical Education (CTE) faculty development will enhance the quality of our curriculum and teaching methodologies, ultimately benefiting our students and the broader community. By supporting faculty engagement with industry developments, we aim to maintain high academic standards and relevance in our programs.

Program Goals this Request Supports

This supports our goals to provide high-quality education and instruction to students in Career Technical Education (CTE) fields.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

This request enhances curriculum relevance, fosters inclusive teaching strategies, and improves student outcomes, particularly for our students who face more barriers to their success.

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

Investing in faculty development ensures that our instructors remain informed about best practices for supporting diverse learners, particularly Latinx and AANAPISI students.

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
Equity-Minded and Antiracist College Culture

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Part-Time Faculty Hours for Adjunct Support Sessions

Item Description

We are requesting funding for part-time faculty hours for business adjunct faculty to attend monthly evening support sessions, which are essential for fostering a high-quality educational environment. These sessions provide invaluable training for new faculty, ensuring they are well-prepared to deliver effective instruction and manage their classrooms successfully. Additionally, they create a sense of community among our part-time faculty, allowing them to share best practices, discuss challenges, and collaborate on teaching strategies.

By investing in these support sessions, we aim to enhance the overall teaching quality within our program while also improving the retention of our adjunct faculty. We have worked diligently to hire, onboard, and train these educators, and providing them with ongoing professional development opportunities will help ensure they feel supported and valued in their roles. The estimate is for 12 hours per part-time faculty member over an academic year for approximately 12 part-time faculty members at \$100 per hour. Full time faculty members include their hours under their regular load and are not paid for facilitating these support sessions.

Program Goals this Request Supports

This goal supports the ongoing training and retention of our adjunct faculty.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

14,400

One-Time or Recurring Cost?

Recurring Cost

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

These evening sessions foster a sense of belonging and community among adjunct faculty, which can lead to improved morale and job satisfaction. When faculty feel supported and connected, they are more likely to invest in their teaching and the success of their students, creating a more inclusive and equitable learning environment.

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

By offering consistent training and support, we ensure that adjunct faculty are well-equipped to understand and respond to the unique challenges faced by Latinx and AANAPISI students. This includes strategies for building rapport, fostering engagement, and addressing barriers to learning that these students may encounter.

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

Equity-Minded and Antiracist College Culture

Resource Requests

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

Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Business Department Retreat Funding

Item Description

We are requesting funding for a business department retreat to foster collaboration, enhance communication, and strategize for the upcoming academic year. The retreat will take place in our renovated BizHub classroom, eliminating the need for facility rental costs.

However, we seek funding to compensate our part-time faculty for six hours of their time, ensuring their valuable contributions to our discussions and planning efforts. Additionally, we will provide lunch to create a welcoming environment that encourages open dialogue and collaboration among faculty.

We also request funding for miscellaneous supplies needed for the retreat, such as materials for group activities and planning sessions. This retreat will be an essential opportunity for our faculty to align on departmental goals, share best practices, and strengthen our community, ultimately benefiting our students and program outcomes.

A rough estimate of costs includes:
10 part-time faculty x 6 hours x \$100 per hour = \$6,000
Lunch - Approximately 16 lunches at \$31.25 per lunch = \$500
Miscellaneous materials = \$500
Total Request = \$7,000

Program Goals this Request Supports

This request for funding for the business department retreat supports the program goal of enhancing faculty collaboration and professional development. By bringing together both full-time and part-time faculty in a dedicated setting, the retreat aims to foster teamwork, facilitate communication, and align departmental objectives for the upcoming academic year.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

7,000

One-Time or Recurring Cost?

Recurring Cost

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

By gathering faculty from various backgrounds and experiences, the retreat promotes a sense of community and shared responsibility for student success. A strong faculty community encourages collaboration on initiatives that specifically aim to support historically marginalized students, thereby closing the equity gap.

Resource Requests

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

The retreat will foster a sense of community among faculty, encouraging them to build support networks that extend to Latinx and AANAPISI students. Faculty can discuss ways to enhance mentoring, advising, and support services that specifically cater to these student populations, ensuring they receive the guidance they need to succeed.

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
Equity-Minded and Antiracist College Culture

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Personnel - Instructional Faculty (2024 - 2025)

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Business Instructor (On-Campus and Dual Enrollment) (Full-time Tenure-Track Faculty Position)

Requesting Unit

Business Department

Position Description

Our department seeks a full-time, tenure-track business instructor position to support the exponential growth in our department, including in our dual enrollment partnerships. This new position proposal shows our department's commitment to dual enrollment in our approach to hiring to support both on and off-campus partnerships, such as dual enrollment.

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Program Goals this Request Supports

Our request for a new full-time tenure-track faculty member in the business department supports our faculty capacity planning needs as our department continues to grow from student and partnership demand. Strategic partnerships include our exponential growth in demand for dual enrollment pathways, a new apprenticeship program in digital marketing, requests to support a sunseting not-for-credit program at our Menlo Park location, requests to build a new evening for-credit Business Information Worker (BIW) program at our Menlo Park location, to name a few.

Resource Requests

Programmatic growth will be hindered without a plan to add a full-time faculty member in the immediate future, reducing our ability to support our district and state goals for dual enrollment and apprenticeships.

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

Our college's designation as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander-Serving Institution (AANAPISI) underscores our commitment to supporting the success of underrepresented students. A new tenure-track faculty member will provide the necessary stability, consistency, and availability for building solid relationships with students, which is essential for closing the equity gap.

This additional faculty support will enable us to offer more mentorship opportunities, culturally relevant curriculum, and personalized academic guidance. Efforts to launch new for-credit programming at the Menlo Park site also provides a unique opportunity to better serve Latinx and BIPOC community members in North Fair Oaks, Belle Haven, and East Palo Alto. Additionally, a full-time professor will help us better engage in outreach and partnerships, such as dual enrollment, that address the unique needs of our diverse student body, ultimately fostering greater student retention and success, especially for students from marginalized communities.

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

This request for a full-time tenure-track business professor directly supports our Latinx and AANAPISI students by increasing access to consistent faculty mentorship, culturally relevant curriculum, and responsive academic support. Latinx and AANAPISI students often face unique barriers to success, including limited access to role models in academia and a need for tailored academic and career guidance. A dedicated full-time professor will help bridge these gaps by providing continuity and availability that adjunct faculty may not always be able to offer. Additionally, the professor will have the opportunity to develop and implement inclusive teaching practices that reflect the cultural experiences and strengths of Latinx and AANAPISI students, fostering a more supportive learning environment that enhances retention, engagement, and success for these historically underrepresented groups.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

This proposed position directly aligns with the Board of Trustees' goal to expand dual enrollment offerings. It also supports Cañada College's annual Educational Master Plan (EMP) priority 1.7, which aims to increase the availability of degree and certificate programs in Menlo Park and East Palo Alto, as well as EMP priority 3.11, which focuses on creating and expanding career exploration experiences for students. Additionally, this role would support EMP Initiative 3.2 to reach new community members in North Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Supporting Pilots of Google Certificates:

A new full-time faculty member can lead the expansion and facilitation of the Google Project Management and Digital Marketing certificates, ensuring that these pilot programs are successfully implemented and integrated with the apprenticeships. They can also engage in curriculum development and maintain alignment with Google's certification requirements.

Expanding Dual Enrollment:

A dedicated faculty member can expand partnerships with local high schools, addressing the increasing demand for dual enrollment business course sections. Their focus on this initiative could improve coordination with high school districts, enhancing the pipeline for students transitioning to college-level business programs.

Solidifying the Business OER/ZTC Pathway:

A full-time business faculty member will provide additional support and confirmation for our Business Administration Open Educational Resources (OER) pathway. By providing continual leadership in developing these resources, they can reduce student costs and increase access to quality education materials, including removing these barriers for our dual enrollment and Menlo Park students.

Online Synchronous Pathway Development:

The new faculty member would have the capacity to support our novel online synchronous pathway for business,

Resource Requests

ensuring that students have flexible and accessible options for completing their degrees, whether on-site, online, or in hybrid formats.

Off-Site Pathway Development:

Partnering with Menlo Park for off-site for-credit evening pathways is a resource-intensive endeavor. A new full-time faculty member can support this initiative, managing logistics, curriculum delivery, and community outreach to ensure that these pathways are successful and meet the needs of evening students.

In summary, the proposed position is essential for the department to effectively achieve its current goals, enabling growth in innovative programs, partnerships, and student support while maintaining quality and relevance in business education.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

2.6

2. What is the Full Time/Part Time ratio?

This ratio is calculated as # of Full Time Faculty divided by Total FTEF. As of Fall 2024 term, this ratio for the Department (BUS/MGMT courses, excluding dual enrollment classes taught by a high school teacher) is: $2.6/4.8 = 54.17\%$

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

A.) No, our current FTEF does not meet the 75% annual goal.

B.) In a bespoke PRIE data report, the business department FTEF is the following:

Fall 2021 - 3.4

Spring 2022 - 2.8

Fall 2022 - 3.2

Spring 2023 - 3.6

Fall 2023* - 2.6

Spring 2024 - 6.0 (5.4 FTEF excluding HS instructor for dual enrollment in SP 24)

* HS instructor taught 2 sections in Fall 2023 but no FTEF was assigned in the data

**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF.

C.) In the same bespoke PRIE data report, the business department average FTEF per year for the last 3 years was:

2021-2022 - 8.6

2022-2023 - 8.4

2023-2024 - 11.4 (10.8 excluding HS instructor in SP24)

3-year average - 9.5 (9.2 excluding HS instructor data)

**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF. If summer data was included, 2023-2024 FTEF data (11.4 FTEF) would have increased by 2.0 FTEF for a grand total of 13.4 FTEF for 2023-2024.

Taking the revised full-time faculty number of 2.6 and dividing it by 2023-2024 revised FTEF data (13.4 FTEF), the new full time/part time ratio would be: $2.6/13.4 = 19.4\%$.

However, according to the Cañada College Course Outcomes data dashboard

(<https://canadacollege.edu/prie/dashboards/productivity-effectiveness.php>), our annual FTEF (for BUS and

Resource Requests

MGMT) was the following:

2019-2020 - 8.8

2020-2021 - 8.6

2021-2022 - 9.2

2022-2023 - 9.0

2023-2024 - 11.8 (data does not include summer 2024 data)

With discrepancies from three different data sources, it must be assumed that 2023-2024 FTEF data was at least 11.4 or as high as 13.4 FTEF.

While the data analysis may be nuanced, what is evidently clear is that the students in the business department deserve at least one new faculty member, if not two.

4. Average number of sections offered per year.

49

5. Average departmental Fill Rate per year.

65

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Quantitative data is nuanced for our department because of our involvement in dual enrollment since the spring of 2022 and since our program offers a large summer course offering that is not included in the annual FTEF data provided by the PRIE office. Our high school model involves a mix of instructional delivery, including classes that are staffed by solo Cañada professors, Cañada professors co-teaching with a high school teacher who does not meet minimum qualifications, and solo high school teachers who have been documented to meet our minimum qualifications. We are not confident that the data requested completely teases out these small but important nuances in our data to accurately show the true instructional demand on our program faculty.

Qualitatively, student demand for business courses is strong across multiple delivery formats, including dual enrollment, on-campus, and online pathways. The proposed new faculty member could be assigned to teach dual enrollment courses either at a local high school partner site or through synchronous online classes, depending on local high school interest and partnership growth.

Additionally, the new faculty member will support the increasing demand for business courses on our main campus, offering flexibility in day, evening, synchronous, and asynchronous formats. This flexibility ensures that we can meet the diverse scheduling needs of our student population while expanding access to business education.

Lastly, the business department is receiving an unprecedented demand from both internal and external partnership requests. While we would like to serve as many partnerships as possible, the lack of staffing makes it infeasible for our team to support new partnerships.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

Yes, the current shortage of full-time faculty in the business department has limited our ability to offer key courses consistently across all academic terms (fall, spring, and summer).

High-demand foundational business courses such as BUS 100 Introduction to Business, BUS 113 Personal Finance, and BUS 201 Business Law, are offered less frequently than student interest requires. Additionally, the expansion of dual enrollment opportunities, our new apprenticeship program in digital marketing, and strategic online learning pathways is hindered by the need for more faculty to manage these offerings.

It is important to note that business courses are among the most frequent types of courses to be offered as a core or selective course for academic programs at Cañada College. For example, BUS 100 Introduction to Business is a core required course in 14 programs and a selective in 4 programs, for a total exposure of 18 programs. BUS 401 Business Communications is a core required course in 12 programs and a selective course in 8 programs, for a staggering total exposure of 20 programs. The only course with a higher exposure is MATH 200 with 11 core and

Resource Requests

16 selectives.

This shortage impacts degree completion timelines, particularly for students who need specific business courses to fulfill their certificate or associate degree requirements. Without additional faculty, students may face delays in completing their programs, which could ultimately affect retention and success rates.

One of the most vulnerable programmatic partnerships at risk is our dual enrollment program. To date our dual enrollment partnership has resulted in

It is essential to note that the inadequate staffing of full time faculty members in this department has resulted in concerns that we will be forced from serving in campus wide reassigned time that pull us from teaching duties due to the lack of staffing support. Tenured business faculty have served in numerous campus shared governance and leadership roles, including but not limited to Academic Senate president, Curriculum Committee chair, Academic Senate division representative, IPC division representative, Curriculum Committee division representative, AFT Union negotiator, and CTE Liaison. Without the support of at least one additional full-time faculty member, our role in campus leadership and shared governance will be jeopardized.

Please see the detailed bespoke PRIE data we requested for this report here:

https://docs.google.com/document/d/1seOhf-c8hbVFOxUBqW8l_QYIINK9osy0/edit?usp=sharing&ouid=118337787687440372331&rtpof=true&sd=true

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

If this position does not move forward, we cannot meet the increasing demand for dual enrollment courses from key partners like Sequoia Unified High School District (SUHSD) and Pescadero High School in the La Honda High School District. These partnerships are critical to providing high school students with early access to college-level business courses, directly supporting our district's commitment to dual enrollment. Without a dedicated full-time faculty member to manage the additional course load, we risk limiting course offerings and jeopardizing these growing partnerships, including our new Golden Gate Pathways Program Grant with SUHSD to build a dual enrollment pathway in entrepreneurship for Spanish speakers. This will result in missed opportunities for high school students to earn college credits and the many benefits of dual enrollment.

Our ability to meet the growing demand for core business courses, as well as new offerings like Digital Marketing (BUS 193), Social Media Marketing (BUS 233), and Creativity and Innovation in Entrepreneurship (BUS 161), will be limited and inconsistent without this position. These courses have been built in partnership with our apprenticeship program in Digital Marketing as well as our partnership with SUHSD. These partnerships have inspired the creation of 3 new business programs, effective fall 2025: Digital Marketing Certificate of Completion (18 units), Digital Marketing Certificate of Specialization (12 units), Entrepreneurship for Spanish Speakers (13 units), and a new stackable Business Information Worker (BIW) Certificate of Specialization (7.5 units) to support our partnership with our Menlo Park location.

Chronic understaffing of full-time faculty members will negatively affect student completion and success rates at Cañada College. At least one new additional full-time faculty member is essential to maintaining course availability and capturing additional student enrollment that might otherwise go to neighboring colleges. This investment will help us provide a more stable and comprehensive educational pathway for our students.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

Over the past two years, our full-time faculty members have consistently been required to take on an overload of classes to compensate for staffing shortages. Despite our proactive efforts to hire 8 new adjunct faculty members in the last 12 months, the demand for courses has outpaced our ability to staff them effectively. This situation has resulted in reduced sections and services, particularly in high-need courses that are offered infrequently due to ongoing staffing issues. Despite the recent onboarding of a significant cohort of new adjunct faculty, our full-time faculty members are still overloaded, and many of the new adjuncts have reached the maximum allowable part-

Resource Requests

time load.

The exponential growth of Cañada College's Business Department over the last decade has elevated our department to a new high point, necessitating a more substantial level of coordination and collaboration to sustain this momentum. This growth has created increased complexity in curriculum development, increased demands for student support, and substantial new partnership opportunities — demands that can only be effectively supported by a full-time faculty member. A dedicated faculty member would support our department leadership and provide the continuity required to enhance program offerings, foster interdisciplinary collaboration, and ensure that we fully support our students' diverse needs as they navigate their academic journeys.

While we strive to meet both local and district-wide needs, the lack of sufficient full-time faculty limits our capacity to offer a consistent and comprehensive curriculum, ultimately affecting student success and retention rates. Addressing these staffing challenges with the addition of a new full-time faculty member is crucial to alleviating these pressures and ensuring we can provide the quality education our Cañada College students deserve.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting & Business

Item Requested

Grammarly Licenses

Item Description

500 group license for students and faculty

Program Goals this Request Supports

Differentiated scaffolded writing support for business students

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

27,000

Resource Requests

One-Time or Recurring Cost?

Recurring Cost

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

This technology resource provides students with on-demand scaffolded writing support for business reports and email communication. Grammarly data supports the improvement in writing for active users.

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

Yes, this request absolutely supports our Latinx and AANAPISI students directly since many need on-demand support for improving their writing. This will help them not only in their business and accounting courses, but also in their other classes, their college admission essays, and in their communication for work. This writing support helps English Language Learners (ELLs) and native English speakers from all backgrounds, but especially those from our Latinx and Asian backgrounds.

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
Accessible Infrastructure and Innovation

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

Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting and Business

Item Requested

Online Pedagogical Training

Item Description

This request will cover group seats for faculty to attend external training on online pedagogy.

Program Goals this Request Supports

Improve student engagement and sense of belonging in a virtual environment, including asynchronous, synchronous, partially synchronous, and multimodal modalities

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,500

One-Time or Recurring Cost?

Recurring Cost

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

It is essential for faculty to remain effective in the virtual classroom, including asynchronous, synchronous, partially synchronous, and multimodal modalities. Currently our college does not offer asynchronous, partially synchronous, or multimodal pedagogical trainings.

Resource Requests

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

"Providers of online pedagogical training provide units on culturally responsive training which is imperative for our success in reaching our Latinx and Asian students."

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
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting and Business

Item Requested

Expand Dual Enrollment

Item Description

Requesting 60 hours of non-instructional time for part-time business faculty to attend dual enrollment conferences, collaborate with high school faculty/staff, and meet with college personnel for planning and logistical purposes

Program Goals this Request Supports

Supports department, college, and statewide dual enrollment goals for early college access

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Our dual enrollment efforts focus on providing equitable opportunities for early college access, providing students from BIPOC communities and lower socioeconomic statuses the chance to earn college credit. Specifically, this resource request directly supports closing the equity gap, especially as we focus our dual enrollment partnerships on BIPOC communities, such as East Palo Alto, North Fair Oaks, and Pescadero.

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

Our dual enrollment vision is to serve our local Latinx and AANAPISI students to in our early college access work. This resource request directly supports Latinx and AANAPISI students located in our most impacted BIPOC communities within the college service area.

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
Accessible Infrastructure and Innovation

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
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting & Business

Item Requested

Industry Expert Program

Item Description

To continue our prior involvement in the Industry Expert Program, where a full-time faculty co-teaches with an industry expert, we require additional funding to compensate the industry expert. This allows the industry expert to be introduced to teaching without the nuances of administrative work. This is a need, particularly in Career Education (CE) fields, like accounting and business, where most adjuncts come from industry and not from a teaching background.

Program Goals this Request Supports

To hire, retain, and develop new faculty to meet the continual need for growth in our department

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

17,000

One-Time or Recurring Cost?

Recurring Cost

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

The Industry Expert Program closes the equity gap by providing highly relevant and timely industry training to students through an industry expert with the support of an existing faculty member.

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

Many of our industry experts are minorities and reflect the rich diversity of our community. By bringing in industry experts, we will be connecting our Latinx and AANAPISI students to local professionals with connections to local job and internship opportunities.

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
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
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting and Business

Item Requested

Student Assistants in Accounting

Item Description

Training of former accounting students to assist in the classroom. This position doesn't fall under "ASLT" because accounting students require additional support from professors to help accounting students succeed. Additionally, accounting students take their core classes in their last semester and then move on to universities. This is a continual process to train them. This resource request budgets for one student assistant at \$20/hour for 6 hours for 18 weeks, totally \$2,160 for each semester. Funding is requested for fall and spring semesters for a total of \$4,320. The cost is rounded up to \$5,000 to account for any benefits or other employment costs.

Program Goals this Request Supports

To support student learning and completion

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,000

One-Time or Recurring Cost?

Recurring Cost

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

This resource request is essential in closing the equity gap. The student assistant will support students in the classroom.

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

This resource request directly supports the success of our Latinx and AANAPISI students who enroll in our ACTG 121 and 100 courses. The student assistant will be able to provide direct academic support for our Latinx and AANAPISI students.

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
Equity-Minded and Antiracist College Culture

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

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting and Business

Item Requested

Faculty Hourly Oversight of Student Assistants

Item Description

This resource request supports the onboarding and support that an accounting faculty member will provide to the student assistant. Since many accounting assistants transfer soon after they are qualified to become a student assistant, faculty must oversee the continual recruitment, hiring, and training of these students. This request is for 20 hours of the special rate for an accounting faculty member per semester.

Program Goals this Request Supports

To support student learning and completion

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,750

One-Time or Recurring Cost?

Recurring Cost

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

Without the support of an accounting faculty member, we will not be able to adequately recruit, hire, and train an accounting student to support our accounting students in reducing the equity gap.

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

This resource request directly supports the student assistant role to academically support our students, including our Latinx and AANAPISI students in the accounting program.

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

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

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

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Accounting and Business

Item Requested

Faculty Mentoring Program

Item Description

To increase the retention of newly hired adjunct faculty, this resource will provide non-instructional hourly resources for existing business faculty to formally mentor new faculty during their first year. This is estimated at 50 hours of non-instructional rate calculated at \$150/hour to include benefits.

Program Goals this Request Supports

To hire, retain, and develop new faculty to meet the continual need for growth in our department

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

7,500

One-Time or Recurring Cost?

One-time Cost

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

This supports retaining a diverse pool of faculty adjuncts who are new to the teaching profession and need a sense of belonging and support to increase retention in employment.

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

Retaining a more diverse workforce will support our Latinx and AANAPISI students.

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Astronomy & Physics

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.

The Physics & Astronomy Department endeavors to prepare students for successful transfer to four-year institutions, to provide the prerequisite foundation in physical sciences for further work in engineering and the sciences, as well as radiologist technologists, to foster critical thinking and active learning, and to fulfill the needs and interests of students by having a well-rounded curriculum of lecture and laboratories. Physics&Astronomy also promotes student-centered, equitable learning through engaging, accessible, culturally sensitive, modern tools and services of education.

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.

No known changes.

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?

All physics and astronomy courses were adapted to be fully online capable as of fall 2020. Starting with Fall 2023 semester the courses were changed to be one of three types: Online-Asynchronous, online-synchronous or in-person. No hybrid courses continued to be offered. Since our last review, the California Legislature implemented AB 1705. Due to reliance of our courses on math preparation, we will monitor the effects of this implementation, and adapt as necessary.

5A. Progress Report - IPC Feedback

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

On both the Physics and the Astronomy side our prior program review, our last feedback asked us to provide further description and summary of progress.

We have successfully completed our goal of acquiring the PASCO physics equipment. Updates to the astronomy equipment are still in progress.

With respect to curriculum content, the two principal problems we face with regard to the online mode of content delivery are 1) labs and 2) exams.

Program Review

For the online-students, we find that most students have responded quite well to the new learning environment. Although the classroom community is missing as is the hands-on lab activity, the students do seem to focus better on individually learning the material.

In the online environment we endeavor to provide the students with direction and resources to help them become independent active learners and take responsibility for their education. Does every student rise to this? Probably not. There are probably some students who just do enough to get by. However, anecdotal evidence suggest that there are a significant number of students who would not succeed in the traditional lecture/exam modality for a variety of reasons (cultural, economic, or medical to name a few) that are taking the initiative to learn the material in the online modality. Thus the on-line modality is helping to empower some of the traditionally disadvantaged students. This, to us, is the motivation to develop and improve the on-line educational environment.

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.

Our goal of increasing our recruitment/retention of women is now in its recovery phase (see analysis 8A below). Some of the dip in physics were due to general enrollment trends due to the pandemic, outside of our control. We have also been hindered by the Learning Center's unilateral decision to terminate the Physics Jam support program, which used to provide tutor/peer role model training in this goal.

We have completed our goal of acquiring and testing the functionality of the PASCO physics equipment.

Updates to the astronomy equipment are still in progress.

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?

There were prolonged administrative delays acquiring the PASCO equipment. While the equipment has now been tested for functionality, the laboratory exercises could not yet be rewritten in time to implement, and hence assess the effectiveness of the equipment update.

Nevertheless the update needed to happen, as the previous equipment is no longer supported by PASCO.

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."

As of 2024 Astronomy started training, and making extensive use of a student assistant for observatory operations and maintenance.

Unfortunately, her position was temporary, through a grant, so her funding remained uncertain. As of this writing, we are still waiting for her to be reinstated.

In the Spring semester of 2024 the observatory saw use on 8 separate nights. Most of the use is for the ASTR 101 lab class, but also allowing for Skyline faculty to train on observatory use, and hence host their students as well. There are nights for the Astronomy Club as well. The observatory also hosts the semesterly Star Party (hosted by the Astronomy Club) which brings in large numbers of attendees from the Canada Community and their guests (80+ as of Spring 2024).

As of the Fall semester, we've also lent our services to the campus Cultural Center.

As of this report, we are up to its 6th night of observations for the semester, with at least three more to go, including the Star Party.

With the increased use of the observatory, and its proposed collaboration with Skyline College, we are proposing this assistant position to be permanently supported.

Program Review

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.

Headcount has steadily increased from 168 to 288 between 2019-2020 and 2023-2024, primarily lead by online sections of physics, with increases in white, hispanic, and Asian students.

One interesting group is the 'under 18'. Although small, our 'under 18' population grew from an average of 15.6 before 2022-23 to 33 in 2022-23. An increase of 112%. This increase occurred in three of our courses: PHYS 210, 220, and 260. All three of these courses were offered in an online asynchronous format. A possible explanation is that more traditional high school students are taking these courses because they can do so without interfering with their traditional high school schedule.

Physics load has steadily increased from 398 in 2019-20 to 535 in 2023-24.

Astronomy load has recovered from a COVID low of 364 in 2021-22 to 439 in 2023-24.

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?

Although small, our 'under 18' population grew from an average of 15.6 before 2022-23 to 33 in 2022-23. An increase of 112%. This increase occurred in three of our courses: PHYS 210, 220, and 260. All three of these courses were offered in an online asynchronous format. The conclusion is the more traditional high school students are taking these courses because they can do so without interfering with their traditional high school schedule.

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.

The trends have been positive so there is no need to make improvements. A more relevant question is, what needs to be done to sustain the trends? One possibility is, recruit faculty interested in further developing the online education options.

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?

The average success rate in PHYS 210 is about 76%. In PHYS 250 it is about 51%. In the remaining courses it is almost 90%. This is consistent with both 210 and 250 being the entry level courses (algebra and calculus levels. This is similar to what is observed in the MATH sequences.) There has not been a significant change in these success rates over the past five years.

Females are under-represented in the calculus based physics courses. 20% female, 76% male 4% other. This has been roughly constant for at least the last 20 years and is most likely due to factors outside of the physics curriculum. There was noticeable dip in some classes during a few of the COVID semesters, but as of the Fall of 2024, the gender ratio seems to have recovered.

Females are over-represented in the algebra based physics courses. 57% female, 40% male 3% other. This has been roughly constant for at least the last 20 years and is most likely due to factors outside of the physics curriculum.

The female-to-male enrollment ratio in astronomy courses is roughly equal, as is the success rate.

Program Review

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?

In terms of success by ethnicity, hispanic students do not do as well as non hispanic students in the entry course PHYS 250, In the secondary courses PHYS 260, 270 the disparity is not significant.

The success gap in PHYS 250 needs some form of remediation. Since our last review, the California Legislature implemented AB 1705. Due to reliance of our courses on math preparation, we will monitor the effects of this implementation, and adapt as necessary.

In Astronomy courses there is a notable equity deficiency for hispanic and multi-race students.

By observing, or listening to the learning habits of the successful groups, we can deduce that success rates are increased with students in closely cooperating peer groups, as well as using tutors and other student support services. We plan to more actively push hispanic students, and other groups with below average success rate, towards these services. Instead of just relying on these students seeking out services we announce, we plan to work with these services to specifically reach out to these students.

Success rates by gender are relatively equal between male, female, and 'not reported' in all but one course. That course is PHYS 260, where females are less successful than males, 77% compared to

90% respectively. However, the number of students involved is small and, apparently, this is within the margin of error.

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 success rates for the asynchronous online courses are 76% for PHYS 210 and 92% for the other courses PHYS 220, 260, 270 and 405. Overall, the online success rates are consistent with the in-person success rates.

In Astronomy there is noticeably higher rate of success for online students (74%) than other modalities, whereas for ASTR 101 face-to-face students have the highest success rate (74%), above the online (64%) success rate.

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.

All SLO's are systematically being evaluated annually and are up to date.

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?

The SLO results show no long-term significant changes. Observations on assessment format are being monitored, but our focus is much more on retention as a predictor of success.

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?

The Program Learning Outcomes (PLO's) have been evaluated and the results are satisfactory. However, we found that the PLO's were a bit broad and need some refinement to be useful.

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

Program Review

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

Short term (by next review cycle):

Goal 1: Continue to grow and adapt the accessibility of the delivery of our courses to students of all backgrounds, by advancing our technological resources, both in equipment and pedagogical delivery, to equitably prepare our students for their advancement in their majors, and transfer to universities.

Goal 2: Re-develop our connection with student support services on campus, including those at the Library, the Learning Center, Counseling, Student Life, and others, in order to lay the foundations for increased success, and retention rates.

Goal 3: increase success rate in entry level courses (PHYS 210 and 250).

Long term (ongoing):

Goal 4: Strategically refocus on the recruitment and retention of women in physics, astronomy, and the related fields of engineering, computer science, or others where they are severely underrepresented, by working with other departments (e.g. Mathematics), and student services, that affect these trends.

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

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Astronomy

Item Requested

Meade 8" telescope, <https://www.meade.com/meade-8-f-10-lx200-acf-telescope-with-field-tripod.pdp>

Item Description

An electronic, easy-to-use telescope capable of viewing both naked eye, and relatively easy deep-sky objects.

Program Goals this Request Supports

Goal 1: Continue to grow and adapt the accessibility of the delivery of our courses to students of all backgrounds, by advancing our technological resources, both in equipment and pedagogical delivery, to equitably prepare our students for their advancement in their majors, and transfer to universities.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

4,500

One-Time or Recurring Cost?

One-time Cost

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

We are replacing old equipment with up-to-date ones. This request has already been approved in 2018, yet not been fully delivered since. We requested the replacement of 3 old telescopes, only 1 of which has been delivered. We are requesting the replacement of at least one more.

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

Astronomy at our campus suffers from the same equity gap on success as other programs. We are trying to catch up to the offerings that CSM's Astronomy department delivers, but does not share. The increased use of our observatory for ASTR 101 laboratory classes (see our program review report) warrants continued update of outdated equipment for use by all.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

Support innovative teaching that creates more equitable and antiracist learning environments

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

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

Better share what Cañada offers

Resource Requests

Be the best college choice for local high school students
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Astronomy

Item Requested

Telescope camera for astrophotography

Item Description

ZWO ASI294 Pro Series, or equivalent, <https://www.zwoastro.com/product/asi294/>

Program Goals this Request Supports

Goal 1: Continue to grow and adapt the accessibility of the delivery of our courses to students of all backgrounds, by advancing our technological resources, both in equipment and pedagogical delivery, to equitably prepare our students for their advancement in their majors, and transfer to universities.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

1,000

One-Time or Recurring Cost?

One-time Cost

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

This is a request previously put in, but didn't get a response. Our observatory is seeing increased use (see program review report), and we are trying to catch up to the same capabilities, and hence equity chances as CSM offers.

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

Latinx and AANAPISI students are frequently the ones with busy schedules, often taking the astronomy classes online, and may need to rely on remote observations. Astrophotography may be the best alternate option, if they can't personally access our observatory for direct use of our telescopes.

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
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

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

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Resource Requests

Be the best college choice for local high school students
Provide adequate access to technology

Personnel - Classified Staff (2024 - 2025)

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Science&Tech./Astronomy

Position Title:

Part-time laboratory technician (Observatory assistant)

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

48

Provide # of months.

10

Program Goals this Request Supports

(Item #11 in program review): Goal 1: Continue to grow and adapt the accessibility of the delivery of our courses to students of all backgrounds, by advancing our technological resources, both in equipment and pedagogical delivery, to equitably prepare our students for their advancement in their majors, and transfer to universities.

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

See goal 1 above.

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

See goal 1 above.

Justification

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

The observatory needs specialized, and regular maintenance of its telescopes, and related equipment.

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

The observatory is a tool for equity, providing accessible science education for all students at their level, with up-to-date equipment.

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

Currently only one person is fully qualified on our telescopes at our entire college. That person is a full-time faculty with already full schedule between academics, and administrative obligations. This creates a dangerous bottleneck in operations and maintenance. The position of a student assistant who helped out last year (23-24) has expired, and since then maintenance has lapsed.

We understand that other departments (e.g. CHEM, ENGR) are also in need of similar additional assistance. It is possible to combine the Astronomy position request with those departments.

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

Operations would return to the full-time faculty's responsibility, that may see gaps, and maintenance will lag, to the point where more expensive replacement may be necessary.

Resource Requests

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

Our observatory is seeing increased use (see program review report), and we are trying to catch up to the same capabilities, and hence equity chances as CSM offers, who employ staff for the maintenance of their observatory.

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

Our Latinx and AANAPISI students need the equity gap closed, and should be afforded the same opportunities of class/lab experience choice at Canada College as CSM offers. They should not need to commute to other colleges for the same laboratory experience we could easily offer here.

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

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

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

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

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

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

Dean/Director/Hiring Supervisor Name

Ameer Thompson

Date

11/01/2024



INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

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.

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 opportunities in offering courses in different modalities. The flexibility 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

Program Review

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,

Program Review

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 goa

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.

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?

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.

6. 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

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.



Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

Dual Enrollment

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Dual Enrollment Program

Item Requested

Budget Augmentation

Item Description

The allocated budget for Dual Enrollment fieldtrips and events will support student engagement and provide hands-on learning opportunities to foster a early college experience for high school studnets.

Program Goals this Request Supports

Student Success and Completion and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Educational enrichment opportunities provided by field trips can be integral to academic success. Allocating budget resources ensures that all students have an equitable chance to benefit from these experiences, regardless of their financial situation.

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

By participating in these events and trips, Latinx and AANAPISI students can access social support networks, making it easier for them to navigate the challenges of higher education and succeed academically.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Dual Enrollment Program

Item Requested

Budget Augmentation- Mileage

Item Description

The allocated budget for mileage reimbursement covers travel expenses for staff and faculty who use personal vehicles to drive to and from the high school for teaching or onboarding assignments. This augmentation ensures that employees are compensated for mileage incurred when traveling between high school campuses, or participating in community events and outreach efforts.

Program Goals this Request Supports

Student Success and Completion and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

By providing resources for travel, the request facilitates outreach to areas with underrepresented students, such as low-income neighborhoods and communities of color. It allows faculty to teach our offsite dual enrollment classes, attend events, and partnerships that promote access to higher education for first-generation, low-income and BIPOC students.

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

This resource request for mileage reimbursement supports Latinx and AANAPISI students by enabling staff and faculty to extend their outreach, teaching and support services directly to these communities.

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
Equity-Minded and Antiracist College Culture
Community Connections

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
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Dual Enrollment Program

Item Requested

Office Space

Item Description

This request is for additional office space to accommodate our dual enrollment staff providing a dedicated area for student advising, academic support, and collaboration on initiatives aimed at enhancing student success and equity.

Status

New Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

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

By creating a more accessible and private space for one-on-one interactions, the request ensures that our BIPOC, first-generation, and low-income students, can receive the guidance and resources they need to succeed.

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

Having dedicated office space allows staff and faculty to engage more meaningfully with Latinx and AAPI students, offering services such as bilingual support, financial aid assistance, and guidance on navigating college pathways.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation

Student Access and/or Success and/or Completion

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

Help students explore and find employment in fields of their choice

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

Ensure the physical campus is accessible

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Funding for Professional Development

Item Requested

Budget for Professional Development

Resource Requests

Item Description

Funding for professional development for dual enrollment staff to take the opportunity to acquire new skills and knowledge. This increases the capacity of the team to adapt to evolving educational practices and best serve our students.

Program Goals this Request Supports

Professional Development

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture

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

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

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Dual Enrollment Program

Item Requested

Budget Augmentation

Item Description

The allocated budget for Dual Enrollment fieldtrips and events will support student engagement and provide hands-on learning opportunities to foster a early college experience for high school students.

Resource Requests

Program Goals this Request Supports

Student Success and Completion and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Educational enrichment opportunities provided by field trips can be integral to academic success. Allocating budget resources ensures that all students have an equitable chance to benefit from these experiences, regardless of their financial situation.

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

By participating in these events and trips, Latinx and AANAPISI students can access social support networks, making it easier for them to navigate the challenges of higher education and succeed academically.

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

Equity-Minded and Antiracist College Culture

Community Connections

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

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Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

STEM Center

Resource Requests