



Cañada College
2012-2017
Strategic Plan
Progress Report
for 2012-2013



Table of Contents

Purpose 4

Strategic Directions/Goals 4

Overall Focus: Completion 4

Annual Initiatives 5

Campus-Wide Strategic Plan At-A-Glance..... 6

2012-2013: SLOs, Sustainability, and Completion..... 6

Year 1 Objectives 6

Campus-Wide Strategic Plan At-A-Glance..... 7

2013-2014: Pathways, Community, and Completion..... 7

Year 2 Objectives 7

Campus-Wide Strategic Plan At-A-Glance..... 8

2014-2015: Student Engagement, Mentorships/Internships, and Completion 8

Year 3 Objectives 8

Campus-Wide Strategic Plan At-A-Glance..... 9

2015-16: Evaluation of All Plan2 9

Year 4 9

Campus-Wide Strategic Plan At-A-Glance..... 10

2016-17: New Educational Master Plan 10

Year 5 10

Evaluation of Progress 11

Strategic Plan Details Information on Annual Initiatives and Accomplishments 13

2012-13 Initiatives 13

Student Learning, Sustainability and Completion	13
Year One Accomplishments	13
2012-2013 Annual Initiatives: Student Learning	13
2012-2013 Annual Initiatives: Sustainability	19
2012-2013 Annual Initiatives: Completion	23
2013-14 Initiatives	28
Pathways, Community, and Completion	28
Year Two Accomplishments	28
2013-2014 Annual Initiatives: Pathways	28
2013-2014 Annual Initiatives: Community	38
2013-2014 Annual Initiatives: Completion	42
2014-15 Initiatives	46
Student Engagement, Mentorship/Internships, and Completion	46
Year Three Accomplishments	46
2014-2015 Annual Initiatives: Student Engagement	46
2014-2015 Annual Initiatives: Mentorship/Internships.....	50
2014-2015 Annual Initiatives: Completion	54

Strategic Plan Adopted by Planning and Budgeting Council

May 15, 2013

Purpose

The purpose of the strategic plan for Cañada College is to provide annual direction and priorities for key initiatives for the college. The plan was developed using the mission, vision, values, strategic directions and objectives from the Educational Master Plan, as well as information from the Facilities Master Plan, the Technology Plan, the Student Equity Plan, the Distance Education Plan, and the Basic Skills Plan. There are so many great ideas in all of these plans, and it was important that to get them accomplished, they needed to be prioritized by year.

By incorporating all of the various initiatives into one document, the college is provided with clear direction on what we need to be accomplishing over the next five years. This plan is by design very brief and serves as the blueprint for college actions – setting our direction - for the next five years.

Strategic Directions/Goals

1. Teaching and Learning
Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems
2. Completion
Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.
3. Community Connections
Build and strengthen collaborative relationships and partnerships to support the needs for our community
4. Global and Sustainable
Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Overall Focus: Completion

The overall focus for the college is to have our students complete their educational goals. There are a number of activities we can take to improve our services for students to improve the completion rate. In order to effectively implement the plans given limited resources, initiatives have been selected for each of the next three years. The campus community is asked each year to develop their annual plans considering the focus for the year.

Annual Initiatives

2012-13: Student Learning, Sustainability and Completion

2013-14: Pathways, Community and Completion

2014-15: Student Engagement, Mentorships/Internships and Completion

2015-16: Evaluation of All Plans and New Educational Master Plan

Campus-Wide Strategic Plan At-A-Glance 2012-2013: SLOs, Sustainability, and Completion

Year 1 Objectives

Plan	Student Learning	Sustainability	Completion
Educational Master Plan	1.1 Assess SLOs, PLOs, ILOs; discuss and make needed changes	4.1 Create Sustainability Task Force 4.3 Integrate sustainability into Curriculum 4.4 Improve awareness on campus	2.3 Improve orientation 2.9 Increase degrees and certificates through use of DegreeWorks 2.12 Monitor student success through review of benchmark and goal data
Distance Education Plan	4. Increase student awareness, retention and success		1. Broaden DE course offerings 3.3 Routinely assess performance of on-line students
Student Equity Plan			• Revise Student Equity Plan
Technology Plan	1. Provide staff development on technology 2. Evaluate and upgrade infrastructure		
Basic Skills Plan	• Initiate use of e-portfolios for student		
Sustainability Plan		• Develop a sustainability plan.	
Facilities Master Plan Priorities (page 2.17)	• Integrate facilities with programming • Assess needs for science, allied health and workforce development	• Integrate sustainable design practices into new construction • Incorporate site-relevant technologies	
District Strategic Plan	1.2a Examine specific needs of student & college service areas 4.3 Allocate capital improvement to respond to student learning needs	3.1e Examine and expand green course and program offerings 4.3c incorporate consideration for the environment into construction and building maintenance	2.4b Identify ways to increase degree attainment 2.4c Identify strategies to address decreasing trends in transfer to CSU

Campus-Wide Strategic Plan At-A-Glance 2013-2014: Pathways, Community, and Completion

Year 2 Objectives

Plan	Pathways	Community	Completion
Educational Master Plan	1.2 Assess and implement flexible scheduling 1.3 Create and implement professional development plan 2.1 Promote higher education pathways for middle school and high school students 2.2 Improve assessment and placement process 2.4 Identify clear pathways for basic skills, career-tech, gen ed & majors & honors 2.5 Implement financial literacy and FAFSA campaigns	3.1 Establish campus community outreach advisory committee 3.2 Create President’s Circle 4.2 Expand CIUS	2.6 Establish intentional counseling process to increase completion 2.11 Enhance transfer services and outreach 2.12 Review benchmark and goal data
Distance Education Plan			2. Develop community of DE faculty 4. Increase student awareness, retention and success
Student Equity Plan	1.2a Establish an Access/Success Equity Task Force to identify the barriers of access and success for black students.	1. 1Maintain HSI status by continuing outreach efforts that support access for Hispanic students.	4.1 Increase the completion rates of Hispanic, male, black and Filipino students.
Technology Plan	2. Evaluate and upgrade infrastructure		6. Assure adaptive and assistive technology is available
Basic Skills Plan	<ul style="list-style-type: none"> Identify improved pathways such as acceleration, Jams 		<ul style="list-style-type: none"> Direct students to math & English during first semester
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Increase college ability to support key transfer programs in kinesiology/dance Renovate facilities to support performing and creative arts 		
District Strategic Plan	1.1b Strengthen College Connection 2.2b Build K-16 partnerships 2.3a Streamline processes for seamless access	3.1a Assess workforce development needs 3.1c Strengthen offerings to prepare students for contemporary workforce	1.2b Develop diversity framework to support access and success

Campus-Wide Strategic Plan At-A-Glance 2014-2015: Student Engagement, Mentorships/Internships, and Completion

Year 3 Objectives

Plan	Student Engagement	Mentorships/Internships	Completion
Educational Master Plan	1.4 Create and implement student engagement plan. 2.7 Implement BSI effective practices	2.8 Create opportunities for faculty-student and student-student mentoring 2.10 Expand Career Center activities 3.3 Integrate service learning and internships into curriculum 3.4 Enhance off-site learning opportunities	2.12 Review benchmark and goal data
Distance Education Plan			3.3 Routinely assess performance of on-line students
Student Equity Plan	5.1 Basic Skills: Increase the completion rates of black students; Consider UMOJA program.		4.1 Increase the completion rates of Hispanic, male, black and Filipino students
Technology Plan	<ul style="list-style-type: none"> Evaluate and upgrade infrastructure 		
Basic Skills Plan		5.1 Look into the possibility of learning communities for black students.	
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Develop campus facilities to promote sense of college Celebrate the experience of college life and create more collegial campus 	<ul style="list-style-type: none"> Create spaces to facilitate informal interaction between students, faculty and staff 	
District Strategic Plan	2.2e Develop & maintain vibrant student life programs	3.1b Identify emerging workforce development opportunities to respond to changing needs	2.4a Review current articulation agreements to increase transfer

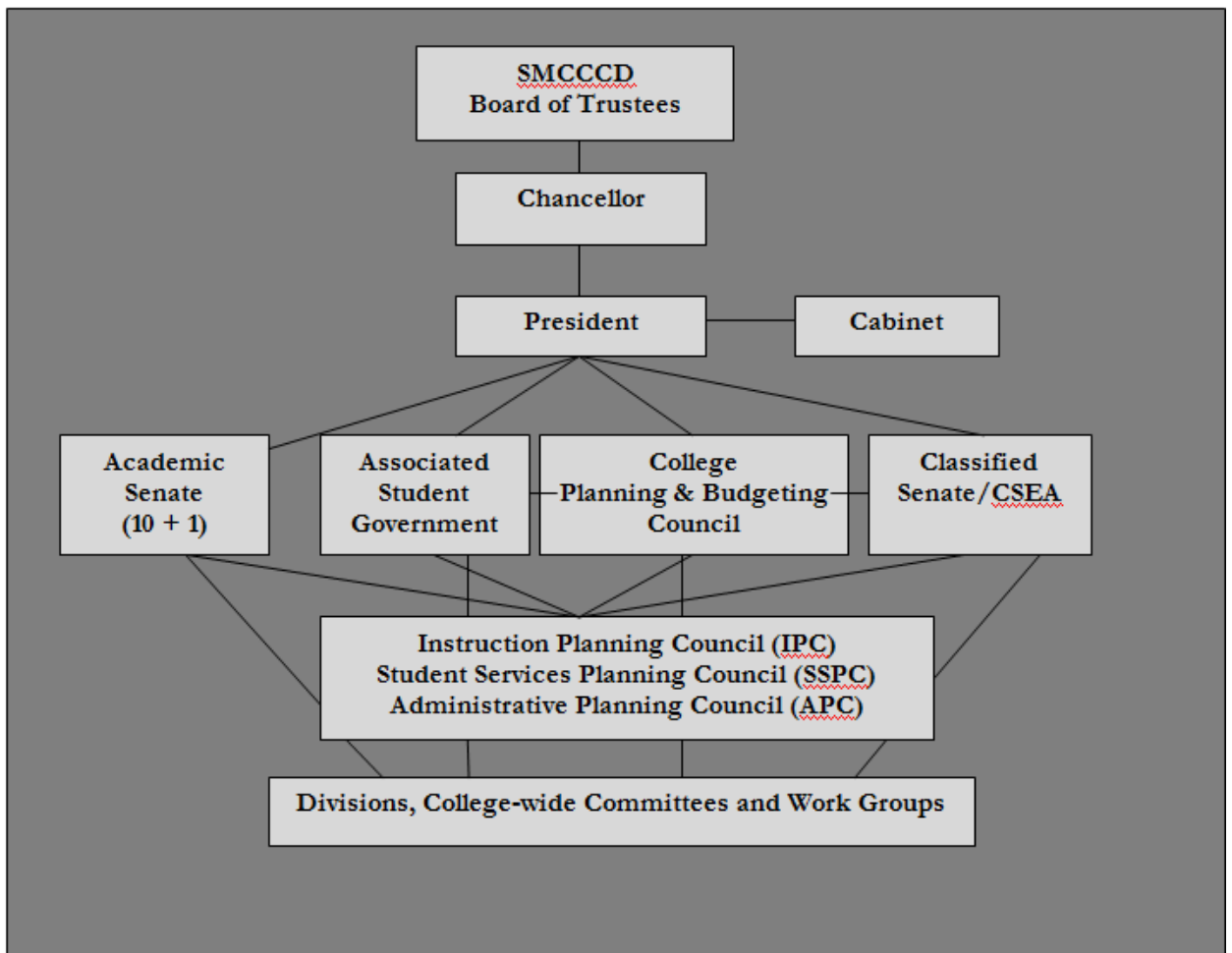
Campus-Wide Strategic Plan At-A-Glance 2015-16: Evaluation of All Plan2

Year 4

Using the participatory governance groups and campus committees, evaluate how well we have achieved the objectives outlines in the various plans. The key questions for evaluation include:

1. What was the outcome of the objective?
2. What worked with the project?
3. What could have been done differently?

The key Participatory Governance Groups at the College:



Campus-Wide Strategic Plan At-A-Glance 2016-17: New Educational Master Plan

Year 5

A new 2017-22 Educational Master Plan will be developed during the 2016-17 academic year. The following outlines the steps and the general timeline for the development.

Step	When	Step	Description
1	Fall 2016	Establish Process	PBC reviews and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee is a subcommittee of PBC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC
2	Fall 2016	Background Information	Environmental scanning information and college
3	Fall 2016	Gather Input	Conduct a "Week of Listening" for the campus community to provide input on the Educational Master
4	Spring 2017	Retreat	The Educational Master Plan Steering Committee will meet to review all of the input and develop draft information.
5	Spring 2017	Circulate Drafts	The drafts developed by the Steering Committee will be circulated throughout campus.
6	Summer 2017	Draft the Final EMP	The final Educational Master Plan will be drafted for
7	Fall 2017	Review Final Document	Circulate the final draft document on campus and obtain feedback.

Evaluation of Progress

In order to make certain we are on track to complete the initiatives each year, reviews will be conducted by the Planning and Budgeting Council and other groups on a regular basis. The following is a timeline for these tasks:

Plan	Date to Evaluate Progress	Responsible Group
2012-17 Cañada College Educational Master Plan	September	PBC; Academic Senate
2012-17 Cañada College Strategic Plan	September	PBC; Academic Senate
San Mateo 2011 Facilities Master Plan: Cañada College	October	District; PBC
San Mateo County Community College District	October	District; PBC
Cañada College Distance Education Strategic Plan	November	Distance Ed Committee ;
Cañada College Technology Plan	February	Technology Committee; PBC
Cañada College Sustainability Plan	March	Sustainability Committee;
Cañada College Basic Skills Plan	April	Basic Skills Committee;
Cañada College Student Equity Plan	May	Student Equity Committee;

Strategic Plan Details Information on Annual Initiatives and Accomplishments

The detailed goals, objectives, and accomplishments from the various plans that relate to our annual initiatives are described as follows.

2012-13 Initiatives Student Learning, Sustainability and Completion Year One Accomplishments (Accomplishments are in purple text)

2012-2013 Annual Initiatives: Student Learning

(District Strategic Plan 1.2a and 4.3)

Educational Master Plan: Teaching and Learning Objective 1.1: Assess the institutional student learning outcomes and discuss the assessment results throughout the campus.

Responsible for Getting It Done: Vice President, Instruction and Vice President, Student Services

Activity	Timeline	Measure of Completion
1. Conduct professional development activities to improve the program	Fall 2012	Professional Development
2. Conduct assessments using the defined measures and enter into TracDat	Fall 2012/Spring 2013	TracDat data entered for the College PLOs
3. Review the results of the assessments and make any needed	Spring 2013	TracDat summary entered on the results
4. Make needed changes in the College SLOs, assessment	Fall 2012 and On-going	Meeting notes on the discussion of data; Plan for changes for next

Accomplishments:

Professional Development

- Conducted several workshops and discussions on SLOs and assessment resulting in good participation campus-wide
- The ESL Department joined forces with the Spanish Department to develop and conduct workshops focusing on deepening faculty understanding of e-portfolios and their relationship to ILOs, PLOs, and SLOs and encouraging the development and use of e-portfolios campus-wide. Basic Skills funding was obtained for this purpose.
- ESL Department received a small grant to work with low-level ESL students in creating e-portfolios, which will help ESL students to be prepared for the e-portfolio used to assess ESL PLOs and eventually the College ILOs. The grant work continues in Fall 2013.

Institutional Learning Outcomes

- Assessed the Institutional Learning Outcomes using three methods in 2012-13: Spring 2012 and Spring 2013 CCSEE Surveys, April 2013 Survey of Graduates and Spring 2013 e-Portfolio Pilot Project. The results of all three methods were discussed at the FLEX activity in August 2013.

- ILO Survey done in April 2013

Program Learning Outcomes

- Instruction and Student Services departments have developed PLO rubrics
- Some departments have developed charts connecting course SLOs, PLOs, and ILOs
- Reported assessment results in TracDat and posted appropriate documents.

Course SLOs

- Uploading SLOs from TracDat to CurricUNET through the Office of Instruction on a bi-annual basis.
- Course SLOs are up to date per CurricUNET and COR expiration date.
- Course SLOs are up to date

ePortfolios

- ePortfolio Pilot Project assessment done in Spring 2013

Links:

- Student Services Annual Plans/Program Review Plans and Student Learning Outcomes
- Instructional Department Annual Plans/Programs/SLOs
- SLO Report
- ILO Reports
- CSSEE Report
- ePortfolio Report
- [Agenda March 9, 2012](#)
- [Program SLO Assessment](#)

Possible Future Activities:

- Conduct professional development activities to improve the program & institutional SLO assessments.
- Review the results of the assessments and make any needed changes

Distance Education Goal 4: Increase student awareness, retention and success.

Accomplishments:

Efforts to increase student awareness, retention, and success is also an on-going process. The district IT staff has agreed to add a link to the readiness assessment for each course listed as an online course in WebSchedule.

OCEN 100 - Oceanography at Cañada College for Fall 2013 (CRN : 92153)

This course is offered online and it is recommended you complete a short self-assessment to ensure readiness before taking an online course. http://www.smccd.edu/degateway/self_assessment.php

Skyline has developed an introductory module to be inserted into every online course Moodle shell and they have agreed to share this module. We are reviewing the module and our advisory committee will determine whether to include this for Cañada College courses.

We are experimenting with course and section descriptions to see if we can improve student understanding of the requirements for on-line learning. We continue to monitor usage of the online orientation, online counseling services, online library services, etc. to ensure access for our students.

There was district-wide discussion of the development of an “online bill of rights/code of conduct” and a transparent grievance/appeals process for on-line students for the 13-14 catalog, but the status of this is uncertain. Kim Lopez investigated the student services offered by other colleges with robust distance education programs and, together with Jane Rice, the distance education website has been updated. The VP of Student Services continues to be engaged in on-going discussions about student services for distance education students.

Tech Plan: Technology Goal 1: Continually promote, improve and expand the use of technology in the teaching and learning process by providing staff development for all faculty and staff that makes their work more efficient and more productive. Training will be available on campus and at the District Office for new software, hardware, and classroom equipment.

Accomplishments:

A technology survey was disseminated in spring 2012 to all Cañada College employees and in fall 2012 the committee met to develop a list of possible training workshops. The Instructional Designer/ Distance Education Coordinator served on both the Technology Committee and on the CIETL (Center for Innovation and Excellence in Teaching and Learning) committee and were able to have the Coordinator work with the CIETL coordinators on offering workshops. The trainings were offered as a one day, two day, one-to one training, and webinars. A sampling of the workshops included: Instructional Technology - Moodle Basics, Photoshop Basics, Setting Up Your WebAccess Course Shell, ePortfolio-related Tools and Technologies, Exploring E-Portfolio Technology, Moodle Grade Book, STOT I & STOT II - Faculty Development for Distance Educators (offered through the District Office), ePortfolios with Google Sites, ePortfolios with WordPress, Voice Thread, and Introduction to WebAccess. Also the CIETL’s website: <http://www.canadacollege.edu/inside/CIETL/index.html> includes a wealth of information for faculty and staff. The Business Office also offered workshops for interested faculty and staff on Banner Finance, Human Resources, and WebSmart and a handout was developed for Adobe Acrobat. The SMCCCD has a site license for every district owned computer to have the Adobe Creative Suites and Acrobat software installed. Faculty and staff need to request that the software be installed through the ITS Department on campus. The SMCCCD also offered workshops for the faculty and staff.

Tech Plan: Technology Goal 2. Provide the technology infrastructure to continually improve the operations and services of the college. The infrastructure is routinely monitored and updated to allow the college to move forward seamlessly as the technology changes.

Accomplishments:

The college works closely with the District ITS (Information Technology Services) in assessing the infrastructure needs of the college and determining its ability to support state of the art technology. There are four ITS Support Technicians who work on campus and two who serve on the Technology committee to assist with technology changes along with the District Director of Technology Support who are able to meet with the faculty, administration, and staff to continually improve the operation and services in the college. The ITS Department added additional WAPs (Wireless Access Points) in Bldg. 3-142, Flex Theater and the Humanities & Social Sciences Division

Office due to the lack of wireless connectivity. The college is committed to support the technology needs at the off campus site in Menlo Park.

Basic Skills Plan Goal: Initiate the use of eportfolios to measure student work.

Accomplishments:

ESL Program Level Outcome Assessment : *(To be replicated in basic skills courses)*
May 24, 2013.

1. The ESL Department has successfully used e-portfolios to measure 3 of the 4 ESL PLOs. To make the e-portfolio PLO assessment more meaningful, we are working on training all ESL faculty about the use of e-portfolios in order to begin the use of this assessment in earlier levels of the ESL Program so that students will become more comfortable with and proficient in the creation and maintenance of an e-portfolio. The ESL Department has applied for a mini-grant from the ALLIES network to continue to train ESL faculty on the use of e-portfolios to assess ESL PLOs.
2. To measure PLO#4, we need data from Student Services about the number of ESL students who have created SEPs.
3. To continue to incorporate the use of e-portfolios in the assessment of ESL PLOs, it is necessary for ESL faculty and students to have access to computers on a regular basis. The adjunct faculty who are incorporating the creation and/or use of e-portfolios in their ESL classes need laptops, and the students need to be in computerized classrooms where the use of technology can be part of the class on a regular basis.

Goals Accomplished:

- *Created templates for the portfolio*
- *Developed ESL 400 Program Level E-Portfolio*
- *Created a checklist for the reflection to connect to course SLOs*
- *Tech training for ESL faculty on creating student websites and portfolios:*

Spring 2013: ESL faculty developed and attended one e-portfolio workshop offered in Fall 2012; ESL faculty developed and attended Flex Day e-portfolio workshops in August 2012, January 2013 and March 2013; ESL faculty are on the E-Portfolio Task Force

Spring 2013: continued work on e-portfolios including data for ESL PLOs for Fall 2012 collected from e-portfolios and plan to report and analyze data for Spring 2013 in May.

SAMPLE ASSESSMENT:

Reflection: Students demonstrate an understanding of placing the main idea (thesis statement) in the beginning of the essay. Some struggle with the level of sophistication in how they accomplish this, sometimes because of their topic choice.

The more advanced are taking informed risks in writing, demonstrating language acquisition and mastery. Mechanical errors continue to be challenge for the students; however, they are able to communicate their ideas.

Student Learning

PLO	0	1	2	3
PLO #1: Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.	Not submitted	Not satisfactory: weak thesis, inadequate support, global mechanical errors throughout, incorrect format	Satisfactory: clear thesis, adequate support, limited mechanical errors, limited formatting errors	Excellent: sophisticated thesis, strong support, few mechanical errors, few formatting errors
Number of students	0	4	4	4

PLO Assessment Results for Fall 2012 ESL 400 Essays and Reflections

Assessment Team: Jeanne Gross, Jenny Castello, Anniqua Rana, Alessandra Castello

March 8, 2013 Flex Day

We assessed the first PLO

Random essays

Final essays for the semester

Number of essays assessed = 12

PLO	0	1	2	3
PLO #1: Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.	Not submitted	Not satisfactory: weak thesis, inadequate support, global mechanical errors throughout, incorrect format	Satisfactory: clear thesis, adequate support, limited mechanical errors, limited formatting errors	Excellent: sophisticated thesis, strong support, few mechanical errors, few formatting errors
Number of students	0	1	5	6

Reflections:

- Response to assignment needs to be added to the PLO rubric
- Include word choice-Basic, adequate, and sophisticated
- Ask students to identify a signature essay that represents their best work
- May 25th, we will reflect on ESL 400 final essays from Spring 2013

Facilities Master Plan Priority: Integrate facilities with programming for instruction; provide classrooms and academic support facilities of the right size, configuration, and quantity to align with curriculum.

Accomplishments:

Facilities Master Plan Priority: Address the program needs for Science, Allied Health, and Workforce Development-related programs and provide for the projected expansions of these programs.

Accomplishments:

2012-2013 Annual Initiatives: Sustainability

(District Strategic Plan 3.1e and 4.3c)

Educational Master Plan Global and Sustainable Objective 4.1: Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus.

Responsible for Getting It Done: Sustainability Committee

Activity	Timeline	Assessment
1. Identify individuals who are passionate about sustainability &	Fall 2012	Interest Group created
2. Create a Sustainability Plan	On-going Spring 2013	Plan created
3. Conduct activities to implement	On-going	Activities conducted

Accomplishments:

Sustainability

- A Sustainability Committee was created on campus and developed a Sustainability Plan
- Planning for curriculum on sustainability planning
- Developed website information:
<http://www.canadacollege.edu/inside/CIETL/Sustainability.html>
- Center for Student Life and Leadership coordinated establishing TREECO club

Dreamer's Task Force/Social Justice

- The Dreamer's Task Force met throughout the year.
- Financial Aid Office conducts Dream Act Tuesday Workshops to assist AB540 students to complete financial aid information.
- Currently the History Department is an integral part of the Social Justice Club and Task Force that addresses issues pertinent to students.
- Display for Hunger and Homeless Awareness Month with informational handouts and related books, along with a food drive (November/December 2012). Display for Undocumented Students (April 2012)
- Established a planning committee for Social Justice series
- Develop Task Force for AB540 Support and conducted numerous activities
- Increase awareness world current issues
- Committee for Student Equity completed the Student Equity Plan

Links:

Possible Future Activities

Educational Master Plan Global and Sustainable Objective 4.3: Work collaboratively with the Academic Senate and the Curriculum Committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component.

Responsible for Getting it Done: Sustainability Committee

Activity	Timeline	Assessment
1. Implement the strategy developed by the faculty to integrate	Fall 2012	Strategy developed
2. Work to infuse sustainability into general education	Fall 2012 On-going	Minutes of meetings to review GE
3. Develop a certificate and/or degree program and work to align it with a	Spring 2013	Certificate or degree program developed

Accomplishments:**Sustainability Planning**

- Sustainability Committee and CIETL have presented workshops
<http://www.canadacollege.edu/inside/CIETL/Sustainability.html>

Environmental Science Course

- Offered the first Environmental Science course.

Links

- [INTD 685 – Lau](#)
- [Contextualize Sustainability in curriculum](#)

Possible Future Activities

- Implement the strategy developed by the faculty to integrate sustainability
- Work to infuse sustainability into general education
- Develop a certificate and/or degree program and work to align it with a CSU or UC

Educational Master Plan Global and Sustainable Objective 4.4: Improve sustainability awareness on campus.*Responsible for Getting it Done: Sustainability Committee*

Activity	Timeline	Assessment
1. Create a web site featuring sustainability programs : curricular	Spring 2013	Website developed
2. Improve recycling efforts on	Spring 2013	Recycling increased

Accomplishments:**Professional Development**

- Sustainability workshop conducted
<http://www.canadacollege.edu/inside/CIETL/Conversationswithcolleagues.html>

Sustainability Plan

- During Fall 2012, the Cañada College Sustainability Committee solicited input from the campus community to develop the Cañada College Sustainability Plan. As a part of the

plan, the following vision statement was developed to guide Cañada College in its sustainability planning efforts:

“Cañada College will be a model for environmental sustainability, inspiring and empowering our community to implement sustainable practices and promote social equity.”

- To realize this Vision, the Sustainability Committee developed 11 goals with measurable outcomes. These goals reflect campus needs, interests, and available resources. The Sustainability Plan was presented to the San Mateo County Community College District Board of Trustees on September 11, 2013 and the Sustainability Committee is currently in the process of implementing the plan.

Links

[Sustainability committee](#)

[TREECO Club](#)

Possible Future Activities

- Create a web site featuring sustainability programs: curricular and co-curricular activities.
- Improve recycling efforts on campus.

Sustainability Plan: Develop a sustainability plan.

During Fall 2012, the Cañada College Sustainability Committee solicited input from the campus community to develop the Cañada College Sustainability Plan. As a part of the plan, the following vision statement was developed to guide Cañada College in its sustainability planning efforts:

“Cañada College will be a model for environmental sustainability, inspiring and empowering our community to implement sustainable practices and promote social equity.”

To realize this Vision, the Sustainability Committee developed 11 goals with measurable outcomes. These goals reflect campus needs, interests, and available resources. The Sustainability Plan was presented to the San Mateo County Community College District Board of Trustees on September 11, 2013 and the Sustainability Committee is currently in the process of implementing the plan.

Facilities Master Plan Priority: Integrate sustainable design practices in future new construction and renovation projects to increase energy efficiency, reduce water usage, and improve the teaching and learning environment.

Accomplishments:

Facilities Master Plan Priority: Incorporate site-relevant renewable energy technologies to:

- **Reduce operational costs and allow redirection of funds to instructional programs**
- **Provide leadership in the education of students**
- **Raise awareness in the community about the potential of renewable energy**

Accomplishments:

2012-2013 Annual Initiatives: Completion

(District Strategic Plan 2.4b and 2.4c)

Educational Master Plan Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

Responsible for Getting It Done: Dean, Counseling Services

Activity	Timeline	Assessment
1. Develop plan and content for improving new student orientation	Fall 2012/Spring 2013	Orientation Revised On-line Orientation established
2. Conduct orientations and assess SLOs that are on-going.	On-going	SLO Assessments

Accomplishments:

New Students

- For this objective, a plan and content for improving new student orientation program to include a review of best practices for an in-person and an on-line orientation was developed
- The new student orientation process was revised – a regular schedule of orientation dates was developed (e.g. on the same day/time each week) to provide continuity. The PEP program was also revised.
- A total of five (5) PEP, four (4) Spanish, and forty (40) general new student orientations were conducted from April 10, 2013 to August 30, 2013.
- A total of 956 new students attended orientations from April 10, 2013 to August 30, 2013.

Financial Aid

- Provided Financial Aid workshops to be presented at each of the four Priority Enrollment Programs (PEP)

Social Science Hub

- This is in process through the Social Sciences Hub, which will include tutoring, major preparation, student orientation and mentorship program.

ESL

- ESL Department Coordinator and Retention Specialist do workshops at our ESL off-campus sites for all potential ESL students, including information about the college application, financial aid, registration, and ESL pathways to careers and transfer. ESL faculty include information about college policies, use of the college email and WebAccess, and other college academic skills as part of the ESL curriculum.

Orientation Activities

- Student Handbooks and Planners facilitated Orientation
- Revised Orientation format and materials
- Revised PEP
- Online Orientation format is in production
- Intelli Response
- Financial Aid and Financial Literacy Presentation for Preview Day

- Parent information sessions at PEP
- FAFSA Tuesdays
- CASH for College

Links:

Possible Future Activities

- Develop plan and content for improving new student orientation program, to include an on-line orientation.
- Conduct orientations and assess SLOs that are on-going.

Educational Master Plan Completion Objective 2.9: Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.

Responsible for Getting It Done: Vice President, Student Services

Activity	Timeline	Assessment
1. Using DegreeWorks, have student educational plans and degree audit	Fall 2012 On-going	Use of the DegreeWorks program by students and staff
2. Explore opportunity to have students automatically receive degrees and certificates (rather	Spring 2013	Report on automatic awarding of degrees

Accomplishments:

Degree Works

- The Degree Works program was completed in the fall 2011 and student and counselor usage has increased each month
- Degree Works provides students with excellent information on their progress towards degrees and certificates and is used to expedite the degree/certificate evaluation process.
- Outreach activities are conducted to students who have 45 or more degree applicable units to encourage their submitting a petition for a degree.
- Two district transcript evaluators were hired in spring 2012 to continue to improve the Degree Works program by adding in-coming transfer units electronically so students have a clearer picture of what is required to graduate and/or transfer..

New Degree Pathways

- Collectively, the Social Sciences offer 8 AA degrees, 3 AA-T degrees, and 6 degree emphases. Two additional AA-Ts are pending state approval (Anthropology & Philosophy). The new AA degrees mirror the transfer agreement creating a clear pathway.

Business Process Analyses

- The District A&R conducted a Business Process Analysis (BPA) to assist in streamlining some of the practices
- The Financial Aid BPA decreased significantly the number of manual steps required to give financial aid.

Links:

Possible Future Activities:

- Explore opportunity to have students automatically receive degrees and certificates (rather than through the petition process)

Educational Master Plan Completion Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.

Responsible for Getting It Done: Dean, Planning, Research, and Institutional Effectiveness

Activity	Timeline	Assessment
1. Publish "dashboard data" on success rates of students, including	Fall 2012 On-going	Dashboard data published
2. Develop and implement a plan for the use of the dashboard data	On-going	Meeting minutes Action plans
3. Set benchmarks/goals for	Annually	Benchmarks and Goals set

Accomplishments:**Benchmarks and Goals**

- Benchmarks and Goals have been established by the campus community at the March 2013 professional development day. The entire campus reviewed success and completion data.
- Development of a Data Dashboard is in progress District-wide
- State and Federal mandates to review success and completion data and report: Categorical, Financial Aid, MESA

Faculty Data Review

- Departments are required to review college-wide data on success, retention, and completion data yearly when completing their program and comprehensive reviews.

ESL

- The new Retention Specialist position for the ESL Department includes reminding the ESL students about the EFW and ACE Awards, collecting the petitions and transcripts, and compiling this information for the ESL Recognition Event. In addition, the Retention Specialist provides information about the PASS Certificate for the students.

TracDat

- LIBR 100 regularly assessed in TracDat
- SLO and PLO assessment data are entered into TracDat

Links**Possible Future Activities**

- Publish "dashboard data" on success rates of students, including analysis of demographics.
- Develop and implement a plan for the use of the dashboard data throughout the college.

Distance Education Plan Goal 1: Broaden distance education course offerings to meet the needs of Cañada students.**Accomplishments:**

In our effort to broaden distance education course offerings to meet the needs of Cañada students, we continue to monitor closely the number of sections of online and hybrid courses and the enrollment in these sections. The Deans have worked hard to recruit faculty to teach online courses in areas where there is student interest. This activity resulted in a significant increase in online offerings in the summer of 2013 and significant increase in enrollment for the summer session.

We have developed a survey tool used with our online students to determine their course taking behavior and what courses they are looking for in the distance education format. Contrary to our beliefs, our summer students were 95% students from within the district and they are mostly interested in GE transfer courses. They feel that frequent faculty contact is the #1 support that leads to their success in distance education courses.

Distance Education Plan Goal 3: Develop DE assessment and continue to routinely assess and review the performance of students in on-line compared to face-to-face classes.**Accomplishments:**

We have been able to have courses submitted to the curriculum committee be reviewed by the instructional designer for adherence to the best practices in distance education. The instructional designer has worked with the Performance Evaluation Task Force to contribute ideas for the development of evaluation tools for distance education. It remains an on-going task of the research office to track success and retention in online and hybrid courses compared to traditional courses.

Student Equity: Revise the Student Equity Plan**Accomplishments:**

The 2004-2005 Student Equity Plan has been revised and updated. The 2013-17 Student Equity Plan outlines several initiatives. Two of the more critical initiatives center on the effort to improve the success rates of African-American and Hispanic students, and the push to re-examine the role of placement exams. Toward this end the Student Equity Committee will meet with a Puente Program Representative from U.C. Berkeley to discuss strategies for implementing the program on our campus (December, 2013). In addition, David Clay, who serves as co-chair of the Student Equity Committee, is using re-assigned time to gather information on African American support programs at DeAnza College, College of San Mateo, Skyline College, Chabot College, Merritt College and, as time will allow, other colleges. The goal is to identify which models would be most appropriate to meet the needs our students at Cañada.

With regard to looking at the role of placement test in assigning students to basic skills courses the Student Equity Committee is working with Student Services, the Basic Skills Committee, and CIETL to consider the merits of alternative placement methods.

2013-14 Initiatives
Pathways, Community, and Completion
Year Two Accomplishments
 (Accomplishments are in purple text)

2013-2014 Annual Initiatives: Pathways

(District Strategic Plan 1.1b, 2.2b and 2.3a)

Educational Master Plan Teaching and Learning Objective 1.2: Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs.

Responsible for Getting It Done: Vice President- Instruction & Student Services

Activity	Timeline	Assessment
1. Evaluate students needs for course offerings (e.g. online, day/evening, block schedule, length of time,	Fall 2013	Plan Developed Needs Assessment Results
2. Create a plan for offering courses	Spring 2014	
3. Implement the plans for flexible	Fall 2014	Plans implemented and

Accomplishments:

Flexible Course Scheduling

- Flexible course scheduling – continued to offer 8 wk courses in the evening with good enrollment. Also continue to offer hybrid math and chemistry classes in the evening so that students only have to come on campus 1 day/wk.
- Began a series of 8 week courses in the evening. Spring 2012 there were 2 offerings – anthropology and geography. For Fall 2012 there are 4 offered – 2 as regular courses (meet 2X/week for 8 weeks) and 2 as hybrid courses (meet 1x/week for 8 weeks, rest on-line). Focus of these offerings is GE for transfer. Plan to continue to offer 2-4 each semester.
- Courses are offered online, in the classroom at various times and on various days.
- Use online assignments so students can work at their own pace.
- In 2011 and 2012 taught LIBR 100 as a hybrid course which helped students
- Courses are offered fully online, hybrid and traditional at various times, days, sites and modalities.
- Use online assignments through WebAccess so students can work at their own pace.

Master Schedule

- Created a Master Schedule for Social Sciences (includes 8 disciplines)
- Departments have a yearly rotation of courses so students can plan their schedules

Off Campus ESL

- ESL Department created a new partnership with Nuestra Casa, a community-based organization in East Palo Alto, to offer an ESL course for the students who complete their 3 levels of ESL classes in East Palo Alto at Los Robles Magnet Academy.

- The off-campus ESL classes are scheduled to align with the calendars of our community partner organizations so that our students can attend college ESL classes in locations close to where they live.

Course Flow Charts

- Departments have created course flow charts to assist students and counselors with timeline of course offerings.

Pathways

The Pathways Initiative was kicked off in August 2013 with work beginning on seven pathways:

1. Pathways to Completion
2. Pathway to Accessibility
3. Pathway to Transfer
4. Pathway to Careers
5. Pathway to Financial Literacy
6. Pathway to Cultural Understanding
7. Pathway to Leadership

College for Working Adults

College for Working Adults began in 2011 continues to review the scheduling for students. Spring 2012

Links:

Possible Future Activities:

- Create mandatory pathways and use for all new students
- Evaluate students' needs for course offerings (e.g. online, day/evening, block schedule, length of time, pathways)
- Create a plan for offering courses based on needs (e.g. Using DegreeWorks SEP data)
- Implement the plans for flexible scheduling.
- Add Pathway information added to the schedule (Link to summer fall schedule pg 26/27)
- Look at more: Hybrid, Distance Ed, Late Start

Educational Master Plan Teaching and Learning Objective 1.3: Create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the Center for Innovation and Excellence in Teaching and Learning (CIETL) to support the use of effective teaching and learning practices.

Responsible for Getting It Done: CIETL

Activity	Timeline	Assessment
1. Promote a culture of on-going innovation and engagement through the implementation of a	Fall 2013	Plan Developed
2. Provide learning opportunities for all faculty and staff, to include mentoring, workshops and on-	On-going	Workshops/Professional development sessions conducted and evaluated

Accomplishments:

Professional Development Programs

- Numerous Professional Development programs offered in 2012-13:

Theme	2012-2013
Pedagogy	<ul style="list-style-type: none"> Credit Building Workshop State Authorization Update: What’s Happening and What You Should Know Understanding by Design
Technology	<ul style="list-style-type: none"> Using ePortfolios TracDat Training Integrating Students’ Smart Phones and Tablets into your Courses Using Cloud-based Technology for Learning and Engagement Screencasting with Camtasia Digital Media Moodle (WebAccess) Surveys Photoshop Basics (emphasis on optimizing images with WebAccess) IPad – Pros and Cons
Student Support	<ul style="list-style-type: none"> Results Oriented Assessment for Student Affairs The Basic Skills cohort Tracking Tool Google Internship Webinar Lessons from a College Success Learning Community
Personal Growth	<ul style="list-style-type: none"> How You Can Change Your Thinking to Improve Your Communication Thoughts about Leadership in a Complex Environment How to Handle Difficult Situations The Art of Forgiveness How to be an effective Team Player
Diversity/Culture	<ul style="list-style-type: none"> Landmarks of American History & Culture

- Anthropology professor has been directly engaged in profession development activities. These include giving papers at conferences, writing articles and a book, doing research,

and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas.

- Full time professor will be giving a lecture through CIETL on her research interests in October and it is open to the campus.
- PTK and the Social Science faculty used CIETL to present research on academic integrity.

Faculty Inquiry Networks (FINs)

- Social Sciences coordinators were awarded a Focus Inquiry Project (FIN) to develop meaningful assessment for the sub-division

Faculty Presentations

- Currently full-time Anthropology professor is directly engaged in profession development activities. These include giving papers at conferences, writing articles and a book, doing research, and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas. Full time professor will be giving a lecture through CIETL on her research interests in October and it is open to the campus.

Instructional Designer

- Faculty have the opportunity to work with the Instructional Designer.
- Conducted numerous workshops to assist DE instructors and others on Moodle and WebAccess.

Grants

- ESL Department received a small grant to work with low-level ESL students in creating e-portfolios, which will help ESL students to be prepared for the e-portfolio used to assess ESL PLOs and eventually the College ILOs. The grant work continues in Fall 2013. CIETL supports and helps to facilitate this work.

Funding

- Professional Development provides opportunities for faculty to attend conferences and trainings.
- \$_____ in Professional Development funds distributed.

Links:

[CIETL Report 2010-2011](#)

Possible Future Activities:

- Promote a culture of on-going innovation and engagement through the implementation of a comprehensive professional development plan.
- Provide learning opportunities for all faculty and staff, to include mentoring, workshops and on- going dialogue about effective teaching strategies and learning

Educational Master Plan Completion Objective 2.1: Improve connections by linking Outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.

Responsible for Getting It Done: Outreach Office

Activity	Timeline	Assessment
1. Develop outreach plan and content.	Fall 2013	Plan developed
2. Conduct activities to improve	On-going	Enrollment numbers by Target
3. Establish relationships with the	Fall 2013	List of key individuals to work
4. Conduct activities/events to	On-going	Summary of events

Accomplishments:

Outreach Planning

- Developed an Outreach Annual Plan

Tours/Events

- Conducted 72 outreach activities and 235 high school visits
- Preview Day - The Preview Day was evaluated and revised this year to better connect instructional programs with the high schools.
- Counselor's Luncheon
- Conducted tours for 140 middle school students
- Boys and Girls Club
- Financial Literacy Workshop
- First Generation Panel
- Outreach to the Department of Rehabilitation
- Upward Bound
- Supporting VROC and Veterans Services
- Middle College
- Club Rush for Preview Day
- Student Life, TRiO, Financial Aid, Math Jam, Honors Information Tables at PEP
- International Student Outreach

Classroom Visits

- Provided Classroom Visits for day and Evening students on Transfer essentials

Clubs

- PTK goes into middle college to explain the benefits of the honor society. PTK often invites ESL classes and pre collegiate classes to participate in their research projects SS's participates in Convocation, and ESL discipline day

Community Outreach

- Two ESL faculty are the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers.

- The ESL Department does outreach to the community through our partnerships with Sequoia Adult School, the Redwood City School District, Cabrillo School District, Los Robles Magnet Academy, and other community partners such as Half Moon Bay Library, Redwood City and Fair Oaks Library, Menlo Park Center, Sequoia Union High School District, Red Morton and Fair Oaks Community Centers, Boy and Girls Clubs, Human Services Agency at Fair Oaks, Hoover and Fair Oaks Children’s Clinic., Catholic Worker House in Redwood City
- Three librarians visited and conducted an library overview and workshop for a class at a high school, East Palo Alto Academy, during the Spring 2013 semester.
- Menlo Park/JobTRAIN

High Schools

- The STEM program visits high schools to conduct outreach with the math classes.

Links:

Possible Future Activities:

- Develop outreach plan and content.
- Conduct activities to improve outreach.
- Establish relationships with the middle schools.
- Conduct activities/events to promote higher education.

Educational Master Plan Completion Objective 2.2: Improve connections with potential students by providing increased information about assessment testing.

Responsible for Getting It Done: Dean, Counseling Services

Activity	Timeline	Assessment
1. Develop plan and content for how to determine better ways of assessing student skills, such as use	Fall 2013 On-going	Plan developed
2. Conduct activities to improve assessment information for	On-going	Assessment report
3. Evaluate assessment tools and processes and establish diagnostic	Spring 2014	Evaluation Report

Accomplishments:

Orientation to Assessment

- The importance of preparing for the assessment test was shared with the high school counselors at the spring 2012, Counselors Luncheon. In addition, Math Jam is promoted at new student orientation and PEP (Priority Enrollment Program).
- All PEP students received information regarding assessment preparation via email
- Provided information regarding EAP test
- Provided information regarding Math Jam to all PEP students
- Supplied additional test preparation information on our website for students to use to prepare for the assessment test.
- Created and supplied postcards to Outreach to distribute to local high school students stressing the importance of studying for the assessment test.

- Worked with District Matriculation Committee to create acceptance of EAP testing scores in lieu of assessment testing in Math and English.

Promoting the “Jams”

- Students are encouraged to participate in Math Jam and Word Jam.

Links:

Possible Future Activities:

- Develop plan and content for how to determine better ways of assessing student skills, such as use of the high school transcripts.
- Conduct activities to improve assessment information for students and measure effectiveness.
- Evaluate assessment tools and processes and establish diagnostic assessments
- Financial Aid with Ability to Benefit Test Changes

Educational Master Plan Completion Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, honors, and courses/programs.

Responsible for Getting It Done: Vice Presidents, Instruction & Student Services

Activity	Timeline	Assessment
1. Identify the pathways for students	Fall 2013	Plan developed
2. Provide intentional counseling services to assure students know	On-going	Enrollments in pathways
3. Assess the success of students in completing pathways and persisting	On-going	Research Report

Accomplishments:

General Pathways

- Sample educational pathways were created and integrated into the schedule of classes for the fall 2011 and spring 2012 semesters.
- During the half an hour counseling session provided to PEP students, the educational objectives have been discussed with students.
- The new Pathways Initiative will work to accomplish this during 2013-14.
- Had discussions with deans about course conflicts across disciplines.
- Information provided to students clarifying 10 “Steps to Success” (Matriculation)
- Learning Communities established which help in basic skills pathway.
- Examples of student pathways developed:
 - ESL Pathways
 - CWA Pathway
 - PATH Pathway
 - University Center
 - SB1440 Transfer Degrees
 - TAG Agreements

- Transfer Articulation Agreements
- The GE pattern for our local associates degree was revised
- Degree Works outlines the pathway to a degree

ESL

- ESL Department offers several events every semester to enhance the college experience for both our on-campus and off-campus ESL students: CBET and Off-Campus ESL ID Event brings all the off-campus ESL students to campus to pay fees, get college IDs, meet counselors and have college orientations, and take campus tours.
- This year we are including visits to ESL on-campus classes as well. In the Fall semesters, the Transfer Discipline Parade gives all ESL students an overview of all the CTE and Transfer Programs at the College.
- In the Spring semesters, the ESL Recognition Event promotes retention, success, persistence and completion by recognizing student achievement of meaningful momentum points with awards, English for the Workforce (EFW) and Academic Command of English (ACE) and a College Certificate of Achievement, Preparation for Academic Scholarship and Success (PASS).
- The library pre-schedules library orientations for Basic Skills and ESL courses. This helps students become familiar with Cañada resources.

Links:

Possible Future Activities:

- Identify the pathways for students and schedule courses.
- Provide intentional counseling services to assure students know about the pathways
- Assess the success of students in completing pathways and persisting to the next semester

Educational Master Plan Completion Objective 2.5: Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.

Responsible for Getting It Done: Director, Financial Aid

Activity	Timeline	Assessment
1. Develop plan for achieving 100% improved FAFSA goal and financial literacy campaign.	Fall 2013 On-going	Plan developed
2. Conduct activities to implement plan and assess progress.	On-going	Activities conducted Number and percent of eligible

Accomplishments:

Financial Literacy

- The Financial Literacy Program has conducted workshops for students on financial literacy over the past year and will expand activities over the next year.
- A new Financial Literacy Lab is being created for FAFSA Tuesdays and for the Financial Literacy campaign in Building 9.

Activities:

- FA Workshops

- Program Plan
- Financial Literacy
- Boys and Girls Club Workshops
- Preview Day Event covered Financial Literacy
- Cashcourse.org
- Collaborative managing your finances seminar
- Partnership with Second Harvest / Calfresh
- IDA and WANDA workshops
- Education Campaign for phone banking for Plan Ahead Pay Ahead (Sallie Mae)
- Credit Union
- STARS (online scholarship application)
- Student Achievement Ceremony

Links:

Possible Future Activities:

- Develop plan for achieving 100% improved FAFSA goal and financial literacy campaign.
- Conduct activities to implement plan and assess progress.

Student Equity Plan Objective 1.2 Identify best practices for recruitment of black and white students to Cañada. Activity 1.2a Establish an Access/Success Equity Task Force to identify the barriers of access for black and white students.

Accomplishments:

Technology Plan Goal 2: Provide the technology infrastructure to continually improve the operations and services of the college. The infrastructure is routinely monitored and updated to allow the college to move forward seamlessly as the technology changes.

Accomplishments:

Basic Skills Plan: Implement improved pathways for students to progress to include learning communities, SEPs, SI tutoring, Math Jam, Word Jam, accelerated courses

Accomplishments:

Facilities Master Plan Priorities: Increase the college's ability to support key transfer programs in Kinesiology, Personal and Professional Fitness Training and Dance.

Accomplishments:

Facilities Master Plan Priorities: Renovate existing facilities to better support the Performing and Creative Arts.

Accomplishments:

2013-2014 Annual Initiatives: Community

(District Strategic Plan 3.1a and 3.1c)

Educational Master Plan Community Connections Objective 3.1: Establish a campus Community Outreach Advisory Group to address

Responsible for Getting It Done: President

Activity	Timeline	Assessment
1. Identify individuals on campus who are interested in becoming involved	Fall 2013 On-going	Community Outreach Advisory Group created
2. Work with the Advisory Group to	On-going	Advisory Committee minutes
3. Create an annual marketing campaign to further the Cañada College "brand" in the community; look at vacant "windows", buses;	On-going	Marketing campaign implemented

Accomplishments:

Outreach Advisory Group

- Eight Members identified for the Outreach Advisory Group:
 - PIO and Outreach Coordinator – Co-Chairs
 - One Camus Ambassador
 - Career Department
 - One Instructional Dean
 - Dean of Student Services
 - Off-Site Program Coordinator
 - Coordinator of STEM GRANT
 - Advisory Group developed the College's first Open House
 - Reviewed the Outreach Annual Plan

Open/Public Events

- All talks, including fundraising events, are open to the public.
- Numerous community events are held on campus.

Links:

Possible Future Activities:

- Identify individuals on campus who are interested in becoming involved in the advisory group.
- Work with the Advisory Group to help with community connections.
- Create an annual marketing campaign to further the Cañada College "brand" in the community; look at vacant "windows", buses; banners in various cities.

Educational Master Plan Community Connections Objective 3.2: Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF.

Responsible for Getting It Done: President

Activity	Timeline	Assessment
1. Identify key individuals in the community who should be involved	Fall 2013 On-going	Membership identified
2. Work with the Foundation to connect with community members	Fall 2013	Contacts made
3. Conduct regular meetings and	On-going	Activities conducted

Accomplishments:**Community Relationships**

- Anthropology faculty and students helped the North Fork Mono people collect acorns. These acorns are then processed traditionally into a mush that is then used in ceremony and at gatherings.
- Another connection to community is to State Parks and the volunteer hours our students have given processing archaeological material.
- There is an established relationship with the Foundation given the new annual social Sciences Scholarship Event.
- Collaborative Workshops with Boys and Girls Club

ALLIES Connection

- Two ESL faculty are on the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers.
- One ESL faculty member is on the steering committee of Redwood City Together, an initiative of Redwood City 2020, to create a network of organizations in Redwood City to make it a welcoming community.
- Through the ESL Department the College has connections to many community organizations.

Links:**Possible Future Activities**

- Identify key individuals in the community who should be involved in the advisory board.
- Work with the Foundation to connect with community members to increase support for college scholarships and programs. Conduct regular meetings and activities.

Educational Master Plan Global and Sustainable Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.

Responsible for Getting It Done: CIUS Director

Activity	Timeline	Assessment
1. Increase the number of international students to 5% of the	Fall 2013 On-going	Number of international students

2. Create a comprehensive program of services to assure international	Fall 2013 On-going	Plan created Services provided
3. Create expanded opportunities for faculty and students to study	On-going	Number of opportunities
4. Develop a plan to increase the	Spring 2014	Plan created

Accomplishments:

International Student Program

- Established the international student program and worked with the district office on recruitment of students
- Developed a plan to further increase the number of international students

Number of Students

- Increased the number of international students; There were 29 international students in Spring 2012 and this number increased to 46 international students in Spring 2013.
- Spring 2013 students represent 24 different countries

Student Accomplishments

- In Fall 2013, two international students transferred to UC Berkeley, one to UC Davis, one to USF and one to OPT
- Five international students received scholarships

International Student Services

- Created pre-arrival services to include easy admission process, guidebook to Cañada College, and information on housing
- Conducted three day orientation before the beginning of class and conduct on-going weekly orientations
- Provided information on student support services (counseling, library, health center, etc.)
- Provide workshops on such topics as employment, stress management and taxes
- Conducted social activities such as field trips and movie nights

Possible Future Activities

- Increase collaboration with faculty and other student services offices
- Create expanded opportunities for faculty and students to study abroad.
- Develop a plan to increase globalization of the campus.

Student Equity Plan Objective 1.1: Maintain HSI status by continuing outreach efforts that support access for Hispanic students. Activity 1.1a. Continue outreach efforts for Hispanic students in the high schools and the community.

Accomplishments:

2013-2014 Annual Initiatives: Completion

(District Strategic Plan 1.2b)

Educational Master Plan Completion Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

Responsible for Getting It Done: Dean, Counseling Services

Activity	Timeline	Assessment
1. Identify key gatekeeper courses and develop a strategy for success.	Fall 2013 On-going	Courses Identified Number of Counseling visits to
2. Identify unit thresholds for interventions (e.g. 30 earned units triggers services; certain size gap)	Fall 2013 On-going	Number of students who have been identified for interventions and served
3. Adapt probation/dismissal procedures to require certain	Fall 2013 On-going	New procedures developed Number of students served
4. Develop and implement an excellent Early Alert Program by more formally engaging faculty in	Fall 2013 On-going	Number of students contacted in Early Alert Course success rates of those

Accomplishments:

Intentional Counseling

Other Services

- Tutoring
- Mentoring
- Math Jam / WORD Jam / Physics Jam
- The Social Scientists are working with the A2B Program in regards to intentional Psychology major counseling.
- Library has a heavily used textbook reserve collection that provides students with free textbooks to use for 2 hour, 1 day, and 3 day check outs.
- Intrusive Advising for wrap around services for TRiO, MESA, EOPS, Transfer Center

Links

Possible Future Activities

- Identify key gatekeeper courses and develop a strategy for success.
- Identify unit thresholds for interventions (e.g. 30 earned units triggers services; certain size gap between attempted and earned units triggers visit).
- Adapt probation/dismissal procedures to require certain course-taking and counseling patterns and implement them.
- Develop and implement an excellent Early Alert Program by more formally engaging faculty in implementation and counselors in follow-up.
- Address: The Student Success Task Force Initiatives
- Increased Counseling Support for Financial Aid particularly SAP

- Increased Counseling Support for DRC
- Dedicated Counselors for Pathway Programs

Educational Master Plan Completion Objective 2.11: Improve completion by enhancing the Transfer Center outreach, activities, and articulation.

Responsible for Getting It Done: Transfer Center Director

Activity	Timeline	Assessment
1. Increase student awareness of the transfer process and through class	Fall 2013 On-going	Classes visited
2. Increase number of TAGs.	On-going	TAGs
3. Develop and implement effective ways to encourage students to use	On-going	Number of students

Accomplishments:

Workshops/Classroom Presentations/Field Trips

- Provided Workshops on transfer related topics, such as application to four year universities, ASSIST.ORG, Scholarship, Transfer Admission Guaranteed (TAG), etc.
- Provided classroom presentation on transfer matters and Student educational Plan
- Provided 4 field trips to four-year universities in collaboration with TRiO, EOPS, and Basic Skills (UC Davis, UC Santa Cruz, CSU East Bay, and San Francisco State University)
- The Transfer Center presents information to ESL and Basic Skills students at the Transfer Discipline Parade in the Fall semesters.

Webpage

- Updated the Transfer Webpage by adding:
 - All transfer flyers
 - New transfer Degree
 - TAG criteria (created a new document for this purpose)
 - The changes in admission selection at CSU campuses
 - The requirements for Nursing programs
 - A list of articulations with in-state private universities (created document for this purpose)
 - GPA calculator

Transfer Degrees

- Implemented the process of new Transfer Degrees and created the forms for 7 AA-T/AS-T degrees
- Reviewed the AA-T/AS-T petition degrees
- Reviewed all TAG agreements

College Fairs

- Provided two College Fairs for both transfer and high school students

Advisory Board

- Continued conducting the semiannual Transfer Advisory Board including UC and CSU representatives

Professional Development

- Transfer Program staff provided Workshop for Faculty on Spring Flex day providing information on transfer matters and benefits of Transfer (AA-T/AS-T) degrees for students
- Provided presentation on transfer at the High School Counselor’s Luncheon

Transfer Honors Course

- Developed a Transfer Honors course, Transfer Essentials, that is transferrable to both CSU and UC

Articulation

- Established articulation with National University, Engineering department at Arizona State University, and began the articulation negotiation with Bradman University.
- Maintaining the course Articulations with ASSIST.ORG
- All Social Science courses are articulated
- Most Social Science courses are C-ID approved

Links:

Possible Future Activities :

- Increase student awareness of the transfer process and through class presentations.
- Increase number of TAGs.
- Develop and implement effective ways to encourage students to use the transfer center and attend workshops

Educational Master Plan Completion Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.

Responsible for Getting It Done: Dean, Planning, Research, and Institutional Effectiveness

Activity	Timeline	Assessment
1. Publish “dashboard data” on success rates of students, including	Fall 2012 On-going	Dashboard data published
2. Develop and implement a plan for the use of the dashboard data	On-going	Meeting minutes Action plans
3. Measure benchmarks/goals for	Annually	Benchmarks and Goals set

Accomplishments:

Benchmarks and Goals

- Benchmarks and Goals have been established by the campus community at the March 2013 professional development day. The entire campus reviewed success and completion data.
- Development of a Data Dashboard is in progress District-wide
- State and Federal mandates to review success and completion data and report: Categorical, Financial Aid, MESA

Faculty Data Review

- Departments are required to review college-wide data on success, retention, and completion data yearly when completing their program and comprehensive reviews.

ESL

- The new Retention Specialist position for the ESL Department includes reminding the ESL students about the EFW and ACE Awards, collecting the petitions and transcripts, and compiling this information for the ESL Recognition Event. In addition, the Retention Specialist provides information about the PASS Certificate for the students.

TracDat

- LIBR 100 regularly assessed in TracDat
- SLO and PLO assessment data are entered into TracDat

Links

Possible Future Activities

- Publish “dashboard data” on success rates of students, including analysis of demographics.
- Develop and implement a plan for the use of the dashboard data throughout the college.

Distance Education Plan Goal 2: Develop a community of well-trained DE faculty members.

Accomplishments:

Distance Education Plan Goal 4: Increase student awareness, retention, and success.

Accomplishments:

Student Equity Plan Goal 4.1: Increase the completion rates of Hispanic, male, black and Filipino students. Activity 4.1a Using the data collected from the Research Office and the Access/Success Equity Task Force, develop clear pathways to completion plan from assessment to goal attainment.

Accomplishments:

Technology Plan Goal 6: Ascertain the state of the art adaptive and assistive technology is available to all students possessing any form of learning or physical difference.

Accomplishments:

Basic Skills Goal: Students will take appropriate basic skills math and English classes during their first semester, will be successful in these classes and move to the next level.

Accomplishments:

2014-15 Initiatives
Student Engagement, Mentorship/Internships, and Completion
Year Three Accomplishments
 (Accomplishments are in purple text)

2014-2015 Annual Initiatives: Student Engagement

(District Strategic Plan 2.2e)

Educational Master Plan Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.

Responsible for Getting It Done: Student Activities Coordinator

Activity	Timeline	Assessment
1. Create a plan for student engagement which includes such areas as student activities, summer	Fall 2014	Plan Developed
2. Implement and evaluate the	Spring 2015	Evaluations completed for
3. Develop plans that reflect the equity goals of the college in order	Spring 2015	Plans developed and implemented

Accomplishments:

ESL

- ESL Department offers several events every semester to enhance the college experience for both our on-campus and off-campus ESL students: CBET and Off-Campus ESL ID Event brings all the off-campus ESL students to campus to pay fees, get college IDs, meet counselors and have college orientations, and take campus tours. This year we are including visits to ESL on-campus classes as well.
- The ESL Department works with the Library and Learning Center to schedule orientations every semester which help familiarize ESL students with the facilities and resources available to them on campus, including WebSmart, WebAccess, and my.smccd.
- Additionally, the ESL Department regularly schedules in-class visits by college counselors to introduce themselves to the students face-to-face, invite them to schedule appointments with the counseling team, and encourage them to work with the counselors to create their own individual SEPs.
- In the Fall semesters, the Transfer Discipline Parade gives all ESL students an overview of all the CTE and Transfer Programs at the College.

Library

- The library provides research help for students which includes instruction on how to find, access, evaluate, and use information.

Field Trips/Hands-on Experiences

- Field trips and hands on learning experiences have been developed across disciplines

within the Social Sciences.

Tutoring

- Tutoring is provided to students in the Learning Resources Center. The tutors make connections and engage the students in the campus.

Recognition Events

- In the Spring semesters, the ESL Recognition Event promotes retention, success, persistence and completion by recognizing student achievement of meaningful momentum points with awards, English for the Workforce (EFW) and Academic Command of English (ACE) and a College Certificate of Achievement, Preparation for Academic Scholarship and Success (PASS).

Student Government

- Annual Performance Report for ASCC

Clubs

- The student clubs have been expanded during 2012-13. The Dreamer's Task Force provided a number of events. The STEM Center conducted a speaker series.
- Social Sciences faculty serve as advisors for numerous student clubs. The Social Sciences is home to the longest serving club in the district: Philosophy Club. This club invites collaboration across the three college campuses.
- PTK does by creating a learning experience outside the traditional college experience

STEM

- STEM conducted a speaker series during the spring semester averaging over 100 students attending each.

Welcoming Facilities

- The library provides a comfortable place for students to study both quietly and as a group.
- STEM Center and the Social Science Hub provide welcoming environments for students

Special Programs

The following special programs are conducted to engage students in the campus:

- Math Jam
- Physics Jam
- Word Jam
- Welcome Week
- PEP
- Preview Day
- VROC
- New Student Orientations
- Beating the Odds
- TRiO Orientation
- EOPS Orientation

Links:

Future Possible Activities:

- Create a plan for student engagement which includes such areas as student activities, summer enrichment programs, welcome day, and college hour.

- Implement and evaluate the student engagement plan based on the six key principles to student success and engagement (Terry O’Banion).
- Develop plans that reflect the equity goals of the college in order to address retention issues

Educational Master Plan Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.

Responsible for Getting It Done: Basic Skills Coordinator

Activity	Timeline	Assessment
1. Identify the effective practices that	Fall 2014	Practices identified
2. Develop plan to implement the	Fall 2014	Plan Developed

Accomplishments:

Counseling

- Have a dedicated Basic Skills Counselor who works with the Basic Skills Coordinator to implement effective practices both in and out of the classroom

Learning Communities

- This is done through our various Learning Communities (i.e. History Department)
- Learning Communities courses – LIBR 100 and ESL 400: ensures information literacy is established in collaboration with their ESL course. Both librarian and ESL instructor (BSI member) work together to provide effective practices for instruction.

Planning

- Conduct regular meetings of the Basic Skills Advisory Committee

Links:

Basic Skills Plan

Possible Future Activities

- Identify the effective practices that would work best at the college.
- Develop plan to implement the practices.

Student Equity Plan Goal 5.1: Basic Skills: Increase the completion rates of black students. Activity 5.1a Consider learning communities specifically for black students, and a support program such as UMOJA.

Accomplishments:

Technology Plan Goal 2.: Provide the technology infrastructure to continually improve the operations and services of the college. The infrastructure is routinely monitored and updated to allow the college to move forward seamlessly as the technology changes.

Accomplishments:

Facilities Master Plan Priority: Develop campus facilities to promote a sense of “college campus” and bolster the College’s distinctive identify.

Accomplishments:

Facilities Master Plan Priority: Celebrate the experience of College life and create a more collegial campus environment.

- Place student support services and student life programs in easily identifiable and accessible locations adjacent to the Main Quad.
- Provide food services on the Main Quad.
- Expand campus’ ability to support student clubs.

Accomplishments:

2014-2015 Annual Initiatives: Mentorship/Internships

(District Strategic Plan 3.1b)

Educational Master Plan Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships

Responsible for Getting It Done: Director, Student Support Services and TRIO

Activity	Timeline	Assessment
1. Develop a plan for peer and faculty-	Fall 2011	Plan developed
2. Conduct activities in the mentoring	On-going	Number of students mentored

Accomplishments:

Beating the Odds

- The Beating the Odds Peer Mentorship program had 10 mentors and about 90 mentees during 2012-13. Activities have been conducted throughout the year.
- The Beating the Odds Program continues to thrive with student-student mentorships.

NSF Scholars

- Mentorship program for NSF scholars has been conducted and will continue.

Faculty Mentoring

- Faculty hold office hours, providing students with one-to-one assistance.
- Courses such as Field methods in Archaeology create a direct connection between a trained archaeologist and student in a hands-on environment.
- There are over 30 clubs which have faculty advisors who serve as mentors to the students.
- MESA and Math Jam students connect with Faculty

Student Assistants

- Student Assistants are recruited from Learning Community Courses. This creates opportunity to foster informal faculty-student peer mentorships.

Links:

Possible Future Activities

- Develop a plan for overall college peer and faculty- student mentoring programs

Educational Master Plan Completion Objective 2.10: Improve completion by expanding the Career Center and having it closely linked with instructional programs.

Responsible for Getting It Done: Career Center Director

Activity	Timeline	Assessment
----------	----------	------------

Mentorship/Internships

<p>1. Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with</p>	<p>Spring 2015 On-going</p>	<p>Plan developed</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------	-----------------------

Accomplishments:

Career Center Activities

- Held 10 Resume Workshops between fall 2011 and spring 2012. Attended various job fairs in the county connecting with employers and public.
- Met with Redwood City Manager to partner with the city in hopes of generating more interest between local businesses and Cañada. Initial success was a contact list of over 300 businesses which I was able to direct mail invitations for our annual career fair.
- April Career Fair saw a 50% increase in business attendance over last year, and an increase of student and public attendance of 40%
- Created a Facebook and Twitter page for the Career Center.
- Created an Internship Agreement which has been forwarded to the District for approval.
- Career Center has articles and other publications on how to get a job as an Anthropologist, as well as COOP instructors.

In the Classroom

- Six (6) of the Career Center workshops were for instructors who willingly gave up a portion of their class time to have career center staff come in and speak. These classes ranged from ESL and Chemistry, to the Paralegal program.
- Social Science Learning Communities include a career component.

Links:

Possible Future Activities:

- Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with instructional programs.

Educational Master Plan Community Connections Objective 3.3: Integrate Service Learning and Internship opportunities for students into academic and student life.

Responsible for Getting It Done: Vice President, Instruction

Activity	Timeline	Assessment
<p>1. Develop and implement initiative for service learning to include: professional development for faculty and staff on how to set up service learning opportunities and creation of an advisory board and a service-learning coordinator</p>	<p>Fall 2014 On-going</p>	<p>Training provided Initiative developed</p>

Mentorship/Internships

2. Provide service learning	On-going	Number of Service Learning
-----------------------------	----------	----------------------------

Accomplishments:

Career Center

- Met with Redwood City Manager to discuss promoting Cañada student internships with local businesses.
- Formed Ad-Hoc Committee comprised of Workforce Division Dean, and faculty to create an internship agreement. Begun initial discussion of centralizing and integrating the internship process at Cañada.
- Presented with Kay O’Neill, Director of Workforce Development to classrooms about career paths and the importance of seeking out internship/volunteer opportunities.
- Joint meeting with Ritz Carlton, HMB

Service Learning/Internships

- PTK offers service opportunities
- The Political Science Department offers occasional Service Learning Opportunities in conjunction with the San Mateo County Citizen’s Academy.
- The ESL Department maintains an ongoing link with the Learning Center with the specific purpose of providing ESL tutorship opportunities to the top students in the ESL program. These tutoring positions provide experience which can lead students to potential service-learning and internship prospects both at the college and in the community.
- Co-Op partnerships have been developed
- Veterans Group participated in National Rebuilding day at American Legion Hall
- MESA and other academic programs link students to many internships

Links:

Possible Future Activities

- Develop and implement initiative for service learning to include: professional development for faculty and staff on how to set up service learning opportunities and creation of an advisory board and a service-learning coordinator position.

Educational Master Plan Community Connections Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.

Responsible for Getting It Done: Vice President, Instruction

Activity	Timeline	Assessment
1. Create plan for offering community-based learning opportunities at different locations (Neighborhood College).	Fall 2011 On-going	Plan developed
2. Conduct outreach learning	On-going	Activities conducted

Accomplishments:

Coastside

- The College through the ESL Department has partnerships with Cabrillo School District at Cunha Middle School and with MidPen Housing Coalition at Moonridge on the Coastside.

Bayside

- The College has partnerships with Sequoia Adult School, Redwood City School District, and Ravenswood School District (starting in January 2014) - bayside.

ESL

- ESL students from our off-site campus attended a campus visit/ID Night Event. They visited the library and got an introduction to our resources.

Links:

Possible Future Activities

- Create plan for offering community-based learning opportunities at different locations (Neighborhood College).
- Conduct outreach learning opportunities.

Facilities Master Plan Priority: Create spaces, both indoor and outdoor, to facilitate informal interaction between students, faculty and staff.

Accomplishments:

2014-2015 Annual Initiatives: Completion

(District Strategic Plan 2.4a)

Educational Master Plan Completion Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.

Responsible for Getting It Done: Dean, Planning, Research, and Institutional Effectiveness

Activity	Timeline	Assessment
4. Publish “dashboard data” on success rates of students, including analysis of demographics.	Fall 2012 On-going	Dashboard data published
5. Develop and implement a plan for the use of the dashboard data	On-going	Meeting minutes Action plans
6. Set benchmarks/goals for	Annually	Benchmarks and Goals set

Accomplishments:

Distance Education Plan 3.3: Continue to routinely assess and review the performance of students in on-line compared to face-to-face classes.

Accomplishments:

Student Equity Plan 4.1: Increase the completion rates of Hispanic, male, black and Filipino students. Activity 4.1b Every student in a degree or certificate program will have a career pathway training experience to become knowledgeable about how their personal interests and aptitude relate to careers in the respective programs.

Accomplishments: