

Cañada College  
Committee for Student Equity

Draft Student Equity Plan  
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Contents:

1) Executive Summary	p.1
2) Cañada College Committee for Student Equity & Student Equity Plans	p. 3
3) Programs and Services Focused on Student Access and Success	p.4
4) Review of recommendations of the 2004-2005 Student Equity Plan	p.26
5) Recommended Initiatives	p. 27
6) Goals and Activities	p. 31

Campus Research Appendix:

*Cañada College Student Performance and Equity Dashboard*

1

**Executive Summary**

Cañada College, an Hispanic Serving Institution (HSI) located in Redwood City provides educational opportunities for some 7,000 students. The school provides multiple programs and services to ensure that each of its students has the opportunity to succeed, no matter what their backgrounds and goals may be. This commitment is expressed in its College Mission:

*Cañada College provides our community a learning-centered environment, ensuring students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career and technical, basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.*

This Student Equity Plan of 2012, an update to the previous Student Equity Plan of 2004-2005, is one of many efforts by the college to fulfill its goal of providing quality education for all of its students. This plan will complement the extensive Cañada College Educational Master Plan which was developed within the last year.

This Student Equity Plan is the result of the work of the Cañada College Student

Equity Committee with the support of the campus research office, administrators, campus leaders of programs and services, faculty and students. The plan is to be reviewed on an annual basis by the Committee for Student Equity in consultation with campus governance councils. The plan accords with Title 5, Section 54220.

### **Survey of Programs and Services**

The plan documents 19 Programs and Services for Student Support at Cañada College. These descriptions, written by Program leaders, discuss goals, achievements, needs, next steps, and financial support. The programs discussed here are:

Admissions & Records	Honors
BSI	Learning Center
Beating the Odds	Library
DRC	Marketing
Extended Opportunity Programs and Services	Math Jam
(EOPS)Cooperative Agencies	MESA
Resources for Education (CARE)	Phi Theta Kappa
California Work Opportunity and Responsibility for Kids (CalWORKs)	Psych Services
Former Foster Youth Success Initiative (FFYSI)	TRIO Upward Bound
	Veteran's Resource Center

### **Campus Research**

The Equity Plan's research document, *Cañada College Student Performance and Equity Dashboard*, has been developed and maintained by The Office of Planning, Research and Student Success at Cañada College. The document is formatted with provision for comments from campus groups. The purpose of the documents is to "inform the setting of college priorities and identify opportunities to improve student academic achievement."

#### ***Cañada College Student Performance and Equity Dashboard 2011-2012***

The Equity Dashboard contains detailed information for targeted groups in the following areas:

- a. Course Retention Rates
- b. Student Persistence
- c. First Year Success Rates
- d. Success Rates in Gen Ed Course
- e. Success Rates in CTE Course
- f. Success Rates in Pre-Transfer Courses
- g. Success Rates in ESL Courses
- h. Six Year Degree Completion Rates
- i. Six Year Certificate Completion Rates
- j. Median Time to Degree
- k. Average Number of Units Earned
- l. Basic Skills Placement

### **The Cañada College Committee for Student Equity**

The Cañada College Committee for Student Equity (CSE) was formed in February, 2010, in response to a perceived need to collect and examine data on student success and student equity. The CSE, a joint committee of the Cañada Administration and Faculty Senate, is composed of faculty, administrators, Student Service staff, the campus researcher, and students.

The Recommendations and Goals and Activities sections of the plan were developed by the Student Equity Committee in consultation with the College Planning Council and the Academic Senate Governance Council. Recommendations relate to

- A) Annual Program Plans, Comprehensive Program Review, and Program Student Learning Outcomes
- B) Success for African American and Hispanic Students
- C) Placement, Placement Exams, and Basic Skills Success
- D) Professional Development for Student Equity

## **2.**

### **Cañada College Committee for Student Equity & Student Equity Plans**

#### **Mission**

Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity (CSE) will update the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts.

**About Student Equity and Student Equity Plans:**

A general definition of Student Equity is "parity in the achievement and success of all student populations." (see "Student Equity..." below) Equity also includes open access to college courses and programs for all members of our service area. The idea is that the student population of a college should be representative of the population of its service area, (the primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero), and that success for the various groups of that student population should be equitable. We may think of age, gender, ethnicity, national origin, language experience, disability status, military service, socio-economic status, sexual orientation and gender identity, or other relevant identities as we examine issues of equity at our college. Where there are discrepancies in outcomes among identifiable groups, the institution has the obligation to seek remedies for those discrepancies. Title 5 mandates that through their Student Equity Plans, California Community Colleges examine their processes and success in the areas of Access, Course Completion, Degree and Certificate Completion, ESL and Basic Skills Completion, and Transfer Rate. For definitions of Student Equity and a discussion of the importance of Student Equity Plans, see the 2010 paper adopted by the Academic Senate for California Community Colleges, "Student Equity: From Dialog and Access to Action." <<http://asccc.org/papers/studentequity-dialog-and-access-action>>

**3**

**Programs and Services Focused on Student Access and Success**

This section of the Student Equity Plan provides an overview of Programs and Services that provide support for Student Access and Success at the college.

Admissions & Records

BSI

Beating the Odds

DRC

Extended Opportunity Programs  
and Services

(EOPS)Cooperative Agencies

Resources for Education (CARE)

California Work Opportunity and

Responsibility for Kids (CalWORKs)

Former Foster Youth Success

Initiative (FFYSI)

Honors

Learning Center

Library

Marketing

Math Jam

MESA

Phi Theta Kappa

Psych Services

TRIO Upward Bound

Veteran's Resource Center

## **Admissions and Records**

### **Mission:**

Admissions and Records is dedicated to serving prospective, current, and former students in facilitating matriculation from college admittance through graduation; and to maintain accurate academic records. We strive to be professional, responsive, respectful and friendly to our diverse college community.

### **Goals:**

Teach students how to navigate through the various A&R processes  
Teach students how to self assess  
Promote self advocacy  
Review internal processes to maintain accurate academic records  
Provide a safe, trusting, accessible, and student-orientated environment to support our students.

### **Commitment to Equity:**

Admissions and Records provide initiative and support for the ultimate success of our entire population. We provide assistance to our entire student body from the day students apply through to the day they secure a certificate/degree, transfer or even embark upon employment

It is the goal of Admissions and Records to include all varieties of age, gender, ethnicity, national origin, language experience, disability status, military service, socio-economic status, sexual orientation, gender identity or other relevant identities as we provide our services.

### **Access:**

Recruitment  
Referrals  
High Schools  
Private High Schools  
Off Campus sites  
Advertisements  
Translate admissions and registration documents into additional languages

## **The Cañada College Basic Skills Committee**

The Cañada College Basic Skills Committee is committed to empowering students with basic skills needs by teaching them the necessary academic skills, counseling them about educational and career opportunities, and providing them

with necessary academic support.

**The Long-Term Goals of the Basic Skills Committee:**

*Section A: Organizational and Administrative Practices:*

A strong partnership and shared vision exists between the Basic Skills Committee, instructional faculty and administration to support the needs of the ESL and Basic Skills students. Strengthen institutional commitment to Basic Skills and ESL by promoting the programs, pedagogy and services designed specifically for this student population.

*Section B: Program Components:*

Review and analyze data pertaining to the success and retention of Basic Skills and ESL students on campus. This includes analysis of Basic Skills learning communities, ESL courses and progression of students to the next level in the developmental sequence. Make data driven decisions to adjust and revise programming strategies to better serve the needs of Basic Skills and ESL students. Coordinate to ensure course offerings match data on student placement in Basic Skills and ESL classes.

*Section C: Faculty and Staff Development:*

Provide resources for ongoing professional and personal enrichment opportunities focusing on developmental education, strategies for success, and research on innovative programming in serving the needs of Basic Skills and ESL students. Expand opportunities for collaborative teaching among faculty and staff. Provide support for faculty in assisting students to reach their personal, academic and career goals.

*Section D: Instructional Practices:*

A cohesive system exists between instructional and student services faculty. Pathways are established for Basic Skills and ESL students, allowing for a smooth transition throughout the developmental sequence. Investigate open educational resources-open source textbooks-available for English and ESL courses to increase access and affordability for textbooks.

**SLO's of the Basic Skills Committee/Program:**

- Students can use the reading, writing, and computation skills necessary to succeed in transfer level courses
- Students will develop a Student Educational Plan by identifying and assessing educational opportunities at Canada College
- Students can use the study skills necessary to succeed in transfer level courses

**Access:**

The ESL and Basic Skills classes are open to all students based on assessment.

Our mission statement clearly states the desire to empower all students and provide all students with academic support. Students enter the ESL and Basic Skills classes based on assessment levels in ESL, English, reading, and math. During new student orientations, counselors recommend classes based on eligibility. Students are also informed about the ESL and Basic Skills Learning Community classes, and strongly encouraged to enroll in the appropriate learning community. We have also learned that a number of students refer family and friends to the learning community classes. The majority of students enrolled in ESL and Basic Skills classes are first year college students. There is a diverse student population being served in the ESL and Basic Skills courses and programs. The students range in age, ethnic backgrounds, and socio-economic status.

Research data regarding the diversity of the students served by the Basic Skills program has been conducted by the Cañada College Director of Planning, Research, & Student Success. The research is posted under the Office of Planning, Research and Student Success. <http://canadacollege.edu/inside/research/index.html> Data is reviewed each semester in the different disciplines throughout Basic Skills.

Additional access to the program can be accomplished by promoting the next level of Basic Skills classes within the sequence of ESL, English, reading and math. The Basic Skills Counselor schedules classroom presentations to the ESL and Basic Skills classes to assist in this effort. Access to the program can also be improved by continuing to offer a sufficient number of ESL and Basic Skills sections each summer, fall and spring.

### **Funding**

Most supplemental basic skills programs are funded through the Basic Skills Initiative, including the position of the Basic Skills counselor. However, the committee consistently struggles to implement programs due to lack of funding.

### **Evaluation**

The faculty and staff on the Basic Skills Committee, the faculty who teach ESL and Basic Skills classes, and the Basic Skills counselor all strive for the highest excellence in student equity. Faculty and staff collaborate with special programs on campus to ensure all students receive the services they need. Examples include the DRC, EOPS, TRIO, and Beating the Odds. Opportunities for inclusion are especially promoted to first-generation college students.

## **Beating the Odds Mentorship**

**Mission:** The mission of the program is to increase retention rates and persistence of First-Generation Students by providing a positive and supportive environment for the students to thrive in.

**Goals:** To assist the students in learning college success skills and campus resources such as

- Various resources available on campus
- Tutoring services and referrals (one-on-one and group)
- Important college deadlines
- Learn new study and test-taking strategies
- Various financial aid services and financial literacy
- How to have a sense of acceptance and belonging
- Assistance with the transfer process and different majors and careers available
- How to promote personal development and self-efficacy
- Student organizations and clubs
- How to search and register for classes

**Access:**

Recruitment (tabling at campus events such as Welcome Week, PEP, and ESL Orientations)

Referrals (from staff/faculty)

Classroom Presentations (to Counseling classes, Basic Skills Courses)

The majority of Beating the Odds students identify as Latino (55%), followed by Multi-Racial (14%), African American (10%), White (10%). We serve a small percentage of Asian, Pacific Islander, Filipino and "Unknown" students. The majority of our students fall into the 18-20 year old age range. We have majority females in our program.

**Next Steps:**

Beating the Odds can recruit more male students.

To improve access our program could probably be involved in more classroom presentations.

The program could reach out to different student populations. For example, we just recently presented at the ESL orientation and until then our program had not served many students who are in ESL courses.

**Funding:** Measure G

**Assessment and Data:**

Since the program is brand new in 2011, this is the first semester that program data will be available. The source for program data is the Office of Research, but the program is now including a question on our application about Ethnicity.



## **Disability Resource Center (DRC)**

**Mission:** The mission of the DRC is to provide students with documented disabilities academic support and reasonable accommodations as defined by State and Federal law.

**Goals:** 1. Promote academic success by formatting SEPs for all DRC students so that they may access priority registration;  
2. Promote physical and emotional wellness by assisting students with access to other campus services (e.g. Health Center, Psychological Services) and program offerings (e.g. TRIO, MESA, Learning Center).

**Access:** Having a documented disability is protected under Title VII legislation. Students cannot be discriminated against, denied admission to the college or be subjected to a different curricula based upon a disability or chronic impairment. Students enter the program via:

- 1) referrals from HS special education teachers;
- 2) referrals from 3rd party agencies such as the Dept. of Rehabilitation;
- 3) referrals from professors and staff on campus or other students;
- 4) participation by DRC staff in campus recruitment events;
- 5) distribution of the DRC brochure and information on webpage;
- 6) presentations in class at the invitation of a professor.

**Funding:** Fund 3 (Sacramento) and Fund I

**Diversity Data:** The DRC is required by the state to enter data each semester about the student, type of disability or impairment "category", and services the student is eligible to receive. This information is available on Banner.

### **Extended Opportunity Programs and Services (EOPS) Cooperative Agencies Resources for Education (CARE) California Work Opportunity and Responsibility for Kids (CalWORKs) Former Foster Youth Success Initiative (FFYSI)**

**Extended Opportunity Programs and Services (EOPS)** is a state funded program that aims to help low-income and educationally disadvantaged students succeed in college. EOPS provides the following services: counseling, priority registration, book services, workshops, transfer services, and other types of support. To be eligible for EOPS, students must be a California resident, enrolled in at least 12 units when

accepted into the program, meet the guidelines for the Board of Governors Waiver (BOG), and have an educational disadvantage.

**Cooperative Agencies Resources for Education (CARE)** is also a state funded program that helps single parents receiving county assistance from CalWorks and TANF (Temporary Assistance to Needy Families, formerly AFDC) succeed in college. CARE provides assistance with child care, meals, counseling, and other types of support.

**California Work Opportunity and Responsibility for Kids (CalWORKs)** program is a state funded program to assist CalWORKs students to transition from public assistance to economic self-sufficiency. CalWORKs provides work-study counseling, case management and tracking of student progress, transportation, and educational supplies when budget permits.

**Former Foster Youth Success Initiative (FFYSI)** is a Cañada College program that supports the California Community College Chancellor's Office (CCCCO) statewide FYSI outreach and retention efforts to better serve current and former youth while studying at Cañada College. We recognize the significant deficit former foster youth encounter during their pursuit for higher education. Under the umbrella of EOPS, FFYSI's purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four year university. Some of FFYSI goals are to improve:

- Access to student services and resources
- Access to academic support
- Retention
- Academic performance
- Completion of units
- Completion of programs and degree
- Transfer rates to baccalaureate
- 

**ACCESS:**

Recruitment: Working with the outreach office, new students are recruited from the high schools, PEP, and new student orientation. In addition, there are referrals from current EOPS students, faculty, and staff. Brochures are distributed widely to promote the program.

Process for Entering the Program:

1. Submit application
2. Compete the BOGW Application
3. Provide Placement Test Scores

Application materials reviewed to determine if qualified (for EOPS):

- Be enrolled in at least half of coursework at Cañada
- Be a California Resident
- Be enrolled in at least 12 units when accepted into the program, and
- Meet the definition of educationally disadvantaged, to include:
  - i. Need to improve ESL/English skills

- ii. Require basic math classes
- iii. Have not graduated from high school, or
- iv. Graduated from high school with a GPA of 2.49 or lower; and/or
- v. Are first in their family to earn a college degree
- Meet income criteria

**Next Steps:**

- It might be helpful to have the application on-line.
- In order to increase the number of students we service – which is evident in the waitlist of 200-400 per semester – there needs to be an increase counseling and classified staff support.
- In addition, if the district match were to be increase that would allow the programs to increase the number of students served.
- It is important to rehire a fulltime EOPS/CARE/CalWORKs/FFY Director in order to provide continuity and expand on program services.
- Have an identified study space for retention efforts to provide more academic support and build community.
- Increase funding efforts for foster youth to provide work study and meal vouchers as well as monthly bus passes.

### **Honors Transfer Program**

**Mission:**

- Creating an environment of scholarship that nurtures highly motivated students.
- Providing increased transfer opportunities and access to scholarships for participating students
- Supporting faculty innovation in educational practices that lead to student success.

**Goals:**

Goal #1 To serve academically eligible students whose educational goal is to transfer to a four-year institution and complete a bachelor’s degree.

Goal #2 To achieve UCLA TAP approval so that CCHTP students can benefit from the rich relationships between the UCLA TAP program, other community colleges in the program and colleges and universities that honor the UCLA TAP standards for Honors. UCLA TAP approval is specifically based on the requirement that we do outreach to under represented groups, and that we support these students as they matriculate and transfer.

Goal # 3 To expand the course offering so that they reach a greater number of students including evenings & weekends, career technical, and traditionally underrepresented populations.

Goal #4 Strengthen student support and outreach by securing an on-going commitment to dedicated Honors Transfer Program Counseling and Case Management.

**Access/Recruitment:** Our strongest recruitment of historically underrepresented students, older students and students in a variety of programs happens internally at a variety of campus-wide events such as Club Day, Welcome Back Week events, Transfer Day, and the SL Transfer Parade. In addition, the Program Coordinator and Academic Counselor visit Honors classes to promote the program. Email invitations are sent to all students with gpa's above 3.3, and the CCHTP is recommended to students during regular and specialized counseling by the MESA Coordinator, and Honors faculty. The Program Coordinator and Academic Counselor share responsibility for designing and conducting all outreach activities.

In addition, high school students meet with Cañada College Campus Ambassador's; these are specially trained Cañada students who have regular hours at each of the local high schools. Throughout the Spring semester, high school students are brought to campus for college tours and enrollment events. The CCHTP collaborates with Beta Zeta Nu the campus chapter of Phi Theta Kappa.

While there is a gpa requirement and English and Math prerequisites required to enter the program, any student may take an Honors class as long as they have the prerequisites for that course. This allows students to "experiment" with doing honors level work prior to the application process.

**Achievement:** These numbers reflect the fully qualified CCHTP members as of September 1, 2011. Since that time there are 60 new members.

Ethnicity/ Students /Retention /Success /GPA Transferrable Units Completed

American Indian/1/ 95.5% /59.1% /2.50 3/2

Asian /3 /97.4% /97.4% /3.78 /41.5

Black /2 /91.2% /86.8% /3.63 /77.3

Filipino /1 /87.5% /87.5% /3.05 /71

Hispanic /11/ 94.2% /91.8% /3.60/ 61.5

Multi Races/ 2 /100.0%/ 100.0% /3.78 /44

Pacific Islander/2 /84.0% /84.0% /3.79 /26

Unknown /3 /95.0% /91.7%/ 3.55/ 45.5

White /13/ 93.3% /92.5% /3.73 /47.4

Grand Total/ 38 /93.7% /90.9% /3.61 /51.4

Gender/ Retention/ Success/ GPA

F /25/93.8% /91.0% /3.63 /51.9

M/12 /93.4% /90.6% /3.58/ 52.9

N /1 /100.0% /100.0% /3.60 /19

Grand Total 38 93.7% 90.9% 3.61 51.4

**Next Steps:** More students at the college could benefit from participating in the CCHTP so the program continues to do both outreach to the community and in reach to current students.

Specific needs:

Increased time to get out there and talk to students - both in the community and on campus ... including the training and financial support for Honors Student Ambassadors.

Funds to support a staff assistant.

Funds to support counseling case management.

Funds to support student participation in research conferences.

A larger, more versatile Honors Study Center with access to technology.

Funds for faculty development & course development.

Funds to support Honors level sections.

Funds for Honors teaching stipends.Program

**Funding:**

Coordinator - fund 1.

Courses are supported through each participating department.

Trustees Fund for Program Improvement

Presidents Fund for Innovation

## Learning Center

**Mission Statement:**

While open to the community, the Cañada College Learning Center's (CCLC) primary mission is student directed. The CCLC provides a variety of support services and resources to assist students in gaining the necessary skills to maximize their scholastic and personal development. The CCLC provides courses, peer and professional tutoring, supplemental instruction, and workshops in a positive and supportive environment. (currently under review)

**Specific Goals:**

1. To provide tutorial assistance for all eligible students to improve their performance rate in their classes.
2. To work with faculty and staff in both Student Services and Instruction to improve opportunities for students to be successful.
3. To provide tutors with training and opportunities for personal and professional development. The Learning Center offers tutoring to ANY enrolled Cañada student and tries to provide the resources to assist them, whether it is the hours we are open, the textbooks students can borrow, or the courses we support. Although the Learning Center is under Instruction, we work with Student Services on many initiatives that support students outside the classroom.

**Access:**

The Learning Center gives orientations and tours to all basic skills (ENGL, READ, MATH, ESL) sections at the beginning of the semester. All new and old faculty are made aware of our services, and we have a Learning Center webpage. Students are referred by faculty and staff; we are also on the revolving Power Point located about the A & R counter. The Learning Center and its services are open to all enrolled Cañada students, We try to focus more of our resources for basic skills students; however, transfer level classes are also supported.

Since the Learning Center does not get demographic breakdowns of students who have received tutoring, it can only go by observation. By that criteria, it has substantial diversity. The Learning Center does as much outreach as possible. The one criteria of student use the Learning Center can look at in the future is the number of students who are being assisted day vs evening.

**Funding:**

Staff are paid from Fund 1, Measure G, and various grants. Tutors are mostly paid from Measure G, with some additional funding from EOPS and grants.

**Evaluation:**

The Learning Center looks at the success, retention and persistence data for students who receive tutoring and break it down by basic skills and transfer, but these data are not broken down by equity yardsticks. Over 1/2 of the students who attend Cañada use the Learning Center. 4600 students logged in during the Spring semester of 2011.

## **Library**

**Mission:** "Cañada College Library, in concert with students, faculty, staff and the community, cultivates powerful habits of seeking, evaluating and using information. Through the provision of diverse materials, extensive assistance and instruction, the Library encourages a love of inquiry in a supportive atmosphere that emphasizes thoughtful scholarship, intellectual freedom and individual responsibility.

**Goals:** "The library provides:

1. Instruction
2. Reference Services
3. Print and Electronic Resources
4. Course Reserves
5. Technology
6. Group & Individual Study Space

**Commitment to Equity:** By emphasizing collaboration, diverse materials, and extensive assistance and support, the mission statement describes a program that foregrounds the needs of historically underserved students. Please see additional information.

**Access:** An instructor brings an entire class for orientation, an instructor or Learning Center refers students for individual help, students enroll in LIBR 100 based on test scores and course completion, students decide to use library, the library advertises its services on its homepage and via Facebook, the library recruits library student workers. Some of the staff and faculty are bilingual in order to serve English Language Learners better. Alternative media technology is available in the library for students with special needs. LIBR 100 is currently designed to serve ESL students as part of a learning community with ESL 400. Parts of the collection--the Spanish/Bilingual section, the Early Childhood Collection, and the ESL collection--are designed to serve specific populations. Reserved textbooks are especially important for low-income students.

**Next Steps:** The library would like to hire another full-time librarian so that we can serve more students. Frequently the reference desk is unstaffed, so students seeking assistance are unable to find someone to help them. The library would like to participate in more learning communities by offering more sections of LIBR 100 that are linked to classes that are especially challenging for historically underserved students.

**Data and Assessment :**

statistics from 2010 indicate:

- Library orientations 2010 = 156
- Daily average reference transactions = 23
- Daily average gate count = 678
- Daily Study room use = 232
- Daily computer stations use = 137
- Online resources: Daily hits to the Library website = 667; Yearly hits to the online research guides = 14,457

**Circulation & Use**

- Items checked out annually = 9,326
- Reserve books checked out annually = 7,508
- Interlibrary loan requests made (4,488) and filled (4,400) by college annually
- Database use annually = JSTOR: 4,909 (total sessions) / 15,763 (total searches); ProQuest Ethnic Newswatch: 2,752 (total searches); ProQuest Science Journals: 3,584 (total searches); Gale Databases: 205,484 (total sessions) / 109,052 (local) + 96,432 (remote)
- Library credit courses: LIBR 100: Spring 2010: 1 section / 25 students; Fall 2010: 1 section / 32 students; Spring 2011: 2 sections / 60 students

David Patterson has studied the ways in which the education of historically

underserved students is furthered by participating in the Academic Scholarship and Success learning community combining ESL 400 and LIBR 100, the most significant of which is the importance of interpersonal relationships developed over time. These relationships tended to create an environment in which students felt comfortable participating. Through this participation, students engaged in discussions and activities that developed language and literacy necessary for succeeding in college courses.

\*one SLO from a few years ago looked at specific demographic groups.

\*currently we are assessing the library's services related to a learning community composed primarily of historically underserved students.

## **Marketing & Communications**

**Mission and Goals:** Cañada College Marketing & Communications supports the college mission by working with faculty, staff, and students to develop and implement cost-effective communication and marketing strategies to enhance public awareness of the educational and enrichment opportunities at the college and facilitate campus-wide communication on important issues. This is accomplished through the creative use of websites, social media, internal and external college publications, working with the news media, paid advertising, and special projects.

**Services:** We serve all students at the college. The Marketing & Communications Office maintains the college website, an essential communications tool for all staff, faculty, students and prospective students. The site supports an average of 60,000 visits per month and approximately 160,000 page views. The Marketing & Communications Office staff works with personnel around campus to maintain content and develop and maintain new pages on the site. The office assesses the site on a daily basis through the use of Google Analytics. The website is also assessed annually as part of the National Media Preferences Survey, an online student survey, conducted by Interact Communications.

In addition to the website, the Marketing & Communications Office maintains Cañada's primary social media accounts (Facebook Myspace, YouTube and Twitter). These are an integral communication links with current and prospective students. The office provides help to other departments developing secondary social media accounts that are program specific. We are currently accessible by all students, including vision-impaired students. We are required by federal law to provide access to our website by all students.

Director of Marketing & Communications and the Webmaster and Publications Coordinator are also heavily involved in shared governance both on campus and in the District. The Director of Marketing & Communications currently sits on the campus Safety Committee, Budget Committee, Administrative Council, President's Cabinet, Administrative Planning Council, Commencement Committee, and District Budget Committee. The Webmaster and Publications Coordinator



serves as the Classified Senate President, chairs the Administrative Planning Council, and serves on the College Planning Council.

## **Math, Engineering & Science Achievement (MESA) Program**

**Mission:** The historical and current focus of MESA statewide network is to increase the academic success of students who are underrepresented in STEM fields (science, technology, engineering & math). The emphasis is on identifying and supporting students who are low-income (financially disadvantaged) and educationally disadvantaged (first-generation college student, started in Math 110 or lower). MESA's specific goals are to increase the number of educationally and financially disadvantaged students who transfer to a 4-year university as math, engineering or science majors.

**Access:** Most Cañada STEM majors fit the MESA criteria. The STEM majors who do not meet the full MESA criteria are also welcome to get the weekly MESA News, participate in all clubs, come to all workshops, and activities. 160 (fully qualified) plus another 40 "pre-MESA" ESL students and 130-140 additional STEM majors are currently served by MESA. Most of our students are recruited in Summer Math Jam and student-to-student recruiting in STEM classes. In addition, students are referred by counselors, faculty and other student support programs.

### **Funding:**

State - Fund for Student Success

Industry - via Statewide MESA (UCOP) fundraising to fund some student leadership conferences and other opportunities (funds don't come to our campus but our campus and students benefit by participating for free)

Measure G - supports tutoring and study group leaders, instructional aides

Federal grants to Science & Technology Division - provide various additional services, summer programs, funding (travel/conference costs) for students who are not fully-qualified for MESA, scholarships for STEM majors

SMCCD - pays salary & benefits for the MESA coordinator (This is required for the MESA grant from state), provides space and computers for MESA Center/Math Lab.

**Diversity:** Fund for Student Success funds stipulate the focus on STEM majors and define educationally disadvantaged and financial disadvantaged.

DRAFT

## Math Jam

The CALSTEP Math Jam Program offers the opportunity for Canada College students to improve their Placement Test results in Mathematics or help them prepare for math courses that they will be taking. There are three such opportunities through the Summer Math Jam, the Summer Mini-Math Jam, and the Winter Mini-Math Jam

The Summer Math Jam is a two-week intensive preparation for the Math Placement Test for students intending to major in Science, Technology, Engineering, or Mathematics (STEM) fields. It is designed especially for students who placed into a college math course below pre-calculus and who want to advance to the next math level by scoring higher on the Math Placement Test at the end of Math Jam.

The purpose of Math Jam is to provide increased access to STEM majors for all students, regardless of their level of preparation for college-level math courses, to enhance the success of students in math courses, and provide an accelerated path to help students complete their Associates Degree and/or transfer requirements for a 4-year college/university in less time than previously possible. Goals for Math Jam are to:

1. Improve student math placement test scores
  2. Improve students' level of preparation for college-level math courses
  3. Provide students with resources and skills needed for college success
  4. Create a community of learners among program participants
- Increase enrollment and success rates in transfer-level STEM courses

The program's mission is to provide increased access to STEM majors for all students regardless of their level of preparation for college-level math courses.

Approximately 150 students participate in Math Jam each semester. Application to the program consists of completing an online application form. Recruitment is done through fliers, websites, and through math instructors, counselors, Learning Center staff, math tutors, MESA, and participants from previous Math Jams.

Math Jam is not designed to serve a specific student population. All students are welcome to participate. Program participants come from all groups although there is slightly higher representation from Hispanic and African American students. This is due to the fact that these ethnic groups tend to place into lower-level math courses.

The Math Jam program does gather data about the diversity of its participants. Access to our program could be improved by starting a bilingual Math Jam to serve

students who are still in the ESL program. Another idea for improving access is to offer weekend sessions for working students. We are starting an evening session in January, 2012.

Funding for Math Jam is from Measure G, a US Department of Education Minority Science and Engineering Improvement grant, US Department of Education HSI STEM grant.

There are no diversity or equity requirement in our grants, but since the program started, enrollment in transfer-level math, science and engineering courses has significantly increased. The increase has been significantly higher among students from groups that are traditionally underrepresented in STEM (Hispanic, African American, Native Americans and Pacific Islanders) compared to students that are not underrepresented in STEM (Asians and Whites). Demographic data are collected through student surveys.

### **Phi Theta Kappa**

**Mission:** The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

**Goals:** Phi Theta Kappa focuses on four specific goals; scholarships, leadership, fellowship, and service.

**Access:** Every semester students that have a 3.5 cumulative GPA or higher and have taken 12 units are invited; Between 40 and 50 people that join every semester. Students that join usually see the invitations that are sent out, and also the publicity throughout the campus (i.e. posters, screensavers, and flyers). There are orientations to share some of the major benefits of joining the program. Phi Theta Kappa is a very diverse group of students that come from a wide range of ethnic and cultural groups.

**Funding:** for the program comes from the president's budget and also the \$75 fee that we charge all new members.

## Psychological Services

### **Mission:**

The Psychological Services Department is committed to providing personal support and counseling to all students at Cañada College. Aligned with the college's mission, the psychological services team assists students in identifying the roadblocks that hinder their academic success (e.g. the observational patterns mentioned above). In many cases, academic performance and completion are affected by personal challenges that are not related to academics. During therapy, students are able to gain awareness of these challenges and work towards making the changes necessary to prevent these challenges from negatively impacting their academic success.

In addition, the Psychological Services Department provides students with tools to discover and develop their strengths, values, interests, and abilities. This includes, but is not limited to, communication, time management, cultural awareness, preferred learning environments, and stress and anxiety reduction. Our services help empower students to take control of all aspects of their lives, resulting in improved academic performance and emotional well-being. The services offered directly impact and contribute to increased rates of persistence, completion, and transfer.

The Psychological Services Department also provides training and education in the form of workshops and seminars to faculty and staff in order to bridge the gap between faculty/staff and Canada's student body. This also includes crisis intervention and suicide prevention.

### **Goals:**

- To have a director who is an experienced and professional therapist with an extensive background working with diverse populations, crisis intervention and supervision of interns.
- Provide individual personal counseling to all Cañada's students who request services.
- Supervise, train and oversee psychological services interns which will enable the department to meet the demand of the current student population (there are regular waiting lists).
- Conduct training for faculty and staff to better mitigate risks and meet student needs.
- Develop suicide prevention and crisis intervention programs for Canada faculty and staff.
- Establish a network with community mental health professionals for student referrals.
- Further enhance best practices in student-oriented psychological services.
- Cross-functional collaboration with instructional and student services departments.
- Grant writing to receive funding to expand services of the department and provide a psychological services model for other community colleges (e.g. CCC Campus-Based Student Mental Health Program Grants)
- Provide bilingual services (Spanish and English) for Cañada's student population. As noted previously, over 40% of Cañada's student population is Hispanic and the majority

of the

Hispanic students that have sought psychological services are either monolingual Spanish speakers or bilingual with Spanish as their preferred language of communication.

- Provide short term counseling services to student veterans. Establish and maintain a referral system and continued collaboration with the Veteran Affairs Medical Hospital and the Peninsula Vet Center to ensure that Cañada's student veterans' needs are addressed.
- Facilitate workshops and training for all students in the various areas such as stress reduction, anxiety, communication, adapting to college life, time management.

**Access:**

Students enter our program through referrals from faculty, staff, administrators and fellow students, classroom visits, website. We feel that our program serves a cross-section of Cañada's student population. Our services have been sought out by a very diverse student population.

**Next Steps for Access:**

We could improve student access to our program if the department had a full time director and additional staff. We would like to give workshops open to the entire student body on various topics of interest. These workshops could provide valuable help and information to group as an efficient way to reach more students. Topics could include, Stress Management, Test Anxiety, Time Management, Relationship Issues, Self-Esteem, Anxiety and Depression, Communication Skills, etc.

We would also like to visit many classrooms at the beginning of semesters to inform students of our services and decrease the stigma associated with seeking psychological/emotional support.

At present, we are hesitant to do classroom visits as we are not equipped to handle the increased numbers of students who do follow up and make appointments.

**Data:**

This semester we have revised our student information form to collect data on student diversity. We have yet to create a method of collating this information to obtain exact categories and numbers. We are planning to organize this given time and resources.

**Funding**

Our funding is from Student Health Center Funds

This funding is not adequate because there is one director of Psychological Services who is only employed 20 hours a week. She has enlisted the services of two interns to assist in serving the student population. These positions are unpaid and the interns unfortunately change every year. This department strives to serve the needs of the entire student body, faculty and staff on very limited resources. This poses a great challenge in understanding and meeting the needs of the students. The lack of time to give personal counseling to all the students requesting services decreases probability of

student's ability to cope with college challenges and therefore potentially jeopardize their academic success. In addition, the college cannot adequately address the at risk students or adequately train faculty and staff in competent assessment and intervention. At present staffing, we have an ongoing waiting list for student appointments. We do not have the time to adequately establish a community network for referrals and resources for students.

#### **Evaluation/achievements**

- The Psychological Services Department's vision is to provide comprehensive services (e.g. individual and group counseling, workshops, outreach, and community referrals) to all Canada students regardless of social economic status, cultural background, language barriers, age, sexual orientation, and disabilities among others.
- We have experienced a significant increase in utilization of our services by cross section of students. Our services have become more widely known on campus with positive regard from students and faculty.
- We have developed an outreach to our student veterans and provide support, referral, workshops and have created a community atmosphere on campus.
- Due to the recruitment of a bilingual intern, we have been able to conduct counseling sessions in Spanish to many students who not only prefer but need to communicate about emotional issues in their first language.
- There is qualitative data that supports our progress and the department is in the process of collecting quantitative data to further measure and validate these student-services outcomes. Again, we need more staff hours and support to accomplish a thorough evaluation.

#### **TRIO Upward Bound**

**Mission:** TRIO Upward Bound is a pre-college program that serves low-income and potential first-generation college students. It is a federal grant and a partnership between Sequoia High School and Cañada College. The mission of Cañada College's Upward Bound is to provide participants the necessary preparation and opportunity to access and enter post-secondary education through the values of education, diversity, and community.

#### **Goals:**

- 1) The main goal is to prepare and mentor low-income and first-generation students to succeed in post-secondary education.
- 2) A secondary goal is to provide students a nurturing academic environment and foster a community of students with similar backgrounds and goals.
- 3) A final goal is that through participating in the program, students feel empowered to transform their lives and their communities through education.

**Commitment to Equity:**

We believe Upward Bound and all TRIO programs explicitly state that equity and access is at the core of our work. It is the foundation and the reason why these programs exist. TRIO programs are not race based. Eligibility is based on income and parent educational attainment, which are two factors that correlate with a student's likelihood of completing a college degree. 50

**Access:**

Students come to us through referrals from counselors, friends and family, and other youth serving organizations in the community. Students must apply to the program and complete the admissions process which includes an interview, personal statement, and demonstrated proof of eligibility. Staff make an effort to collaborate with community partners and organizations to provide wrap around services through youth conferences, service learning activities. Upward Bound is specifically designed to serve low-income and first-generation college students. Many of the services are specifically targeted to address these issues and to equip students with the knowledge and expectations of college. Students can self-select to be a part of the program.

Most of our students and families are Latino. Staff is working on an action plan to attract a more diverse pool of applicants. What is unique about TRIO Upward Bound is that it has a high percentage of male students in the program. Traditionally, TRIO programs have more women than men, this program has a pretty even split.

Trio Upward Bound offers students a probationary period which gives students with less stellar GPAs/Transcripts an opportunity to get a fresh start and receive much needed help if they choose to participate. The program must serve students that are eligible based on the regulations. Students must be low-income and first-generation

**Funding:**

Our program is funded by the U.S. Department of Education. Every four years, there is a competition for proposals. The proposals with the highest scores get funded. Cañada College helps fund the program through in-kind support, office space, classrooms, and professional development opportunities.

**Achievements and Data:**

TRIO Upward Bound students have a graduation rate of over 90% and a college enrollment after graduation rate of over 85%. Our completion rate is 60%, which is higher than the state and national average for this population which includes low-income, first-generation, at-risk, and English Language Learners. Every year, we are required to submit an Annual Performance Report to the Department of Education. This report has data on every single participant/student served. The data includes over 50 fields ranging from income, test scores, ethnicity, geography, gender, and GPA. We also conduct student surveys, focus groups, and program evaluations to



assess the culture and climate of the program. We use the data to make changes to the activities, services, and develop ways to engage students.

## **Veteran Services**

### **VA Certification:**

Cañada College is approved to certify veteran students under the G.I. Bill who are pursuing: 1. An AA/AS degree. 2. An approved transfer program or 3. A certification of completion

### **Veteran Resource & Opportunity Center (V-ROC)**

#### **Mission Statement:**

The Veteran Resource & Opportunity Center at Cañada College is designed to provide veterans who are returning to school a place to access educational and community resources along with a friendly location on campus to meet fellow veterans.

#### **Goals:**

1. Assist veterans in meeting their educational goals by providing supportive admissions, assessment and counseling services.
2. Create and update student veteran's contact information.
3. Develop a strong and supportive rapport with the Cañada College veteran population.
4. Through regular communication and focus groups, elicit the challenges the student veterans are currently facing as they persist at Cañada College.
5. Work with other departments and community agencies to gain a better understanding of identified roadblocks and the best way to overcome barriers to the educational success of student veterans.

#### **Commitment to Equity:**

Progress towards student equity is achieved through the continuous identification of barriers that impact student success and the concerted efforts to remove these obstacles.

#### **Access:**

In the spring 2012 semester, we served 132 veterans.

Students enter the Veterans' program by recruitment and referrals.

#### **Spring 2012 Veteran Demographic Data:**

<b>Gender</b>	<b>Count</b>	<b>Percent</b>
Female	28	21.2%

Male	98	74.2%
Unknown	6	4.5%
<b>Ethnicity</b>	<b>Count</b>	<b>Percent</b>
Asian	5	3.8%
Black	16	12.1%
Filipino	15	11.4%
Hispanic	16	12.1%
Multi Races	23	17.4%
Pacific Islander	5	3.8%
Unknown	8	6.1%
White	44	33.3%
Total	132	100%

**Funding:**

The V-ROC and veteran scholarships are supported by community donations. The part-time V-ROC coordinator is supported by Measure G.

**Evaluation in terms of student success:**

- a. One of our goals for next year is to review the academic success of our veterans for the 2011-2012 academic year.
- b. Another goal is to continue to reach out to veterans by holding annual focus groups to identify the barriers that veterans are experiencing in pursuing their academic goals and work with the students to remove those barriers.
- c. The Fall 2012 focus groups yielded the following information:
  - i. Transportation and housing can be barriers to student success. Both are expensive and difficult to afford on a student budget.
  - ii. Some vets have a hard time relating to the other students and are apprehensive about seeking help.
  - iii. A few vets suggested a faculty mentor may be beneficial and that being able to work out in the weight room in afternoon would be useful.

### Review of recommendations of the 2004-2005 Student Equity Plan

Recommendation	Status	Comments
Continue monitoring ethnic diversity data for the campus and community.	completed	
Continue Student Campus Ambassador Program to recruit and mentor high school students.	completed	
Purchase and implement an electronic program for students to efficiently create appointments with counselors and track student use of services.	completed/ ongoing	
Improve College website and informational documentation.	in progress	a Web Designer has been hired redesign
Include a copy of the Student Equity Plan and Statement of Commitment of the College website.	in progress	
Meet with Latino elementary and middle school parents to promote and encourage the expectation of their children going to college.	in progress	and VPI are meeting with Sequoia principals to create programs; (C in larger venue to encourage en children, to attend
Continue KinderCaminata activities as introduction of kindergarten children to college.	discontinued	KinderCaminata program disco
Continue workshops for faculty that address culturally-savvy teaching, learning styles, multiculturalism and learning communities.	completed/ ongoing	formation of Center for Innovat Teaching and Learning (CIETL)
Develop course-level Student Learning Outcomes while mindful of student access and equity issues.	completed/ ongoing	facilitated through implementa system
Continue to expand implementation of First-Year Experience Learning Communities Program.	in progress	First-Year Experience program wider focus; expected start dat
Develop AA degree in University Studies to encourage students to obtain a degree.	completed	AA in University Studies now in University Transfer
Send letters to students with over 30 units providing information on graduation.	completed	
Develop program and institutional Student Learning Outcomes including a focus on student access.		meaning of "student access"?
Build student access and equity into the program review process.	ongoing	one of roles of Student Equity C Research and Planning office is program planning that reflect s
Train faculty and staff in Counseling and Learning Centers to assist students with online and computer-assisted career learning style assessments.		

Revalidate assessment cut scores for ESL Program.		
Create Learning Center lab assignments especially designed for ESL and Basic Skills classes.		
Continue ESL Program instruction/collaboration with local school district via College Based English Tutoring (CBET) Program.	completed	
Schedule additional college representative visits in the Transfer Center.	ongoing	“additional” as compared to wh
Organize additional workshops on transfer issues.	ongoing	“additional” as compared to wh
Improve access to 4-year and graduate degrees for the under-represented, economically disadvantaged and “placebound” students.	ongoing	meaning of “access”? being addressed by Distance Ed Committee/coordinated with M
Maintain collaborative coordination/partnerships with Bay Area universities to provide bachelor and graduate degrees at Cañada as part of the University Center.	completed	
Create smooth transition opportunities for students success from the feeder secondary schools to Cañada College and on to universities.	completed	
Improve course scheduling so that students can experience a seamless and timely transfer process.		
Secure new federal funds to support target populations in degree completion and transfer.		

## 5. Recommended Initiatives

### A. Annual Program Plans, Comprehensive Program Review, and Program Student Learning Outcomes

A central recommendation of the Student Equity Committee is that Annual and Comprehensive Program Planning (Program Review) documents include information about the equity performance of each program. This information will be disaggregated into performance information for the various ethnic and cultural groups surveyed by the campus research process. This detailed research data will enable faculty and others to set goals for improving equity for their students, including settling Student Learning Outcome goals for equity. This approach is explained in a 2010 document from the California Community Colleges Academic Senate:

From *Student Equity: From Dialog and Access to Action* (page 18):

*Program review affords faculty the opportunity to examine data about student performance in discipline-designed courses, certificates, and degrees. The establishment of program level student learning outcomes creates further opportunities to consider student achievement and the parity of results for students. Program level data should be disaggregated by ethnicity, age, gender,*

*hours worked per week, and other means of sorting that can assist program faculty in making decisions about majors and areas of emphasis, course sequencing, certificate options, and other aspects of educational offerings.. As colleges move to assessing student learning outcomes for courses and programs, faculty will have more data available to help them develop teaching strategies and learning methodologies that are inclusive and in which increasing numbers of students can find success. Each of the five areas listed in Title 5 for monitoring student equity (access, retention, degree and certificate completion, ESL and basic skills, and transfer) should be included in program review whenever doing so is appropriate.*

**B.  
Success for African American and Hispanic Students**

Even though Cañada College has successful support programs and learning communities focusing on under-represented and at-risk students, our campus research reveals that two ethnic groups in particular, African-Americans and Hispanics, are in need of additional intervention strategies and further support to achieve equitable outcomes in persistence and success.

The relatively low persistence and success rates for African-American students, as measured in our Student Success Dashboard, are significant, as the chart below illustrates. Strategies for intervention in these areas must be put into place if the school is to continue in its mission of provided meaningful educational experiences for all of its students. A reasonable goal would be improvement of each of these measured outcomes by 1.0% per year. The college could consider learning communities specifically for African-American students, and a support program such as UMOJA. These would be good next steps. On-going detailed research into the questions raised by these data will be essential.

African-American Student Achievement rates compared to campus averages (for the year 2010-2011).

<b>Metric</b>	<b>African-American Rate</b>	<b>Campus average %</b>	<b>Difference in %</b>
Successful Course Completion	55.9%	69.8 %	-13.9%
Fall-to-Spring Persistence (First-Time Students)	46.6%	55.4%	-8.8%
Success in First Year Courses	50.9%	65,8%	- 14.9
Success in Gen Ed Courses	56.2%	68.7%	- 12.5%

Success in CTE Courses	63.1%	79.6%	- 16.5%
Success in Pre-Transfer Courses	36.3%	56.0%	- 19.7%

Hispanic students perform nearer the measured campus averages than their African-American classmates, but still demonstrate significant gaps in course success relative to campus averages. The data summaries below underline the need for strategies to improve course success for our Hispanic student population. An improvement in success rates by .5% per year would be a reasonable goal for the college. The college could consider professional development for faculty to address specific needs in pedagogy and support for Hispanic and other student ethnic groups.

Hispanic Student Achievement rates compared to campus averages and to rates for white students (for the year 2010-2011)

Metric	Hispanic rate	Campus average %	Difference in %
Successful Course Completion	65.5%	69.8%	-4.3%
Fall-to-Spring Persistence (First-Time Students)	54.4%	55.4%	-1%
Success in First Year Courses	58.8%	65.8%	-7%
Success in Gen Ed Courses	64.7%	68.7%	- 4%
Success in CTE Courses	78.3%	79.6%	-1.3%
Success in Pre-Transfer Courses	56.9%	56.0%	- .3%

**C. Placement, Placement Exams, and Basic Skills Success**

The gap between the number of students who place into Basic Skills and who actually take Basic Skills Courses in their first term is significant: (See Appendix, "The Completion and Equity Scorecard")

**Math:** 53.3 % of students placed into Pre-transfer Math take Pre-Transfer Math in the first term

**English:** 48.8 % of students placed into Pre-transfer English take Pre-transfer English in their first term

**Reading:** 50.2 % of students placed into Pre-transfer Reading take pre-transfer Reading in their first term

Work needs to be done to encourage participation in Basic Skills education, and this work could begin with updating our placement process.

The Student Equity Committee recommends that Leaders in areas such as Basic Skills, CIETL, Counseling, Research, and English, Reading, and Math come together in a Task Force to make proposals for improving placement, and conducting pilot programs for acceleration in Basic Math and English.

The task Force could,

- A. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges.
- B. Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English:
  1. High GPA and transcripts in Junior and Senior Math and English
  2. The Common Core Curriculum
  3. SAT scores
  4. AP success (we are already doing this)
- C. Consider the feasibility of expanding our Math Jam and Word Jam programs to include more students, and study ways to incorporate the pedagogies of these programs into Basic Skills courses.
- D. Look at alternative Placement/Assessment mechanisms such as diagnostic placement.
- E. Prepare and implement a pilot study of a substantial cohort of students who could benefit from alternative placement mechanisms, and innovations in Basic Skills Curriculum and Pedagogy.

## **D. Professional Development for Student Equity**

The Committee for Student Equity recommends establishing a fund for individual faculty (or small groups of faculty) to research specific areas of student equity in their programs or courses and to seek ways to innovate in curriculum and pedagogy to improve Student Equity in their areas.

## 6.

### Goals and Activities

These goals and activities are the result of input from the Student Equity Committee, and other Governance committees that have reviewed the Completion and Equity Scorecard (See Appendix for the complete scorecard)

#### 1. ACCESS:

*The percentage of each population group that is enrolled compared to that group's representation in the adult population within the college's service areas.*

The following chart shows percentages of Cañada College enrollments by ethnic group compared to the percentages of those ethnic groups in the college's service area.

The enrollment data are for the 2011-2012 academic year and the service area figures were derived from the 2010 census.

Ethnicity	Canada Enrollment		Canada Service Area*	
	Count	Percent	Count	Percent
American Indian/Alaskan Native	34	0%	7	0%
Asian	887	8%	12,531	7%
Black	432	4%	10,819	6%
Pacific Islander	187	2%	3,387	2%
<b>Hispanic</b>	<b>3,898</b>	<b>36%</b>	<b>48,271</b>	<b>27%</b>
Multi Race	1,024	9%	4,236	2%
<b>White</b>	<b>3,574</b>	<b>33%</b>	<b>95,980</b>	<b>54%</b>
Other	927	8%	1,396	1%

#### Goal 1.1

The large percentage of Hispanic Students compared to the percentage of Hispanic population in the community reflects Cañada's commitment to being an Hispanic Serving Institution. The college shall continue to emphasize programs that support success for Hispanic students.



### Goal 1.2

The college will increase the percentages of American Indian/Alaska Native, and Black students.

The committee recognizes that the state mandated ethnic data process may seriously undercount the numbers of Native Americans who enroll, since many of these students identify as Hispanic only.

#### Activity 1.1

The college will continue its recruitment and outreach to local schools to encourage enrollment of Hispanic students.

#### Activity 1.2

The college will continue its recruitment and outreach to local schools to encourage enrollment of American Indian/Alaskan Native, and Black students.

Further research could be done to identify students who are part American Indian.

#### Expected Outcome 1.1

The percentage of Hispanic students at the college will increase by .5% per year.

#### Expected Outcome 1.2

The percentages of American Indian/Alaska Native, and Black students will increase by .5% per year.

## **2. PERSISTENCE**

*Fall-to-Spring Persistence Rate is the percentage of first time students enrolled in at least one course in the Fall semester who return and enroll in a least one course the subsequent Spring term. Fall-to-Spring-to-Fall Persistence is the percentage of first time students enrolled in at least one course in the Fall semester, enrolling in at least one course in the subsequent Spring semester and return and enroll in at least one course the subsequent Fall term. Summer enrollment is not considered in this measure.*

### Goal 2.1

Increase the persistence rate of students who attempt fewer than 6 units in their first term.

### Goal 2.2

Decrease the percentage of student who take fewer than 6 units in their first term.

### Goal 2.3

Improve students' placement results.

#### Activitiy 2.1

Increase awareness of student support services available, including financial aid.

Activity 2.2

Evaluate orientation and the access to information about student programs and services for new students.

Activity 2.3

Evaluate the effectiveness of our current placement exams and placement procedures.

Activity 2.3.1

Continue pre-placement programs such as Math Jam and Word Jam.

Expected Outcome 2.1

Improve the seriously below average persistence of students taking fewer than 6 units by at least 1% per year.

Expected Outcome 2.2

Students who take fewer than 6 units in their first semester will persist at a higher rate.

Expected Outcome 2.3

Students who take fewer than 6 units in their first semester will persist at a higher rate.

### **3. SUCCESSFUL COURSE COMPLETION**

*The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A,B,C,P or CR.*

Goal 3.1

Increase the completion rates for Black students.

Goal 3.2

Increase the completion rates for Hispanic, and Multi-Race students..

Activity 3.1.1

The college could consider professional development for faculty to address specific needs in pedagogy and support for Black students.

#### Activity 3.1.2

The college should further develop learning communities to support African American students.

#### Activity 3.2.1

The college could consider professional development for faculty to address specific needs

in pedagogy and support for Hispanic, and Multi-Race students.

#### Activity 3.2.2

The college should further develop learning communities to support Hispanic and Multi-Race students.

#### Expected Outcomes 3.1

Completion rates for Black students will increase by 1% per year.

#### Expected Outcomes 3.2

Completion rates for Hispanic and Multi--Race students will increase by .5% per year.

### **4. ESL and BASIC SKILLS SUCCESS**

Note: In 2010, the ESL department restructured its classes to integrate skills and to reduce exit points at each level. Prior to Fall 2010, ESL students were expected to complete 16 units of ESL at each of the four core levels in the program followed by ESL 400 which is a transfer level composition class. This has been reduced to 10 units at each level. The impact of this reduction on student success is unclear. The ESL faculty members are collaborating with the college researchers to identify whether this change has helped students in the ESL department transition to vocational or academic areas earlier or more successfully than previously.

The scheduling of these classes has also been based on data shared by the college researcher which indicates that students who enrolled in ESL and other content areas tend to persist longer than students who enrolled only in ESL classes. The schedule therefore allows students enrolled in ESL classes to be able to enroll in math, Career, and CBOT courses. These are not in the form of learning communities but students are advised that they should enroll in these classes.

#### Goal 4.1

ESL students will successfully move into academic and vocational classes at a higher rate than before 2010.

#### Activity 4.1

The ESL Department, in collaboration with the campus researchers will continue to research whether the recent changes in the ESL curriculum will improve students' transition to other academic or vocational areas.

#### Expected Outcomes 4.1

The recent changes in the ESL curriculum will improve students' transition to other academic or vocational areas.

### **5. DEGREE AND CERTIFICATE COMPLETION**

Information on degree completion rates by ethnicity (for full time students) is available at the Office of Planning, Research & Student Success web page: "Research on Learning & Student Success" <[http://www.canadacollege.edu/inside/research/research\\_learning/learningresearch.html](http://www.canadacollege.edu/inside/research/research_learning/learningresearch.html)>

### **6. TRANSFER**

Information on Transfer Readiness by student ethnicity (for full time students) is available at the Office of Planning, Research & Student Success web page: "Research on Learning & Student Success" <[http://www.canadacollege.edu/inside/research/research\\_learning/learningresearch.html](http://www.canadacollege.edu/inside/research/research_learning/learningresearch.html)>