# Annual EMP Priorities Progress Report 2022-23

Presented to the Planning & Budgeting Council on May 17, 2023

Presented at College Flex Day on April 20, 2023

# 2022-23 EMP "top six" priority udpates

- Make registration easier and increase the % of students applying for financial aid (include discussion of Basic Needs)

- Create a student-first course schedule (and a campus culture that supports completion in 3 years)

- Create a hub for evening and weekend students

- Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

- Institutionalized Support for Teaching and Learning

- Develop the College Cultural Center

# EMP "Top 6" Initiative: Make Registration Easier

## EMP "Year 1" Accomplishments:

Streamlined the matriculation messages in the CRM:
- Reviewed, revised and edited
- Simplified to make them more effective

Worked on Translating the CRM messages to other languages:
- Starting with Spanish translation

Collaborate to launch "Super Saturday" event in January and planning a "Super Friday" event in May 2023

## College and/or community partners who are working on this:
- Student Services Planning Council
  - Students, faculty, staff rep
- Student Services Offices
- District Office CRM team
- Marketing

## Aligned Initiatives:

- **SEM Objective 3.2**: *Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs, and resources.*

## Plans for EMP "Year 2"

- Resume in-person Orientation
- Redesign Online Orientation
- Create Spanish Orientation
- Operationalize MRE group
- Continue to improve communication with students

# EMP "Top 6" Initiative: Make Registration Easier

## Baseline Data Comparison

### Financial Aid

| Month of April | # of Pell AND Cal Grant Awards Disbursed |
|---|---|
| Pell and Cal 2022 | 804 |
| Pell and Cal 2023 | 846 |
| Percentage Difference | 5% |

### Basic Needs

| Cañada College Food Pantry - Clients Served | | |
|---|---|---|
| Month | Client Served | Service Increase |
| Jul-22 | 175 | |
| Feb-23 | 310 | 77% |
| Some of the clients may use the pantry multiple times per week | | |

| Food Distribution numbers | |
|---|---|
| Total Number of families ( Started October 2022) | 2,851 |
| Approx. grocery expenditure offset | $223,036 |

## Reflections on how to measure the outcomes of our efforts

**CRM communication:**

MRE group will determine the best way to measure the outcomes of this initiative before implementation.

**For Financial Aid and Basic Needs**

- Collect data on the number of Pell and Cal Grant awards disbursed directly to students
- Track the duplicated and unduplicated numbers of clients served at the food pantry each month
- Collect data on the number of families served per week at the food distribution

# EMP "Top 6" Initiative: Create a Student-first Schedule

## EMP "Year 1" (2022-23) Accomplishments:

- Analyze degrees/certificates completability
- Examine degree/certificate compatibility modality
- Offer and evaluate various course modalities
- Monitor efficiency as well as effectiveness

## Plans for EMP "Year 2"

- Create a one-year course schedule
- Offer and evaluate hybrid short courses, mini-mester or fast-track courses
- Continue offering and evaluating various course modalities
- Evaluate course success by course modalities
- Continue monitoring degrees/certificates completability and modality

## College and/or community partners who are working on this:

- Office of Instruction
- Instructional Planning Council
- Academic Senate

## Aligned Initiatives:

- **SEM Objective 2.1**: *Create a Student-First Schedule that leverages various modalities and offering times to reduce scheduling conflicts and create course-taking opportunities for students.*

# EMP "Top 6" Initiative: Create a Student-first Schedule

## No Baseline Data (2021-22) in EMP
## 2022-2023 Data
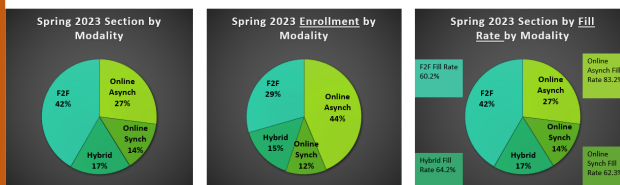
### 1. Online Degrees/Certificates
- 33 online ADT/AS/AA degrees
- 27 online certificates

### 2. Degrees/Certificates modalities

| Degree or Certificate Program | Award Type | Units | 2-Year Completability (Y/N) | Online Degree Program (Y/N) | Evening Degree Program (Y/N) | Evening and Online Combined Degree Program (Y/N) | Day Degree Program (Y/N) |
|---|---|---|---|---|---|---|---|
| **ACCOUNTING** | | | | | | | |
| Accounting | AS | 60 units | Y | Y | | | |
| Accounting | CA | 27.5 units | Y | Y | | | |
| Entry Level Bookkeeper | CA | 12 units | Y | Y | | | |
| Payroll Specialist | CA | 18 units | Y | Y | | | |
| **ANTHROPOLOGY** | | | | | | | |
| Anthropology | AA | 60 units | Y | Y | | | N |
| Anthropology | AA-T | 60 units | Y | Y | | | N |
| **ART** | | | | | | | |
| Art History | AA | 60 units | N | N | | | Y? |
| Art History | AA-T | 60 units | N | N | | | N |
| Studio Arts | AA-T | 60 units | N | N | | | N |
| **BIOLOGICAL SCIENCES** | | | | | | | |
| Allied Health | AS | 60 units | Y | N | | | N |

### 3. Course Modalities (PBC website)

Spring 2023 Section, Enrollment, and Fill Rate by Modality

Spring 2023 Section by Modality — F2F 42%, Online Asynch 27%, Online Synch 14%, Hybrid 17%

Spring 2023 Enrollment by Modality — F2F 29%, Online Asynch 44%, Online Synch 12%, Hybrid 15%

Spring 2023 Section by Fill Rate by Modality — F2F Fill Rate 60.2%, Online Asynch Fill Rate 83.2%, Online Synch Fill Rate 62.3%, Hybrid Fill Rate 64.2%

Total sections = 628; College Enrollment = 10,591; College Fill Rate = 68.3% (Census Day 2.7.2023)

### 4. Monitoring established course enrollment metrics goals

## Reflections on how to measure the outcomes of our efforts

1. Continue monitoring 2022-23 baseline data:
   a. Degree/certificate completability
   b. Degree/certificate completability modalities
   c. Course modalities
   d. Course enrollment metrics goals

2. Gather feedback from students, faculty, and deans that the student-first schedule meets their needs

3. Evaluate the success of courses by modalities to make sure faculty and students are successful in various course modalities

# EMP "Top 6" Initiative: Create a hub for evening & weekend students

## EMP "Year 1" Accomplishments:

- *Evening Courses for Fall 2023 are scheduled in B13, B23, B9, B3, B22.*
- *College for Working Adults is actively revising processes and extending outreach and support for evening students, especially evening Career Ed & ESL.*
- *Tailored and coordinated student supports and services based on evening course-taking patterns and schedules (by day, time, and building).*
- *Critical inquiry about structures for new or strengthened embedded academic support and peer mentoring*

## College and/or community partners who are working on this:

- *Admissions & Records*
- *College for Working Adults*
- *Counseling*
- *Financial Aid*
- *Guided Pathways Success Teams*

## Aligned Initiatives:

- **SEM Objective 5.1**: *Ensure instructional programs and student support services serve part-time and working students with evening, weekend, and online options*

## Plans for EMP "Year 2"

Intentionally create more energy in the center of campus. We've completed scheduling. B13 is full, and then B23, B3, B9 depending on equipment needs etc. CWA is planning to coordinate with ESL in Fall and looking to incrementally scale CWA services to evening students at-large.

Propose ideas for new or stronger embedded academic support and peer mentoring that aligns with EMP Year 1 interventions and updates.

What is the College vision for the strengthening and/or development of weekend courses and supports?

Intentionally connect with community partners on support for evening students (Boys & Girls Club of the Peninsula, Upward Scholars, etc)

# EMP "Top 6" Initiative: Create a hub for evening & weekend students

## Baseline Data (2021-22)

- Extracting local definitions for "evening only" students, including schedule trends and patterns
- Types of "evening only" students
- Student Services program data related to evening coverage and student traffic
- Student Services impressions groups
- Cañada College evening student demographics, course-taking patterns, types of special program participation, interest areas, types of completable degrees (e.g., CWA)

## Reflections on how to measure the outcomes of our efforts

- Evening course evaluations & student surveys
- Course enrollment patterns and trends for evening courses over time
- Tracking the number of evening student events, programs, and extra-curricular activities
- Increase enrollment in CWA
- Increase in number of students accessing services

## EMP "Top 6" Initiative: Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

### EMP "Year 1" Accomplishments:

- *Welcome letters to all HS Seniors (English, Spanish, Tagalog)*
- *New staff: 2nd College Recruiter (Focus: BIPOC community in EPA, MP, BH, NFO) and extended temp PSC for full academic year 22-23*
- *Expanded programming and engagement with existing partners*
- *Draft new MOUs with a focus on expanded presence off-campus*
- *Launched new efforts to expand Middle School student engagement*
- *Expanded memorabilia and visibility with community partner*
- *Expanded translation and interpretation in English, Spanish, and Tagalog*

### Plans for EMP "Year 2"

- *Expanded MOUs with additional partners in EPA, Menlo Park, Belle Haven, North Fair Oaks*
- *Explore possibility of single stop registration events at off campus locations*
- *Review existing calendar of outreach and recruitment events for future on-campus and off-campus site locations*
- *Continue expanding middle school student engagement and include early childhood engagement experiences*

### College and/or community partners who are working on this:

- *HS Transition & Dual Enrollment*
- *Outreach & Marketing*
- *Office of VP of Student Services*
- *Office of the President*
- *City of Redwood City*
- *Redwood City Together*
- *Boys & Girls Club of the Peninsula*
- *College Track of EPA*
- *Foundation for a College Education (FCE)*
- *Redwood City Library*
- *Police Activities League (PAL)*
- *Upward Scholars*

### Aligned Initiatives:

- **SEM Strategy 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.*

## Baseline Data (2021-22)

- 382 students from East Palo Alto (zip code 94303) and 305 students from N. Fair Oaks, Belle Haven and Menlo Park (zip code 94025) enrolled in 2021-22
- Review of work load connected to strategic outreach and recruitment over time at Cañada College and relevant staffing structures

## Reflections on how to measure the outcomes of our efforts

- *Track first-time and continuing student registration, enrollment, persistence and completion data for students by zip code*
- *Cross-reference above data across various identities and communities (e.g., race and ethnicity, gender, first-time or continuing student)*

# EMP "Top 6" Initiative: Institutionalize Support for Teaching & Learning

## EMP "Year 1" (2022-23) Accomplishments:

Instructional Support Sessions 2022-2023:
- Topic/Training Tuesdays: 9 sessions
- Conversation with Colleagues/Workshop Wednesdays: 14 sessions
- Flex Day Sessions (August 2022 & January 2023)
- Faculty Learning Program (FLP) (2 cohorts)

## Plans for EMP "Year 2"

- Continue FLP 2nd Cohort
- Develop, support, and launch the Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices
- Ongoing New Faculty Orientations
- Ongoing Faculty Coordinator Community of Practice
- Continue gathering Faculty Teaching and Learning needs assessment data

## College and/or community partners who are working on this:

- Faculty Teaching & Learning Coordinators
- Academic Senate
- Facilities
- Office of Instruction
- Office of Administrative Service

## Aligned Initiatives:

**SEM Strategy 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).

# EMP "Top 6" Initiative: Institutionalize Support for Teaching & Learning

## Baseline Data (2021-22) in EMP

Institutional resources allocated for faculty professional development in 2021-22:

$10,662 on Flex activities,

$11,438 for QOTL activities,

$61,528 on AFT PD

### 2022-2023

- Furniture: $60,000
- Instructional Technology Equipment: $72,000 + facilities installation
- Branding logo and room rehab: $21,000
- Faculty Teaching & Learning Coordinators re-assign time (.4 per semester)
- FLP reassign time (.2 per semester)

## Reflections on how to measure the outcomes of our efforts

**Faculty Teaching and Learning Program**

| Faculty Learning Program (FLP) | Ongoing New Faculty Orientations | Faculty Coordinator Community of Practice | Antiracist, Equity-minded Pedagogy | Antiracist, Equity-minded Classroom Practices |

**Faculty Teaching & Learning Center & Lounge**

# EMP "Top 6" Initiative: Develop the College Cultural Center

## EMP "Year 1" Accomplishments:

- Now hiring for Director of Equity and Cultural Center Program Services Coordinator
- Identified NEW permanent location
- Draft mission and goals after extensive research

## Plans for EMP "Year 2"

- Planning and construction for new permanent location
- Identifying and operationalizing temporary space for Director of Equity and Program Services Coordinator
- Finalize* mission and goals for Cultural Center

*This is to be an iterative process as the Center evolves.*

## College and/or community partners who are working on this:

- *Student Senate*
- *Student Services Planning Council*
- *Academic Committee on Equity and Success (now the Equity and Antiracism Planning Council)*
- *Faculty Equity Coordinator*
- *Representation includes: students, staff, faculty, and administrators*

## Aligned Initiatives:

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

# EMP "Top 6" Initiative: Develop the College Cultural Center

## Career Ladders Project - Cultural Center Focus Groups

Participants across all groups noted that a cultural center would support the development of a more inclusive and supportive culture at Cañada College by balancing two goals: 1) providing a place for community, connection, and cultural celebrations represented through art, food, and music; and 2) fostering an environment or "safe space" to have the hard conversations about race and culture. All groups emphasized the need for dedicated paid staff and students to manage and support the center ensuring a welcoming, positive, and safe atmosphere. Participants noted that without paid staff to manage the center they feared it would become neglected and less impactful.

## Áse Power Consult – Internal Equity Report

Prioritize affinity spaces for historically marginalized groups on campus. Provide opportunities for individuals currently leading affinity spaces on campus to receive additional training facilitating anti-racist and anti-bias conversations. Prioritize creating affinity spaces for Black/African Americans, the Latino/a/x community, the LGBTQIA+ community, Veterans, People with Disabilities, New Migrants, and Dreamers. These groups were mentioned repeatedly throughout assessments as needing spaces to practice physical and psychological safety while learning how to navigate the College's systems.

## Seeking Feedback on Draft...

### Mission

The mission of the Cultural Center is to create spaces of healing, joy and critical engagement through learning, awareness, and advocacy that empowers the campus community to become culturally responsive advocates for justice and liberation.

### Goals

The Cultural Center will:
- Educate about and celebrate cultures through cultural programming and cultural immersion experiences.
- Create spaces for coalition building through partnerships, collaborations and affinity spaces to interrogate and dismantle systems of oppression.
- Support and advocate for the success of our most marginalized students through resources, events and services.

https://forms.gle/zWJYvXCELfwJnCoD9

Deadline: May 26, 2023