



College Research & Evaluation Plan 2020-22

DRAFT

as of November 16, 2020

Prepared by the
Office of Planning, Research and Institutional Effectiveness

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Purpose

The Cañada College Research & Evaluation Plan is an annual progress report on the College's process for innovation. It summarizes the new policies, programs, and procedures the College is implementing to achieve better and more equitable outcomes for its students. Led by the Office of Planning, Research, and Institutional Effectiveness (PRIE), the process is a collaboration across many departments and programs to support evidence-based decision-making in support of systemic change and resulting in ongoing improvements in student success and equity.

This progress report will compile information about the status of each innovative policy, program or practice and will inform recommendations to the College about whether to continue an innovation based on a research-based evaluation. The results of the research and evaluation and related recommendations for next steps will be presented to campus participatory governance councils, committees, and senates, as well as the campus community at large to inform strategic planning, program review, and resource allocation processes.

Sources of Innovation in 2020-21

The sources of innovation the College is pursuing in 2020-21 come from the strategic initiatives identified in College Plans (Ed. Master Plan, Strategic Enrollment Plan, Guided Pathways college re-design effort, Student Equity Plan, etc.) as well in Grants that are designed for launching innovative practices or interventions which, upon evaluation, can be scaled and institutionalized if effective.

Logic Model

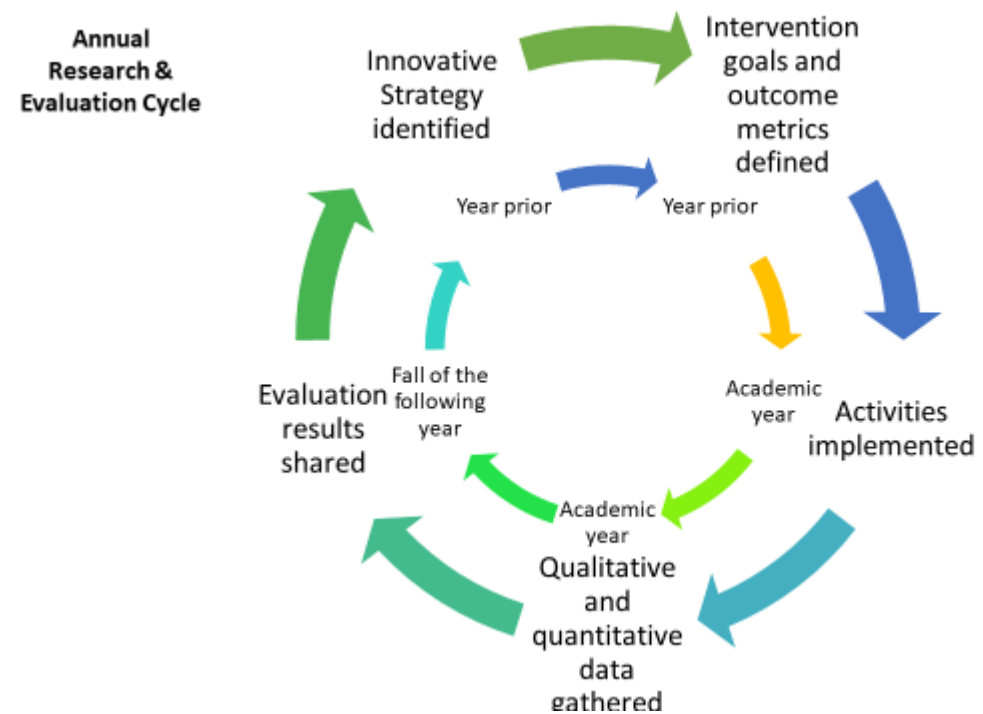
The list of current innovative strategies and interventions the College is undertaking in 2020-21 is presented below, along with summary information related to the expected and desired outcomes of each intervention and whether or not it is achieving those outcomes.

Evaluation Methodology

The general evaluation approach in this research plan utilizes exploratory mixed-method methodology designed to use qualitative data to explain outcomes of quantitative analysis.

When evaluating programs and interventions this methodology employs a four-level approach designed to study: (1) the reaction of the student and their thoughts about the intervention; (2) the student's resulting learning and increase in knowledge from the intervention experience; (3) the student's behavioral change after the intervention; and (4) the results or effects that the intervention has on student outcomes.

In the field of education, it is not logically feasible nor ethical to conduct randomized controlled trials. Thus, the effects of each intervention on student outcomes will be evaluated utilizing a Quasi-experimental design (QED) approach when applicable and/or possible. This design involves the comparison of intervention outcomes between control and treatment groups which are composed of "equivalent" students; the only difference between whom is the intervention. The participants in the control and treatment groups are selected from the initial populations of students who either participated or did not participate in the intervention by utilizing matching techniques such as Propensity Score Matching (PSM). QED is a reliable method of analysis that is widely used for establishing cause-and-effect relations between interventions and outcomes. However, in cases where QED cannot be utilized due to small sample populations, a simple comparison between intervention participants and non-participants will be conducted to examine possible links between interventions and outcomes.



Cañada College Research & Evaluation Plan Logic Model

| Innovative Strategy (College Plan or State Mandate) | Intervention | Goal and Target Population | Intervention Lead | PRIE Lead | Activities | Changes needed due to COVID? | Outcome (measures) | Impacts on Student Success & Equity in Outcomes |
|---|---|---|---|--------------------|--|---|---|--|
| Basic Skills Reform (priority level 1)* State Law: AB 705 | AB 705 implementation | AB 705 aims to increase the probability that students will complete transfer-level math and English courses within one year of their first enrollment in math or English. Target population: First-time students who have an educational goal of completing a degree or certificate with or without transfer. | Math, English, Counseling Deans and Faculty | Milena | New data collection tools to evaluate effectiveness of online placement and instruction. | Modify placement process to move entirely online | 100% of first-time students who have a goal to complete a degree or certificate will be placed in transfer-level math and English courses and equity gaps will be addressed.* | Students will pass transfer-level math and English courses in one year from their first enrollment in a math or English course. The gaps in student access to and success in transfer level math and English courses will be mitigated. |
| Career Exploration & Work-based Learning (priority level 2) Guided Pathways SEM 3.3.3 Trabajo Grant | Trabajo | Students interested in STEM fields have more exposure to STEM careers and possible employers/networks | Prof. Ramakrishnan Kalyanaraman and Ms. Sharon Quach | Milena Angelova | 1.STEM Speaker Series 2. STEM class field trips to regional employers 3. Job shadowing, including pre-and post-workshops 4. Paid summer internship experience 5. Recruitment of STEM prof. and employees by staff, alumni, and faculty | The majority of the activities will be conducted online during the COVID19 pandemic | Currently, outcome measures are under development | Students clarify and commit to their STEM career goal Students gain experience and skills in their field More students graduate with STEM degrees Students transfer to 4yr college in their STEM major Increased number and diversity of professionals in STEM workforce |
| Dual Enrollment (priority level 3) (SEM 1.3.1) | Create and scale more dual enrollment opportunities | Increase the number of courses and sections available to high school and Adult School students to earn dual credit | Mayra Arellano | Alex | Outreach to high schools, increased variety of course offerings | All recruiting is done online, SUSHD has removed concurrent enrollment cap | 5% increase in Concurrent enrollment | Students enter with some credits already earned, reducing time to completion. Minoritized students who have access to dual enrollment opportunities are more likely to go to college/Cañada than those who do not. |

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|--|--|---|--|-----------------------------------|--|--|--|--|
| First Year Experience (priority level 1) Guided Pathways (SEM Objective 3.3 SEM 3.3.2) | COLTS-CON | Summer Bridge program designed to help incoming and continuing students successfully transition from high school to college environments. Target population: First-time students enrolled at Cañada College | GANAS, ESO, ESO Adelante (Mary Ho & Georganne Morin) | Milena (connect with Alex on FYE) | Three-day summer bridge program incorporates various sessions and workshops such as learning skill building, time management, financial aid, student panels, etc. | Moved to online services. New data collection tools for probing online experience | 2% increase* in course retention rate, course, success rate, fall-to-spring, and fall-to-fall persistence rates. Effective utilization of college resources, services, and supports. | Students engaging in COLTS-CON are more likely to complete the first term and persist to the next major term – with no disproportionate disparities between student sub-populations. |
| Interest Areas (priority level 3) Guided Pathways EMP Goal 3 SEM 3.3.1 | Re-organize programs of study into larger interest areas based on common core course requirements and related career opportunities | Align programs of study and streamline student completion | VPSS | Alex | Interest Area Groups will maintain clear academic pathways and consistent schedules that are well communicated to students | None? | Increased award earning, reduced time to completion, fewer units earned per degree, Momentum points | Students will achieve their education goal more effectively and efficiently – equitably across all student sub-populations |
| Peer Mentoring (priority level 1) Guided Pathways SEM Goal 3 | BTO, ESO Adelante, STEM Center | Non-academic student support program designed to help students navigate through college. | GANAS, ESO, ESO Adelante (Mary Ho & Georganne Morin) | Milena (campus wide) | Continuous semester activities of individual mentoring. | Provide peer mentoring online. Develop new tools for evaluating the effectiveness of online peer-mentoring | 2% increase* in course retention rate 2% increase* in course success rate 2% increase* in fall-to-spring and fall-to-fall persistence rate | All student groups will feel a sense of belonging and connection to the college that results in more timely completion of their educational goal. |
| Personal Student Financial and Academic Support (priority level 1) EMP Goal 3 | Promise Scholars Program | Provide supports and incentives for students to enroll full time at Canada. Population is students | Mayra Arellano | WestEd/Alex | Individualized Academic Support and Counseling, Monthly Incentives of \$50 gift cards that can be used towards gas or a campus meal plan, Textbook stipend each semester | How financial incentives are being distributed needs clarification | Defer to WestEd | More students will complete their education goal more quickly with no disproportionate disparity between student groups. |

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|---|---|---|--|------------------|---|--|---|--|
| Pre-transfer Information Dissemination (priority level 2) New: Transfer Plan as of 2020-21 | Transfer support programs | Non-academic student support designed to help students apply and transfer to four-year institutions. | GANAS, ESO Adelante (Mary Ho & Georganne Morin) | Milena & Alex | University visits, transfer success course, POS workshop with U. partner | Move university visits and STEM Speaker Series online. Develop new tools of evaluating the effect of transfer support programs on student transfer | 2% increase* in students transferring to 4-year universities. | More students will learn how to apply and successfully transfer to four-year institutions. All student groups will be proportionately represented in this outcome. |
| Retention Support (priority level 2) Guided Pathways (SEM 3.3.1 – see Success Teams) | STEM Center, ESO | Non-academic student support program designed to help students tackle various issues that they experience in the course of their education in Cañada college. | GANAS, ESO (Mary Ho & Georganne Morin) | Milena | Retention services moved online. New data collection tools to probe online experience. | | 2% increase* in course retention rate 2% increase* in fall-to-spring and fall-to-fall persistence rate 5% increase in degree completion | More students will complete courses and persist to the next semester – and there will be no disproportionate disparity between student groups. |
| Student-First Schedule (priority level 3) SEM Objective 2.1 | Optimize the course schedule for student success and completion | Evaluate the current block schedule to reduce scheduling conflicts and create course-taking opportunities for students | VPI office | Alex | Planning sessions with iDeans, program-course mappings. | All courses have moved to online, synchronous courses still cause conflicts | Reduction in overlapping courses Reduction in "off block" courses | More students will complete their education goal more quickly – no equity gaps |
| | Evenings and weekend schedules | Create more program options on an evenings and weekends schedule | VPI office, Jose Zelaya | Alex | Identifying programs with high interest for nights and weekends (CE?) | With more asynchronous courses this is less of an issue | # of courses offered for evening and weekend # of awards complete-able evenings/weekends | Working students will complete their education goal more quickly (no disparities in this outcome). |
| Student Supports Aligned with Academic Pathways (priority level 3) Guided Pathways EMP Goal 3 SEM 3.3.1 | Success Teams | Provide supports to all students not supported by another program. Support is tied to Interest Area | GP Steering Committee (align with evaluation of Retention Specialists) | Alex | Intrusive intervention, retention specialist, counselor | All interventions and contacts are moved online | Course completion rates Term to term persistence rates Program completion rates | Improved retention/completion for supported students compared to unsupported students – with no equity gaps across groups. |

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|---|-----------------------|--|---|-----------|---|---|---|--|
| <p align="center">Tutoring (priority level 1) Guided Pathways SEM Goal 3</p> | Drop-in peer tutoring | Tutoring program aims to support students on an individual basis by providing academic help tailored to specific academic needs. Target group: All students who are enrolled in Cañada courses who require 1:1 academic support from a tutor | GANAS, ESO (Mary Ho & Georganne Morin) | Milena | Individual tutoring offered in drop-in format. | Drop-in peer tutoring moved online. New data collection tools to probe online experience. | 2% increase in course retention rate 2% increase in course success rate 2% increase in fall-to-spring and fall-to-fall persistence rate | Students in need of focused academic support will receive it and will acquire advanced learning and time management skills that will enable the successful completion of their courses and closing the achievement gaps in course success. |
| | Writing Center | Provide access to paraprofessional tutors | Office of Instruction/Profess or Valenzuela | Alex | Individual tutoring for written school work | Writing Center services suspended due to COVID | Fewer W's, Improved grades and course completion rates for supported students | Students will improve their writing skills and carry those improvements along to future classes. Language learners and other disproportionately impacted groups will see greater course success and persistence rates than prior to the intervention. |
| | EPIC tutoring | Embedded tutoring program designed to help students retain and succeed in courses supported by the program. | GANAS, ESO (Mary Ho & Georganne Morin) | Milena | Embedded tutoring sessions (supported courses only) | EPIC tutoring moved online. New data collection tools for probing student online experience. | 2% increase* in course retention rate 2% increase* in course success rate 2% increase in fall-to-spring, and fall-to-fall persistence rate Developing effective study habits Developing of an active learning community | Students in need of focused academic support will receive it and will acquire advanced learning and time management skills that will enable the successful completion of their courses and closing the achievement gaps in course success. |

*Priority level 1: evaluation to completed in months 1-4 of the academic year; *Priority level 2: evaluation to be completed in months 4-8; *Priority level 3: evaluation to be completed in months 8 -12.

| Cañada College Research & Evaluation Plan: Scaling | | Phase of Intervention (check one) | | | Improvement Cycle | Scale of Intervention | Source of Funding | Post Evaluation Assessment (for interventions that work) | | |
|---|--|-----------------------------------|---|----------------------|---|---------------------------------|-----------------------------|--|--|---|
| Innovative Strategy | Intervention | Design | Pilot Implementation- Data Tracking with Formative Evaluation | Summative Evaluation | Evaluation Timeline | How many students are impacted? | Fund 1 or Grant (Duration)? | What worked? | Cost of intervention (annual per student?) | Next steps to scale/ institutionalize |
| Basic Skills Reform (priority level 1 and on-going)* State Law: AB 705 | AB 705 implementation | yes (moving to online services) | ✓ | | | 700 | Fund 1 | | | N/A |
| Career Exploration & Work-based Learning (priority level 2) Guided Pathways SEM 3.3.3 Trabajo Grant | Internship program designed to motivate students pursue STEM degrees and land employment opportunities. The grant also aims to establish strong connections between Cañada College and local industries and employers. | ✓ | | | | N/A | Grant | New grant | | |
| Dual Enrollment (priority level 3) (SEM 1.3.1) | Create and scale more dual enrollment opportunities | | | ✓ | After grades post for Spring Semester | Approximately 800 | Fund 1 | | | |
| First Year Experience (priority level 1) Guided Pathways (SEM Objective 3.3 SEM 3.3.2) | COLTS-CON | yes (moving to online services) | ✓ | yes (Grant closing) | At the end of fall semester following the summer bridge (January) | 120 | Grant | | | Establish a college-wide workgroup to lead the institutionalization of COLTS-CON. |
| Guided Pathways (clear academic pathways and aligned student supports) | Re-organize programs of study into larger interest areas based on common core course requirements and related career opportunities | | ✓ | | After grades are posted for Spring Semester | Approximately 10,000 | Grant | | | |

| Cañada College Research & Evaluation Plan: Scaling | | Phase of Intervention (check one) | | | Improvement Cycle | Scale of Intervention | Source of Funding | Post Evaluation Assessment (for interventions that work) | | |
|--|--------------------------------|-----------------------------------|---|----------------------|---|---------------------------------|-----------------------------|---|--|--|
| Innovative Strategy | Intervention | Design | Pilot Implementation- Data Tracking with Formative Evaluation | Summative Evaluation | Evaluation Timeline | How many students are impacted? | Fund 1 or Grant (Duration)? | What worked? | Cost of intervention (annual per student?) | Next steps to scale/ institutionalize |
| (priority level 3) EMP Goal 3 SEM 3.3.1 | Success Teams | ✓ | | | Summer 2021 | Approximately 400 | Fund 1 | | | |
| Peer Mentoring (priority level 1) Guided Pathways SEM Goal 3 | BTO, ESO Adelante, STEM Center | yes (moving to online services) | ✓ | | Twice a school year, at the end of each semester (January & June) | | Grant | Developed proactive peer mentoring approach providing continuous and targeted student support. | | Establish a work group/committee to lead the integration process. Integrate peer-mentoring activities and implement a comprehensive college-wide peer-mentoring program aligned with Guided Pathways Interest Areas. |
| Personal Student Financial and Academic Support (priority level 1) EMP Goal 3 | Promise Scholars Program | | | ✓ | Fall 2020 | Approximately 500 | Fund 1 | ✓ | | |
| Pre-transfer Information Dissemination (priority level 2) New: Transfer Plan as of 2020-21 | Transfer support programs | yes (moving to online services) | ✓ | | At the end of the school year (June) | 170 | Grant | Developed pre-transfer package of programs helping students with various aspect of transfer readiness and transfer. | | Establish a college-wide stakeholders group that will lead the integration process. Integrate grant sponsored transfer support programs with corresponding institutional programs to create a comprehensive, college-wide transfer support package. |

| Cañada College Research & Evaluation Plan: Scaling | | Phase of Intervention (check one) | | | Improvement Cycle | Scale of Intervention | Source of Funding | Post Evaluation Assessment (for interventions that work) | | |
|--|---|-----------------------------------|---|----------------------|---|---------------------------------|-----------------------------|--|--|--|
| Innovative Strategy | Intervention | Design | Pilot Implementation- Data Tracking with Formative Evaluation | Summative Evaluation | Evaluation Timeline | How many students are impacted? | Fund 1 or Grant (Duration)? | What worked? | Cost of intervention (annual per student?) | Next steps to scale/ institutionalize |
| | | | | | | | | | | |
| Retention Support (priority level 2) Guided Pathways (SEM 3.3.1 – see Success Teams) | STEM Center, ESO | yes (moving to online services) | ✓ | | Twice a school year, at the end of each semester (January & June) | 80 | Grant | Having a college-wide retention group to plan and tackle retention issues. | | Establish a college-wide work group to lead the integration of the retention services to the Guided Pathways interest area services. |
| Student-First Schedule (priority level 3) SEM Objective 2.1 | Optimize the course schedule for student success and completion | ✓ | | | Summer 2021 | Approximately 10,000 | Fund 1 | | | |
| | Evenings and weekend schedules | ✓ | | | Summer 2021 | Unknown | Fund 1 | | | |

| Cañada College Research & Evaluation Plan: Scaling | | Phase of Intervention (check one) | | | Improvement Cycle | Scale of Intervention | Source of Funding | Post Evaluation Assessment (for interventions that work) | | |
|--|-----------------------|------------------------------------|---|----------------------|---|---------------------------------|-----------------------------|---|--|---|
| Innovative Strategy | Intervention | Design | Pilot Implementation- Data Tracking with Formative Evaluation | Summative Evaluation | Evaluation Timeline | How many students are impacted? | Fund 1 or Grant (Duration)? | What worked? | Cost of intervention (annual per student?) | Next steps to scale/ institutionalize |
| Tutoring (priority level 1) Guided Pathways SEM Goal 3 | Drop-in peer tutoring | yes (moving to online services) | ✓ | ✓ | Twice a school year, at the end of each major semester (January & June) | 430 | Grant | Having a tutor coordinator to recruit, train and manage a team of Drop-in tutors. | | Create an institutionalization group, committee that would lead the integration of the tutoring services to develop a campus-wide tutoring program. |
| Tutoring (priority level 1) Guided Pathways SEM Goal 3 | Writing Center | | ✓ | | Summer 2022 | TBD | | | | |

| Cañada College Research & Evaluation Plan: Scaling | | Phase of Intervention (check one) | | | Improvement Cycle | Scale of Intervention | Source of Funding | Post Evaluation Assessment (for interventions that work) | | |
|--|---------------|-----------------------------------|---|----------------------|---|---------------------------------|-----------------------------|--|--|--|
| Innovative Strategy | Intervention | Design | Pilot Implementation- Data Tracking with Formative Evaluation | Summative Evaluation | Evaluation Timeline | How many students are impacted? | Fund 1 or Grant (Duration)? | What worked? | Cost of intervention (annual per student?) | Next steps to scale/ institutionalize |
| | EPIC tutoring | yes (moving to online services) | ✓ | ✓ | Twice a school year, at the end of each semester (January & June) | 350 | Grant | Having a tutor coordinator to recruit, train and manage a team of EPIC tutors. | | Adapt EPIC to an online environment by including more mentoring and being more intrusive to get students to attend. Create an institutionalization group, committee that would lead the integration of the tutoring services to develop a campus-wide tutoring program. |

Appendix A: Sources of Innovative Policies, Programs and Practices

Educational Master Plan

Promise Scholars Program (and CUNY ASAP replication)

Develop and implement a 2-pronged Promise Program to address ‘scholarship and academic support’ in addition to ‘personal student financial support’ to minimize the barriers caused by enrollment fees, cost of textbooks, parking fees, transportation, child care, food and housing insecurity. In 2020, the SMCCC District is contracting with an outside consultant (WestEd) to conduct an evaluation of the Promise Program across the three colleges in the District.

Professional Development

Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity.

Partner with 4-year Institutions

Enhance and invest in 2+2 relationships with 4-year universities.

Create Process for Innovation

Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access.

Promote Climate of Inclusivity

Promote a campus culture that fosters a climate of inclusivity.

Strategic Enrollment Management

The primary objective of Strategic Enrollment Management (SEM) is to **maximize the probability** that each student is able to achieve their educational goal(s) at Cañada **within two years**. The College's Strategic Enrollment Management Plan seeks to achieve this objective via the achievement of four key goals and related strategic initiatives:

SEM Goal 1: Create and publicize clear degree and certificate programs that remove barriers to completion in two years.

SEM Goal 2: Create and manage a course schedule focused on student completion in two years.

SEM Goal 3: Align and sustain pro-active student support services with programs of study to ensure effective and timely student enrollment, retention, persistence and completion.

SEM Goal 4: Align marketing, messaging and outreach with our programs, schedule, and supportive services and programs

The following SEM innovative strategies will need to be evaluated to determine if they have achieved these goals and objectives:

Clear Academic Pathways

Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites.

- Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.
- Evaluate high unit local degrees (over 34 degree units) to optimize degree complete-ability in two years (pursue possible bachelor's degree in Radiology Technology).
- Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.

Re-envision Distance Education

Re-envision distance education to better support student completion and re-invigorate campus life

- Create an online course offer pattern that supports some 100% online degrees and publicize them through the CVC State network.
- Strategically run more courses face-to-face to create a larger and stronger sense of community on campus.
- Strategically offer classes online to assist our "home campus" students' attainment of their educational goals.
- Expand the role of "hybrid" courses to realize the benefits of online while building and maintaining face to face community.

Strengthen K-12 and Adult School Partnerships

Be the preferred college choice for local High School students

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs)
- Publicize Cañada's clear programs of study at local high schools as well as the aligned student supports Cañada provides. Emphasize the improved opportunity to get into UCs.

Increase conversion of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs.

- Develop GE/whole programs at the Menlo Park site or other off-campus locations to help with access.

Strong Workforce Program Innovations

Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area.

Strengthen Transfer Support Services

Strengthen transfer support services, including our 2+2 agreements and the University Center.

- Streamline the Transcript Evaluation Process

Optimize the Course Schedule for Student Success

Create a Student-First Schedule that reduces scheduling conflicts and creates course-taking opportunities for students.

- Evaluate the current block schedule (MTWTh) and consider converting MW blocks to MWF blocks
- Accommodate high unit courses (5+) such as the new math and English co-requisite courses.
- Enable a college hour.
- Create a full year course offer pattern (aka an “Annual Schedule”) to aid students’ planning as well as strategically manage course offerings and minimize class cancellations.
- Create more program options on an evenings and weekends schedule
- Make better use of summers to support student completion
-

Ensure all students are well connected to the College

See Guided Pathways below.

Ensure effective marketing and outreach

- Be known as the college where students complete in two years.
- Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.
- Be known as the college that is responsive to our community’s evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage.

Guided Pathways

CRM

Improve the matriculation process by implementing the Constituency Relationship Management (**CRM**) tools in Salesforce

Interest Areas

Implement **Interest Areas** as a mechanism for better aligning student support services and academic programs of study.

- Implement First Year Experience (**FYE**) programs aligned with Interest Areas that build on the existing cohort bridge programs: COLTS-CON and JAMS programs. The COLTS-CON summer bridge program is supported by the GANAS, ESO, and ESO Adelante grants, while the JAMS are supported by GANAS, and ESO grants.

Success Teams

Create **Success Teams** aligned with Interest Areas to scale a case management approach to student support and thereby increase persistence and completion rates.

- Build data dashboards and train **data coaches** to inform the work of Success Teams

Academic Support Services

Improve and scale **Academic Support Services**

- Strengthen **Tutoring** Services via
 - i. The Writing Center
 - ii. Drop-in Tutoring Services in the Learning Center (Supported by ESO grant)
 - iii. Embedded tutoring via the EPIC program, especially in math and English co-requisite courses (Supported by GANAS grant)
- **Peer Mentoring** (scaled across Interest Area and in collaboration with Success Teams)

Career Exploration

Develop **Career Exploration** opportunities for students that are aligned and integrated with Interest Areas

- Expand College capacity to assist students with **Job Placement**

Student Equity and Achievement Plan

Due to the intentional alignment of College Plans, all of the elements of the College's [Student Equity and Achievement Plan](#) are included in the EMP, SEM, or Guided Pathways initiatives above.

AB 705 Implementation

Fall 2019 was the first semester that AB 705 policy was implemented in Cañada College. The implementation of the policy involved significant changes involving restructuring the placement process as well as of the math and English course structure (co-requisite instead of pre-requisite). Two distinct goals inform the research plan for AB 705 implementation:

Goal one: Assist implementation improvement and fine-tuning through a data-informed Plan-Act-Do improvement cycle.

Goal two: Evaluate the effectiveness of the implementation to achieve policy goals of increasing student access to transfer-level math and English courses and increasing completion of transfer-level math and English courses in one year.

In concert with the research goals laid above, the AB 705 research plan will focus on examining policy implementation strengths and weaknesses/issues as well as on examining the main student outcomes envisioned by the AB 705 policy:

1. Access to transfer-level math and English courses (enrollment figures in transfer-level Math and English courses)
2. One-year throughput rates (one-year math and English course completion rates)

In addition, the plan will examine persistence rates, both fall-to-spring and fall-to-fall for students placed under the AB 705 policy implementation and success of students in following math and English courses (when applicable). All data will be disaggregated by student demographics such as gender, ethnicity, first-generation, and income status in order to examine how the policy affects equity gaps in student placement and course success.

Strong Workforce Program

In 2019, Cañada received a CTE Online Pathways grant from the State Chancellor's Office. This grant aims to expand online learning opportunities for Cañada College students. The goal of the grant is to develop and implement new online courses as well as to improve the quality of online teaching and learning. This involves providing faculty online teaching professional development.

The grant requires data collection for reporting purposes. Data metrics include; number of new online course offerings online course enrollment numbers and FTES as well as retention and success in online courses both college-wide and supported by the grant. The grant ends in summer 2020.

The College also receives other, annual funding from the State via the Strong Workforce Program. To date, there is no plan yet to fully evaluate the innovation spurred by this funding.

Program Review

Instructional and Student Services Programs that have identified innovative practices, such as English and math program and course re-design due to AB 705.

Grants

Grant sponsored programs are drivers of innovations that have to be leveraged to create new programs and interventions which would improve educational opportunities for students from diverse backgrounds. The successful leveraging of grant programs is based on evaluating the effectiveness of these programs to address and treat educational problems of interest to the educational institutions.

The goal of grant program evaluation is twofold: First, through *formative* evaluation, program evaluation aims to provide a body of evidence that can be used to improve program implementation for successive program iterations and second, through *summative* evaluation, program evaluation seeks to provide an evidence base for the scaling up and institutionalization of the successful grant programs.

The grants research plan for 2020-2021 involves two components: data collection and analysis for formative evaluation and summative impact evaluation. Quantitative as well as qualitative data will be collected, and statistical analysis of the various programs developed and implemented under the GANAS, ESO, and ESO Adelante grants will be conducted.

The grant sponsored innovative interventions that will be a part of the evaluation plan are listed below:

1. COLTS-CON (Sponsored by GANAS and ESO)
2. EPIC and drop-in tutoring (Sponsored by GANAS and ESO)
3. JAMS (Sponsored by GANAS and ESO)
4. Peer mentoring (Sponsored by GANAS, ESO and ESO Adelante)
5. Retention (Sponsored by GANAS and ESO)
6. Transfer support programs (Supported by GANAS, ESO, ESO Adelante)
7. Expand ESO! Adelante program with Bay Area CSUs.
8. Online course development (CTE Online grant)