It Takes A Village to Build A Bridge

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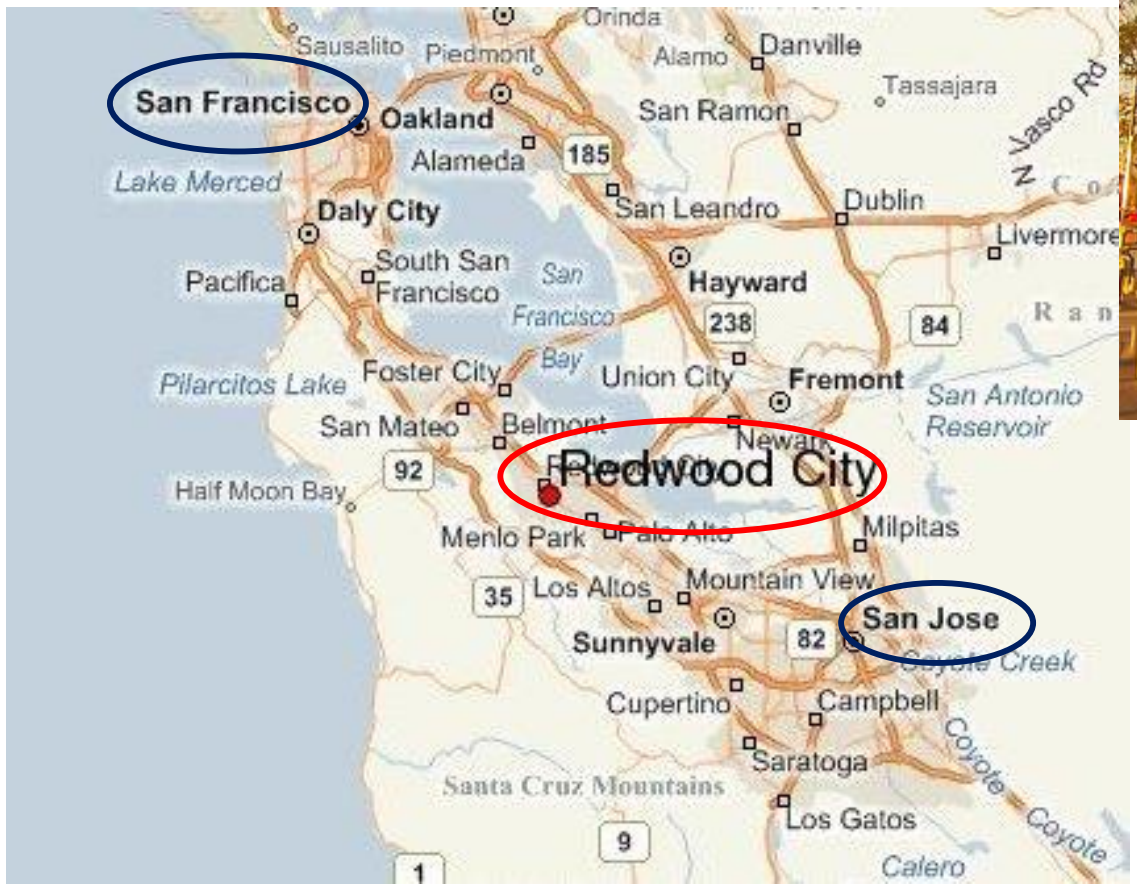
Outline

- About Cañada College
- A Tale of Three Grants
- Growing Pains
  - Aligning two grants to create one program
- Did it Work – Spoiler Alert!
  - QED study reveals statistically significant gains in student success, retention and persistence for program participants vs. comparison group

Cañada College

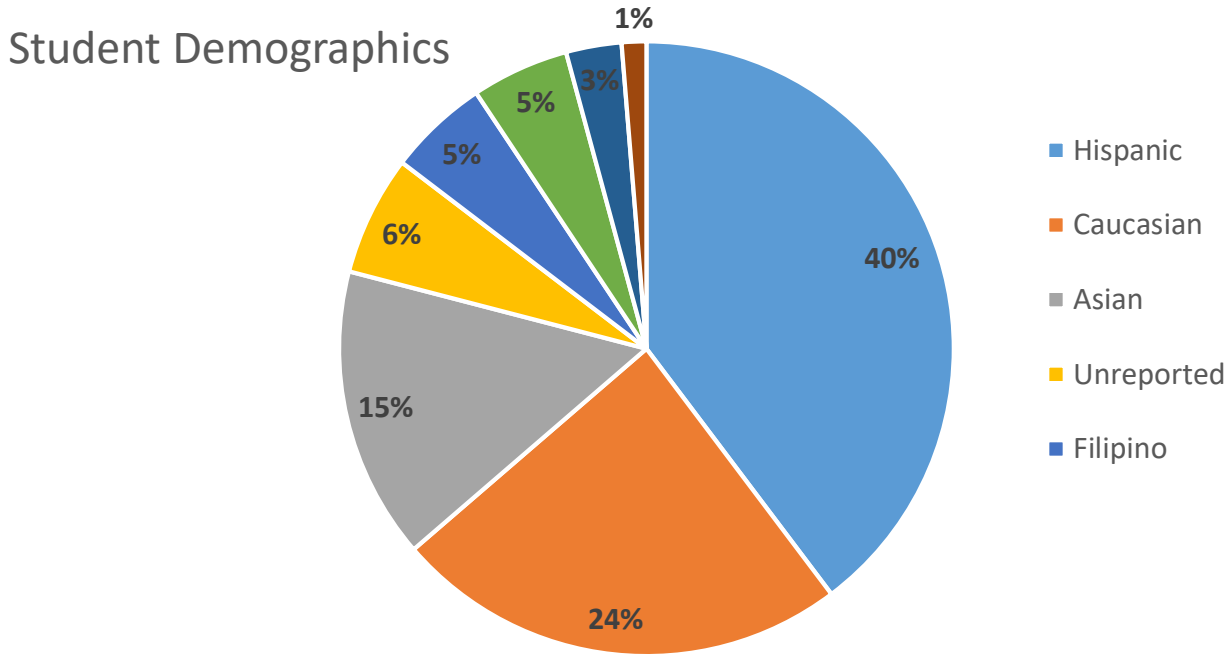
Redwood City, CA



Climate Best by Government Test

About Cañada College

- One of 112 California community colleges
- One of three colleges in the San Mateo Community College District



2018-2019
Unique Headcount: 10,582

California Community College STEM Pipeline

- General pipeline to 4-year schools:
  - 31% of UC, 52% of CSU grads are CC transfers

- STEM Pipeline:
  - 48% of UC STEM grads are CC transfers

https://www.ccleague.org/sites/default/files/exhibition_type_file/league_headlines/ff2017.pdf

GANAS: Generating Access to Navigate and Achieve in STEM (Title III-Part F)

Project Goals:

A) Increase the success rate for underrepresented students in foundational courses that are key to STEM pathways. (Student)

B) Decrease the time to transfer by increasing the success in STEM pre-requisite courses with pre-semester and in-semester academic and study-skill assistance for students (Student)

C) Improve STEM faculty effectiveness in the classroom through pedagogies and strategies that promote student engagement and improve learning.(Faculty)

D) Strengthen relationships and articulation with 4-year universities. (Institution)

INSPIRES: Implementing New Strategies for Improving Retention and Enhancing Success (Minority Science and Engineering and Improvement Program - MSEIP)

Project Goals:

A) Improve STEM faculty effectiveness in the classroom through pedagogies and strategies that promote student engagement and improve learning.

B) Develop a comprehensive STEM student development and support infrastructure that enhances preparation, supports success, and promotes completion of STEM degrees and transfer to four-year institutions as STEM majors.

C) Develop a comprehensive recruitment and retention plan to increase the number of female students majoring in STEM, completing STEM degrees, and successfully transferring to four-year universities as STEM majors.

ESO (Title V)

Project Goals:

- Increase retention rates of Hispanic and marginalized students
- Increase persistence rates of Hispanic and marginalized students
- Increase transfer rates of Hispanic and marginalized students

Summer 2017

- GANAS – STEM Explorers
  - Attendance = 6
- INSPIRES – Summer Extended Orientation
  - Attendance = 11
- ESO – Colts Academy
  - Attendance= 33

Summer 2018

COLTS-CON!!! (Community of Learning and Transfer Success Conference)

STEP 1: Program Alignment

- Compare goals and activities
- Create a “conference-style” program to meet all project goals
- Pool people and resources – what does each grant bring to the table?

STEP 1: Challenges

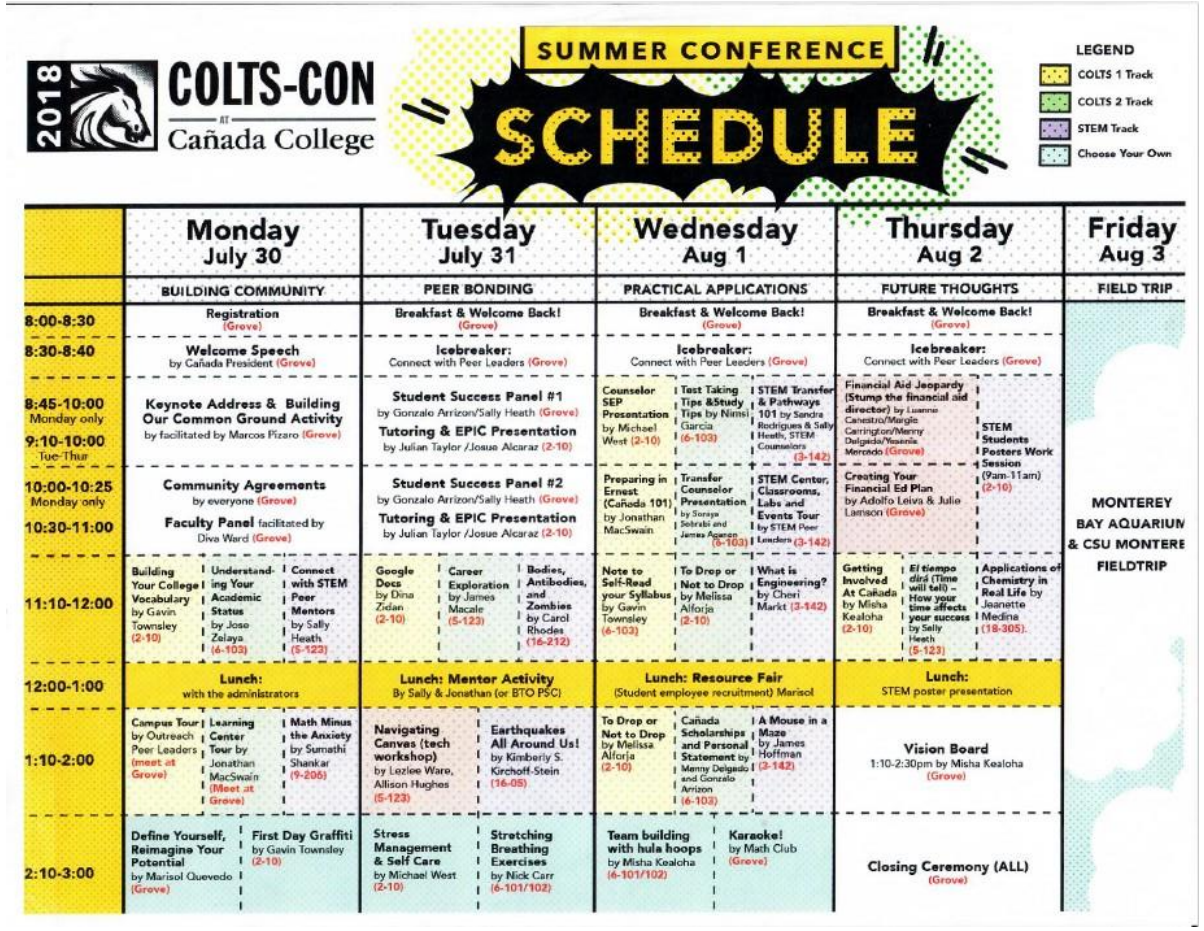
- Getting the right people in the room was challenging
- Decisions took a lot longer with a larger group

STEP 2: Preparation

Two Simultaneous Tasks:

1) Design Program
   - Choosing the workshops
   - Choosing the workshop facilitators
2) Recruit Participants
   - In-reach and outreach (new and continuing students)

STEP 3:Program Design



2018 COLTS-CON at Cañada College

SUMMER CONFERENCE SCHEDULE

LEGEND
- COLTS 1 Track
- COLTS 2 Track
- STEM Track
- Choose Your Own

	Monday July 30	Tuesday July 31	Wednesday Aug 1	Thursday Aug 2	Friday Aug 3
	BUILDING COMMUNITY	PEER BONDING	PRACTICAL APPLICATIONS	FUTURE THOUGHTS	FIELD TRIP
8:00-8:30	Registration (Grove)	Breakfast & Welcome Back! (Grove)	Breakfast & Welcome Back! (Grove)	Breakfast & Welcome Back! (Grove)	MONTEREY BAY AQUARIUM & CSU MONTEREY FIELDTRIP
8:30-8:40	Welcome Speech by Cañada President (Grove)	Icebreaker: Connect with Peer Leaders (Grove)	Icebreaker: Connect with Peer Leaders (Grove)	Icebreaker: Connect with Peer Leaders (Grove)	
8:45-10:00 Monday only 9:10-10:00 Tue-Thur	Keynote Address & Building Our Common Ground Activity by facilitated by Marcos Pizaro (Grove)	Student Success Panel #1 by Gonzalo Arrizon/Sally Heath (Grove) Tutoring & EPIC Presentation by Julian Taylor /Josue Alcaraz (2-10)	Counselor SEP Presentation by Michael West (2-10) | Test Taking Tips &Study Tips by Nimsi Garcia (6-103) | STEM Transfer & Pathways 101 by Sandra Rodrigues & Sally Heath, STEM Counselors (3-142)	Financial Aid Jeopardy (Stump the financial aid director) by Luanne Canestro/Margie Carrington/Menny Delgado/Yesenia Mercado (Grove) | STEM Students Posters Work Session (9am-11am) (2-10)	
10:00-10:25 Monday only 10:30-11:00	Community Agreements by everyone (Grove) Faculty Panel facilitated by Diva Ward (Grove)	Student Success Panel #2 by Gonzalo Arrizon/Sally Heath (Grove) Tutoring & EPIC Presentation by Julian Taylor /Josue Alcaraz (2-10)	Preparing in Ernest (Cañada 101) by Jonathan MacSwain | Transfer Counselor Presentation by Soraya Sobrabi and James Agencio (6-103) | STEM Center, Classrooms, Labs and Events Tour by STEM Peer Leaders (3-142)	Creating Your Financial Ed Plan by Adolfo Leiva & Julie Lamson (Grove)	
11:10-12:00	Building Your College Vocabulary by Gavin Townsley (2-10) | Understanding Your Academic Status by Jose Zalaya (6-103) | Connect with STEM Peer Mentors by Sally Heath (5-123)	Google Docs by Dina Zidan (2-10) | Career Exploration by James Macale (5-123) | Bodies, Antibodies, and Zombies by Carol Rhodes (16-212)	Note to Self-Read your Syllabus by Gavin Townsley (6-103) | To Drop or Not to Drop by Melissa Alforja (2-10) | What is Engineering? by Cheri Markt (3-142)	Getting Involved At Cañada by Misha Kealoha (2-10) | El tiempo dirá (Time will tell) – How your time affects your success by Sally Heath (5-123) | Applications of Chemistry in Real Life by Jeanette Medina (18-305).	
12:00-1:00	Lunch: with the administrators	Lunch: Mentor Activity By Sally & Jonathan (or BTO PSC)	Lunch: Resource Fair (Student employee recruitment) Marisol	Lunch: STEM poster presentation	
1:10-2:00	Campus Tour by Outreach Peer Leaders (meet at Grove) | Learning Center Tour by Jonathan MacSwain (Meet at Grove) | Math Minus the Anxiety by Sumathi Shankar (9-206)	Navigating Canvas (tech workshop) by Lezlee Ware, Allison Hughes (5-123) | Earthquakes All Around Us! by Kimberly S. Kirchoff-Stein (16-05)	To Drop or Not to Drop by Melissa Alforja (2-10) | Cañada Scholarships and Personal Statement by Menny Delgado and Gonzalo Arrizon (6-103) | A Mouse in a Maze by James Hoffman (3-142)	Vision Board 1:10-2:30pm by Misha Kealoha (Grove)	
2:10-3:00	Define Yourself, Reimagine Your Potential by Marisol Quevedo (Grove) | First Day Graffiti by Gavin Townsley (2-10)	Stress Management & Self Care by Michael West (2-10) | Stretching Breathing Exercises by Nick Carr (6-101/102)	Team building with hula hoops by Misha Kealoha (6-101/102) | Karaoke! by Math Club (Grove)	Closing Ceremony (ALL) (Grove)	

STEP 2: Challenges

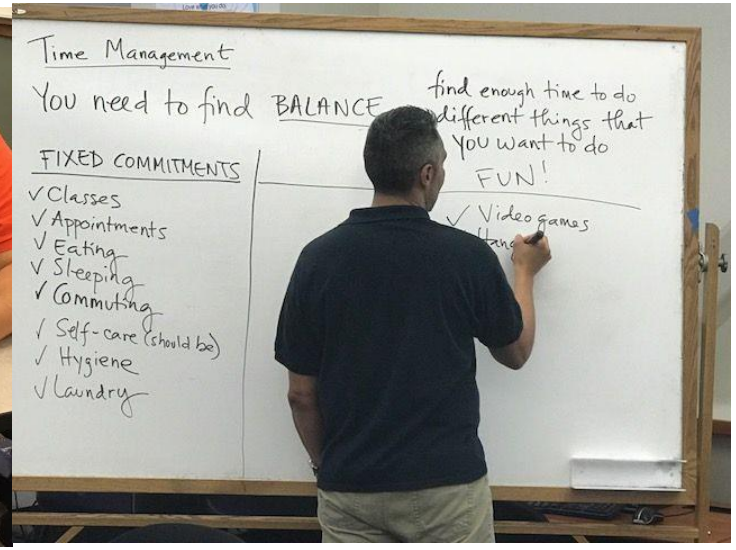
- Determining staff roles and holding people accountable was difficult across departments
- Recruiting participants involved departments and staff that were not part of the planning process and had low buy-in
- Reaching high school graduates in the summer was challenging
- Splitting up the costs of the program was difficult across three budgets
- Recruiting faculty presenters for summer was difficult

STEP 3: Program Implementation

- All hands on deck! (Attendance = 93)

Student Panel

Faculty-led Field Exploration

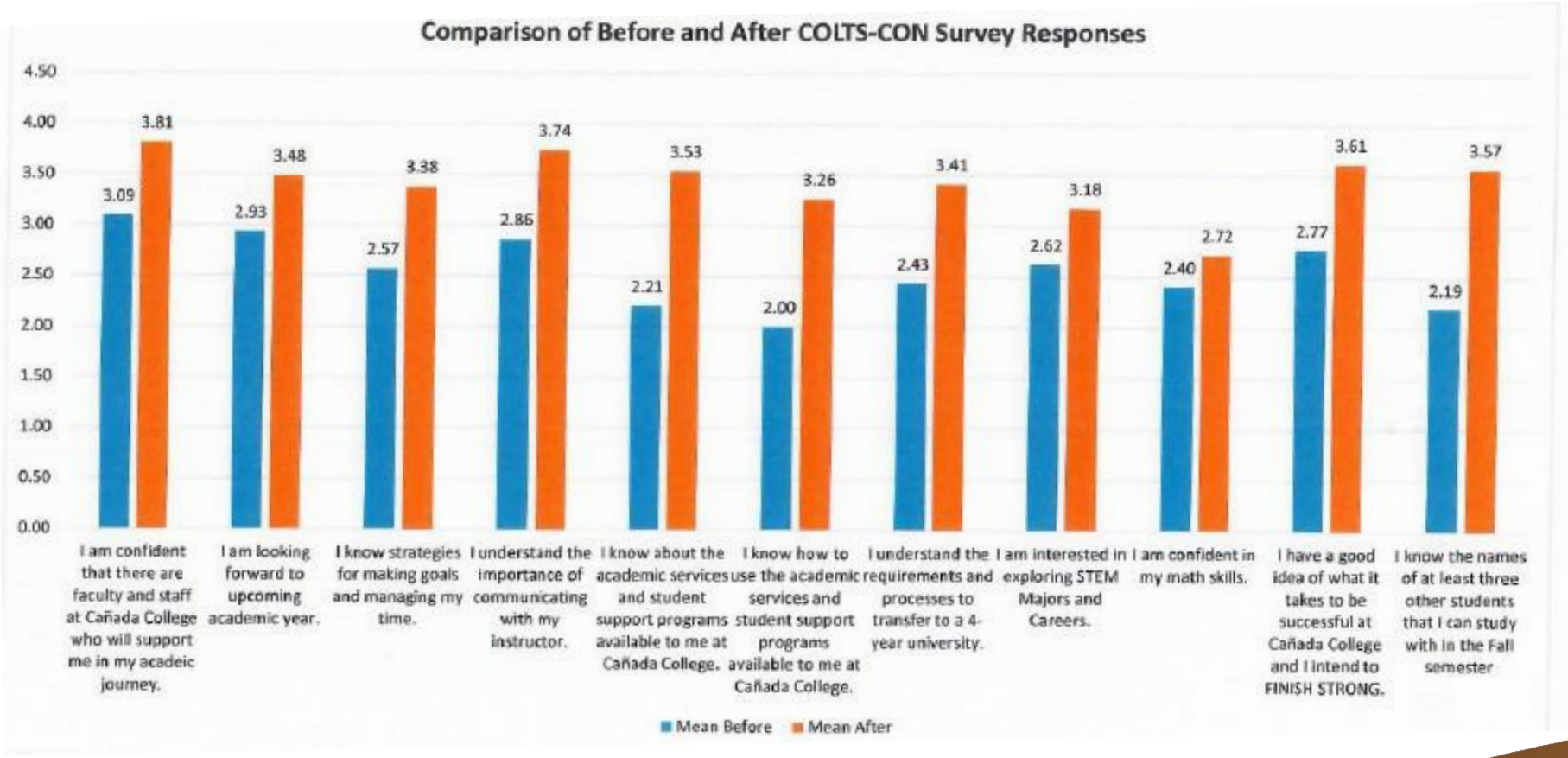


Success Workshop

Measuring Success – Within Program

- Do Colts-Con participants demonstrate growth in:
  - Knowledge of campus resources
  - Time management and study skills
  - Knowledge of transfer pathways and m
  - Sense of belonging

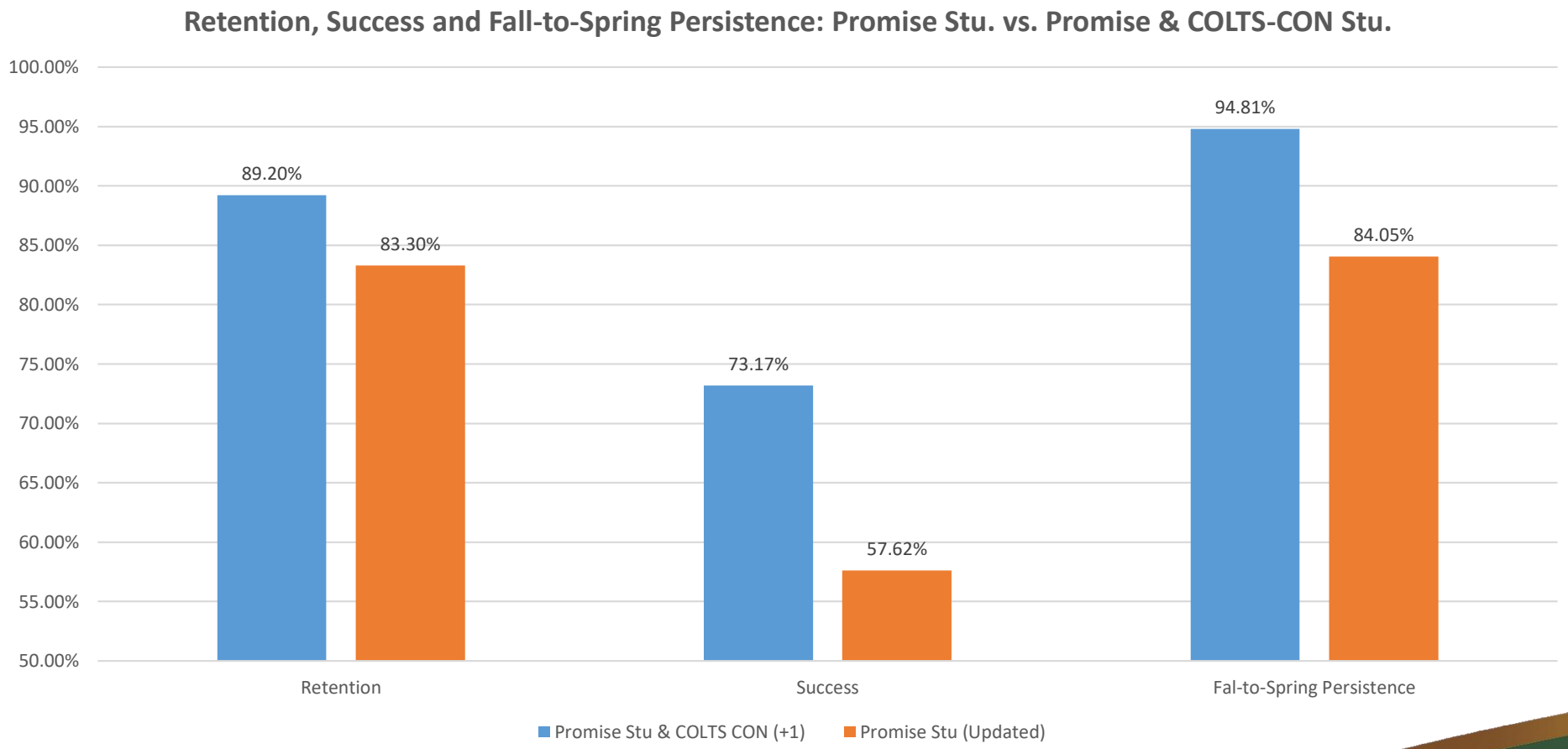
Measuring Success – Within Program



Measuring Success – Long-Term Effects

- How do Colts-Con participants compare to non-participants in terms of:
  - Success
  - Retention
  - Persistence

Measuring Success - Long-Term Effects



How did COLTS-CON help students: Connect

With:

- Students
- Staff
- Faculty
- Administrators

How did COLTS-CON help students: Lead

Learning to:

- Be a leader in your academics
- Seek leadership opportunities on campus

How did COLTS-CON help students: Succeed

Reaching your goals through academic progress and developing a sense
Of belonging

Where Are We Now?

- Embedded in orientation and outreach to feeder high schools
- Exploring avenues for increasing accessibility for non-traditional college students (part-time, online, working adults)
- Integrating a cultural academic wealth framework into programming
- College is looking to our programs as best-practice models for equity, first-year experience and academic success through the Guided Pathways initiative

2018 COLTS-CON

Thank You!

Special Recognition

COLTS-CON at Cañada College is funded by a Department of Education Title III – Part F – HSI – STEM and Articulation Programs grant (HSI-STEM), a Title V Developing Hispanic Institutions grant (DHSI) and a Minority Science and Engineering Improvement Program(MSEIP)

Honor the Past. Transform the Future.

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