

San Mateo County Community College District

Cañada College




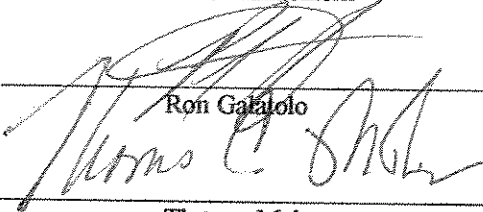
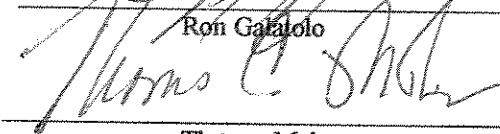



Student Equity Plan
2004-2005

San Mateo County Community College District

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Signature Page

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Student Equity Coordinator	 _____ Phyllis Lucas-Woods	4/18/06 _____ Date

CAÑADA COLLEGE

Student Equity Plan

Executive Summary

Cañada College is committed to the philosophy of equity and access in all its educational programs, services and employment. One of three colleges in the San Mateo County Community College District, specifically located in Redwood City, Cañada strives to reach out to students whose educational need is the greatest, to continue to increase the access and success of these students, and to retain the current high level of student diversity. Of the three District institutions, Cañada has the greatest diversity of socioeconomic status and educational challenge in the population it serves, a change that has been deliberate as the College has strategically worked to increase its presence in the expanding Latino communities of the county while also investing in strengthening the institution to address the needs of its student population.

One of California's northern most Hispanic Serving Institutions (HSI) and a recipient of a federal Title V Transforming Institutions Grant for the last four years, Cañada has focused on examination and success of its student population. As a result, the College has worked extensively on student equity to address recruiting and outreach, appropriate teaching and learning styles, appropriate and sufficient support services, training in and access to technology, increased transfer assistance, and greater career exploration opportunities.

Having been designated as a Hispanic Serving Institution and receiving federal grant funds strengthened the College's ability to serve diverse students. For instance, effectively implementing the grant has resulted in the development of the campus leadership's renewed commitment to student equity. Furthermore, the campus has improved its capacity to conduct research and assess service delivery, which informs the direction the College takes in implementing new programs and initiatives targeted towards serving diverse students. Finally, being an HSI has impacted the culture of service delivery and has facilitated opportunities for healthy, critical dialogue among the faculty, staff, and administration as to the best way to support the growth and development of all our students.

Existing Programs and Services Focused on Student Access and Success

Cañada actively reaches out to high school students encouraging them to enroll at the College, both while they are in high school and after they have graduated. In 2004-05 more than 300 high school students took advantage of the opportunity to earn college credit through our Concurrent Enrollment Program.

In 2004-2005, the Cañada College Upward Bound Program enrolled 50 eligible students from the communities of North Fair Oaks and East Palo Alto to prepare them for enrollment in and graduation from post-secondary institutions. In collaboration with

Sequoia Union High School, the Program focuses on rigorous academic training and college preparedness in a personalized and caring environment. The Program also provides access to activities closely related to a successful, well- rounded educational experience, such as a variety of cultural events and activities. Through a variety of activities, i.e. after-school tutoring, Saturday College, and a six-week summer program, the Cañada College Upward Bound participants develop the skills and motivation necessary for successful completion of high school and entry and completion of post-secondary education.

Another such program that has made great strides toward greater access for students is the Early Childhood Education Program. In fact, demonstrative of such commitment is a recent research evaluation project addressing factors promoting the academic success of Spanish-speaking Early Childhood Education students. The goal of the project is to identify appropriate changes related to bilingual supports available to Spanish-speaking students.

In fact, there are many programs and services in existence at Cañada College focused on student access and success and have on-going activities toward meeting the goals of student equity. The following is a list of such programs and services:

A number of programs and services exist at Cañada College that focus on student access and success and have on-going activities toward meeting the goals of student equity. The following is a list of such programs and services:

- Assessment Program
- CalWorks Program
- Career Center
- Counseling Services
- DSPS Program
- EOPS/CARE Programs
- First-Year Experience Learning Communities
- First Five San Mateo ECE Grants
- Financial Aid Program
- Learning Center
- Math Lab
- MESA Program
- Middle College High School
- Student Government & Activities
- Title V Hispanic Serving Institution Grant (Federal)
- TRIO Upward Bound Grant (Federal)
- Writing Lab

The following goals have been developed for each of the student equity indicators:

Overall Goal: Continue implementation of the Student Equity Plan.

Access:

1. Maintain ethnic diversity of student population that reflects demographics of local feeder cities.
2. Reduce barriers to the academic pipeline from kindergarten through baccalaureate institutions.
3. Develop program to address under-preparedness of Latino and incoming first-year students in the areas of math, English, and College orientation.

Completion:

1. Provide culturally savvy teaching and learning.
2. Provide improved skills support for students, particularly in learning lab environments.
3. Improve career assessment processes and system.
4. Increase tutorial services.
5. Improve Library and Learning Center facilities and hours of operation.

Degree and Certificate Completion:

1. Increase the percentage of students who progress from basic skills classes through vocational certificate and degrees.
2. Increase the number of target student population who receive degrees and certificates.
3. Create additional workforce programs in collaboration with English as a Second Language programs.

English as a Second Language (ESL)/Basic Skills Completion:

1. Develop appropriate English as a Second Language Learning Community
 - Link with First Year Experience Program
 - Link with First V Early Childhood Education cohort
2. Explore alternative curricula for English as a Second Language
 - Survey of Science courses
3. Increase exposure of students to 4-year universities
 - Tours/field trips
 - Design information-sharing panels of former Cañada College students
4. Provide Supplemental Instruction Tutoring for targeted Basic Skills courses

Transfer:

1. Transition more students from ESL Basic Skills into transfer programs.
2. Improve data collection to track transfer students.
3. Continue collaborative coordination/partnership with Bay Area universities to provide bachelor and graduate degrees at Cañada as part of the University Center.

The following is a summary of on-going and planned activities for the next two or more years:

Access:

1. Continue monitoring ethnic diversity data for the campus and community.
2. Continue Student Campus Ambassador Program to recruit and mentor high school students.
3. Purchase and implement an electronic program for students to efficiently create appointments with Counselors and to track student use of services.
4. Improve College website and informational documentation.
5. Include a copy of the student equity plan and statement of commitment on the college website.
6. Meet with Latino elementary and middle school parents to promote and encourage the expectation of their children going to college.
7. Continue KinderCaminata activities as introduction of kindergarten children to college.

Course Completion:

1. Continue workshops for faculty that address culturally-savvy teaching, learning styles, multiculturalism, and learning communities.
2. Develop course-level Student Learning Outcomes while mindful of student access and equity issues.
3. Continue to expand implementation of First-Year Experience Learning Communities Program.

Degree and Certificate Completion:

1. Develop AA degree in University Studies to encourage students to obtain a degree.
2. Send letters to students with over 30 units providing information on graduation.
3. Develop program and institutional student learning outcomes including a focus on student access.
4. Build student access and equity into the program review process.
5. Train faculty and staff in Counseling and Learning Centers to assist students with online and computer-assisted career learning style assessments.

ESL/Basic Skills Completion:

1. Revalidate assessment cut scores for ESL Program.
2. Create Learning Center lab assignments especially designed for ESL and Basic Skills classes.
3. Continue ESL Program instruction/collaboration with local school district via College Based English Tutoring (CBET) Program.

Transfer:

1. Schedule additional college representative visits in the Transfer Center.
2. Organize additional workshops on transfer issues.
3. Improve access to four-year and graduate degrees for the under-represented, economically disadvantaged, and “placebound” students.
4. Maintain collaborative coordination/partnerships with Bay Area universities to provide bachelor and graduate degrees at Cañada as part of the University Center.
5. Create smooth transition opportunities for student success from the feeder secondary schools to Cañada College and on to universities.
6. Improve course scheduling so that students can experience a seamless and timely transfer process.
7. Secure new federal funds to support target populations in degree completion and transfer.

COLLEGE CONTACT

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CAÑADA COLLEGE

Student Equity Plan

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Community Profile

The primary service area of Cañada College is the southern portion of San Mateo County with a population of approximately 699,000. The communities served include the cities and towns of Atherton, East Palo Alto, Menlo Park, Portola Valley, Redwood City, San Carlos, parts of San Mateo, and Woodside. Approximately 50% of the population of the service area is ethnically diverse. However, among the school-age population of the area, approximately 58% of the students are non-white. The Latino population is the largest non-white ethnic group in the community at 37%, while Asians are second at 18%.

Cañada College Profile

Our student population has shifted significantly in the past six years. Presently, the College's overall student ethnic population exceeds the ethnic composition of San Mateo County. In 1998, only 25.7% of the Cañada student population was Hispanic/Latino and 45.5% were students of color. In 2004 the percentage of Hispanic/Latino students increased by 17.9% bringing the total percentage of Hispanic/Latino students to 43.6% while students of color increased by 18% bringing the total percentage of students of color to 63.5%.

Though the Student Equity Plan has not been officially addressed since 1996, student equity, access, and persistence have been and continue to be among the highest priorities for Cañada College. As the population has changed, so has the College's recognition that these priorities require substantial attention of programs and services if students are to thrive. Using a shared governance model, the College regularly examines its mission, vision, values, and goals to maintain its commitment to educate and serve our diverse population. Our mission, vision, and values follow:

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Values

Striving to produce responsible, lifelong learners who become resourceful, adaptive, independent, and productive employees, employers, and members of their community, Cañada College values and actively promotes:

- Personalized instruction and service
- Active learning and interaction
- High standards of excellence
- Increased student access
- Diversity in staff, student body, and curriculum
- Partnerships with business, schools, colleges and universities, governments, and community based organizations

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faculty, staff, and administration as to the best way to support the growth and development of all our students.

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The Cañada College Upward Bound Program developed a collaborative partnership with the Cañada College Community at its inception. Cañada College students, staff, and faculty have contributed to the success of the program in providing outreach, college preparedness information, and exposure to campus/college life to its participants through a variety of events and activities such as tours of museums, participation in cultural events, guidance by mentors, and graduation.

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Many of these programs and services collaborate with each other and share strategies and resources to maximize effectiveness. The EOPS/CARE Programs, for example, served 486 students in 2003-04 through such collaborative efforts with Outreach, the Learning Center and the MESA Program. EOPS works with Outreach and Recruitment presenting EOPS and BOGW (Board of Governors Fee Waiver) application workshops. Presented with the educational and financial criteria, students learn how eligibility for services is determined not only for EOPS but also for other programs on campus. Because the program's target population is first generation college students, EOPS works with local high school counselors and career centers to identify potential students.

Further, as part of community service, over 100 EOPS students volunteered for the KinderCaminata Program (an early outreach program) on campus. Every year Kindergarteners, parents and teachers share with EOPS students a day of cultural events and educational information. As part of collaboration with the Learning Center, the midterm EOPS Progress Reports allow EOPS counselors to implement early retention referrals to the Learning Center. Students are required to attend at least two LCTR workshops during the semester, so they can learn academic tools needed to succeed in college.

EOPS also works directly with MESA to identify potential science major students and to promote transfer. In 2003-04, twelve EOPS students participated in the Southern California Field Trip in collaboration with MESA and the Transfer Center. Students visited several Southern California campuses and experienced first-hand transfer options.

The mission of the Learning Center and Library is to assist all students across the curriculum with fulfillment of their academic goals. Because we are a Hispanic Serving Institution, both areas have staff and student workers who are bi-lingual in English and Spanish. They work closely with the ESL Department to provide a variety of resources for their students including software, workbooks, reference books (in English and Spanish), and listening and speaking CDs and tapes. Many brochures and flyers have also been translated into Spanish.

Additionally, in the Learning Center during tutor training, working with learning differences and learning disabilities is covered, and emphasis is given to making referrals to our DSPS and Psychological Services areas if deemed necessary. The Alternative Media Center Lab, housed in the Learning Center, and other computer stations in the Library and Learning Center have disability software, and staff are trained to assist students with these programs.

Bilingual tutoring is offered in all main subject areas as well as in most other subjects in the Learning Center. The Learning Center partners with EOPS and the ECE (Early Childhood Education) programs to provide specific bilingual tutors for these programs.

The Library maintains an extensive reserve collection to assist students in such programs as ESL and ECE.

The Library also partnered with the Office of Student Life and the City of Redwood City last February to present several cultural activities designed to support the Martin Luther King Jr. Holiday and Black History Month.

In addition, the Early Childhood Education Program is making great strides at Cañada College. The Research (Evaluation) Project were developed and completed during spring 2005 with Applied Survey Research Company and Cañada College faculty, staff and students focused on the following topic: *Factors Which Promote Academic Success for Spanish-Speaking ECE Students*. The data gathered and analyzed will assist the Early Childhood Education Program and the Child Development Program in making some significant system changes related to bilingual supports available to Spanish speaking students. Data sources include the following: a Satisfaction Survey for all Spanish Speaking-ECE students, secondary data from Cañada College (demographic and enrollment histories for ECE students since 2000); and student interviews conducted by Applied Survey Research.

Initial analysis seems to indicate that the research will yield two categories of information:

A) the academic outcomes for Spanish-Speaking Early Childhood Education students, and

B) the demographic, motivational and school-based factors that hinder academic success for Spanish-Speaking-Early Childhood Education students.

Our hope is that the research will yield significant information about enrollment patterns, certificate and degree completion as well as information about barriers to student success not only in Early Childhood Education but also throughout the College as a whole.

Though much has been accomplished in the last four years by the college to address student access and equity, the College recognizes that the efforts must stop. Thus, the College continues to develop and enhance its goals.

GOALS

The following goals have been developed for each of the student equity indicators:

Overall Goal: Continue implementation of the Student Equity Plan.

Access:

1. Maintain ethnic diversity of student population that reflects demographics of local feeder cities.
2. Reduce barriers to the academic pipeline from kindergarten through baccalaureate institutions.

3. Develop program to address under-preparedness of Latino and incoming first-year students in the areas of math, English, and College orientation.

Completion:

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Degree and Certificate Completion:

1. Increase the percentage of students who progress from basic skills classes through vocational certificate and degrees.
2. Increase the number of target student population who receive degrees and certificates.
3. Create additional workforce programs in collaboration with English as a Second Language (ESL) Programs.

English as a Second Language (ESL)/Basic Skills Completion:

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 - Design information sharing panels of former Cañada College students
4. Provide Supplemental Instruction Tutoring for targeted Basic Skills courses

Transfer:

1. Transition more students from ESL Basic Skills into transfer programs.
2. Improve data collection to track transfer students.
3. Continue collaborative coordination/partnership with Bay Area universities to provide bachelor and graduate degrees at Cañada as part of the University Center.

CAMPUS-BASED RESEARCH

The data presented in this section was collected, organized, and formatted by the College Researcher who was hired three years ago. Since his hire, there has been an extensive effort to document ongoing data from all programs on campus. In addition to the data here, other sources of information were consulted. These include but are not limited to the following:

- Accreditation Evaluation Report Recommendations
- Title V HSI Grant Annual Reports, 2001-2004
- First V Grant Research
- College Enrollment Reports

**COMPARISON OF ETHNICITY OF CAÑADA AND SAN MATEO COUNTY
2004**

	San Mateo County	Cañada College
African-American	3.4%	3.2%
Asian American	19.8%	10.5%
Hispanic	21.9%	43.6%
White	49.8%	36.5%
Other	5.1%	6.1%

FALL 2002 - RETENTION

Cañada		All Classes	Basic Skills Classes		
			ESL	English	Math
100%	All Students	77.1%	76.4%	77.7%	60.0%
65.2%	Female	78.4%	81.0%	78.6%	62.4%
34.8%	Male	74.8%	70.8%	74.4%	57.5%
3.6%	African-American	63.8%	100.0%	52.9%	31.6%
0.4%	Native American	70.8%		100.0%	66.7%
10.4%	Asian-American	80.7%	81.0%	85.1%	62.5%
37.8%	Hispanic	74.7%	75.9%	83.8%	58.1%
42.2%	White	80.1%	87.8%	73.1%	66.3%
5.5%	Mixed/Other	74.1%	72.3%	100.0%	33.3%

Women have a higher retention rate than men, but both genders were retained at a higher rate than the district average of 71.7% for all classes and 62.5% for basic skills classes. The gap is widest between genders in ESL classes and closest in non-basic skills classes.

Asian and White students are retained at slightly higher than average rates, while Hispanic and Mixed/Other students are retained at slightly lower rates. African-American students have significantly lower rates of retention, and there are not enough Native American students to accurately compare their rates with the rest of the student population.

While retention and success rates have a small amount of fluctuation, there has been no statistically significant change over the last three years.

FALL 2002 - SUCCESS

Cañada		All	Basic Skills Classes		
			Classes	ESL	English
100%	All Students	73.2%	68.5%	68.3%	52.4%
65.2%	Female	75.1%	72.6%	69.8%	53.7%
34.8%	Male	70.0%	63.7%	66.2%	51.3%
3.6%	African-American	61.8%	100.0%	52.9%	31.6%
0.4%	Native American	68.1%		100.0%	50.0%
10.4%	Asian-American	78.0%	78.6%	74.1%	60.0%
37.8%	Hispanic	69.3%	67.7%	75.0%	49.3%
42.2%	White	77.4%	85.1%	63.4%	57.8%
5.5%	Mixed/Other	68.7%	66.0%	80.0%	22.2%

FALL 2003 - RETENTION

Cañada		All	Basic Skills Classes		
		Classes	ESL	English	Math
100%	All Students	77.8%	79.1%	77.9%	58.4%
65.7%	Female	80.1%	82.1%	80.0%	63.9%
34.3%	Male	73.8%	75.1%	75.8%	47.4%
3.5%	African-American	66.9%		71.4%	45.5%
0.3%	Native American	79.2%		50.0%	66.7%
10.4%	Asian-American	79.7%	94.6%	75.0%	61.7%
41.7%	Hispanic	75.9%	78.7%	78.4%	56.2%
38.9%	White	80.5%	80.9%	79.7%	62.0%
5.2%	Mixed/Other	79.3%	84.4%	75.0%	63.2%

FALL 2003 - SUCCESS

Cañada		All	Basic Skills Classes		
			Classes	ESL	English
100%	All Students	73.7%	69.5%	70.4%	52.9%
65.7%	Female	76.4%	71.9%	72.6%	58.5%
34.3%	Male	69.0%	66.0%	68.1%	41.5%
3.5%	African-American	62.5%		71.4%	36.4%
0.3%	Native American	75.4%		50.0%	33.3%
10.4%	Asian-American	76.3%	89.3%	68.8%	58.8%
41.7%	Hispanic	70.3%	68.7%	70.5%	51.4%
38.9%	White	78.0%	80.9%	71.0%	55.3%
5.2%	Mixed/Other	75.8%	73.3%	75.0%	63.2%

FALL 2004 - RETENTION

Cañada		All	Basic Skills Classes		
			Classes	ESL	English
100%	All Students	76.1%	71.2%	67.0%	54.4%
66.9%	Female	77.6%	78.8%	69.1%	55.2%
33.1%	Male	73.3%	74.1%	63.4%	53.5%
3.2%	African-American	61.1%		50.0%	38.1%
0.4%	Native American	70.1%		1.0%	50.0%
10.5%	Asian-American	80.6%	77.1%	82.1%	54.9%
43.6%	Hispanic	74.1%	76.9%	63.8%	48.4%
36.5%	White	78.9%	85.7%	66.2%	65.8%
5.7%	Mixed/Other	75.8%	76.8%	75.0%	55.5%

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		Classes	ESL	English	Math
100%	All Students	71.2%	65.5%	61.2%	46.6%
66.9%	Female	73.6%	67.9%	64.7%	50.6%
33.1%	Male	66.8%	61.4%	55.7%	39.5%
3.2%	African-American	56.3%		50.0%	33.3%
0.4%	Native American	68.4%		100.0%	50.0%
10.5%	Asian-American	76.8%	74.3%	82.1%	49.0%
43.6%	Hispanic	67.1%	64.6%	57.4%	43.4%
36.5%	White	75.9%	76.2%	61.0%	52.9%
5.7%	Mixed/Other	73.0%	75.0%	50.0%	44.4%

SUMMARY OF ON-GOING ACTIVITIES

The College developed activities using input from involved campus faculty, staff, and administrators to create the goals established to address equity indicators. The following is a summary of on-going and planned activities for the next two or more years:

Access:

1. Continue monitoring ethnic diversity data for the campus and community.
2. Continue Student Campus Ambassador Program to recruit and mentor high school students.
3. Purchase and implement an electronic program for students to efficiently create appointments with Counselors and to track student use of services.
4. Improve College website and informational documentation.
5. Include a copy of the student equity plan and statement of commitment on the college website.
6. Meet with Latino elementary and middle school parents to promote and encourage the expectation of their children going to college.
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1. Continue workshops for faculty that address culturally-savvy teaching, learning styles, multiculturalism, and learning communities.
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1. Develop AA degree in University Studies to encourage students to obtain a degree.
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2. Create Learning Center lab assignments especially designed for ESL and Basic Skills classes.
3. Continue ESL instruction/collaboration with local school district via College Based English Tutoring (CBET) Program.

Transfer:

1. Schedule additional college representative visits in the Transfer Center.
2. Organize additional workshops on transfer issues.
3. Improve access to four-year and graduate degrees for the under-represented, economically disadvantaged, and “placebound” students.
4. Maintain collaborative coordination/partnerships with Bay Area universities to provide bachelor and graduate degrees at Cañada as part of the University Center.
5. Create smooth transition opportunities for student success from the feeder secondary schools to Cañada College and on to universities.
6. Improve course scheduling so that students can experience a seamless and timely transfer process.
7. Secure new federal funds to support target populations in degree completion and transfer.

EVALUATION SCHEDULE and PROCESS

The College believes that student access and success are on-going institutional priorities and proposes to integrate the goals and objectives of the plan with the student learning outcomes and the strategic planning efforts underway at the College. As the College reviews and revises its Mission, Vision and Values, the shared governance participants will keep the Student Equity Plan in mind. Since the College has many existing special programs designed to support underrepresented students, the College has proposed mechanisms for coordinating the efforts of special student support, student services and instructional programs.

Additionally, the College recognizes the continued need to plan, direct, and monitor student access and success at the College and will review and modify the Student Equity Plan on a regular and consistent basis. The College Researcher will provide current data on student access and student success measures each year which will be forwarded to the College Council, the College’s shared governance committee. The report will include the following:

1. Current Data – Changes and trends in each student success indicator
2. Implementation Status – Goals and activities for each indicator

COLLEGE CONTACT

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