



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

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you ***have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015- 16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

### Canada College Program Goals and Planning 2017

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

Goals	Progress
1.Increase enrollment for disproportionately impacted students, including Asian, White, Veterans and students over 40 years old	Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students. The Priority Enrollment Program (PEP) is a partnership with our local High School District to provide targeted orientations to HS seniors and has been expanded in the past year. Counseling staff are also engaged at locations in our service area community such as Menlo Park and Pescadero/Half Moon Bay adult education partner locations.

<p>2. Increase the number of Hispanic and African American students who successfully enroll at Canada College</p>	<p>Cañada is on track to increase enrollment for these students. In addition to expanding the PEP program (described above), we have implemented summer bridge programs such as Math Jam, Word Jam and COLTS Academies to support Hispanic and African American students enrolling at the college. In 2016-17, 594 students participated in Math Jam or Word Jam, and 185 participated in COLTS Academies.</p>
<p>3. Increase the number of new students completing the orientation, assessment and counseling services.</p>	<p>In spring 2015, in collaboration with the Planning, Research and Institutional Effectiveness office, student services developed an annual report that tracks the number of new students completing orientation, assessment and counseling services, and registering for classes. Based on the report, student services developed and implemented strategies to track, monitor, and evaluate progress along the matriculation pipeline.</p> <p>As the college moves forward with implementation of the Promise program, a related goal of attaining 100% student completion of SEPs will be prioritized.</p> <p>The ESL Retention Specialist coordinates “Orientation I.D. Night.” Cañada’s Off campus ESL student classes come in the day or evening to campus for orientation, assessment, and counseling services. 874 student IDs were purchased by students at Off-Campus ESL events since spring 2015. Students are invited to bring their families; this provides a window into college life, garners family support for student work, and fosters the interest of children and other family members in their own future college work, thereby reaching more than one generation of prospective students.</p> <p>Additionally, Cañada has been working with the district team to develop district wide online orientation offering for students.</p>

<p>4. Increase access to student services for students with disabilities.</p>	<p>In spring 2015, the college identified a lack of learning disability testing and educational counseling for students with disabilities. In July 2015, the college hired a tenure-track Learning Disability Specialist/DRC Counselor, resulting in an increase in DRC-supported students from 34 in 2014-15 to 126 in 2016-17.</p>
<p>5. Increase the number of students with a comprehensive student educational plan (SEP).</p>	<p>The following programs promoted SEP completions: SEP campaign, 25 classroom presentations, SEP reminders to student emails, earlier registration dates as incentives, and assignments by some instructional faculty. The percentage of students with completed SEP increased from 85% in fall 2015 to 91% in fall 2016 for full-time, first time students. In fall 2016, 77% of students had an active comprehensive SEP.</p> <p>Basic Skills, in particular, promoted and tracked the number of students in their program that have or need a comprehensive SEP.</p>
<p>6. Increase the percentage of Hispanic students and African American students who are assessed or placed into transfer level English and math courses.</p>	<p>Developed internal capacity and support to implement Multiple Measures Assessment Pilot program (MMAP) for Math, English, and ESL placement. Cañada began using high school transcripts as placement tool in Fall 2015. The number of students placed in transfer-level English has increased, and initial results indicate that Hispanic students experience the most increase in transfer-level English placement, from 16% with traditional assessment to 44% with MMAP.</p>
<p>7. Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion.</p>	<p>ACES Inquiry Projects is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues. Through a data-informed process, and in collaboration with the PRIE office, participants create actionable plans and set measurable goals to support all students, including Black and Hispanic as well as other student groups experiencing higher rates of disproportionate impact. The number of classified, faculty, and administrators participating in this inquiry learning increased from 24 to 36 participants spring 2015 to spring 2016 and was still 30 in fall 2016. Participants have engaged in over 35 projects including proactive registration, STOP, and Path to Stats.</p>

<p>8. Increase successful course completion for African American students, American Indian, Hispanic, low-income, veteran, foster youth, and students on probation and dismissal.</p>	<p>Cañada implemented the STOP workshops to support students on probation or dismissal status. In 2015-16, there were 41 STOP and SSP workshops with 275 students in attendance. From fall 2015 to spring 2016, 66% of the STOP students persisted, continuing their enrollment. By the end of fall 2016, 50% of students persisted. Considering the academic risk factors of these students, these numbers are seen as improvement. The EOPS Program follows through with mid-semester progress reports with students needing intervention.</p>
<p>9. Increase course completion of students who are enrolled in Basic Skills courses two levels below transfer.</p>	<p>Academic support such as WordJam, Math Jam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p>
<p>10. Increase successful English course completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.</p>	<p>Academic support such as WordJam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p> <p>Puente Program. As part of the program, students take pre-transfer-level English and career courses in the fall and transfer-level English and career courses in the spring. Puente students work closely with their Puente counselor to complete their course sequence and transfer.</p>
<p>11. Increase basic skills English and Reading sequence completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.</p>	<p>Proactive Registration event is a collaboration of the Learning Center, Library, Counseling, Admissions and Records, and other student support groups. The purpose of the event is to provide just-in-time academic and student support services for students progressing through the basic-skills sequence. During the event, students registers for the next sequence of classes and resolve any registration and financial aid issues. In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes. 88% of these students who participated in 2016 were registered at the event. 95% who participated were still enrolled on the first day of spring 2017 classes, and 93% after census</p>

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

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

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



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

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

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

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

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

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

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

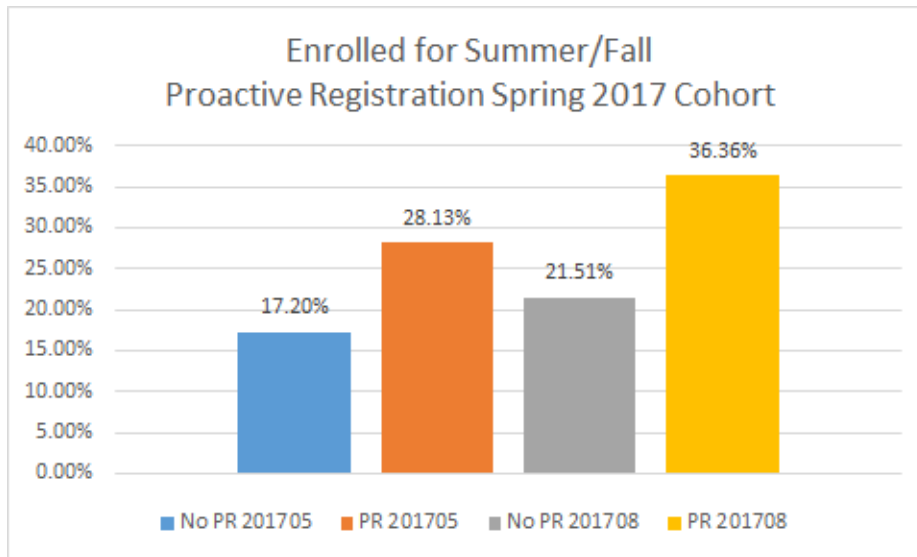


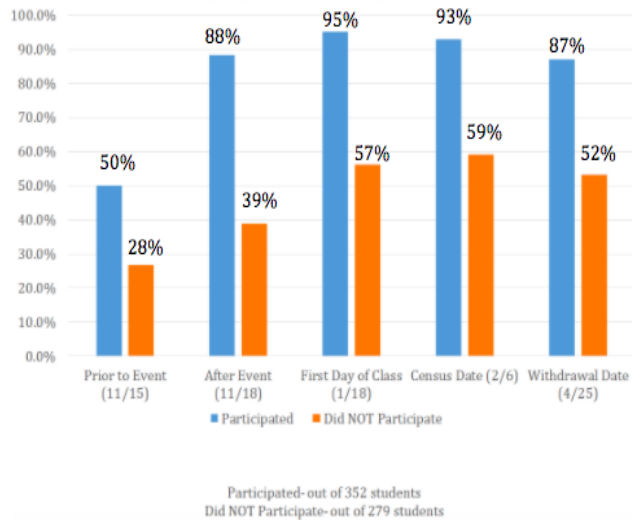
Figure 1

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

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

# Outputs

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



### Proactive Registration Participants

Sections	Students	
Math	11	299
English	8	179
ESL 400	7	203
Reading	1	25
Total Head Count		706
<b>Total students (unduplicated)</b>		<b>631</b>

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

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

### FUTURE PLANS (2017-2019 Planning Cycle)

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

For example:

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

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

Goal	Activities in each program that serve the goal listed			
	SSSP	Student Equity	BSI	
<p><b>1. ACCESS</b> Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.</p> <p><b>Data Sources:</b> enrollment maps, equity data, college enrollment does not mirror our community.</p>	<p><b>a.</b> Expand the Promise Program to address financial barriers to enrollment.</p> <p><b>b.</b> Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement.</p> <p><b>c.</b> Increase outreach by Counseling Dept. (including EOPS) faculty/staff to community organizations and events.</p> <p><b>d.</b> Expand SparkPoint financial literacy and coaching to low-income students.</p> <p><b>e.</b> Develop bridge programs from Job Train to the college.</p>	<p><b>a.</b> Promote and expand College for Working Adults program</p> <p><b>b.</b> Support ESL Coordination including coordination of classes in North Fair Oaks community. Maintain ESL course offerings in off-campus locations such as Menlo Park, Pescadero/Half Moon Bay, and North Fair Oaks.</p> <p><b>c.</b> ESL Retention Specialist supports students in North Fair Oaks community</p>	<p>Off-site initial counseling and outreach by the Basic Skills Counselor.</p>	<ul style="list-style-type: none"> <li>• <i>Access</i> ✓</li> <li>• <i>Retention</i></li> <li>• <i>Transfer</i></li> <li>• <i>ESL/Basic Skills</i></li> <li>• <i>Completion</i></li> <li>• <i>Degree &amp; Certificate Completion</i></li> <li>• <i>Other:</i> _ _</li> </ul>

<p><b>2. BASIC SKILLS Math completion and time to completion:</b> Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.</p> <p><b>Data Source:</b> District Strategic Plan- Cañada College metrics.</p>	<p><b>a.</b> Counsel students to begin math sequence in their first semester of enrollment.  <b>b.</b> Increase students with active SEP's that map out their math sequence.  <b>c.</b> Expand the use of multiple measures for math placement.  <b>d.</b> Expand disability testing and accommodations to improve math success rates.  <b>e.</b> Establish first semester math requirement for incoming Promise students.</p>	<p><b>a.</b> Expand Math Jam over next three years from 311 students served in 2017 to 400 students served by 2019  <b>b.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p><b>a.</b> Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students  <b>b.</b> Participation of BSI counselor in Proactive registration.</p>	<ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> <li>● Other: _ _</li> </ul>
<p><b>3. BASIC SKILLS English completion and time to completion:</b> Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p> <p><b>Data Source:</b> District Strategic Plan- Cañada College metrics.</p>	<p><b>a.</b> Counsel students to begin English sequence in their first semester of enrollment.  <b>b.</b> Increase students with active SEP's that map out their English sequence.  <b>c.</b> Expand the use of multiple measures for English placement.  <b>d.</b> Expand disability testing and accommodations to improve English success rates.  <b>e.</b> Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.</p>	<p><b>a.</b> Expand Word Jam over next three years from 90 students served in 2017 to 150 students by 2019  <b>b.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p><b>a.</b> Additional Basic Skills Counseling for students enrolled in basic skills English  <b>b.</b> Coordination of BSI Counselor in ACES.  <b>c.</b> Counseling support for off campus ESL classes.  <b>d.</b> BSI Counselor provides overview and Q &amp; A at regular ESL Orientations</p>	<ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> <li>● Other: _ _</li> </ul>

	<p>f. Establish first semester English requirement for incoming Promise students.</p>			
<p><b>4.PERSISTENCE:</b> Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American students at 67%) by five percent to 72% over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%. <b>Data Source:</b> District Strategic Plan for FT</p>	<p><b>a.</b>Increase and more fully integrate retention services into the Counseling Dept. <b>b.</b>Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP. Strengthen support for student athletes. <b>c.</b>Strengthen Student Success Program for Probation and Reinstated Students. <b>d.</b>Increase effectiveness of Early Alert Program. <b>e.</b>Provide counseling services within the Proactive Registration Initiative.</p>	<p><b>a.</b> BSI Retention specialists provide support for students at critical points in semester <b>b.</b> The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p>	<p>BSI Counselor supports DI students</p>	<ul style="list-style-type: none"> <li>● <i>Access</i></li> <li>● <i>Retention ✓</i></li> <li>● <i>Transfer ✓</i></li> <li>● <i>ESL/Basic Skills ✓</i></li> <li>● <i>Completion ✓</i></li> <li>● <i>Degree &amp; Certificate</i></li> <li>● <i>Completion ✓</i></li> <li>● <i>Other: _ _</i></li> </ul>



<p>students; data is unavailable by race/ethnicity/gender, however persistence indicators are typically much lower for Hispanic males.</p>				
<p><b>5. COMPLETION RATE:</b> Increase percentage of students who complete their educational goal (certificate, degree, and/or transfer) from 47.6% to 52.6%, with focus on goal completion by underprepared students.</p> <p><b>Data Source:</b> State Chancellor's Office Scorecard, prepared under the Institutional Effectiveness Partnership Initiatives.</p>	<p><b>a.</b>Build degree/certificate and transfer course sequences into Degree Works to clarify pathways for students. <b>b.</b>Expand incentives for full-time enrollment and persistence through Promise Scholarships, EOPS, and International Student Program. <b>c.</b>Expand use of Transcript Evaluation Service to maximize student's use of coursework from multiple institutions. <b>d.</b> Institutionalize acceleration <b>e.</b>Participate in a college-wide initiative to implement Guided Pathways that increase completion and reduce time to completion.</p>	<p><b>a.</b> Equity Coordinators facilitate collaboration among faculty, staff, administrators, and students and professional development including inquiry groups and equity workshops that prepare faculty and staff to implement high impact practices to support DI students in achieving their goals. <b>b.</b> Organize equity themed lecture series to inspire students and extend learning of the whole community about equity issues and solutions in order to better support DI</p>	<p><b>a.</b> Basic Skills Counselor visits to BS classes to promote SEPs <b>b.</b>Involvement of BS Counselor in ACES</p>	<ul style="list-style-type: none"> <li>● <i>Access</i></li> <li>● <i>Retention</i> ✓</li> <li>● <i>Transfer</i> ✓</li> <li>● <i>ESL/Basic Skills Completion</i> ✓</li> <li>● <i>Degree &amp; Certificate Completion</i> ✓</li> <li>● <i>Other:</i> _ ✓ _</li> </ul>

		<p>students in achieving their goals</p> <ul style="list-style-type: none"><li><b>c.</b> Examine data packets with equity gaps during program reviews</li><li><b>d.</b> Aces Inquiry groups work with college research office to conduct data informed investigations</li><li><b>e.</b> Guided Pathways: explore options for college level liberal arts math; expand CWA; promote ESL Workforce Award, ACE Award, and PASS Certificate.</li></ul>		
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs). (500 words max)

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

#### 5. Non-credit offerings

The college does not currently offer noncredit

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

We continue to:

- Build our professional development committee planning and work team
- Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.
- Implement an ongoing College-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.

- Increase the number of faculty and staff involved in communities of practice, inquiry groups, classified professional workgroups, and other professional learning.
- Collaborate with the Academic Committee for Equity and Success on professional learning with a focus on 1) high impact practices supporting all students and improving support of disproportionately impacted students, and 2) equity.

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

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

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

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

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

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

**Student Equity:**

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

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

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

**BSI:**

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

Basic Skills Counselor

**SSSP:**

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

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

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

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

#### **Introduction**

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

#### **Mission**

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

As stated in our college plans, we address this mission through quality instruction, activities that cultivate student personal development and success and by prioritizing supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment. Additionally, we know we must work to ensure that we are serving

students equitably, and that all student have the support they need to achieve their goals. We have identified equity gaps at our campus and recognize the need to set specific equity goals and be accountable to them (Bensimon, 2005; Bensimon, Dowd, & Witham, 2015; Dowd, & Bensimon, 2014). Specifically, we embrace Equity mindedness, which according to AAC&U (2015c, p.4), entails:

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

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

### **Summary Analysis of Student Equity Data**

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

- Hispanic students, our largest group comprising 40% of our student population, who experience DI in course completion and transfer
- African American students who experience some of the institution’s largest DI in Access, Course Completion, English and Math sequence Completion, and Degree and Certificate Completion as well as Transfer
- Pacific Islanders, White, American Indian and Alaskan Native, Asian, Self-Identified Multiple Races or Unknown

Race/Ethnicity, Males, Veterans, Foster Youth, students under 20, and students in the 40-49 year range groups, all of whom experience DI in at least one indicator.

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

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

To address the equity gaps on our campus, we will continue to engage in Professional *Learning* (PL) that allows us to share and build on expertise and insights of faculty, staff, administrators, and students; and enables the deep reflection, perspective, and cultural shifts that are necessary for institutional change (Easten, 2008; Klein, 2016). As part of that professional learning, we plan to continue the Academic Committee for Equity and Success (ACES) initiatives such as ACES Inquiry. ACES Inquiry is a college wide professional learning structure in which faculty, staff, administrators, and students examine equity issues through data-informed investigations and collaborate on initiatives to support the success of all students and better support student groups facing higher rates of disproportionate impact. The ACES Inquiry groups will continue to work to establish a culture of inquiry (Mackinnon & Arnoltz, 2006). Some Inquiry Project themes we plan to undertake are: Online Equity, Peer Mentorship with an emphasis on better supporting African American students, a cohesive and student accessible guide to student support services, and guided pathways related projects including research and development of our General Education Pathways and existing ESL pathways. In addition, we plan to establish sustained communities of practice (Wenger, 1998) around equity and to engage in campus wide programming including an equity themed lecture series or summit.



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

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

Goal	Activities in each program that serve the goal listed			
	SSSP	Student Equity	BSI	
<p><b>1. ACCESS</b> Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.</p>	<p><b>a.</b> Expand the Promise Program to address financial barriers to enrollment.  <b>b.</b> Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement.  <b>c.</b> Increase outreach by Counseling Dept. faculty/staff to community organizations and events.  <b>d.</b> Expand SparkPoint financial literacy and coaching to low-income students.</p>	<p><b>a.</b> Promote and expand College for working adults program  <b>b.</b> Maintain ESL Coordination including coordination of classes in North Fair Oaks community  <b>c.</b> ESL Retention Specialist supports students in North Fair Oaks community</p>	<p>Off-site initial counseling and outreach by the Basic Skills Counselor.</p>	<ul style="list-style-type: none"> <li>● <i>Access</i> ✓</li> <li>● <i>Retention</i></li> <li>● <i>Transfer</i></li> <li>● <i>ESL/Basic Skills</i></li> <li>● <i>Completion</i></li> <li>● <i>Degree &amp; Certificate Completion</i></li> <li>● <i>Other:</i> _ _</li> </ul>

	<p>e. Develop bridge programs from Job Train to the college.</p>			
<p><b>2. BASIC SKILLS Math completion and time to completion:</b> Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.</p>	<p><b>a.</b> Counsel students to begin math sequence in their first semester of enrollment.  <b>b.</b> Increase students with active SEP's that map out their math sequence.  <b>c.</b> Expand the use of multiple measures for math placement.  <b>d.</b> Expand disability testing and accommodations to improve math success rates.  <b>e.</b> Establish first semester math requirement for incoming Promise students.</p>	<p><b>a.</b> Scale up Math Jam over next three years  <b>b.</b> Support Basic Skills Retention through:  <b>c.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p><b>a.</b> Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students  <b>b.</b> Participation of Basic Skills counselor in Proactive registration.</p>	<ul style="list-style-type: none"> <li>• <i>Access</i></li> <li>• <i>Retention ✓</i></li> <li>• <i>Transfer</i></li> <li>• <i>ESL/Basic Skills</i></li> <li>• <i>Completion ✓</i></li> <li>• <i>Degree &amp; Certificate</i></li> <li>• <i>Completion ✓</i></li> <li>• <i>Other: _ _</i></li> </ul>

<p><b>3. BASIC SKILLS English completion and time to completion:</b>                  Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p>	<p><b>a.</b> Counsel students to begin English sequence in their first semester of enrollment.  <b>b.</b> Increase students with active SEP's that map out their English sequence.  <b>c.</b> Expand the use of multiple measures for English placement.  <b>d.</b> Expand disability testing and accommodations to improve English success rates.  <b>e.</b> Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.  <b>f.</b> Establish first semester English requirement for incoming Promise students.</p>	<p><b>a.</b> Expand Word Jam over next three years  <b>b.</b> Support Basic Skills (BS) Retention through:  <b>c.</b> BS Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>	<p><b>a.</b> Additional Basic Skills Counseling for students enrolled in basic skills English  <b>b.</b> Coordination of BS Counselor in ACES.  <b>c.</b> Counseling support for off campus ESL classes.  <b>d.</b> BS Counselor counselor provides overview and Q &amp; A at regular ESL Orientations</p>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Retention ✓</li> <li>• Transfer</li> <li>• ESL/Basic Skills Completion ✓</li> <li>• Degree &amp; Certificate Completion ✓</li> <li>• Other: _ _</li> </ul>
<p><b>4.PERSISTENCE:</b> Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American</p>	<p><b>a.</b> Increase and more fully integrate retention services into the Counseling Dept.  <b>b.</b> Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP.  <b>c.</b> Strengthen Student Success Program for Probation and Reinstated Students.</p>	<p><b>a.</b> BS Retention specialists provide support and mentorship  <b>b.</b> The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p>	<p>BS Counselor supports DI students</p>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Retention ✓</li> <li>• Transfer ✓</li> <li>• ESL/Basic Skills ✓</li> <li>• Completion ✓</li> <li>• Degree &amp; Certificate Completion ✓</li> </ul>

<p>students at 67%) by five percent over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%.</p>	<p><b>d.</b>Increase effectiveness of Early Alert Program. <b>e.</b>Provide counseling services within the Proactive Registration Initiative.</p>			<ul style="list-style-type: none"> <li>• <i>Other:</i> _ _</li> </ul>
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**Resources Budgeted for Student Equity 2014-15, 2015-16, and 2016-17**

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

Assessments for Learning Disabilities	Outreach for Proactive Registration
Blacademia	Proactive Counseling
College for Working Adults (CWA)	Professional Development - Conference
Classified Outreach	Professional Development for Faculty
Dreamer Task Force (Professional Development)	Professional Development: Inquiry
Dreamers - Retention Specialist	Puente Coordinator
Dreamers Faculty	Puente support/bus /supplies
Dreamers Legal Clinic (Sparkpoint)	Researcher
Embedded Tutoring	Retention Specialist-Basic Skills
ESL Community Support (Babysitting/Slammers)	SparkPoint
ESL Coordinator	Students Transitioning Off Probation (STOP)

ESL Retention Specialist	Supplemental Instruction
Faculty Coordination of ACES	Supplies/Materials for Proactive Registration
Fiscal Operations Accountant Tech	Supplies/Materials for Prof. Development
Foster Youth Retention Specialist	TLC Student Assistants
Foster Youth	Tutors in Learning Center
Hot Spots for student internet access	Veterans
Learning Disability Counselor	Word Jam
Math Jam	Writing Center IA II
Men of Color Professional Development	

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

### Student Equity Funding and Progress

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

<b>Increase in Access</b>	Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students
<b>Increase in Course Completion/Retention</b>	Students at Cañada have steadily seen an increase in both course completion and retention rates. In AY 2014-2015, the overall course completion rate was 70.2%. This grew by .6% to a course completion rate of 70.8% in AY 2015-2016 with an additional increase to 72% in AY 2016-2017. Similarly, retention rates also continued to rise annually from 82.8% (AY 2014-2015), 83.5% (AY 2015-2016), and 85% (AY 2016-2017) respectively.
<b>Increase in ESL and Basic Skills Completion</b>	In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes (11 Math, 8 English, 7 ESL, and 1 Reading sections). 88% of these students who participated in 2016 were registered at the event (compared to 39% who did not participate). 95% of students who participated in the event were still enrolled on the first day of spring 2017 classes, and 93% after census day. In spring 2017, students who had participated in the fall 2016 event had a 95% persistence rate compared with only 67% of students who had not
<b>Increase in Degree and Certificate Completion</b>	The number of students completing degrees at our college has increased: from 422 in 2013/2014 to 463 in 2014/2015 to 486 in 2015/2016. To facilitate more degrees in the future, we made progress on SEPs: The percentage of students with completed SEP increased from 85% in fall 2015 to 91% in fall 2016 for full-time, first time students. In fall 2016, 77% of students had an active comprehensive SEP.
<b>Increase number of</b>	Cañada began using high school transcripts as placement tool in Fall 2015. The number of

<p><b>students placed into college-level English via implementation of multiple measures assessment</b></p>	<p>students placed in transfer-level English has increased, and initial results indicate that Hispanic students experience the most increase in transfer-level English placement, from 16% with traditional assessment to 44% with MMAP.</p>
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While we have data sets for some areas, we realize that other data benchmarks in our future goals will need to be worked on further. We will continue to draw on our strengths to expand and enhance what is working and engage in further planning and collaborations to improve. For example, we will collaborate with the district via Career Ladders and Guided Pathways, leveraging these initiatives for additional partnerships and learning. Thank you for reading our plan. We look forward to your feedback

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

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

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

Point of Contact:

Name David Reed  
Title Dean of Academic Support and Learning Technologies  
Email Address reedd@smccd.edu  
Phone 650-306-3470

Alternate Point of Contact:

Name Rebekah Sidman-Taveau  
Title Professor/Academic Committee for Equity and Success Co-Coordinator  
Email Address taveaur@smccd.edu  
Phone 650 381-3547



Part III – Approval and Signature Page

College: Cañada College District: San Mateo Community College District

Board of Trustees Approval Date:

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

Jamillah Moore		<a href="mailto:moorej@smccd.edu">moorej@smccd.edu</a>
Chancellor/President	Date	Email Address

Mary Chries Concha Thia		<a href="mailto:conchathiam@smccd.edu">conchathiam@smccd.edu</a>
Chief Business Officer	Date	Email Address

David Johnson		<a href="mailto:johnsond@smccd.edu">johnsond@smccd.edu</a>
Chief Instructional Officer	Date	Email Address

Phillip King		<a href="mailto:kingp@smccd.edu">kingp@smccd.edu</a>
Chief Student Services Officer	Date	Email Address

Hyla Lacefield		<a href="mailto:lacefieldj@smccd.edu">lacefieldj@smccd.edu</a>
President, Academic Senate	Date	Email Address

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

San Mateo CCD
Canada College

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match
1000	Academic Salaries	\$ 114,704	\$ 102,474	\$ 378,109			
2000	Classified and Other Nonacademic Salaries		\$ 121,454	\$ 396,282			
3000	Employee Benefits		\$ 80,036	\$ 283,973			
4000	Supplies & Materials		\$ 9,000	\$ 22,300			
5000	Other Operating Expenses and Services		\$ 10,625	\$ 23,000			
6000	Capital Outlay		\$ -				
7000	Other Outgo		\$ -				