



Student Equity and Achievement Program (SEAP) Plan for 2022-25

Executive Summary

Initiatives Cañada College will undertake to achieve these goals

In its 2022-25 Student Equity and Achievement Program (SEAP) Plan, Cañada College clearly identifies those student groups experiencing disproportionate impact for each of the five outcomes related to the student journey set out in the Plan Template. We have actively targeted inequitable outcomes more aggressively for students of color and set actionable goals for these addressing them.

Metric: Successful Enrollment in the first year

Focus Population: Black/African American Students

Initiatives:

The College will utilize strategic action and resource plans that emerge from the Educational Master Plan (EMP) work groups. These EMP workgroups have been linked to specific recommendations that emerged from the 2021-2022 Equity Audit of the College by ASE Power Consult (APC). For example, specific recommendations for the College to implement affinity groups for students, faculty, and staff and to address White accountability have been linked to specific EMP workgroups for developing student-centered schedules or making registration easier. The goal is for College educational plans to include new or deeper conversations about the impact of race and racism on campus and in our plans, strategies, and resources, specifically anti-Black racism. In this strategic alignment, the College may have stronger opportunities to both identify and eliminate race and racism on the campus and build or strengthen opportunities to make the campus more welcoming and inclusive of the Black/African American experience and student success.

Additional EMP workgroups reference more specific resources to enhance Black/African American enrollment at the College. For example, the EMP workgroup on expanding College outreach and recruitment in East Palo Alto, North Fair Oaks, Belle Haven, and Menlo Park are meant to direct extra resources and strengthen college presence in College service areas with a higher concentration of the Black/African American community.

Metric: Completed Transfer Level English and Math in the first year
Focus Population: Hispanic Students
Initiatives:

Resources & interventions that will address factors that may deter enrollment include:

- Establish guidance for first-time students placed into corequisite math and English to take one course at a time (but to start in their first term).
- Adjust Associate Degree for Transfer (ADT) program maps to recommend taking one per term (most ADT maps recommend taking both during the first term).
- Schedule Math 200/800 and English 105 to facilitate completion of each within one year (address counselor concerns that students are deterred by the high unit load of the co-requisite support courses) - including evening and other schedules that support part-time, working students.

Resources and interventions that will improve supplemental instruction for Hispanic students include:

- Evaluate the co-requisite support courses via quantitative and qualitative methods to better understand why students may not be taking them and what scheduling and curricular improvements could most benefit our Hispanic, transfer-seeking students.
- Increase the embedded and other just-in-time instructional supports for all Math and English sections, not just the co-requisite support courses.

Resources and interventions that will scale inclusive curriculum and culturally responsive teaching practices include:

- Establish Learning Communities for our English 105 sections, aligned with Ethnic Studies or History classes to provide culturally responsive instruction and peer support for Hispanic students that recognizes their life context.
- Provide professional development time and resources to faculty teaching the co-requisite courses to improve the effectiveness of these courses.

Metric: Persistence: First Primary Term to Subsequent Primary Term
Focus Population: Filipino Students
Initiatives:

The next steps would focus on developing, coordinating, and implementing programs to support Filipino students and to build capacity at Cañada College through professional development. In particular, these opportunities will highlight the social, cultural, and economic factors that impact Filipino student success.

The development of a Cultural Center will build a broader campus awareness of how to build a community that facilitates best practices, strategies, and affinity groups around equity, antiracism, and deeper support for our Filipino community.

The launch of the Access, Relevance, and Community (ARC) project will include programming, an affinity group, and peer support for our Filipino students. The ARC project is a federal grant project that is in alignment with the College of San Mateo, Skyline College, and San Francisco State University. This broader District and regional connection to the support of Filipino students in our County will deepen the longer-term impact of our interventions in moving to action.

Each of these aforementioned interventions, resources, and strategies will help to develop and sustain professional development opportunities for staff and faculty that build capacity for supporting, serving, and teaching our Filipino students.

Metric: Attained the Vision for Success Definition of Completion within three years
Focus Population: Hispanic Male (Latino) Students
Initiatives:

The groundwork for improving the course schedule has already begun with the instructional deans. Program completability and course availability are being analyzed under the direction of the vice president of instruction. Ancillary to this is the analysis of course conflicts within major courses across programs of study. The next step for these practices will be refining the schedule and course availability to best support student completion.

Success Teams have been created, and caseloads have been allocated to retention specialists. A community of practice has been created to provide a space for retention specialists to discuss best practices and support each other. Targeted outreach to the Hispanic male students will need to be operationalized within the retention specialist workload. This outreach will be supported by the research office through reports tracking student course success and program completion progress.

The vice president of instruction will work with the instructional deans and the workforce development office to expand the variety and capacity of the Menlo Park location. This includes scaling up not-for-credit programs that are working while also adding new, for-credit career pathways.

The vice president of administrative services and vice president of student services will collaborate to identify transit solutions to bring students from East Palo Alto and North Fair Oaks with the largest need directly to campus.

Finally, the academic support and learning technology division will need to scale up the technology loan program and market it broadly to ensure any students who need access to high-speed internet or a personal computer will be able to borrow the technology needed to access programs online and utilize digital resources to support their course taking.

Metric: Transferred to a Four-Year Institution within three years

Focus Population: Hispanic Students

Initiatives:

In the District's Constituent Relationship Management System (CRM), the College will develop an integrated system of support aligned to transfer milestones that also center equity practices for Hispanic and low-income students. Additionally, the COLTS-U Transfer Station will develop new and stronger high-touch support services and resources tailored to low-income and Hispanic students. COLTS-U Transfer Station will also develop and grow university relationships that focus on the College's designation as a Hispanic Serving Institution (HSI) and our interest to deepen our transfer practices and success rates, building on our new K-16 MOU with SF State, CSU East Bay and our Sequoia Union High School District partners. This way, Cañada will enhance its transfer culture via best practices, strategies, and resources shared between the College and its partner Universities. The expansion of key practices and programs at the College - such as the pilot Part-time Student Promise Scholars Program - will serve to broaden the base of Hispanic students completing and subsequently open more opportunities for Hispanic students to envision pathways that include transfer.

The resources that have been budgeted for that purpose

While the college will continue to prioritize using SEAP funds to support the initiatives listed in this plan, the funds are also integrated with these programs: Basic Skills Initiative, Student Success and Support Programs Initiative, Office of Instruction, Office of Student Services, and President's Office. Most of the funds are allocated to personnel, while the remaining funds are allocated to student support staff, supplies, and materials in these areas. The funds also support professional development activities aligned with institutional equity and activities in this plan, including cultural events and on-site and off-site professional development. The proposed budget below is based on an anticipated funding allocation of \$1,793,852 for the 2022-2023 fiscal year.

| 2022-2023 Proposed Budget | | |
|---------------------------|--|---------------------------------|
| Object Code | Category | Budget |
| 1000 | Academic Salaries | |
| | Counselor/Coordinator Support | \$ 490,421 |
| | Counselor/Coordinator -Puente | \$ 26,295 |
| | Counselor/Coordinator -ESL | \$ 19,750 |
| | Dreamers Legal Clinic | \$ 5,160 |
| 2000 | Classified and Other Non-Academic Salaries | |
| | Basic Skills Retention Specialist | \$ 79,253 |
| | Foster Youth Retention Specialist | \$ 11,428 |
| | Fiscal Support/Research Analyst | \$ 36,000 |
| | Learning Center/Library Peer Mentors/Student Assistants | \$ 56,400 |
| | Learning Center Other Student Support | \$ 57,120 |
| | Degree Audit Support Specialists | \$ 50,400 |
| | Orientation, Matriculation and Skills Assessment Support | \$ 381,310 |
| | Salaries | \$ 1,213,537 |
| 3000 | Employee Benefits | \$ 552,315 |
| 4000 | Supplies and Materials | |
| | Office and other supplies (Puente, DRC, Veterans, Learning Center, professional Development) | \$ 12,000 |
| | Copying and Printing | \$ 1,000 |
| | Food (local trainings, events, and planning meetings) | \$ 7,000 |
| | | Supplies and Materials |
| 5000 | Other Operating Expenses | |
| | Staff Travel (Conferences, trainings, and retreats) | \$ 8,000 |
| | | Other Operating Expenses |
| 6000 | Capital Outlay | \$ - |
| 7000 | Other Outgoing Transfers | \$ - |
| | Total 2022-23 Proposed Budget | \$ 1,793,852 |

The College Official to contact for further information:

Vice President of Student Services, Dr. Manuel Alejandro Pérez.

Assessment of the progress made in achieving identified goals

While the COVID-19 pandemic exacerbated a number of existing disproportionate impacts, Cañada College has documented improvements in the areas of early college and dual enrollment, the Promise Scholars Program, and the Guided Pathways redesign.

Between 2019-22, Cañada increased the number of dual enrollment sections offered in local high schools from zero to 10, providing early college experiences for over 250 high school students. Of those participating in dual enrollment, 50% are Hispanic (compared to the overall college population of 38%). Only 1% are Black, however, compared to an overall college population of 5%. Between Fall 2019 and Fall 2022, the number of recent high school students matriculating at Cañada in the same year that they completed high school increased by 10.4%.

The Promise Scholars Program primarily accepts students who are low-income, first-generation college students, former foster youth, or AB540 students. Among the Fall 2021 Promise cohort, 71% identified as Latinx (compared to 44% campus-wide). Course success and unit completion rates for Promise Scholars equal those of other full-time students. Promise Scholars persist at a rate of 78.4% compared to 60.7% for full-time students. Promise Scholars Program participants are more likely to complete degrees, certificates and/or transfer in three years than the overall student population.

The Guided Pathways College redesign efforts have also contributed to a number of gains for our disproportionately impacted students. Our automated assessment and placement system in the CRM ensures that 100% of students are now placed into transfer-level math and English courses, and our new community of practice of Retention Specialists and Counselors, as well as our Interest Area Success Teams, contribute to more students completing transfer-level English and math, especially our Hispanic, transfer-seeking students.