



Umoja

Program Review - Comprehensive Review

2023 - 2024

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

Umoja is an academic and student support services program whose major aim is to fully bolster the college's efforts in addressing the academic success and retention of Black students. This section will not only connect the mission of Umoja with the college's mission, but also with SEAP (Student Equity and Achievement Program) plan and the EMP (Enrollment Management Plan), which provides the action items to enliven the college's mission.

The Umoja Program Mission and Goals

The Umoja Program works closely with colleagues and students such as the Black Students Matter (BSM) Committee and the Black Student Union (BSU). During Fall 2021, the Black Students Matter (BSM) Committee formed in order to address identified gaps in support and services for our Black students at Cañada College. The BSM Committee moved to directly address the forever-present, but more recently hyper-exposed racial justice crisis in the US (and the world) by providing much overdue and complete program for Black students. The Umoja Program presents a lasting opportunity to bring the Black Lives Matter Movement—the injustices it has laid bare, even for those who are not usually paying attention, and the change that it demands—to our campus by demonstrating that we are acknowledging the shortcomings of our past and present through building a more positive future.

That our society is steeped in racism is not new information, but the idea that something can and must be done to mitigate its effects and eradicate the structures that reinforce it has been addressed by our college through the creation of our Umoja Program.

Bringing the Umoja Community to our campus (like our sister campuses) has been an ideal plan to set the tone and movement of the start of a new approach to engage the college in a meaningful and timely manner that addresses an immediate need as continually exposed in our equity data. We have moved beyond business as usual by fully addressing the needs of our Black students.

Above all, we asked ourselves: How are we demonstrating that Black students matter on our campus? Bringing a fully developed Umoja Program (with wrap around academic and support services) to our campus (soft launch Spring 2022/official launch Fall 2022 and now in our 3rd semester) answered this question in a definitive and powerful way.

This important objective supports the efforts that have been made by our colleagues to address anti-Black racism on our campus, and the overall college mission, vision and goals.

Our local Umoja Program mirrors the Umoja Statewide's 30 year tradition of proven success through:

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- Curriculum focused on Black history, literature, and culture.
- Pedagogy reflects African principles of collective learning.
- Learning community with wrap-around services.

According to our Educational Master Plan (2017-2022), Cañada's Mission Statement includes a commitment to "...ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals" and to "[understanding and appreciating] different points of view within a diverse community." We feel that the College's commitment to this mission is real, thus a vital piece of the equity puzzle is now present when it comes to securing these opportunities for our Black students. Instituting our Umoja program at Cañada has been a significant step in overcoming this gap and achieving our mission. We have been working closely with the pieces of the puzzle that are already in place in the form of support services established on campus, such as CalWorks, EOPS, PROMISE, Sparkpoint and Puente, to name a few, so that we can take advantage of existing provisions while at the same time addressing their shortcomings when it comes to Black students.

Bringing Umoja to our campus has also strengthened our ability to realize the goals outlined in our Vision Statement--"Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community"--specifically by helping us to build Black enrollment and better serve the Black students we already have. Umoja is exactly the kind of "innovative program" our campus has needed to make its vision a reality for ALL students and better embody our college's values, which include having a "diverse and inclusive environment."

Initiating an Umoja program is also completely consistent with the College's stated Strategic Goals, which include "[providing] educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals," "[building and strengthening] collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community," and "[focusing] institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning."

Adding Umoja to the panoply of student services and programs that Cañada currently provides has helped us to actualize the general objectives laid out in our Mission and Vision statements and suggested by our Strategic Goals, it will, more specifically offer a concrete means of realizing our "Student Equity and Achievement Plan" (2019-2021), which states that "equity is at the core of what we do" and that "To effectively prepare first-time students for the rigors of the college experience, the College seeks to continuously improve its programs, policies, and practices. The College does this via a cycle of assessment, program review, planning, budgeting, and implementation that maximizes its ability to innovate and adapt to the ever changing environment in which its students live and strive to succeed." Even the most cursory assessment of Cañada's equity gap when it comes to Black (and Pacific Islander) students demonstrates that we needed to do *something* different, and the Umoja program gives us a clearly laid out, tested, and proven series of steps to follow in shaping the things that we do.

Similarly, the college's "Equity Imperative" details the kinds of general practices necessary to achieve this goal. It reads: "The consensus amongst faculty, staff, students and administrators throughout our college is that we must acknowledge the embedded structural racism that

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American institutions of higher education were founded on, and engage around the effort to uncover and address where these structures still impact our students. We know that if we are to make progress on the disproportionate impacts our minoritized students continue to experience, we will have to examine all aspects of our college, from matriculation to completion, and use an institutional equity lens to ensure that each of these processes is realigned to benefit all of our students." What better way to "acknowledge the embedded structural racism" that continues to course through "American institutions of higher education" and employ "an institutional equity lens" than by adopting a programmatic approach like the one that Umoja provides and we can see through our preliminary data how these imperatives are achieved.

Doing so has also provided tangible expression to another section of the Equity Imperative, which asserts that "Our focus on minoritized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. We understand that class, gender and other constructs are also active factors in explaining achievement gaps in education, however race continues to be the most powerful in predicting school experience and educational outcomes. With a focus on institutional equity, we are aligning all of our strategic goals and plans to address current needs as well as historical and systemic inequities." The Equity Imperative cried out for something like Umoja; fortunately, Umoja Statewide has been able to provide us with a roadmap toward Black equity. And, we are making the strides necessary to meet these goals.

This adoption has helped to make the most of initiatives that the College has already put in place, for example, as the Equity Imperative goes on to note: "As a result of the 2017 Awareness Summit and In the context of Cañada's 2017-19 Integrated Plan, the College identified and implemented a series of initiatives and activities focused on addressing some of the more pressing obstacles to a successful student experience, such as, for example, the problem of securing reliable transportation to campus. To better meet the needs of students in one of our predominantly Black service areas, Cañada launched a free shuttle service to East Palo Alto to improve access to campus", and has replaced with a personalized transportation experience through Lyft. This kind of concrete initiative is what those of us who spearheaded the Umoja program at Cañada used to build upon and expand--so that when Black students step off the shuttle or Lyft, they step into a campus environment that actively demonstrates its attention to their educational as well as their transportation needs.

Affiliating with Umoja Statewide has helped us to proactively serve our Black students, enriching and supporting their academic experience by developing: classes and programs that acknowledge and celebrate Black students' experiences; counseling and student support services that recognize the specific challenges Black students face; and opportunities to form peer support networks that will not only facilitate their college success but also provide them with connections post transfer and graduation. Umojafying the pedagogical practices of the involved faculty, and developing the array of support services specifically geared toward the needs and interests of Black students that an Umoja affiliation requires provides a concrete means of putting these commitments into practice, that is, it provides material "structures," defined "processes," and proven (best) "practices" towards which to direct "institutional resources" and efforts.

This affiliation has dovetailed well with the commitments laid out in the Guided Pathways/Annual Strategic Plan (2019-2020) and also supports the implementation of an Ethnic Studies program here at Cañada. As the California Assembly noted in AB-1460, while students of color have a longstanding demand for Ethnic Studies programs, both students of color and white students benefit academically and socially from taking Ethnic Studies classes, forming affinity

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groups connected to those classes, and participating in unique First-Year Experience programming in conjunction with those classes--all of which reflects Cañada College's goal of building a more vibrant and diverse local community. Affiliating with Umoja has provided more avenues for student engagement and community building, an essential part of the Guided Pathways project. It also specifically addresses the Human Behavior and Culture Interest Area and act as a core part of the Interest Area's emphasis on "improvement of quality of life for others" and "planning the future of human societies," as noted on the Human Behavior and Culture's home webpage.

Finally, developing an Umoja Community program has not only aligned with the college's mission, vision, strategic plans, equity goals, and strategic enrollment plans, it is also consistent with our Anti-Racism Framework, which defines an antiracist as one who is supporting an antiracist policy through their actions or the expression of antiracist ideas. Thus, Cañada College has pledged that it will:

- Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

One of the biggest challenges for our new students is the adjustment to college life and its expectations and demands. Many students are having difficulty navigating the college system, balancing school and work, and lacking a role model in their life. We are working to create a mentoring model consisting of two components - Faculty/ Community Leader to Student and Peer Mentoring.

Faculty and/or Community Leader to Student

Faculty and community leaders will be mentors for students; they are a real model for students. Mentors inspire students to become who they are at the fullest potential and achieve academic excellence. Mentors develop meaningful relationships with students and provide guidance and encouragement.

We are also working in collaboration with the Black Student Union (BSU) on campus to help to promote and realize a list of demands that they have generated, including a zero tolerance for racial discrimination policy, equity trainings for all employees, advocating for the overturn of Prop 209, and hiring Black academic counselors, personal counselors, and classroom faculty, among others.

Mission Connection

Moreover, the Umoja Program supports Cañada College's mission of engaging and empowering students in transforming their lives and communities through quality education by fully embracing the Umoja Kiswahili meaning of unity, which is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American/Black and other students. We know that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student

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success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

SEAP

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. By actively targeting inequitable outcomes more aggressively for students of color and set actionable goals for these addressing them, Umoja is one of the programs that is integral to addressing this metric (successful enrollment in the first year) and focus population (Black/African American students).

The creation of the Umoja Program has helped the college create and shape initiatives that directly and intentionally support Black students in our service areas. The goal is for the College educational plans to include new and deeper reflections 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 entities with Umoja create stronger opportunities to both identify and eliminate racism on the campus and build or strengthen opportunities to make the campus more welcoming and inclusive of the Black/African American experience, which directly effects student success. In conjunction with the Umoja Program, specific resources to enhance Black/African American enrollment at the College includes outreach recruitment in East Palo Alto, North Fair Oaks, Belle Haven, and Menlo Park. As these students are successfully recruited, the Umoja Program welcomes our Black students with dedicated part-time staff (coordinator, counselor and program services coordinator) as well as established student services packages from partner programs (ie. Promise, Sparkpoint, TRIO and more).

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

No known changes

Our Umoja program ensures that the core classes meet GE/IGETC requirements that prepare our students for either CSU/UC/HBCU/Private college transfer as well as a variety of certificates.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

No known changes

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Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Based upon current Umoja faculty training, the Umoja Program offers the following classes during each semester. As additional faculty begin to attend Umoja conferences and trainings, the Program will grow the course offerings to go beyond the first-year experience. Our courses are also scheduled for days and times that do not conflict with our student-athletes' practice schedule in order to support Community of Learning Through Sports (COLTS).

Course	CSU - Area	IGETC - Area	Semester	Units
ENGL 100	A2	1A	Fall	3.0
PLSC 210	US 2&3	4	Fall	3.0
ENGL 110	A3	1B	Spring	3.0
PLSC 310	US 3	4	Spring	3.0
MATH 200	B4	2	Spring	3.0

In terms of curricular changes, we are working toward adding additional umojafied courses with umojafied teachers. The ultimate plan is to have Umoja classes that meet all CSU and IGETC requirements.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

This is our first Program Review, therefore the below information is based on the Umoja Annual Program Review (2021-2022) out of cycle with internal responses:

Building our Program was the primary focus for the first year and a half. We rooted our energy in varying levels of marketing, inreach and outreach. Below is a list of actions taken to build our Umoja Program from the ground up beginning in Fall 2022:

- **Marketing**

- o Website Developed
- o Logo Created
- o Umoja Program Announcement & Spring 2022 Classes Flyer Created

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- o Promise Student Recruitment Started and Continues
- o Counseling Division Presentations and Interconnectedness
- **Application/Intake Form**
- o Intake Form created and live
- o Application Form created and live
- **Umoja Student Workshops/Orientations:**
- o Pre-registration informational sessions scheduled and continuous
- o Spring 2022 semester orientation for first cohort developed and has been used each semester
- **Outreach/Inreach**
- o East Palo Alto community outreach with college's Outreach Department - continuous
- o East Palo Alto community members' outreach - continuous
- o Invitation to qualified Promise students into the Umoja Program and Spring 2022 classes
- o Job Train – in process
- o Umoja Program invitation and email created and live
- **Direct Support (Transportation & Supplies)**
- o Food Grant Program application provided to Umoja Program students (Sparkpoint)
- o Books and Backpack supplies – connected through Promise Program
- o Work-study funding secured through Financial Aid Department (Spring 2022/Summer 2022) - unaligned
- o Priority registration approved district-wide for all Umoja Programs
- o HBCUs – applied to be a certified college by Sarah participating in the training
- **Program Course Schedule**
- o Fall: ENGL 105 + MATH 200/800 + PLSC 210 - Updated: ENGL 100 + PLSC 210
- o Spring: ENGL 110 + MATH 200/800 + PLSC 310 - Updated: ENGL 110, MATH 200 + PLSC 310
- **Professional Development**
- o Multiple flex day sessions
- o ACES membership, now EAPC
- o Course Umojafication process ongoing
- **Umoja Program Events**
- o Black Students Matter (BSM) Speaker Series (February 2022)

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Program Review Cycle Goals: Our goals for our first program review are to:

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- a) be part of regular Program Review cycle; - achieved
- b) share the support received during the off-cycle process; - achieved
- c) formalize our resource requests on cycle – achieved

Program Specific Goals:

- Umoja (a Kiswahili word meaning unity) is a community *(EMP/SEMP Goal #3 – Create a Climate of Inclusivity)*
- Improve Cañada College’s record with Black student equity, success and retention. *(EMP/SEMP Goal #1 – Improve Student Completion/Success)*
- Improve Black student success and retention rates in 5 years. *(EMP/SEMP Goal #1 – Improve Student Completion)*
- Make Cañada College an area magnet school for Black students. *(EMP/SEMP Goal #2 – K/12 Partnerships)*
- Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. *(EMP/SEMP Goal #3 – Support Climate of Inclusivity)*
- Strengthen collaborative relationships with community members *(EMP/SEMP Goal #2 – Community Connections)*
- Student orientation, welcome ceremony/ritual, end-of-year celebration *(EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)*
- At least one Umoja supported class *(EMP/SEMP Goal #1- Develop Clear Pathways)*
- Program participants engage in Umoja Cañada College activities *(EMP/SEMP Goal #2 – On Campus Events)*
- Faculty and classified professional engage in Umoja professional development activities *(EMP/SEMP Goal #3 – Professional Learning Plan)*
- Guided Pathways affinity groups to promote student completion *(EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)*
- Cañada Umoja Course Planning: *(EMP/SEMP Goal #1 – Improve Student Completion)*
- Core courses (2 cohorted) *(EMP/SEMP Goal #1 – Cohorted Programs)*
- Cañada Umoja Services and Activities: *(EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)*
- Mentorship (peer to peer and faculty/staff/administrator/community member to student) *(EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)*

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- College Visits (*EMP/SEMP Goal #2 – College Partnerships*)
- Work-Study and Placement (90% retention rate) (*EMP/SEMP Goal #3 - Institutionalize Effective Structures*)

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Umoja Statewide requires that each program has a designated student/program space and a minimum level of personnel.

Umoja Program dedicated space: The Umoja Village – This is a shared space with the Social Sciences Hub and Honors Program in building 9, room 307. This space received a complete upgrade of furniture, flooring and technology.

The Umoja Village serves our students well for

- study
- meetings
- respite
- academic support (study hours)
- snacks (via Sparkpoint)
- safety

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Based upon the last 2 cycles of resource requests that our Program has participated in, we have received funding first for a part-time academic counselor and in the second round, a part-time program services coordinator.

Beginning Staffing:

1. Part-Time Umoja Coordinator
2. Umoja Faculty Staff x2

Additionally Funded Staffing:

1. Part-Time Academic Counselor
2. Part-Time Program Services Coordinator

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College Support Staffing:

1. Parti-Time Welcome Center Liaison

- Refer students to Umoja when they come into the Welcome Center for assistance
- Refer students all year, especially during drop-in counseling, late registration, and key recruiting times
- Table for Umoja during key recruitment times
- Display Umoja flyers in the Welcome Center
- Create flyers, business cards, Instagram posts, and other graphic design materials to promote Umoja. Including scannable QR codes for students to apply directly to Umoja
- Help students complete the Umoja application
- Inform students and the campus community as a whole about Umoja, including our practices and classes
- Help students register for Umoja classes and prepare materials (if applicable)
- Offer support for students, for anything they need or anything I can do to further assist; including connecting students to resources
- Present at high school orientations and to high school counselors regarding Umoja and the resources available
- Attend, create, and promote events for Umoja
- Voice practices, values, ideas, and concerns from our Umoja community to the Equity and Antiracism Planning Council

2. Part-Time Retention Specialist

- Code new students in Banner and help welcome students to Program during Umoja onboarding
- Table on campus to share Umoja information with potential new students
- Participate in Umoja hiring committee
- Attend/participate in classroom visits, orientations, open houses, community events, field trips
- Attend/participate in weekly team meetings
- Support students with weekly study hours: help with homework, connecting with campus resources, and applying for internships/scholarships
- Update active Umoja students in Canvas
- Post Canvas announcements about Umoja events/campus updates (at least twice a week)
- Create Canvas modules to share resources and workshop recordings
- Create academic material for field trips to engage students as they walk through museums, exhibits, etc

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Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Context:

As we analyze our Umoja student data in its infancy, it is important to reflect on the context of these numbers because we know that our statistics when it comes to recruiting and retaining Black students has been abysmal, resulting in only one Black student in any given class, leaving our Black students, as the only Black person in the room all too often. We are now demonstrating a concrete expression of our commitment to fighting anti-Black racism through the creation and support of our Umoja Program.

Thinking about programmatic aspects, we are proud of the increase in participation in the program – we have moved from having just one Black student in classes to 90% Black students in our Umoja classes. And, our Umoja classes have grown from 10 students to 22 students. However, MATH 200 has been fully enrolled from the first semester of the program.

The following objectives and goals directly reflects the foundational enrollment trends being addressed:

Objectives

1. Acknowledge and rectify with action what has been our abysmal record with Black student equity, success and retention rates.
2. Establish a supportive community for Black students on the Cañada campus, which enriches the experience of all students.
3. Create and institutionalize sound intervention strategies that promote equity and success for Black students and other students, as well.

Goals

1. Improve Black student success and retention rates in 5 years.
 1. Reduce the equity gap for success rates (from 10% to 5%)
 2. Reduce the equity gap for retention rates (from 8% to 2%)
1. Make Cañada College an area magnet school for Black students.
2. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
3. Infuse our curriculum with African and African-American content and pedagogy.
4. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
5. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

Data

For the past 5 five years (2016-2021) the college has enrolled approximately 500 students indicating a Black identity in the admission process. While the overall number of students has

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remained steady, the proportion of Black, non-Hispanic has risen while Black, Hispanic and Black, Multiracial have grown.

Cohorts: Black-Identifying student Enrollment for past 5-years

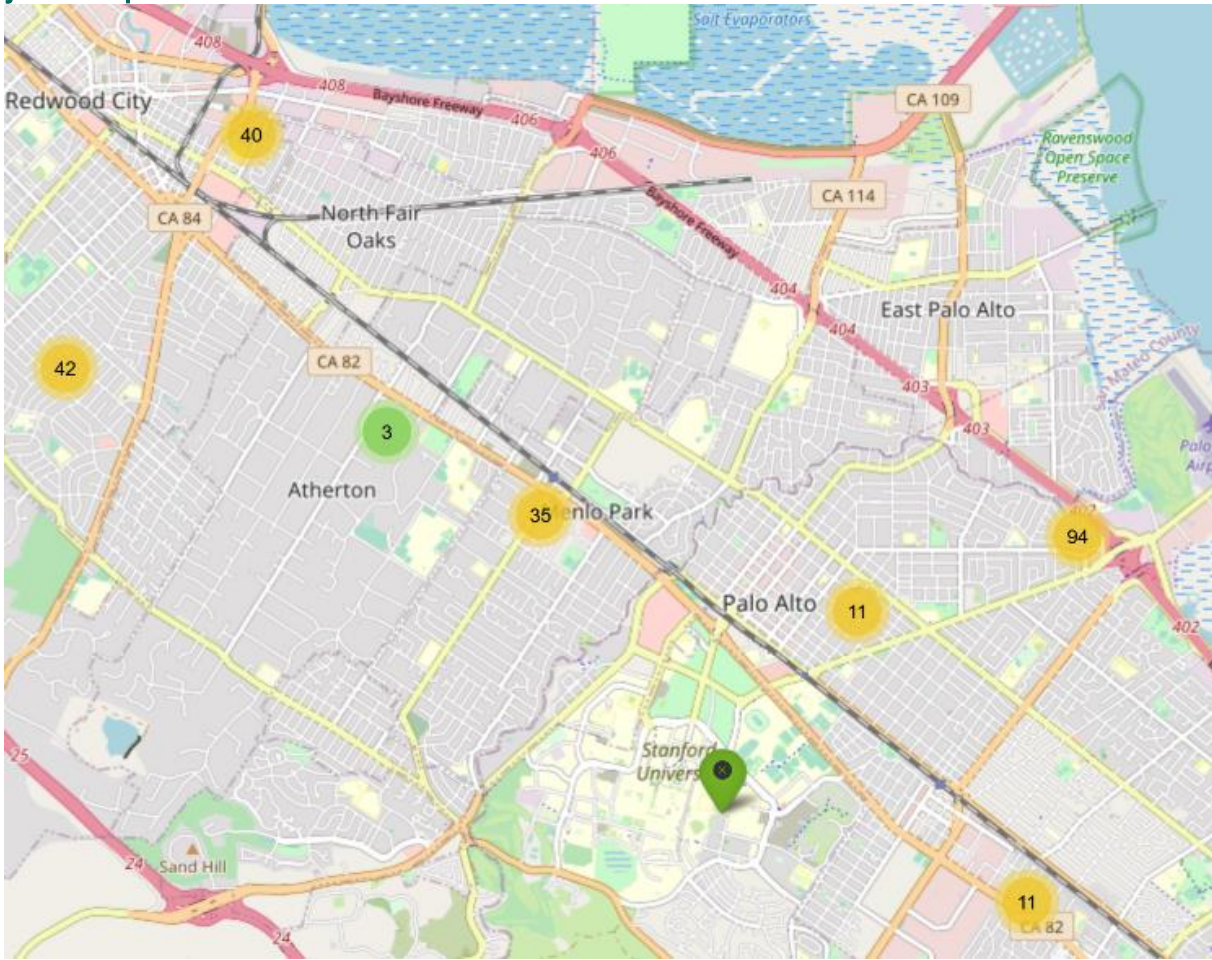
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Black, Hispanic	75	82	91	81	113
Black, non-Hispanic	320	302	307	289	291
Black, Multiracial	99	107	108	107	139

Access and Geography

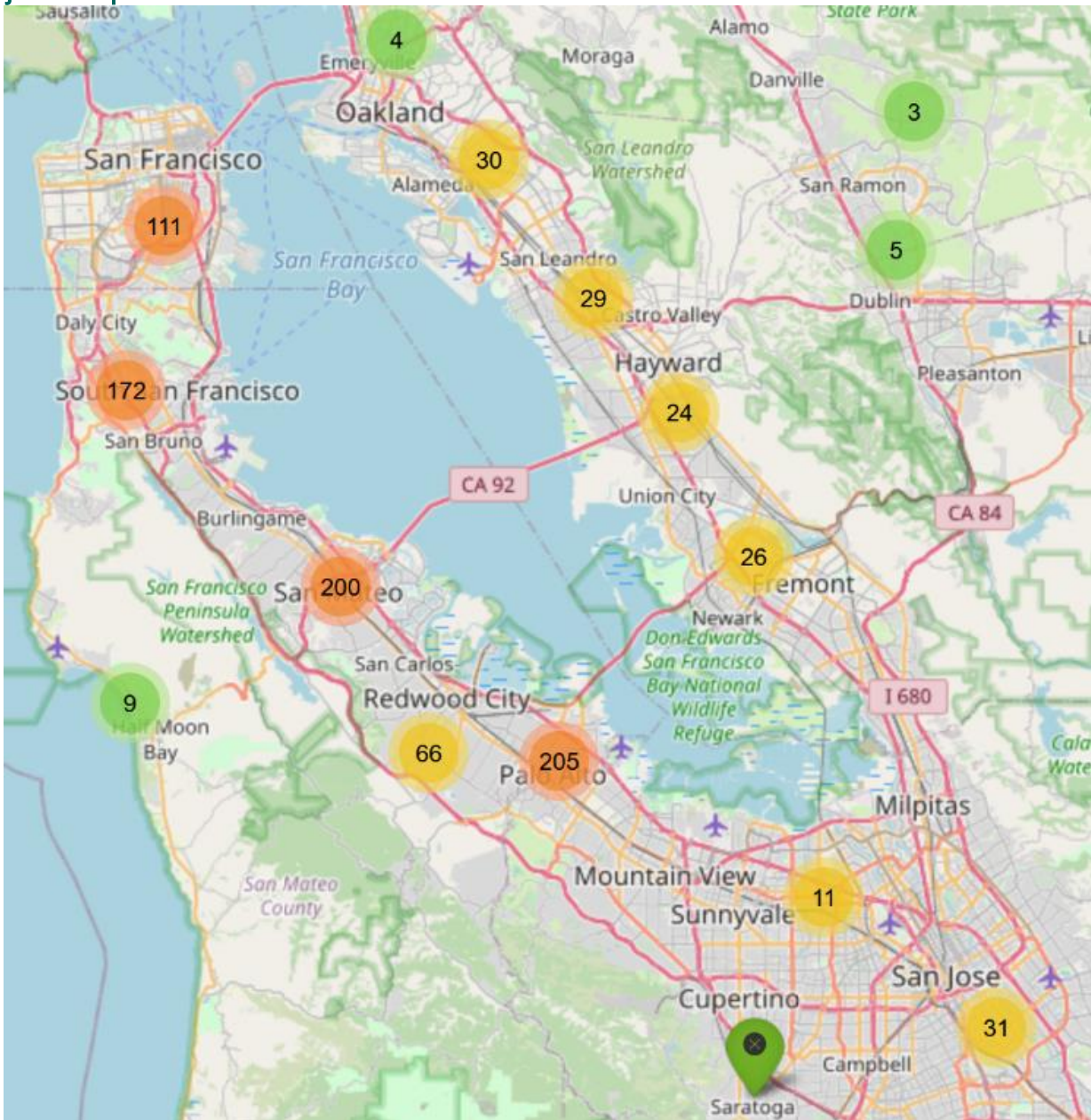
Canada College's service area includes East Palo Alto, which is 11.6% black-identified according to the 2020 census. This is in stark contrast to the overall representation within San Mateo County which is only 2.8%. The college reported that 289 out of 10,313 or 2.8% of Canada College students were black, non-Hispanic. Thus, while we could claim to demographically represent San Mateo County in aggregate, Black students are vastly under-represented with respect to a key city within our service area.

The maps shown below show the geographic distribution of Black-identified enrolled students from the past 3 years. The map on the left shows the entire Bay Area. On the right we can see East Palo Alto, Palo Alto and the immediately surrounding zip codes. While many of these students did commute from the East-Bay, the vast majority come from the Peninsula and San Francisco. On the right we can see that the bulk of students in our immediate service area do come from East Palo Alto.

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These students are demographically similar to the rest of the student-body. The vast majority are Degree or Transfer seeking students, below 30 years old, and about 60% female. Only about 4% of these students are currently enrolled in K-12 programs.

Demographics

	2018-2019	2019-2020	2020-2021
Black, Hispanic	91	81	101
Black, non-Hispanic	414	396	394
Sum:	505	477	495

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	2018-2019	2019-2020	2020-2021
30 or under	356	332	361
Over 30	152	148	134
	2018-2019	2019-2020	2020-2021
4 yr Stu for 4 year Col	26	20	27
College Preparation	14	13	14
CTE Cert/Career Development	49	57	52
Degree/Transfer	373	336	344
Exploratory	53	59	67
	2018-2019	2019-2020	2020-2021
Female	314	287	286
Male	180	177	196
Unreported	11	13	13
	2018-2019	2019-2020	2020-2021
International	9	17	11
Non-International	496	461	493

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	2018-2019	2019-2020	2020-2021
Concurrently enrolled in K-12	0	11	24

Less than half (48.9%) have declared Cañada College as their home campus for the past two years.

Home Campus of Cohort: Number of students picking their program of study at specific campus.

Home Campus*	2019-2020	2020-2021
CAN	266	223
CSM	132	162
SKY	91	126
*Home Campus cannot be calculated for 2018-2019 or earlier.		

About 25% of the enrolled Black-identified students have entered the college with an Undeclared major for the past two years.

The largest single declared major for these students was business administration with 23 students declaring this major and another 13 declaring an AS-T in Bus Admin for the past three years.

Distribution of Majors for Black-identifying students at Cañada. Showing only majors w/ double-digit Black students in past 3 years.

Majors	2018-2019	2019-2020	2020-2021
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Undeclared Major		53	55
Business Administration	19	20	23
Psychology	16	17	22
Allied Health	21	10	15
Nursing	18	18	15
Business Administration AS-T	8	5	13
CSU GE Certification	27	15	13
Early Childhood Education	13	12	13
Biology AS-T Degree	3		12
Engineering	7	10	11
Computer & Information Science	7	6	10
Communication Studies	14	9	9

Online registrations account for only about 1/3 of enrollments for Black-identifying students during Fall and Spring semesters. During summer, Black-identified students mostly take online classes. Our current Umoja Program addresses the desired and/or necessary class of students by offering our classes in a multi-modal format (face-to-face and synchronously).

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Our first iteration of semester classes were:

Fall: ENGL 105, MATH 200/800, PLSC 210

Spring: ENGL 110, MATH 200/800, PLSC 310

Our second and current iteration of semester classes are:

Fall: ENGL 100 & PLSC 210

Spring: ENGL 110, MATH 200 & PLSC 310

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We made these course adjustments for the following reasons:

- ENGL 105 is a 5 unit class and seemed to actually slow down the students' progress, which is similar to MATH 200/800 because although it had extra hours (with extra units), which should mean extra support, it actually burdened students with additional class hours while not providing better success and retention rates.

The long term class plan is to add Umojafied courses with Umoja trained faculty in order to create an Umoja GE pattern pathway.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

Much of this is answered in 7A in regards to continually increasing our recruitment efforts in our service areas, especially East Palo Alto. And, always staying focused on success and retention for each Umoja student.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Context/Background (where we are to where we started from):

The Umoja Program directly addresses these challenging success and retention rates by applying all 18 Umoja Practices such as xxxx. There is a corresponding positive effect as it relates to success and retention (and belonging). The data shows the following:

- Umoja Math 200 (Spring 2022 and Spring 2023) had an 82% success rate, beginning with 49 students and ending with 40 Umoja participating students successfully completing the class. Whereas, the non-Umoja success rate during the same time period is 59%.
- Umoja ENGL 110 had a 90% success rate compared to a 60% success rate in the same non-Umoja classes during the same time period (Spring 2023).
- Umoja English 110 (Spring 2022 and Spring 2023) had an overall success rate of 87%. Compared to the non-Umoja success rate of 57.5%. Compared to all English 110 during same time period. In spring 2023 we served 20 students and out of 20, 16 completed. Significantly increased our enrollment from spring 2022 to spring 2023. English 110 overall has a success rate of 71%.
- Umoja PLSC 210 (Fall 2022) all 19 students passed with a 100% success rate. Whereas, the 50 students in the non-Umoja PLSC 210 had a 60% success rate with 30 student completing the course during the same semester.

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- If we combine Umoja PLSC 210 and PLSC 310 (Spring 2022 and Spring 2023) has a combined 91% success rate, with same teacher compared to non-Umoja with a 63% success rate. Moreover, regardless of the instructor, it is a 75% success rate.
- Umoja PLSC 310 (Spring 2023) out of 6 students, 5 students completed for a success rate of 83%.
- Overall, success rate for Umoja sections PLSC 210 and PLSC 310 with 32 students, 30 succeeded with a 94% success rate, 65.4% success rate for non-Umoja same teacher.

One observation that we have made in reviewing our data is that Umoja students do not withdraw from our classes, which helps to account for our higher success and retention rates. Umoja is a retention program, which we can see with our numbers. We make sure our students get all of the resources needed so they can fully focus on their academics and successfully pass classes, highlighting that they could have always passed with the proper whole support system in place. Furthermore, our Black student count has increased with this semester marking the a 50% increase in Black student contact. We currently have approximately 100+ students in our program with 90% being Black-identified students.

In 2022/23 we have served ## of Black students in our classes, and overall, we are serving ## number Black students. And , there is room to grow in our classes and as we had additional courses. We seem to be drawing the college bound students who are college age and ready to transfer. We are a Black student success transfer program because the program is successfully reaching and recruiting college bound Black students.

When looking at the “Successful Enrollment in First Year” PRIE data dashboard, the percentage for Black student success ranges from 10% to 1% (2015-2022).

Getting Through

Completion of Transfer-level Math and English is a key milestone for community college students, especially for students who were traditionally disproportionately placed below transfer-level and then forced to take many extra math and English classes before enrolling in transferable, college-level courses.

One-year completion rates

Transfer level completion within first year in the district	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Black/African American Completion Math	4%	25%	15%	33%	42%
Overall Completion Math	28%	21%	23%	24%	22%
% Black/African American Completion English	27%	50%	35%	30%	46%
Overall Completion English	41%	34%	34%	33%	32%

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% Black/African American Completion Both	4%	15%	12%	11%	31%
Overall Completion Both	23%	18%	18%	17%	15%
Note, the number of first time Black/African students is relatively low, which makes these numbers somewhat erratic over time.					

We see highly variable success rates across departments, with approximately 60% success rates in the three highest enrolled departments Math, English and Biology. Success rates in Business is markedly lower at about 40%. Among the lowest success rates are in LCTR, CBOT, ECON and LEGL.

Success Rates by departmental enrollments

Enrollments	2018-2019	Success Rate	2019-2020	Success Rate
MATH	155	60.00%	152	59.20%
ENGL	123	56.90%	91	63.70%
BIOL	103	57.30%	82	57.30%
BUS.	84	38.10%	70	42.90%
ECE.	65	73.80%	59	50.80%
LCTR	38	23.70%	55	5.50%
PSYC	69	52.20%	54	59.30%
FASH	45	73.30%	48	68.80%
PLSC	44	56.80%	45	86.70%
HIST	69	62.30%	44	68.20%

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FITN	76	81.60%	43	62.80%
COMM	63	61.90%	35	68.60%
MART	28	75.00%	32	50.00%
CRER	24	70.80%	29	55.20%
PHIL	32	56.30%	27	66.70%
ACTG	18	44.40%	27	33.30%
ANTH	25	68.00%	23	82.60%
SOCI	33	72.70%	22	63.60%
CBOT	12	25.00%	21	38.10%
MEDA	2	50.00%	20	95.00%
RADT	9	100.00%	18	66.70%
KINE	13	38.50%	18	61.10%
VARS	17	41.20%	17	94.10%
INTD	29	72.40%	17	76.50%
CIS	15	66.70%	17	64.70%
SPAN	6	50.00%	17	52.90%
DANC	8	37.50%	17	52.90%
ECON	16	50.00%	17	41.20%
OCEN	23	56.50%	15	73.30%
ASTR	30	46.70%	15	60.00%
CHEM	26	61.50%	14	64.30%
MUS.	18	22.20%	14	50.00%

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LEGL	7	28.60%	14	21.40%
DRAM	25	72.00%	13	76.90%
ART	13	76.90%	11	81.80%
ENGR	5	100.00%	9	100.00%
PHYS	6	66.70%	7	71.40%

The percentage of students completing 15 unit within the first semester and 30 units within the first academic year is a key indicator associated with student completion of degree and transfer requirements. In the table below we can see that our college practices disproportionately impact black students in this metric. Aside from Fall 15-unit attainment in the anomalous year of 2019-2020, all other years show black students with less than or equal rates compared with college totals.

Successful Unit Momentum points: Percentage of enrolled students completing 15 units at Canada College during Fall and 30 units in the academic year.

Enrollment Academic Year	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Black/African American Fall 15+ CAN	4.6%	2.0%	1.9%	1.4%	1.7%
Fall 15+ CAN	3.2%	3.1%	2.8%	2.9%	2.6%
Black/African American AY 30+ CAN	1.8%	1.4%	2.0%	1.0%	0.7%
Ay 30+ CAN	2.3%	1.9%	1.9%	1.8%	1.9%

In the past two years, black-identified students have persisted from Fall to Spring at lower rates than the college overall.

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Fall to Spring Persistence	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black/African American	56%	60%	58%	52%	45%
Overall	53%	59%	60%	62%	62%

Getting Out

Black-Identified students account for about 20 degrees and certificates and from 30 -40 transfers each year.

Degree and Certificates Awarded:

	2018-2019	2019-2020
Unduplicated Award Earners	21	18
Award Earners (duplicates)	2018-2019	2019-2020
Certificate	9	9
Degree	19	15

Transfers

Transfer	2018-2019	2019-2020
Total Transfers	30	42
CSU and UC	17	28
CSU	12	19
UC	5	9

Summary

Umoja - Comprehensive Review

While almost 500 black-identified students are consistently enrolled at Canada College, only 30 to 40 of them are attaining degree or transfer goals in a given year.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

The Cañada College Umoja Program greatly benefits both students and college personnel—faculty, staff, and administrators—through continuous and regular professional development and personal growth opportunities. Besides specific Umoja program training our college community finds the Umoja program as a resource, serving everyone in meeting our college's antiracism mission. More directly, faculty are able to take advantage of program specific professional development training as well as rely on Umoja Program associated faculty for support as they develop their expertise in teaching students of color. Exposing our teaching community to Pan-African pedagogical practices, the Umoja Program works toward educational equity helping faculty to sufficiently "Umojafy" their teaching—and potentially become part of the official program faculty network. Additionally, one objective of the program is to create an Umoja roadmap of general education courses not only to serve Umoja Program students but also to create an Umoja campus network of faculty, staff and administrators whose inclusive, equity minded practice will benefit all students.

Additionally, Umoja's interconnectedness to the Black Students Matter (BSM) Committee: Equitizing the Mattering of ALL Students further serves as a consistent resource for faculty in regards to updating/adjusting syllabi, CORs, class content, use of instructional and support resources, and developing interpersonal connection. We have created a safe space where college stakeholders can share effective practices. Umoja provides a supportive environment in which teaching and learning are at the core.

Background/Context:

Online, Face-to-Face and Hybrid Enrollment

Enrollment Patterns	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
FACE TO FACE	62	406	342	34	378	314
HYBRID	10	40	54	4	49	52
ONLINE	141	208	198	118	159	188

Umoja - Comprehensive Review

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

Background/Context:

Online, Face-to-Face and Hybrid Enrollment

Enrollment Patterns	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
FACE TO FACE	62	406	342	34	378	314
HYBRID	10	40	54	4	49	52
ONLINE	141	208	198	118	159	188

We have addressed the intersection between online and face to face modalities by combining them. We offer our classes with 2 CRNs – one for face-to-face and the other to join the class synchronously via Zoom. This combination works very well for our students because some are taking the class while at work or if they are not feeling well they can still join the class. During Spring 2023, PLSC 310 had perfect attendance for the entire semester.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Each of our 3 classes have current SLOs as determined by each of their respective departments.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Our current course SLOs have the additional enhancement of the 18 Umoja Practices that provide the impact that we see with our success and retention rates.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Umoja Program is in the process of developing PLOs, which will be finalized by the end of Spring 2024 when we have completed our in-depth study of the 18 Umoja Practices and their relationship to our Program Learning Outcomes.

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Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

We need more full-time staffing that can commit to the growth and sustainability of the program, beginning with a full-time academic counselor and retention specialist.

Next Step: If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

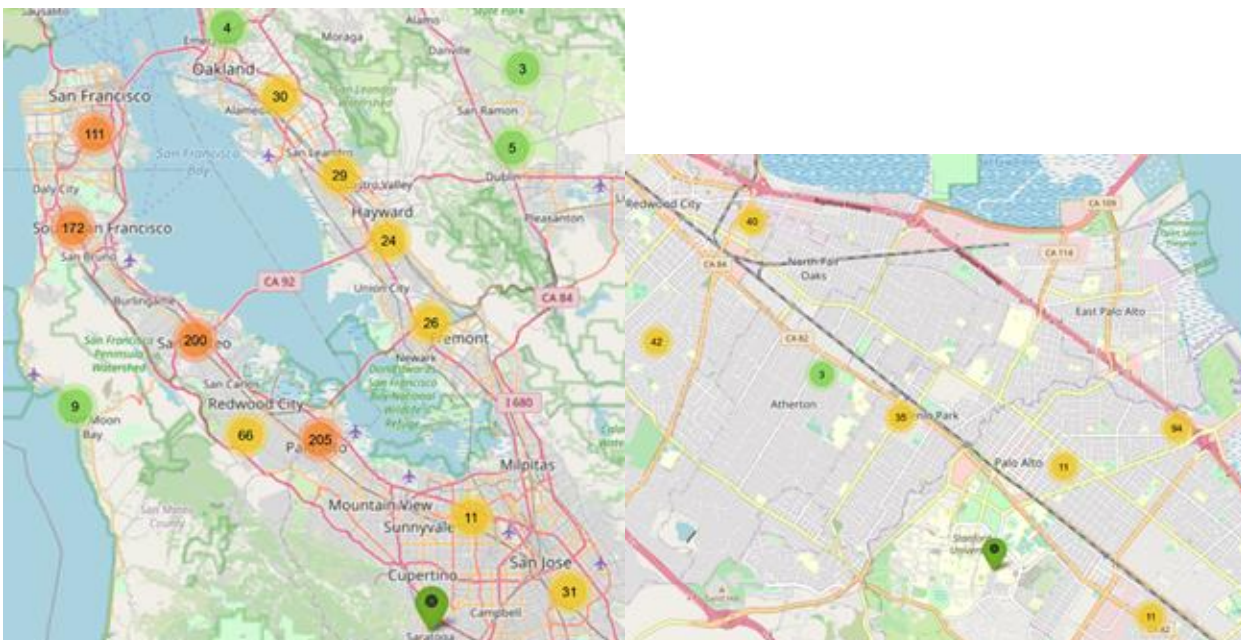
Supporting Information

Tables & Graphs

I need to put this somplace . . .

Canada College’s service area includes East Palo Alto, which is 11.6% black-identified according to the 2020 census. This is in stark contrast to the overall representation within San Mateo County which is only 2.8%. The college reported that 289 out of 10313 or 2.8% of Canada College students were black, non-Hispanic. Thus while the college can claim to demographically represent San Mateo County in aggregate, black students are vastly under-represented with respect to a key city within our service area.

The maps shown below show the geographic distribution of black-identified enrolled students from the past 3 years. The map on the left shows the entire bay area. On the right we can see East Palo Alto, Palo Alto and the immediately surrounding zip codes. While many of these students did commute fro the east-bay, the vast majority come from the Peninsula and San Francisco. On the right we can see that the bulk of students in our immediate service area do come from East Palo Alto.



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We have taken action on our campus to make it clear that not only are Black students welcome here, but that we also truly care about who they are and where they want to go in regards to their academic, career and personal goals. One of our major purposes is to bring a vibrant, complete and fully supported Umoja program to our college.

We are working closely with our Marketing & Outreach Departments in a focused manner in order to broadly connect our new Umoja Program with local high schools and community programs. We are being intentional in connecting with our service areas with significant Black communities. We are putting forward meaningful recruitment efforts in order to provide our new, continuing and future Black students with a college that directly supports their academic and career goals.

Personnel - Counseling Faculty (2023-24)

Position Description

Umoja Academic Counselor

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

- 1.Improve Black student success and retention rates in 5 years.
 - A. Reduce the equity gap for success rates (from 10% to 5%)
 - B. Reduce the equity gap for retention rates (from 8% to 2%)
- 1.Make Cañada College an area magnet school for Black students.
- 2.Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
- 3.Infuse our curriculum with African and African-American content and pedagogy.
- 4.Work closely with our other support programs (i.e. Promise, PUENTE, COLTS, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
- 5.Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, East Palo Alto (EPA) community members, and . . .)

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

Early data already demonstrates that the Umoja Program with a part-time academic counselor has began to close the equity for Black-identified students. As the program continues to grow at a high rate, it is crucial to have a full-time academic counselor to support the success and retention needs of these students.

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

Latinx and AANAPISI students have also benefited from our Umoja courses and program with our imbedded support. The Umoja Program is designed to support not only Black students, but all students who can benefit from a Pan-African approach to academics and support services.

A. How does the proposed position align with specific objectives within the college’s and/or Board of Trustees/District’s strategic plans/recommendations, goals, or initiatives ?

- The following program specific goals cannot be fully realized without a full-time academic counselor:
- 1. Umoja (a Kiswahili word meaning unity) is a community (EMP/SEMP Goal #3 – Create a Climate of Inclusivity)
 - 2. Improve Cañada College’s record with Black student equity, success and retention. (EMP/SEMP Goal #1 – Improve Student Completion/Success)
 - 3. Improve Black student success and retention rates in 5 years. (EMP/SEMP Goal #1 – Improve Student Completion)
 - 4. Make Cañada College an area magnet school for Black students. (EMP/SEMP Goal #2 – K/12 Partnerships)
 - 5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources. (EMP/SEMP Goal #3 – Support Climate of Inclusivity)
 - 6. Strengthen collaborative relationships with community members (EMP/SEMP Goal #2 – Community

Umoja - Resource Request

Connections)

7. Student orientation, welcome ceremony/ritual, end-of-year celebration (EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)
8. At least one Umoja supported class (EMP/SEMP Goal #1- Develop Clear Pathways)
9. Program participants engage in Umoja Cañada College activities (EMP/SEMP Goal #2 – On Campus Events)
10. Faculty and classified professional engage in Umoja professional development activities (EMP/SEMP Goal #3 – Professional Learning Plan)
12. Guided Pathways affinity groups to promote student completion (EMP/SEMP Goal #1 – Improve Student Completion & Goal #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)
13. Cañada Umoja Course Planning: (EMP/SEMP Goal #1 – Improve Student Completion)
14. Core courses (2 cohorted) (EMP/SEMP Goal #1 – Cohorted Programs)
15. Cañada Umoja Services and Activities: (EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)
16. Mentorship (peer to peer and faculty/staff/administrator/community member to student) (EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)
17. College Visits (EMP/SEMP Goal #2 – College Partnerships)
18. Work-Study and Placement (90% retention rate) (EMP/SEMP Goal #3 - Institutionalize Effective Structures)

B. How does the proposed position address the program's or department's goals?

As we anticipate, if our program size continues to double as it has over these last 3 semesters, then continuing with all part-time staff will not allow us to fully serve our Umoja Program students. The full-time academic counselor will have more time to:

1. Provide comprehensive counseling services to students, including academic, career, and personal counseling on a drop-in and appointment basis, as well as online counseling
2. Provide group counseling sessions, orientations, workshops, and other activities to support student transfer success
3. Employ current knowledge of state-wide transfer college/university admissions policies and procedures to support the academic and career goals of our Umoja students
4. Develop, coordinate, and implement comprehensive and critical transfer counseling services to support the Umoja Program
5. Manage transfer application support, waitlist, transfer appeals, and denials as they come up in the Umoja Program
6. Develop comprehensive educational plans for graduation and transfer, based on students' academic needs
7. Assist students in the exploration and research of transfer majors and transfer colleges, both in and out-of-state, especially the Historically Black Colleges and Universities (HBCUs)
8. Monitor student performance and progress, including transfer and retention, and maintain appropriate documentation and records
9. Assist with planning and duties of other Umoja Staff (ie. Program Services Coordinator)
10. Collaborate with both instructional and counseling faculty and staff to assist students to understand and use college success services, and transfer resources
11. Develop and teach college success and transfer focused courses and workshops
12. Collaborate with both instructional and counseling faculty and staff in regards to the Umoja Program in order to maximize student transfer success
13. Participate in pre-collegiate outreach and in-reach activities that promote Umoja Program awareness for all students

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain

Umoja - Resource Request

disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.Number (headcount) of part-time and full-time counselors in the program or department.

1

2.Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

1

a.What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

75% counseling, 25% Umoja Program coordination

3.The number of students in the program or department in the last three years.

100

4.The number of Student Counseling Contacts in the last three years.

5,000

5.What is the current ratio of counselors (FTEs) to student headcount within the program or department?

14 hours per week (or equivalent FTEF at approximately .3) for 100 students, based on number of current program progress reports for Umoja Community students. The program is gaining momentum semester to semester and the numbers are increasing.

6.Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

A "dedicated" program counselor will help the college to close the equity gap in the following ways:

1. Early student identification and proactive matriculation support for the Umoja Program cohort.
2. Consistent, timely, intrusive communication and guidance to create greater opportunities for student achievement.
3. Monitor Umoja Program cohort to support student retention.
4. Review college and program data to identify Umoja Program candidates.
5. Early identification and assessment of students' unique support needs.
6. Early identification of students who may serve as peer mentors and tutors.
7. Close collaboration with instructional faculty to support Umoja Program students, and Black students in general.

7.Are there any counseling services that are not currently available due to an inadequate number of counselors?

We need consistency as the program grows. The duties of an academic counselor are touched upon for many students, but impossible for all 100+ students because the hours are not there. Our program is seeing success with an intrusive approach. At this point, we have to focus on the students who have taken or are taking our classes and are not fully able to assist the other students who are in the Umoja Program. They, too, need retention and counseling support to navigate successfully there other classes that are not umojaified.

8.Are there any counseling services that will not be available if the position does not move forward at this time?

Counseling services will not be available for all Umoja students. And, counseling is a key component that contributes to the students success and retention. Moreover, it is challenging to enroll all of the potential new students when we do not have an Umoja counselor available to do so.

9.Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide

Umoja - Resource Request

needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

The Umoja Program needs a high-impact counselor who has the dedicated daily hours to assist with academic, support services and program coordination needs.

Map Request to College Goals and Strategic Initiatives

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

Equity-Minded and Antiracist College Culture, Student Access, Success, and Completion, Community Connections

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

Make registration easier, Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Improve the financial stability of students, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps, Better share what Cañada offers, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer, Help students explore and find employment in fields of their choice, Help meet the basic needs of Cañada students and other community members