



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

		<p>c. Examine data packets with equity gaps during program reviews</p> <p>d. Aces Inquiry groups work with college research office to conduct data informed investigations</p> <p>e. Guided Pathways: explore options for college level liberal arts math; expand CWA; promote ESL Workforce Award, ACE Award, and PASS Certificate.</p>		
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or



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campus- based programs). (500 words max)

Cañada College will collaborate with the College of San Mateo and Skyline College to provide integrated professional development opportunities. SSSP, BSI, and Equity Coordinators across campuses will meet for planning, implementation, and assessment of shared goals. At Cañada College, program leaders will identify members to be represented across committees on campus in order for sharing and decision making to move consistently. With the support of the office of Planning, Research and Institutional Effectiveness, we will continue to regularly assess programs and disaggregate data to identify disproportionately impacted student groups that we need to focus on better serving across programs and divisions. This research will inform our Integrated plans and be used to assess our work toward closing equity gaps. We will continue to have shared meetings and professional development at the college such as we have been doing between Basic Skills and Equity in the ACES committee and through joint planning of equity related PD with the Professional Development committee. For the ACES committee, we will have multiple venues for information sharing across campus and in the district. We will Identify key participants in ACES to represent the committee and share information in SSSP as well as in other committees and across divisions.

5. Non-credit offerings

The college does not currently offer noncredit



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6. Professional development plans to achieve your student success goals. (100 words max)

We continue to:

- Build our professional development committee planning and work team
- Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.
- Implement an ongoing College-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.
- Increase the number of faculty and staff involved in communities of practice, inquiry groups, classified professional workgroups, and other professional learning.
- Collaborate with the Academic Committee for Equity and Success on professional learning with a focus on 1) high impact practices supporting all students and improving support of disproportionately impacted students, and 2) equity.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Student success goals listed align with the college goals, and they are evaluated annually. The research office will support the team in monitoring and sharing of progress on the following:

- Residency of students to monitor outreach efforts to underrepresented areas.
- Percentage of students who begin in Basic Skills math and complete transfer math within a two-year period.
- Percentage of students who begin in Basic Skills English and complete transfer English within a two-year period.
- Fall to Spring persistence rate by key indicators.
- Percentage of students who complete their stated goal, by key indicators.



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8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

SSSP representatives from the district's three colleges will continue monthly meetings to facilitate collaboration in achievement of integrated goals. The colleges will also pursue integrated professional development opportunities in the areas of equity and student success. To build collaboration across the district, the coordinators on all three campuses will meet regularly for planning, implementation, and assessment. SMCCCD is currently contracted with Career Ladders Project and RP group in a 3-year plan to address district wide initiatives including dual enrollment, multiple measures and guided pathways. We will use our district-wide collaboration as a foundation to address shared integrated plan goals.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Student Equity:

In the 1000 categories of spending, the following areas are supported: Assessments for Learning Disabilities, Faculty Coordination of ACES, Dreamers Faculty, Puente Coordinator, ESL Coordinator, and Proactive Counseling.

In the 2000 categories of spending, the following areas are supported:

ESL Retention Specialist, Researcher, Classified Outreach, Dreamers - Retention Specialist, tutors/students assistants, Foster Youth Retention Specialist, Retention Specialist-Basic Skills, and SparkPoint support.

BSI:

In the 1000 category of spending, the following areas are supported:



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Basic Skills Counselor

SSSP:

In the categories of spending, the following areas are supported In the 1000 category of spending, the following areas are supported: General Counseling, Transfer Counseling, Counselor for College for Working Adults, Disability Resource Center Counselor/ Learning Disability Specialist, Part-time Counseling, and a portion of Basic Skills Counseling.

In the 2000 category of spending, the following areas are supported: Counseling Division Assistant, Degree Audit Program Service Coordinators (District-wide), Program Service Coordinator and Office Assistants for Orientation and Assessment, Student Assistants, and Counseling Retention Specialist.

10. Each college must create an **executive summary** that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Executive Summary BSI, SSSP, EQUITY Integrated Plan 2017-2019

Introduction

Cañada College is committed to innovation and collaboration that advances student achievement of their educational goals. To optimize our efforts to increase student success and close equity gaps, we have started to integrate Basic Skills Initiatives (BSI), Student Equity Programs (SE), and Student Success and Support Programs (SSSP). The purpose of this integration is to connect program strategies and foster integrated planning and coordination at college and district levels (California Community College Chancellor's Office, 2017). We believe these integrations enhance our ability to achieve our college mission in the service of students.



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Mission

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and 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.

As stated in our college plans, we address this mission through quality instruction, activities that cultivate student personal development and success and by prioritizing supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment. Additionally, we know we must work to ensure that we are serving students equitably, and that all student have the support they need to achieve their goals. We have identified equity gaps at our campus and recognize the need to set specific equity goals and be accountable to them (Bensimon, 2005; Bensimon, Dowd, & Witham, 2015; Dowd, & Bensimon, 2014). Specifically, we embrace Equity mindedness, which according to AAC&U (2015c, p.4), entails:

- Examining student outcomes and disparities disaggregated by race, ethnicity, and socioeconomic status [as well as by other district measures including Disability Status, Foster Youth, Veterans, Age, and Gender]
- Recognizing that individual students are not at fault for “unequal outcomes” resulting from historical discrimination and marginalization.
- Respecting the goals and challenges of students who are underserved by the present system
- Recognizing that to fix the faults in our education system, we have to provide more college and community resources to students with stronger need , and
- Engaging in deliberate critical deconstruction of structures, policies, norms, and values assumed to be race neutral.

We need to reflect deeply and have courageous conversations in which we make visible the obstacles that hinder our students and re-assess systems that prevent historically marginalized students from reaching their academic goals.



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Summary Analysis of Student Equity Data

In our 2015 Equity Plan (pp.7-10), we identify student groups who experienced disproportionate impact (DI) in at least one indicator with an average of 2.5 indicators per sub group in the five areas; access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Based on that framework, we have prioritized our work toward the success of all students and better serving the following specific groups:

- Hispanic students, our largest group comprising 40% of our student population, who experience DI in course completion and transfer
- African American students who experience some of the institution's largest DI in Access, Course Completion, English and Math sequence Completion, and Degree and Certificate Completion as well as Transfer
- Pacific Islanders, White, American Indian and Alaskan Native, Asian, Self-Identified Multiple Races or Unknown Race/Ethnicity, Males, Veterans, Foster Youth, students under 20, and students in the 40-49 year range groups, all of whom experience DI in at least one indicator.

Additionally, although LGBTQ+ students are not currently a designated group for which data is analyzed, we recognize the importance of specific programming and support services for this historically marginalized group.

Also, even though Disability Status (defined by registration with the DSPS office) does not emerge as DI group, we see the importance of continuing to allocate funds to support a Learning Disabilities Counselor who performs Learning Disability testing on site to increase the number of students who register and can take advantage of the Disability Resource Center services.

To address the equity gaps on our campus, we will continue to engage in Professional *Learning* (PL) that allows us to share and build on expertise and insights of faculty, staff, administrators, and students; and enables the deep reflection, perspective, and cultural shifts that are necessary for institutional change (Easten, 2008; Klein, 2016). As part of that professional learning, we plan to continue the Academic Committee for Equity and Success (ACES) initiatives such as ACES Inquiry. ACES Inquiry is a college wide professional learning structure in which faculty, staff, administrators, and students examine equity issues through data-informed investigations and collaborate on initiatives to support the success of all students and better support student groups facing higher rates of disproportionate impact. The ACES Inquiry



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groups will continue to work to establish a culture of inquiry (Mackinnon & Arnoltz, 2006). Some Inquiry Project themes we plan to undertake are: Online Equity, Peer Mentorship with an emphasis on better supporting African American students, a cohesive and student accessible guide to student support services, and guided pathways related projects including research and development of our General Education Pathways and existing ESL pathways. In addition, we plan to establish sustained communities of practice (Wenger, 1998) around equity and to engage in campus wide programming including an equity themed lecture series or summit.



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Student Equity and Basic Skills Goals and How We Will Achieve Them

To support all student success and better serve DI student groups, we will engage in the following interventions and activities:

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 from North Fair Oaks and East Palo Alto.	a. Expand the Promise Program to address financial barriers to enrollment. b. Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement. c. Increase outreach by Counseling Dept. faculty/staff to community organizations and events.	a. Promote and expand College for working adults program b. Maintain ESL Coordination including coordination of classes in North Fair Oaks community c. ESL Retention Specialist supports students in North Fair Oaks community	Off-site initial counseling and outreach by the Basic Skills Counselor.	<ul style="list-style-type: none"> • Access✓ • Retention • Transfer • ESL/Basic Skills • Completion • Degree & Certificate Completion • Other: __



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	<p>d. Expand SparkPoint financial literacy and coaching to low-income students.</p> <p>e. Develop bridge programs from Job Train to the college.</p>			
<p>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%.</p>	<p>a. Counsel students to begin math sequence in their first semester of enrollment.</p> <p>b. Increase students with active SEP's that map out their math sequence.</p> <p>c. Expand the use of multiple measures for math placement.</p> <p>d. Expand disability testing and accommodations to improve math success rates.</p> <p>e. Establish first semester math requirement for incoming Promise students.</p>	<p>a. Scale up Math Jam over next three years</p> <p>b. Support Basic Skills Retention through:</p> <p>c. Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p>a. Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students</p> <p>b. Participation of Basic Skills counselor in Proactive registration.</p>	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer • ESL/Basic Skills Completion ✓ • Degree & Certificate Completion ✓ • Other: _ _



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<p>3. BASIC SKILLS 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>a. Counsel students to begin English sequence in their first semester of enrollment. b. Increase students with active SEP's that map out their English sequence. c. Expand the use of multiple measures for English placement. d. Expand disability testing and accommodations to improve English success rates. e. Continue Puente cohorts that support student progression from pre-transfer to transfer-level English. f. Establish first semester English requirement for incoming Promise students.</p>	<p>a. Expand Word Jam over next three years b. Support Basic Skills (BS) Retention through: c. BS 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 b. Coordination of BS Counselor in ACES. c. Counseling support for off campus ESL classes. d. BS Counselor counselor provides overview and Q & A at regular ESL Orientations</p>	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer • ESL/Basic Skills Completion ✓ • Degree & Certificate Completion ✓ • 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 over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%.</p>	<p>a.Increase and more fully integrate retention services into the Counseling Dept. b.Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP. c.Strengthen Student Success Program for Probation and Reinstated Students. d.Increase effectiveness of Early Alert Program. e.Provide counseling services within the Proactive Registration Initiative.</p>	<p>a. BS Retention specialists provide support and mentorship 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>BS Counselor supports DI students</p>	<ul style="list-style-type: none"> • Access • Retention ✓ • Transfer ✓ • ESL/Basic Skills ✓ • Completion ✓ • Degree & Certificate Completion ✓ • Other: _ _
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Resources Budgeted for Student Equity 2014-15, 2015-16, and 2016-17

The Academic Committee for Equity and Success (ACES), which is a merger of the Basic Skills and Student Equity Committee, has allocated funding for portions of specific student support services, activities, initiatives, programs, and professional learning for faculty, staff, and administrations including funding/partial funding for:

Assessments for Learning Disabilities	Outreach for Proactive Registration
Blacademia	Proactive Counseling
College for Working Adults (CWA)	Professional Development - Conference
Classified Outreach	Professional Development for Faculty
Dreamer Task Force (Professional Development)	Professional Development: Inquiry
Dreamers - Retention Specialist	Puente Coordinator
Dreamers Faculty	Puente support/bus /supplies
Dreamers Legal Clinic (Sparkpoint)	Researcher
Embedded Tutoring	Retention Specialist-Basic Skills
ESL Community Support (Babysitting/Slammers)	SparkPoint
ESL Coordinator	Students Transitioning Off Probation (STOP)
ESL Retention Specialist	Supplemental Instruction
Faculty Coordination of ACES	Supplies/Materials for Proactive Registration
Fiscal Operations Accountant Tech	Supplies/Materials for Prof. Development
Foster Youth Retention Specialist	TLC Student Assistants
Foster Youth	Tutors in Learning Center
Hot Spots for student internet access	Veterans
Learning Disability Counselor	Word Jam
Math Jam	Writing Center IA II



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Men of Color Professional Development	
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The linked [Crosswalk of Initiatives to Support Basic Skills and Equity](#) illustrates how our goals were addressed and through which programs they were funded.

Student Equity Funding and Progress

We made goals for better serving specific DI student groups, but had not yet made specific percentage goals for our prior activities and interventions in our Equity and Basic Skills plans. However, we have examined these goals for progress and that has informed changes in programs and ongoing planning. We aim to be more specific in our future goals in order to better assess them. Some highlights of our 2014-2017 progress in relation to our goals are summarized in the below chart.

Increase in Access	Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students
Increase in Course Completion/Retention	Students at Cañada have steadily seen an increase in both course completion and retention rates. In AY 2014-2015, the overall course completion rate was 70.2%. This grew by .6% to a course completion rate of 70.8% in AY 2015-2016 with an additional increase to 72% in AY 2016-2017. Similarly, retention rates also continued to rise annually from 82.8% (AY 2014-2015), 83.5% (AY 2015-2016), and 85% (AY 2016-2017) respectively.
Increase in ESL and Basic Skills Completion	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



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	2016 event had a 95% persistence rate compared with only 67% of students who had not
Increase in Degree and Certificate Completion	The number of students completing degrees at our college has increased: from 422 in 2013/2014 to 463 in 2014/2015 to 486 in 2015/2016. To facilitate more degrees in the future, we made progress on SEPs: 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.
Increase number of students placed into college-level English via implementation of multiple measures assessment	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.

While we have data sets for some areas, we realize that other data benchmarks in our future goals will need to be worked on further. We will continue to draw on our strengths to expand and enhance what is working and engage in further planning and collaborations to improve. For example, we will collaborate with the district via Career Ladders and Guided Pathways, leveraging these initiatives for additional partnerships and learning. Thank you for reading our plan. We look forward to your feedback



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11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Support for professional learning around best practices in the implementation of multiple measures
- Support for student-facing data visualization technology including course enrollment reminders, degree progress, and other student support
- Technical assistance for implementing OEI best practices in online/distance education student support tools
- Focus on terminology and theoretical framework to inform systemic change
- Workshops by experts in the field of educational equity, pedagogy, and practice

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name David Reed

Title Dean of Academic Support and Learning Technologies

Email Address reedd@smccd.edu

Phone 650-306-3470

Alternate Point of Contact:

Name Rebekah Sidman-Taveau

Title Professor/Academic Committee for Equity and Success Co-Coordinator

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Part III – Approval and Signature Page

College: Cañada College

District: San Mateo Community College District

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

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