

# Strategic Enrollment Management Plan





## Progress Report Spring 2025

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### Basic Information

- **5 Goals, 11 Objectives, and 49 Action Steps**
  - **Office of Instruction:** 34 Action Steps
  - **Reporting Period:** Spring 2025
  - **Last Updated:** May 1, 2025
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### Progress Summary Dashboard

Status Categories	Indicator
 <b>Delayed</b>	Progress behind schedule.
 <b>Not Started</b>	Tasks have not begun.
 <b>In Progress</b>	Work is ongoing.
 <b>Completed</b>	Objective achieved.

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## Goal 1: Strengthen and publicize clear degree and certificate programs that remove barriers to completion in two years.


Objective 1.1 Maintain clear, accurate degree and certificate program maps in Program Mapper and align them with changes in Curriconet, the Catalog, and Student Education Plan templates.

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Action Step 1.1.1: Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways. (Note: “inactivate” is the more accurate term as it means that the course becomes inactive on Banner.)

**EMP Alignment: None**

### Current Status

- **Responsible Party:** Curriculum Committee, Frank, Lisa, Trang, and Chialin (The Curriculum Team), Karrie
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** ongoing process

### Progress Details

- **Key Activities Completed:**
  - Identified [99 courses](#) not offered from SP 2011 to SP 2019 for faculty review
  - Inactivated [10 courses](#) following faculty review and agreement
  - Faculty filed exemptions for the remaining 89 courses, some of which were identified as not having belonged on the list (example: 695 courses, which are infrequently offered by design)
  - This was a commendable and comprehensive review of non-offered courses
- **Current Activities:**
  - The district curriculum committee is reviewing/revising the draft [Course Inactivation Process SOP](#)
  - The curriculum chair proposes melding this process into either the regular COR review cycle (every 2 years for CTE; every 5 years for everyone else) or program review (every other year)

### Metrics/Data

- **Baseline:** Courses were not systematically reviewed for frequency of offering
- **Current:** All stagnant courses were reviewed during 2023/24; 10 courses were inactivated.
- **Target:** Course offering frequency should be monitored; plans should be made for offering or inactivating stagnant (5+ year absence from being offered) courses.

### Challenges & Solutions

- **Challenges:**
  - Enrollment. Some stagnant courses we would like to offer but lack enrollment
  - Time. Adding yet one more aspect to program or curricular review creates yet more work for faculty.
- **Solutions:** Consider streamlining the program review or curricular review process so this task could be added without adding another time-consuming task.


### Evidence Link

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Action Step 1.1.2: Evaluate high-unit local degrees (over 34 major units) to optimize degree complete-ability in two years.

### EMP Alignment: None

#### Current Status

- **Responsible Party:** Curriculum Committee, Frank, Lisa, Trang, and Chialin (The Curriculum Team)
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

#### Progress Details

- **Key Activities Completed:**
  - Identified 14 high-unit degrees.
  - Engaged faculty for curriculum adjustments.
- **Current Activities:**
  - Reviewing proposed unit reductions.
  - Starting the discussion on high unit degrees at curriculum meetings (starting in March 2025)

#### Metrics/Data

- **Baseline:**
- **Current:** Identifying and reviewing high-unit degrees
- **Target:**

**Challenges & Solutions**

- **Challenges:** Faculty concerns about reducing program rigor.
- **Solutions:** Hosted workshops to balance rigor with accessibility.

**Evidence Link**




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Action Step 1.1.3: Evaluate the differences between local degree and AA-T/AS-T requirements and consider changes to local degree requirements.

**EMP Alignment:** 3.9. Implement AB 1111 and 928: Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

#### Current Status

- **Responsible Party:** Curriculum Committee, Frank, Lisa, Trang, and Chialin (The Curriculum Team)
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Updated and aligned local AA/AS GE requirements with CalGETC and Title 5 requirements.
  - Conferred with CSM and SKY curriculum chairs to align our revised local degrees, as feasible.
  - F 24: Modified the seven Phase I Common Course Numbering courses, adopting the templates devised by the ASCCC, and submitted them to COCI and the UCs for articulation
  - F 24: Updated Cañada's AA/AS degree and carefully assessed the inclusion of non-transferable courses. The consensus of the committee is that our local degree need not be identical to transfer degrees; that some of our non-transfer courses are beneficial for our local degree earning students
- **Current Activities:**
  - Convening a work group to align degrees with AA-T/AS-T requirements.
  - Preparing for Phase II CCN course templates to be released by the ASCCC
  - CCN coordinator is working with CCN colleagues at SKY and CSM to create a backwards-designed implementation plan for updating Phase II (and then Phase III) CCN courses.

#### Metrics/Data

- **Baseline:** 0 degrees evaluated.
- **Current:** XX degree under review.
- **Target:** XX degrees updated.

**Challenges & Solutions**

- **Challenges:** Coordination across multiple departments.
- **Solutions:** Assign a project manager to streamline communication.


**Evidence Link**

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Action Step 1.1.4: Identify, address, and publicize a complete sequence of prerequisites in program maps, schedules, and/or course catalog.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Curriculum Committee, Frank, Lisa, Trang, and Chialin (The Curriculum Team), and Kerrie (District)
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - 123 maps currently for 2024-2025 school year including certificates, AA/AS degrees and AD-T's.
  - Identified lead counselors to update maps.
  - AO kept track of curricular changes through a document to use as reference while making updates to maps.
- **Current Activities:**
  - Counselors started updating maps to reflect curricular changes and other changes due to AB 928 and 1111.
  - Regular meetings to update maps.
  - AO continues to document changes and communicate to counselors to update maps.

**Metrics/Data**

- **Baseline:** Prerequisite maps published.
- **Current:** Continue updating prerequisite maps.
- **Target:** XX programs mapped.

**Challenges & Solutions**

- **Challenges:** Limited staff capacity for mapping.

- **Solutions:** Moving forward Lead IA Counselors will complete this work in an ongoing basis as part of their reassigned time assignment.


**Evidence Link**

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Action Step 1.1.5: Provide clear information in the catalog regarding course frequency and ensure alignment with Program Mapper and SEP templates.

**EMP Alignment: None**

**Current Status**

- **Responsible Party:** Karen and Max (Counseling Team)
- **Implementation Status:** 
- **Completion Percentage:** 60%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:** zzz
- **Current Activities:** XX

**Metrics/Data**

- **Baseline:** Alignment between catalog and Program Mapper.
- **Current:** Update alignment initiated.
- **Target:** 100% alignment.

**Challenges & Solutions**

- **Challenges:** Project delayed due to competing priorities.
- **Solutions:** Adjust timeline and reallocate staff resources.

**Evidence Link**

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## Goal 1: Strengthen and publicize clear degree and certificate programs that remove barriers to completion in two years.

Objective 1.2 Develop, implement, and evaluate strategic resources and interventions to strengthen pathways to college, with an emphasis on recruiting and retaining our BIPOC students.


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Action Step 1.2.1: Create, optimize, and scale dual enrollment opportunities for high school students.

### EMP Alignment:

3.4. Increase dual enrollment opportunities for high school students: Increase the number of high school students participating in dual enrollment course-taking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027

### Current Status

- **Responsible Party:** Director of High School Transitions and Dual Enrollment, Mayra
- **Implementation Status:** 
- **Completion Percentage:** 70%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Established partnerships with Sequoia Union High School District (SUHSD).
  - Increased dual enrollment participation by 100% compared to 2023 levels.
- **Current Activities:**
  - Designing additional dual enrollment pathways for STEM-focused programs.
  - Coordinating professional development for high school faculty teaching dual enrollment courses.

### Metrics/Data

- **Baseline:** 200 students enrolled in 2023.
- **Current:** 400 students enrolled in Fall 2024.

- **Target:** 600 students enrolled by Fall 2025.

#### **Challenges & Solutions**

- **Challenges Encountered:**
  - Low awareness among high school counselors about dual enrollment benefits.
- **Solutions Implemented/Proposed:**
  - Launched information sessions for high school counseling staff.
  - Created targeted marketing materials for students and parents.


#### **Evidence Link**

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Action Step 1.2.2: Provide faculty support and professional development to ensure an effective dual-enrollment program.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Director of High School Transitions and Dual Enrollment, Mayra, and Faculty Dual Enrollment Coordinator, Daryan
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Conducted two faculty workshops on teaching dual enrollment students.
  - Created an onboarding guide for high school faculty.
- **Current Activities:**
  - Planning advanced workshops on culturally responsive teaching strategies.

**Metrics/Data**

- **Baseline:** No faculty development activities specifically for dual enrollment in 2023.
- **Current:** Two workshops conducted, 80% faculty satisfaction rate.
- **Target:** Four workshops conducted annually, with 90% satisfaction rate.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Low faculty attendance due to scheduling conflicts.
- **Solutions Implemented/Proposed:**
  - Offering online workshop options to increase accessibility.

**Evidence Link**




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Action Step 1.2.3: Create more K-14 academic pathway programs (including summer programs) in partnership with feeder school districts and community organizations.

**EMP Alignment:** 3.4. Increase dual enrollment opportunities for high school students: Increase the number of high school students participating in dual enrollment course-taking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027

#### Current Status

- **Responsible Party:** Director of High School Transitions and Dual Enrollment, Mayra
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Partnered with XX feeder districts to identify pathway priorities.
- **Current Activities:**
  - Developing a summer High School and Middle School camps curriculum in collaboration with local high school partners.

#### Metrics/Data

- **Baseline:** No K-14 pathways established in 2022.
- **Current:** XX districts engaged, pathway proposals drafted.
- **Target:** XX pathways fully developed and operational by 2025.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Delays in stakeholder alignment on pathway focus areas.
- **Solutions Implemented/Proposed:**
  - Hosted community forums to gather input and accelerate consensus-building.

#### Evidence Link

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Action Step 1.2.4: Expand promotion of Cañada's programs of study and support services for prospective students at local high schools and in the community.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** College Recruiters
- **Implementation Status:** ●
- **Completion Percentage:** 90-100% on Track
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:** None yet.
  - High school visits
  - HS fairs
  - application workshops
  - college career fairs
  - HS Campus tour request increase
  - Increase in community partner campus tour requests
  - Summer programs
  - PNWs
  - Super
- **Current Activities:**
  - Planning outreach strategy for Spring 2025.
  - Planning similar activities
  - Explore connect to college

**Metrics/Data**

- **Baseline:** Limited promotional activities in high schools.
- **Target:** Conduct XX outreach events annually.

**Challenges & Solutions**

Student  
Service

- **Challenges Encountered:**

- Lack of marketing materials tailored for high school audiences.
- Lack of marketing material for career programs
- Engage career and instructional programs in outreach events
- Increase budget to hire more ambassadors and to buy more promotional marketing material (t-shirts, giveaways...)

- **Solutions Implemented/Proposed:**

- Collaborate with the Marketing Office to create student-friendly brochures and social media content and redesign marketing material (T-shirt, giveaways...)
- Bring back CAN Mascot (Pony the Colt)


**Evidence Link**

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Action Step 1.2.5: Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** College Recruiters
- **Implementation Status:** 
- **Completion Percentage:** On Track 90-100%
- **Target Completion Date:** December 2025

## Student Service

**Progress Details**

- **Key Activities Completed:**
  - Baseline data collection on enrollment trends.
  - Super reg
  - Application workshops
  - participate in SUHD Community college night
  - Attend other events at SUHD
- **Current Activities:**
  - Analyzing barriers to enrollment among SUHSD graduates.

**Metrics/Data**

- **Baseline:** XX% of SUHSD graduates enrolled in 2023.
- **Current:** XX% enrollment rate in Fall 2024.
- **Target:** 35% enrollment rate by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Limited transportation options for students.
- **Solutions Implemented/Proposed:**
  - Collaborate with transit authorities to expand shuttle services.

**Evidence Link**




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Action Step 1.2.6: Increase the number of Adult Education and ESL students to Cañada College degree and certificate programs.

**EMP Alignment:**

1.6 Create more short-term, stackable certificate programs that result in gainful employment in the near term, so students can work in their field while continuing their education. Align these programs with ESL instruction.

**Current Status**

- **Responsible Party:** Adult Education Transitions Coordinator & Director High School Transitions and Dual Enrollment, & Workforce Director, Mayra, Stephen, James (ESL), Alex (ACCEL)
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Launched two ESL-focused information sessions.
  - Partnered with Adult Education Centers for outreach.
- **Current Activities:**
  - Developing stackable certificate programs tailored for ESL learners.

**Metrics/Data**

- **Baseline:** 50 adult education students transitioned in 2023.
- **Current:** 65 students in Fall 2024.
- **Target:** 100 students transitioned annually by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Language barriers in program promotion materials.
- **Solutions Implemented/Proposed:**
  - Translate key documents into multiple languages.

**Evidence Link**

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### Action Step 1.2.7: Implement Living The Promise MOU (Sequoia Union High School District, Cañada College, SFSU, CSU East Bay).

#### EMP Alignment:

3.5. Double the size of Middle College in 5 years: Double the size of the Middle College program in 5 years, with particular focus on expanding access to the program for first generation, low income, BIPOC students who may not yet be on track to attend college or complete high school.

3.7. Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay: Fulfill the purposes of the Memorandum of Understanding (MOU) between Cañada and San Francisco State University, California State University East Bay, and the Sequoia Union High School District created in 2022.

#### Current Status

- **Responsible Party:** Director of Middle College, Director of High School Transitions and Dual Enrollment, Mayra, Stephen, Chialin
- **Implementation Status:** 
- **Completion Percentage:** 70%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Drafted MOU implementation plan.
- **Current Activities:**
  - Coordinating meetings with partner institutions to finalize action items.

#### Metrics/Data

- **Baseline:** MOU signed in 2022, limited activities implemented.
- **Current:** Initial activities underway in Fall 2023.
- **Target:** Full implementation by 2026.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Difficulty aligning institutional priorities across partners.
- **Solutions Implemented/Proposed:**
  - Establish regular inter-institutional meetings to maintain focus.

#### Evidence Link

## Goal 1: Strengthen and publicize clear degree and certificate programs that remove barriers to completion in two years.


### Objective 1.3 Strengthen transfer support services to increase transfers

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Action Step 1.3.1: Publicize annual goals and operational strategies for the Colts U Transfer Center.

**EMP Alignment:** None

#### Current Status

- **Responsible Party:** Colts U Transfer Center
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** June 2025

Student  
Service

#### Progress Details

- **Key Activities Completed:**
  - Drafted annual goals and strategies for 2024-2025.
  - Published informational brochures for students.
- **Current Activities:**
  - Creating a dedicated webpage with annual goals and resources.

#### Metrics/Data

- **Baseline:**
- **Current:** Goals published in brochures, webpage under construction.
- **Target:** Goals widely publicized online and in print.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Limited reach of brochures to all students.
- **Solutions Implemented/Proposed:**
  - Utilize social media and campus-wide email announcements.

#### Evidence Link




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Action Step 1.3.2: Increase the number of UC and CSU transfer agreements.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Colts U Transfer Center, Curriculum Committee Articulation Officer
- **Implementation Status:** 
- **Completion Percentage:** 25%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  -
- **Current Activities:**
  - Finalizing new agreements for additional transfer pathways.

**Metrics/Data**

- **Baseline:** 8 transfer agreements in 2023.
- **Current:** 10 agreements finalized.
- **Target:** 15 agreements by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Lengthy approval processes at UC and CSU institutions.
- **Solutions Implemented/Proposed:**
  - Develop a streamlined internal review process to speed up collaboration.

**Evidence Link**

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Action Step 1.3.3: Expand UC and CSU transfer agreement and Associate Degrees for Transfer (ADT) workshops.

**EMP Alignment: None**

**Current Status**

- **Responsible Party:** Colts U Transfer Center
- **Implementation Status:** ●
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

Student  
Service

**Progress Details**

- **Key Activities Completed:**
  - Held three transfer workshops in Fall 2024, with 150 attendees.
  - Partnered with UC and CSU representatives for presentations.
- **Current Activities:**
  - Planning workshops focused on STEM and Business transfer pathways.

**Metrics/Data**

- **Baseline:** Two workshops annually in 2023.
- **Current:** Three workshops conducted in Fall 2024.
- **Target:** Eight workshops annually by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Difficulty engaging students in non-STEM majors.
- **Solutions Implemented/Proposed:**
  - Develop workshops tailored to Arts and Humanities majors.


**Evidence Link**

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Action Step 1.3.4: Build year-two goals and strategies for Districtwide alignment and expansion of the Colts U Transfer Center partnerships with local 4-year Universities.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Colts U Transfer Center
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

Student  
Service

**Progress Details**

- **Key Activities Completed:**
  - Established initial meetings with Skyline and CSM Transfer Centers.
- **Current Activities:**
  - Drafting a districtwide alignment strategy for Spring 2025.

**Metrics/Data**

- **Baseline:** No districtwide alignment in 2023.
- **Current:** Draft alignment goals outlined.
- **Target:** Fully aligned strategies across the district.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Varied priorities and timelines among colleges.
- **Solutions Implemented/Proposed:**
  - Schedule quarterly coordination meetings with Transfer Center directors.

**Evidence Link**


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Action Step 1.3.5: Implement the provisions of California Assembly Bills 1111 and 928 and develop processes for local-level and districtwide alignment as needed.

### EMP Alignment

3.9. Implement AB 1111 and 928: Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

### Current Status

- **Responsible Party:** Colts U Transfer Center, Curriculum Committee, Frank, Lisa, Trang (The Curriculum Team)
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Mapped courses to align with common numbering system under AB 1111.
  - Began aligning local degree requirements with AD-T standards per AB 928.
- **Current Activities:**
  - Training counselors and faculty on changes to transfer requirements.

### Metrics/Data

- **Baseline:** No implementation of AB 1111 or AB 928 in 2023.
- **Current:** Full compliance with AB 928 in Fall 2024. Course mapping complete update for XX% of programs.
- **Target:** Full compliance with AB 1111 every year.

### Challenges & Solutions

- **Challenges Encountered:**
  - Resistance from some departments to align local requirements.
- **Solutions Implemented/Proposed:**
  - Hold informational sessions highlighting student benefits.

### Evidence Link

## Goal 2: Create and manage a course schedule focused on student completion in two years.


### 2.1 Create a Student-First Schedule that offers various modalities and times to reduce scheduling conflicts.

---

Action Step 2.1.1: Create a one-year course schedule.

**EMP Alignment: None**

#### Current Status

- **Responsible Party:** Office of Instruction, iDeans, Chialin, Ameer, Frank
- **Implementation Status:** 
- **Completion Percentage:** 10%
- **Target Completion Date:** June 2025

#### Progress Details

- **Key Activities Completed:**
  - Piloted one-year course schedules for ADT programs.
  - Received feedback from faculty and students for improvement.
- **Current Activities:**
  - Expanding the pilot to include CTE and STEM programs.

#### Metrics/Data

- **Baseline:** Semester-by-semester schedules in 2023.
- **Current:** 3 ADT programs transitioned to one-year schedules.
- **Target:** 10 programs by 2025.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Faculty concerns over workload balancing.
- **Solutions Implemented/Proposed:**
  - Provide workload planning resources and training sessions.

#### Evidence link


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Action Step 2.1.2: Evaluate and offer hybrid short-term and late-start courses (e.g., mini-mester).

**EMP Alignment:**

1.3. Create a student-first course schedule: Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.

**Current Status**

- **Responsible Party:** Office of Instruction, iDeans, James, Karen
- **Implementation Status:** 
- **Completion Percentage:** 60%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Introduced XX hybrid courses across various disciplines.
  - Collected student feedback from Fall 2024 mini-mester courses.
- **Current Activities:**
  - Identifying additional courses to transition to late-start formats.

**Metrics/Data**

- **Baseline:** No mini-mester or hybrid courses in 2022.
- **Current:** XX hybrid courses introduced.
- **Target:** XX hybrid and late-start courses by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Difficulty scheduling hybrid courses during peak times.
- **Solutions Implemented/Proposed:**
  - Offer hybrid courses during evening and weekend slots to maximize availability.

**Evidence Link**


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Action Step 2.1.3: Schedule summer courses and bridge programs (e.g., Jams) to support student completion.

**EMP Alignment:**

1.3. Create a student-first course schedule: Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.

**Current Status**

- **Responsible Party:** Office of Instruction, iDeans, Ameer, Ron
- **Implementation Status:** 
- **Completion Percentage:** 20%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - As part of FYE review, CREW inventory of activities including summer programs.
  - Conducted a needs assessment for summer courses and Jams.
  - Built a dashboard that analyzes course conflicts (PRIE).
- **Current Activities:**
  - Coordinating with faculty to finalize summer 2025 offerings.
  - Promise is planning a CRER 401 summer course.
  - CREW discussion of which summer programs can be coordinated for a larger impact i.e. reboot of Colts-Con style summer orientation.
  - Jams have been reimagined and now offer semester long, just in time support.

**Metrics/Data**

- **Baseline:** Limited summer offerings in 2023.
- **Current:** Initial course list under development.
- **Target:** Expand summer offerings to 30+ courses and 3 bridge programs.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Limited faculty availability for summer sessions.
  - Funding for summer programs.
- **Solutions Implemented/Proposed:**
  - Early planning summer teaching assignments.
  - Identify a consistent funding source for summer programs and build into program budgets.

**Evidence Link**

- Jan. 27, 2025 meeting notes  **CREW Agenda Planning**




---

Action Step 2.1.4: Continue to assess our course offerings to determine the feasibility of online degrees and certificates.

### EMP Alignment:

1.16. Create campus culture that supports completion within 3 years: Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data; (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.)

### Current Status

- **Responsible Party:** Office of Instruction, iDeans, Chialin, Deans, PRIE
- **Implementation Status:** 
- **Completion Percentage:** 70%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Conducted an initial review of **27 ADTs**, identifying **two ADTs** that could not be completed within two years.
  - **Deans collaborated with sister colleges** to develop a plan for rotating specific course offerings to ensure program completion.
  - Out of the **27 ADTs**, **14 can be fully completed online**.
  - Developed a **Program Complete-Ability Dashboard** (PRIE) to track and analyze program accessibility.
- **Current Activities:**
  - Conducting **student surveys** to prioritize additional online course offerings.
  - Continuing to **refine the Program Complete-Ability Dashboard** (PRIE) to enhance tracking and planning.

### Metrics/Data

**Baseline:** Two ADTs could not be completed within two years.

**Current:** A **completion plan** has been established for these two ADTs.

- Evaluating the **remaining 13 ADTs** to determine online completion feasibility.

**Target:** Continue expanding the number of ADTs that can be completed online if it is appropriate.

### Challenges & Solutions

- **Challenges Encountered:**
  - Balancing student needs and demand while striving to minimize course cancellations..
- **Solutions Implemented/Proposed:**
  - Collaborating with sister colleges to rotate course offerings, ensuring essential courses are available while preventing low enrollment and cancellations.

### Evidence Link:


- <https://public.tableau.com/app/profile/alex.claxton/viz/ProgramCompleteability/Courses>

Action Step 2.1.5: Implement degrees/certificates that are obtainable via evening, weekend, and online.

### EMP Alignment:

1.2. Build on the CWA model: Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings, to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.

### Current Status

- **Responsible Party:** Office of Instruction, iDeans, James, Deans
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Identified key degrees and certificates for evening and weekend formats.
- **Current Activities:**
  - Adding 3 degrees to evening/weekend formats.

### Metrics/Data

- **Baseline:** Few evening/weekend degree options in 2022.
- **Current:** 2 degrees adjusted for evening/weekend availability.
- **Target:** 8 degrees and certificates by 2025.

#### **Challenges & Solutions**

- **Challenges Encountered:**
  - Student demand varies significantly by program.
- **Solutions Implemented/Proposed:**
  - Conduct focus groups to refine scheduling priorities.

#### **Evidence Link**


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Action Step 2.1.6: Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.

### EMP Alignment:

4-12. Offer key courses in multiple modalities: Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.

### Current Status

- **Responsible Party:** Office of Instruction, iDeans, Chialin, Deans
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** June 2025

### Progress Details

- **Key Activities Completed:**
  - Monitored Core courses offered in online, hybrid, and in-person modalities each semester; discussed modality strategies during Deans meetings.
  - Collected student satisfaction data on modality preferences and success rates.
  - Developed a **Program Complete-Ability Dashboard (PRIE)** to track program accessibility and course modality availability.
- **Current Activities:**
  - Collaborating with counselors and program supervisors to align modality offerings with student needs.
  - Continuing to **refine the Program Complete-Ability Dashboard (PRIE)** to enhance tracking and planning. (Course offered by program)
  - Piloting a rotating schedule for high-demand courses (e.g., alternating online/hybrid sections each term).

### Metrics/Data

- **Baseline:** Core modalities (fill rate of <70% fill rate)
- **Current:** Core modalities (fill rate of 75% fill rate)
- **Target:** Core modalities (fill rate of 80% fill rate).

### Challenges & Solutions

- **Challenges Encountered:**

- Limited Resources: Small college size restricts ability to offer all modalities for every course.
- Faculty Preference: Not all instructors are trained or prefer to teach across modalities (e.g., online asynchronous).
- Student Engagement: Lower success rates in fully online courses due to tech barriers or self-direction challenges.
- Enrollment Sustainability: Low enrollment in certain modalities risks section cancellations.
- **Solutions Implemented/Proposed:**
  - Continue monitoring modalities and course success: Use PRIE Dashboard and student feedback to prioritize modalities with high demand (e.g., online for flexibility) as well as balance in person sections.
  - Faculty Development: Continue a training program for instructors on best practices in hybrid/online teaching (the DE team).
  - Monitor and support high demand and low success courses: The Learning Center continues to provide support to students who enrolled in high demand and low success courses.
  - Continue incorporating counselors and program directors' feedback on course modalities.

#### Evidence Link

- [Course Scheduling Planning and Objectives\\_12.27.2024.docx](#)

Goal 2: Create and manage a *course schedule* focused on student completion in two years.

2.2 Ensure access to instructional technology, training and professional development to support quality of instruction across all modalities


---

Action Step 2.2.1: Provide support for faculty to learn current standards (e.g., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students.

**EMP Alignment:** 1.9 Strengthen Cañada's participation in the California Virtual Campus.

#### Current Status

- **Responsible Party:** Dean of ASLT, Online Teaching & Learning Team, Anniqua

- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Conducted two faculty workshops on accessibility and Universal Design for Learning (UDL).
  - Provided course audits for 10 online classes to ensure alignment with CVC-OEI standards.
- **Current Activities:**
  - Planning advanced training workshops focused on equity-centered course design.

#### Metrics/Data

- **Baseline:** No formal training on CVC-OEI or UDL in 2023.
- **Current:** 50 faculty trained on accessibility standards.
- **Target:** Train 150 faculty by 2025.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Limited faculty availability for training sessions.
- **Solutions Implemented/Proposed:**
  - Offer asynchronous training modules for greater flexibility.


Evidence Link: <https://canadacollege.edu/ipc/2425/materials/canada-local-pocr-f24-ipc-update.pdf>

---

Action Step 2.2.2: Ensure all faculty, staff, and students have access to the hardware and software technology resources needed for instruction in multiple modalities.

**EMP Alignment:** 4.10 Ensure faculty, staff, and students have access to technology to support multiple modalities.

#### Current Status

- **Responsible Party:** Dean of ASLT, ITS, Online Teaching & Learning Team, Anniqua
- **Implementation Status:** 
- **Completion Percentage:** 25%
- **Target Completion Date:** December 2025

### **Progress Details**

- **Key Activities Completed:**
  - Conducted a technology needs survey for faculty, staff, and students.
  - Distributed 100 laptops and hotspots to students for online learning.
- **Current Activities:**
  - Upgrading classroom technology to support hybrid instruction.

### **Metrics/Data**

- **Baseline:** Outdated technology and no centralized distribution of resources in 2023.
- **Current:** Needs identified, distribution in progress.
- **Target:** 100% of classrooms upgraded and resources distributed as needed by 2025.

### **Challenges & Solutions**

- **Challenges Encountered:**
  - Supply chain delays affecting technology procurement.
- **Solutions Implemented/Proposed:**
  - Partner with alternative vendors to expedite delivery timelines.


### **Evidence Link**

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Action Step 2.2.3: Provide training needed to ensure new technology resources facilitate quality teaching and learning.

**EMP Alignment:** 4.11 Provide trainings needed to ensure new technology facilitates quality teaching and learning.

**Current Status**

- **Responsible Party:** Dean of ASLT, Online Teaching & Learning Team, Anniqua
- **Implementation Status:** 
- **Completion Percentage:** 35%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Hosted two training sessions for faculty on new hybrid classroom technology.
  - Created user manuals and quick-start guides for new software tools.
- **Current Activities:**
  - Developing an on-demand video library for technology training.

**Metrics/Data**

- **Baseline:** Minimal training offered in 2023.
- **Current:** 80 faculty and staff trained on new technology tools.
- **Target:** Train 200 faculty and staff by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Resistance from faculty unfamiliar with new tools.
- **Solutions Implemented/Proposed:**
  - Offer one-on-one coaching sessions to address individual concerns.

**Evidence Link**

<https://www.canadacollege.edu/onlineteaching/index.php>



## Goal 3: Align and sustain pro-active student support services with programs of study to ensure effective and timely student enrollment, retention, persistence, and completion.

Objective 3.1 Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs, and resources


---

Action Step 3.1.1: Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).

### EMP Alignment:

EMP 1.11 Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).

### Current Status

- **Responsible Party:** Director of Guided Pathways, Office of Student Services & Office of Instruction, Ron
- **Implementation Status:** 
- **Completion Percentage:** On Track (90-100%):
- **Target Completion Date:** June 2025

### Progress Details

- **Key Activities Completed:**
  - Designed a pilot mentorship program for new students.
  - Hosted two campus events to promote Interest Area Success Teams.
  - Formation of College Retention & Engagement Workgroup(CREW) to coordinate activities across Interest Areas and Special Programs.
- **Current Activities:**
  - Recruiting peer mentors and planning training workshops.
  - Regular CREW meetings to coordinate activities and best practices.
  - Peer mentors for Interest Areas hold monthly engagement activities.
  - Calendar of recurring activities throughout the year.

**Metrics/Data**

- **Baseline:** No mentorship programs or events targeting Interest Area Success Teams in 2023.
- **Current:** 50 students engaged in pilot programs.
- **Target:** 200 students engaged annually by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Low student awareness about Interest Area Success Teams.
- **Solutions Implemented/Proposed:**
  - Use social media campaigns and targeted emails to boost visibility.
  - Host campus events to promote Interest Area Success Teams.
  - Interest Area Retention Specialists are participating in activities at high schools to introduce the Interest Areas and raise awareness.
  - Pre-semester activities to increase awareness of Interest Areas and prepare incoming students for success.

**Evidence Link**[!\[\]\(a870788d6ed9b8fd294b7654a8c8526b\_img.jpg\) CAN Peer Mentors](#)[!\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\) CREW Agenda Planning](#)**ADD LINK TO IPC 5/2/2025 PRESENTATION**


---

Action Step 3.1.2: Develop, launch, and sustain a First Year Experience program which engages all Interest Areas and Special Programs.

#### EMP Alignment:

EMP 1.15 Create and scale the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts.

#### Current Status

- **Responsible Party:** Director of Guided Pathways, Office of Student Services & Office of Instruction, Ron
- **Implementation Status:** 
- **Completion Percentage:** In progress (80%)
- **Target Completion Date:** August 2026

#### Progress Details

- **Key Activities Completed:**
  - Inventory of current activities (Fall 2024).
  - Outline of desired FYE elements (Fall 2024).
  - Complete gap analysis and develop FYE expansion plans (Spring 2025)
  - .
- **Current Activities:**
  - Planning for summer 2025 bridge programs and courses.
  - Collaboration among CREW to open opportunities to more students in pre-semester programs.

#### Metrics/Data

- **Baseline:** Inconsistent FYE program in place in 2023. (include more details)
- **Current:** FYE framework completed, two cohorts planned for 2025.(include more details)
- **Target:** Four cohorts annually by 2025.(include more details)

#### Challenges & Solutions

- **Challenges Encountered:**
  - Limited availability of faculty to lead FYE efforts.

- Disjointed organizational structure.
- Lack of designated staffing to coordinate the FYE activities
- Decentralized FYE efforts without proper coordination
- Lack of stable funding for conducting FYE activities, especially over summer.
- **Solutions Implemented/Proposed:**
  - Provide stipends and professional development for faculty involvement.
  - Identify a stable funding source and build FYE activities into program budgets.
  - CREW is working together to try to more closely coordinate FYE activities.

**Evidence Link**

 **Create and scale a First Year Experience Program**

 **FYE Monthly Activities**


 **CREW Agenda Planning**

Action Step 3.2.1: Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs.

# Student Service

**EMP Alignment:** None

## Current Status

- **Responsible Party:** Dean of Enrollment Services and Support Programs, Director of Guided Pathways, College Recruiters
- **Implementation Status:** 
- **Completion Percentage:** On-Track (100%)
- **Target Completion Date:** June 2025

## Progress Details

- **Key Activities Completed:**
  - Conducted a needs assessment of existing registration strategies.
  - Implemented Super PEP for Senior High School students
  - Implemented Super registration for new and returning students
- **Current Activities:**
  - Developing a unified registration checklist for Success Teams.
  - Super Registration events for new and returning students with support from Success Teams.

## Metrics/Data


- **Baseline:** Fragmented registration processes in 2023.
- **Current:** Checklist draft completed.
- **Target:** Fully aligned processes across all Success Teams.

## Challenges & Solutions

- **Challenges Encountered:**
  - Lack of coordination between Success Teams and Special Programs.
  - Bring students to the campus
- **Solutions Implemented/Proposed:**
  - Schedule monthly coordination meetings.

- Agenda item at monthly CREW meetings.
- Training on the admission process for undocumented students.
- 

**Evidence Link**

 **24-25 CREW Agenda Planning**

**ADD OLIVIA PLANNING DOC**


**ADD LINK TO OLIVIA'S PLANNING DOC**

Action Step 3.2.2: Implement and scale proactive strategies for registration support for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds).

## Student Service

**EMP Alignment: None**

### Current Status

- **Responsible Party:** Dean of Enrollment Services and Support Programs, Director of Guided Pathways, College Recruiters
- **Implementation Status:** 
- **Completion Percentage:** 100%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Piloted priority registration workshops for two cohorts.
  - Trained Success Teams on late-add procedures.
- **Current Activities:**
  - Expanding workshops to cover all Interest Areas.
  - New process for completing requests through SSL.

### Metrics/Data

- **Baseline:** Priority registration limited to Special Programs in 2022.
- **Current:** 150 students reached through workshops.
- **Target:** 500 students annually by 2025.

### Challenges & Solutions

- **Challenges Encountered:**
  - Low attendance during registration workshops.
- **Solutions Implemented/Proposed:**
  - Offer incentives like bookstore vouchers for workshop participation.


### Evidence Link

Action Step 3.2.3: Scale single-stop registration programs and events to support new and continuing students (e.g., registration workshops, FAFSA workshops, Financial Literacy workshops, Super Saturday).

## Student Services

**EMP Alignment:** None

### Current Status

- **Responsible Party:** Dean of Enrollment Services and Support Programs, Director of Guided Pathways, College Recruiters
- **Implementation Status:** 
- **Completion Percentage:** 100%
- **Target Completion Date:** December 2025

### Progress Details

- **Key Activities Completed:**
  - Super Registration events scheduled shortly before the start of Fall and Spring semesters.
- **Current Activities:**
  - Collaborating with Interest Area and Special Program staff to provide support at Super Registration events, host information sessions, orientation, and workshops.

### Metrics/Data

- **Baseline:** No single-stop events in 2022.
- **Target:** 2-3 events annually by 2025.

### Challenges & Solutions

- **Challenges Encountered:**
  - Staffing shortages for event coordination.
- **Solutions Implemented/Proposed:**
  - Partner with programs to utilize student workers (mentors, ambassadors, etc.) at events.

### Evidence Link




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Action Step 3.3.1: Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support.

**EMP Alignment:**

EMP 4.8 Increase # of students receiving tutoring or attending academic success workshops by increasing availability and range of tutoring services and academic success workshops.

**Current Status**

- **Responsible Party:** Director of Guided Pathways, Learning Center Manager, Ron
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Mapped academic support services to align with Interest Areas.
  - Hired additional academic support specialists for Math and Writing/English.
- **Current Activities:**
  - Integrating support services into Canvas for easy access.
  - CREW meetings to review outlier Early Alert cases.
  - Identify subjects with low success rates and arrange for intentional tutoring in those subjects.

**Metrics/Data**

- **Baseline:** No alignment of services in 2023.
- **Current:** Services aligned for Interest Areas and Special Programs
- **Target:** Full alignment by 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Low usage of services among identified student groups.
- **Solutions Implemented/Proposed:**
  - Launch high visibility campaigns to promote services.

- Permanent Instructional Aides in the Writing Center.
- Expanding models of support in some gateway subjects.

**Evidence Link**

**We will be able to link to IPC & PBC presentations with the details**


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Action Step 3.3.2: Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, and goal completion.

#### EMP Alignment:

EMP 1.11 Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).

#### Current Status

- **Responsible Party:** Director of Guided Pathways, Learning Center Manager, PRIE, Ron
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Developed dashboards for monitoring key metrics.
- **Current Activities:**
  - Training Success Teams on data interpretation and intervention strategies.
  - Regular CREW meetings to coordinate activities and best practices.

#### Metrics/Data

- **Baseline:** No formal monitoring processes in 2023.
- **Current:** Dashboards used by 3 Success Teams.
- **Target:** Dashboards fully utilized by all teams by 2025.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Data accuracy issues in existing systems.
- **Solutions Implemented/Proposed:**
  - Collaborate with PRIE to improve data integrity.

#### Evidence Link



Goal 4: Ensure the College effectively supports the community's evolving needs by providing culturally-relevant, community engaged, quality instructional and student service programs.

#### 4.1 Create and sustain an antiracist, inclusive and equity-minded campus culture (EMP Goal 2)

---


Action Step 4.1.1: Develop updated marketing, messaging, and outreach strategies that address the needs of Black, Indigenous, People of Color (BIPOC) communities and special program populations.

Student Services

**EMP Alignment:** EMP Goal 2

##### Current Status

Marketing

- **Responsible Party:** Marketing/Public Information Office, College Recruiters
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** June 2025

##### Progress Details

- **Key Activities Completed:**
  - Developed new marketing materials highlighting BIPOC student success stories.
  - Partnered with community organizations for targeted outreach events.
- **Current Activities:**
  - Conducting focus groups with BIPOC students to refine messaging.

##### Challenges & Solutions

- **Challenges Encountered:**
  - Continue engagement from BIPOC communities.
- **Solutions Implemented/Proposed:**
  - Build stronger community partnerships and leverage trusted community leaders.


##### Evidence Link

Action Step 4.1.2: Build new and strengthen existing community engagement partnerships with BIPOC and special program populations.

President  
t

**EMP Alignment:** EMP Goal 2

**Current Status**

- **Responsible Party:** President’s Advisory Council
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  -
- **Current Activities:**
  -

**Challenges & Solutions**

- **Challenges Encountered:**
  -
- **Solutions Implemented/Proposed:**
  -

---

Action Step 4.1.3: Develop and launch the Cultural Center facility and set goals for the academic year.

**EMP Alignment:** EMP Goal 2

**Current Status**

- **Responsible Party:** Office of Student Services
- **Implementation Status:** ●
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Completed facility renovation for the Cultural Center.
  - Hosted a soft launch event in Fall 2024.
- **Current Activities:**
  - Recruiting student ambassadors to promote the center's resources.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Limited awareness among students about the center.
- **Solutions Implemented/Proposed:**
  - Use campus-wide events to increase visibility.

**Evidence Link**


Student  
Services

---

Action Step 4.1.4: Onboard and train Cultural Center leadership team (Director, Program Services Coordinator) in alignment with college-wide goals for equity and antiracism.

**EMP Alignment:** EMP Goal 2

**Current Status**

- **Responsible Party:** Office of Student Services
- **Implementation Status:** 
- **Completion Percentage:** 100%
- **Target Completion Date:** June 2024

Student  
Services

**Progress Details**

- **Key Activities Completed:**
  - Hired the Cultural Center Director and Program Services Coordinator.
- **Current Activities:**
  - Providing equity-focused professional development training for staff.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Limited staff availability for training sessions.
- **Solutions Implemented/Proposed:**
  - Offer flexible, asynchronous training options.




---

Action Step 4.1.5: Develop and expand proactive student support initiatives and programs for the success of BIPOC communities (e.g., Men of Color program, UMOJA, PUENTE).

**EMP Alignment:** EMP Goal 2

## Student Services

### Current Status

- **Responsible Party:** Office of Student Services and HSS
- **Implementation Status:** 
- **Completion Percentage:** 35%
- **Target Completion Date:** June 2025

### Progress Details

- **Key Activities Completed:**
  - Increased participation in UMOJA and PUENTE programs by 20%.
- **Current Activities:**
  - Expanding outreach to recruit additional participants for Spring 2025.

### Challenges & Solutions

- **Challenges Encountered:**
  - Insufficient staffing for program coordination.
- **Solutions Implemented/Proposed:**
  - Secure funding to hire additional program coordinators.

### Evidence Link


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### Action Step 4.1.6: Develop, launch, and support the proposed Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices.

#### EMP Alignment:

2.1. Increase support for faculty to provide individualized attention (Umoja practices): Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).

#### Current Status

- **Responsible Party:** Faculty Teaching & Learning Coordinators, Equity & Antiracism Planning Council, Anniqua
- **Implementation Status:** 
- **Completion Percentage:** 40%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  - Piloted new faculty Equity and Antiracism orientation (Fall 2025 and Jan 2025)
  - Contract Grading as an Anti-racist Practice, contracted with SFSU Metro Academy Aug 2024
  - Student Panel Reflecting on HSI Designation and How Faculty Can support Latinx Students Fall 2024
  - Conversations with Colleagues faculty training on Microaggressions in the Classroom (2 session offered) Fall 2025
  - Districtwide Undocuqually Training January 2025—led by UCC (under EAPC)
  - Faculty training on Free-speech vs Bullying in the classroom Jan 2025
  - Offered series of year-long equity trainings from Statewide Puente PD:
    - Pedagogies of Cariño: Asset-Based Approaches and Culturally Affirming Classrooms Audience: All Faculty + Staff
    - Counseling with Corazón: Heart Practices for the Journey Through and Beyond Community College Post-AB1/705 Audience: Counseling Faculty
    - Introduction to Culturally Responsive Practices and Anti-Racist Equity Work for Peer Educators Audience: Peer Educators
    - Whose STEM is it? Cultivating Belonging in STEM Audience: STEM Faculty (Division Meeting)--scheduled for April 2025
    - Bringing Our Whole Selves to School: How Linguistic Justice Cultivates Belonging for Educators and Students Audience: All Faculty + Staff—schedule for April 2025
    - Community Care and Wellness for Equity Workers: Taking Care of Ourselves and Each other Audience: All Faculty + Staff—rescheduled, planned for April 2025

- **Current Activities:**

- Continue Puente PD series
- Continue equity-focused Conversations with Colleagues
- Continue offering Equity and Antiracism onboarding for new faculty
- Continue and begin new faculty learning pods and communities of practice around culturally responsive teaching
- Implement undocually trainings at division meetings
- Offer LGBTQ+ supportive trainings for faculty (6 in Spring 2025)
- Host Disability Justice focused Flex Day in April 2025

### **Challenges & Solutions**

- **Challenges Encountered:**

- Faculty resistance to equity-focused training.
- Faculty as a group have a wide range of needs and experience with antiracist and equity minded pedagogy

- **Solutions Implemented/Proposed:**

- Use testimonials from faculty advocates to encourage participation.
- hold trainings during regularly scheduled division meetings.
- offer on-going trainings for more experienced faculty while also continuing new faculty onboarding

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Action Step 4.1.7: Support the participation of underrepresented students in program-relevant experiential and work-based learning.

**EMP Alignment:** EMP Goal 2: Career and experiential learning opportunities.

3.10. Centralize and coordinate employer relationships to scale opportunities for students: Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community organizations, high schools in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission.

3.11. Create and expand career exploration experiences for students: Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities.

#### Current Status

- **Responsible Party:** Office of Student Services, Office of Instruction, Alex, Jasmine
- **Implementation Status:** 
- **Completion Percentage:** 30%
- **Target Completion Date:** June 2025

#### Progress Details

- **Key Activities Completed:**
  - Partnered with two local employers to create internships.
  - Expanded work-based learning opportunities in STEM programs.
- **Current Activities:**
  - Developing an internship matching platform for students.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Limited awareness among students about opportunities.
- **Solutions Implemented/Proposed:**
  - Host workshops to promote available programs.

#### Evidence Link


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Action Step 4.1.8: Provide opportunities for faculty to advance equity-mindedness in their discipline or practices.

**EMP Alignment:**

2.2. Increase the use of equity-minded curriculum: Increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes.

**Current Status**

- **Responsible Party:** Faculty Teaching & Learning Coordinators, Equity & Antiracism Planning Council (Kiran), Anniqua
- **Implementation Status:** 
- **Completion Percentage:** 35%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Conducted discipline-specific equity workshops for faculty.
- **Current Activities:**
  - Expanding workshops to include adjunct faculty.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Difficulty coordinating sessions across departments.
- **Solutions Implemented/Proposed:**
  - Create cross-departmental cohorts for shared learning experiences.


**Evidence Link**

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Action Step 4.1.9: Provide opportunities for Success Teams to advance equity-minded student support practices.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Equity & Antiracism Planning Council (Michiko and Kiran), Director of Guided Pathways, Anniqua, Ron
- **Implementation Status:** 
- **Completion Percentage:** 55%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Trained two Success Teams on equity-focused advising practices.
- **Current Activities:**
  - Planning workshops on equity-minded support strategies.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Inconsistent engagement from Success Team members.
- **Solutions Implemented/Proposed:**
  - Provide flexible training schedules to improve attendance.

**Evidence Link**

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Action Step 4.1.10: Provide regular and frequent pedagogical training opportunities for faculty (e.g., Faculty Learning Program).

**EMP Alignment:**

2.3. Increase resources for faculty professional development: Increase resources for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students.

2.4. Sustain and expand faculty learning communities: Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program.

**Current Status**

- **Responsible Party:** Faculty Teaching & Learning Coordinators, Equity & Antiracism Planning Council, Anniqua, Ray, Doniella, Kiran
- **Implementation Status:** 
- **Completion Percentage:** 60%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Established three Faculty Learning Program (POTs) in Fall 2024.
  - Distributed teaching guides on antiracist classroom practices.
- **Current Activities:**
  - Creating a peer mentorship program for faculty.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Limited participation from part-time faculty.
- **Solutions Implemented/Proposed:**
  - Offered stipends for faculty to attend training (including part-time faculty).

**Evidence Link**

## Goal 5: Innovate and refine degrees and/or certificates to ensure access and achievement, particularly for working, part-time students.

### 5.1 Ensure instructional programs and student support services serve part-time and working students with evening, weekend, and online options (EMP 1.2)


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Action Step 5.1.1: Create a hub for evening and weekend students to connect and support their success through an Evening One Stop with aligned instructional spaces and support services.

#### EMP Alignment:

4.3. Create a hub for evening and weekend students: Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop).

#### Current Status

- **Responsible Party:** Office of Student Services, Office of Instruction, James, Wissem
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

#### Progress Details

- **Key Activities Completed:**
  - Identified space for the Evening One Stop in the main campus building.
  - Piloted evening advising and tutoring services.
- **Current Activities:**
  - Equipping the space with necessary technology and resources.

#### Challenges & Solutions

- **Challenges Encountered:**
  - Limited awareness of evening services among students.
- **Solutions Implemented/Proposed:**
  - Launch a targeted marketing campaign for evening students.

#### Evidence Link




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### Action Step 5.1.2: Scale the Promise Scholars Program for part-time students.

#### EMP Alignment:

1.13. Scale the Promise Scholars Program to include part-time students.

#### Current Status

- **Responsible Party:** Director of High School Transitions and Dual Enrollment, Mayra
- **Implementation Status:** 
- **Completion Percentage:** 0%
- **Target Completion Date:** December 2025

#### Progress Details

- **Key Activities Completed:**
  -
- **Current Activities:**
  - Collaborating with financial aid to finalize support packages.

#### Challenges & Solutions


- **Challenges Encountered:**
  -
- **Solutions Implemented/Proposed:**
  - Seek additional grants and donations for the program.
- **Evidence Link**

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Action Step 5.1.3: Improve access to campus via public transit, shuttles, and on-demand rideshare services.

**EMP Alignment:** None

**Current Status**

- **Responsible Party:** Office of Administrative Services
- **Implementation Status:** 
- **Completion Percentage:** 80%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Conducted a student survey on transportation needs.
  - Initiated discussions with local transit authorities.
- **Current Activities:**
  - Piloting a weekend shuttle service for evening students.
  - Piloting Lyft for high-needs students.

**Challenges & Solutions**

- **Challenges Encountered:**
  - High operational costs for shuttle services and Lyft.
- **Solutions Implemented/Proposed:**
  - Partner with local businesses to subsidize costs.

**Evidence Link**


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Action Step 5.2.1: Develop new Kinesiology, Athletics, and Dance (KAD) programs and certifications in collaboration with the Community Fitness operations in Building 1.

**EMP Alignment:**

1.5. Develop new KAD programs and certifications: Develop new Kinesiology, Athletics, & Dance programs and certifications in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region.

**Current Status**

- **Responsible Party:** Dean of KAD, Dean of BDW, Kat
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** June 2025

**Progress Details**

- **Key Activities Completed:**
  - Designed two new short-term certifications in personal training and group fitness.
  - Established partnerships with local gyms for internships.
- **Current Activities:**
  - Developing marketing materials to recruit students for Spring 2025.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Low enrollment in pilot courses.
- **Solutions Implemented/Proposed:**
  - Offer introductory workshops to generate interest.

**Evidence Link**

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Action Step 5.2.2: Increase the number of course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto).

**EMP Alignment:**

1.6. Create more short-term, stackable certificate programs that result in gainful employment in the near term, so students can work in their field while continuing their education. Align these programs with ESL instruction.

1.7. Increase degree and certificate programs available in Menlo Park and East Palo Alto: Increase the number of degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations (East Palo Alto) to help students access needed courses and support services closer to home.

**Current Status**

- **Responsible Party:** Office of Instruction, Office of Student Services, Alex, Jasmine
- **Implementation Status:** 
- **Completion Percentage:** 20%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Conducted needs assessments at Menlo Park and East Palo Alto.
- **Current Activities:**
  - Recruiting faculty to teach additional courses at these locations.

**Challenges & Solutions**

- **Challenges Encountered:**
  - Difficulty securing off-campus instructional space.
- **Solutions Implemented/Proposed:**
  - Partner with community organizations to share facilities.

**Evidence Link**


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Action Step 5.2.3: Utilize the Program Improvement and Viability (PIV) process to assist in the revitalization of instructional programs.

**EMP Alignment:**

1.8. Ensure academic program viability: Ensure all academic degree and certificate programs remain viable and strong and that they adapt to the changing needs of students and employers in Cañada's service area.

**Current Status**

- **Responsible Party:** Academic Senate, Ameer, Karen E
- **Implementation Status:** 
- **Completion Percentage:** 50%
- **Target Completion Date:** December 2025

**Progress Details**

- **Key Activities Completed:**
  - Implement the PIV process.
  - Identified funeral service program for revitalization.
- **Current Activities:**
  -

**Challenges & Solutions**

- **Challenges Encountered:**
  -
- **Solutions Implemented/Proposed:**
  -

**Evidence Link**

Action Step	Committee	Office of Instruction Dean/Director	Update IPC Date (6 action steps per meeting) (2/7, 2/21, 3/7, 4/18, 5/2, 5/16)	Update SSPC Date
1.1.1	Curriculum Committee	Frank, Lisa, Chialin	2/21	
1.1.2	Curriculum Committee	Frank, Lisa, Chialin	2/21	
1.1.3	Curriculum Committee	Frank, Lisa, Trang, Chialin	2/21	
1.1.4	Curriculum Committee	Frank, Lisa, Trang, Chialin, Kerrie	2/21	
1.1.5	PRIE & Counseling	Frank, Lisa, Trang, Karen, 4 Interest Areas counselors	2/21	
1.2.1	Dual Enrollment	Mayra	3/7	
1.2.2	Dual Enrollment	Mayra, Daryan	3/7	
1.2.3	Dual Enrollment	Mayra, Stephen	3/7	
1.2.4	Office of Student Services (Dean of Enrollment)	College Recruiters		
1.2.5	Office of Student Services (Dean of Enrollment)	College Recruiters		
1.2.6	SWF, Adult Ed, Dual Enrollment	Alex, James, Mayra, Stephen	2/21	
1.2.7	Living the Promise leadership	Chialin, Stephen, Mayra	3/7	
1.3.1	Colts U Transfer Center	Mary Ho, Gonzalo Arrizon, Max		
1.3.2	Curriculum Committee & Colts U	Lisa, Frank, Trang, Mary H	3/7	
1.3.3	Colts U Transfer Center	Mary Ho, Gonzalo Arrizon, Max		
1.3.4	Colts U Transfer Center	Mary Ho, Gonzalo Arrizon, Max		
1.3.5	Curriculum Committee & Colts U	Lisa, Frank, Trang, Mary H	3/7	
2.1.1	i-Deans	Ameer, James, Chialin, and Frank	4/18	
2.1.2	i-Deans	James & Karen	2/7	
2.1.3	i-Deans	Ameer & Ron	4/18	
2.1.4	i-Deans	Chialin & Deans	2/7	
2.1.5	i-Deans	James	4/18	
2.1.6	i-Deans	Chialin & Deans	2/7	
Action Step	Committee	Office of Instruction Dean/Director	Update IPC Date (6 action steps per meeting) (2/7, 2/21, 3/7, 4/18, 5/2, 5/16)	Update SSPC Date
2.2.1	DE Team	Anniqua	4/18	

2.2.2	Technology Committee & DE Team	<b>Anniqua</b>	4/18	
2.2.3	Technology Committee & DE Team	<b>Anniqua</b>	4/18	
3.1.1	A-Deans	<b>Ron</b>	5/2	
3.1.2	A-Deans	<b>Ron</b>	5/2	
3.2.1	A-Deans	Wisseem		
3.2.2	A-Deans	Wisseem		
3.2.3	A-Deans	Wisseem		
3.3.1	A-Deans	<b>Ron</b>	5/2	
3.3.2	A-Deans	<b>Ron</b>	5/2	
4.1.1	Cabinet	Megan		
4.1.2	President's Advisory Council	Kim and Megan		
4.1.3	Office of Student Services	Michiko		
4.1.4	Office of Student Services	Michiko		
4.1.5	Office of Student Services			
4.1.6	FTL & EAPC	<b>Anniqua</b>	5/2	
4.1.7	i-Deans	<b>Alex, Ameer, Anniqua</b>	5/2	
4.1.8	FTL & EAPC	<b>Anniqua</b>	5/16	
4.1.9	PD & EAPC	<b>Anniqua &amp; Ron</b>	5/16	
4.1.10	FTL and EAPC	<b>Anniqua</b>	5/16	
5.1.1	A-Deans	<b>James &amp; Wisseem</b>	5/16	
5.1.2	i-Deans	<b>Mayra</b>	2/7	
5.1.3	Office of Adm Servs	Ludmila		
5.2.1	i-Deans	<b>Kat</b>	5/16	
5.2.2	i-Deans	<b>Alex, Jasmine</b>	5/16	
5.2.3	i-Deans	<b>Ameer, Karen</b>	2/7	