Cañada College

Strategic Enrollment Management Plan

2020-23

Date Submitted to PBC: March 18, 2020
Date Approved by PBC: April 29, 2020
Responsible Committee: PBC Strategic Enrollment Management Committee

Contents

Introduction

Purpose of Plan

The Cañada College Strategic Enrollment Management (SEM) Plan strives to help the College sustain and grow enrollment, particularly of Full-Time Equivalent Students, while supporting the College's goals for student success and equity.

Plan Development Process & Committee Responsible

On October 17, 2018, the Planning and Budgeting Council (PBC) appointed a Strategic Enrollment Management Committee to update the College's Strategic Enrollment Management (SEM) Plan that expired in 2017 and conduct a wide-ranging process to diagnose the College's enrollment trends, scan the environment in which the College operates, and recommend new strategies for revitalizing the College's enrollment. The Committee reviewed data, interviewed college faculty, staff and administrators, and conducted a retreat on January 31, 2020 that included members of the College Council, PBC, and Guided Pathways Steering Committee.   All of the Committee's meeting materials can be found online here.

The membership of this Committee included:

Academic Senate President	Hyla Lacefield, Diana Tedone-Goldstone
Classified Senate President	Jeanne Stalker
Faculty: 1 from STEM, 1 from CE, and DE Coordinator/Humanities, KAD	Paul Naas, Lezlee Ware, Nick DeMello, Ramakrishnan Kalyanaraman, Ana Maldinova and Matt Lee
Promise Scholars Program Coordinator	Marisol Quevedo
VPI	Tammy Robinson
VPSS	Manuel Pérez, Char Perlas
All Instructional Deans	James Carranza, Adam Windham, Matais Pouncil, Leonor Cabrera, Hyla Lacefield, David Reed
Dean of Counseling	Max Hartman
Counseling Faculty Member	Gloria Darafshi
Registrar	Ruth Miller
Assessment & Placement Office	Jeanne Stalker
Marketing & Outreach	Megan Rodriguez-Antone & Mayra Arellano
PRIE Office	Karen Engel, Alex Claxton

During the spring of 2020, the Planning and Budgeting Committee will determine whether it will monitor the implementation of the SEM Plan directly or ask the SEM Committee to continue in some capacity. All of the meeting agendas, minutes, and materials reviewed by the Committee can be found on the College's Enrollment Management website.

Core Beliefs, College and District Goals

Mission
Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The College cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

Vision
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

College Goals
- To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.
- To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.
- To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

District Goals
- Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success
- Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County
- Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
- Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Proposed Plan Timeline & Alignment with other College Plans

The SEM Committee recommends that this Plan be a three-year plan with active review and possible revisions each year. Due to the rapidly shifting socio-economic context in which the College operates, the Committee specifies whether each strategy is short, medium or longer-term with corresponding one, two and three-year metrics that will indicate whether the College is meeting its short, medium and long-term enrollment objectives.

This Plan aligns with and supports the College's Vision for Success Goals, annual Guided Pathways plan, three-year Student Equity Plan (2019-22), the College Education Master Plan (2017-22), as well as the Quality Focus Essay submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in July, 2019. More information about goal and metric alignment can be found in Appendix A.

Strategic Enrollment Management Goals, Objectives & Strategies

The primary objective of Strategic Enrollment Management (SEM) is to **maximize the probability** that each student is able to achieve their educational goal(s) at Cañada **within two years.**

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

Objectives

1.1 **Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites.**

Strategies
1.1.1 Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.
1.1.2 Evaluate high unit local degrees (over 34 degree units) to optimize degree complete-ability in two years (pursue possible bachelor's degree in Radiology Technology).
1.1.3 Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.

1.2 **Re-envision distance education to better support student completion and re-invigorate campus life**

Strategies
1.2.1 Create an online course offer pattern that supports some 100% online degrees and publicize them through the CVC State network.
1.2.2 Strategically run more courses face-to-face to create a larger and stronger sense of community on campus.
1.2.3 Strategically offer classes online to assist our "home campus" students' attainment of their educational goals.
1.2.4 Expand the role of "hybrid" courses to realize the benefits of online while building and maintaining face to face community

1.3 **Be the preferred college choice for local High School students**

Strategies
- 1.3.1   Create and scale dual enrollment opportunities for high school students
- 1.3.2   Create more robust K-14 academic pathway programs (including summer programs)
- 1.3.3   Publicize Cañada's clear programs of study at local high schools as well as the aligned student supports Cañada provides. Emphasize the improved opportunity to get into UCs.

1.4 **Increase conversion of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs.**

Strategies
- 1.4.1   Develop GE/whole programs at the Menlo Park site or other off-campus locations to help with access

1.5 **Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area.**

1.6 **Strengthen transfer support services, including our 2+2 agreements and the University Center.**

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

Objectives

2.1 **Create a <u>Student-First Schedule</u> that reduces scheduling conflicts and creates course-taking opportunities for students.**

Strategies
- 2.1.1   Evaluate the current block schedule (MTWTh) and consider converting MW blocks to MWF blocks
- 2.1.2   Accommodate high unit courses (5+) such as the new math and English co-requisite courses.
- 2.1.3   Enable a college hour.
- 2.1.4   Create a full year course offer pattern (aka an "Annual Schedule") to aid students' planning as well as strategically manage course offerings and minimize class cancellations.
- 2.1.5   Create more program options on an evenings and weekends schedule
- 2.1.6   Make better use of summers to support student completion

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.

Objectives

    3.1 Streamline the Transcript Evaluation Process
    3.2 **Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs, and resources**.
    3.3 **Implement Guided Pathways Initiatives related to aligning student supports with clear programs of study**.

        Strategies
        3.3.1   Create and sustain Interest Area Success Teams
        3.3.2   Develop, launch and sustain First Year Experience programs for each Interest Area
        3.3.3   Scale the number of opportunities for Career Exploration, work-based learning and job placement in each Interest Area across all student types

Goal 4: Align marketing, messaging and outreach with our programs, schedule, and supportive services and programs

Objectives

    4.1 **Be known as the college where students complete in two years.**
    4.2 **Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school.**
    4.3 **Be known as the college that is responsive to our community's evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage.**

        Strategies
        4.3.1   Develop an updated marketing, messaging and outreach strategy to support the objectives of this plan. Include implementation plans for paper, online and social media
        4.3.2   Create a cross-functional, on-going Marketing and Outreach Work Group to align and coordinate outreach across the College
        4.3.3   Engage community partners around the College's strategic enrollment management objectives

Proposed 3-Year Strategic Action Plan for Implementation

Objective	Strategy	Responsible Party	Timeline
1.1	Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites.	Office of Instruction with Academic Senate (program review)	Complete by summer 2020
1.1.1	Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.	Office of Instruction and Curriculum Committee	Complete by summer 2020
1.1.2	Evaluate high unit local degrees (over 34 degree units) to optimize degree complete-ability in two years (pursue possible bachelor's degree in Radiology Technology).	Office of Instruction and Curriculum Committee	Complete by summer 2020
1.1.3	Evaluate the differences between the local degree and AA-T and AS-T degree requirements and consider changes to local degree requirements in order to optimize complete-ability in two years.	Office of Instruction and Counseling Division	Summer 2020
1.2	Re-envision distance education to better support student completion and re-invigorate campus life	Office of Instruction and DEAC	Fall 2020
1.2.1	Create an online course offering pattern that supports some 100% online degrees and publicize them through the CVC State network.	Office of Instruction and DEAC	Spring 2021 and ongoing
1.2.2	Strategically run more courses face-to-face to create a larger and stronger sense of community on campus.	Office of Instruction and DEAC	Spring 2021 and ongoing
1.2.3	Strategically offer classes online to assist our "home campus" students' attainment of their educational goals.	Office of Instruction and DEAC	Spring 2021 and ongoing
1.2.4	Expand the role of "hybrid" courses to realize the benefits of online while building and maintaining face-to-face community	Office of Instruction and DEAC	Spring 2021 and ongoing
1.3	Be the preferred college choice for local High School students	Director of Dual Enrollment and High School Transitions with Marketing & Outreach	Fall 2023
1.3.1	Create and scale dual enrollment opportunities for high school students	Director of Dual Enrollment and High School Transitions	Fall 2021
1.3.2	Create more robust K-14 academic pathway programs (including summer programs)	Director of Dual Enrollment and High School Transitions	Summer 2021
1.4	Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs	Dean of ASLT Director of Workforce Development ACCEL Transitions Coordinator	Fall 2022

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1.4.1	Develop General Education and whole programs at the Menlo Park site or other off-campus location to help with access	Dean of ASLT Director of Workforce Development ACCEL Transitions Coordinator	Fall 2022
1.5	Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area.	Dean of BDW and Workforce Tri-Chairs in conjunction with the Office of Instruction	Fall 2022
1.6	Strengthen transfer support services, including our 2+2 agreements and the University Center	Director of Post-Secondary Success	Fall 2021
2.1	Create a Student-First Schedule that reduces scheduling conflicts and creates course-taking opportunities for students	iDeans	Fall 2021
2.1.1	Evaluate the current block schedule (MTWTh) and consider converting more MW blocks to MWF blocks to better accommodate high unit courses (5+) such as the new math and English co-requisite courses and enable a college hour	iDeans	Pilot fall 2020 Fall 2021
2.1.2	Create a full year course offer pattern (aka an "Annual Schedule") to aid students' planning as well as strategically manage course offerings and minimize class cancellations.	iDeans	Spring 2020
2.1.3	Create more program options on an evenings and weekends schedule	iDeans	Fall 2021
2.1.4	Make better use of summers to support student completion	iDeans	Fall 2021
3.2	Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs and resources	Guided Pathways Steering Committee, Office of Student Services with the Office of Instruction	Fall 2022
3.3	Implement Guided Pathways Initiatives related to aligning students supports with clear programs of study	Guided Pathways Steering Committee	Fall 2021
3.3.1	Create and sustain Interest Area Success Teams	Guided Pathways Steering Committee	Fall 2020
3.3.2	Develop, launch and sustain First Year Experience programs for each Interest Area	Guided Pathways Steering Committee	Fall 2020
3.3.3	Scale the number of opportunities for Career Exploration, work-based learning and job placement in each Interest Area across all student types	Guided Pathways Steering Committee	Fall 2022

4.1	Be known as the college where students complete in two years	Marketing & Outreach	Spring 2023
4.2	Increase the percentage of high school students from the Sequoia Union High School district coming to Cañada within one year of completing high school	Marketing & Outreach with Director of High School Transitions	Spring 2023
4.3	Be known as the college that is responsive to our community's evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage	Marketing & Outreach	Spring 2023
4.3.1	Develop an updated marketing, messaging and outreach strategy to support the objectives of this plan. Include implementation plans for paper, online and social media	Marketing & Outreach	March 31, 2020
4.3.2	Create a cross-functional, on-going Marketing and Outreach Work Group to align and coordinate outreach across the College	President's Office on the recommendation of PBC	Spring 2020
4.3.3	Engage community partners around the College's strategic enrollment management objectives	Marketing & Outreach President's Office (to take to President's Advisory Council) Director of High School Transitions Director of Workforce Development, ACCEL Transitions Coordinator and Workforce Tri-Chairs ESL Coordinator and Retention Specialist	Spring 2020 and ongoing

Baseline Metrics: Appendix A

Current Trends

Overall Enrollment Trends

Across the country, enrollment in community colleges has declined by 19% since a high point during the Great Recession in 2010. In California, the total number of students enrolled in the community college system reached a high point in 2008-09 and, after tapering off for five years in the aftermath of the Recession, has remained largely stagnant since 2012-13.

Total Students Enrolled in California Community Colleges
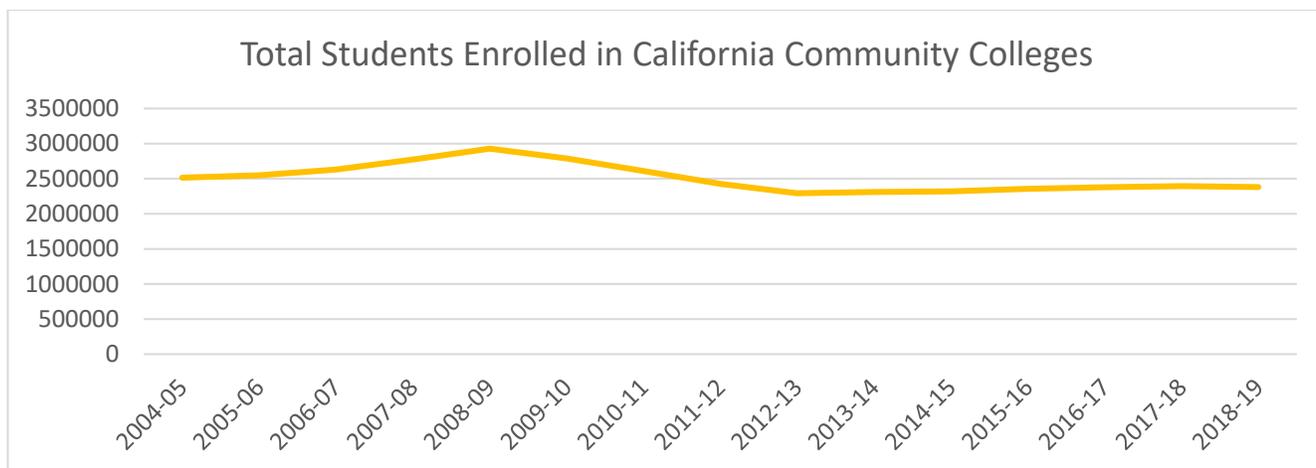
Source: CCCCO Data Mart.

Community college enrollments do tend to by cyclical in that students enroll during economic downturns to boost their employability, and reduce their enrollment during economic boom cycles as employment is more readily available, even for those lacking degrees and certificates.[1] Looking forward, the U.S Department of Education projects that the full-time equivalent enrollment at public community colleges will cease to decline and inch up steadily for the next decade through 2027 but that the growth will be very slow.[2]

At Cañada College, the number of unique students enrolled (headcount) each year has fallen by 12% since a high point in 2009-10. More notable, however, is the dramatic decline in the number of full-time equivalent students (FTES) at Cañada: -33%.

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[1] American Association of Community Colleges, *Trends in Community College Enrollment and Completion Data, Issue 5*, Jolanta Juszkiewicz. May, 2019.

[2] Institute of Education Sciences, National Center for Education Statistics, *Projections of Education Statistics to 2027, p.*
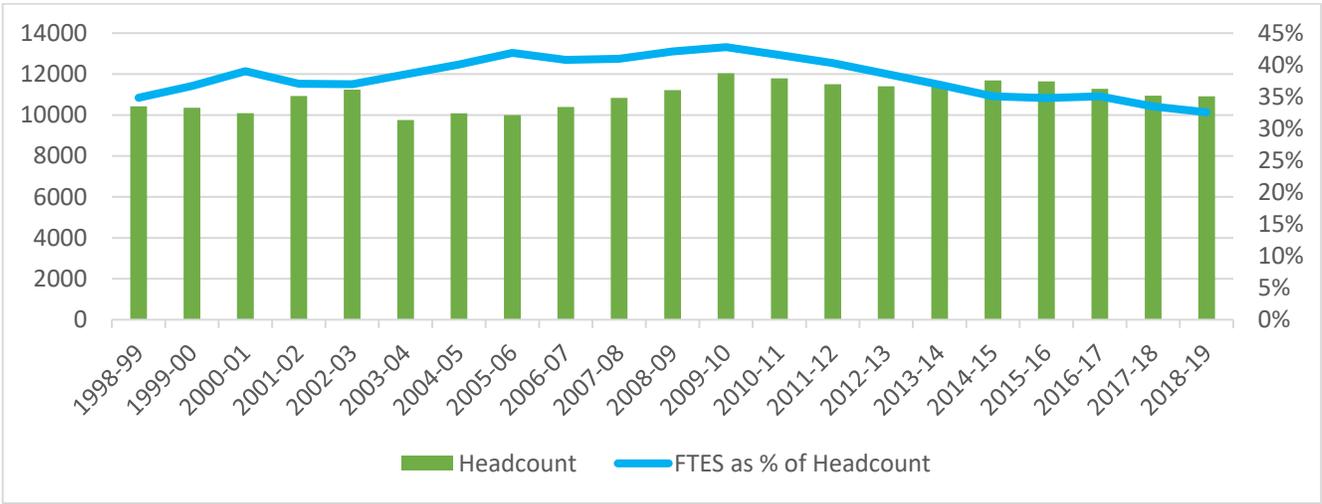
The drop in FTES as a percentage of student headcount indicates that, on average, the number of units in which students enroll has declined considerably. Just over the past five years, the number of full time students (those who take at least 24 units per academic year) declined by 18% at Cañada, while the number of part-time students taking 3 units or less (one course per year) increased by 7%.

This phenomenon appears to be of much more concern for Cañada than for its sister colleges in the San Mateo County Community College District (SMCCCD).
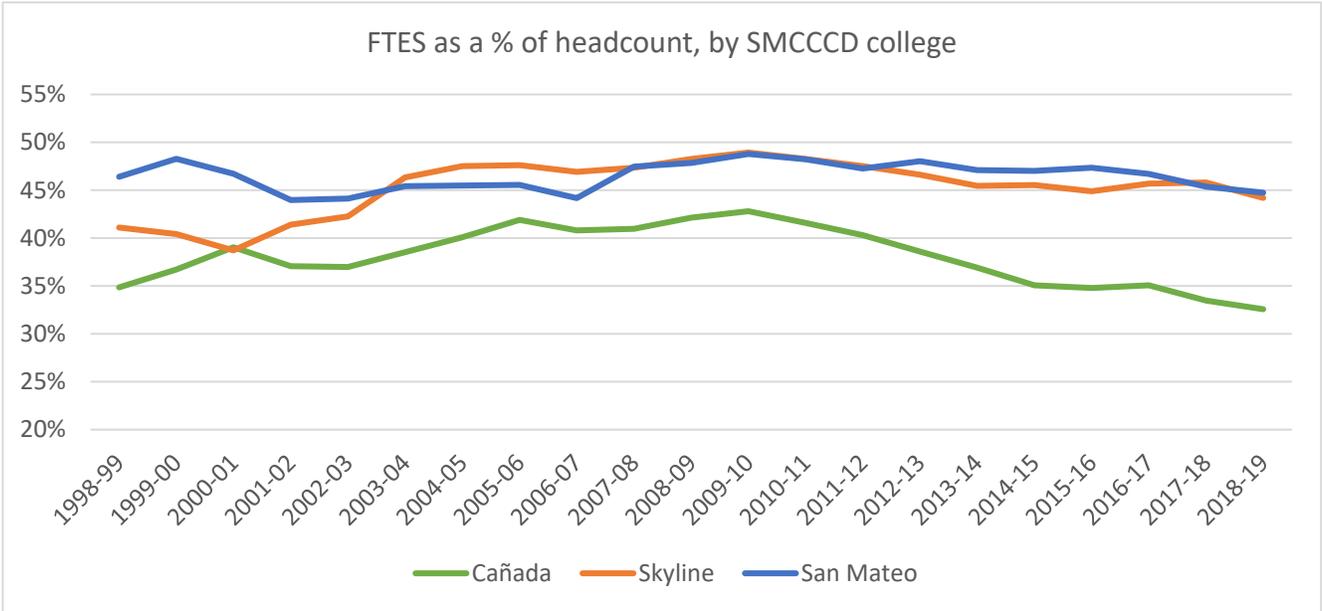
Enrollment Management Metric	% change between 2013-14 and 2018-19		
	CAN	SKY	CSM
Average units attempted per student per academic year	**-6%**	-2%	+1%
Total students (unique headcount)	**-5%**	-12%	-8%
LOAD: WSCH/FTEF	**-5%**	-4%	-6%
Average Weekly Student Contact Cours (WSCH) per course section	**-11%**	-10%	-2%
Full Time Equivalent Faculty (FTEF)	**-12%**	-10%	-6%
Full Time Equivalent Students (FTES)	**-16%**	-14%	-11%
# of course sections	**-20%**	-12%	-9%

These enrollment trends may be impacting Cañada, as the smallest of the three SMCCCD colleges, more negatively than Skyline or College of San Mateo. With declining enrollment and FTES, the Colleges are inclined to manage enrollment to maximize FTES. However, eliminating course sections at a small college may be making it more difficult for students to get all of the courses they need at Cañada. This may explain by Cañada has also experienced a decline in its share of "home campus" students, where home campus is defined initially as the college at which students take the majority of their units in a given term or year.
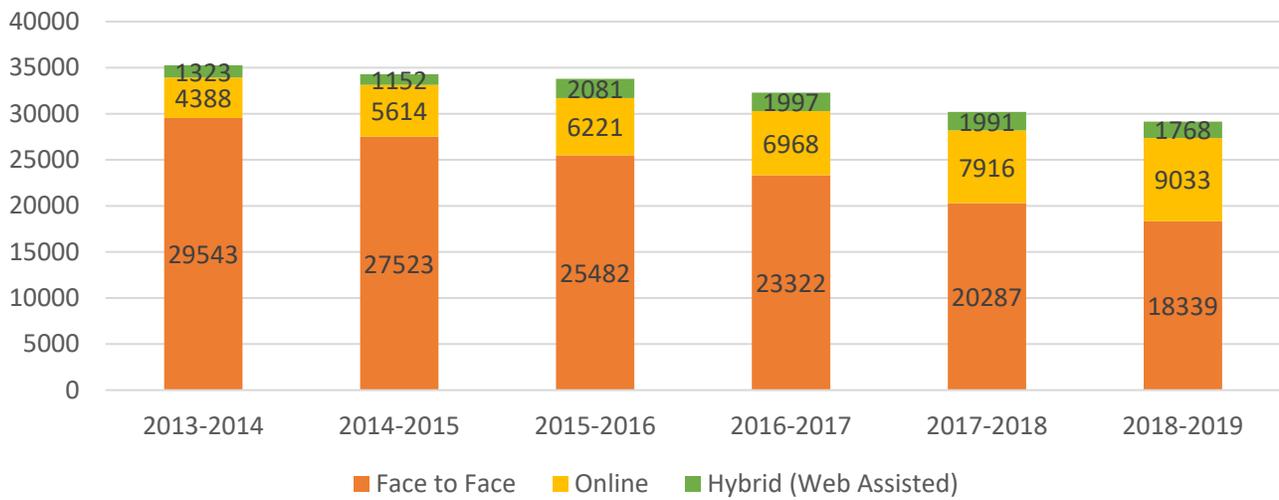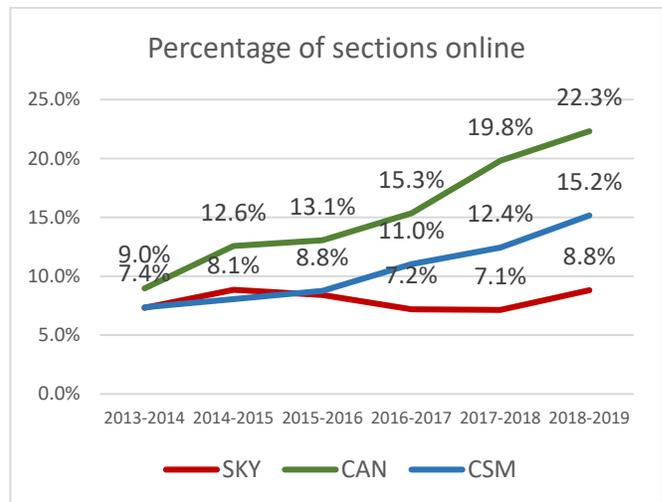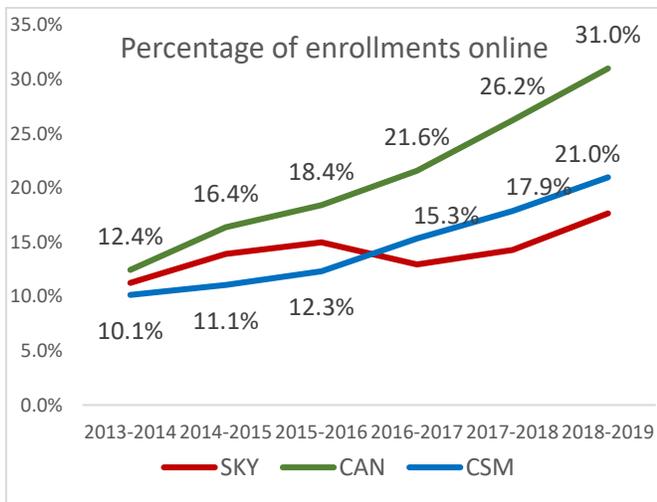
Home Campus
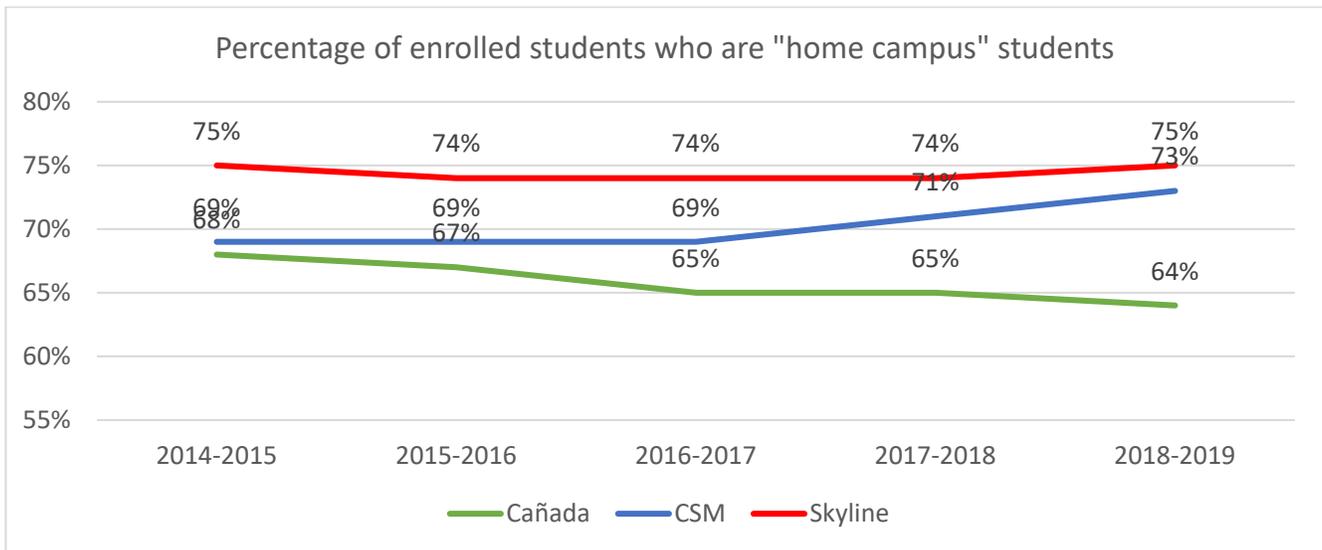
Online Enrollments

Across the country and in California, increasing numbers of students are enrolling in online courses. At Cañada, the percentage of total enrollments that are 100% online has increased from 18% in 2015-16 to 31% in 2018-19. In the spring of 2020, nearly 40% of college enrollments were online.

Cañada College enrollments are declining and shifting online

Year	Face to Face	Online	Hybrid (Web Assisted)
2013-2014	29543	4388	1323
2014-2015	27523	5614	1152
2015-2016	25482	6221	2081
2016-2017	23322	6968	1997
2017-2018	20287	7916	1991
2018-2019	18339	9033	1768

At SMCCD, Cañada College online enrollments and sections have grown faster than at Skyline and College of San Mateo.

Percentage of enrollments online

Year	SKY	CAN	CSM
2013-2014	12.4%	12.4%	10.1%
2014-2015	16.4%	16.4%	11.1%
2015-2016		18.4%	12.3%
2016-2017	15.3%	21.6%	
2017-2018	17.9%	26.2%	
2018-2019		31.0%	21.0%

Percentage of sections online

Year	SKY	CAN	CSM
2013-2014	7.4%	9.0%	7.4%
2014-2015	8.1%	12.6%	8.1%
2015-2016	8.8%	13.1%	8.8%
2016-2017	7.2%	15.3%	11.0%
2017-2018	7.1%	19.8%	12.4%
2018-2019	8.8%	22.3%	15.2%

These trends may be related to the loss in "home campus" students over time at Cañada. As the College adds sections online, a smaller share of those enrolled in those sections are Cañada "home campus" students.

% of Cañada enrollments (by mode of instruction) from students whose home campus is CSM and SKY

Online values: 19.3%, 23.4%, 23.6%, 24.5%, 25.2%, 28.2%, 29.5%, 29.6%, 30.8%

Non-Online values: 4.6%, 4.8%, 4.5%, 4.9%, 5.6%, 6.3%, 7.0%, 7.6%, 8.0%

Years: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019
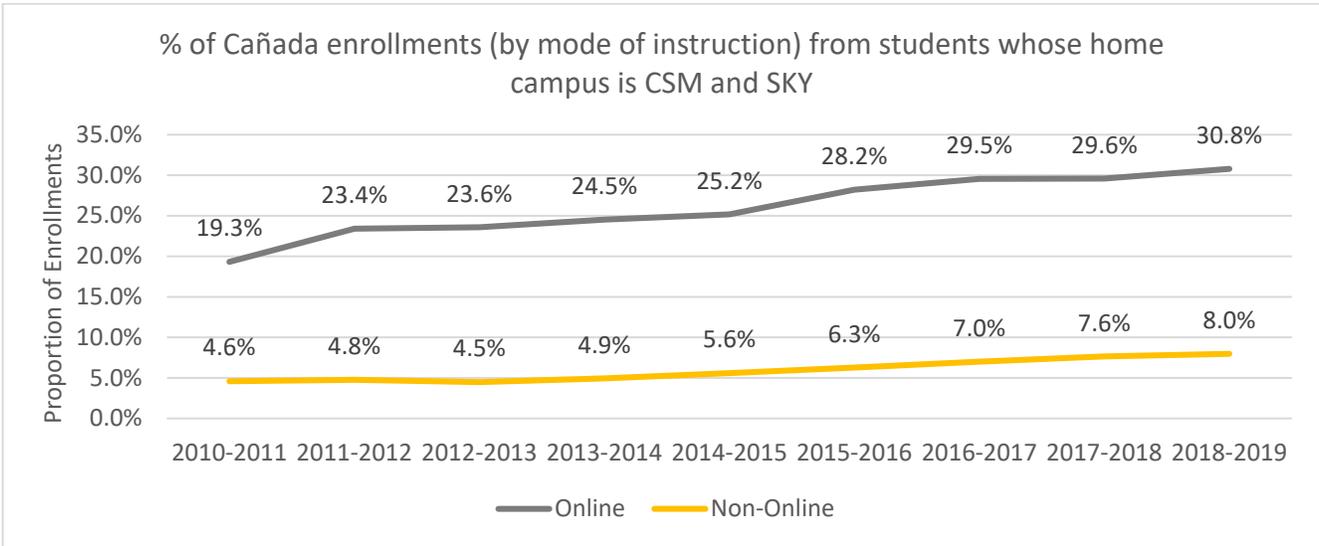
Understanding Types of Students

The image below considers all of the students (headcount) enrolled at Cañada during the 2018-19 academic year and examines the role of home campus, education status, and education goal on understanding some of the types of students at Cañada. If students whose home campus is Skyline or CSM are removed, and all students who already hold a bachelor's or associate's degree or are concurrently enrolled in a four-year institution or high school are removed, the share of students seeking to earn a degree and/or transfer to a four-year institution is 32%. Another 3% are pursuing a certificate.
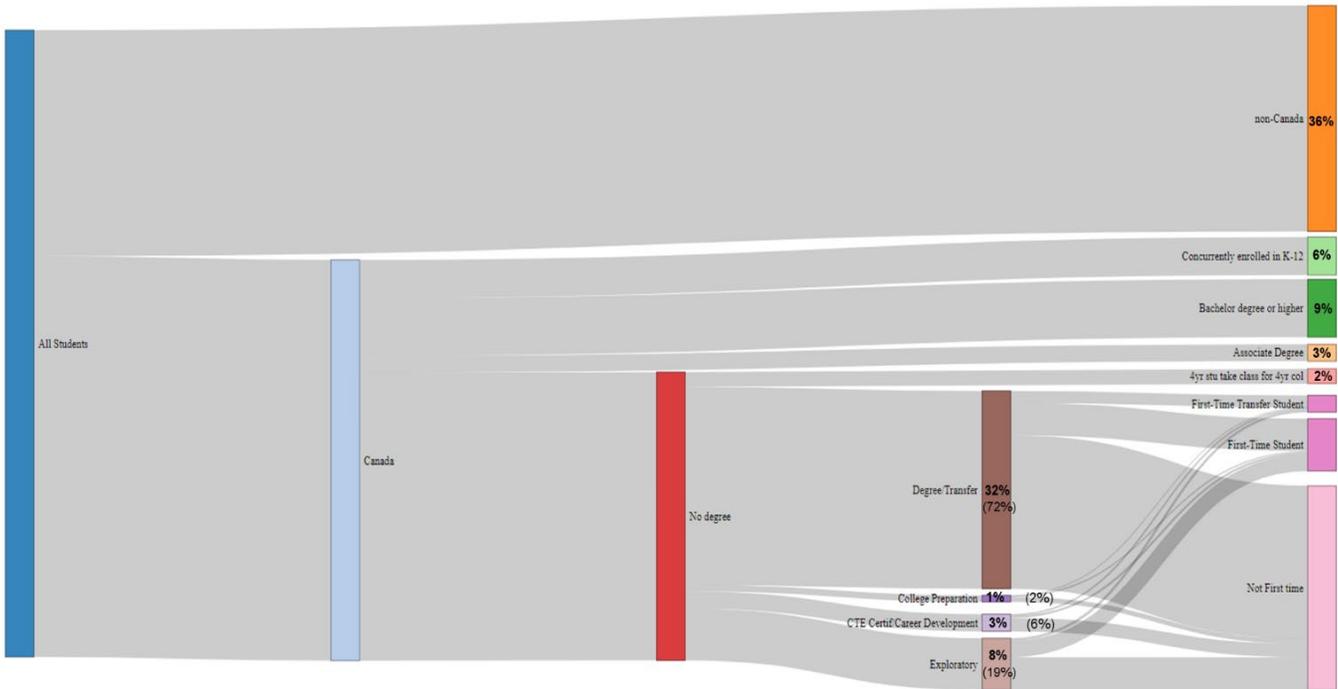
As Cañada implements Guided Pathways strategies to improve the alignment of students supports with academic pathways and educational goals, understanding the degree to which students are connected to the campus (consider it their "home" campus) as well as their educational status will be important.

High School Students

The U.S. Department of Education is projecting the number of high school graduates to increase 5 percent nationally between 2012–13 and 2027–28 to 3.3 million is projected to be not measurably different in 2027–28 (314,000) than in 2012–13.[3] In San Mateo County, the Department of Finance is projecting the number of high school graduates to be sustained or grow slightly until 2027. Residents ages 18-26 are expected to increase by 6% over the next 30 years.

San Mateo County Population by Age Range	% growth in the last 8 years	Number of residents added (2010-18)	% growth in the next 30 years	Number of residents to be added (2019-39)
0-17	3%	4,184	-10%	-16,977
18-26	-1%	-1,032	6%	4,417
27-35	-1%	-1,345	5%	5,531
36-45	1%	1,014	-4%	-4,455
45-65	12%	22,656	4%	7,703
65 and over	37%	33,374	78%	98,656

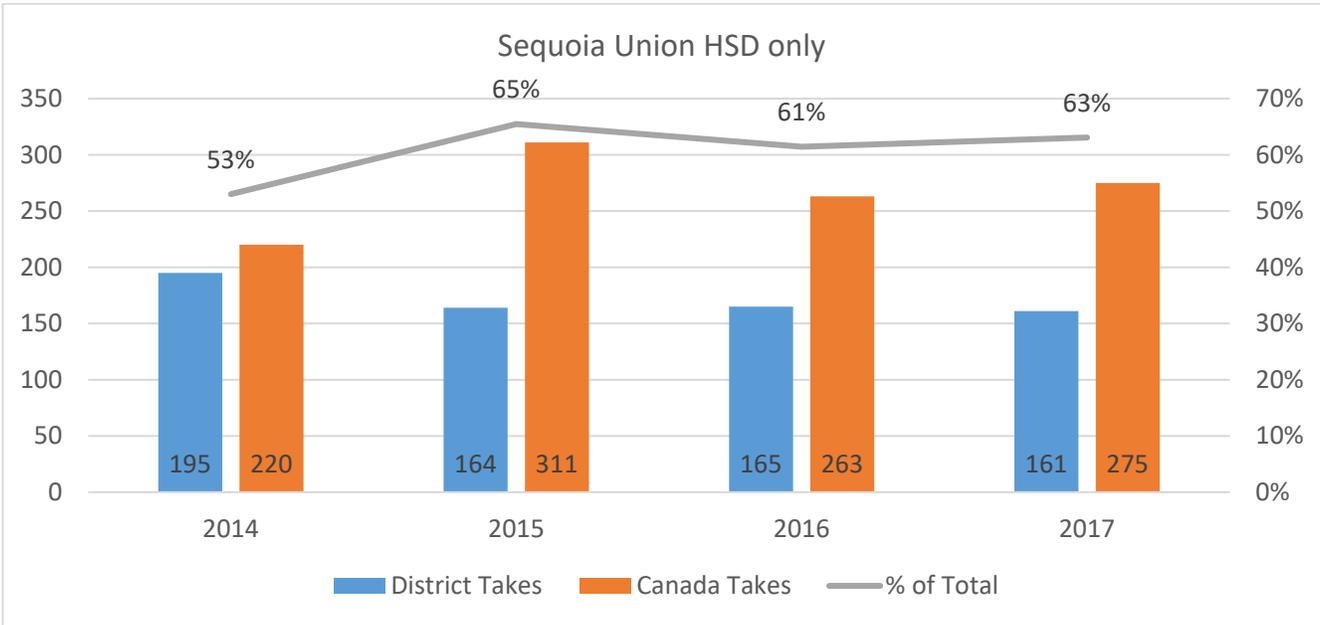Source: California Department of Finance

According to the California Department of Education, Cañada's "take rate" of San Mateo County high school graduates has been relatively flat.

High School Graduating Years	Total Public High School Graduates in San Mateo County	San Mateo CCD		College of San Mateo		Canada College		Skyline College	
		High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate
2008/09 – 2012/13	28,693	15,594	54%	7,693	27%	5,040	18%	8,736	30%
2009/10 – 2013/14	29,395	14,379	49%	6,809	23%	4,299	15%	7,884	27%
2010/11 – 2014/15	29,747	14,078	47%	7,082	24%	4,742	16%	8,018	27%
2011/12 – 2015/16	29,951	13,701	46%	7,142	24%	4,851	16%	7,734	26%
2012/13 – 2016/17	30,313	13,503	45%	7,271	24%	4,932	16%	7,681	25%

Source: CA Department of Education and SMCCCD PRIE.

Cañada's take rate from its primary high school feeder district, Sequoia Union High School District, is relatively small. While the majority of SUHSD graduates (63%) come to Cañada in a five year period following graduation, the number of students (275) is a small % of the total graduates from the District XX.

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[3] [3] Institute of Education Sciences, National Center for Education Statistics, *Projections of Education Statistics to 2027*, p.14.

Sequoia Union HSD only

Year	District Takes	Canada Takes	% of Total
2014	195	220	53%
2015	164	311	65%
2016	165	263	61%
2017	161	275	63%

Legend: ■ District Takes ■ Canada Takes ── % of Total

Completion

Given that the primary objective of this Plan is to maximize the probability that that each student is able to achieve their educational goal(s) at Cañada *within two years*, an important baseline metric is the number of students who completed an associate's degree within two years of their first term if they have no units they are transferring in from other colleges. In 2018-19, only one student achieves this benchmark. Over the last five years, the average number of students achieving this benchmark is 8.

Year	Value
2014-15	2
2015-16	4
2016-17	19
2017-18	12
2018-19	1
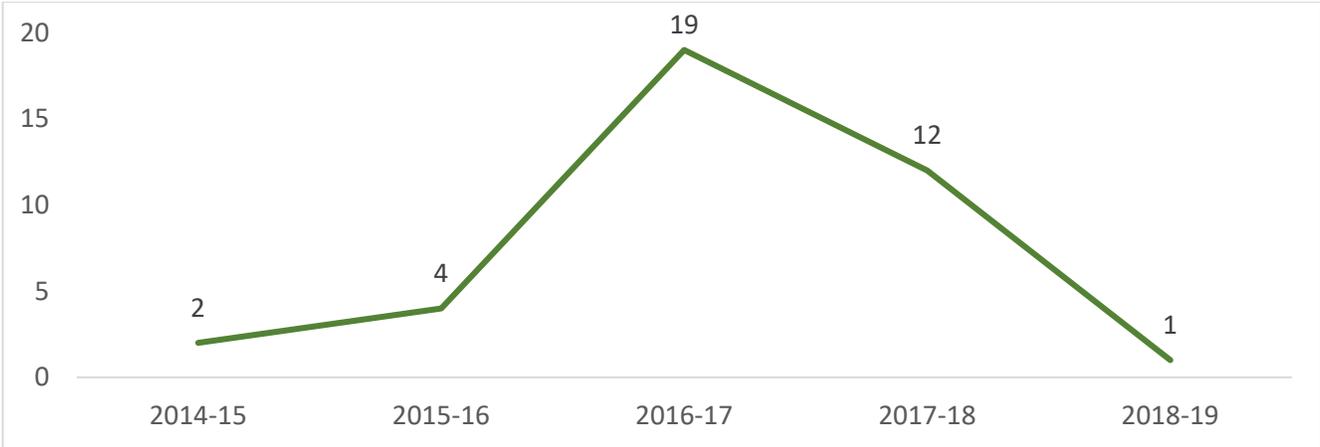
Equity Measures

The Cañada PRIE team is developing an updated college scorecard that will allow the disaggregation of all of the College's enrollment management metrics by demographics (race/ethnicity, gender, age), education goal and status, as well as other characteristics such as membership in a special population such as Student Veterans. Until that scorecard and related dashboards are available, it is important to note that a number of student subpopulations are disproportionately negatively impacted across some of the major metrics identified in this Plan. These subpopulations and related goals are included in College's Student Equity and Achievement Plan 2019:

Metric	SEAP Definition	Baseline 2017-18	Goal 2021-22	% Increase	Disproportionately Impacted Student Groups
Access: Successful Enrollment**	*Enrolled at Cañada Within 1 Year of application*	1572	1700	8%	LGBT Male and Female American Indian or Alaskan Native Male
Retention: Fall to Spring	*Persistence of students enrolled in the fall and returned in the spring to the same college (excludes high school students)*	3406	3800	12%	Filipina Female
Transfer to a four-year institution**	*Number of students transferred to a Four-Year Institution*	341	443	30%	Hispanic Male and Female Economically Disadvantaged Female Black or Af Am Female LGBT Male Foster Youth Male
Completion of transfer level math and English	*First Time students at Cañada completing transfer level math and English by end of following term*	145	200	38%	Economically Disadvantaged Female Hispanic or Latina Female Disabled Female
Earned credit certificate over 18 units or associate degree	*Award Counts (Number of students receiving any type of degree or certificate in a given academic year)*	509	672	32%	Hispanic or Latino Male Disabled Male Filipino Female and Male Black of Af American Male LGBT Male and Female Foster Youth Female Veteran Male

Vision of Success Goals

In addition to the access, persistence, and completion goals above, the College has set the following two goals in the Chancellor's Vision for Success as of June 2019:

Vision for Success Goal: Decrease Average Number of Units Accumulated by All Associate Degree Earners
Canada College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from:

Student Population	Baseline # in 2016-17	Baseline # from SEAP 2017-18*	Expected # in 2021-22	% increase
All Students	92	N/A	85	8%

*The Student Equity and Achievement Plan does not include this metric. Disaggregated goals related to student sub-populations disproportionately impacted by excessive unit accumulation forthcoming.

Vision for Success Goal: Increase All Students with a Job Closely Related to Their Field of Study
Canada College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from:

Student Population	Baseline # in 2016-17	Baseline # from SEAP 2017-18*	Expected # in 2021-22	% increase
All Students	71%	N/A	76%	7%

*The Student Equity and Achievement Plan does not include this metric. Disaggregated goals related to student sub-populations disproportionately impacted by not being employed in a job closely related to their field of study forthcoming.

Goal Setting

During the spring of 2020, a PBC Task Force worked on revising and updating the College's Institution-Set Standards and setting new goals. With the close of the College's 6-year accreditation cycle in fall 2019, the PBC will consider and set new Standards and Goals in fall 2020. In preparation for that work, the Task Force is considering the following goals related to Enrollment Management as of May 28, 2020:

Enrollment Management Metric	Goal	2019-20 New Institution Set Standard
Total students (unique headcount)	11,124	10,664
Total students online (unique headcount)	5,867	3,898
Full Time Equivalent Students (FTES)	3,734	3,624
Total Course Enrollment	30,597	29,707
Total Online Course Enrollment	9,485	5,791
Online Course Enrollment as a % of Total Enrollment	34%	17%
Average Weekly Student Contact Cours (WSCH) per course section	109	102
College-wide LOAD: WSCH/FTEF	525	460
# of course sections	1,196	1,165
# of online Sections	267	165
% of all sections offered that are cancelled†	9%	10%
% of core course sections offered that are cancelled†		
% of all sections offered that have an enrollment below 20†	23%	25%
Average units attempted per student per academic year	10.0	8.9
% of Total Students who are CAN "home campus" students	80%	76%
# of SUHSD high school graduates who enroll at CAN within one year of gradudation	389	334
% of Middle College students who continue at CAN after receiving their HS degree	77%	76%
# Enrolled in Middle College	125	116

Other Indicators of Success

Other indicators of the College's ability to achieve the Objectives set forth in this Plan include:

1. Clear degree and certificate programs:
   a. % of degree and certificate programs on Program Mapper consistently available and achievable within 2 years

2. A course schedule optimized for student completion in two years:
   a. Course cancellations minimized to X%
   b. Course offer patterns are clear, consistent, and well publicized to students
   c. Courses regularly evaluated and banked if no longer needed or effective

3. Student support services aligned with programs of study:
   a. Timely student enrollment (application in CCCApply to registration)
   b. Course completion and success
   c. Term-to-term persistence

4. The SEM Committee recommends that the College strive to be known as the College that is responsive to our community's evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage.
   a. Marketing, messaging and outreach aligned with college programs, schedule, and supportive services and programs
   b. Job placement outcomes (CTEOS results)
   c. Student use rates of Linked In and ePortfolios

SEM Plan Amendment due to COVID-19 Pandemic Emergency

On March 12, 2020, Cañada College closed its campus to respond to the San Mateo County Public Health Shelter in Place Order and to prepare to move all instruction and student services online. In response to this emergency, the PBC realized it would need to recommend to the College President that some of the newly adopted SEM priorities had shifted. Accordingly, it adopted the following addendum to the Plan on April 10, 2020.

[COVID-19] Amended Strategic Enrollment Management Action Plan: April 2020 – Jan. 2021

Objective	Strategy	Responsible Party	3 months	6 months	9 months
A-1	Provide support to currently enrolled students • Provide technology, internet access and software • Connect 1:1 via surveys and Welcome Center outreach • Launch proactive "persistence" campaign using Early Alert and coordinated case management (see Success Teams)	President's Cabinet • Vice Presidents, ASLT Deans, DE Coord. and ITS • PRIE & Welcome Center (Emergency & Food Grants) • Faculty, Counselors, Retention Specialists, Welcome Center and (newly forming) Success Teams	x	x	
A-2	Provide support to faculty to teach online • Provide professional development for all faculty and counselors in quality online teaching & learning (Canvas, Zoom, Proctorio, Labster, NetTutor)	Vice President of Instruction • DEAC	x	x	x
A-3	Provide support for classified staff providing online services • Tutoring, Library Services, etc.	Vice President of Student Services	x	x	x
A-4	Launch major outreach and marketing effort to new and existing students • Update the College Website • Engage spring 2020 high school graduates • Engage recently unemployed workers • Reach out to students who have "stopped out"	Director of Marketing & Community Relations • Website Update Task Force • Director of High School Transitions • College Recruiter (with community partners) • Welcome Center et. al.	x	x	
A-5	Launch Success Teams • All students have at least one point of contact (in addition to faculty) and feel well connected to the College	Vice President of Student Services • Success Teams and Affinity Groups	x	x	
A-6	Create 100% online Summer Schedule	Vice President of Instruction & Deans	x		
A-7	Schedule some short-term CTE certificate programs to be complete-able in 1-2 terms	Vice President of Instruction & Deans	x	x	
A-8	Improve on-boarding of new students • PEPs, SSSP, COLTS-CON, JAMS (online versions) • Warm hand-off to Interest Areas and Success Teams	Vice President of Student Services	x	x	
A-9	Scale and coordinate engagement of community partners around the College's strategic enrollment management objectives	NEW Community Engagement Task Force: • Director of Marketing & College Recruiter (co-leads) • President's Office (and President's Advisory Council) • Director of High School Transitions • Director of Workforce Development, ACCEL Transitions Coordinator and Strong Workforce Tri-Chairs	x	x	x

		• ESL Coordinator and Retention Specialist		