

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types

| 1 | Executive Summary |
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Business, Accounting and Technology (BAT) program introduces the fundamental concepts and practices of business to develop a broad-based practical understanding of its context, purpose and underlying functional areas: accounting, finance, marketing and management. Whether an entrepreneur, new business manager or a professional seeking a career transition with greater business responsibility, these certificates offer required knowledge and techniques that are consistent with modern principals and best practices, providing skills that can be used by students immediately upon employment.

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Narrative

The astronomy program at Canada College presents the opportunity to introduce students to the physical sciences and scientific thinking in the context of learning about the universe. The courses require students to learn content, practice thinking in terms of the scientific method, as well as bring their reporting to college level. The strength of the program lies in the allure of learning about the great mysteries of the universe, as well as access to a great variety of instructional tools, including telescopes, globes, as well as a wealth of online resources. Students with no prior science background are able to learn new ways of observing and questioning nature, starting from basic observations to abstract theories.

Some of the challenges of the astronomy courses stem from its very purpose, in that a significant portion of students have no prior science background, and many new students also have significant gaps in their learning skills. As such there are fluctuations and discrepancies in student retention and success rates. The program continually self-examines content and instructional methods to better match the background and abilities of students. The program currently still has gaps in its inventory, and its facilities arrangements are lagging what is normally considered appropriate for astronomy. We have just recently acquired new, up to date equipment and are anticipating additions throughout the coming semesters. This new equipment will be implemented into instruction to enhance learning. Some of the equipment (e.g. telescopes during star parties) will also be used to promote the astronomy program to the students, and to the general public.

The District is expected to grant our Astronomy Program new facilities, including a new laboratory space as part of the Building 23N project, as well as a concrete slab on the south side of the mesa of Lot 10, powered, and with sheds for permanent mounting of our larger telescopes.

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Narrative

The Biology and Health Science Program has a strong tradition of innovation. In the past, we have experimented with honors courses, learning communities, distance education, and field study abroad. In more recent years, we have been at the forefront of participating in statewide initiatives such as C-ID course alignment and Associate Degree for Transfer (ADT) creation, and local initiatives including General Education Pathways. Our program serves a broad range of students, including science majors and general education students. Biology and Health Science coursework is integral not only to the degrees housed in our own departments, but also to degrees and certificates offered in other departments, including Human Services and Kinesiology. Future directions for our program include the creation of a new Career Technical Education (CTE) program in Neurodiagnostic Technology.

The faculty in the Biology and Health Science Program has a strong tradition of campus service. Among the four full-time faculty in this program are the current Academic Senate President, the current chairperson of both the local and district-wide Curriculum Committees, current co-chairperson of the college's Technology Planning Committee, the former Accreditation co-chairperson, the former chairperson of the Institutional Planning Committee, the former Student Learning Outcomes Assessment Coordinator and the former co-chairperson of the Center for Innovation and Excellence in Teaching and Learning. A significant challenge for our program lies in our lack of additional full-time faculty. In particular, we would benefit from a faculty member dedicated to our general education offerings in Biology, which serve more than half of the students in our department each semester.

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The chemistry department provides educational opportunities for students to acquire discipline specific fundamental background and laboratory skills necessary to be successful in chemistry related fields. Analytical laboratory instrumentation such as Gas Chromatography (GC) and Infrared Spectroscopy (IR) is an integral part of the curriculum. Additional advanced instrumentation such as High Pressure Liquid Chromatography (HPLC) and Nuclear Magnetic Resonance (NMR) is used by Honors students conducting undergraduate research but it should be accessible to all students. The challenge stems from the lack of dedicated support staff who can maintain the instruments and supervise the Honors students. The need for support staff with expertise in chemical instrumentation was identified. Also, the need for HPLC training of all the chemistry staff by a certified instructor is needed. We will work with the Professional Development Director to coordinate that training. The safety of our students is of utmost importance to us. Due to ever changing regulations, policies and procedures on safety and response on emergency situations, we believe our students are better served if we have a District certified emergency response instructor come to our laboratories on the first week of class to explain current protocols. Additionally, the chemistry staff will benefit from a training in hazardous materials management to ensure compliance with Federal and State regulations. The department will continue its ongoing efforts towards safer and cost effective laboratory curriculum. The department will also continue efforts to improve retention and completion by working closely with the Counseling Department and the Learning Center to identify ways to improve student support services. Securing qualified tutors for several chemistry classes has proven to be extremely difficult. To eliminate completion barriers, the Elementary Chemistry prerequisite for the General Chemistry sequence was removed. However, an alternative method to help students, who need preparation, get ready was identified. We will offer CHEM Jam in the fall of 2017, just prior to the start of the fall semester. We will work closely with the STEM Center to follow their lessons learned and their best practices from successfully implementing MATH Jam and PHYSICS Jam.

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The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

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The Computer Science (CS) Program at Cañada College was developed in line with the ACM course requirements for a two year program of study leading to an Associates of Science AS/T in CS. Instruction focuses on preparing students for transfer to a four year institution where they can complete a CS BS degree.

The programs offers quality theoretical knowledge and its applications in Computer Architecture, Operating Systems, the Procedural and Object oriented Programming paradigms, Discrete Structures, and Data Structures. There are three language tracks that student can choose from, depending on their interest. The program offers personal growth in Logical thinking which can transfer easily to other courses a student takes. There is a supportive staff of full time and Adjunct faculty, which offer a highly encouraging environment.

Program Strengths:

- We continue to experience a strong growth in enrollment each semester
- We are offer Three Certificates for CS: Java, Swift and C++
- There numerous resources available that increase student Success
- There is now one full time faculty and three Adjunct Faculty that teach in the Program

Program Challenges and Proposed actions:

- To further increase the enrollment of underrepresented students.
 - o To participate more in the outreach program for High School
 - o Create flyers and Brochures that are written with that goal
- The amount dedicated class rooms
 - o The new Building 23 will have two class rooms for the use of the CS Program. It will be a modern smart classroom.
- Make and keep Articulation agreements with the area High Schools are in progress so students will be encouraged to attend Cañada Colleges' CS program
- Increase the consistency of using the same course for each class.

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The Cooperative Education Program gives working or volunteering students the opportunity to bridge what they learn in the classroom with what they learn at their jobsites. The program serves those students who have jobs that are aligned with or will benefit them in both their classes and future goals or majors. The program teaches students to communicate effectively and to use critical thinking while working at their jobsites.

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The ECE/CD Department has undergone many significant changes over the past two years. Could Education and Public Service be Cañada College's first Meta Major? During a strategic planning retreat in January 2016, the faculty and staff discussed Strengths, Weaknesses, Opportunities and Threats. One of the opportunities that emerged was the potential of working with the Human Services Department to update and incorporate their certificates/degrees into a "meta-major: "Education and Public Service." While we have not completely developed the details of this merger, we believe that there are multiple avenues by which we can strengthen opportunities for Cañada students wishing to complete certificates and degrees that lead them to careers working with children, families, and the community.

Early Childhood Education is receiving a surge of attention from all levels of government, local and regional philanthropic organizations, and educational research organizations. With growing evidence that the experience of the importance of the first five years of life, it is now clear that early childhood teachers and staff are an important component in the network of hands that hold and guide children through these critical years. The Early Childhood Department consistently responds to the changing demands on the education workforce.

One such community demand stems from the fact that there is a shortage of teachers in the public Pre-K-12 system in San Mateo County. To address that shortage, the Department has strengthened ongoing collaborations with our Sequoia and San Mateo High School Districts as well as the Sequoia and La Costa Adult Schools. We have begun development of several university pathways in ECE and Education through AS-Ts and a cohort-based BS program with San Francisco State University. Our close relationship with the San Mateo County Office of Education has positioned us to respond to strategic initiatives such as The Big Lift. Finally, in order to strengthen the teacher preparation pipeline we have engaged in a number of curricular revisions including distance & hybrid classes, honors opportunities, AS-Ts in Elementary Education and Child & Adolescent Development, and a Transitional Kindergarten Certificate.

The Department is beginning to use data in curriculum and program development. In analyzing data developed through two ACES projects, we were able to see that while access and success within courses is higher than the college average, we have yet to see comparable results in degree and transfer. With that in mind we developed a series of "stackable" certificates to replace the previous single certificate. The new certificates are closely aligned with the Child Development Permits issued by the CA Commission on Teacher Credentialing, and required of all employees working in State funded and federal Head Start programs. In addition, they align with qualifications for teachers in the San Mateo County Quality Rating and Improvement System. To be implemented in fall 2017, the certificates will eliminate confusing differences in requirements between the College the Commission - and achieve our goal of higher levels of degree and transfer attainment.

The Department houses the Foster Care & Kinship Education (FKCE) categorical fund designed to provide pre-service and post-service training to families who are adopting and fostering children through the San Mateo County Human Services Agency. This year, in response to changes by CA State Legislature, the entire system for recruiting, training and retaining foster and adoptive families has changed. In collaboration with the SMC Human Services Agency, the FKCE Coordinator developed new curriculum, a webpage, and an updated schedule of training in response to the new system.

Finally, through a number of retirements, and the untimely loss of our esteemed colleague, Professor Valerie Goines, we have hired a new full time faculty member: Dr. Sarita Santos, and are in the process of hiring additional part time faculty. These new members of our team will bring expertise in Special Education, TK - 12 education and more. We anticipate that these folks, in collaboration with our existing, highly qualified faculty will be able to build our program into the future.

Through collaborations with the ECE Advisory Committee, Skyline College ECE Department, local partners and multiple college programs, the Department reflects on accomplishments and looks to the future, these will be shared in more detail throughout the Program Review and Planning document.

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Narrative

The earth science program at Cañada College introduces students to sub-disciplines of earth science and to the realm of scientific thinking. The courses require students to learn content, develop critical thinking skills, and practice thinking like a scientist. Most of our students are general education students, and for many it is their first college-level science course. The department is currently building degree programs to accommodate students interested in completing earth science related degrees (e.g. earth science, geology, environmental science) and/or transferring in earth science related fields. In 2017 we will begin to research and develop relevant and impactful Earth Science-related CTE programs. Strengths of the earth science program include the broad range of disciplines offered (i.e. geology, oceanography, meteorology, environmental science, and geography) and opportunities to use remarkable local natural and human resources. Our local environment provides amazing opportunities for students to explore the concepts and processes they learn about in the classroom. Additionally, the United States Geological Survey Regional Office in Menlo Park is an excellent resource for seminars, guest-speakers, and internship opportunities. Underprepared students continue to be a challenge. Many general education students in our classes do not have college level reading, writing and/or math skills. Additionally, they may not possess the time management, organizational, and learning skills that make it easier to succeed. Further, many students are overextended and do not have a good understanding of the amount of time they need to dedicate each week to their classes. Earth science faculty work to help students gain the skills they need to succeed, and we continue to examine content and instructional methods to better match the background and abilities of students. Additionally, we are beginning to work closer with the Learning Center and STEM Center to provide greater access to tutoring and extra-curricular earth science opportunities.

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The Engineering Program continues to be one of the strongest programs in the college. Among the strengths of the program are: well-established articulation agreements with four-year engineering programs; strong collaborative relationships with other community colleges and transfer universities; strong connections with math, chemistry, physics, and computer science departments; faculty that has been a leader in engineering education both in the regional and national levels; and a strong track record of securing federal grant funding to develop and implement successful initiatives. Currently, there are five grant-funded programs that are directly supporting faculty and students in the engineering department. Three of these programs are ending in the next year, and it is important that the department continues to pursue these opportunities in order to continue to strengthen the program. Among the challenges that the department faces is increasing competition for students, which may result in decreased enrollment. With Skyline College recently hiring a new full-time engineering instructor, and CSM hiring a new full-time engineering faculty to start in Fall 2017, it is important that the engineering departments in the three colleges in the District coordinate in building the schedule of course offerings in order to best serve students in the District while maintaining healthy enrollments in each course offered at each college. A continuing challenge for the department is addressing equity issues, with underrepresented minorities (particularly Hispanic and female students) continuing to be underrepresented in the program. Although slow progress has been achieved over the years (both locally and nationally), efforts to address this issue need to be continued. Two new grant initiatives have started this academic year in support of these efforts, a three-year Minority Science and Engineering Improvement Program (MSEIP) grant and a five-year HSI STEM and Articulation grant.

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Narrative

STRENGTHS

Instructors in the department have diverse backgrounds in education and the industry. They bring unique experiences and specialized knowledge into the classroom.

Industry specialists act as advisors to the department, assuring the curriculum is appropriate for today's job market. We have close ties with the local industry, giving our students many opportunities for internships and employment. Many top personalities in the field are guest speakers in the program.

The program offers four AS Degrees and four certificates in Fashion Design, Fashion Merchandising and Theater Costuming. Each of these areas help students succeed and are vitally important in the industry. Whether students work for themselves or an established company, our graduates have a track record of success. Students may also transfer to four-year colleges and universities. The program continues to update the curriculum for each of the 36 different courses. The Theater Costuming Certificate allows students to obtain jobs in the many costume shops in the Bay Area. The Fashion Program works with District Study Abroad to offer a summer class in Florence on Italian Fashion and History. The program offers flexible scheduling for day, evening, weekend and summer so as to meet the schedule needs of all students. The program allows "hands on" learning in a well-equipped lab where there is support from instructors and assistants. The Fashion Program works with District Study Abroad to offer a summer class in Florence on Italian Fashion and History.

The program offers flexible scheduling for day, evening, weekend and summer so as to meet the schedule needs of all students. The program allows "hands on" learning in a well-equipped lab where there is support from instructors and assistants.

The annual Artistry in Fashion provides students with event planning opportunities. This event brings hundreds of attendees to the Cañada campus and helps promote the college and the fashion program. Funds from this special event allow the department to give nine or more \$1000 scholarships to fashion students. Other students in the program often qualify for other scholarships offered through the college as well as professional organizations in the community. In addition, funds are sent to the bookstore for book rentals. Each year about \$2,000 is sent to the bookstore to put toward book rentals.

The curriculum parties held each semester assist in promoting early enrollment and helping students understand course rotation and the value of completion. A counselor attends this event and provides students the opportunity to schedule appointments for their student education plan.

Student contests with money prizes provide a creative opportunity for students for design competition beyond course requirements. Contests have a component of sustainability with the repurposing of clothing. Winners are announced at an afternoon tea with teachers, assistants and students.

A strong web presence, with two updated websites, daily facebook/Instagram postings and twice weekly blog postings provide a good method of marketing.

The Carl Perkins grant provides funding for classroom supplies and department assistants working on recruitment and retention.

OPPORTUNITIES/CHALLENGES

The Program has a goal of more certificates and degree completion. Students are not required to have a certificate or degree to get a job in the apparel industry. Therefore, fewer students are completing. A challenge is to have adequate enrollment in each course to prevent cancellations, and yet offer the required certificate courses within a two year rotation. An on-going opportunity is to provide ways for students to use critical thinking and express their creativity. An on-going challenge is to provide enough on-to-one assistance in the labs for students who need extra help.

ACTION PLANS

Continue to increase enrollment and not have any class cancellations. We will continue to keep our new website updated, as well as regular facebook and blog postings. We have learned that students find out about the program through our web presence as well as all the other promotional methods used for classes and special events. Continue to encourage completion of certificate and degrees. Continue to participate in several campus sponsored outreach events, as well as various high school events off campus. Continue to create and distribute flyers and postcards advertising upcoming classes each semester. Continue to host a luncheon one time every semester to announce upcoming classes. Continue to encourage students get their SEP's in place so they may get early registration. Continue to send mass emails to our data base about upcoming events in our department, which brings them to our campus.

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The Honors Transfer Program (HTP) started at Cañada College in 2009. The primary purpose of the program is to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. The HTP attracts students who are interested in participating in challenging, academically rigorous experiences through classes and seminars. Specifically, the program is designed for highly motivated, high achieving students, and is meant to better prepare them for university work.

The HTP has many strengths. The HTP offers several honors agreements with 4-year universities and colleges, including UCLA and UCI (students must complete the Cañada's program – 15-units of Honors – in order to be eligible). Another benefit is that members of the program receive priority registration in the district and specialized counseling with an HTP designated counselor. Students who have completed the program are also privy to enhanced scholarship opportunities. For HTP members and non-members, taking honors course is also a way for students to strengthen their UC applications. Over the past 6 years, the program serves roughly 400-500 students per academic year which includes a combination of members and non-members. Over the past 3 years, the program has consistently served 70-85 HTP members per year (data before 2014 is not available). As of Fall 2014, all HTP members who completed the program received notations on their degree/certificate and transcripts (see images below).

The HTP experienced an increase in the number of Honors course offerings due to newly approved Honors Addenda. The Honors Addendum consists of 13 items that are based on the UCLA TAP requirements for what constitutes Honors-level work. The curriculum process requires faculty to submit their addenda to the Curriculum Committee through CurricuNet as well as update the course COR, if needed. A total of 55 courses can now be offered as an Honors designated course. There was also an increase in the number of Honors section offerings during the Spring 2015 semester compared to past semesters. For example, 16 Honors sections were offered in Spring 2015 compared to 7 sections in Spring 2014. The majority of the Honors course offerings in Spring 2015 were dual-CRNs, which included a fully online Honors dual-CRN in Political Science. Other departments have also expressed interest in offering fully online Honors courses (e.g., International Business). What a great opportunity for our online students as it allows for flexibility in students' schedules for students to take more classes. A continued effort in offering a wide variety of Honors course sections across disciplines continues. A variety of course offerings allow more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. In 2013-2014, there were 11 course offerings and 19 in 2014-15. However, both academic years offered courses mainly in the Humanities and Social Sciences, although in 2014-15 there were several additions in Science and Math.

Ongoing challenges that the HTP program faces surround inconsistent course scheduling with little lead-in time for students, as well as a lack of program branding and visibility among the college.

As for specific action plans related to the HTP, there are several significant areas that need attention. There is a need to establish a program course offerings agreement for each academic year (a course pathway). The HTP coordinator and counselor will be working on creating this during the Spring 2015 for the 2015-16 academic year. Assistance with marketing this pathway will be needed. Also regarding course offerings, it is proposed that the program offer more summer Honors sections and more online options (note: this is at the discretion of faculty, this is just a suggestion). Additional marketing for the program is needed in order to improve the HTPs branding and visibility on campus. Specific to the program's case management, continued support in student tracking and membership evaluation is needed in order to improve, maintain and grow the program in the future.

The HTP also has an active advisory committee. The purpose of the committee is to advise the program faculty and staff on topics related to the development and operation of the Cañada College Honors Transfer Program. Current recommendations made by the committee include: modification of the Honors Contract Proposal process, modification to the program completion requirements, changes the Honors Contract unit requirement, recommendation that the HTP coordinator serve a 4-year term, and the creation of an Honors course enrollment agreement. The HTP Advisory Committee members are as follows: Gloria Darafshi (co-chair), Jessica Kaven (co-chair), Sarah Harmon, Janet Stringer, Gregory Anderson, Lisa Palmer, Soraya Sohrabi, Lale Yurtseven, Esteban Samra, Paul Roscelli, Denise Erickson, Lezlee Ware, Michael Stanford, and Alicia Aguirre.

DEGREE/CERTIFICATE NOTATION

TRANSCRIPT NOTATION

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The Human Services program was created in 1998 to meet the critical need of training workers to serve the most disadvantaged and disenfranchised residents of San Mateo County. These individuals and families were not receiving the continuum of care they needed. The new program rose to this challenge, offering courses to county employees and college students, which were grounded in the strength-based philosophy of human services.

In the ensuing nineteen years, program instructors, well-schooled in the day to day work of human services, have taught students this client-centered approach and produced graduates whose helping skills have rippled out into the communities they serve. As the only community college-based Human Services program in the county, our program has helped shape the workforce in San Mateo County, sending educated, effective advocates into the field.

Our program offers a variety of certificates, which build upon each other as a student, advances toward an Associate's degree. Current certificates include: Promotor Education and Employment Project, Community Health Worker, Human Services, and an Area of Specialization in Family Development. We are currently in the process of enhancing the course content of Family Development, so that it too will be a certificate. The Human Services program has also developed a new Patient Navigator Certificate to add to our educational opportunities. The certificate will soon be passing through the college and state vetting procedure, and we will be able to offer this valuable addition to our program curriculum in the near future.

Once students achieve their A.S. degree in Human Services, they may transfer to a public or private university to complete their Bachelor degree. Notre Dame de Namur, in tandem with Cañada's University Center, offers an Evening Degree Completion Program in Human Services, enabling students to earn for their B.A. in half the usual time.

Community relationships such as those developed with San Mateo County Human Services and El Concilio are vital to the success of our students. These relationships serve to expand our awareness of current needs, and sustain the bridges to resources for clients, while offering employment and volunteer opportunities for students. The Human Services program maintains relationships with many other community agencies through our Human Services Advisory Board. This is a large and varied group of agencies offering the valuable resources of support and information to our program. Advisory Board meetings are held twice a year.

The core of our program consists of three main courses: Introduction to Human Services, Introduction to Counseling and Interviewing, and Introduction to Case Management. Our Family Development component is composed of two core courses: Introduction to Family Support: Building Respectful Partnerships and The Life Cycle of the Family. Our Patient Navigator Certificate will include our three core courses and other essential courses in health, medical assisting and psychology.

Our courses of study leading to certificates, depending on their focus, include computer courses, information about community resources, public assistance and benefits, health and psychology. We also offer a Serving Diverse Populations course, which focuses on effectively serving the members of the many different communities in San Mateo County. We will also be offering a new course, Counseling Survivors of Trauma, in a continuing effort of give our students courses which address current social concerns. These courses educate our students through individual and group projects, role-plays and vignette analysis, research papers, objective tests, presentations, and portfolios. All certificate courses include an internship, which provides the student with vital community experience.

The students who gravitate to Human Services have a strong desire to help those in need and to give back to their communities. Our students represent a microcosm of the student population of Cañada College. Fifty-five percent of our students are Hispanic and there is a 5:1 ratio of female to male students in the program. The majority of our students are over forty years of age and are working adults supporting families.

Often, these motivated, idealistic students have lives that consist of multiple day-to-day challenges and many of our students have received social services themselves. Frequently they pursue Human Services because they want to make the experience of seeking assistance and coping with problems better for someone else. These students need additional mentoring and advising, to support their success and ensure their persistence to graduation. The current Human Services faculty goes above

and beyond to assist our students in reaching their dreams of giving back to their communities and making a difference.

The faculty consists of dedicated individuals with strong backgrounds in the day-to-day work of the helping professions. When the program began, faculty members were specifically chosen because of their work in the community, so that they could teach from the literature and from experience. Currently, the Human Services faculty is composed of four adjunct assistant professors. The program, and our students, would greatly benefit from a full-time faculty. However, at this time, we have not been successful in achieving this goal. Although we have petitioned for a Program Coordinator for fall 2017 in lieu of a full-time faculty, we have recognized that more needs to be done. Therefore, we have looked elsewhere to strengthen our program.

In the fall 2016 semester, conversations began with the Early Childhood Education program about a possible merger of the two programs. ECE and Human Services not only share students, we also share a vision centered in helping and teaching. Both programs send their students back into their communities to help children, adults and families to lead richer and more fulfilled lives. Offering students our courses and certificates through a broader, more inclusive, and enhanced program began to make good sense to the faculties of both programs. The dialogue continues and there is a desire on both sides to move forward.

Fall 2016 also brought outreach to the Coastside communities of Half Moon Bay and Pescadero. Discussions continue as college and community consider ways to serve potential students for whom transportation to main campus is a major barrier to enrollment. This academic year also marked further examination of the untapped market of JobTrain students at our Menlo Park satellite campus. In both cases, new ways to bring more students to the HMSV program are being evaluated.

2017 finds the Human Services program at a crossroads. The Affordable Care Act and the governmental responses to the economic and social conditions in San Mateo County and in our nation as a whole, has resulted in the development of new and expanded social services and an increased demand for human services workers. However, there is now a new administration in the White House, the Affordable Care Act is in peril and the jobs picture for graduates of our program is not easily predicted. Our enrollment numbers have been dropping since the last program review, but there is now the possibility of combining forces with Early Childhood Education. There is uncertainty at this time, but our students and faculty remain committed to social justice and serving all communities in need. The HMSV program will continue to strive for success and meet our challenges, with the help of our colleagues in the community and here at Cañada College.

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- The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
- Students are successful in their course work and are retained, and complete their degree and/or certificate requirements.
- The renewal of the Program's Accreditation Status by the National Kitchen Bath Association (NKBA) for the next seven years. Cañada students consistently win the NKBA Excellence Award and we are proud of their contribution to this prestigious honor. This Accreditation 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 process for the 2017/2018 academic year.
- There is a continual need for updating instructional materials, equipment, and facilities to meet the ever-changing needs of the profession and adequately prepare students.
- Continue to update the department new identity, and the website, for outreach and marketing of the program and the variety of offerings.
- Continue to support the interior design student club as an integral part at preparing students to enter in the workforce.
- Keep searching for possible partnership with local businesses to strength our certificates.

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The math program continues to adapt to the needs of its students, both in terms of the skills they enter college with and the skills they need to leave with. Currently big changes are happening in the high schools that affect the skill sets that our students bring to Canada.

The math program continues its work to shorten the paths to transfer for both STEM and non STEM majors. This spring we offered 5 sections of the Path to Statistics and 2 sections of the Fast Track to Calculus.

There is a continuing need for a test proctoring center to support all of the college's online classes. This center could also be used for placement testing.

Studies have shown that low placement is a major factor in a student not completing a course of study. We have been working with the math departments at the other schools to reach agreements on placement.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

The mission of the Medical Assisting Program at Cañada College is to provide education and training directed towards career development in cooperation with the medical community in order that students may achieve gainful employment in healthcare, to advance in current employment positions, and to update skills in order to maintain current employment. The program, with a focus on transfer, also works to provide a seamless pathway for higher education opportunities for students.

The Medical Assisting Department goals for each academic year include expanding the advisory board when necessary experts are needed, review and update curriculum, certificates, and degree offered with assistance from advisory board in order to meet the needs of the medical community. The Medical Assisting courses are all taught by dedicated, experienced adjunct faculty members. There are currently no full-time faculty members in the department however, we have received approval from the Planning and Budget Council to move forward with hiring a permanent position. Each of our adjunct professors participates in promoting the program throughout San Mateo County. An ongoing goal for the Medical Assisting Department is to provide a steady stream of qualified medical administrative assistants, medical coding specialists, medical assistants, and medical billing specialists to the workforce. While statistics and labor market data show an increasing need for allied health care professionals there is a difference between need and what health facilities can afford.

The entire faculty works closely in securing guest speakers, externship sites, and employer outreach. It is imperative to have close contact with the medical community to assure that the program stays up-to-date with changes in the field and to keep the program in the public eye. The Medical Assisting Advisory Committee continues to strengthen and there are more partnerships with potential employers.

The Medical Assisting Program contributes to the mission of the College and District by:

- Providing up-to-date quality instruction and support for student learning and success.
- Offering course work leading to the four Medical Assisting certificates and or an Associate of Science Degree, as well as elective courses to enable students to transfer to the California State University system or four year private institutions.
- Providing health career education and training to meet medical community needs for first time students, continuing students, returning students, as well as individuals who need to update their skills for a promotion and or career change.
- Recruiting and supporting students from all ethnic, age, gender, and socioeconomic groups.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

The Digital Art & Animation program (previously Multimedia Art & Technology) trains students in the disciplines of web design, graphic design, digital imaging, and 3D animation. The department faculty all come from industry and have a combined 70+ years of experience in their respective disciplines, bringing real-world experience into the classroom for the benefit of the students.

Current challenges include enrollment issues, class cancellations, and gaps in course offering content. Opportunities exist for expanding the range of material taught and additional specific promotion of department.

Action plan includes keeping existing curriculum current using advisory board recommendations, revising or expanding course offerings as tools and techniques in industry change, and faculty engaging in trade shows, conferences, and outside training to keep skills current with industry demands in order to teach those skills to our students.

0 Executive Summary

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Narrative

The Paralegal Program (LEGL) at Cañada College was developed in cooperation with the San Mateo County Bar Association to train personnel to assist attorneys in both civil and criminal matters. Instruction focuses on assisting the attorney in interviewing clients and preparing for court appearances, as well as completing legal research and preparing legal documents. The program offers quality paralegal training that leads to a Career Technical Education career as a paralegal, by employing a supportive faculty/student teaching and learning relationship that contributes to personal growth and success for students, by celebrating the entire community's rich cultural diversity, by working cooperatively with business, industry, labor, and public service agencies, while also providing a lower division program to enable students to transfer to baccalaureate institutions. Some graduates of the Program may decide to practice as independent paralegals. As such, we feel that students can benefit by learning entrepreneurial best practices through the Division's Small Business program. Alternatively, a variety of substantive and procedural law-related courses are offered to prepare paralegals for employment in the legal field. Students graduating from this program will be prepared with knowledge of legal concepts and will be equipped to provide legal services in such law-related environments as law offices, corporate legal departments, governmental entities, and other law-related occupations. We continue to believe that the Program's instructional delivery faculty should be a mixture of practicing paralegals and attorneys.

Program Strengths:

The Paralegal program contributes to the mission of the College and District by:

Providing a quality Paralegal program that leads to a Career Technical Education career as a Paralegal and is in cooperation with business, industry, labor, and public service agencies.

Providing a supportive faculty/student teaching and learning relationship that contributes to personal growth and success for students.

Providing a lower division program to enable students to transfer to baccalaureate institutions.

Celebrating the community's rich cultural diversity.

Our faculty members are our best asset. The 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 infusing technology and forms into classroom lectures.

Program Challenges and Proposed Actions:

1. We continue to experience a decline in enrollment.

With the increasing number of attorneys in the workforce, there is greater competition for fewer open positions. Some of the job duties previously done by paralegals are now being done by attorneys. Due to class cancelations, students are asked to enroll in a combination of courses at Canada and Skyline. Moreover, students are asked to provide prior course transcripts so course substitutions can be done, thus creating barriers for student entry and completion.

2. Lack of accreditation by the American Bar Association (ABA).

Professor Jesse Raskin at Skyline College, full-time paralegal faculty, is working with the ABA on accreditation for Skyline's program. We hope to partner with Skyline to be included in the ABA accreditation process.

3. Lack of a program coordinator.

We would like to explore a partnership with the Business, Accounting, and Technology (BAT) program to benefit from their coordinated leadership. Further, the Director of Workforce Development, Alex Kramer, will work to provide coordination leadership for the department moving forward.

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Response Detail

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Narrative

The physics program at Cañada College presents the opportunity to introduce students to the physical sciences and scientific thinking. The courses require students to learn content and develop critical thinking skills. Additionally, they foster a positive social environment through group oriented Lab and study sessions.

Physics enrollments are increasing. The physics program suffers from lack of available facilities (lecture and lab rooms) at the time that the students want the courses. Also the physics program suffers from lack of available adjunct faculty. The physics program requests 50% of full time tenure position with the remaining 50% possibly being a math or computer science position.

0 Executive Summary

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Narrative

Program Strengths:

1. The curriculum is logically organized in such a way to lay a strong foundation for future courses.
2. We provide an in depth look at key aspects of the radiologic technology including; communication skills, critical thinking, radiation physics, protection and effects, radiographic positioning and image creation.
3. Our curriculum provides a well-rounded clinical experience which includes pediatric, high volume outpatient clinics and general hospital. This applied knowledge allows the student to practice in any hospital environment.
4. Providing laboratory experience on campus with two non-producing x-ray units and one producing x-ray unit allows students more individualized practice.
5. All courses have a critical thinking component that prepares students for their future career in radiologic technology.
6. Our graduates maintain contact with the program officials and indicate appreciation for their education and provide valuable feedback.
7. Our relationship with our clinical affiliates/partners is very strong as evident by the support they provide to our students on a daily basis. They mentor and coach Cañada students to become well-rounded technologists and have provided the program with equipment to en-hance student learning.

The strength of the curriculum is further demonstrated by our retention rate, the California De-partment of Public Health, Radiation Health Branch Fluoroscopy and Mammography examina-tion results and the American Registry of Radiologic Technologists national examination results.

Program Challenges:

1. There is no level one trauma facility (major emergency center) in San Mateo County, therefore the program has no affiliation with such a facility.
2. Students have shown to have greater academic difficulty during the Spring Semester of both the first and second year.
3. The program has found the students are weak in anatomy. Prerequisite requires this class to be taken within the past 3 years. By the second year in the program, it is up to 5 years since students have completed anatomy.
4. There is a substantial increase in the clerical requirements of both the program coordinator/faculty and clinical coordinator/faculty. This increase was recognized by the program's ac-crediting agency, The Joint Review Committee in Radiologic Technology (JRCERT) during the program's onsite visit and we were found in non-compliance with Standard 2, Section 4.
5. Concern with maintaining affiliation with Kaiser Facilities due to aggressive courtship of their own Radiologic Technology Program based in Richmond. In 2014 we lost our affiliation to the out-patient Kaiser Clinic in Mountain View and Foothill College Radiologic Technology Program lost their affiliation to Kaiser Santa Clara Hospital.

Program Action Plans:

1. A partial solution is to incorporate simulated trauma situations in our lab experience. Last year we requested for a trauma PIXY radiographic phantom, unfortunately our request was not approved. This year we will ask for it again and hopefully it will be approved.
 2. In 2015 RADT 420 and RADT 430 were changed from 2 days per week to 3 days per week. We will look at data and see if the changes were effective..
 3. Comprehensive anatomy review in RADT 410 was incorporated during the fall of 2014.
 4. A clerical position was approved in 2016 and it has been of immense help to the program. Unfortunately, the person who was helping us has transfer to another department, where she was offered a full time position with benefits. Thus we are in the process of replacing her.
 5. The program has maintained positive relationship with staff and radiology management, our intent is to continue and look for ways to improve this relationship.
- Decisions on hospital affiliations come from upper management to whom we have no relation-ship.

0 Executive Summary

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Narrative

The Anthropology program strength is that it introduces students to the concept of ethnocentrism, cross-cultural perspectives of the world, and the importance of diversity. The challenge is to attract enough students to take Archaeology, a core course in the AA-T agreement, as the last few years enrollment has been low. Advertising and offering more online sections in Physical and Cultural Anthropology should be offered. Online courses in Cultural and Physical Anthropology fill quickly and the demand is not being met.

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Response Detail

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Narrative

STRENGTHS

The Art and Art History Department provides quality in instruction in Art History and Studio Art to a diverse population. We serve transfer students, general education students, those seeking an introduction or a furthering of their skills, as well as students in related design arts programs needing the fine arts skills and knowledge that we provide. The high level of student retention and success of this department is evidence of the quality of education.

The department offers the AA and AA-T degrees in both in Art History and in Studio Art, having recently gained state approval for these programs.

Enrollments in Art History have stayed strong through the recent period when the college saw a reduction in enrollments and courses offerings. We also have excellent community support.

The Cañada Art Gallery has offered outstanding art exhibitions of San Francisco Bay area artists, as another way to engage our students with the arts. The level of the art shown is of the highest quality. The Cañada Art Gallery and the Main Theatre gallery also showcase the work of students and faculty in the Art and the Multimedia departments.

OPPORTUNITIES/CHALLENGES

The period of lower enrollments in the college has also seen a drop in Studio Art enrollments, with courses being cancelled or not offered. Adding to this, our Photography Darkroom has been shut down by the district due to safety concerns. We are unable to offer Photography crippling an important facet of our program and TMC. Activity classes in the arts, in general, are being hurt system-wide. UC and CSU have become more restrictive in the courses they will accept for the Arts General Education Requirements, eliminating course that are primarily activity, as opposed to lecture. With the emphasis on moving students through more efficiently, it becomes difficult for students to include a studio art course in their schedule. These are challenges we are prepared to address in the following ways:

ACTION PLANS

- Participate as leaders in the Arts Task Force to mobilize college-wide support of the Art Studio and Art History programs
- Persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing
- Initiate an active marketing plan to increase awareness of the presence and quality of the art program, and the excellence of the art gallery
- Re-brand the Art Program by creating an Arts Honors Certificate, which raises the profile of all the arts at Cañada, and draws students from other colleges
- Work with the counselors to clarify and strengthen the message to students about the value of art classes for their education and careers
- Research ways to comply with state guidelines for our Art Studio classes to articulate for GE credit
- Research Museum Studies programs in the Bay Area to see how we can help meet the growing demand for a museum work force
- Attend the 2017 College Art Association Conference in New York to research new trends in pedagogy and scholarship
- Improve the space and facilities of the photography and art studio classes to improve instruction

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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Response Detail

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Narrative

Communication is fundamental to all human endeavors. The study of communication examines the ways humans use communication to shape identity and ideas. Graduates of this major will transfer with both an understanding of key communication theories as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

CORE REQUIREMENTS: 9 UNITS

Public Speaking (3 Credits in COMM 110)

Intercultural Communication (3 Credits in COMM 150)

Introduction to Communication Studies (3 Credits in COMM 180)

SELECTIVE REQUIREMENTS: 9 UNITS

Selective Units: Group A: 6 Units

6 Credits in COMM 127 or 130 or 140

Selective Units: Group B: 3 Units

3 Credits in ANTH 110 or ENGL 110 or PSYC 100 or SOCI 100

The COMM department offers all six courses within one academic year, with three of those courses being offered in the summer (two core, one selective): COMM 110, COMM 130 and COMM 150. The three other courses, COMM 127, COMM 140 and COMM 180 are offered once a year, with COMM 127 typically offered in the Fall and two others every Spring. And honors dual-CRN option of COMM 110 is offered both Fall and Spring in which 8-12 students participate in per semester, making it the highest enrolled honors dual-CRN course at Cañada. The consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year. As of Spring 2014, COMM 150 has been offered face-to-face and fully online throughout the academic year, including summer session, and is the only online non-oral communication course offered in the district. In the Spring of 2014, Cañada was 1 of 3 campus 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).

A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace. One of the strengths of the Communication Studies department is its strong enrollment numbers. The program's census headcount has steadily increased from Fall 2011 to Spring 2015. In the 2011/12 academic year the headcount was 621 and in 2014/15 it was 968, a 56 percent increase over four academic years. There was also an increase of 12 additional sections being offered in the department over the same period of time. Additionally, the total number of full time equivalent students enrolled at first census (or FTES) has increased from 63.38 in 2011/12 to 97.67 in 2014/15, a 54 percent increase. As for load, all COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2011, the department load was high, exceeding 500 with the exception of the 2013/14 academic year, which was at 493.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

ECON enrollments are essentially flat. This is probably a function of the strengthening California economy. I anticipate this trend to continue as the economy further improves. This trend, along with TMC implementation will continue to limit new course offerings in economics. On a positive note, the algebra requirement is now in place and did not appear to negatively impact enrollments as was feared. In a reversal of a few years ago, students seem to be taking fewer late afternoon classes. Student rates of success and retention are somewhat lower than The College's "institutional goals." Economics confirmed the most AS degrees of any of the social sciences in the most recent data.

0 Executive Summary

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Response Detail

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Narrative

Our program's strengths are in the breadth of courses we offer: stand-alone; integrated and accelerated; evening and daytime; online, hybrid and face-to-face; electives such as literature, creative writing and film; and learning communities such as Puente. We have also integrated student support services into all levels. At the developmental level this includes engaging our students with retention specialists, basic skills counselors, and financial aid officers to support student success. At all levels this also includes developing a faculty-led tutor training program as well as the development of a new writing center for writing across the curriculum. Our focus on the course evaluation process within department meetings has allowed us clarify standards and expectations for all of our courses.

The opportunities for our program also present challenges. We have more opportunities than we can take advantage of with our current staffing. The implementation of the Puente program at Cañada has been a great success, and we could probably offer more than one section of it in the near future. We also have a COLTS learning community for athletes with English and Communication courses which we have been unable to fully implement and develop. The development of Blacademia and MILESTONES to serve our African American students is also a priority, but one that we have not been able to fully focus on. Changes at the institutional level also present us with new opportunities and challenges. Using multiple measures has increased the percentage of students placing into English 100, but many of these students need additional support from faculty and tutors. The increase in the number of integrated and accelerated courses also requires faculty with the credentials and course load availability (the courses are 5 and 7 units). The development of the Writing Center allows for better communication between English faculty and tutors, but this is difficult to do at our current staffing levels.

Our action plans are to evaluate the integrated and accelerated courses, continue to build the Writing Center and continue to implement faculty-led tutor training, purchase document cameras for the classrooms we teach in, offer 3 units of release time for department coordination, and to hire another full time faculty member.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

Strengths:

Transition rate from off-campus courses to on-campus courses ranges from 81% to 86% for the past two years.

Strong community collaborations

Strong interdisciplinary collaborations

Clear pathways from off-campus to on-campus to transfer level/certificate/degrees

Opportunities:

New partnerships in the community (La Costa Adult School and Puente de la Costa Sur)

Faculty inquiry projects through ACES Committee

ACCEL collaborations across the county with new stakeholders such as County of San Mateo and community-based organizations

Expanded and streamlined ePortfolio use

Challenges:

Rising cost of living for our students

Lack of permanent funding for ESL Coordinator and ESL Retention Specialist

High turnover in community partners, creating a lack of stability and continuity

Need for support services at off-campus sites, including a permanent ESL/Basic Skills Counselor for ESL students who visits off-campus sites

Transportation to campus for ESL students in North Fair Oaks, East Palo Alto, Half Moon Bay, and Pescadero

Childcare/babysitting for both day and evening students with children of all ages

Exorbitant textbook costs

Action Plans:

Advocate to move the ESL Coordinator, ESL Retention Specialist, and a permanent ESL/Basic Skills Counselor to Fund One. The ACES Committee has provided effective professional development using equity funds and the ESL faculty will continue to participate. However, week-long professional development sessions during the summer would provide much-needed in-depth learning on topics such as Data Dashboard, Canvas, Classroom Applications for Google Apps, and Teaching Men of Color.

Continue our updated and improved Careers and Majors for ESL students with different foci. In Fall 2015 we collaborated with STEM. In Spring 2016 we are collaborating with CTE. We plan to begin discussions this semester with College for Working Adults (CWA) for Fall 2016.

Work with faculty and Deans to investigate the possibilities of ESL Learning Communities in the areas of Business, including Accounting, International Business, and the Entrepreneur Center.

Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and careers.

The department wants to expand the use of ePortfolios to ESL Level II courses and possibly lower levels. Additionally, we are discussing streamlining the use of ePortfolios by linking the ESL template to the college template.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

Strengths:

The History department 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.

We offer our students lots of choice and flexibility (face-to-face, DE, hybrid, day, evening, CWA and Honors).

History students receive supplemental academic support, including skills-based workshops in reading the textbook, writing in-class essay exams and book reviews.

Collaboration among the nine disciplines that make up the Social Sciences also adds strength to our department: history students have been awarded scholarships, as well as participated in brown bags, the TOIs speakers' series and transfer workshops.

Our participation in the Latin American and Latino/a Studies program provides additional opportunities for students, including at least one field trip each year.

The data suggests that our department is efficient and productive (with load and fill rates above the college average), and our students are successful (with success and retention rates on a par with the college targets).

Our students are increasingly racially and ethnically diverse, and African American students are significantly more likely to succeed in our classes in 2014/15 (65%) than they were five years ago (52%).

Challenges:

Declining enrollment in some key daytime sections and subsequent class cancellations have impacted negatively on our ability to offer a full range of core courses and electives.

We feel that our program, along with the other social sciences and humanities need to be better integrated into college-wide outreach and promotion.

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.

Some students are still more likely to succeed in our classes than others (eg even though African American students are much more successful than in the past, they are still less likely to be successful than white students).

Plans:

Participate in the new GE Pathways initiative (Fall 2016) will offer our students and department even more opportunities for deep learning and faculty collaboration in support of transfer.

Revise course outlines as needed to include supplemental readings beyond the textbook for articulation to the UCs.

Review courses and curriculum that address Asian, Asian American and Pacific Islander experiences in order to ensure culturally relevant courses that respond to changing demographics.

Discuss the needs of English Language Learners in our classes.

As part of the Social Sciences, work closely with our Promotion, Outreach and Marketing team to do a better job promoting our courses, degree and certificate programs, and unique opportunities for students (scholarship, hub, etc.)

Continue to assess Distance Education, scheduling, course rotations, honors, and day / evening courses in order to maximize accessibility and success for our students. Discuss the possibility of offering more hybrid classes. Discuss the increased number of evening students and ascertain if any changes are needed.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

Cañada College KAD department provides our community with a education centered environment that promotes lifetime learning. Our department works to ensure that all students, and especially those from diverse backgrounds, have the opportunity to achieve their educational goals. As a department we are primarily focused on serving students, improving our facilities and course offerings, and finally working to ensure a positive and student centered direction for our department.

We serve all students campus wide with a variety of offerings for all skills and abilities. These offerings for many of our students are their first experiences with physical activity environments, and reinforce the importance of life long participation and well being. These opportunities develop long term relationships between Cañada College and the community by promoting health and well-being. The Kinesiology degree continues to be one of the more popular degrees for both educational and workforce environments.

Athletics in particular adds to the liberal arts education with opportunity to involve students in a number of ways. Traditionally, the disproportionately impacted students, particularly men of color, succeed at higher rates due to athletics and its wrap around coverage. In addition to this, our student athlete population has historically higher transfer rates than the general population. The new Cañada Building 1 provides the opportunity for outstanding student interaction and instruction. This project can be a tremendous asset the KAD department as it serves as the hub for student educational opportunities and access surrounding Kinesiology, Dance, and Athletics. This state-of-the-art Physical Activity Instructional center will serve our students as a part of our educational environment.

With impending displacement of facilities, course offerings, and instructors, we seek integral participation in the planning of Building 1 build and swing space organization. As the department that utilizes the space on a daily basis, our input provides critical information for efficient use of limited swing space, appropriate placement of displaced staff and classroom locations, and the optimal development of a building that serves both the community and our students. Such elements maintain continuity of service to the students during a period of change and disruption.

With the exciting changes coming to our department the future direction becomes very important. We would like to continue to raise our level of service to our campus community and students. As a department we have recognized a need to offer and commit to adding course offerings that are designed for the general student population, not just our student athletes. Moreover to continue to progress and develop our athletic department it is important that we meet industry standards in athletic operations and support. Things like appropriate number of athletic trainers on site, the addition of an equipment manager, and the addition of a Sports information director will keep our department up to date. With the addition of these specific support personnel/services we will be able to support our programs and students effectively and inline with our college's mission.

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0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

The strength of the Latin American and Latino/a Studies (LALS) Program is its curriculum, dedicated faculty and engaged students. Five different departments, English, Spanish, History, Political Science, and Music Departments, offer rich curriculum about the history, culture and social issues of Latinos/as residing in Latin America and the United States. Faculty from these different departments have taken the opportunity to collaborate in the scheduled rotation of the LALS courses and the coordination of field trips off campus. Students enrolled in our classes have especially taken the opportunity to be exposed to Latin American and Latino/a arts and culture by attending field trips to museums, plays and music events. The challenges have been to secure our courses from cancellations due to enrollment that is below 20, and also to maintain and grow the program due to low enrollment and the fact that it is interdisciplinary, with faculty donating their time and efforts on top of their other responsibilities. Our action plans include continuing the promotion of this program on campus and during field trips, encouraging LALS students to use some of the LALS courses to also earn the Spanish Degree and/or Bilingual Certificate in hopes of making all of these programs more attractive, and informing more students of usefulness of these degrees in communities and fields where they will work and live with people of Latino heritage and Spanish language.

0 Executive Summary

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Response Types: All Responses Types

Response Detail

Response Status: In Progress

Percent Complete: 0 %

Narrative

The Cañada College Learning Center strives to provide energetic, competent and friendly academic and related support to all Canada students. The Learning Center is home to a variety of academic support services that includes tutoring, embedded tutoring, modified supplemental instruction, retention services, peer mentor services, writing support, test proctoring, workshops, transfer assistance, college application help, personal statement help, Learning Center courses, technology orientations, general orientations, proactive registration service, STEM tutoring and support, support for "Dreamer" and AB540 students, as well as a host of technology and textbook supports.

The Learning Center supports the students through the following programs:

- Math/Word/Physics Jams
- Colts Academies 1,2 3
- Expanded Peer Mentor programs/activities
- Structured LC/Technology orientations for Basic Skills Students
- Proactive Retention Support
- Proactive Registration (in collaboration with Admissions, Counseling, Financial Aid, Peer Mentors, and Tutors)
- Tutoring/Embedded Tutoring/EPIC
- Textbook Learners Collection (TLC) in collaboration with the Library
- Expanded Transfer Services (in collaboration with the Transfer Center)

The following programs are currently being planned to expand the support offerings housed in the Learning Center:

- Writing Center (in collaboration with faculty in the English Department and Social Sciences)
- Dreamer Center (in collaboration with the Library and Counseling Department)

We are continuing conversations to strengthen our tutoring and embedded tutoring supports as well as our developing subject matter workshops and mini-workshop offerings. We are continually working to improve our online presence through expanded use of social media and other methods to promote and inform and engage the college community.

The Learning Center staff approaches our work with enthusiasm, passion, professionalism and creativity. Our students are at the center of all that we do and we welcome collaboration with faculty and administrators to join us as we strive to meet the needs of our students.

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The library has strongly supported Basic Skills and ESL students through pre-scheduled orientations and the LIBR 100 sections connected to ESL 400 as a Learning Community. Due to demand, we added an additional section of LIBR 100 for fall and spring. We've grown our reserves collection and have recently started a semester length textbook loan program with the support of Equity funds. As of February 2016, only a month in, 51 students have benefited from this program in the form of textbook support, graphing calculators, and laptops. We have also increased our print collection which included updating our ESL collection.

Through a grant we received from the Institute of Museum and Library Services we were able to expand our outreach efforts to collaborate with our community and support on and off campus students. Through this grant students gained professional development opportunities and were able to experience hands-on workshops. However, in order to maintain these relationships with our community partners and opportunities for students we would need additional staffing.

The library has expanded our electronic resources, and grown usage of these resources, through marketing and instruction. Still, there are many resources and services that could benefit students and faculty which are not explored further because of insufficient staffing and expertise. Maintenance, evaluation, and acquisition of electronic resources and services is complex and time consuming. Overall, an additional full-time librarian could help the campus stay abreast of new types of resources and provide additional outreach and instruction.

We are planning on expanding our instruction and outreach efforts for the 2016/17 Academic year. We will start a fourth section of LIBR 100, schedule workshops on plagiarism and evaluating information, reach out to the community, and organized campus-wide outreach events for fall and spring. To better measure our library's impact on student success, we will use various methods of assessment, such as surveys, focus groups, and quantitative data.

0 Executive Summary

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Narrative

Certainly the biggest problem faced by the music program is enrollment trends. This program review process has led me to reflect that there are two trends at work here. One is a general downward trend, and the other trend is the very erratic nature of enrollment in music classes frustrate any planning measures to try to counteract the first trend. It is hoped that release time an arts program coordinator will create some positive movement toward a more cohesive arts program in general and that will benefit the music program. There are few initiatives outlined in this program review document as the Arts Task Force will be launched in Spring 2016, and that will be the major planning effort for music and the fine and performing arts this year. Rather than just being the opinion of one or two people, this will reflect a broad campus-wide consensus of how to move forward and support the arts at Cañada.

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0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

This report remains partial and incomplete as there is currently no full-time faculty in philosophy at Cañada College. The department is in transition as long time faculty Frank Young has retired. The college is currently in the process of looking for a replacement. The replacement hiring process, however, will not be completed until the end of the spring semester delaying the completion of the program review among other things.

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

The undergraduate major in Political Science aims to provide understanding of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between national 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, and the student preparing for specialized roles in political and public organizations. In order to be in compliance with the AA-T (ADT) all Course Outline of Records are up to date and articulated with the CSUs and UCs as well as the Political Science emphases have been removed: 1. Pre-Law and 2. Public Administration and Service. However, the Political Science faculty is working with other CSU faculty to consider the establishment of an Area of Emphasis (AOE) Transfer Model Curriculum (TMC) in what has been given the working title of "Law and Public Policy" in compliance with SB 1440.

Moreover, this Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students. Completed through the redesign of the major with emphases that are aligned with our major transfer universities (AA-T and ADT).

Fortunately, the Political Science Department is part of the Social Sciences Division, which benefits from the support of a coordinator.

0 Executive Summary

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Response Detail

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Narrative

The psychology program serves the community by providing opportunities for student success through in class, online, and hybrid, evening and weekend 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. Consistent 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 continues to exceed the college average and fill rates have exceeded the college average by more than 10% in 2014/2015

Despite these strengths, there are some challenges. First, despite a recent new full-time hire in 2013, staffing of classes has been a challenge as the program unexpectedly lost one of the two full time faculty due to re-assignment. Further, even though we had begun to expand our department, with the loss of one faculty member we had to cut down on the number and variety of courses offered each semester. This 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 negatively impacted the ability to meet the goal set forth in the prior annual plan to increase the variety of courses offered each semester as well as the number of sections. Second, most of the teaching and virtually all nonteaching activities are administered by one person. 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 course as well as outside the classroom through assistance in obtaining internships, encouraging them to participate in existing groups on campus and in providing direction in establishing and advising a new psychology club on campus.

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Cycle: Instructional Program Review 2016-17

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0 Executive Summary

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Response Detail

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Narrative

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 self 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 juniors.

The sociology department remains a productive, efficient, and growing department within the Humanities and Social Sciences division. Overall, headcounts are up and efficiency measures remain one of the highest within the division. 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, online, and hybrid courses. Furthermore, students are graduating and transferring to local institutions. In 2015, 28.9% of all AA degrees awarded at Cañada College were in Interdisciplinary Studies with an Emphasis in Social and Behavioral Sciences. Last semester 9 students transferred majoring in sociology to the UC and CSU systems which constituted 17.3% of all the AA-T degrees awarded at the college.

Despite these positive results and trends, there are some challenges and opportunities. First, the sociology department has only one full-time faculty. Most of the teaching and virtually all non-teaching activities are administered by one person. Second, a somewhat limited number of sociology classes are offered each year. For example, this past semester, though more sections of Introduction to Sociology were offered, no other course was offered more than once. These limitations are a challenge to students wanting to quickly complete their degrees and transfer. Yet, many students are choosing sociology as a major and working towards graduation. Faculty morale is strong and the support of the division dean is greatly appreciated. In many ways, the sociology department should continue to grow and remain a productive department at Cañada College.

0 Executive Summary

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Narrative

The Spanish Department has been busy updating curriculum, obtaining C-ID approval for its courses, submitting and getting approval for a Spanish AA-T, promoting courses and programs, collaborating with faculty in the interdisciplinary LALS program, complying with SLOAC requirements and obtaining good results in assessments, to name a few. The department has a hard-working faculty who work well with each other as well as inter-disciplinarily. However, it is very difficult for the department to do all that it is required to do with the current level of staffing (only one full-time professor of Spanish), and adjunct faculty often collaborate beyond their teaching duties and without compensation.

0 Executive Summary

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Response Detail

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Narrative

Strengths

The Theatre Arts Department provides quality education to a diverse population. We serve transfer students, general education students, those seeking an introduction or a furthering of their skills, as well as students in related programs (such as Dance and Digital Art and Animation) needing the fine arts skills and knowledge that we provide.

The Theatre Arts Department produces one show a semester, offering hands-on experience for those interested in a career in theatre arts, live entertainment, and studio production, as well as students interested in developing their skills in public speaking, interpersonal communication, teamwork and leadership skills. Students working the technical aspects of the production are offered the opportunity to learn stage, light and sound design, as well as stage management and other technical skills related to the entertainment industry.

Much energy, thought, and time is put into these shows to make them as professional as possible. Students are encouraged to hold themselves to a high standard and to develop professional attitudes, habits and discipline, as well as to engage in hands-on creative problem solving.

The Introduction to Theatre (live and online) and the Acting I courses are approved for GE/IGETC, and enrollment in those courses are consistently strong.

Opportunities

The Theatre Arts Department and the Fine and Performing Arts Task Force is currently working with the Marketing, Communications, and Public Relations Department in an effort to attract more students to its classes and more audience members to its shows. We are excited about the opportunities we now have to reach out to the students and to the community with the message that we are doing great work here, we have a lot to offer, and there are many excellent reasons to come join us.

Challenges

The period of lower enrollments in the college has also seen a drop in Theatre Arts enrollments, with courses being cancelled or not offered, such as Technical Theatre (a core in the Theatre Arts AA and TMA), Acting II, Play Development Lab, and Script Analysis. This results in a restriction of offerings, which affects students' ability to earn their AA or TMA. Furthermore, with the emphasis on moving students through more efficiently, it becomes difficult for students to include a non-GE/IGETC Theatre Arts course in their schedule.

The Theatre Arts Department has also experienced some pressure around DRAM 300. With the need to make this class as large as possible, the Department can no longer audition students, but must instead offer a role to whoever enrolls (as most students will not stay enrolled in the course if their interest is in acting, but they are offered a technical or support position instead). This makes planning (especially selecting a play in advance), rehearsing, and producing the shows much more challenging. In addition there are a number of challenges in producing large-cast shows with a student population that often works, has transportation challenges, and/or childcare needs, and are often under pressure to earn their AA as quickly as possible.

ACTION PLANS

Participate as leaders in the Arts Task Force to mobilize college-wide support of the Theatre Arts program

Persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing

Initiate an active marketing plan to increase awareness of the presence and quality of the Theatre Arts program, and the excellence of its productions

Participate in the Arts Honors Certificate, which raises the profile of all the arts at Cañada, and draws students from other colleges

Work with the counselors to clarify and strengthen the message to students about the value of art classes for their education and careers

Research ways to comply with state guidelines for our Theatre Arts selective classes to articulate for GE credit

Create internships with local and SF theatre companies to offer students a pathway to a career in the performing arts

Develop a Certificate in Dramatic Writing by offering classes in Playwriting, Screenwriting, and Writing for Television; Complete UCLA's Professional Program in Writing for Television in preparation for the development of this certificate.

0 Executive Summary

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Narrative

Program Overview:

The College for Working Adults (CWA) is a transfer pathway program designed for evening and weekend students. The CWA pathway allows students to complete up to three Associate Degrees and transfer within three years. We offer the following degrees: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities.

Core components of the CWA program:

Transfer Pathway: The CWA offers a clearly defined pathway to degree completion for all students. Our pathway is a comprehensive package of courses that fulfill GE, major, and transfer requirements.

Convenient Block Scheduling: CWA courses are offered on Tuesday and Thursday evenings, select Saturdays, and online. By offering most of our courses in web-assisted format, we can reduce classroom time and provide a convenient and consistent schedule.

Cohort Learning Communities: Students enter the program in a cohort and take most of their classes together. The cohort model provides a welcoming and supportive environment for nontraditional students, many of whom are returning to school after long absences.

Wraparound Support Services: Our designated counselor meets with students every semester to review and update educational plans. Program faculty and staff hold monthly meetings and collaborate to monitor student progress. The CWA Instructional Aide provides students with access to evening tutoring and academic support.

Strengths and Achievements:

District Innovation Fund Award: In Spring 2016 the CWA was awarded the District Innovation Grant. Out of 16 proposals, CWA was one of two Cañada programs to receive the funding award for 2016-2017.

Enrollment Growth: The CWA has experienced sustained growth and enrollment in the program remains strong. Our program currently serves more than 300 students. In the 2015-2016 academic year, 129 new students enrolled in the program.

Successful Outcomes: CWA students' retention and success rates exceed the college's overall rates. For 2015-2016, the success rate for CWA students was 76%, compared to 71% college-wide. For 2015-2016, the retention rate for CWA students was 87%, compared to 84% college-wide. The CWA program has a successful record of degree completion. Thus far, we have the following program completion data:

Spring/Summer 2014 graduates: 11 students

Spring/Summer 2015 graduates: 25 students

Spring/Summer 2016 graduates: 43 students

New "Brown Bag Dinner" Programming: With funding from the Vending Commission, we were able to launch a new weekly event open to ALL students. Every Thursday evening from 7:00 – 8:00 PM we hosted "Brown Bag Dinners," offering students a space to relax and eat dinner between classes; we provided snacks and drinks. We partnered with ASCC to bring student life activities to evening students, as well as the opportunity to get student ID cards (not normally available to evening students). According to 23 anonymous feedback forms received during Spring 2016, about 40% of the participants were not CWA students (CWA=13, Non=10). The following student comments illustrate the success of Brown Bag Dinners:

"Amazing to get to know others from CWA"

"Love this... helps me get through class not on an empty stomach"

"This time is perfect to help re-energize and prepare for the last class of the night"

"Excellent idea to have the CWA students network and have a place to enjoy socializing and sharing"

On May 11, 2016 CWA staff presented a report to the SMCCD Board of Trustees. They were accompanied by three CWA graduates (Siosua Vea, Sandra Pethan and Linda Barghi) who shared their personal stories and testified to the transformative power of the program. After the presentation, Trustee Mohr reflected that "the [CWA] program is a model for how the values of the District are being fulfilled."

CWA Coordinator Kristen Parks and CWA Counselor Chris Rico represented Cañada College at the RP Group's Strengthening Student Success Conference in Garden Grove, California (October 6, 2016). Their presentation, entitled "Building an Effective Transfer Pathway for Nontraditional Students," highlighted the successes of the CWA program.

Challenges:

As our program grows, we have struggled to maintain updated student records that are accessible to program staff in different roles--faculty, staff and counseling. We are looking for a case management tool that will allow CWA staff members to access and update student files in real time. Ideally, we will be able to replace paper files with electronic records.

Success rates in CWA Math and English courses are significantly lower than success rates in other CWA courses. Math and English skills are essential for transfer-level coursework. Many CWA students completed the equivalent of ENGL 100 many years ago and are not eligible to repeat the course. For this reason, a significant number of our students feel underprepared when entering ENGL 110.

Although we now have a part-time instructional aide for English and Social Sciences, we have been unable to find an instructional aide for Math and Science. Finding Statistics tutors with evening availability has been a perennial challenge. We have requested embedded peer tutors from the EPIC program for the past couple years with no success. We are exploring the possibility of partnering with the Learning Center to hire a Math instructional aide to support CWA students.

We struggle to engage our instructors, many of whom are adjuncts. Reviewing the minutes of CWA faculty meetings for 2015-2016, we found that one-third of our instructors never attended a meeting and that none of the meetings were attended by more than half of our instructors. Without faculty involvement the CWA cannot provide early intervention for at-risk students. It is imperative that we rethink faculty engagement beyond meetings.

?Action Plan:

Our planning builds on the successful work of the CWA program over the past five years. We focus on four goals for the CWA program: to improve student outcomes, increase faculty engagement, improve record keeping, and strengthen community partnerships.

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Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types

0 Executive Summary

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Response Detail

No Response Information to Display

Narrative

The primary purpose of the Enhanced Learning and Instruction through Technology Education Program (ELITE) is to improve students' learning experience at Cañada College by supporting and training faculty who want innovative support for helping students learn. The ELITE Program has the opportunity to meet the needs of online, hybrid and face-to-face faculty who have been without a robust and consistent instructional technology support system. At its start, the ELITE Program will house Allison Hughes, Instructional Technologist, Lezlee Ware, Faculty Distance Education Coordinator, and Jessica Kaven, Faculty Assessment Coordinator. By bringing these three positions together, the ELITE Program will create an opportunity for distance education, assessment, and instructional technology to collaborate and coordinate faculty support efforts, resources, and reporting. This collaboration has the potential to streamline faculty support as it relates to various aspects of accreditation, which will in turn free up faculty to provide high-quality instruction to Cañada's students.

Ongoing challenges that the ELITE Program will encounter are a lack of faculty buy-in, no budget for staffing or equipment to expand training, resources, and service offerings, and the need to build this support system from the ground up as the Center for Innovation and Excellence in Teaching and Learning (CIETL) has been defunded since 2015 and the Instructional Technologist position has never been filled at Cañada before October 2016. From these challenges, the ELITE Program has the opportunity to create a place on campus that is tailored to meet the needs of Cañada faculty, staff, and students. To increase buy-in across campus, the ELITE Program has requested the re-opening of CIETL with a faculty reassign time request that was submitted in January 2017 for a .4 FTE CIETL Faculty Coordinator. Many faculty look forward to CIETL's return as a hub for colleagues to come together during busy semesters to collaborate with one another in a consistent manner through trainings, workshops, and thematic discussions. A staffing and equipment budget would give the ELITE Program the opportunity to provide faculty with ongoing training needed throughout the academic year. An increase in ELITE staff would result in more training opportunities throughout the semester, as well as, more robust services for faculty, such as, transcribing and captioning services for recordings, accessibility formatting, and student support resources. The ELITE Program also plans to replace the STOT I & II Trainings with updated Canvas and Online Teaching trainings, which meet the needs of Cañada faculty who are new to teaching online and those who have taught online for many years.

The following are the ELITE Program's action plans:

Summer & Fall 2017 100% Canvas Launch Campaign: This campaign will consist of assisting faculty with backing up their WebAccess course content before our Moodle contract ends, getting Summer 2017 faculty ready to teach on Canvas, and training new and existing online, hybrid, and face-to-face faculty on how to make courses student-centered and accessible in Canvas.

OEI Rubric Implementation: The OEI Rubric will soon become a District standard and the ELITE Program will begin to introduce the Rubric to faculty in the Spring, Summer, and Fall of 2017. Faculty will be invited to use the rubric to complete self-assessments of their courses and provide feedback on the Rubric and how it will best be utilized in the future. ELITE Program staff will train faculty on the rubric, manage self and peer assessments and track faculty progress in the course evaluation process.

Distance Education Expansion: The Cañada Administration is looking to expand distance education. The ELITE Program will outline and move forward with a campaign to make this happen. This will also include getting every course a Canvas course shell where students can access course materials any time and getting faculty who use third-party publisher materials to begin using the District LMS in order to protect student data and streamline course access for students with accessibility at its core. The expansion of DE will also include the enhancement of existing DE courses. ELITE Program staff will create and offer DE trainings for new and returning DE staff, identify departments/programs on campus that could add DE sections and work with the Marketing department to drive up enrollments in DE courses.

Canvas-Assessment Integration Pilot: There are features available in Canvas that may make collecting assessment data simpler for faculty. The ELITE Program will pilot these features in the Summer of 2017 and collect faculty feedback on how these tools can be implemented and utilized.

Bring TracDat SLO Results Up-to-Date: The ELITE Program has already begun the work of getting assessment data in TracDat up-to-date. This process will continue and move on to include getting the most out of TracDat that we can and improving ease-of-use for faculty. The ELITE Program will also offer TracDat trainings for faculty new hires and regular TracDat support in direct relationship to accreditation standards.

Assessment Reporting (Accreditation & Program Review): The ELITE Program has begun working with the Dean of Planning, Research and Institutional Effectiveness to create a reporting plan that will keep the college up-to-date with SLO Results in TracDat, Program Review data packets, and Accreditation data packets. This work is ongoing and will need to be kept up-to-date each semester to stay in line with Accreditation standards.

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