

San Francisco Adult Education Consortium Three Year Plan 2022-2025

April 22, 2022

OVERVIEW

- Principles & Process
- Planned Strategies & Activities

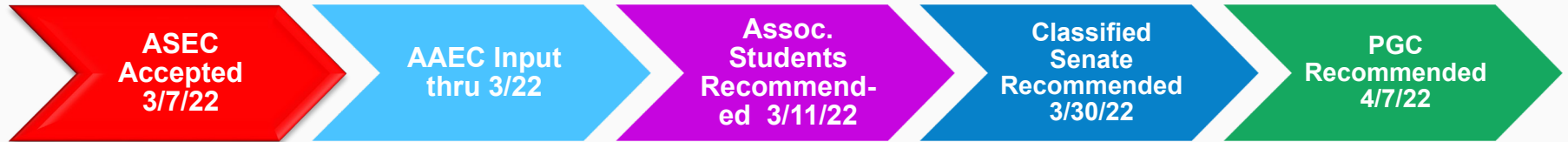
Planning Principles

All SFAEC planning activities were aligned with 5 main planning principles

1. Keep students at the center of the plan
2. Provide opportunities for participation
3. Move the needle on SFAEC's goals
4. Collaborate and build on what is working
5. Balance specificity with flexibility

Planning at CCSF

All formal planning at CCSF is governed by the Roles, Responsibilities, and Processes handbook (RRP), and must move through our Participatory Governance structure.



Planning Activities

Putting principle into practice

Constituency input formed the building blocks of the plan



Focused conversations about student needs with departments and units that serve NC Students

- ESL & EL Civics
- Transitional Studies (HS Completion)
- Noncredit CTE departments (CDEV, Business, Culinary, Construction)
- Library & Learning Resources
- Counseling
- Outreach
- Noncredit A&R
- Office of High School Programs
- ITS
- Office of Online Learning
- Student Activities
- Office of Research & Planning

Guiding questions:

- What unmet Adult Education student needs are you seeing? What is the evidence for that need?
- Do you think this is a departmental issue, or one that is more broadly seen across the college?
- How might we meet that need?
- How would we assess the success of any proposed solution?

A series of sessions open to all college employees, constituency leaders, partners, and students August 2021 - January 2022.

- Educate about AEP and the Consortium
- Share the planning process and timeline
- Invite participation in the planning process
- Discuss previous and ongoing strategies, activities, and outcomes
- Discuss unmet student needs
- Brainstorm ideas
- Identify connections to other college efforts



What we learned:

- Shared understanding of challenges faced by NC students
- Similar ideas of how to address student needs
- Deep dedication to improving the NC student experience and outcomes.

Quantitative and qualitative data analysis to identify service gaps, areas of focus, and opportunities

About Adults living in San Francisco:

- Population
- Ethnicity/Race
- Age
- Gender
- Educational attainment
- Employment status
- Poverty levels and locations
- English language proficiency
- Language spoken at home

About our AE students:

- Numbers enrolled in each program
- Number completing 12+ hrs of instruction
- Ethnicity/Race
- Age
- Gender
- Educational progress and level gains
- Transitions to credit instruction or work

Data sources: CAEP Fact Sheets, Adult Ed Pipeline, SF.gov, Poverty Maps, internal CCSF data, comprehensive program reviews and annual plans, experiences of students and faculty

Jamboard Data Dive sessions with ESL and TRST in collaboration with Research Analysts in November 2021

- CAEP Factsheet and Adult Ed Pipeline
- Departmental data

<https://jamboard.google.com/d/1S67zjdIE0FyfVAkNI93FxdgiYoMtJt89Hn4kx5fKy5A/edit?usp=sharing>

What we learned:

- We can only infer student goals from their course taking behavior
- Many ESL students seem to have goals that do not relate to transitioning to college or career

Our Associated Students Council helped us include noncredit students in forming the plan.

- Presentations about the planning process to Associated Students Executive Council in September and October 2021
- Students formed Noncredit Student Issues Workgroup to assist with planning
- Student listening sessions “What do you need to succeed?” using jamboard – conducted in multiple languages in November 2021
- Regular planning updates to Executive Council in February and March 2022

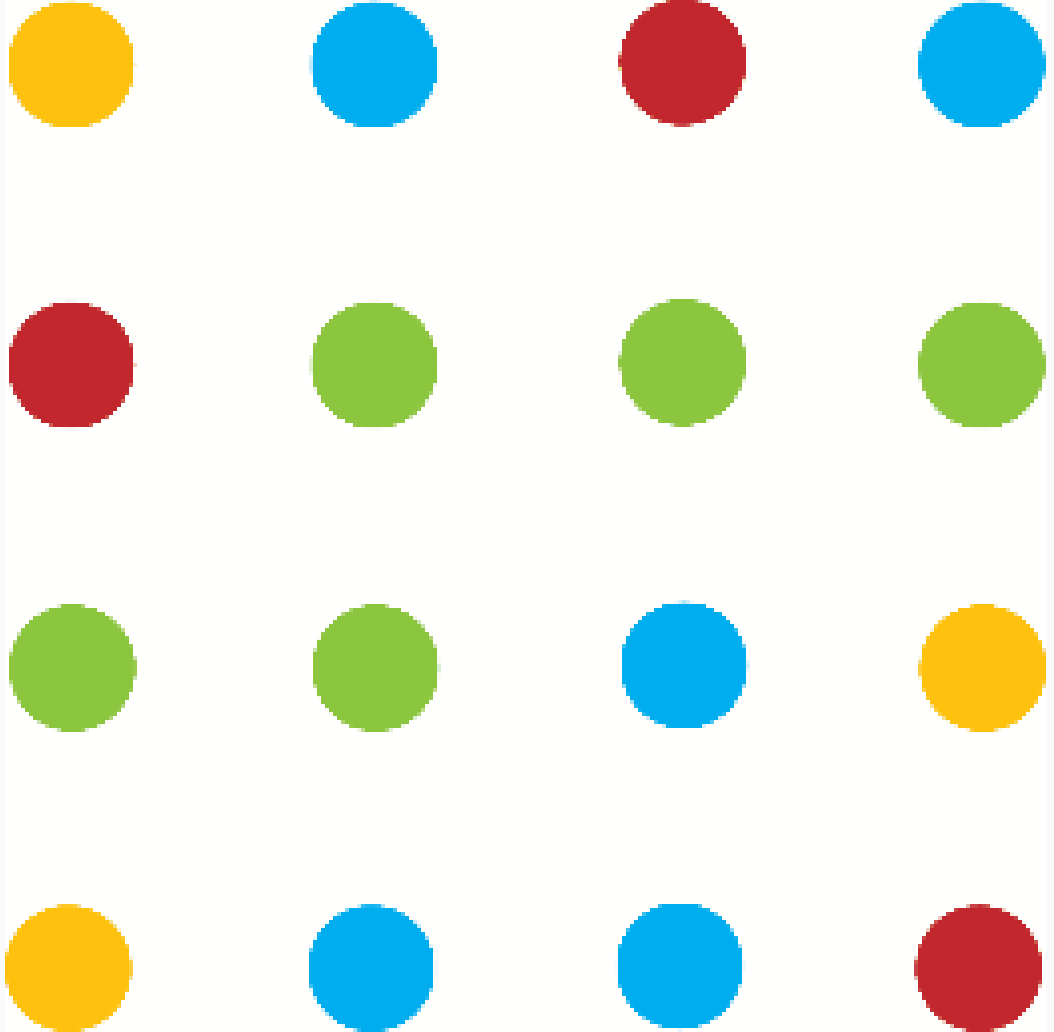


What we heard:

- Academic supports
- Equal access to services
- Socio-emotional supports and Basic Needs assistance
- Access to and help with technology
- Services in their first language

Connecting the Dots

Building the plan around strategies that are calculated to achieve SFAEC's goals, and map to other college plans





Strategies to facilitate Adult Education ***student progress*** toward education and career goals by improving instructional and student support service offerings.

- Clear pathways
- Online and hybrid course options in NC ESL and TRST
- Software that supports learning
- Technology loans
- Learning assistance, tutors, mentors
- Address basic needs
- Professional development

Metrics: Complete 12+ hours of instruction, level & skills gain, program progress

Strategies to increase the number of Adult Education students who *transition to post-secondary education and employment*

- Clear pathways
- Career services
- Dual enrollment and credit recovery
- Short-term vocational training
- Internship opportunities
- Professional development

Metrics: Certificate completion, transition to credit, employment, wage gain





Questions or
Comments?

