
May 2014

Prepared by the Student Equity Committee

Report to the Planning and Budgeting Committee
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Goals

Based on the review of the data, the following goals were recommended:

ACCESS GOAL: To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.

COURSE SUCCESS GOAL: To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups.

FALL TO SPRING PERSISTENCE GOAL: To ensure all new students persist from fall to spring as dictated by their educational goals.

COMPLETION GOAL: Increase the completion rate of students in degree and certificate programs.

BASIC SKILLS AND ESL: To increase the course success rate in basic skills/ESL to the average course completion rate for the college.

Recommended Initiatives

A. Provide Disaggregated Data for All Annual Plan/Program Reviews
B. Promote Success for Black and Hispanic Students
C. Review and Revise Placement and Placement Exams
D. Conduct Professional Development on Student Equity

Process

The Student Equity Committee (SEC), under the leadership of both Co-Chairs, David Clay and David Johnson, monitored each of the action steps (activities) outlined in the plan by (a) identifying responsible party and lead, (b) setting reporting dates to present the progress back to SEC, and (c) evaluating the accomplishment for each year. Please see table below for the summary of responsible party, action steps, and dates for reporting to SEC.

This report with links demonstrates the degree of progress made for the year of 2013-2014. SEC submits this report to Planning and Budgeting Committee in May 2014.
<table>
<thead>
<tr>
<th>Date present to Student Equity Committee meeting</th>
<th>Objective</th>
<th>Responsible Party (The person listed first is the lead)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22, 2014</td>
<td>1.1a</td>
<td>Outreach Office</td>
</tr>
<tr>
<td></td>
<td>2.1a</td>
<td>Anniqua Rana, David Clay</td>
</tr>
<tr>
<td></td>
<td>2.1b</td>
<td>David Clay</td>
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<td></td>
<td>2.1bi</td>
<td>David Clay</td>
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<td></td>
<td>2.1c</td>
<td>David Clay</td>
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<tr>
<td>Feb 12, 2014</td>
<td>3.2a</td>
<td>Chialin</td>
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<tr>
<td></td>
<td>5.2</td>
<td>Anniqua Rana, Kay O’Neill, Chialin Hsieh</td>
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<td></td>
<td>A</td>
<td>Chialin Hsieh</td>
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<tr>
<td>Feb 26, 2014</td>
<td>D</td>
<td>Anniqua Rana, David Johnson</td>
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<tr>
<td>March, 12, 2014</td>
<td>1.2b</td>
<td>Anniqua Rana, David Clay</td>
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<td>Ca</td>
<td>David Clay, Chialin Hsieh, Anniqua Rana</td>
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<td>Cb</td>
<td>Chialin Hsieh, Kim Lopez, Maria Huning</td>
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<td>Cc</td>
<td>David Johnson, Jonathan MacSwain, Anniqua Rana, Paul Gaskins</td>
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<td>Anniqua Rana, Chialin Hsieh, Kim Lopez, Maria Huning</td>
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<tr>
<td>March 26, 2014</td>
<td>2.1d</td>
<td>David Johnson, Anniqua Rana</td>
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<tr>
<td></td>
<td>3.1a</td>
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<td></td>
<td>4.1c</td>
<td>David Johnson, Anniqua Rana &amp; Kay O’Neill</td>
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<tr>
<td>April 9, 2014</td>
<td>Draft Progress Report</td>
<td></td>
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<tr>
<td>April 23, 2014</td>
<td>Final Progress Report</td>
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<td>May 7, 2014</td>
<td>Report to PBC</td>
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Goal 1, Objectives and Activities: Access Goal
To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.

1.1. Maintain HSI status by continuing outreach efforts that support access for Hispanic students.

1.1a Continue outreach efforts for Hispanic students in the high schools and the community

Responsibility Party and Work Group: Outreach Office and Outreach Advisory Committee
Date to Report the Progress to the Student Equity Committee (SEC): January 22, 2014.

• In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The Outreach Office will work very close with following High School Departments:

- High Schools ELAC (English Learner Advisory Committee)
- High Schools BRT (Bilingual Resource Teacher)
- High Schools Parent Resource Centers
- SUHSD Parent Coordinator Carmina Chavez
- SUHSD DELAC (District English Learner Advisory Committee)
- SUHSD Migrant Education Program

The Outreach Office will participated in the following Hispanic Community Events:

- North Fair Oaks Community Festival
- Half Moon Bay Community Resource Fair
- OYE NFO Youth Community Conference
- Downtown Redwood City: The 4th of July Festival
- Downtown Redwood City: The Fiestas Patrias community event
- Downtown Redwood City: The Salsa Festival
- East Palo Alto: Cinco de Mayo Parade Festival
- North Fair Oaks: Mexican Mobile Consulate Day

• What have you accomplished for the 2013-2014?

<table>
<thead>
<tr>
<th>Fall 2013</th>
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<tbody>
<tr>
<td>Outreach Activity</td>
<td>Location</td>
<td>Date</td>
</tr>
<tr>
<td>DELAC Meeting</td>
<td>SUHSD</td>
<td>December-2013</td>
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<tr>
<td>SUHSD Parent Coordinators</td>
<td>SUHSD</td>
<td>December-2013</td>
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<tr>
<th>Spring 2014</th>
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</table>
### Objective 1 Access

<table>
<thead>
<tr>
<th>Outreach Activity</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAC - College Application &amp; Overview</td>
<td>SUHSD</td>
<td>TBD</td>
</tr>
<tr>
<td>ELAC - College Application &amp; Overview</td>
<td>SUSHD- High Schools</td>
<td>TBD</td>
</tr>
<tr>
<td>SUHSD Migrant Education College Presentation</td>
<td>SUHSD</td>
<td>TBD</td>
</tr>
<tr>
<td>Weekly High School Visits</td>
<td>SUHSD + Other</td>
<td>Weekly</td>
</tr>
<tr>
<td>Community College Night</td>
<td>M-A High School</td>
<td>01-30-14</td>
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<tr>
<td>Community College Night</td>
<td>Sequoia High</td>
<td>2-12-14</td>
</tr>
</tbody>
</table>

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  The Outreach Office completes 25% of the 4-year plan.

  Evidence: [Link to Outreach Website]
1.2. To identify best practices in the recruitment of Black and White students to Cañada

1.2b. Work with CIETL to use Focused Inquiry Network (FIN) to assist in the project

Responsibility Party and Work Group: Anniqua Rana, David Clay
Date to Report the Progress to SEC: March 12, 2014.

• In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

In 2013-2014, the CSE will approve membership in the Focused Inquiry group. The group will meet and create an outline of activities for Spring 2014 and Summer 2014.

In fall 2014, the inquiry Group will present the results of their research and observations on barriers to access for Black (and other students of color) to CSE and the campus through CIETL.

In 2014-2015, d2015-2016, and 2016-2017, the group will continue to meet, and to gather research on access for Black and other students of color at Cañada. The group will report their findings to CSE and the campus in each Spring of these terms.

• What have you accomplished for the 2013-2014?

Members of the Inquiry group have been appointed – They will plan a meeting to discuss their research in April.

• Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

10% of the FIN work has been accomplished to date for the 4-year plan. See CSE minutes of 3/26/2014.
Goal 2, Objective and Activities: Course Success Goal
To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups

2.1. Increase the course success rates for Black students

2.1a. Offer professional development opportunities on best practices in serving the Black student population for faculty and staff

Responsibility Party and Work Group: Anniqua Rana, David Clay
Date to Report the Progress to SEC: January 22, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Spring 2014
- Identify faculty in Math, English, and Counseling to attend professional development opportunities listed below. If possible, provide trainings on campus for the college community.
- Work with Lucy Salcido Carter to identify grant opportunities for a program to support to include funding sufficient for courses and personnel including faculty and support staff for promotion and assessment.
- Grant Funding Workshop on February 20th! Sponsored by CIEETL and led by successful grant writers, Drs. Amelito Enriquez and Lucy Salcido Carter. For more information, see the workshop flyer.

Fall 2014
- Faculty identified in spring 2014 offer experimental sections of transfer level English (ENGL 100) and Math as accelerated sections with additional counseling support (New Publication on Teaching Accelerated Classes)

Spring 2015
- Cañada College to offer sections of English 100 with Transfer level Math with counseling support similar to Daraja program http://www.chabotcollege.edu/daraja/history.asp

- What have you accomplished for the 2013-2014?

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Carranza</td>
<td><a href="http://www.canadacollege.edu/studentequitycommittee/1314/CSEMinutes2-10-09-2013.pdf">http://www.canadacollege.edu/studentequitycommittee/1314/CSEMinutes2-10-09-2013.pdf</a></td>
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<tr>
<td></td>
<td>October 17, 2014</td>
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<td></td>
<td><a href="http://cietl.wordpress.com/2013/10/10/writing-in-the-end-zone/">http://cietl.wordpress.com/2013/10/10/writing-in-the-end-zone/</a></td>
</tr>
<tr>
<td>Tom Dewit and Kwame Thomas</td>
<td><a href="http://www.chabotcollege.edu/daraja/history.asp">http://www.chabotcollege.edu/daraja/history.asp</a></td>
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<td></td>
<td>The Daraja Program was founded in 1988 at Chabot College. Dr. Ruth Self, then Dean of Student Services, Guadalupe Ortiz, Assistant Dean of Student Services, and Dr. Carolyn Greene, Counselor/Coordinator, collaborated to design, fund, and implement a transfer program open to all students interested in African-American literature and culture, with special focus on increasing the retention and transfer</td>
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<tr>
<td>Romeo Garcia</td>
<td><a href="http://www.merritt.edu/wp/grants/">http://www.merritt.edu/wp/grants/</a></td>
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| Dean of Special Programs & Grants at Merritt College | Mr. Garcia brings a demonstrated ability to build collective, transformative leadership among Student Services teams; to secure and sustain alternate revenue through grants and partnerships; and to facilitate and assess student learning outcomes and participatory action research methods to make timely improvements in the delivery of services and support. He holds a Bachelor’s Degree from UC Santa Barbara in Asian American Studies and a minor in Black Studies with a focus on the liberation movement in the Pacific, Caribbean, and the African diaspora. He holds a Master’s Degree in Education with a concentration in Equity & Social Justice from San Francisco State University. He is in the Doctor of Education Program in Educational Leadership at San Francisco State University, with research interests in Third Space Theory and its application within the community college to create physical and symbolic sanctuary for low-income and first generation students.  
**Phone:** (510)436-2585  
**Email:** rogarcia@peralta.edu |
| Shawn Ginwright | http://shawnginwright.com/main/ |
| | Shawn Ginwright is a leading national expert on African American youth, youth activism, and youth development. He is an Associate Professor of Education in the Africana Studies Department and Senior Research Associate for the Cesar Chavez Institute for Public Policy at San Francisco State University. In 1989, Dr. Ginwright founded Leadership Excellence Inc. an innovative youth development agency located in Oakland, California that trains African American youth to address pressing social and community problems. In 2002 he also created the Research Collaborative on Youth Activism, a network of scholars activist who study, advocate and support youth organizing efforts around the country. He is also the co-founder of the Institute for Radical Healing, a newly formed institute dedicated to pioneering research and wellness practices that build the capacity of individuals and communities of color to sustain social change efforts. In 1999, he received his Ph.D. from the University of California Berkeley. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities. He is the author of “Black in School- Afrocentric Reform, Black Youth and the Promise of Hip-Hop Culture” and co-editor of “Beyond Resistance!: Youth Resistance and Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth” and “Black Youth Rising, Activism and Radical Healing in Urban America”. He has published extensively on issues related to urban youth in journals such as Social Problems, Social Justice, Urban Review, and New Directions in Youth Development. He is a highly sought speaker to national and international audiences. |

**New Publication on Teaching Accelerated Classes**

Addressing an important gap in the dialogue about college completion, a new report commissioned by LearningWorks, Toward a Vision of Accelerated Curriculum and Pedagogy, goes beyond discussions of curricular structure to focus on how faculty teach. The report offers a set of core instructional principles and practices for redesigning remediation in English and Math, and illustrates [...]
Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%). Please provide links or documents that support your rating.

The percentage accomplished to date is 25% of the 4-year plan.
2.1b. Collect information from our Black students on why they are not successful completing their courses and develop ways to improve their success

Responsibility Party and Work Group: David Clay, Anniqua Rana
Date to Report the Progress to SEC: January 22, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  In each school year, focus groups will contribute specific information on enhancing success for Black students.
  Student surveys can be developed in 2014-15, 2015-16, and 2016-17.

- What have you accomplished for the 2013-2014?

  The Student Life and Leadership Manager, Mishi Maggi, in cooperation with the Planning, Research, and Institutional Effectiveness office will be conducting at least one focus group before the end of the Spring semester.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  25% of the projected research will be accomplished this semester. See CSE minutes for details of the focus group project.
2.1bi. The College could consider professional development for faculty to address specific needs in pedagogy and support for Hispanic and other student ethnic groups

Responsibility Party and Work Group: David Clay, Anniqua Rana
Date to Report the Progress to SEC: January 22, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  2013-14: Campus presentations – by colleagues in neighboring colleges. CSM’s, Writing in the End Zone program was discussed at a presentation in the Fall of 2013. A presentation by faculty at Chabot College will describe their Daraja program (Proposed for early May.)

  2014-15: Professional Development activities will include campus speakers, workshops, and individual faculty projects as funding will allow.

  2015-16, and 2016-17: Professional Development activities will include campus speakers, workshops, and individual faculty projects as funding will allow.

- What have you accomplished for the 2013-2014?

  One campus presentation by CSE and CIETL workshops

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  25% of the goals have been accomplished in 2013-14. See CSE and CIETL minutes
2.1c. Implement the plan for improving success for Black students

Responsible Party and Work Group: David Clay
Date to Report the Progress to SEC: January 22, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14: The CSE will support research and planning for a Men of Color initiative for Cañada.

2014-15: In Spring of 2015, the Men of Color initiative will be expanded to include Math and Advanced English Composition courses.

The Men of Color Initiative will continue, hopefully with the financial support of grants.

- What have you accomplished for the 2013-2014?

In Fall of 2013, the CSE co-chair did interviews and research on initiatives for Black students at neighboring colleges. In January, the CSE approved the proposal, “Leadership Initiative for Men of Color @ Cañada College.” (See CSE Minutes, January 22, 2014)

The CSE and the Cañada English department have approved the implementation of an accelerated English 100 course to be offered in Fall 2014. (See 2.1a above.) Recruiting for the pilot course will begin in April-May of 2014. This pilot course will be a major step in the implementation of the Men of Color Initiative.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%) Please provide links or documents that support your rating.

25% of the goals of this effort will be accomplished. See CSE minutes.
2.1d. Research possibilities of mandating certain course-taking patterns to improve success of new students

Responsible Party and Work Group: David Johnson, Anniqua Rana
Date to Report the Progress to SEC: March 26, 2014.

• In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14:
• Research the legality of mandating course taking patterns for students (particularly non-transferable math and English courses that would address the basic skills needs of students).
• The instructional deans will develop a more cohesive scheduling plan to ensure that students have the ability to enroll in paired sections of basic skills math and English courses.

2014-15:
• Work with the Offices of Instruction across the District and the Academic Senates at each college to standardize prerequisite courses in various disciplines.
• Evaluate the effectiveness of integrated English courses (ENGL 827 and ENGL 847) to ascertain the impact of this curriculum on student success and the suitability of these courses as part of a mandated, basic skills pathway.
• Initiate a marketing campaign aimed at current students and prospective students (high school) that underscores the importance of an “early basic skills” academic pathway.

2015-2016:
• Create specific pathways in the arts, humanities, and social sciences that incorporate some of the resources and inducements (counseling, preferred registration, tutoring) that are part of STEM and the College for Working Adults.

2016-17:
• Collect and evaluate data to determine the effectiveness of newly created pathways in the arts, humanities, and social sciences.

• What have you accomplished for the 2013-2014?

• Increased the number of integrated English course offerings.
• Developed the A2B pathway for students studying Business/Human Development, Early Child Development, and Psychology.
• Drafted a Strategic Enrollment Plan (2014-17) aimed at establishing clear and comprehensive enrollment goals; improving student access, persistence and completion; and increasing college-wide collaboration.
• Expanded the scope and enrollment of the College for Working Adults as a model for an “intentional, pre-determined academic pathway.”

• Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have accomplished 25% of the 4-year plan.
Goal 3, Objective and Activities: Fall to Spring Persistence Goal
To ensure all new students persist from fall to spring as dictated by their educational goals

3.1 Increase the fall to spring persistence rate for Black students

3.1a. Using the data collected by the Access/Success Equity Task Force for Activity 2.1b (course success), identify ways to improve persistence for Black students.

Responsible Party and Work Group: David Clay, Access/Success Equity Work Group
Date to Report the Progress to SEC: March 26, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  **2013-14:**
  1. Student focus groups on issues facing students of color.
  2. The Planning, Research, and Institutional Effectiveness office will begin research on the results of our current placement assessment process in terms of the ethnicity, and other identified characteristics of student who take the test.

  **2014-15, 2015-16, and 2016-17:** Information collected by the Access/Success Equity Task Force will be used for making proposals to enhance success for black Students. (Ongoing)

- What have you accomplished for the 2013-2014?

  Student focus groups are being planned.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  25% of this goal has been accomplished. See CSE Minutes
3.2 Identify why Filipino and Asian students have a high course success rate and low persistence rate.

3.2a. Study the course enrollment patterns of Filipino and Asian students.

Responsible Party and Work Group: Chialin Hsieh
Date to Report the Progress to SEC: February 12, 2014.

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  Report developed with an analysis of possible reasons for the discrepancy of Filipino and Asian students have a high course success rate and low persistence rate.

  1. 2013-2014: develop an action plan
  2. 2014-2015: Report on (a) the analysis of the course success rate and persistence rate for Filipino and Asian students, (b) conduct student focus groups for various student ethnicity and culture, (c) conclusions of possible reasons for the discrepancy, (d) report to Student Equity Committee.

- What have you accomplished for the 2013-2014?

  The Action Plan:

  1. Spring 2014: Analyze the course success rate and persistence rate for Filipino and Asian students
  2. Fall 2014: Work with ASCC to conduct student focus groups for various ethnicity and culture to better understand various ethnicity, culture, background impacting student’s academic success in various ways.
  3. Spring 2015: Report to the Student Equity Committee on (1), (2), and possible conclusions and recommendations.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  This objective would be completed within two years (2013-14 and 2014-15) by following the action plan above.

  The percentage accomplished to date is 50%.
Goal 4, Objective and Activities: Completion Goal
Increase the completion rate of students in degree and certificate programs
4.1 Increase the completion rates of Hispanic, male, Black and Filipino students
4.1b. Create a career pathway plan for students

Responsible Party and Work Group: Kay O’Neill, Anniqua Rana and David Johnson
Date to Report the Progress to SEC: April 23, 2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  2013-14: the College will study and define the “career pathway plan.”

  2014-15: the College will study what career pathway we offered and what are Hispanic, male, Black, and Filipino students’ success on these career pathways. The College will also evaluate whether we want to create new career pathways for students.

  2015-16: If the College decide to create new career pathways, the College will have all the stakeholders involve in this conversation and have VPI and VPSS lead this conversation and feed this conversation to the Strategic Enrollment Plan.

  2016-17: Follow up on the progress of the Strategic Enrollment Plan objective related to the creation of the career pathway.

- What have you accomplished for the 2013-2014?

  We host a Majors2Careers event on April 24, 2014 and prepare all collateral materials for future Majors2Careers events. We targeted outreach to minority populations across campus to participate in all Career Fairs and M2C events. We will update the labor market data and career facts as needed for future M2C events. Each student will be encouraged and inspired to create a Student Educational Plan (SEP) based on informed decisions from information they gather from faculty, staff and counselors at the event as well as following up with appointments with counselors and Career Center staff after the M2C events. The Director of Workforce Development was a guest lecturer for TRIO and BTO students on career pathways and the M2C event.

  At each Majors2Career event we will display and disseminate essential information to all students about Regional Economic Sectors, (e.g. Allied Health Occupations, Digital Media, etc.) that illustrate how a Student Education Plan (SEP) relates to careers, occupations, salary ranges, and what educational levels are necessary to achieve career goals. We will also continue robust discussions about expanding the offerings of “Get Focused, Stay Focused” curriculum to serve targeted populations (see Goal 4.1c).

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

  We have accomplished 5% of the 4-year plan.
4.1 Increase the completion rates of Hispanic, male, Black and Filipino students

4.1c. Contextualize curriculum for career relevance when possible

Responsible Party and Work Group: David Johnson, Anniqua Rana, Kay O’Neill
Date to Report the Progress to SEC: March 26

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  - 2013-14: the College will define “contextualized curriculum” and study all existing contextualized curriculum in all disciplines among three divisions.

  - 2014-15: the College will study how Hispanic, male, Black and Filipino students perform in these “contextualize curriculum”. Based on research, students performed better in the contextualized curriculum.

  - 2015-16: If indeed (deleted that) our students performed better in the contextualized curriculum than non-contextualized curriculum, we will recommend to the VPI to increase contextualized curriculum for the divisions of in Humanities Division and Science and Technology Division.

  - 2016-17: Track the increase of contextualized curriculum used from the 2013-14 baseline.

- What have you accomplished for the 2013-2014?

Curriculum already contextualized for career relevance: 90% in Business, Design and Workforce division in 2014:

  - MEDA CAA program is contextualized in English 836, textbook readings and essay writing for Allied Health field
  - CBOT 415 incorporated Allied Health terms for MEDA CAA, All CTE Programs, Fashion, Interior Design, Digital Arts, Patient Navigator (PEEP), ESL contextualized for ECE, ESL Human Services & Health Science

In fall 2014: David Clay’s new contextualized English class specifically for this population of men

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have accomplished 10% of the 4-year plan
Goal 5, Objectives and Activities: Basic Skills and ESL
To increase the course success rate in basic skills/ESL to the average course completion rate for the college.

5.2 ESL students will successfully move into academic and vocational classes at a higher rate than before 2010. The ESL Department, in collaboration with the campus researchers will continue to research whether the recent changes in the ESL curriculum will improve students' transition to other academic or vocational areas

Responsible Party and Work Group: Anniqua Rana, Kay O’Neill, Chialin Hsieh
Date to Report the Progress to SEC: February 12, 2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
  1. **2013-14**: ESL faculty discuss with PRIE on methods of analyzing ESL students’ success comparing before 2010 and after 2010 (due to the recent changes in the ESL curriculum)
  2. **2014-15**: PRIE shares with ESL faculty (possibly including vocational class faculty?) on the results of the analysis and possible reasons for the results.

**Fall 2014**
- Continue discussion and planning around ESL and academic and vocational Learning Communities
- Provide Professional Development for faculty teaching in Learning Communities and SLAMMERs

**Spring 2015**
- Offer more Learning Communities for ESL students

3. **2015-16**: ESL faculty and vocational class faculty discuss on how to improve transition for ESL students.
4. **2016-16**: Develop strategies for the transition for ESL students.

- What have you accomplished for the 2013-2014?

The conversation on methods of analyzing ESL students’ success started in spring 2014, and will continue accomplishing this task. Data reflecting student course-taking patterns similar to information listed here: http://www.canadacollege.edu/inside/research/research_learning/ESL.pdf

PRIE proposed the following research:
**Study Purpose**: ESL department would like to examine the effect that changes implemented in 2010 have had on ESL student course taking, persistence, and completion.

**Research questions**:
1. How have the enrollment patterns of ESL students changed since 2010?
   - **Hypothesis**: Students enrolled in ESL classes are now more likely to also enroll in non ESL courses in the same term.
   - **Method**: Compare ESL student enrollments, retention, and success in non-ESL courses before and after 2010.
2. How has term to term persistence among ESL students changed since 2010?
   Hypothesis: The rate of persistence among ESL students has increased since 2010.
   Method: Compare ESL student persistence from fall to spring for each academic year from Fall 2008 - Spring 2014
3. What are the descriptive statistics regarding the enrollment of international students in ESL for the past 6 years?
   Hypothesis: none
   Method: Provide data on enrollment, retention, success of international students who enrolled in ESL over the past 5 years.
4. Other data: What proportion of ESL students is receiving BOG waivers? What proportion indicated being first generation students? How does ESL student persistence and completion vary based on these factors?

ESL provided the following professional development for faculty teaching in Learning Communities.

   Tutor Training for CBET Jan 18, 2014
   • Agenda and Powerpoint

   Learning Communities Retreat, May 9, 2014
   http://new.canadacollege.edu/basicskillscommittee/activities.php
   Data on ESL 400 and Library 100 Learning Community from spring 2012

FINDINGS:

   • ESL 400 and Library Learning Community is improving the transition rate from ESL 400 to ENGLISH 100.
   • Once enrolled in ENGL 100, the LC students perform roughly on par with their peers in that course.

   Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

The percentage of accomplishment is 25% of the 4 years period (which is 100% accomplishment for 2013-14). See evidence links below and above.
Recommended Initiatives

A. Provide Disaggregated Data for All Annual Plan/Program Reviews

- A central recommendation of the Student Equity Committee is that Annual Plan/Program Review documents include information about the equity for each program. This information will be disaggregated into performance information for the various ethnic and cultural groups surveyed by the campus research process.

Responsible Party and Work Group: Chialin Hsieh
Date to Report the Progress to SEC: February 12, 2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

PRIE redesigned the Annual Plan/Program Review data packet. The data packet was adapted from Skyline and modified to meet Cañada College’s needs. PRIE will continue seeking feedback from faculty, staff, and administrators including IPC, SSPC, APC and PBC, and provide information that needed from the College for 2014-15, 2015-16, and 2016-17.

- What have you accomplished for the 2013-2014?

PRIE redesigned the Annual Plan/Program Review data packet. The data packet includes:
(a) Student characteristics
(b) Productivity
(c) Effectiveness (success)
(d) Course success
(e) Degree and certificate awarded

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

100%. This action step has completed accomplished. There may be no need to report the progress of this action step, unless there are modifications.

(a) Student characteristics
(b) Productivity
(c) Effectiveness (success)
(d) Course success
(e) Degree and certificate awarded
C. Review and Revise Placement and Placement Exams

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

a. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges.

Responsible Party and Work Group: David Clay, Anniqua Rana, Chialin Hsieh
Date to Report the Progress to SEC: March 12, 2014

• In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Examine the research on placement and basic skills curriculum and pedagogy.

• What have you accomplished for the 2013-2014?

Examined more than a dozen of critical research and resources and summarized their strengths and weakness.

• Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

100% of the 4-year plan.

See evidence of a list of summary of resources.
Student Equity Plan Progress Report 2013-2014

Recommended Initiatives C: Placement

C. Review and Revise Placement and Placement Exams

b. Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English:
   1. High GPA and transcripts in Junior and Senior Math and English
   2. The Common Core Curriculum
   3. SAT scores
   4. AP success (we are already doing this)

Responsible Party and Work Group: Chialin Hsieh, Kim Lopez, Maria Huning
Date to Report the Progress to SEC: March 12, 2014

• In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14:
   o Attending training about alternative placement
   o Studying, planning, building structure/relationship with high schools

2014-15:
   o Continuing planning, building structure/relationship with high schools
   o Establishing CalPass to exchange data with high schools
   o Examining methodology: analyze how well transcript data predicts the first English & math courses students take and how well they do in them (replicating Long Beach Community College’s study)

2015-16:
   o Conversation with math and English faculty and deans on our study based on Long Beach study
   o Using the results from our study to create a pilot high school transcripts alternative placement

2016-17:
   o Implement the alternative placement and study its effectiveness

• What have you accomplished for the 2013-2014?

• SAT Score is to be used for admission only. The CCC State Chancellor's Office does not allow community colleges to use the SAT for placement. Although some community colleges do use it for placement, it is not the practice for Canada College.

• Summer High School Transcript-based Placement Institute (June 26, 2013) Cañada College had good participation from our college staff and faculty but no participation from our local high schools in this Institute. There isn’t a plan for another institute at this point in time. Cañada is now working with the AB 86 Career Pathways initiative to reach out to our county high schools regarding using HS transcripts for placement. The entire District is involved with this Initiative.

• Attended a presentation by John Hetts, Director of Institutional Research, at Long Beach City College regarding their alternate placement process using high school transcripts. This is just one component of the Long Beach Promise. (March 7, 2014).

• Through the District-wide effort on the AB 86 Career Pathways proposal, the VPSS and Dean of Counseling are meeting with high school representatives throughout the county to discuss strategies related to College and Career Readiness – the high school transcript initiative is one of these strategies.

• Continue studying various alternative placement literature review and strategies.
Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

25% of the 4-year plan accomplishment.

Evidence:

- Summer High School Transcript-based Placement Institute.
- Email outlining the AB 86 College and Career Readiness Initiative
- Presentation of Long Beach City College—Alternate Placement Process.
C. **Review and Revise Placement and Placement Exams**  
c. Consider the feasibility of expanding our Math Jam and Word Jam programs to include more students, and study ways to incorporate the pedagogies of these programs into Basic Skills courses.

Responsible Party and Work Group: David Johnson, Jonathan MacSwain, Anniqua Rana  
Date to Report the Progress to SEC: March 12, 2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14:
- Julie Wilson (Word Jam Coordinator) and Danni Redding-Lapuz (Math Jam Coordinator) will continue to collaborate with regard to offering a “packaged Jam experience” for students interested in augmenting their basic English and math skills.
- Word Jam will continue its outreach efforts to target ESL students so as to encourage and increase their participation in the program.
- We will continue to push for institutional financial support for t-shirts and food as part of the plan to help create community for students enrolling in WordJam. Creating this sense of community is critical, as students cite it as one of the main strengths of MathJam.

2014-15:
- Will work more closely with faculty to ensure that the Word Jam curriculum aligns with the student learning outcomes in the basic skills English courses. Math Jam program faculty conducted its own study with this goal in mind in 2013 (see below).
- Expand the number of local high schools we visit to increase Word/Math Jam participation.

2015-2016:
- Conduct a comprehensive review of Word Jam and implement appropriate policies and provisions resulting from that assessment.

2016-17:
- “Scale up” Word Jam so that it will be comparable in scope, faculty and student participation, and effectiveness as Math Jam and Physics Jam.

- **What have you accomplished for the 2013-2014?**

- Math Jam was honored by Excelencia in Education as America’s top program for increasing achievement for Latino students at the community college level.
- Math Jam program faculty met to review program elements including the pre and post tests which would be administered to the participants. Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College.
- Created an evening Word Jam program to better accommodate the schedules of ESL students.
- Improved the participation and retention rate (over the past three sessions of Word Jam, students who have attended 3 days or more has gone from 22 to 32, to a high of 40 in this last session).
• Word/Math Jam faculty and students met with Dr. Brice W. Harris, Chancellor of the California Community, to share the accomplishments of the respective programs.

• Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

• Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College. [https://www.canadacollege.edu/prie/pdfs/CALSTEP_Brief3.pdf](https://www.canadacollege.edu/prie/pdfs/CALSTEP_Brief3.pdf)

• Word Jam has received increased funding for expansion.

• Word Jam questionnaire administered to students and we will continue to evaluate data to make program improvements.

• 25% of the 4-year plan accomplishment.
C. **Review and Revise Placement and Placement Exams**
   
d. Prepare and implement a pilot study of a substantial cohort of students who could benefit from alternative placement mechanisms and innovations in Basic Skills Curriculum and Pedagogy.

Responsible Party and Work Group: **Anniqua Rana**, Chialin Hsieh, Kim Lopez, Maria Huning  
Date to Report the Progress to SEC: March 12, 2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

  **2013-14:**
  - Attending training about alternative placement  
  - Studying, planning, building structure/relationship with high schools

  **2014-15:**
  - Continuing planning, building structure/relationship with high schools  
  - Establishing CalPass to exchange data with high schools  
  - Examining methodology: analyze how well transcript data predicts the first English & math courses students take and how well they do in them (replicating Long Beach Community College’s study)

  **2015-16:**
  - Conversation with math and English faculty and deans on our study based on Long Beach study  
  - Using the results from our study to create a pilot high school transcripts alternative placement and create a cohort of students  
  - Provide professional development for faculty and classified to use innovative pedagogical practices like Math and Word Jam, acceleration, contextualization, proactive counseling, supplemental academic support, and learning communities.

  **2016-17:**
  - Implement the alternative placement and study its effectiveness  
  - Assess on an on-going bases through ePortfolios and the college data dashboard innovative pedagogical practices like Math and Word Jam, acceleration, contextualization, proactive counseling, supplemental academic support, and learning communities.

- **What have you accomplished for the 2013-2014?**

  - Attending training about alternative placement  
  - Studying, planning, building structure/relationship with high schools

- **Based on your accomplishment, what percentage is complete to date?** (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%) Please provide links or documents that support your rating.

  25% of the 4-year plan accomplishment.
D. Conduct Professional Development on Student Equity

The Committee for Student Equity recommends establishing a fund for individual faculty (or small groups of faculty) to research specific areas of student equity in their programs or courses and to seek ways to innovate in curriculum and pedagogy to improve Student Equity in their areas. This program could be implemented through the Center for Innovation and Excellence in Teaching and Learning.

Responsible Party and Work Group: Anniqua Rana, David Johnson
Date to Report the Progress to SEC: February 26, 2014

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Spring 2014
Identify faculty in Math, English, and Counseling to attend professional development opportunities listed below. If possible, provide trainings on campus for the college community.
Work with Lucy Salcido Carter to identify grant opportunities for a program to support to include funding sufficient for courses and personnel including faculty and support staff for promotion and assessment.
Grant Funding Workshop on February 20th! Sponsored by CIETL and led by successful grant writers, Drs. Amelito Enriquez and Lucy Salcido Carter. For more information, see the workshop flyer.

Fall 2014
Faculty identified in spring 2014 offer experimental sections of transfer level English (ENGL 100) and Math as accelerated sections with additional counseling support (New Publication on Teaching Accelerated Classes)

Spring 2015
Cañada College to offer sections of English 100 with Transfer level Math with counseling support similar to Daraja program http://www.chabotcollege.edu/daraja/history.asp

2016
Assess the impact of professional development

2017
Institutionalize on-going professional development focusing on equity

What have you accomplished for the 2013-2014?

- Grant Writing Workshop
- Focused Inquiry in Math
- Habits of Mind Workshop – Mission College- April 25, 2014 from 9:00 AM to 2:00
- Writing in the End Zone
- Lac Su
- Student Success Conference 2013
- Autism Awareness
• Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

25% has been accomplished

Potential presenters for Professional Development

<table>
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<th>Speaker</th>
<th>Description</th>
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| James Carranza                  | [http://www.canadacollege.edu/studentequitycommittee/1314/CSEMinutes2-10-09-2013.pdf](http://www.canadacollege.edu/studentequitycommittee/1314/CSEMinutes2-10-09-2013.pdf)  
October 17, 2014  
[http://cietl.wordpress.com/2013/10/10/writing-in-the-end-zone/](http://cietl.wordpress.com/2013/10/10/writing-in-the-end-zone/) |
| Tom Dewit and Kwame Thomas      | [http://www.chabotcollege.edu/daraja/history.asp](http://www.chabotcollege.edu/daraja/history.asp)  
The Daraja Program was founded in 1988 at Chabot College. Dr. Ruth Self, then Dean of Student Services, Guadalupe Ortiz, Assistant Dean of Student Services, and Dr. Carolyn Greene, Counselor/Coordinator, collaborated to design, fund, and implement a transfer program open to all students interested in African-American literature and culture, with special focus on increasing the retention and transfer rate of "underrepresented" African-American students. |
Mr. Garcia brings a demonstrated ability to build collective, transformative leadership among Student Services teams; to secure and sustain alternate revenue through grants and partnerships; and to facilitate and assess student learning outcomes and participatory action research methods to make timely improvements in the delivery of services and support. He holds a Bachelor’s Degree from UC Santa Barbara in Asian American Studies and a minor in Black Studies with a focus on the liberation movement in the Pacific, Caribbean, and the African diaspora. He holds a Master’s Degree in Education with a concentration in Equity & Social Justice from San Francisco State University. He is in the Doctor of Education Program in Educational Leadership at San Francisco State University, with research interests in Third Space Theory and its application within the community college to create physical and symbolic sanctuary for low-income and first generation students.  
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Email: rogarcia@peralta.edu |
Shawn Ginwright is a leading national expert on African American youth, youth activism, and youth development. He is an Associate Professor of Education in the Africana Studies Department and Senior Research Associate for the Cesar Chavez Institute for Public Policy at San Francisco State University. In 1989, Dr. Ginwright founded Leadership Excellence Inc. an innovative youth development agency located in Oakland, California that trains African American youth to address pressing social and community problems. In 2002 he also created the Research Collaborative on Youth Activism, a network of scholars activist who study, advocate and support youth organizing efforts around the country. He is also the co-founder of the Institute for Radical Healing, a newly formed institute dedicated to pioneering research and wellness practices that build the capacity of individuals and communities of color to sustain social change efforts. In 1999, he received his Ph.D. from the University of California Berkeley. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities. He is the author of “Black in School- Afrocentric Reform, Black Youth and the Promise of Hip-Hop Culture” and co-editor of” Beyond Resistance!: Youth Resistance and |
| Community Change: New Democratic Possibilities for Practice and Policy for America’s Youth” and “Black Youth Rising, Activism and Radical Healing in Urban America”. He has published extensively on issues related to urban youth in journals such as Social Problems, Social Justice, Urban Review, and New Directions in Youth Development. He is a highly sought speaker to national and international audiences. |