Cañada College

Strategic Enrollment Management Plan

2020-23
Updated and Operationalized for 2023-25

DRAFT as of February 27, 2023

Date Update Submitted to PBC:
Date Update Approved by PBC:
Responsible Committee: Cabinet subcommittee

Contents

Purpose of Plan

The Cañada College Strategic Enrollment Management (SEM) Operational Plan utilizes the Guided Pathways framework to organize our efforts in recruiting, enrolling, serving, retaining, and graduating a diverse student population that is in alignment with the Educational Master Plan 2022-2027, the Chancellor's Office Vision for Success, and the College's mission and values.

The operational plan emphasizes the development or maintenance of policies and procedures that support enrollment, student success, fiscal viability, and facilities and technology usage to accommodate the needs of programs and courses in online, in-person, and hybrid modalities.

The 2023-2025 SEM document is a two-year operational plan that expands upon the prior 2020-2023 SEM Plan. The goal of this updated plan is to provide strategies for efficiency, quality, access, inclusiveness, and completion for students and their respective course of study. Specifically, this plan will operationalize strategies related to how students enter a pathway, how the College connects to and builds community with students, including ensuring learning and student success through a lens of social justice and racial equity.

The plan will guide the enrollment management process, but also provide flexibility so that each area may respond creatively to manage enrollment. The goals and activities within the document will be utilized by the College to create sustainable models and practices that maximize the delivery of instructional and support services. In particular, the SEM Plan will include strategies to clarify course options and pathways for students (explore and clarify), remove barriers that make it difficult for students to succeed (launch and navigate pathways), and ensure student success through intentional outcomes and completion (ensure learning). All metrics will have a special focus on integrating and alignment with the College's Student Equity Plan that is focused on outcomes that address inequities at the College.

Plan Update Process & Personnel Responsible

In light of the extensive participatory governance process the College completed in 2022 via the Educational Master Planning (EMP) process, as well as the end date of the existing college Strategic Enrollment Management (SEM) Plan approaching in spring 2023, a subcommittee of the College Cabinet endeavored to align the new College EMP and to operationalize and update the existing SEM plan to provide clear strategies and tactics for enrollment management for the next two years (2023-25).

The membership of this Cabinet subcommittee included the following:

Interim VPI	Chialin Hsieh
VPSS	Manuel Pérez
All Instructional Deans	James Carranza, Hyla Lacefield, David Reed, Kathleen Sullivan-Torrez, Ameer Thompson
All Student Services Deans	Wissem Bennani, Max Hartman
PRIE Office	Karen Engel

Throughout the spring 2023 semester, the VPI and VPSS and members of the subcommittee report on this project and solicit feedback and input from the Instructional Planning Council and Student Services Planning Council as follows:
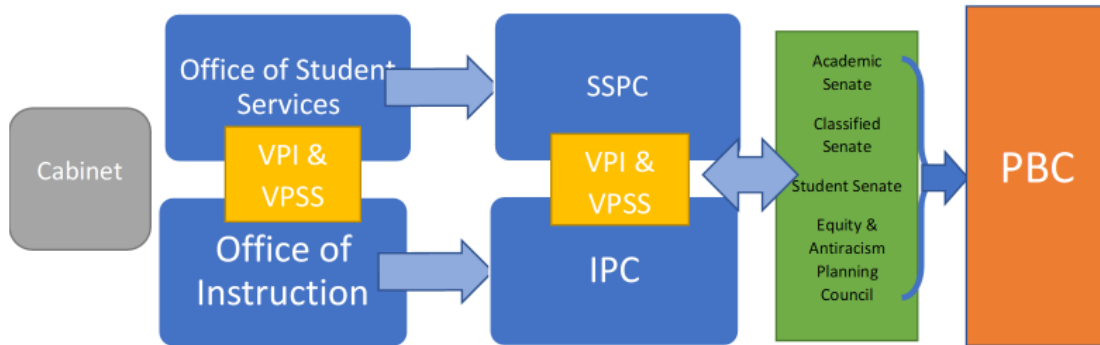
Proposed Plan Timeline & Alignment with other College Plans

As envisioned by the PBC SEM Committee in 2020, the rapidly shifting socio-economic context in which the College operates has yielded shifts in some of the College's strategic priorities, particularly with respect to strategic enrollment management.

This proposed update of the College SEM Plan aligns with and supports the College's Vision for Success Goals, annual Guided Pathways plan, three-year Student Equity Plan (2022-25), the College's new Education Master Plan (2022-27), as well as the Quality Focus Essay submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in July, 2019. More information about goal and metric alignment can be found in Appendix A.

Strategic Enrollment Management Goals, Objectives & Strategies

The primary objective of Strategic Enrollment Management (SEM) is to **maximize the probability** that each student is able to achieve their educational goal(s) at Cañada **within two years.**

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

Objectives

1.1 Maintain clear, accurate degree and certificate program maps in Program Mapper and align them with changes in Curricunet, the Catalog, and Student Education Plan templates.

Strategies
1.1.1　Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.
1.1.2　Evaluate high unit local degrees (over 34-degree units) to optimize degree complete-ability in two years.
1.1.3　Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.
1.1.4　Identify, address, and publicize hidden prerequisites in program maps, schedules, and/or the course catalog.
1.1.5　Publicize classes that are only offered once a year or once every other year in the catalog and make sure the Program Mapper and SEP templates are in alignment with the offering pattern.

1.2 Develop and implement strategic resources and interventions to strengthen high school to college pathways.

Strategies
1.2.1　Create, optimize, and scale dual enrollment opportunities for high school students.
1.2.2　Build and expand Professional Learning and Development opportunities to support and expand faculty involvement in Dual Enrollment.
1.2.3　Create more K-14 academic pathway programs (including summer programs) in partnership with feeder school Districts and community organizations.
1.2.4　Expand promotion of Cañada's programs of study and support services for prospective students at local high schools and in the community.
1.2.5　Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.
1.2.6　Increase transition of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs.

1.3 Strengthen transfer support services to increase transfers.

Strategies
1.3.1　Publicize annual goals and operational strategies for the Colts U Transfer Center.
1.3.2　Expand UC and CSU transfer agreement and Associate Degrees for Transfer workshops for current students and families in alignment with updated Statewide legislation.

1.3.3 Build year-two goals and strategies for Districtwide alignment and expansion of University Center partnerships with local 4-year Universities.

1.3.4 Implement the provisions of California Assembly Bills 1111 and 928 and develop processes for local-level and Districtwide alignment as needed. (EMP 3.9)

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

Objectives

2.1 Create a <u>Student-First Schedule</u> that leverages various modalities and offering times to reduce scheduling conflicts and create course-taking opportunities for students. (EMP 1.3)

Strategies
2.1.1 Create a one-year course schedule (aka an "Annual Schedule") to aid students' planning as well as strategically manage course offerings to maximize the likelihood that the student will have access to the classes they need and be able to complete on time.
2.1.2 (new) Evaluate and offer 8-week hybrid short courses, mini-mester, or fast-track courses.
2.1.3 Effectively plan and implement the use of summers to support student completion. (EMP 1.16)
2.1.4 Provide and evaluate a variety of online and face-to-face courses and programs to maximize student completion (e.g., 100% online degree and certificate programs).
2.1.5 Evaluation and offer key courses (particularly those with one section per semester) in multiple modalities to leverage online and multi-modal instruction to maximize student access and success. (EMP 4.12)

2.2 (new) Ensure access to instructional technology, training and professional development to support quality of instruction across all modalities.

Strategies
2.2.1 Support alignment of online courses to CVC-OEI and Universal Design for Learning (UDL) standards to ensure courses are equitable, engaging, and effective for students.
2.2.2 Ensure all faculty, staff, and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities (EMP 4.10).
2.2.3 Provide training and ongoing professional development to ensure new technology resources facilitate quality teaching and learning (EMP 4.11).

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

Objectives

3.1 Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs, and resources.

Strategies

3.1.1 Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.). (EMP 1.11)

3.1.2 Develop, launch and sustain a First Year Experience program which engages all Interest Areas and Special Programs. (EMP 1.15)

3.2 (new) Ensure effective and timely increase in enrollment.

Strategies

3.2.1 (new) Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs.

3.2.2 (new) Implement new and scale existing proactive strategies for registration support for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds).

3.2.3 (new) Scale single-stop registration programs and events to support new and continuing students (e.g., registration workshops, FAFSA workshops, Financial Literacy workshops, Super Saturday).

3.3 Ensure effective and timely academic support in course retention and course success.

Strategies

3.3.1 Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support.

3.3.2 Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, and goal completion.

Goal 4: (revised) Create and sustain an inclusive, antiracist, and equity-minded campus culture (EMP Goal 2)

Objectives

Ensure the College effectively supports the community's evolving needs by providing culturally-relevant, community engaged, quality instructional and student service programs.

Strategies

4.1.1 Develop updated marketing, messaging and outreach strategies that address the needs of Black, Indigenous, People of Color (BIPOC) communities and special program populations, including implementation plans for paper, online and social media.

4.1.2 Build new and strengthen existing community engagement partnerships and relationships with BIPOC and special program populations that the College has not successfully connected with in our service area.

4.1.3 (new) Develop and launch the Cultural Center facility and set goals for the academic year.

4.1.4 (new) Onboard and training Cultural Center leadership team (Director, Program Services Coordinator) in alignment with College-wide goals for equity and antiracism.

4.1.5 (new) Develop new and expand proactive student support initiatives and programs for the success of College BIPOC communities (e.g., Men of Color program, UMOJA, PUENTE, ARC Project).

4.1.6   (new) Develop, support, and launch the Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices that better supports learning outcomes success for disproportionately-impacted student groups, particularly from BIPOC communities (e.g., culturally responsive teaching which includes design, pedagogy, and classroom management).

4.1.7   (new) Support underrepresented student participation in program-relevant, experiential, and work-based learning, particularly students from BIPOC communities.

4.1.8   (new) Provide opportunities for faculty and Success Teams to critically examine their role in advancing equity-minded teaching and advising practices at the College (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection).

Goal 5 (<mark>new</mark>): Innovate and refine degrees and/or certificates to ensure access and achievement, particularly for working, part-time students.

Objectives

5.1 Ensure instructional programs and student support services serve part-time and working students with evening, weekend, and online options (EMP 1.2)

Strategies
5.1.1   Create a hub for evening and weekend students to connect and support their success through an Evening One Stop with aligned instructional spaces and support services. (EMP 4.3)
5.1.2   Scale the Promise Scholars Program for part-time students. (EMP 1.13)
5.1.3   Improve access to campus via public transit, shuttles, and additional partners such as Lyft and Cruise. (EMP 4.10)

5.2 Identify current course-taking patterns and repackage courses to create new degrees and certificates.

Strategies
5.2.1   Evaluate and implement degrees/certificates obtainable within 3 years via evening, weekend and online classes. (EMP 1.2)
5.2.2   Develop new Kinesiology, Athletics, & Dance programs and certifications in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region. (EMP 1.5)
5.2.3   Increase the number of course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto) to support program completion and help students access needed courses closer to home. (EMP 1.7)

Proposed 3-Year Strategic Action Plan for Implementation

Objective	Strategy	Responsible Party	Timeline

Appendix A: College Mission, Vision, Values, and Goals. District Goals.

Mission

Cañada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

Values

Social Justice and Racial Equity

Cañada College is dedicated to social justice and racial equity:
- Antiracism: commit to actively combat individual racism and to interrogate racist structures and policies.
- Equity: provide equitable access and resources to students, staff and faculty, in consideration of all their identities to ensure a community of support and successful educational outcomes.
- Inclusion: a campus where everyone feels a sense of community and has a voice.
- Diversity: a community where different cultures are represented, recognized and celebrated.
- Access: a community where all students have access to academic tools and student support resources to help them succeed.
- Liberation: building an equitable and antiracist community where members, especially students, are valued as whole human beings and are empowered to express themselves fully in pursuit of their goals.

Transforming Lives

Cañada College is dedicated to transforming lives:
- Students' Feelings – Students move forward from Cañada feeling proud, accomplished and prepared for what is next for them.
- Being Supportive - Meeting Students' Needs & Providing Opportunities – Provide a supportive environment where we work to meet students' needs and provide opportunities to all students, so that they can continue the work of transforming their own lives.
- Evolving Ourselves to Continue to Be Able to Transform Lives – In order for Cañada to be a place where students can transform their lives, we need to continually listen to our students' needs and grow and adapt as an institution to stay relevant and meaningful to our students.

Community Partnerships

As a community college, Cañada College recognizes the utmost importance of cultivating and fostering strong relationships and partnerships with our community, including high schools, businesses, organizations and individuals. These partnerships allow our college to successfully:
- Reach out to, recruit and retain students
- Provide access to a college education for members of the community
- Enrich academic programs and create pipelines for students to explore and enter careers
- Reflect the culture of the community we serve
- Use our campus and resources to address the needs of our community

Academic Excellence

Cañada College values fostering curious, self-directed, and responsible adult learners. Academic excellence occurs both within, and beyond, the classroom, equipping students with skills that serve them in all domains of their lives. Individualized learning experiences are essential to the success of all our students, ensuring that they recognize and develop their unique selves in the process of completing their academic work. Facilitating meaningful learning experiences is also essential for maintaining a culture of academic honesty and trust. Learning at Cañada College involves transformative life experiences that benefit both individuals and their communities.

Sustainability

Cañada College works to sustain the health of the planet to promote social justice and robust economies for all, in perpetuity. As stewards of a college campus, Cañada College endeavors to minimize our negative impact on the environment (for example, limit carbon footprint, decrease production of waste and greenhouse gasses), while promoting a culture of environmental awareness.

Transparency and Authenticity

Cañada College values transparency and authenticity in all aspects of the college:
- Speak in plain and understandable language, rather than in educational jargon.
- Take personal responsibility for addressing problems that arise, rather than placing blame on official policies, administrative procedures, or other people.
- Promote awareness among students that they are allowed to attend meetings and give input.
- Be honest and follow through to the end on promises made.
- Articulate solutions, not slogans.

Adaptability and Resilience

Cañada College values a culture of adaptability and resilience.   As a critical part of our region's socio-economic infrastructure, the College is adaptable and willing to change in order to suit the dynamic, changing needs of our region. Our culture of resilience supports all of our college community members in being able to recover quickly from adversity and unexpected challenges.

Student Centered

As a student-centered institution, Cañada College puts the needs of students first and recognizes our duty to address the Obligation Gap - our responsibility as an institution to address the most pressing equity gaps in student outcomes. Proactive in understanding the changing needs of individuals and groups of students, the College seeks to align its teaching, curriculum, services, policies and goals to best support students. The College values norms of behavior that help ensure that students feel their voices are heard and not being undermined or silenced.

Cultural Empathy

Recognizing that members of its community come from many different cultures, Cañada College values empathy, understanding and respect for cultural differences and similarities within, among and between groups. Cañada

College seeks to honor diversity, mitigate implicit bias, and promote empathy in a manner that acknowledges power imbalances and supports all community members in achieving their educational and professional goals.

College Goals

Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

Community Connections

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

District Goals

- Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access, Success, and Completion.
- Establish and Expand Relationships with School Districts, 4-year College Partners, Community-based Organizations and Employers to Increase Higher Education Attainment and Economic Mobility in San Mateo County.
- Promote Innovation and Excellence in Instruction to Support Student Learning and Success.
- Ensure Necessary Resources Are Available to Implement this Strategic Plan through Sound Fiscal Planning and Management of Allocations. Protect Community-supported Status and Undertake the Development of Alternative Sources of Revenue That Support Educational Programs Beyond What is Available from Community and State Allocations.

Appendix B: Student Enrollments, Equity, and Outcomes

College SEM Metrics as of Fall 2022

On November 18, 2020 the PBC set new Standards and Goals for the following strategic enrollment management metrics. College outcomes by metric through the academic year 2021-22 are reported below:

Cañada College Enrollment Management Metrics and Goals (College Institution-set Standards. Goals set by PBC as of Fall 2020)	Goal	Fall 2020 Institution-Set Standard	2021-2022‡	2020-21‡	2019-20‡	2018-19	2017-18
Total students (unique headcount)	11,124	10,195	9,602	10,776	10,313	10,594	10,744
Total students online (unique headcount)	5,867	5,080	6,515	7,078	5,813	5,588	4,920
Full Time Equivalent Students (FTES)	3,734	3,199	2,950	3,280	3,396	3,556	3,664
Total Course Enrollment	30,597	26,453	23,999	27,049	28,467	29,140	30,194
Total Online Course Enrollment	9,485	8,245	12,027	12,636	9,693	9,033	7,916
Online Course Enrollment as a % of Total Enrollment	33%	29%	50%	47%	34%	31%	26%
Average Weekly Student Contact Course (WSCH) per course section	109	97	93	103	97	104	105
College-wide LOAD: WSCH/FTEF	525	436	407	458	441	456	464
# of course sections	1,196	1,113	1,120	1,121	1,168	1,139	1,210
# of online Sections	267	240	420	389	281	254	220
% of all sections offered that are cancelled†	9%	15%	15%	15%	10%	10%	14%
% of core course sections offered that are cancelled† (not yet implemented/operationalized)							
% of all sections offered that have an enrollment below 20†	23%	29%	35%	22%	27%	24%	20%
Average units attempted per student per academic year	9.8	8.1	7.9	8.0	8.8	8.9	9.0
% of Total Students who are CAN "home campus" students	79%	43%	49%	47%	59%	-	-
# of SUHSD high school graduates who enroll at CAN within one year of graduation	387	335	312	342	382	369	356
% of Middle College students who continue at CAN after receiving their HS degree	77%	54%	76%	83%	93%	70%	47%
# Enrolled in Middle College	125	111	107	118	112	114	118
# High School students enrolled in Dual Enrollment courses	250	150	72	0	0	NA	NA

Headcount, Enrollment, FTES

Statewide, California Community Colleges struggled to enroll students during the COVID-19 pandemic.

California Community Colleges enrollment plunges during Covid

*Not all districts reported Summer 2022 data
Chart: Yuxuan Xie • Source: California Community Colleges • Created with Datawrapper

Unlike colleges statewide, however, Cañada has been experiencing a downward trend in enrollment, headcount, and full-time equivalent students since well before the pandemic.
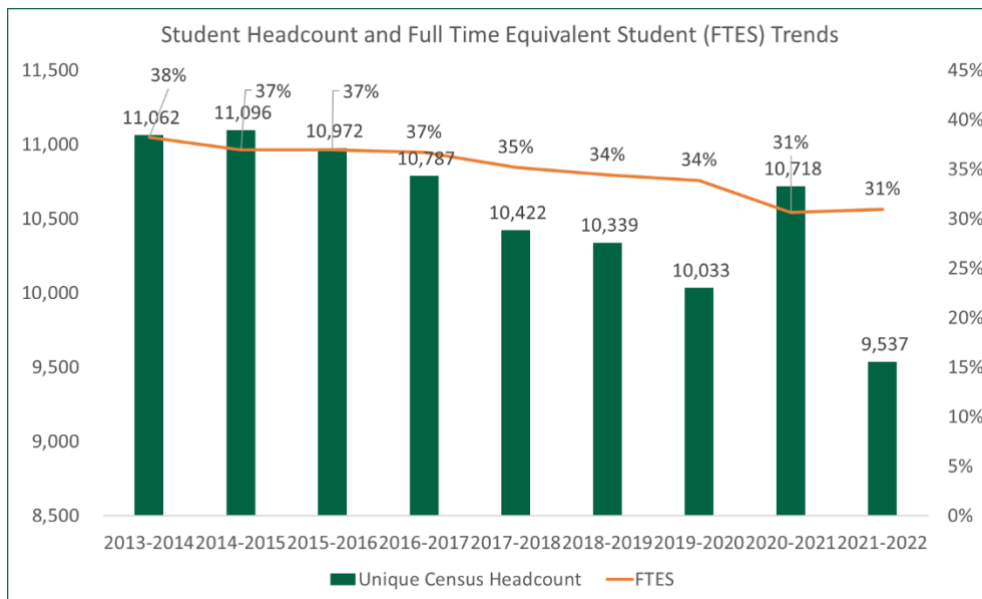
In an effort to retain and grow enrollments, the College has also had a long history of offering courses in multiple modalities. This trend was accelerated as a result of the pandemic.

Cañada College enrollments are declining and shifting online

Year	Face to Face	Hybrid	Online	Synch Online	Total
2013-2014	29675	1295	4284		35,254
2014-2015	27642	1131	5516		34,289
2015-2016	25566	2091	6127		33,784
2016-2017	23396	2035	6856		32,287
2017-2018	20312	2091	7791		30,194
2018-2019	18375	1824	8940		29,139
2019-2020	16675	2221	9569		28,465
2020-2021	8266	1454	12515	4814	27,049
2021-2022	2983	1184	11924	7909	24,000

Since Fall 2019, the College has seen a decline in the number of students in certain student populations more than others. International, ESL, 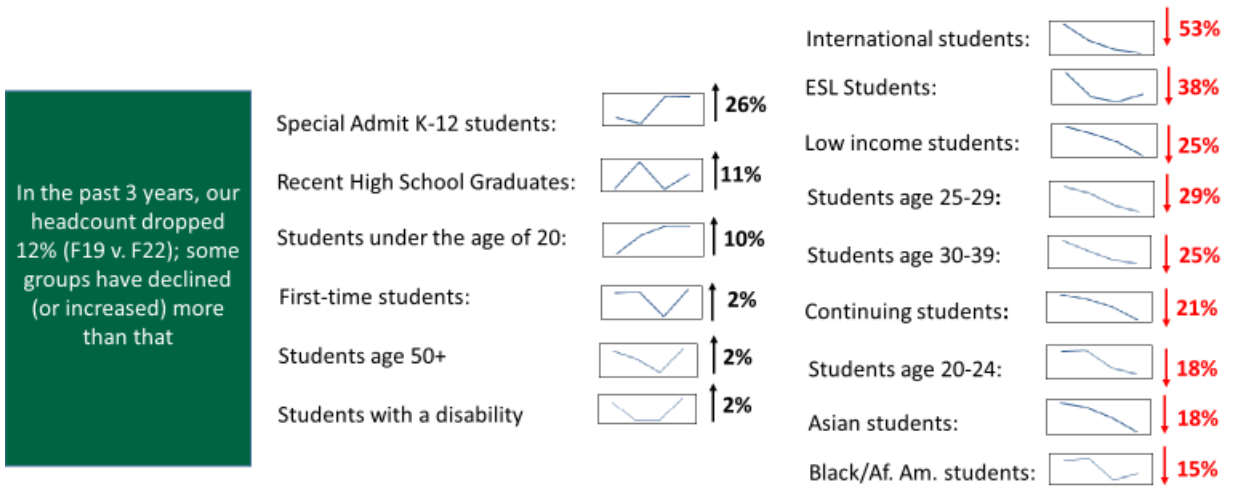low income, Asian, and Black African American students, as well as continuing students and older students (with the exception of students age 50 and over) all saw decreases in excess of the overall student population decrease at Cañada:

In the past 3 years, our headcount dropped 12% (F19 v. F22); some groups have declined (or increased) more than that

Special Admit K-12 students:	↑ 26%
Recent High School Graduates:	↑ 11%
Students under the age of 20:	↑ 10%
First-time students:	↑ 2%
Students age 50+:	↑ 2%
Students with a disability	↑ 2%

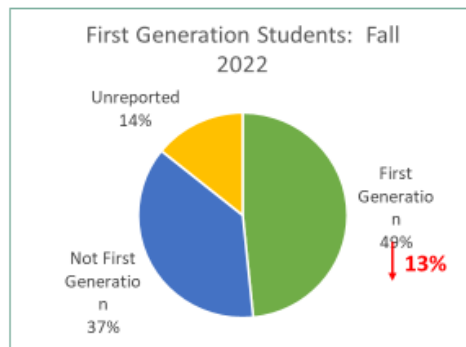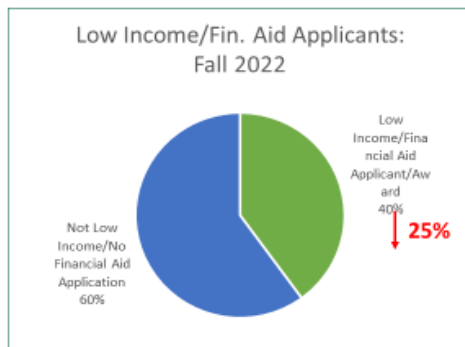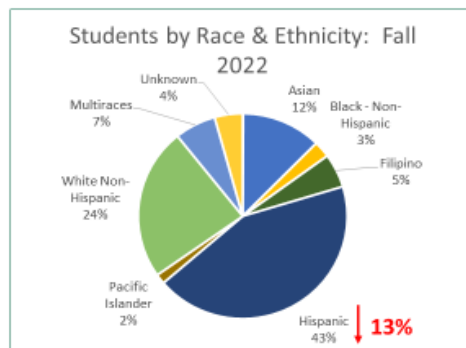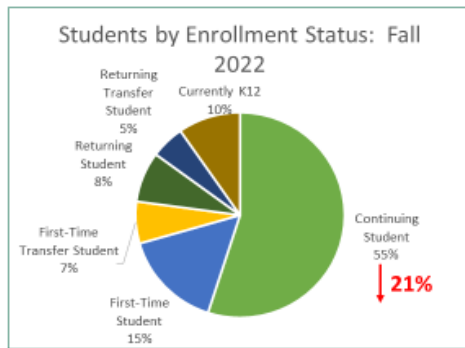|	
International students:	↓ 53%
ESL Students:	↓ 38%
Low income students:	↓ 25%
Students age 25-29:	↓ 29%
Students age 30-39:	↓ 25%
Continuing students:	↓ 21%
Students age 20-24:	↓ 18%
Asian students:	↓ 18%
Black/Af. Am. students:	↓ 15%

Cañada Enrollment Trends between Fall 2019 and 2022

At the same time, younger students, specially admitted K-12 students, and recent high school graduates all saw an uptick in their enrollment rates at Cañada since Fall 2019.
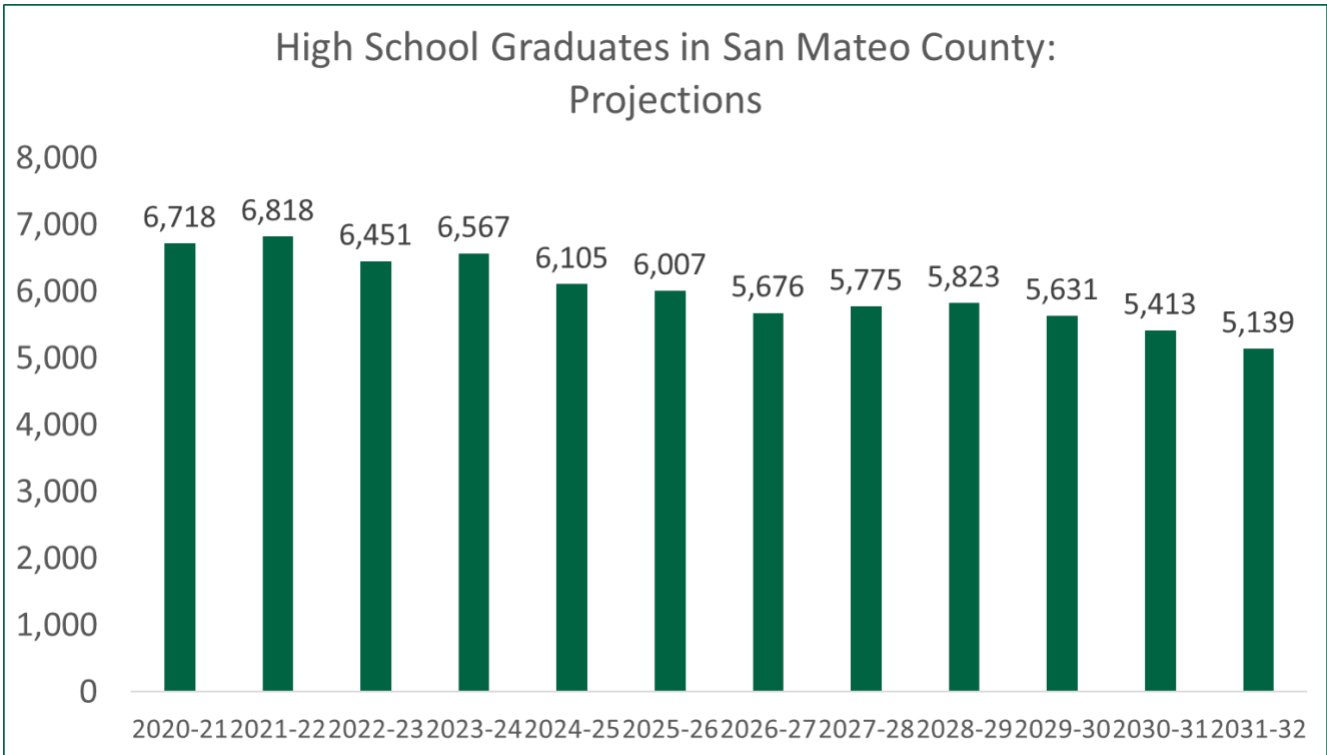
Student Demographic Trends

Cañada is a Hispanic-serving institution with nearly half of students identifying as the first in their family to attend college.

Cañada student demographics Fall 2022 and % change in certain populations since Fall 2019 (pre-pandemic)

Students by Enrollment Status: Fall 2022

- Returning Transfer Student 5%
- Currently K12 10%
- Returning Student 8%
- First-Time Transfer Student 7%
- First-Time Student 15%
- Continuing Student 55% ↓ 21%

Students by Race & Ethnicity: Fall 2022

- Unknown 4%
- Multiraces 7%
- Asian 12%
- Black - Non-Hispanic 3%
- Filipino 5%
- White Non-Hispanic 24%
- Pacific Islander 2%
- Hispanic 43% ↓ 13%

Low Income/Fin. Aid Applicants: Fall 2022

- Low Income/Financial Aid Applicant/Award 40% ↓ 25%
- Not Low Income/No Financial Aid Application 60%

First Generation Students: Fall 2022

- Unreported 14%
- First Generation 49% ↓ 13%
- Not First Generation 37%

Nationally, the number of high school students graduating from high school is anticipated to decline over the coming decades. In San Mateo County, the number of high school graduates is projected to decline by 25% over the next 10 years according to the California Department of Finance:

High School Graduates in San Mateo County: Projections

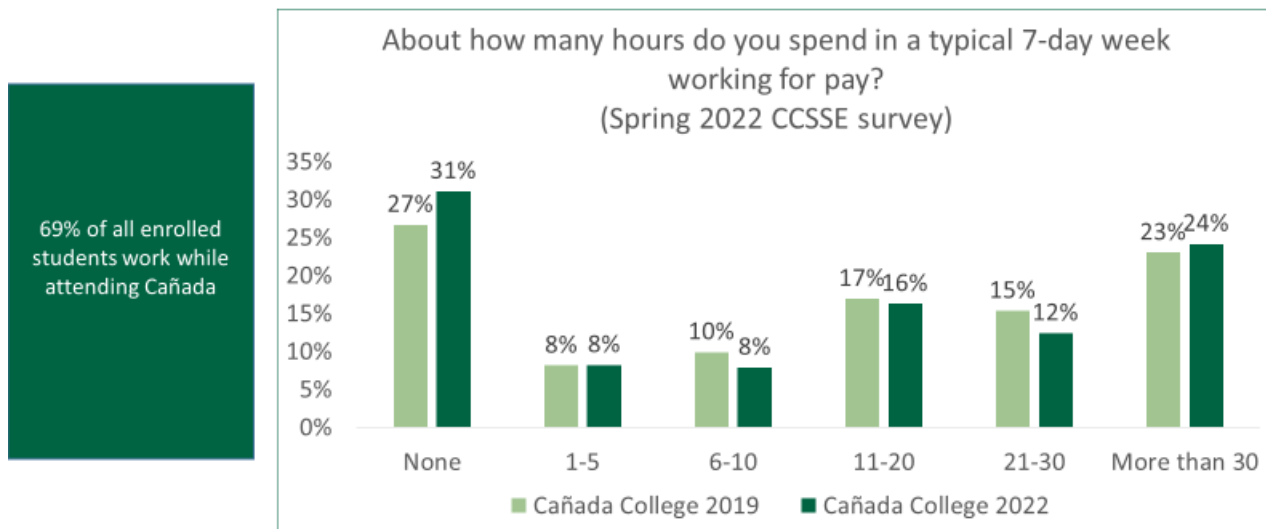| Year	Graduates
2020-21	6,718
2021-22	6,818
2022-23	6,451
2023-24	6,567
2024-25	6,105
2025-26	6,007
2026-27	5,676
2027-28	5,775
2028-29	5,823
2029-30	5,631
2030-31	5,413
2031-32	5,139

Relatedly, the only age group in the County expected to increase over the next decades is residents over the age of 65:

San Mateo County Population Projections by Age Group, 2020 to 2040

Legend: 2020, 2025, 2030, 2035, 2040

Age groups: 0 - 4, 5 - 14, 15 - 19, 20 - 24, 25 - 44, 45 - 64, 65+

Source: State of California, Department of Finance, P-2B State and County Population Projections 2010-2060.
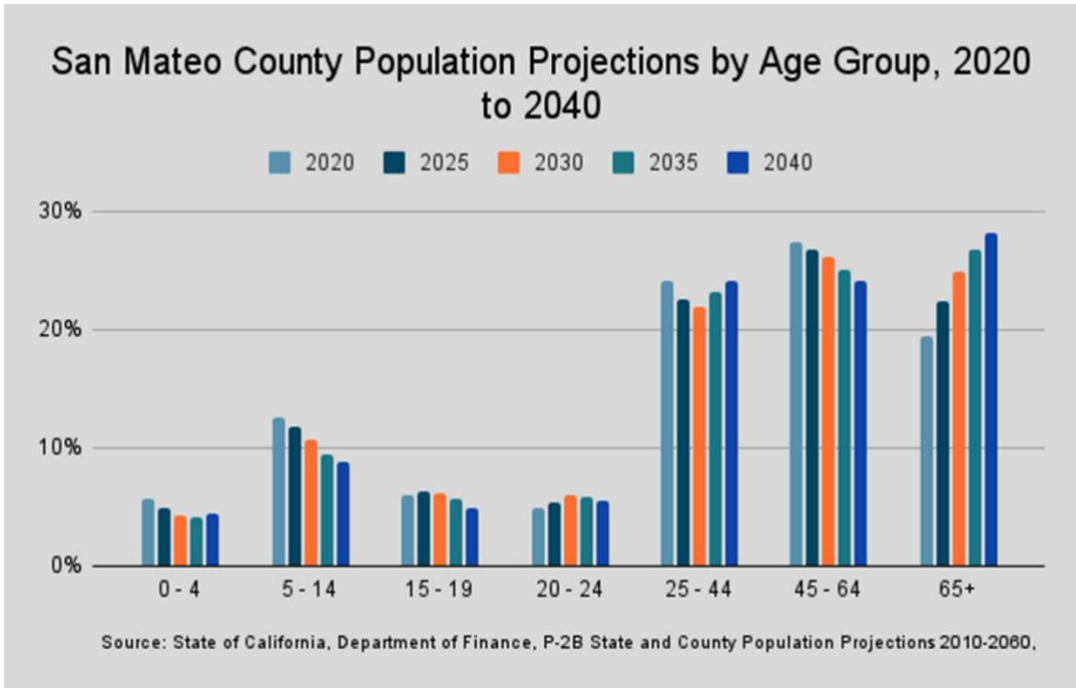
Two-thirds of Cañada students attend less than full time (12 units) and two thirds work while attending college:

69% of all enrolled students work while attending Cañada

About how many hours do you spend in a typical 7-day week working for pay?
(Spring 2022 CCSSE survey)

Nearly two thirds of Cañada students care for dependents while attending college and one quarter (26%) have dependent children.

Student Outcomes and Equity

Cañada College is a Hispanic-Serving Institution with more than 40% of its students identifying as Hispanic. Yet the College has an obligation gap with our Hispanic students as their completion of transfer-level English and math, completion of 2-year degrees within 3 years, and transfers to a 4-year institution are not yet commensurate with that of the College's overall collegewide or home campus groups (calculated using the PPG-1 method). Similarly, the College has an obligation gap with its Black and African American identifying students who comprise a smaller percentage of the College's total population. The College has yet to successfully enroll and support the completion of transfer-level English and math of our Black and African American students at rates commensurate with other groups. The College is also focused on closing its obligation gap with our Filipino and Pacific Islander students, in order to assist their persistence from fall to spring terms at rates commensurate with other groups.

As the College continues to offer nearly half of its course sections in an online format (synchronously and asynchronously, as well as hybrid), we are closely monitoring the persistent equity gaps (obligation gaps) in course outcomes by course modality. While course success rates in online classes have improved during the pandemic, the patterns the College witnessed before the pandemic persist in that course success rates in online instructional formats are lower for Black Non-Hispanic, Hispanic and Pacific Islander students, as well as male and low-income students generally, than we need them to be.

AY 2021-22	Face to Face			Online			Hybrid			Synch		
	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments
OVERALL	80%	PPG-1	2983	71%	PPG-1	11924	71%	PPG-1	1184	68%	PPG-1	7909
Asian	87%	7%	314	82%	12%	1650	83%	4%	115	77%	8%	959
Black - Non-Hispanic	89%	9%	90	55%	-17%	312	61%	-19%	23	56%	-15%	185
Filipino	90%	10%	93	72%	0%	719	82%	2%	49	71%	0%	387
Hispanic	72%	-16%	1348	66%	-9%	5127	76%	-6%	566	65%	-10%	3584
Pacific Islander	93%	13%	30	70%	-1%	182	40%	-39%	5	55%	-15%	91
White Non-Hispanic	88%	10%	717	75%	5%	2643	86%	9%	269	79%	11%	1876
Multi Races	88%	8%	240	79%	8%	767	90%	11%	78	75%	5%	446
Unknown	81%	1%	140	71%	-1%	512	70%	-10%	76	67%	-3%	369
Female	82%	3%	1,501	72%	0%	7165	80%	2%	694	70%	5%	4822
Male	79%	-3%	1,411	71%	0%	4458	78%	-3%	462	64%	-6%	2863
Unreported	79%	-2%	71	76%	5%	301	82%	3%	28	74%	6%	224
Low Income: No	82%	5%	2,127	74%	7%	8472	81%	7%	825	67%	1%	5680
Low Income: Yes	77%	-5%	856	67%	-7%	3452	75%	-7%	359	69%	-1%	2229

Notes: (1) the College's population of students identifying as American Indian/Alaskan Native is relatively small. Analysis and calculation of equity or obligation gaps for this group are not statistically possible, although the College does monitor the outcomes for this group closely; (2) those cells highlighted in pink indicate statistically significant disproportionate impact of these student populations by modality. While gaps are evident but not highlighted, it is that the gap is not greater than the margin of error in the calculation, likely due to the small size of the group in question.

While overall transfer-level math improved at Cañada implementation of AB obligation gaps, Latinx students. It are gaps in placement in these courses, to the gap in

completion rates for and English have since the 705, there are particularly for our appears that there as well as enrollment which may contribute completion rates.

METRIC	Student Groups for which the College has an Obligation Gap[1]
Successful Enrollment (collegewide: 33%) 2021 cohort	Black or African American (25%) (2021 cohort)
Completed both Transfer-level Math and English within the District in the first year (collegewide: 25% 2020 cohort) home campus students: 38% 2020 cohort)	Black or African American (24%) Hispanic Latinx (32%) (2020 cohort)
Peristed First Primary Term to Subsequent Primary Term (collegewide: 58%) (home campus students only: 65%) Fall to Spring 2021-22	Pacific Islander or Hawaiian Native Home Campus Students (35%) Filipino Home Campus Students (59%) Fall to Spring 2021-22
Attained the Vision for Success Definition of Completion in Three Years (collegewide: 10%) (2017 cohort)	Hispanic/Latinx: 6% (2017 Cohort)
Transferred to a Four-Year Institution within Three Years (collegewide: 22%) (2017 Cohort)	Hispanic/Latinx: 14% (2017 Cohort)

1 Minding the Obligation Gap in Community Colleges and Beyond, Sims Jeremiah J. et al,

EQUITY FOCUS: ensure transfer-seeking Hispanic students <u>enroll</u> in transfer-level Math

Fall Cohort		First time Transfer seeking students	% assessed & placed in transfer level math w/o support	% enrolled in transfer level math w/o support	% assessed & placed in transfer level math with support	% enrolled in transfer level math with support	% succeeded in transfer level math in one year
Fall 2019	Overall	74%	34%	9%	13%	35%
	Hispanic	71%	33%	8%	15%	30%
Fall 2020	Overall	72%	27%	25%	15%	62%
	Hispanic	67%	27%	31%	18%	32%
Fall 2021	Overall	66%	25%	33%	16%	
	Hispanic	61%	24%	37%	20%	

EQUITY FOCUS: ensure transfer-seeking Hispanic students <u>enroll</u> in transfer-level English

Fall Cohort		First time Transfer seeking students	% assessed & placed in transfer level English w/o support	% enrolled in transfer level English w/o support	% assessed & placed in transfer level English with support	% enrolled in transfer level English with support	% succeeded in transfer level English in one year
Fall 2019	Overall	84%	45%	13%	12%	46%
	Hispanic	82%	46%	15%	17%	45%
Fall 2020	Overall	80%	38%	19%	10%	50%
	Hispanic	74%	39%	25%	17%	43%
Fall 2021	Overall	77%	39%	22%	11%	
	Hispanic	73%	47%	27%	14%	

In terms of degree completion, nearly two of every three Cañada first time students indicate a goal of attaining a degree as they begin their educational journey (this number is much higher in student surveys). Yet only 10-14% of students actually attain a degree in 4 years (200% of time for a 2-year degree):

Nearly 2/3 of Cañada first time students aspire to earn a degree. Only 10-14% actually do so in 4 years.
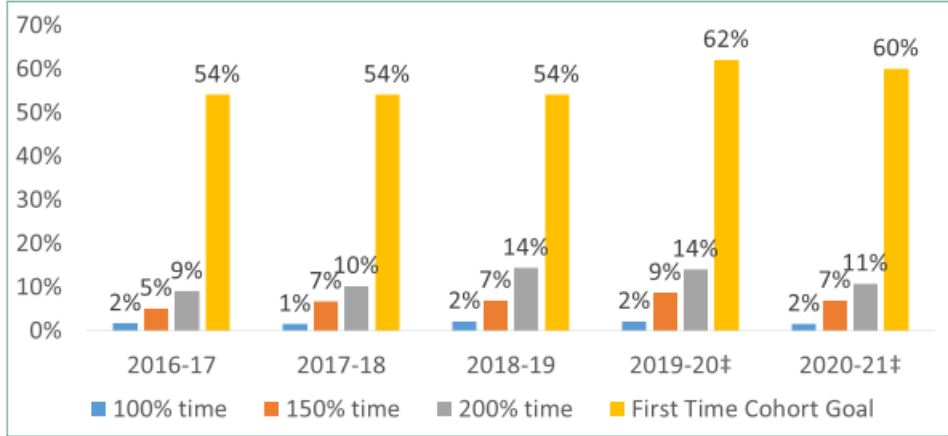
‡ The 2019-20 and 2020-21 academic years were impacted by the COVID-19 pandemic and may not be representative of a typical academic year.

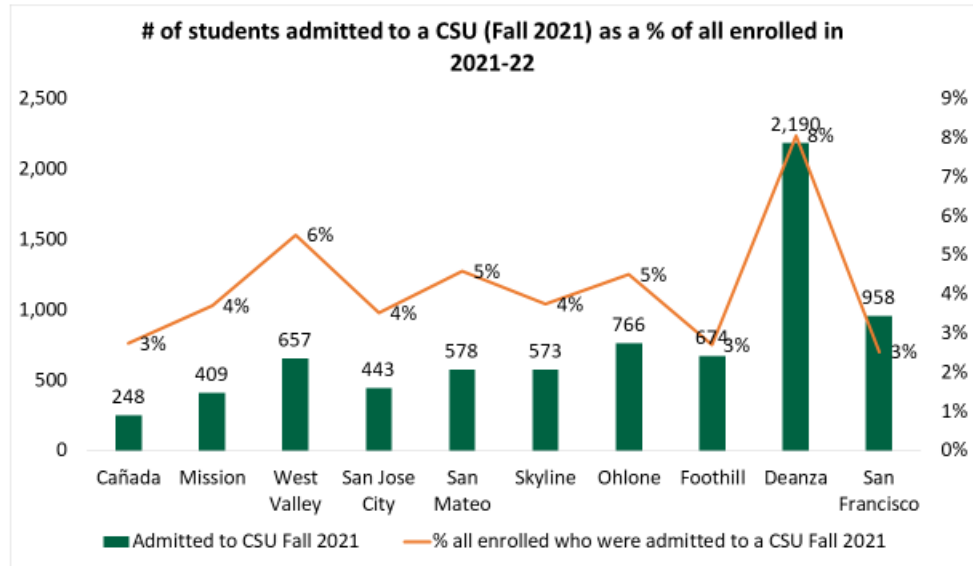Data comparing Cañada's degree awards granted rate to that of other community colleges in the region:

Cañada should be granting far more degree and certificate awards each year
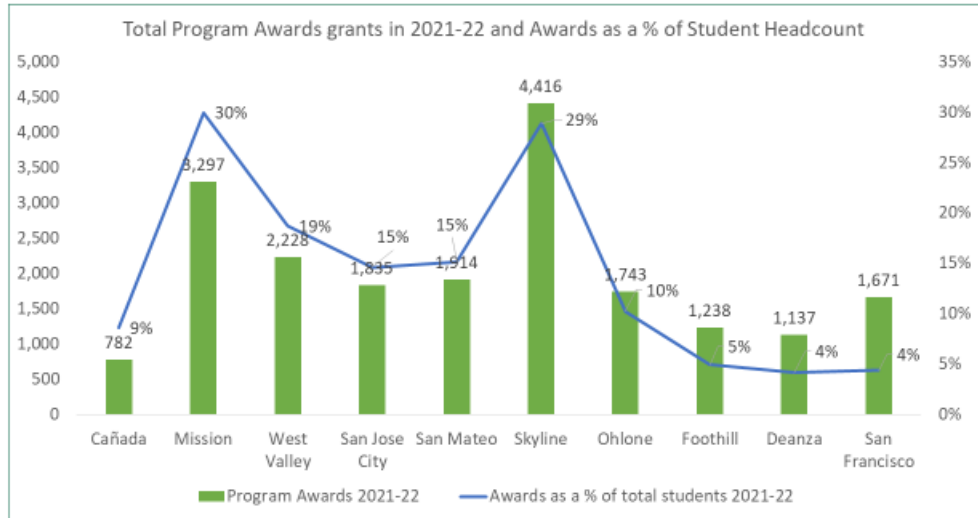
Source: CCCCO DataMart

Many students do transfer without earning a degree. In fall 2015, 65% of the incoming cohort intended to transfer. After 4 years, 24% of them had done so. This rate is among the lowest in the Bay Area region. Data from a Fall 2021 cohort compares the number of students transferring to a CSU to the total number enrolled at each institution that Fall:

# of students admitted to a CSU (Fall 2021) as a % of all enrolled in 2021-22

Cañada's transfer rate and volume to CSU is relatively low

Source: CCCCO Datamart and CSU Enrollment Dashboard

Values from chart:
- Cañada: 248, 3%
- Mission: 409, 4%
- West Valley: 657, 6%
- San Jose City: 443, 4%
- San Mateo: 578, 5%
- Skyline: 573, 4%
- Ohlone: 766, 5%
- Foothill: 674, 3%
- Deanza: 2,190, 8%
- San Francisco: 958, 3%

Legend: Admitted to CSU Fall 2021 — % all enrolled who were admitted to a CSU Fall 2021

Appendix C: Vision of Success Goals and Results

In addition to the access, persistence, and completion goals above, the College set goals for Chancellor's Vision for Success in June 2019. The College outcomes by metric is reported below:

Objective	2017-2018 Baseline Metric	2021-22 Outcomes	Result
Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	**920** Groups disproportionately impacted in 2017-18: • Male students • Asian students	**780** Groups disproportionately impacted in 2021-22: • ~~Male students~~ • Asian students • Filipino students • Students age 60+	**-15%**
Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU.	**305** Groups disproportionately impacted in 2017-18: • Students age 40-49 • Students age 50-59 • Students Age 60+	**337** Groups disproportionately impacted in 2021-22 • Student age 29-39 • Students age 40-49 • Students age 50-59 • Students Age 60+ • Hispanic students • First Generation students • Low income students	**+11%**
Decrease by at least 10 percent the average number of units accumulated by Cañada students earning associate's degrees.	**93 units** Groups disproportionately impacted in 2017-18: • Black, Non-Hispanic students • Students age 29-39 • Students age 40-49 • Students age 50-59	**76 units** Groups disproportionately impacted in 2021-22:: • ~~Black, Non-Hispanic students~~ • Students age 29-39 • Students age 40-49 • ~~Students age 50-59~~	**-18%**
Increased the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.	**65%** Unfortunately, the small number of respondents responding to the CTEOS students do not allow for disproportionate impact analysis.	**66%** Unfortunately, the small number of respondents responding to the CTEOS students do not allow for disproportionate impact analysis.	**+one percentage point**

Objective	2017-2018 Baseline Metric	2021-22 Outcomes	Result
Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.		Transfer: Age 29-39, Age 40 -49, Age 50-59, age 60+, Hispanic, First Gen, Low Income gaps increased Unit Accumulation: Overall decrease in units, 40-49 and 50-59 major decrease, minor decrease for Black Non-Hispanic Degree Earners: Gap increased for age 60+, decreased for Males, Increased for Filipino students, remained the same for Asian students	