



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Canada College Program Goals and Planning 2017

1. Assess your college's previous program efforts:

- In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

Goals	Progress
1. Increase enrollment for disproportionately impacted students, including Asian, White, Veterans and students over 40 years old	Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students. The Priority Enrollment Program (PEP) is a partnership with our local High School District to provide targeted orientations to HS seniors and has been expanded in the past year. Counseling staff are also engaged at locations in our service area community such as Menlo Park and Pescadero/Half Moon Bay adult education partner locations.
2. Increase the number of Hispanic and African American students who successfully enroll at Canada College	Cañada is on track to increase enrollment for these students. In addition to expanding the PEP program (described above), we have implemented summer bridge programs such as Math Jam, Word Jam and COLTS Academies to support Hispanic and African American students enrolling at the college. In 2016-17, 594 students participated in Math Jam or Word Jam, and 185 participated in COLTS Academies.



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3. Increase the number of new students completing the orientation, assessment and counseling services.	<p>In spring 2015, in collaboration with the Planning, Research and Institutional Effectiveness office, student services developed an annual report that tracks the number of new students completing orientation, assessment and counseling services, and registering for classes. Based on the report, student services developed and implemented strategies to track, monitor, and evaluate progress along the matriculation pipeline.</p> <p>As the college moves forward with implementation of the Promise program, a related goal of attaining 100% student completion of SEPs will be prioritized.</p> <p>The ESL Retention Specialist coordinates "Orientation I.D. Night." Cañada's Off campus ESL student classes come in the day or evening to campus for orientation, assessment, and counseling services. 874 student IDs were purchased by students at Off-Campus ESL events since spring 2015. Students are invited to bring their families; this provides a window into college life, garners family support for student work, and fosters the interest of children and other family members in their own future college work, thereby reaching more than one generation of prospective students.</p> <p>Additionally, Cañada has been working with the district team to develop district wide online orientation offering for students.</p>
4. Increase access to student services for students with disabilities.	<p>In spring 2015, the college identified a lack of learning disability testing and educational counseling for students with disabilities. In July 2015, the college hired a tenure-track Learning Disability Specialist/DRC Counselor, resulting in an increase in DRC-supported students from 34 in 2014-15 to 126 in 2016-17.</p>



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5. Increase the number of students with a comprehensive student educational plan (SEP).	<p>The following programs promoted SEP completions: SEP campaign, 25 classroom presentations, SEP reminders to student emails, earlier registration dates as incentives, and assignments by some instructional faculty. The percentage of students with completed SEP increased from 85% in fall 2015 to 91% in fall 2016 for full-time, first time students. In fall 2016, 77% of students had an active comprehensive SEP.</p> <p>Basic Skills, in particular, promoted and tracked the number of students in their program that have or need a comprehensive SEP.</p>
6. Increase the percentage of Hispanic students and African American students who are assessed or placed into transfer level English and math courses.	Developed internal capacity and support to implement Multiple Measures Assessment Pilot program (MMAP) for Math, English, and ESL placement. Cañada began using high school transcripts as placement tool in Fall 2015. The number of students placed in transfer-level English has increased, and initial results indicate that Hispanic students experience the most increase in transfer-level English placement, from 16% with traditional assessment to 44% with MMAP.
7. Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion.	ACES Inquiry Projects is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues. Through a data-informed process, and in collaboration with the PRIE office, participants create actionable plans and set measurable goals to support all students, including Black and Hispanic as well as other student groups experiencing higher rates of disproportionate impact. The number of classified, faculty, and administrators participating in this inquiry learning increased from 24 to 36 participants spring 2015 to spring 2016 and was still 30 in fall 2016. Participants have engaged in over 35 projects including proactive registration, STOP, and Path to Stats.



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8. Increase successful course completion for African American students, American Indian, Hispanic, low-income, veteran, foster youth, and students on probation and dismissal.	Cañada implemented the STOP workshops to support students on probation or dismissal status. In 2015-16, there were 41 STOP and SSP workshops with 275 students in attendance. From fall 2015 to spring 2016, 66% of the STOP students persisted, continuing their enrollment. By the end of fall 2016, 50% of students persisted. Considering the academic risk factors of these students, these numbers are seen as improvement.
9. Increase course completion of students who are enrolled in Basic Skills courses two levels below transfer.	Academic support such as WordJam, Math Jam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.
10. Increase successful English course completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.	Academic support such as WordJam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist. Puente Program. As part of the program, students take pre-transfer-level English and career courses in the fall and transfer-level English and career courses in the spring. Puente students work closely with their Puente counselor to complete their course sequence and transfer.
11. Increase basic skills English and Reading sequence completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.	Proactive Registration event is a collaboration of the Learning Center, Library, Counseling, Admissions and Records, and other student support groups. The purpose of the event is to provide just-in-time academic and student support services for students progressing through the basic-skills sequence. During the event, students registers for the next sequence of classes and resolve any registration and financial aid issues. In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes. 88% of these students who participated in 2016 were registered at the event. 95% who



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	<p>participated were still enrolled on the first day of spring 2017 classes, and 93% after census day. In spring 2017, students who had participated had a 95% persistence rate compared with only 67% of students who had not (See Figure 2).</p> <p>*10 lower level sections of ESL also got proactive registration support, but that practice started prior to 2015. Additional ESL classes participated in off campus ESL registration events.</p>
12. Increase successful Math course completion for African American, Filipino, and Pacific Islander students, and students who are on probation and dismissal.	Academic support such as Math Jam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.
13. Increase basic skills Math sequence completion for African American, Filipino, and Pacific Islander students, students older than 50, and students on probation and dismissal.	Academic support such as Math Jam, Supplemental Instruction, and Embedded Tutoring are provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.
14. Increase successful ESL course completion for Asian and male students.	Since 2013, the ESL department coordinator, the Basic Skills Counselor, and the ESL Retention Specialist has been providing direct assistance to students enrolled in ESL courses to help them register for the subsequence course, and resolve any registration and financial aid issues.



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<p>15. Increase transfer rate for Hispanic students, low income students, veterans, foster youth, and students on probation.</p>	<p>Counseling and retention work. Students in the disproportionately impacted group are recruited to participate in the CWA program. This program provides wrap-around academic and student support services to all of its program participants. Recent data indicates that 80% of CWA graduates transfers to a four-year institution.</p> <p>Career and Majors event for ESL students with focus on STEM, CWA, and CTE provide ESL students (including a large percentage of Hispanic students and low income students) with valuable information about pathways to transfer</p>
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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words max):

1. Formed ACES (Academic Committee for Equity & Success) which combines Student Equity and Basic Skills Committees.
2. Created an Inquiry structure for faculty, staff, administrators, and students to collaborate on interventions that directly address specific equity gaps
3. Created Basic Skills & ESL Retention Specialist positions to support students enrolled in Basic Skills courses two levels below transfer & ESL
4. Supported collaborative integration of programs like SSSP, Basic Skills, Student Equity, and HSI Grants that braided multiple funds to design specific interventions aimed at improving student success and retention such as: Word Jam, Math Jam, Proactive Registration, TLC, Learning Center and Library Orientations, Embedded Tutoring, Supplemental Instruction.



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c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities (Note: For the 2017-2019 plan, integrated goals are required).

Goal	Integrated Initiative: Proactive Registration		
	SSSP	Student Equity	BSI
Support timely completion of ESL and Basic Skills English and Math sequences.	a. Provide extended counseling services to ensure that students enrolled in Basic Skills classes are registering for the appropriate next class in the course sequence.	a. Provide Retention Specialists to assist Basic Skills students in the registration process, including resolving barriers such as financial holds, course scheduling, course repeats, and applying for financial aid. b. Engagement in Inquiry process that facilitated collaboration of faculty, staff, and administrators to address equity issues including building programs such as proactive registration. c. Embedded tutoring program: Tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom. d. The Jams Programs are: free, non-credit, for all current and entering students. Word Jam: one week for all levels of English, Reading, and ESL students. Math Jam: free program allows students to improve their placement test results in Mathematics or prepare for math courses in order to complete their degree and transfer requirements more quickly. Math Jams held during winter intersession and summer.	a. Coordinate with Basic Skills Instructors and staff to bring their Basic Skills classes to Proactive Registration to eliminate any student barriers to registration and encourage registration in the next course in the sequence.



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Our Proactive Registration program at Cañada College is a campus-wide integrated intervention aimed at increasing the timely course enrollment of Basic Skills students by bringing together academic and student support services in one place to provide comprehensive support to targeted students participating in an active registration process.

There are two primary goals related to Proactive Registration. The first and most important is to create an environment that encourages students to register for their next semester courses at a designated time during class time. The class time coordination is essential to making this event accessible and widely attended. Through this intervention, Basic Skills faculty are invited to bring their classes to a campus area where there are a sufficient number of computers. Representatives from student services like financial aid, admissions, and counseling are present to efficiently support students with any questions or barriers to registration like holds. Tutors, mentors and faculty are also present to answer questions and support the process.

The second goal is to expose Basic Skills students to information about academic and personal resources that are available to them at the college. Through a carefully orchestrated plan of activities, once students have completed their registration needs they are then routed to the second part of the intervention. Participating students are provided with the opportunity to learn more about and sign up for academic preparation and strengthening programs.

Our Proactive Registration intervention demonstrates impact on several levels but early indicators reflect notable increases in student enrollment and a decrease in course cancellation. Along with that, the persistence rate of students who participate in proactive registration is markedly higher than Basic Skills students who don't participate in Proactive Registration (Figure 1).



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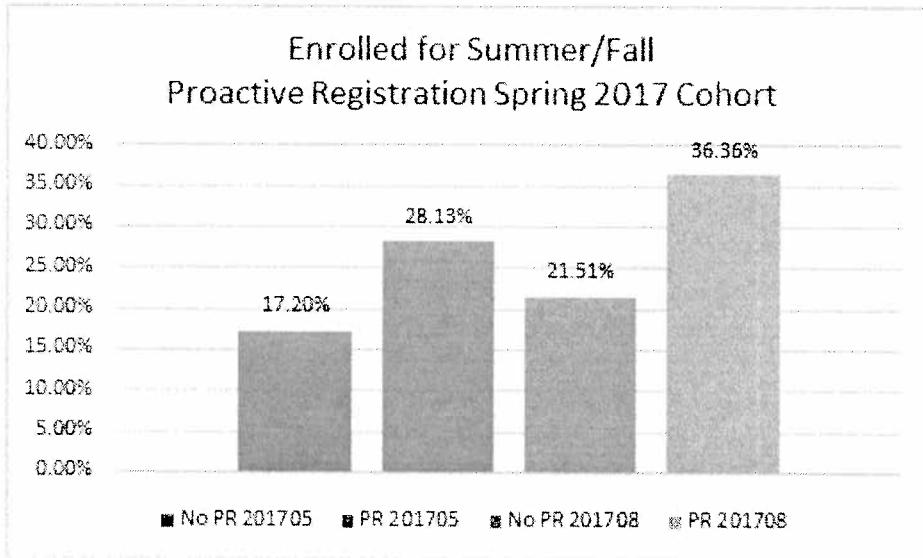


Figure 1

In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes (11 Math, 8 English, 7 ESL, and 1 Reading sections*). 88% of these students who participated in 2016 were registered at the event (compared to 39% who did not participate). 95% of students who participated in the event were still enrolled on the first day of spring 2017 classes, and 93% after census day. In spring 2017, students who had participated in the fall 2016 event had a 95% persistence rate compared with only 67% of students who had not (Figure 2).

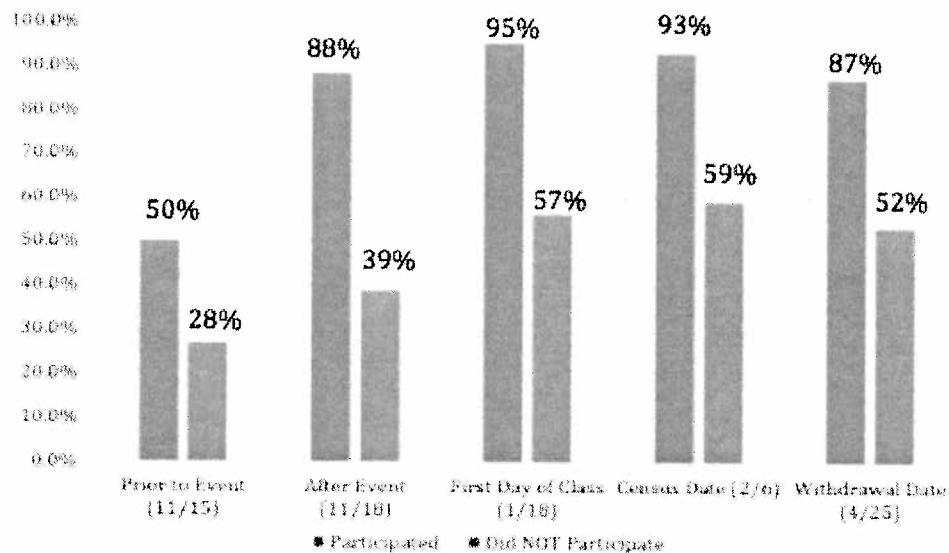
*10 lower level sections of ESL also got proactive registration support, but that practice started prior to 2015. Additional ESL classes participated in off campus ESL registration events.



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Outputs

Fall 2016 Proactive Registration Event (Nov. 16, 2016) enrollment for Spring 2017



Participated-out of 352 students
Did NOT Participate-out of 279 students

Proactive Registration Participants

Sections	Students	
Math	11	299
English	8	179
ESL 400	7	203
Reading	1	25
Total Head Count		706

Total students (unduplicated) 631

Figure 2 (Maggie Baez, Assistant Project Director, A2B, Oct. 11, 2017)



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The Proactive registration event addressed a barrier to timely completion: One of the contributing factors to lack of timely completion that our campus research revealed is late registration among basic skills students. Late registration among this disproportionately impacted group resulted in fewer students completing the registration process; additionally, course cancellations due to low enrollment have had a negative impact. For this reason, the Proactive Registration program includes assistance for students to resolve any financial and/or academic holds and to register for academic support programs. This is a collaborative effort between Basic Skills faculty and staff from Admission and Records, Financial Aid, Counseling, student peer mentors, tutors, and other campus resources to provide these wrap around services.

FUTURE PLANS (2017-2019 Planning Cycle)

3. Establish Integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree and certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)



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Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Goal	Activities in each program that serve the goal listed			
	SSSP	Student Equity	BSI	
1. ACCESS Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college	a. Expand the Promise Program to address financial barriers to enrollment. b. Streamline the matriculation process by expanding orientation options, drop-in counseling,	a. Promote and expand College for Working Adults program b. Support ESL Coordination including coordination of classes in North Fair Oaks community. Maintain ESL course offerings in	Off-site initial counseling and outreach by the Basic Skills Counselor.	<ul style="list-style-type: none">• <i>Access</i>✓• <i>Retention</i>• <i>Transfer</i>• <i>ESL/Basic Skills</i>• <i>Completion</i>• <i>Degree & Certificate Completion</i>



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from North Fair Oaks and East Palo Alto. Data Sources: enrollment maps, equity data, college enrollment does not mirror our community.	and multiple measures for placement. c. Increase outreach by Counseling Dept. faculty/staff to community organizations and events. d. Expand SparkPoint financial literacy and coaching to low-income students. e. Develop bridge programs from Job Train to the college.	off-campus locations such as Menlo Park, Pescadero/Half Moon Bay, and North Fair Oaks. c. ESL Retention Specialist supports students in North Fair Oaks community		• <i>Other:</i> __
2. BASIC SKILLS Math completion and time to completion: Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%. Data Source: District Strategic Plan- Cañada College metrics.	a. Counsel students to begin math sequence in their first semester of enrollment. b. Increase students with active SEP's that map out their math sequence. c. Expand the use of multiple measures for math placement. d. Expand disability testing and accommodations to improve math success rates. e. Establish first semester math requirement for incoming Promise students.	a. Expand Math Jam over next three years from 311 students served in 2017 to 400 students served by 2019 b. Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.	a. Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students b. Participation of BSI counselor in Proactive registration.	• <i>Access</i> • <i>Retention</i> ✓ • <i>Transfer</i> • <i>ESL/Basic Skills Completion</i> ✓ • <i>Degree & Certificate Completion</i> ✓ • <i>Other:</i> __



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<p>3. BASIC SKILLS</p> <p>English completion and time to completion: Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p> <p>Data Source: District Strategic Plan- Cañada College metrics.</p>	<p>a. Counsel students to begin English sequence in their first semester of enrollment.</p> <p>b. Increase students with active SEP's that map out their English sequence.</p> <p>c. Expand the use of multiple measures for English placement.</p> <p>d. Expand disability testing and accommodations to improve English success rates.</p> <p>e. Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.</p> <p>f. Establish first semester English requirement for incoming Promise students.</p>	<p>a. Expand Word Jam over next three years from 90 students served in 2017 to 150 students by 2019</p> <p>b. Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p>a. Additional Basic Skills Counseling for students enrolled in basic skills English</p> <p>b. Coordination of BSI Counselor in ACES.</p> <p>c. Counseling support for off campus ESL classes.</p> <p>d. BSI Counselor counselor provides overview and Q & A at regular ESL Orientations</p>	<ul style="list-style-type: none">• Access• <i>Retention ✓</i>• Transfer• <i>ESL/Basic Skills Completion ✓</i>• <i>Degree & Certificate Completion ✓</i>• Other: __
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<p>4.PERSISTENCE: Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American students at 67%) by five percent to 72% over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%. Data Source: District Strategic Plan for FT students; data is unavailable by race/ethnicity/gender, however persistence indicators are typically</p>	<p>a.Increase and more fully integrate retention services into the Counseling Dept.</p> <p>b.Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP. Strengthen support for student athletes.</p> <p>c.Strengthen Student Success Program for Probation and Reinstated Students.</p> <p>d.Increase effectiveness of Early Alert Program.</p> <p>e.Provide counseling services within the Proactive Registration Initiative.</p>	<p>a. BSI Retention specialists provide support for students at critical points in semester</p> <p>b. The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p>	<p>BSI Counselor supports DI students</p>	<ul style="list-style-type: none">• <i>Access</i>• <i>Retention</i> ✓• <i>Transfer</i> ✓• <i>ESL/Basic Skills</i> ✓• <i>Completion</i> ✓• <i>Degree & Certificate Completion</i> ✓• <i>Other:</i> __
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much lower for Hispanic males.				
<p>5. COMPLETION RATE: Increase percentage of students who complete their educational goal (certificate, degree, and/or transfer) from 47.6% to 52.6%, with focus on goal completion by underprepared students.</p> <p>Data Source: State Chancellor's Office Scorecard, prepared under the Institutional Effectiveness Partnership Initiatives.</p>	<p>a. Build degree/certificate and transfer course sequences into Degree Works to clarify pathways for students.</p> <p>b. Expand incentives for full-time enrollment and persistence through Promise Scholarships, EOPS, and International Student Program.</p> <p>c. Expand use of Transcript Evaluation Service to maximize student's use of coursework from multiple institutions.</p> <p>d. Institutionalize acceleration</p> <p>e. Participate in a college-wide initiative to implement Guided Pathways that increase completion and reduce time to completion.</p>	<p>a. Equity Coordinators facilitate collaboration among faculty, staff, administrators, and students and professional development including inquiry groups and equity workshops that prepare faculty and staff to implement high impact practices to support DI students in achieving their goals.</p> <p>b. Organize equity themed lecture series to inspire students and extend learning of the whole community about equity issues and solutions in order to better support DI students in achieving their goals</p>	<p>a. Basic Skills Counselor visits to BS classes to promote SEPs</p> <p>b. Involvement of BS Counselor in ACES</p>	<ul style="list-style-type: none">• Access• Retention ✓• Transfer ✓• ESL/Basic Skills Completion ✓• Degree & Certificate Completion ✓• Other: _ ✓