Student Equity Plan Summary

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Details

Assurances

* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

To ensure that progress is being made towards meeting our student equity goals, the following processes will take place: - Each Activity presented in this plan is a key component of the College's Strategic Plan which also aligns with its other systems change efforts related to Guided Pathways, AB 705, Strong Workforce and Enrollment Management. - A Responsible Party and work team is identified in the Strategic Plan for each Activity in this plan, along with resources needed, desired outcomes, and a timeline for completion. - To monitor progress, the Academic Committee for Equity and Success (ACES) will receive progress reports from responsible parties and review metrics related to the achievement of the desired outcomes. - ACES will report monthly on progress and issues as they arise to the College Planning and Budgeting Council (PBC) per a standing item on the Council's agenda. - The College Office of Planning, Reasearch, and Institutional Effectiveness (PRIE) will create custom dashboards to monitor SEAP metrics and related goals.

Success Criteria

Through the overarching framework of the College's emerging "Cañada Strong" initiative, the campus is organizing itself to align and coordinate all of its major systems change efforts over the next three years. These include initiatives related to Guided Pathways, AB 705 implementation, Strong Workforce, and Strategic Enrollment Management as well as Student Equity and Achievement. The College's updated Strategic Plan (based on its 5-year Education Master Plan) for 2019-2022, seeks to integrate and align these initiatives into a discrete number of clearly defined efforts to be assigned to cross-functional work teams who coordinate their efforts via the College Planning Councils. These work groups and Planning Councils will be informed by a campus-wide Data Team working with the Office of Planning, Research, and Institutional Effectiveness to design and disseminate more effective data via data coaching and data dashboards.

Executive Summary

http://David to write in Word and post...

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1069	443	-58.56%
Enrolled in the Same Community College	4358	1700	-60.99%
Retained from Fall to Spring at the Same College	3406	3800	+11.57%
Completed Both Transfer-Level Math and English Within the District in the First Year	145	200	+37.93%
Attained the Vision Goal Completion Definition	509	672	+32.02%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Economically Disadvantaged	Female	Transferred to a Four-Year Institution	333	155	-53.45% ▸‖◂
Hispanic or Latino	Male	Transferred to a Four-Year Institution	112	52	-53.57% ▸‖◂
LGBT	Male	Transferred to a Four-Year Institution	5	2	-60% ◂ ▸
Foster Youth	Male	Transferred to a Four-Year Institution	3	1	-66.67% ◂ ▸
Some other race	Female	Transferred to a Four-Year Institution	8	Not Entered	- ◂ ▸
Hispanic or Latino	Female	Transferred to a Four-Year Institution	191	89	-53.4% ▸‖◂
Black or African American	Female	Transferred to a Four-Year Institution	12	6	-50% ▸‖◂
Veteran	Male	Attained the Vision Goal Completion Definition	3	4	+33.33% ▸‖◂
LGBT	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▸‖◂
LGBT	Female	Attained the Vision Goal Completion Definition	2	3	+50% ▸‖◂
Foster Youth	Male	Attained the Vision Goal Completion Definition	0	2	+100% ▸‖◂
Foster Youth	Female	Attained the Vision Goal Completion Definition	2	3	+50% ▸‖◂
White	Male	Attained the Vision Goal Completion Definition	35	Not Entered	- ◂ ▸
Some other race	Male	Attained the Vision Goal Completion Definition	3	Not Entered	- ◂ ▸
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	60	84	+40% ▸‖◂
Filipino	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▸‖◂
Filipino	Female	Attained the Vision Goal Completion Definition	8	1	-87.5% ◂ ▸
Black or African American	Male	Attained the Vision Goal Completion Definition	4	6	+50% ▸‖◂

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Asian	Male	Attained the Vision Goal Completion Definition	10	Not Entered	- ◁ ▷
Asian	Female	Attained the Vision Goal Completion Definition	33	Not Entered	- ◁ ▷
Disabled	Male	Attained the Vision Goal Completion Definition	9	13	+44.44% ▷‖◁
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▷‖◁
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	33	4	-87.88% ◁ ▷
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	24	34	+41.67% ▷‖◁
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	3	+50% ▷‖◁
White	Female	Retained from Fall to Spring at the Same College	471	Not Entered	- ◁ ▷
Filipino	Female	Retained from Fall to Spring at the Same College	70	98	+40% ▷‖◁
Asian	Male	Retained from Fall to Spring at the Same College	160	Not Entered	- ◁ ▷
Asian	Female	Retained from Fall to Spring at the Same College	189	Not Entered	- ◁ ▷
LGBT	Male	Enrolled in the Same Community College	64	90	+40.63% ▷‖◁
LGBT	Female	Enrolled in the Same Community College	116	162	+39.66% ▷‖◁
White	Male	Enrolled in the Same Community College	479	Not Entered	- ◁ ▷
Some other race	Male	Enrolled in the Same Community College	13	Not Entered	- ◁ ▷
Some other race	Female	Enrolled in the Same Community College	16	Not Entered	- ◁ ▷
Asian	Male	Enrolled in the Same Community College	207	Not Entered	- ◁ ▷
Asian	Female	Enrolled in the Same Community College	360	Not Entered	- ◁ ▷
American Indian or Alaska Native	Male	Enrolled in the Same Community College	9	13	+44.44% ▷‖◁

Additional Categories

> No population groups selected.

Activities

Increase the number of High School students successfully transitioning to Canada

Brief Description of Activity

Increase high school dual enrollment opportunities via a close partnership with Redwood High School (our feeder continuation high school) while expanding the number of AB 288 dual enrollment courses available at local high schools. This and other relationships will be managed by a newly established Dual Enrollment Coordinator position to be co-funded by SUHSD and Canada. Expand our existing Middle College High School program with a focus on equity in recruitment and support.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Increase the number of Adult School and GED students transitioning successfully to Canada

Brief Description of Activity

ACCEL Transition Coordinator will partner with ESL Retention Specialist to increase enrollment in off-campus ESL classes and to provide intentional support for prospective students enrolled at Sequoia Adult School and in programs in area Community-based organizations. See also ACCEL three year strategic plan 2019 - 2021 (insert link here). A key component of this work includes support for AB 540 students; activities including workshops to assist students with DACA application DREAM act support, legal services referrals and workshops, and referrals to related community resources. Staff, faculty and departmental training for support of DREAMers, DACA and AB 540 students is offered through Flex Day activities as well as standalone trainings throughout the year.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College

Strengthen 2+2 partnerships with 4-year institutions

Brief Description of Activity

1) Re-launch the University Center 2) Support connection between Career Education Programs and CSU partner programs - particularly in Digital Art and Animation - which will allow greater access to a seamless transition to a Baccalaureate Program. 3) Scale and align TRiO university visits, STEM Center university visits

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Create a more visible presence in downtown Redwood City

Brief Description of Activity

Led by the College Strong Workforce Director and the Business, Design & Workforce (BDW) Division and community organization partners, expand offerings of Career Education courses with embedded ESL, English, and math. Expand beyond current offerings at Menlo Park Center and Sequoia Adult School to include co-locating courses and workshops at area community-based organizations.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

Scale the Promise Scholars Program replicating the CUNY-ASAP model

Brief Description of Activity

Optimize course schedule for program completion and align annual course schedule with student type/need (e.g., first generation, daytime and evening) Integrate and expand Priority Enrollment Program (PEP) and Proactive Registration campus-wide Provide wrap-around services to students in this program including: financial support (tuition, books, transportation vouchers), proactive counseling and early alert, dedicated tutoring support, priority registration, peer mentoring, career counseling, and success team support.

Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

Align role of Retention Specialists across campus through building and supporting a community of practice among them and supporting their efforts with data

Brief Description of Activity

The Retention Specialist Community of Practice will help the college align critical support programs such as Early Alert and referrals to academic support programs such as academic success workshops, peer tutoring, and EPIC (embedded tutoring). This effort will also align data gathering to provide detailed student-level data to facilitate case management and follow-up supports to a larger number of students in a more timely way. Aligning existing Bridge To Opportunity (BTO) peer mentor program with this effort will expand the reach of support and retention efforts to a larger number of students, and will be an important aspect of the case management approach to holistically supporting academic and non-academic student needs through peer support networks.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

Identify and address barriers and inefficiencies in the matriculation process; build and implement a new Constituent Relationship Management (CRM) system

Brief Description of Activity

The Business Process Analysis Team was formed in fall 2017 to examine all facets of the application, enrollment, financial aid, and counseling processes to identify inefficiencies and gaps in service,. This work directly supports the colleges Guided Pathways implementation and student equity planning processes through improving the timely delivery of services to students, clarifying these process for prospective and current students, and analyzing all related processes through an equity lens. In 2019-21, this

group will work with the District Office to shape and implement the new District Constituent Relationship Management (CRM) platform to improve and leverage student information systems to improve all business processes and communications with students.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Expand and extend cohort programs

Brief Description of Activity

Establish First Year Experience Programs (FYE) aligned with Interest Areas: this activity will create continuity and connection between existing support programs to create a seamless experience for first time incoming students and provide a framework for success through focused curriculum and integrated student supports. The FYE will include pre-semester academic support programs and summer bridge programs.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College

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Establish "Success Teams" aligned with Interest Areas and Affinity Groups

Brief Description of Activity

Success Teams will be inclusive of retention specialists, peer mentors (to be scaled), counselors, and data coaches. Success Teams will support both Guided Pathways-related interest areas as well as affinity groups such as Puente and student athletes. The Success Teams will be proactive in identifying student needs in the first weeks of the semester, working within and outside of the classroom and in partnership with classroom instructors in an integrated model of support to support the College's goal to improvement persistence and completion.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

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Provide face to face and online student support services to meet the needs of all students

Brief Description of Activity

Expand peer tutoring to additional disciplines in the sciences, social sciences and humanities. Fall 2019 opening of a new Writing Center will provide expanded tutoring and other academic support for writing across the curriculum. Increase EPIC (supplemental instruction) support for "gatekeeper" courses where data indicates high enrollment/low success rates. Program data indicates increased retention and success for students in EPIC-supported course sections. Continue the work to implement online counseling support via web conferencing to better serve working students and students

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

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Expand opportunities for students to explore careers

Brief Description of Activity

Group academic programs into interest areas which offer aligned career exploration opportunities via Career Counseling Courses, meetings with a career counselor, access to job shadowing, internships, or other work-based learning opportunities related to careers in each interest area.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Attained the Vision Goal Completion Definition

Increase college and career exploration opportunities for student from feeder high schools

Brief Description of Activity

Ensure all high school students in feeder high schools complete Canada application before graduating. Expand opportunities for related events on campus during summer and other times throughout year through integrated event planning with: Career Center, Promise Program, Workforce Development (CWD), STEM, and Learning Center.

Related Metrics

- Overall : All : Enrolled in the Same Community College

Evaluate the success of students as a result of the College's implementation of AB 705

Brief Description of Activity

Gather and analyze evidence to inform and improve the College's assessment, placement, and supplemental instruction support and summer bridge programs to maximize the likelihood that students will succeed in transfer level English and math within one year of enrolling.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year