Office of Instruction

Program Review - Comprehensive Review

2023 - 2024

2023 - 2024

Executive Summary

0. Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans.

Strengths:
• Diverse Student Body: We serve a diverse student population, providing opportunities for cultural enrichment and fostering inclusivity.
• Accessibility: We are affordable and geographically accessible, making higher education more attainable for a broader range of students.
• Flexibility: Our programs often offer flexible scheduling, including evening and online classes, accommodating students with various commitments.
• Workforce Development: We focus on career and technical education, aligning their programs with local workforce needs.
• Support Services: Offices of Instruction provide academic support services, such as tutoring and library, to help students succeed.
Opportunities:
• Technology Integration: Embrace digital learning tools and platforms to enhance instructional methods and reach a wider audience.
• Industry Partnerships: Forge partnerships with local businesses and industries to offer relevant training and job placement opportunities.
• Transfer Agreements: Strengthen articulation agreements with four-year institutions to facilitate seamless transfers for students pursuing further education.
• Balance in various course modalities: Balance diverse course offerings to cater to a broader audience and accommodate diverse learning styles.
• Curriculum Innovation: Continuously update and adapt curricula to align with evolving industry trends and educational best practices.
Challenges:
• Retention and Completion Rates: Addressing issues related to student retention and graduation rates remains a persistent challenge.
• Faculty Development: Providing ongoing professional development for instructors is essential to maintain instructional quality.
• Equity Gaps: Achieving equitable access and success for all student demographics can be challenging.
• Shifting Demographics: Changing demographics may require adjustments to program offerings and support services.
Action Plans:
• Data-Driven Decision Making: Use data analytics to identify at-risk students and implement targeted support strategies.
• Faculty Training: Invest in ongoing faculty development programs to enhance teaching methodologies and instructional technology skills.
• Equity Initiatives: Develop and implement initiatives to close achievement gaps among various student groups.
• Strategic Planning: Continue implementing the college Strategic Enrollment Management Plan that addresses evolving demographics and aligns with the college's mission and goals.
• Dual enrollment initiatives: Strengthen dual enrollment initiatives to support our BIPOC student population.
By addressing these strengths, opportunities, challenges, and action plans, an Office of Instruction at a community college can work towards providing high-quality education and support to its students while adapting to changing educational landscapes.

Program Context

1. Mission

How does your program align with the college's mission? If your program has a mission statement, include it here.

The Office of Instruction's mission aligns closely with the college's overarching mission, which is to provide accessible, high-quality education and training that empowers individuals to achieve their personal and professional goals. The mission statement is as follows:

"To cultivate a diverse and inclusive learning environment, the Office of Instruction is committed to delivering comprehensive, student-centered education. We aim to equip graduates with the knowledge, skills, and ethical values needed for success in both their chosen professions and as responsible members of the community."

2. Program Description

Program Description.

The academic degree/certificate programs offered at the college are designed to provide students with a comprehensive education (e.g., liberal arts, STEM, and career technical education). It offers a diverse range of courses, hands-on training, and opportunities for personal and professional development. Key aspects of the program description include:

• Curriculum: A detailed curriculum that covers core subjects and allows for specialization in specific areas within the field. The curriculum is regularly reviewed and updated to stay relevant to industry standards and emerging trends.
• Faculty Expertise: A highly qualified faculty team with expertise in both academic and practical aspects of the field.
• Hands-on Learning: Opportunities for practical, experiential learning through internships, lab work, or fieldwork.
• Technology Integration: Utilization of state-of-the-art technology and resources to ensure that students are equipped with the latest industry-relevant skills.
• Student Support: A robust support system including academic support, library services, and apprenticeship to help students succeed academically and professionally.
• Accreditation: Information about any relevant programmatic accreditation that ensures the program meets industry standards.

3. Community & Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

The academic programs actively monitor and respond to changes in community and labor needs, technology advancements, licensing requirements, and accreditation standards to stay relevant and responsive through program review process. Here are some ways these factors affect the program:

• Community Needs: Regular surveys and assessments are conducted to identify emerging community needs. Adjustments to the program's curriculum and offerings are made accordingly to address these needs, ensuring graduates are well-prepared to contribute to the community's growth and development.
• Employment Needs: Close collaboration with local industries and employers allows the program to align its curriculum with the skills and qualifications sought by the job market. This helps ensure that graduates are job-ready upon completion of the program.
• Technology: The program stays current with technological advancements by periodically updating equipment and software, and by offering courses that incorporate the latest industry tools and practices.
• Licensing & Accreditation: The program maintains rigorous standards to meet licensing and accreditation requirements, ensuring that students receive a quality education that meets industry and regulatory expectations.

In summary, the academic programs are deeply committed to aligning with the college's mission, offering a

comprehensive and dynamic educational experience, and staying responsive to the evolving needs of the community, labor market, and technological landscape. It does so by regularly assessing and adapting its curriculum, resources, and support services.

Looking Back

4. Major Accomplishments

Describe major accomplishments.

Accreditation and Compliance: The Office of Instruction collaboratively with other offices achieved and maintained accreditation standards consistently, reflecting a commitment to academic quality and compliance with educational regulations. This accomplishment ensures that students receive a recognized and respected education.

Faculty Development: The Office of Instruction has invested in faculty development programs, leading to increased faculty expertise and the adoption of innovative teaching practices. This has positively impacted the quality of education provided to students.

Effective Use of Technology: The Office of Instruction successfully integrated technology into teaching and learning processes, enhancing the educational experience for students. This includes the implementation of online learning platforms, virtual labs, and digital resources.

Strong Industry Partnerships: Building strong partnerships with local industries has resulted in valuable internship opportunities, practical training, and job placements for students. These partnerships have also helped in curriculum development to ensure alignment with workforce needs.

Community Engagement: The Office of Instruction actively engages with the community through outreach programs, service-learning initiatives, and partnerships with local schools and organizations (i.e., Living in Promise MOU). This engagement has strengthened ties between the college and the community.

Inclusivity and Diversity: The Office of Instruction has made strides in promoting inclusivity and diversity within the college. This includes initiatives to increase diversity among faculty and students and the implementation of inclusive teaching practices (i.e., Umoja, faculty equity coordinator, etc.)

Research and Innovation: Faculty and students have been involved in research and innovation projects, leading to publications, presentations, and recognition at regional and national levels (i.e., PTK, Honor Program, etc.). These accomplishments have elevated the college's reputation and contributed to academic excellence.

Student-Centered Approach: The office's commitment to a student-centered course schedule and approach has resulted in improved student presence on campus and a more responsive approach to student needs (i.e., learning center and library, and STEM center).

These major accomplishments demonstrate the Office of Instruction's dedication to providing high-quality education, fostering community engagement, and ensuring that students are well-prepared for their academic and professional journeys.

5. Impact of Resource Applications

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Non-Instructional Assignments:

Impact: Non-instructional assignments have allowed faculty to engage in more research, curriculum

development, and community outreach activities. This has enriched the educational experience and strengthened ties with the community.

Measures of Impact: Increased research output, innovative program offerings, and community engagement have contributed to a more vibrant and relevant educational environment, positively impacting student learning outcomes.

Equipment and Facilities:

Impact: Investment in state-of-the-art equipment and facilities has improved the quality of instruction, particularly in hands-on and technical programs. Modernized facilities have created a more conducive learning environment (i.e., Faculty Teaching and Learning Center in Building 9, Instructional Technology Support Center in Building 13)

These resource applications have collectively had a positive impact on the program, department, and office. They have contributed to the development of a more robust and engaged faculty community and created an environment that is conducive to learning.

Current State of the Program

6A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

Strengths:

• Diverse Program Offerings: The program offers a wide range of academic programs, catering to various disciplines and interests, which attracts a diverse student body.
• Qualified Faculty: The program boasts a dedicated and highly qualified faculty with expertise in their respective fields. Their commitment to teaching and mentoring students is a significant asset.
• Innovative Teaching Methods: Faculty members employ innovative teaching methods, including technology integration, experiential learning, and active engagement strategies, which enhance the overall educational experience.
• Engaged Student Community: There is a strong sense of community and collaboration among students, fostered through extracurricular activities, clubs, and student-led initiatives.
• Alignment with Industry Standards: The program's curriculum is regularly updated to align with industry standards, ensuring that students receive relevant education that prepares them for future careers.
• Community Partnerships: The program has established valuable partnerships with local industries and organizations, creating opportunities for internships, practical training, and job placements for students.

Challenges:

• Retention and Graduation Rates: Challenges related to student retention and graduation rates persist, especially BIPOC students. Addressing these issues requires targeted interventions and comprehensive student support services.
• Technological Adaptation: Keeping up with the rapid pace of technological changes and effectively integrating new technology into the curriculum can be challenging for both faculty and students.
• Continue to Grow Enrollment: Continue to grow enrollment and maintaining the pace could become a challenge.
• Diversity and Inclusion: The program may face challenges in promoting and ensuring diversity and inclusion within the student body and faculty. Efforts to create a more inclusive environment may require further attention and resources.
• Market Demand Shifts: As community and labor market demands shift, staying ahead of these changes and adapting programs accordingly is a perpetual challenge.

In summary, the program has several strengths, including its diverse offerings, qualified faculty, and innovative teaching methods, which contribute to a positive learning environment. However, challenges related to course

enrollment, student retention, technological adaptation, and diversity and inclusion require strategic planning and focused efforts to overcome. Addressing these challenges while building on the program's strengths is essential to ensuring its continued growth and success.

6B. State of the Program - Evaluation

What changes could be implemented to improve your program?

To improve the program, consider implementing the following changes:

1. Diversify Program and Student-First Course Schedule/Offerings
2. Invest in Faculty Development
3. Improve Retention Initiatives
4. Implement Inclusive Practices
5. Strategic Budget Allocation
6. Enhance Academic Support Services
7. Optimize Technology Integration
8. Enhance Community Engagement
9. Industry Advisory Boards

Implementing these changes requires a collaborative and strategic approach, involving faculty, staff, students, and relevant stakeholders. Regular monitoring and feedback mechanisms will be essential to assess the effectiveness of these changes and make further adjustments as needed.

Program Improvement Initiatives

7A. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

To address the opportunities for improvement identified in the prior sections of this Program Review, we will take a proactive and strategic approach. Here's how we plan to address these opportunities:

1. Diversify Program and Student-First Course Schedule/Offerings:
Action: Regularly assess and update program and course offerings to align with emerging fields and industry demands. Introduce new programs that cater to evolving career paths.
Rationale: Diverse and relevant programs attract a broader student base and address the needs of a changing job market.

2. Invest in Faculty Development:
Action: Increase investment in faculty development programs, offering training in innovative teaching methods, technology integration, and diversity, equity, and inclusion practices.
Rationale: Empowered and skilled faculty contribute to a dynamic and effective learning environment.

3. Improve Retention Initiatives:
Action: Implement targeted retention initiatives, including early intervention systems, academic success programs, and personalized student support.
Rationale: Improving retention rates contributes to a more stable student population and positively impacts graduation rates.

4. Implement Inclusive Practices:
Action: Establish initiatives to promote diversity and inclusion, including recruitment strategies, training programs, and the creation of inclusive spaces.
Rationale: A diverse and inclusive environment fosters a sense of belonging and enriches the learning experience for all students.

5. Strategic Budget Allocation:
Action: Develop a strategic budget plan that prioritizes key areas, such as dual enrollment, faculty

development, technology infrastructure, and academic support services.
Rationale: Strategic budgeting ensures that resources are allocated to initiatives that have the most significant impact on program improvement.

6.Enhance Academic Support Services:
Action: Strengthen/enhance academic support services, mentoring programs, library, and tutoring services to provide comprehensive support for students throughout their academic journey.
Rationale: Robust support services can contribute to increased student success, retention, and overall satisfaction.

7.Optimize Technology Integration:
Action: Instructional designer, DE coordinator, and Instructional technologist enhance the effective integration of technology into the curriculum, ensuring that faculty are trained and equipped to utilize the latest educational tools.
Rationale: Improved use of technology enhances the learning experience, prepares students for the digital workforce, and contributes to increased engagement.

8.Enhance Community Engagement:
Action: Strengthen ties with the local community through increased outreach, partnerships, and collaborative projects that align with community needs.
Rationale: Community engagement not only benefits students but also enhances the program's visibility and relevance.

9.Industry Advisory Boards:
Action: Establish or enhance industry advisory boards to ensure that the program curriculum remains relevant and aligned with current and future workforce needs.
Rationale: Industry input contributes to the creation of programs that produce graduates with in-demand skills.

Implementing these changes requires a collaborative and strategic approach, involving faculty, staff, students, and relevant stakeholders. Regular monitoring and feedback mechanisms will be essential to assess the effectiveness of these changes and make further adjustments as needed.

7B. What are your goals for your program/area for the next three years?

• Continue collaborating with VPs, divisions, departments, deans, faculty, and staff.
• Continue being helpful
• Continue being responsive
• Continue valuing people's opinion

Year 1—2023-2024
1.Improve Student Transfer Success
2.Living the Promise
3.Expand Dual Enrollment
4.Dean of ASLT
5.Student-First Schedule

Year 2—2024-25
6.Enhance Student Success
7.Promote Innovation in Teaching
8.Promote Diversity and Inclusion
9.Strengthen Industry Partnerships

7C. Describe the actions you plan to take during the next 3 years to accomplish these goals.

1. Improve Student Transfer Success: Goal: increase transfer rate by 5% over the next three years.
   - Establish clear transfer policies and agreements.
   - Offer specialized transfer advising.
   - Streamline credit evaluation.
   - Provide online resources and information sessions.
   - Support financial aid and scholarships.
   - Create mentorship and orientation programs.
   - Simplify the application process.
   - Foster open communication with sending institutions.
   - Consider credit for prior experiential learning.
   - Offer flexible scheduling, housing assistance, and counseling services.
   - Encourage community involvement.
   - Provide ongoing support.

2. Living the Promise: Continue to implement the MOU

3. Expand Dual Enrollment Program Offerings: Increase two dual enrollment courses every academic year.
   - Continue building partnerships with high schools to identify pathway and dual enrollment courses.
   - Develop and gain approval for two new dual enrollment courses every academic year
   - Securing the necessary resources and faculty expertise.

4. Dean of ASLT: Hire a permanent Dean of ASLT

5. Diversify Program and Student-First Course Schedule/Offerings: Continue to strive the balance among course modalities to meet students' needs.

6. Enhance Student Success: Goal: Increase student course success rate by 5% and graduation and transfer rates by 10% over the next three years.
   - Implement an early warning system to identify at-risk students and provide targeted academic support.
   - Expand tutoring services, academic advising, and mentoring programs to increase student support.
   - Conduct regular assessments of the program curriculum and adjust as needed to ensure alignment with student needs, state initiatives, and industry standards.

7. Promote Innovation in Teaching: Goal: Foster innovative teaching practices and technology integration across all courses, resulting in a 5% improvement in student engagement and learning outcomes.
   - Provide faculty with professional development opportunities focused on innovative teaching methodologies and technology integration.
   - Create incentives for faculty to experiment with new teaching techniques and tools.
   - Establish a peer review system to assess and share best practices in teaching.
   - Professional Development for Staff

8. Promote Diversity and Inclusion: Goal: Increase the diversity of both faculty and staff by 5% each, creating a more inclusive and representative learning environment.
   - Implement diversity recruitment strategies to attract a more diverse faculty and student body.
   - Offer training and workshops on diversity and inclusion for faculty and staff.
   - Establish affinity groups and support systems for underrepresented students.

9. Strengthen Industry Partnerships: Goal: Establish partnerships with at least three new industry organizations, providing additional internship and job placement opportunities for students.
   - Identify potential industry partners through networking events, conferences, and advisory boards.
   - Foster collaborative projects that benefit both students and industry partners.
   - Develop internship and job placement programs in collaboration with new industry partners.

Office of Instruction - Comprehensive Review

These actions are designed to help the program achieve its goals over the next three years. By focusing on student success, program expansion, innovative teaching, industry partnerships, and diversity and inclusion, the program aims to provide a high-quality education that prepares students for success in their academic and professional endeavors while fostering an inclusive and supportive learning environment.

The Office of Instruction Survey Results are as follow:

The survey was sent to the following Committees:
-Cabinet: 12
-Council: 17
-Academic Senate 13
-Classified Senate 6
-PBC members 14
-IPC members 7
-Curriculum Committee members 10
-Instructional Division Assistant 7
-Faculty reassigned time coordinators 23

A total of 109.

Respondents:
Classified Professional   9
Full-Time Faculty 17
Manager/Director/Dean 6
Part-Time Faculty   1
Student   1
Grand Total   34

A return rate of 31%.

Insert charts (for some reasons, I cannot paste the charts. :-(Sorry.

Summary:
1. Overall, 90% of participants agree and strongly agree that Office of Instruction:
     a. is collaborative
     b. is responsive
     c. is helpful
     e. values my opinion
2. Full-time faculty group has the lowest percentage (79%) of agree and strongly agree that Office of Instruction:
     a. is collaborative
     b. is responsive
3. 100% of Classified agree and strongly agree that Office of Instruction:
     a. is collaborative
     b. is responsive
4. 100% of Management agree and strongly agree that Office of Instruction:
     a. is collaborative
     b. is responsive
     c. is helpful
     d. values my opinion

Office of Instruction - Comprehensive Review

Below are the comments:

Q6. Please feel free to comment on the Office of Instruction's collaboration.
• I haven't been able to collaborate with them yet.
• I believe the VPI office has a lot of integrity
• The office of instruction should update the slides about enrollment.
• I always get clear immediate answers to questions and helpful advice.
• It would be nice if the VPI could have more direct contact with different programs - maybe attend department meetings or advisory board meetings.
• CHialin and Alessandra are extremely competent and productive. They are professional and pleasant to work with.
• As a faculty coordinator, I feel isolated from the Office of Instruction. It feels like there is a lack of trust in faculty.
• I have never asked the Office of Instruction for assistance as a faculty coordinator. I do not know what they can do for me and the program I help coordinate.
• The VPI is open and available when I have questions or an issue. She is easy to work with and talk to.
• Chialin is extremely open to feedback and input from all of us.
• Information that is reported is static and only sometimes up to date.
• I work primarily with Frank and Alessandra and both have been incredibly collegial, supportive and instructive, as well as open to questions and constructive suggestions. This, to me, is the definition of great collaboration!

Q8. Please feel free to comment on the Office of Instruction's responsiveness.
• I haven't asked them anything yet.
• When I email the office I get timely responses.
• I asked the Office of Instruction for help and was listened to, but no action was taken.
• Any issues my division has are taken seriously and effective support is provided.
• Answers emails promptly.
• Responses have always been received via email or phone call.
• Delays in communication from the Office of Instruction have made us lose enrollment when we could have added classes to capture students on the waitlist.
• She and her staff always respond within minutes to any queries.
• See above. In addition, I've never had to wait more than 24 hours (and, most often, within 2-5 hours) for responses to my emailed and/or voicemails queries/comments.

Q10. Please feel free to comment on the Office of Instruction's helpfulness.
• They listen to others and seem to support the needs of instructional offerings and our students.
• Helpfulness would stem from collaboration and responsiveness.
• Maybe the Office of Instruction can give faculty coordinators information and examples of how the office can support our work as faculty coordinators.
• If one of the staff doesn't have an answer, they find it for you or help you figure out where to get the answer.
• I have voiced issues twice and received no help. Lots of Platitudes.
• See above.

Q12. Please feel free to comment on the Office of Instruction's valuing your opinion.
• NA -- it's maybe less of Office of Instruction and more faculty in general. There are some extremely disgruntled and angry faculty. It sometimes feels like these faculty members take out their frustration on staff.
• unlike some other parts of campus I believe the VPI office does consider different points of view. Even ones that the office does not agree with.
• n/a
• The Office of Instruction values my years of experience and historical knowledge.
• Listens to my comments and responds to emails.
• They have listened to and shared ideas with others.
• I commented, "don't know" because I'm not sure that my opinion counts enough to matter and change things. Faculty have constantly raised issues to our VPI and the college president, but long-standing issues are not resolved, even though they both have history at our college. I know they could do more and better.

- 100%. I feel very valued and included.
- I have seen and heard that others have been invited to speak with OfI but not my department.
- See above.

Q13. What do you believe the Office of Instruction does well?
- I don't interact with them as much as I would like to.
- "They are very quick to respond to questions and will follow up right away, if needed. The VP works very hard and is dedicated to her staff, her colleagues and to the campus. She is a problem-solver and is willing to try new things. She is not only interested in the instructional side, but is very focused on programs that serve students. She is also very compassionate toward staff and students.
- Her office staff work very hard, and are also committed to the campus and students."
- It has become much more logical and methodical in approach
- practices open mindedness well
- responsive
- n/a
- "Listens - is open to hearing differing views on topics.
- Inclusive - invites many voices into discussions to get broad input
- The Office of Instruction is student success focused and supports innovation.
- Treats all employees equally with kindness.
- Really cares about the quality of instruction throughout the college.
- Gives support to the deans.
- Is willing to listen.
- Listens and responds.
- Try to improve modalities but need to enhance the in-person experience for our students.
- Focusing on ACCJC standards and documenting shared governance activities.
- I'm not exactly sure which duties this includes. The website lists the various divisions. However, I know the members of the Office of Instruction are responsive, strategic, open, skilled, and efficient.
- When our dean does not take our concerns seriously, we can contact the Office of Instruction, I think. I have preferred to go directly to Kim Lopez, the president, because I have a more familiar relationship with her. And I know that she is student-centered.
- All of the above and also they are friendly and genuine.
- I haven't seen it yet.
- The OI works collaboratively as a team, thus allowing the campus as a whole to run efficiently and smoothly.
- See above.

Q14. What improvements do you believe the Office of Instruction can make to better serve your role and the campus community?
- Just make sure the loop is closed and concerns are responded too.
- speak to the deans about prioritizing the "point" system we are all having to now do around what happens in the classroom and with the student, as opposed to which committees faculty need to serve on for points.
- Action, take action, innovate, be seen around the campus. Leadership.
- I think the Office of Instruction is doing as much as possible to meet the goals set for bringing students on to our campus and involving faculty and staff in the process. However, I think they could use one additional staff member.
- Maybe just be present for meetings or look in on a class - in-person or ask to look in on an online class for a few minutes.
- Make it clear, whenever possible, that student services exists to support instruction, not replace instruction.
- Offer more in person classes
- "- Allocate FTEF to divisions/departments
- Be just as flexible and responsive to add sections as you are to cancel them
- Address the systemic gender bias across faculty loads, where men are able to carry such reduced loads and women carry more than their fair share"
- I'm not exactly sure which duties this includes. The website lists the various divisions.
- Maybe the staff in the Office of Instruction can give faculty coordinators more information about how they can support our work and maybe this staff can develop more relationships with the faculty coordinators.
- N/A

Office of Instruction - Comprehensive Review

- Listening tour, walk to offices, be seen on campus. OfI appears like a click on campus.
- Continue to be available for questions, feedback, and support. Chialin, Frank, and Alessandra work well together and my hope is that they continue these efforts
- In the past, I think that the Division Assistants have sometimes been "left out of the loop" when the OI has considered making procedural changes that may, ultimately, greatly affect our workload (or that will, by necessity, require us to become involved in processes). We haven't been ask for input (about considered changes) or feedback (post-change), or included in communications (as "cc") when announcing changes. However, that has changed tremendously with Chialin becoming VPI. It's clear that she has made very conscious efforts to improve on all of these steps/processes and be more inclusive of the Division Assistants. This also feels to have trickled down throughout the OK. I, for one, truly appreciate these efforts.

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Middle College

Item Requested

Overtime budget

Item Description

Requesting for overtime budget so the staff assistant can support high school recruitment for the Middle College

Program Goals this Request Supports

EMP Priority number 2: Expanding in East Palo Alto, Belle Haven, and North Fair Oaks, with an emphasis on Black, Indigenous, and People of Color communities is the focus of this request.? Each year we hold informational meeting for the SUHSD community. These meetings take place in the evening and are our main point of contact when recruiting families. By paying for Yesenia to attend these meeting after hours she is able to talk to students and families about the value of Middle College

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over $5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

We will support the college by increasing the number of Middle College students in our program by focusing on students from North Fair Oaks, Belle Haven, and East Palo Alto.??

Our Staff Assistant Yesenia Haro is a major advocate for our program and her ability to speak to students and families in her home language helps us target the necessary families to reach our goal.??

Critical Question: How does this resource request support Latinx and AANAPISI students?

The extra hours that will be given to Yesenia will create more diversity in our programs and classrooms. Which will strengthen the programs by attracting more students that can benefit from the great work that we do.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Community Connections,Student Access, Success, and Completion

Office of Instruction - Resource Request

Which of Cañada College's Strategic Initiatives does this resource request support?

Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen K-16 pathways and transfer,Help meet the basic needs of Cañada students and other community members,Connect students to the academic program(s) and classes they need