



College of Alameda

2020-21 Program Review Template – Adult Ed

Program Overview

Please provide your program’s mission statement.

The mission of the Adult Transitions Department at the College of Alameda is to collaborate with Adult Schools and Community Based Organizations to enable adults (18+) to advance education, obtain employment, and improve wages.

List your program staff including full-time and part-time faculty, classified staff, and other categories of employment.

Paula Armstead, Associate Dean of Educational Success
 Kawanna Rollins, Project Manager, Adult Transitions Liaison

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to: [Alignment of Goals](#)

If no program goals exist or if this is your first program review, create 2-3 goals and align them with a College or District goal.

| | |
|---|--|
| Program Goal | Strengthen Adult Education Transitions Program with a particular focus on re-entry adults. |
| Status: In-Progress or Complete? | In progress |
| Which college or district goal is aligned with your program goal? | Increase Educational and Community Partnerships; Advance Student Access, Equity, and Success |

| | |
|---|--|
| Program Goal | Increase the number of concurrent enrollment students from adult schools. |
| Status: In-Progress or Complete? | In progress |
| Which college or district goal is aligned with your program goal? | Advance COA Teaching and Learning; Advance Student Access, Equity, and Success |

| | |
|---|--|
| Program Goal | |
| Status: In-Progress or Complete? | |
| Which college or district goal is aligned with your program goal? | |

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

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|--|
| <p>The essential functions of the department that aligns with the college mission are:</p> <ul style="list-style-type: none"> - That we are responsible for providing a smooth transition for students from adult schools, local community-based organizations, and re-entry clients to academic programs and services at College of Alameda. - We work with other departments such as Welcome Center, EOPS, Financial Aid, DSPS, Counseling, to provide adult students additional support as they enroll in services to help them be successful. - Works to demystify fear and challenges of the enrollment processes for students, such as asylum pending students, concurrently enrolled students, ESOL students, and others who may feel intimidated by the admissions process. |
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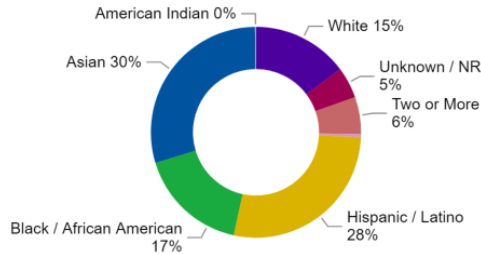
2019-20 Demographic Snapshot

Unduplicated Headcount
10600

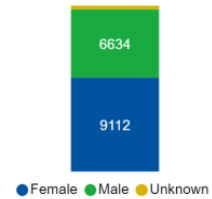
College Enrollment Load



Ethnicity



Gender



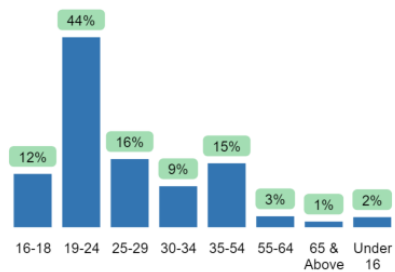
Academic Program Status Percent

| Academic Program Status | Percent |
|-------------------------|-------------|
| Exempt | 34% |
| Matriculating | 56% |
| Special Admit | 10% |
| Total | 100% |

Top 10 Majors at CoA Percent

| Top 10 Majors at CoA | Percent |
|--------------------------------|---------|
| Transfer Studies/General* | 27% |
| Business Administration-TR* | 15% |
| BIOL Biology* | 14% |
| CIS Computer Info Systems* | 8% |
| Liberal Arts/Natural Sciences* | 8% |
| PSYCH Psychology* | 7% |
| PSYCH Psychology-TR* | 7% |
| ADAM Apparel Design & Merchan* | 5% |
| BUS BUSINESS/Accounting* | 5% |
| Transfer Studies/IGETC | 3% |

Age Range



Residency Headcount Percent

| Residency | Headcount | Percent |
|-----------------------|---------------|-------------|
| CA Resident | 9,829 | 93% |
| International | 449 | 4% |
| Out of State Resident | 337 | 3% |
| Total | 10,600 | 100% |

[Demographics dashboard link](#)

Describe how external factors such as the implementation Guided Pathways, AB705, Student Centered Funding Formula, advisory board recommendations, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals?

Guided Pathways, AB705, or the Student-Centered Funding Formula (SCFF)

Our department was not overly impacted to the changes of the implementation of Guided Pathways and SCFF. There were adjustments made for implementation changes due to AB705. Many of our students are concurrently enrolled and attending the adult school or enrolled in non-credit courses which do not require assessment. The biggest change has been with ESOL assessment and guiding students to the new self-guided placement as they took a placement exam in the past. We make sure we provide students with updated information and processes related to assessment.

Advisory board recommendations

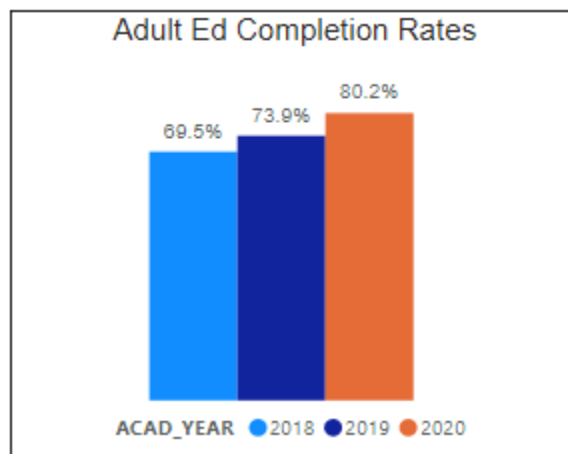
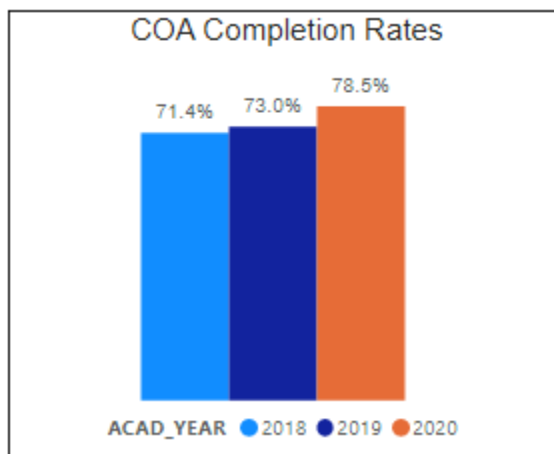
N/A

Impact of COVID-19

The biggest challenge of course to our program this year was the impact of Covid-19. Our program populations consist of adult school students, students from CBO's, and re-entry students. Like the college campus, all of these community sites physically closed and/or changed their standard of operations during the pandemic. We had a significant number of students enrolled in our noncredit courses at partner sites but courses have since been reduced due to covid.

In order to assist students through this time all services remained but are now virtual. Students are still able to meet virtually to receive information and/or assistance with the application or other student service related process. We hosted Smartshops right when the pandemic started for students to support them with the online transition. These sessions included workshops on how to use Canvas, how to use zoom, and log into Peralta and email accounts. Those how-to videos are still available. We participated in the Chromebook lending program for students, assisted the consortium with identifying students who had other technology needs like hot spots. We also conduct zoom presentations for CBO's and organizations for prospective students, and are still able to meet directly with students in a variety of platforms to assist them.

Data Analysis

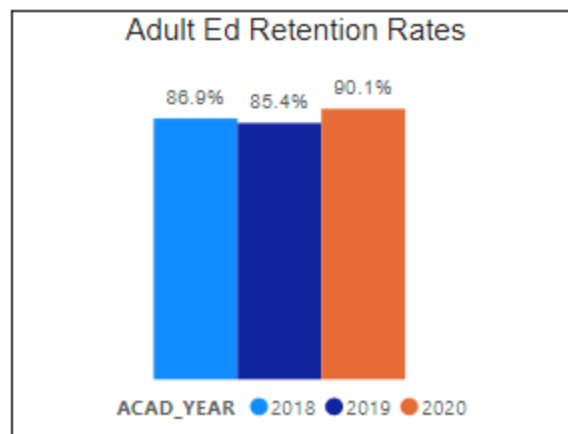
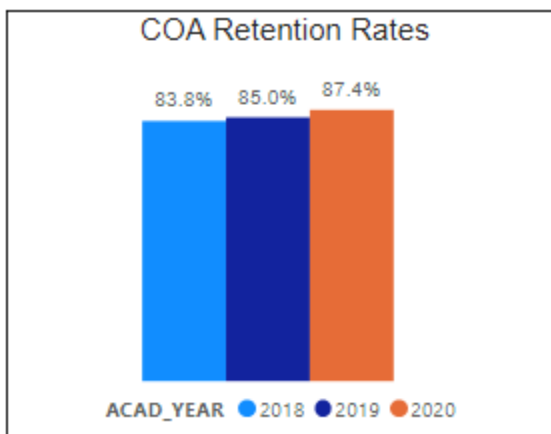


Consider your program's course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

How do the course completion rates for your program or discipline compare to your college's College-Set Standard for course completion of **67%**?

Our course completion rate is 74.53%. This rate is higher than the college set standard. Many of adult education students are enrolled in our ESOL non-credit courses. These are stackable courses and we see that students are indeed completing the sequence and enrolling term to term. Some adult students are also concurrently enrolled at the adult schools and earning high school equivalency and/or GED.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



Our program retention rate is 87.47% slightly higher than the college standard rate. This may attribute to again many of our students enrolling in sequence courses, returning the following term. We also make sure we provide students strong supports so that they continue to persist. For non-credit students this can mean enrolling in a credit program after completion or for an adult school student, continuing their enrolment once high school equivalency and/or a GED is obtained.

Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. In 2019 the Student Service Equity team [analyzed data](#) to identify groups that were disproportionately impacted in access, persistence, transfer rate, completion of transfer level English and Math, and goal completion.

- **Access:** Black or African American male students enroll at disproportionate rates. Additionally, female Black or African American, disabled and LGBTQIA students enroll at disproportionate rates.
- **Persistence:** Female Black or African American, Latinx, foster youth, LGBTQIA and veteran students are persisting at disproportionate rates. Male Black or African American, foster youth

and LGBTQIA students are also persisting at disproportionate rates. The most significant retention equity gap was with male foster youth students.

- **Transfer to a Four-Year Institution:** Female American Indian or Alaska Native, Native Hawaiian or other Pacific Islander and disabled students transferred at disproportionate rates. American Indian or Alaska Native, Black or African American, Filipino, Latinx, disabled, first generation and foster youth males also transferred at disproportionate rates.
- **Complete both Transfer-level Math and English within the first year:** Female foster youth complete both transfer level math and English at disproportionate rates. Additionally, Black or African American, Latinx, disabled, economically disadvantaged, foster youth and LGBTQIA males transfer at disproportionate rates.
- **Vision 2022 Goal Completion:** Asian, Black or African American, Latinx, foster youth, LGBTQIA, and veteran female students complete at disproportionate rates. American Indian or Alaska Native and LGBTQIA male students are also completing at disproportionate rates.

Discuss how your program worked to address these equity gaps since 2019. Incorporate examples of your program data where applicable.

-Access- The Adult Education department provides seamless and individualized services for adult students seeking to enroll at the college. Our job is to make sure that access to our colleges programs and services are easily accessible to our population. We provide application assistance in many forms and also assist students in accessing other department and program services. Our caseload model helps us to maintain that students are indeed transitioning.

-Persistence- Our department encourages students enrolled in non-credit programming to credit programs once completed; we encourage non-credit programming in sequence so students can persist from term to term; referrals to counseling and other support programs like EOPS where students have the opportunity to meet a counselor and create an educational plan.

-Transfer to a Four-Year Institution- We send our students information provided from the Transfer Center on transfer events, college rep visits, dates and deadlines.

-Complete both Transfer level Math and English within the first year- Most of our adult school clients are completing high school/GED requirements while concurrently enrolled at the college. Once completed we have students meet with the counseling department to create an educational plan. For our non-credit students we typically do not see this within the year as they are not yet taking credit courses.

-Vision Goals 2022- Our adult education population consists mostly of students who are disproportionately impacted.

Degrees & Certificates Conferred

For more information on awards: [Degrees & Certificates Dashboard link](#)

Degrees and Certificates

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years?

The Adult Education department can contribute to increasing the number of certificates and degrees awarded by:

- continuing to outreach and promote the colleges programs and services
- increasing concurrent enrollment of adult school students
- encouraging students to complete non-credit certificates and then matriculate to credit programs and earn certificates.

Student Learning Outcomes Assessment

List your program's Student/Service Area Learning Outcomes that have been assessed in 2018-19 and 2019-20?

-The Adult Transitions Department will create a seamless process for students from Adult Schools and Community Based Organizations to matriculate at CoA. Students will become knowledgeable about the enrollment process.

- Students at Adult Schools and Community Based Organizations will be able to identify one to two Peralta programs they are interested in learning more about.

- Current completion rate is 68% overall. Would like to increase to 75%.

- The goal was for 50% of the students to be enrolled from fall to spring (persistence). The outcome is less, 43%. During COVID-19 crisis, Adult Ed Office will work on supporting current students to help them adjust to an online environment.

- Due to the impact of Covid 19, reduction of our ESOL noncredit courses, and loss of our full time Project Manager for Adult Education in January 1, 2021 the service area outcome was to maintain online services for adult education students and retain at least 50% of students from Fall 2020 to Spring 2021.

How has your dept worked together on assessment (planning together)? Include the challenges and the successes. What aspects of assessment work went especially well in your department and what improvements are most needed?

Detail the planning process, examples of collaboration with other depts or faculty members, roles in leadership and how the dept used student satisfaction surveys, college surveys or outcome data to assess.

Our department consists of only two people which makes it both easier as far as ability to meet but harder in terms of capacity. We met weekly in respect to all deliverables of the department. Assessment is part of the planning process throughout the year. The biggest challenge we faced in the past was data. But now we have access to dashboards and ensure that we retrieve any data that will assist us in making projections or decisions.

We have not done any surveys since the department was created in 2016. WE also met regularly with our Adult Education consortium partners and sister campuses. This helps us to identify specific challenges, goals, or ideas specific to Alameda. This helps us in our planning process.

What were the most important things your department learned from assessment? Did implementation of your action plans result in expansion or improvement of your departments service to students? If so, please explain:

What we have learned from current/past assessments is that the adult education program has definitely grown from its infancy and has now served over 400 students. The data also shows that adult education students are completing and persisting above the college rate. We will continue to be intentional about the goals we set which include improved retention, persistence and making sure we align with campus and state initiatives.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Use of retrieving and accessing data has much improved since the last program review cycle. Continuation of collaboration with our research department will continue to ensure that we have the data we need to asses our program. At this time, we have no administrative requests.

Engagement

How has your department has participated in college wide efforts such as committees, presentations, and departmental activities?

We participate in all student service enrollment and outreach activities; attend campus Student Equity and Achievement committee, Student Services weekly meetings, meets with ESOL faculty, and other departments as collaborations arise.

How has your department has engaged in community activities, partnerships and/or collaborations?

Many of our partners are off site so we participate in
-outreach activities facilitated by partners with tabling or presenting information on our program
- attending other community outreach events
- setting up partnerships with CBO’s to host classes off site
- meet with adult schools, CBOs, reentry clients off site to provide enrollment/registration transition services

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Estimated Cost |
|------------------------------|----------------------------------|--------------------------------------|--|-----------------------------|
| Personnel: Classified Staff | | | | |
| Personnel: Student Worker | | | | |
| Personnel: Part Time Faculty | | | | |

| | | | | |
|------------------------------|--|--|--|--|
| | | | | |
| Personnel: Full Time Faculty | | | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|----------------------------------|-----------------------------|
| Professional Development: Department wide PD needed | | |
| Professional Development: Personal/Individual PD needed | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|---|----------------------------------|-----------------------------|
| Supplies: Software | | |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | | |
| Supplies: Non-Instructional Supplies | | |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|----------------------------------|-----------------------------|
| Technology & Equipment: New | | |
| Technology & Equipment: Replacement | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | | |
| Facilities: Labs | | |
| Facilities: Other | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|------------------------------|----------------------------------|-----------------------------|
| Library: Library materials | | |
| Library: Library collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
| Other | | |