

Equity and Antiracism: Internal Policies and Processes	Progress Made in 2021-22	Administrative Lead	Council/ Committee
<p>PRIORITY ACTION 1: Address diversification of faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications and reach out to a broader pool of applicants to ensure a diverse pool of faculty and staff applicants.</p>	<p>The District's EEOC is in the process of developing more diverse applicant pools, recognizing there is a lot of work still to be done. In the meantime, the District posts opportunities on various websites with the goal of increasing access, visibility, and opportunities for underrepresented candidates in higher education. Examples of sites include DSPSJobs.com, DiverseEducation.com, and JoinHandshake.com. The District organizes social media outreach on Twitter, Instagram, and LinkedIn. To focus our efforts on underrepresented populations and with the goal of building community with other organizations, some of the accounts the District follows include The HBCU Foundation, Community Equity Collaborative, Diverse Issues in Higher Education, SF LGBT Center, the American Association of Hispanics in Higher Education, and 500 Women Scientists amongst several others.</p> <p>The District asks applicants to address their own cultural competence, sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff in their cover letters. Whereas Faculty applicants are asked a variation of the following questions:</p> <ol style="list-style-type: none"> 1. What do you feel are the best strategies for supporting students who have been historically marginalized? 2. Think of the most successful class you have taught. What were the key factors in creating that success for racially-minoritized and other underserved disproportionately disadvantaged students? 3. How is your teaching approach culturally responsive to the students you serve? <p>To assess a shared value of equity and with the District's Unconscious Bias training in mind, the District works to develop interview questions through an equity-minded lens.</p> <p>The District's Human Resources website highlights the value of a diverse workforce. Specifically, the website establishes that: "The San Mateo County Community College District is richly diverse in cultures, language groups, and abilities. Human Resources works to consistently attract, retain, train and develop, a skilled diverse workforce."</p>	Robinson	District Antiracism Council and Cañada
<p>PRIORITY ACTION 2: Support faculty to re-envision curricula and pedagogy across disciplines to be antiracist and equity-centered in order to support diverse students in the classroom.</p>	<p>The District approved sending a delegation of Cañada, CSM, and Skyline faculty, staff, and administration as well as District employees to the National Conference on Race and Ethnicity in Higher Education (NCORE). We have about 100 attendees in total, including students. NCORE takes place May 31-June 4th, and, according to the NCORE site, the conference focuses on the complex task of creating and sustaining comprehensive institutional change. This change work is designed to improve racial and ethnic relations and their intersections with other issues and groups on campus. The conference speakers and sessions offer strategies for expanding educational access and success for diverse, traditionally underrepresented populations.</p> <p>The District has also approved funding for other events, including a lecture series (proposed themes include Black Studies, Diverse Latinidades, Equity Issues in Health and Medicine, and Anti-racism Civic Engagement) and curriculum mini-grants. The mini-grants will provide a standing fund to support proposals from the local campuses for visiting scholars, artists, and activists; art installations; acquisition of books and other resources; professional workshops; and student-initiated efforts related to antiracism. These series and grants will be further explored in the Fall 2022 semester.</p>	Robinson	Academic Senate
<p>PRIORITY ACTION 3: Create an Equity and Antiracism Leadership Group to help monitor and support the implementation of the Antiracism Task Force and Cultural Center focus group's recommendations and to remove barriers to students' registration and enrollment, with a strong emphasis on BIPOC, LGBTQIA+, low income, disabled, undocumented and historically marginalized/minoritized students.</p>	<p>Proposal to create a new Equity & Antiracism Leadership Council is being considered by PBC. This would shift the College's participatory governance structure in a way that would place equity and antiracism considerations at the center of our continuous improvement cycle (planning, budgeting, research & evaluation). Critical college practices and processes would also be reviewed and considered by the new Council. The Group's recommendations for implementing the Ase short and long term strategies (as presented in the College Internal Equity Scan Report of spring 2022) are still under development. The group anticipates sharing those recommendations early in fall 2022.</p>	Pérez	ACES/College Anti-Racism Task Force
Equity & Antiracism: Guided Pathways - creating a sense of belonging and connection	Progress Made in 2021-22	Administrative Lead	Council/ Committee

<p>PRIORITY ACTION 1: Fully implement the Success Teams and the ability of lead faculty, retention specialists, counselors and others to ensure all students with a strong emphasis on BIPOC, LGBTQIA+, low income, disabled, undocumented and historically marginalized/minoritized students (communities disproportionately impacted during the pandemic) get consistent support and messaging across special programs and Interest Areas. Success Teams to ensure part-time students feel as connected and supported as full-time students.</p>	<p>Interest Area Canvas Shells Starting with one Interest Area, this resource has been replicated for each of the four Interest Areas, resulting in an improvement in their ability to share timely and valuable information with students and faculty in each Interest Area. Retention Specialists and other Success Team members are utilizing this resource to increase the impact of their work as well, for example by sharing support resources with students that meet specific needs.</p> <p>Community of Practice: Retention This CoP has been instrumental in providing a space for information sharing and collaboration amongst the Retention Specialists and other staff who have a lead role in supporting students in Interest Areas and other special programs on campus. This CoP has provided feedback that has led to streamlining data reports shared by the PRIE office, better utilizing CRM data and processes to support students, and generally aligning the approach to providing critical retention support to our Interest Area students.</p> <p>Success Teams in the CRM All students are connected with their Interest Area Success Teams, including interest area counselors and retention specialists. Through their student portal all students can schedule an appointment with their interest area counselors and all members of the students can see and share notes regarding their meetings with the student.</p> <p>CRM data sharing and process mapping Following the integration of our Early Alert process within the CRM, support staff are now able to see a more complete picture of the timeline and actions taken for each student, allowing them to close the loop on these support efforts. Interest area team members, mostly retention specialists, are part of the weekly Early Alert Team meetings that respond to faculty submitted Early Alerts to help connect students to appropriate services.</p> <p>Focused data sharing from PRIE The PRIE office has worked with Retention Specialists to customize weekly reports that allow the staff to see a more complete picture of Interest Area students, resulting in more effective and proactive support contacts.</p> <p>Areas of Focus Going Forward Develop more concrete steps to support part-time students, such as program maps and intervention approaches Define assessment approaches to evaluate effectiveness of each Success Team related to timely student contact and follow up efforts. <i>how do we define/proceed success?</i></p>	<p>Pérez/Baez</p>	<p>Guided Pathways Steering Committee</p>
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Guided Pathways Evaluation (April 2020)

<p>PRIORITY ACTION 2: Engage all faculty and staff so they are aware of, help develop, and lead first year experience programs. Collaborate as needed with the Career Exploration Work Group.</p>	<p>A draft plan for a comprehensive FYE is being circulated to the FYE Priority Action Group, Interest Area Retention Specialists, and other stakeholders for comment. Different elements of the FYE are being reimagined (Jams, Colts-Con) for Fall 2022. Faculty and classified staff are being engaged in helping to inform the organization, and content of activities.</p>	<p>Pérez/Baez</p>	<p>Guided Pathways Steering Committee</p>
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<p>Equity & Antiracism: Guided Pathways - building pathways from K-12 to careers</p>	<p>Progress Made in 2021-22</p>	<p>Administrative Lead(s)</p>	<p>Council/ Committee</p>
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<p>PRIORITY ACTION 1: Develop dual enrollment and early college courses and outreach campaigns to match the needs of our feeder school districts with high concentrations of Black, Indigenous and People of Color communities. Orient more Cañada, K-12 and community partners about the benefits of early college experiences and scale dual enrollment course taking opportunities during all terms, including summer. Consider more on-campus cohorts of high school students during summer term.</p>	<p>The College's Office of Dual Enrollment and High School Transitions developed a Dual Enrollment Implementation Plan for 2021-24 that lays out the pathway programs to be built out over the next few years at each High School. In addition:</p> <ol style="list-style-type: none"> 1) Summer Activities: <ol style="list-style-type: none"> a. Orientation for all concurrent students b. Partnering with Boys and Girls Club to provided 3 classes for their summer program: CRER 137, ECE 212 and ESL 911 c. Professional Development for our Faculty 2) Fall Planning <ol style="list-style-type: none"> a. Finalizing all CCAP Fall 22 offerings. b. Finalizing our fact sheet which will include data from our first year offering CCAP courses. 3) Milestones: <ol style="list-style-type: none"> a. Completed 1st year of CCAP Offerings b. Created our Dual Enrollment Implementation Plan c. Onboarding Process: Have improve every semester to answer our faculty and student need d. Created our Early College Website e. Hiring of our PSC for Dual Enrollment 	<p>Pérez/Robinson</p>	<p>Guided Pathways Steering Committee</p>
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<p>PRIORITY ACTION 2: In each Interest Area, establish specific career exploration opportunities and orientation for students at each step of their journey so that they can refine their program of study and educational goals. Collaborate with the FYE Work Group in order to incorporate career exploration into the students' First Year Experience.</p>	<p>The expansion of the speaker series beyond STEM, to include speakers related to the other Interest Areas has been quite successful. It has allowed students from all interest areas the opportunity to hear from individuals in different fields about career paths. There is collaboration with the FYE work group to develop a role which would take a lead responsibility for employer engagement and connection in order to build out capacity for career placement assistance for students.</p>	<p>Pérez/Lacefield</p>	<p>Guided Pathways Steering Committee</p>
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<p>PRIORITY ACTION 3: Help students document their learning for employers and universities through portfolios and other means beyond transcripts. Support the broad adoption of faculty across Interest Areas of promising practices. Connect with the Transfer Center and the Career Center to help students convey to 4-year schools and employers the skills they have developed.</p>	<p>The Ensure Learning initiative is at a point where we each have samples and it will continue to evolve into the future. As can be expected with the almost impossible task of getting all of us to come up with even similar artifacts, we each will most likely have very different ones in our interest areas. We still have questions about where exactly this will be housed, towards what purpose and how it will be used, etc. We discussed housing it in a common repository and are hoping to hear back about the details of that, with some kind of examples/guidelines. - update provided by the Guided Pathways Faculty Leads</p>	<p>Pérez</p>	<p>Guided Pathways Steering Committee</p>
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<p>Equity & Antiracism: Strategic</p>	<p>Progress Made in 2021-22</p>	<p>Administrative Lead</p>	<p>Council/ Committee</p>
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<p>PRIORITY ACTION 1: Create a student-first course schedule that creates course taking options and flexibility (and reduces course conflicts so that students can get the courses they need). Explore course modality choices; explore offering short-term sessions (such as 8-week sessions) per term; explore offering more courses on Fridays and Saturdays that can serve cohorts of students. Consider Student Educational Plans to forecast course demand.</p>	<p>Cañada's Instructional Deans have created course schedules that offer students a wide range of instructional modalities. For Fall 2022, 39% of sections will be offered face to face, 17% in Hybrid format and 44% online. In the College's new EMP, we have made a commitment to ensuring that in-demand courses, GE's and core courses wherever possible will be offered in multiple modalities. In 2021-22, the District Academic Senate's Teaching and Learning subcommittee developed and adopted new definitions and guidelines for different instructional modalities. These will continue to inform the investment the College will make in classroom technology such as NEAT Boards and professional development for instructors interested in teaching in a multiple modalities during a class.</p> <p>As a District, Degree Works, the software used by Counselors to create Student Education Plans, was finally updated. In the coming year, the PRIE Office will be collaborating with the Counseling Division and Office of Instruction to create SEP templates for each program of study in Degree Works that align with Program Maps and the course catalog. Once this is complete, PRIE can provide Deans with summary data in terms of the projected demand for a course of program given what is in Student Education Plans in Degree Works.</p>	<p>Robinson</p>	<p>iDeans + District Academic Senate, AFT</p>
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<p>PRIORITY ACTION 2: Create more degree and certificate programs available nights, weekends, and in a variety of instructional modalities for cohorts of students who we support like we do College for Working Adults students. Identify and align degree and/or certificate programs and courses to the California Virtual Campus (CVC) standard in order to offer them via the CVC in the future.</p>	<p>CWA Team is working on adding degree and certificate programs available in the evenings/weekends/online. This work will need to continue next year.</p> <p>Re the CVC: All 3 SMCCCD colleges completed process of becoming consortium members, established mechanics of listing our courses in the Exchange, added courses</p> <p>Next Steps: fully integrate our SIS with Exchange, allows much smoother process for students to enroll. This includes ITS support and VP's to help move forward</p> <p>Canvas Trust relationship: allows students to see Exchange course in their college Canvas instance. Recommend academic senate feedback and work with them to support via written agreement</p>	<p>Robinson</p>	<p>iDeans + ?</p>
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<p>PRIORITY ACTION 3: Bolster our ability to increase the number of our home campus students who receive Pell grants.</p>	<p>Due to our many outreach efforts, Cañada increased our awards for almost every Financial Aid program. As of April 20, we have 588 Pell Grant recipients (partial year). This amount is higher than last academic year's total of 586 (whole year). We still have the rest of spring and summer to increase awards. We will definitely see a continued increase as we are continuing to award for 21-22.</p>	<p>Pérez</p>	<p>SSPC</p>
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