

Annual Plan Progress Report

for implementing the College's
5-year Education Master Plan

2024-25

Presented to the Planning & Budgeting
Council on May 7, 2025



Strategic Priorities for 2024-25

Selected by the Leadership Retreat in August, 2024 and approved by PBC on September 4, 2024

GOAL 1: Student Success

1.2 Build on the CWA model & create a hub for evening students

1.7 Increase degree and certificate programs available in Menlo Park and East Palo Alto

1.15 Create and scale a First Year Experience Program

GOAL 3: Community Connections

Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

Strengthen transfer support services to increase transfers

Create and expand career exploration experiences for students

Double the number of alumni connected to Cañada's Alumni Organization by 2027

GOAL 2: Equity & Antiracism

2.7 Provide comprehensive on-boarding for all new employees

Transform college participatory governance processes

Evaluate academic support programs and practices

GOAL 4: Infrastructure & Innovation

Improve access to campus via public transit, rideshare

Build a Childcare Center

Update and implement sustainability initiatives

Goal 1: Student Access, Success & Completion



Cañada College

EMP 1.2 and 4.3 EVENING UPDATE

EMP FOR THE EVENING

01

EMP 1.2 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...

EMP 4.3 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

02

EMP Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

03



OPERATIONAL OBJECTIVE:

Organize evening and online degree/certificate offerings to ensure completeability; advertise them effectively

04

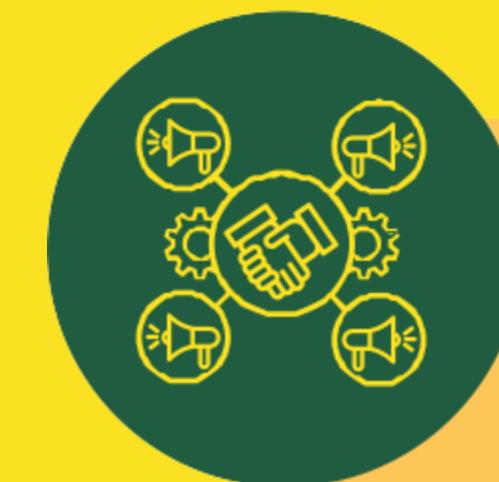


Main Focus

- 01 KNOW WHO "EVENING STUDENTS" ARE
2. VERIFY EVENING/ONLINE DEGREES AND CERTIFICATES ARE COMPLETABLE
3. UTILIZE COUNSELING, STUDENT SERVICES, AND INSTRUCTIONAL SUPPORT SERVICES TO THEIR FULL POTENTIAL
4. PROACTIVE REGISTRATION



Evening Timeline



Fall 2024

Share ideas and
assess. Develop
Evening work plan



Spring 2025

Reimagine "The Evening
Program"



Summer 2025

Marketing to Local
Community



Fall 2025

Launch of "Evening
Program"



EMP 1.7

Increase degree and certificate programs
available in Menlo Park and East Palo Alto

Presenters



Cañada College
AT
MENLO PARK



Alex Kramer

Dean of Business Design &
Workforce



Jasmine Jaciw

Director of Workforce
Development

Enrollments & Marketing

To increase visibility and enrollment for our Spring 2025 programs, we've implemented new marketing and outreach strategies to engage the local community.

- **Social Media:** Created a posting schedule for Menlo Park Program flyers on the college's main accounts.
- **Community:** Attended community listening sessions, conducted community surveys, network with CBOs.
- **Digital Ads:** Launched an online ad campaign with Vision Point.

2025			2024		
Spring	Fall	Spring	Optician	Optician	Optician
2/4/25	9/3/24	2/6/24	21	13	17
Water	Water	Water	2/22/25	Cancelled	3/23/24
12	< 5	9	10	9	9
Intro to AI	Intro to AI	Intro to AI	2/24/25	9/30/24	9/30/24

BW Credit Certificate

Offers Menlo Park Site students unit credit to learn essential business and office technology skills to prepare for entry-level roles and further career advancement.

Complete Core Courses, 7.5 units

BUS. 101 Human Relations in the Workplace

CBOT 448 Using Microsoft Windows

CBOT 472 Beginning Word Processing

or

CBOT 474 Intermediate Word Processing

CBOT 415 Beginning Computer Keyboarding

Benefits

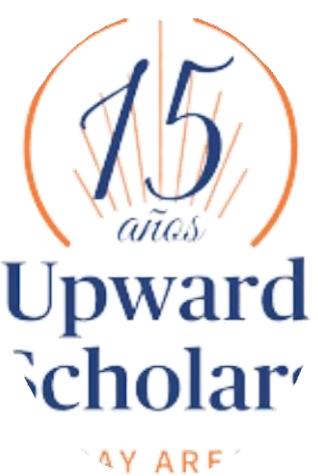
- **Short term** 1 year, 7.5 unit credit stackable certificate track.
- **A supportive program** designed to help students explore college without a long-term commitment.
- **Covers topics** such as human relations, Microsoft Windows, word processing, and keyboarding.
- **Prepares students** for roles like office clerk, administrative assistant, and data entry specialist.
- **Builds practical skills** for industries like healthcare, finance, and education.
- **Creates a pathway** for students unsure about college to gain confidence and take the next step.

Partnerships



Live in Peace - Menlo Park & EPA

A nonprofit organization that empowers youth and young adults from marginalized communities by providing mentorship, educational support, and career opportunities to help them build a brighter future.



Upward Scholars - Redwood City

A Latinx-led nonprofit organization that empowers immigrant adults from low-income backgrounds by providing financial assistance, academic support, and career development resources to help them achieve their educational and professional goals.



Belle Haven Community Center

A community hub in Menlo Park that provides residents of all ages with access to educational programs, recreational facilities, social services, and gathering spaces to support connection.

Educational Master Plan 1.15

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

CREW activities and timeline

- Take inventory of current activities – Fall 2024
- Outline desired FYE elements – Fall 2024
- Identify gaps and opportunities to further FYE outcomes – Spring 2025
- Complete Gap analysis and develop FYE expansion plans – Spring 2025

Regular and Recurring Activities

- Super Registration events recruitment into programs
- First semester Counseling and SEP by major (program maps)
- Pre-semester orientations, classes, and workshops
- Welcome Week

Pre-semester orientations, classes, and workshops

- Project Change/Foster Youth/ Next Up - Case manager collaboration, intake meeting, share resource information, individual introductions, Welcome Day
- NextUp CRER 401 summer before first semester, Welcome/Open House
- Promise – Multi-day orientation (Fall and Spring), Kickoff in Spring for continuing students,
- Dual - On-board, college connection form, orientation, CRER 137 pre-semester course
- Middle College - Parent Orientation, Multi-day orientation for new students
- TRIO – Re-Orientation
- EOPS – Orientation where students see counselor, service form, meet EOPS staff, school supplies & SWAG, pre-advisement evaluation, Welcome/Open House
- International - Orientation, counselor meeting, verify following SEVIS guidelines
- Athletics – Eligibility meetings, COLTs
- Counseling - Connections and introductions to programs and services, CRER 137 and 401
- Interest Areas - IA Kickoff, welcome message, early outreach and appointments, Welcome Week presence
- Concurrent - Needs h.s. Counselor clearance, online orientation (services, access, social connection and that they are college students), include parents in Orientation
- CWA - Orientation/Information session

Identified Gaps

- Opportunities for collaboration and growth, be strategic about resource requests limited by the scope of our own programs
- Summer Bridge and/or First Year Experience collaborations to form community of learners
- Reaching students earlier about technology information & resources that can be accessed through bookstore
- Broader pre-semester CRER 401 offerings for new students
- Interest Areas introduction before semester begins (Colts-Connect)
- Digital/Print handbooks w/ QR codes to direct students to information

Plans for AY 25-26

- Promise CRER 401 the first week of August that ends with a day of resources
- Interest Areas resource request for budget augmentation to expand welcome activities
- First year milestone print/digital material

Goal 2: Equity-minded and Antiracist College Culture



March 5 PBC Meeting Updates

EMP 2.7 Provide Comprehensive On-boarding for All New Employees

Equity Onboarding Initiatives

- District-wide Equity Onboarding for all new employees
- Faculty Equity Onboarding in both fall and spring
- Classified Equity Onboarding completed this academic year





Consultant for Onboarding Materials

Leading from the Middle (LFM) Academy (2025-26)

1. [Adriana Lugo](#), Librarian
2. [Alessandra Zanassi](#), Executive Assistant, Office of Instruction
3. [Anniqua Rana](#), Dean ASLT
4. [Candice Johnson](#), Program Services Coordinator, TRIO - Student Support Services
5. [Jacky Ip](#), Division Assistant, ASLT
6. [Michiko Kealoha](#), Director of Equity
7. [Ritu Malhotra](#), Professor, Medical Assisting
8. [Sumathi Shankar](#), Professor Mathematics

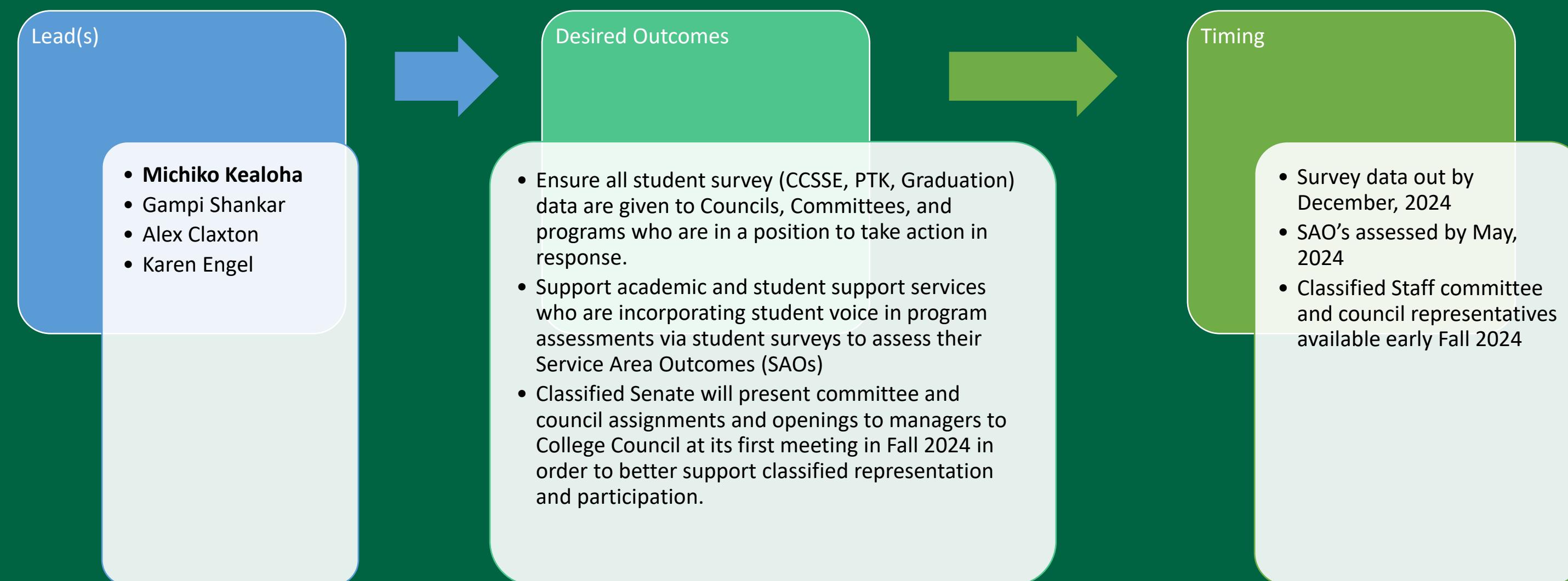
LFM Academy

Design a professional development framework integrating:

- Job-specific skills (operational tasks, college processes)
- Equity and anti-racism principles in student and colleague interactions
- Develop training modules combining technical and equitable practices.
- Establish consistent, high-quality support

2.10: Transform college participatory processes

EMP 2.10 Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.



EMP 2.10

Transform College Participatory Governance Processes

February 5, 2025 Review

- **Gampi:**
 - Ongoing: Faculty Equity Coordinator met with Academic Senate leadership on instructional program review to ensure an equity lens, and questions were added
 - Both the PTK survey results and CCSSE were on a Fall 2024 PBC agenda
- **Alex:**
 - Set up a CCSSE (student engagement) dashboard up and running on website
 - The Grad Survey (ILO) results were discussed at Fall 2024 PBC and IPC
 - Fall 2024 presentations to committees and council about better support for classified representation and participation
- **Michiko:**
 - Equity and Antiracism in Resource Allocation:
 - EAPC discussed as a group and provided council prioritization with personnel and resource allocations
 - Equity and Antiracism in Integrated Planning:
 - Office of Equity Presents Transformational Antiracist Leadership (TAL) Framework to SSPC
 - SSPC Sub-Committee Meets to Discuss TAL SAOs and Program Review
 - SSPC Commits to Spring 2025 TAL data presentations
 - Increase Student Voice:
 - The Office of Equity added 5 Cultural Center students to the student services peer review process for multiple comprehensive reviews
 - EAPC also discussed CCSSE data at Fall meeting



EMP 2.14 Update

Planning & Budgeting Council

February 19, 2025

Prepared by the Office Planning, Research & Institutional Effectiveness (PRIE)

Educational Master Plan Strategic Initiative

2.14: Update

2.14 -- Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.

Academic support programs and practices

- Interest Area Success Teams
- The Learning Center
- Tutoring (online and in person)
- The Writing Center
- Peer Mentoring
- Library, Math, Word and all other JAMS
- Other academic support programs

Interest Area Success Teams

Success Teams monitor which program every student is in and how far along the student is toward completing the program requirements. Counselors, Retention Specialists and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Interest Area Success Teams

- PRIE last conducted an [evaluation of Interest Area Success Teams in April, 2022.](#)
- Interest Area Retention Specialists:
 - Receive weekly enrollment reports from PRIE for all students in their Interest Area, indicating which students are in their “case load.”
 - Meet with Ron Andrade, Director of Student Support, every week to review their case load
- Interest Area Retention Specialists, and other special program staff meet every other week as a part of the “CREW” Team.
 - Monitor and address “Early Alerts” - weekly
 - PRIE provided the team with an analysis of Early Alert data on 12/12/22, 10/10/23 and 8/22/24

Interest Area Evaluation: Spring 2025

PRIE will update some elements of the 2022 evaluation this spring and also seek to explain what has changed in our approach and how we know if that is/is not working better. In particular:

- CREW – is this improving processes or practices with respect to Early Alert? Student Outcomes? Characterize what CREW does and how this learned from what did/did not work in the Community of Practice.
- Communication/Canvas shells – evaluate?
- Success Teams: explore the ways we've adapted these – changing and clarifying roles and responsibilities of retention specialists, counselors, peer mentors. What is/is not working better now.
- Using the GP dashboard, we will look at metrics (success, English and math completion, persistence, completion) overall for home campus students and also by Interest Area. Consider a deeper analysis of the students served by the IA retention specialists (not special programs).
- Peer Mentors – survey them for their perspective on how things are working

Guided Pathways

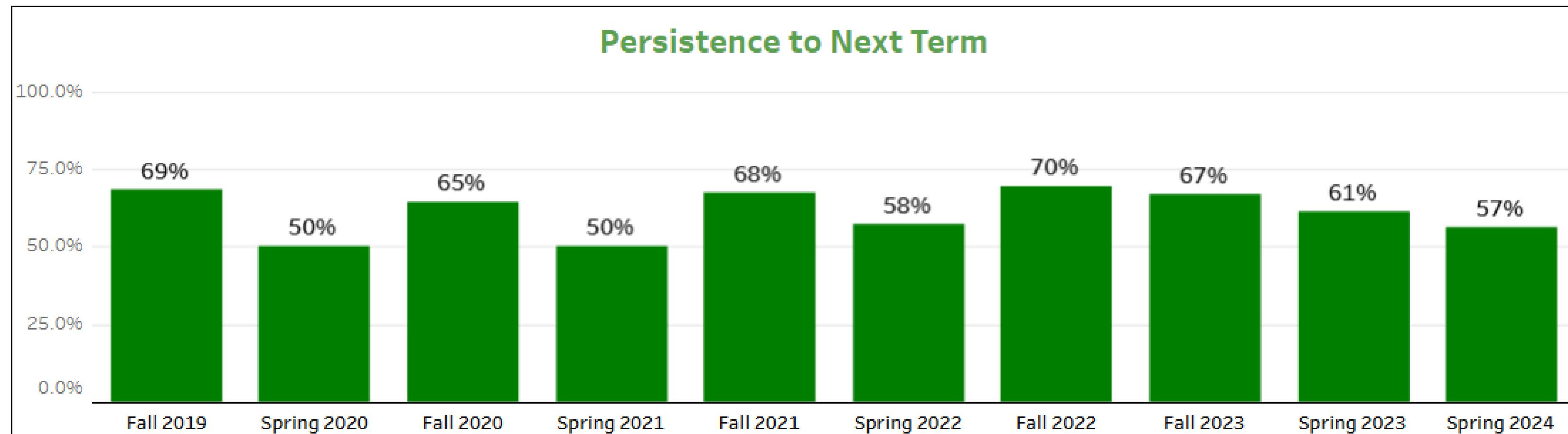
Demographics Outcomes Students by Major Transfer Level Courses Definitions

Major: (All) SSSP Status: (All) Ed Goal: (All) Support: Interest Area Supported (All) (circled)

Units: (All) Low Income: (All) Status: (All) Degree: (All)

Gender: (All) Age Group: (All) Race: (All) Interest: (Multiple values) (All)

Select: Persistence to Next Term



Cumulative Units Earned at SMCCCD

Cumulative GPA

Library and Learning Center Program Reviews

- [Learning Center Comprehensive Program Review Fall 2023](#)
- [Library Comprehensive Program Review Fall 2023](#)

Tutoring

Tutoring

- Tutoring Outcomes Evaluation for English and Math conducted by PRIE to inform college planning for AB 1705. Presented October 13, 2023.
- Tutoring Evaluation through Fall 2024 in process now, to consider:
 - Is the Learning Center (tutoring) reaching key groups of students, particularly DI students, low GPA or academic standing students. Are there groups that are not coming into tutoring?
 - Are students coming to tutoring successful in the course(s) they get tutoring for? Consider frequency of tutoring visits.
 - Is online tutoring effective? Consider this separately and look by course, by frequency of visits as appointment times are capped at 30 mins online.

Embedded Tutoring

Embedded Tutoring

- Embedded Tutoring Outcomes Evaluation F20-SP23 for math and English presented by PRIE October 13, 2023 as part of college planning for AB 1705.
- Embedded Learning Support Evaluation prepared for the English Department by PRIE on November 13, 2024.
- Embedded Tutoring Outcomes Evaluation for Math being updated by PRIE now.

Writing Center Evaluation

- Writing Center Use Data Spring 2022 – Fall 2023; analysis prepared by PRIE and shared with Learning Center on 9/10/24

Peer Mentoring

- Survey Interest Area Peer Mentors as part of the Success Team evaluation this spring.

Library, Math, Word and all other JAMS

The College no longer schedules JAMS as previously conducted.

The analysis done by PRIE in 2022 demonstrated that, while the programs were successful at shortening Math and English pathways when we used placement exams, in the era of AB 705, participation rates dropped into the low double digits and course success rates were not positively correlated with participation.

The Learning Center still uses the JAMS brand but has reimaged the support as semester long, just-in-time workshops around critical topics. For [Math JAMS](#) that includes Factoring, Trig, Logs & Exponents, and Composition & Inputs.

Word JAM was banked and the Learning Center used those resources to hire three part-time Instructional Aides in the Writing Center who are embedded in ENGL 105 courses and provide 40 hours per week of drop-in support. We also have workshops in the Writing Center facilitated by our Instructional Aides and English faculty.

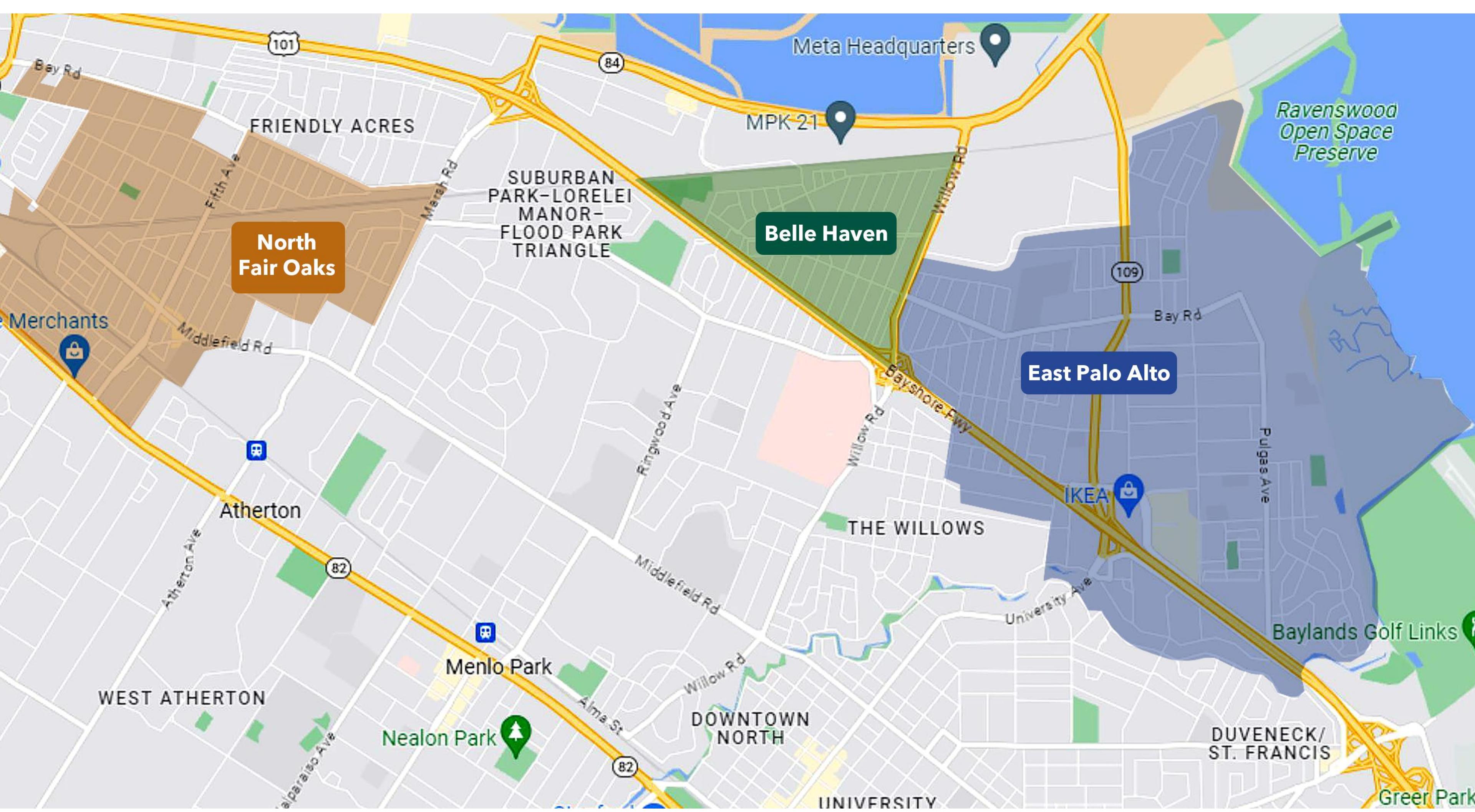
Other academic support programs conduct comprehensive program reviews and other assessments regularly

- [Promise Scholars](#)
- [EOPS](#)
- [TRIO Support Services](#)
- [Puente](#)
- [Umoja](#)
- [International Students](#)
- [NextUp/Project Change](#)
- [Athletics](#) and PRIE works with the COLTS learning community to conduct an annual assessment that compares outcomes between Athletes, COLTS Athletes, and Non-Athletes
- [ESL](#)
- [College for Working Adults](#)

Goal 3: College Connections



EMP 3.2 Community Listening Sessions



NFO Listening Session, April 30, 2024

Educational Master Plan 3.2

Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American.



Community Listening Session, September 19, 2024

- Strengthen our ties to our Black, Indigenous, People of Color (BIPOC) community in North Fair Oaks, Belle Haven 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.



Community Listening Session February 20, 2025

- Strengthen our ties to our Black, Indigenous, People of Color (BIPOC) community in Belle Haven, East Palo Alto and North Fair Oaks.
- Increase the number of degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations to help students access needed courses and support services closer to home.



North Fair Oaks Community Suggestion

- **Establish Trust Through Long-Term Commitment and Transparency:**
 - Develop and implement transparent accountability measures,
 - Invest in long-term community partnerships
 - Actively address historical injustices through concrete actions.
- **Expand Equitable Access to Resources and Services:**
 - Provide services at accessible times and locations,
 - Offer culturally and linguistically appropriate programs,
 - Address transportation barriers to ensure equitable access to education
- **Invest in Comprehensive Youth Support and Empowerment Programs:**
 - Create mentorship programs,
 - Provide mental health and substance abuse support,
 - Offer educational and recreational opportunities that empower youth, with a focus on early intervention and engagement with younger children.
- **Prioritize Authentic Community Engagement and Collaborative Partnerships:**
 - Establish open lines of communication,
 - Create feedback mechanisms
 - Partner with trusted community organizations to ensure community voices are actively heard and integrated into decision-making processes, also
 - Go into the community to meet the people where they are.

East Palo Alto Community Suggestion



Increased Access to Education:

- Expand dual enrollment programs and other pathways to college.
- Offer vocational training and short-term certificate programs.
- Provide support services, including tutoring, counseling, and career guidance.



Community Partnerships:

- Collaborate with local organizations, schools, and businesses to address community needs.
- Offer community-based programs and events.
- Support local entrepreneurship and job creation.



Mental Health and Well-being:

- Increase access to mental health services, including counseling and support groups.
- Promote mental health awareness and reduce stigma.
- Integrate mental health support into educational programs.



Economic Development:

- Advocate for affordable housing policies.
- Support job training and creation programs.
- Encourage local businesses and entrepreneurship.

Belle Haven Community Suggestions



Community-Based Services and Events:

Utilize community spaces in Belle Haven for events and services.
Host information sessions at the community campus.
Offer financial literacy workshops and programs.
Provide "Why College" workshops and transfer workshops.
Organize all-day campus visits with transportation, childcare, and resources.
Bring resources like application, counseling and registration to the community center regularly.



Educational Support:

Offer ESL courses.
Educate families about free college opportunities.
Share student testimonies from Belle Haven students.
Provide access to technology, including extended laptop loans.
Offer project/program management training.



Accessibility and Transportation:

Address transportation challenges to schools, organizations, and colleges.



Partnerships and Outreach:

Collaborate with community partners to improve accessibility.
Develop strategies to reach prospective students who find other colleges

EMP 3.8: (1) increase University pathways (2) increase by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (3) reduce the transfer equity gap for low-income, first-generation, working adults and Black, Indigenous and People of Color (BIPOC) students.

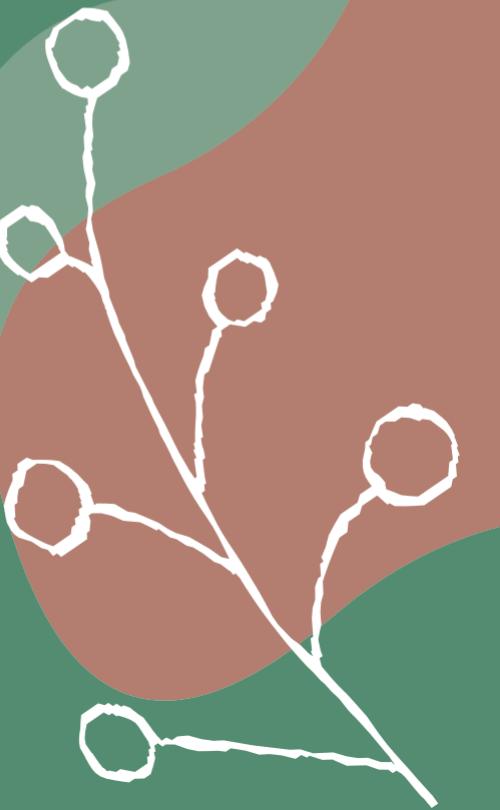
Updated Accomplishments:

- Building a Transfer Culture
 - Colts-U Transfer Center (1)
 - space, staff and opportunities
 - Student engagement data (2)
 - Serving Disproportionately Impacted and BIPOC students (3)
- Outreach and Communication
 - Fall: October is Transfer Month campaign
 - Spring: Transfer recognition campaign
 - Continued use of social media, Canvas, newsletter



In progress & discussion:

- 2025-2028 College Transfer Plan
- Re-engage College Transfer Advisory Board
- Data
 - streamline data collection
 - disaggregate data by race/ethnicity
 - understand how specific populations of students are engaging with the Colts-U Transfer Center (DI, racially minoritized etc.)
- Build Transfer Alumni Connections (Community Connections: EMP 3.12)



Educational Master Plan 3.11

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.

Reimagining Career Workgroup (23-24)

- Made recommendations to PBC in December of 2023
 - Interest Areas are the focal point for career exploration and work-based learning

Students have experienced several forms of work-based learning

- Speakers who are knowledgeable about working in the field(s) in which students have interest
- Employer site visits/industry tours
- Field-based research experience
- Service learning and/or volunteer opportunities
- Job shadows
- Internships (paid and unpaid)
- Summer jobs (paid and unpaid)
- Paid on-campus work related to their field of study (perhaps via the Learning Aligned Employment Program (LAEP))
- Cooperative Education (Co-op Ed)
- Pre-apprenticeship and apprenticeship
- **Job placement assistance** (Career Fairs as well as other opportunities to connect to employers)

Employer site visits/industry tours & Job shadows

- SJSU Conference for Engineering Diversity
 - Various workshops with industry members discussing how to break into industry.
 - Discussions on how industry is changing, LinkedIn presentation, career development.
- Brunch w/Biotech - Mission College (7 Students)
 - Industry members did a round robin at the tables and talked with the students about professional development, personal experience and internships
- Genetech Tour (12 Students)
 - General presentation about Genentech, site/lab tours

Career Fairs as well as other opportunities to connect to employers

- Number of students served by Career Center per year ~ 290
- Fall Job Fair Participation:
 - Employers 60
 - Students 170
- Recruitment Weekday (Hiring & Info Sessions)
 - Fall 2024 Employers: 28
 - Students 60+
- Spring 2025 Employers 35 so far

Speakers who are knowledgeable about working in the field(s) in which students have interest


FALL 2024

Cañada College SPEAKER SERIES

**Wednesdays
5:00-6:00 pm**
**Location:
Bldg. 9-154**

Sept 4	 Speaker Series Kickoff Allied Health Panel Tiffany Burton - Occupational Therapist Sahar Ibrahim - Licensed Physician Assistant
Sept 11	 Miguel Rosas Cos, Cloud + AI Microsoft Interest Area: Business
Sept 18	 Jasmin Padilla Valencia - Alumni PSC for the Undocumented Community Center Canada College Interest Area: Art, Design and Performance
Sept 25	 Agustine Cervantes Executive Director, Bay Area K-16 Collaborative Chabot-Las Positas Community College District Interest Area: Human Behavior and Culture
Oct 2	 Aaron Schlichting - Alumni Field Application Engineer ST Microelectronics Interest Area: Science & Health
Oct 16	 Tomas Ayuso Writer, Explorer and Documentary Photojournalist Interest Area: Art, Design and Performance

Funding In Part By

SAN MATEO COUNTY
COMMUNITY COLLEGES
FOUNDATION

**For more info:
FREE and open to all**
cañadacollege.edu/SpeakerSeries

 For disability-related accommodations, please email:
canvpss@smccd.edu or call (650) 306-3234.

Speakers who are knowledgeable about working in the field(s) in which students have interest

Cañada College Interest Area Speaker Series



John Dillard

Date: Wednesday, March 5th
Time: 4:30-5pm Social Mixer,
5:00-6:00pm Guest Speaker
Location: Bldg. 9-154

About our speaker!

John is a water resources engineer dedicated to sustainable water management and addressing climate-driven water challenges. A recent graduate from San Jose State University and **Cañada College alumnus**. He has contributed to critical projects, including transboundary water conflict analysis in the Apalachicola-Chattahoochee-Flint River Basin and groundwater sustainability initiatives. His work focuses on developing innovative solutions to ensure resilient water infrastructure and equitable access to resources in the face of climate change.

IN - PERSON & ZOOM



Zoom ID: 82385096317

Free Food & Drinks

For disability-related accommodations, please email: canvpass@smccd.edu or call (650) 306-3224.

 SAN MATEO COUNTY COMMUNITY COLLEGES FOUNDATION

Cañada College Interest Area Speaker Series



Ziyad Dahbour

Date: Wednesday, Feb 5th
Time: 4:30-5pm Social Mixer,
5:00-6:00pm Guest Speaker
Location: Bldg. 9-154

About our speaker!

Ziyad Dahbour is a seasoned tech entrepreneur and advisor with over 20 years of experience in startups and global operations. A graduate of San Francisco State University with a B.S. in Computer Science, Ziyad also completed advanced studies in Computer Networking at Stanford University. He founded successful companies like OuterBay and TierData, both acquired by major firms, and served as COO of Incorta, driving its growth for nine years. Join us at the Speaker Series as Ziyad discusses his journey and offers valuable insights into careers in technology and entrepreneurship.

IN - PERSON & ZOOM



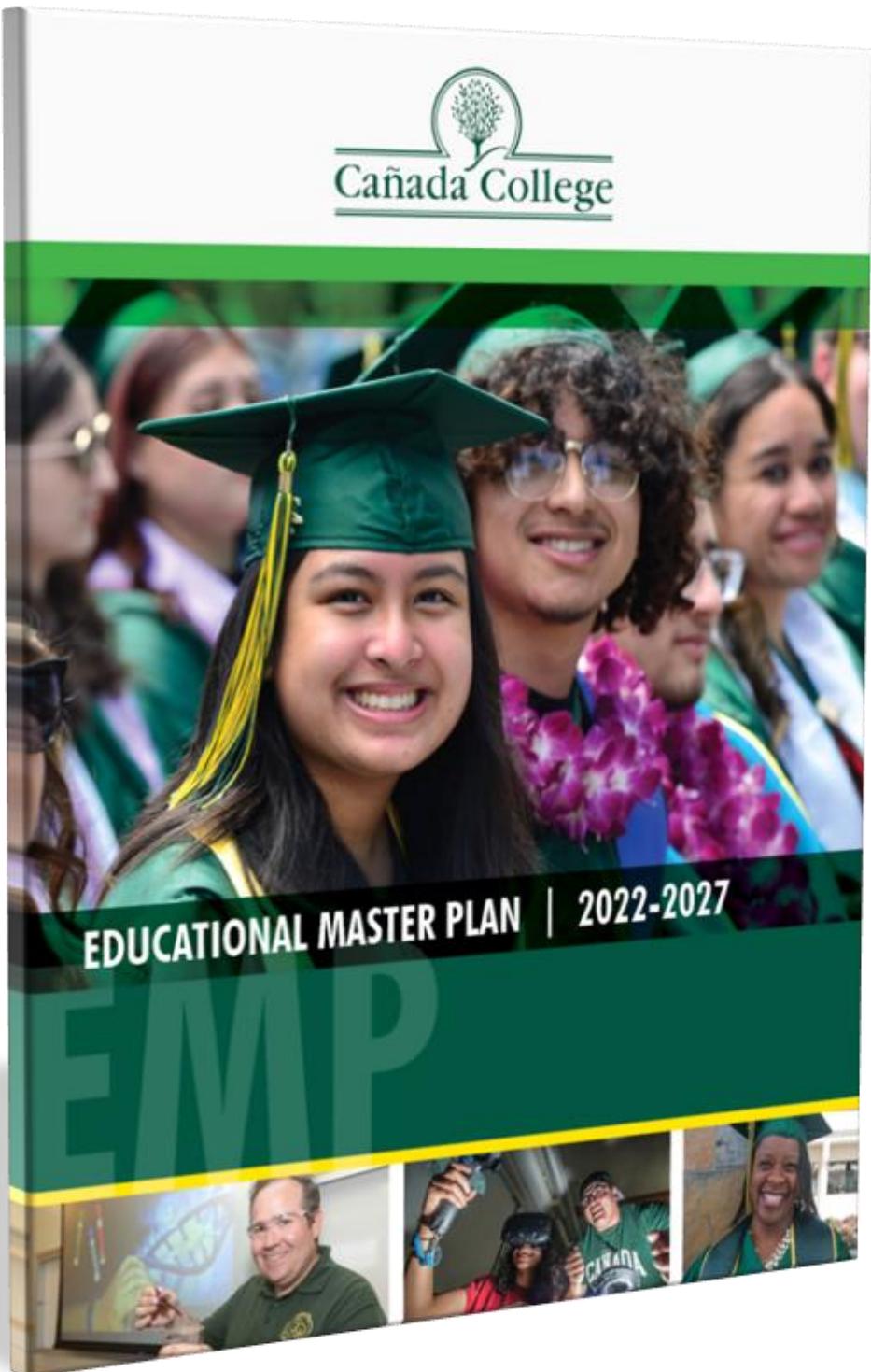
Zoom ID: 12345677

For disability-related accommodations, please email: canvpass@smccd.edu or call (650) 306-3224.

 SAN MATEO COUNTY COMMUNITY COLLEGES FOUNDATION

Challenges Remain

- Data tracking, monitoring, and sharing
 - Ensure that college career “on-ramp” services are accessible, comprehensive, and coordinated and there is a nexus of information sharing.
 - Develop database tools to facilitate information sharing and employer relationship management between College’s Career On-Ramp programs and services.
- Scaling Work Based Learning
 - Cancellation of Learning Aligned Employment Program



EMP 3.12 Update: Double the Number of Alumni Connected to Cañada's Alumni Organization by 2027

Presented By:
Megan Rodriguez Antone
Director of Community Relations & Marketing

Goal 2: Community Connections

Expand Alumni Connections

Strengthen the emerging Cañada College alumni organization by **doubling the number of alumni connected to it by 2027.** (3.12)

- Build alumni intake form to identify interest of support, including:
 - ✓ College Events and Updates
 - ✓ Career Services and/or Mentorship Opportunities
 - ✓ Networking



What's Been Done

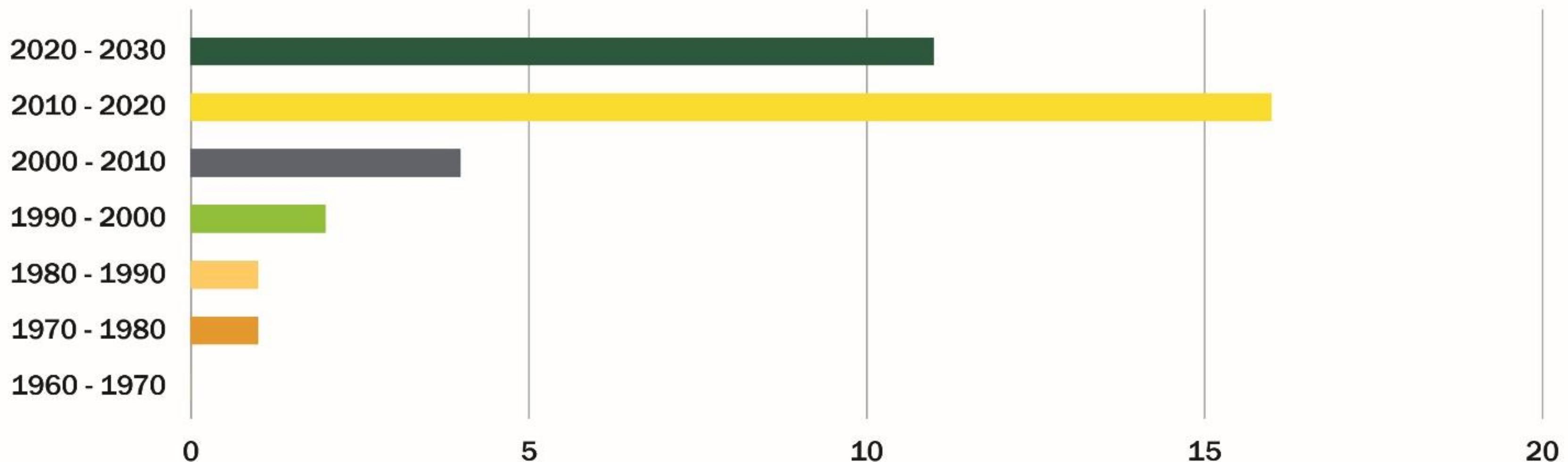
- Collaborated with Foundation, CSM and Skyline to create one SMCCCD alumni intake form
- Form launched January 2025. Promoted through employee email, social media handles (including boosted LinkedIn post) and tailored messaging to programs who have alumni database
- April: Will include alumni form in Class of 2025 grad message



Preliminary Data

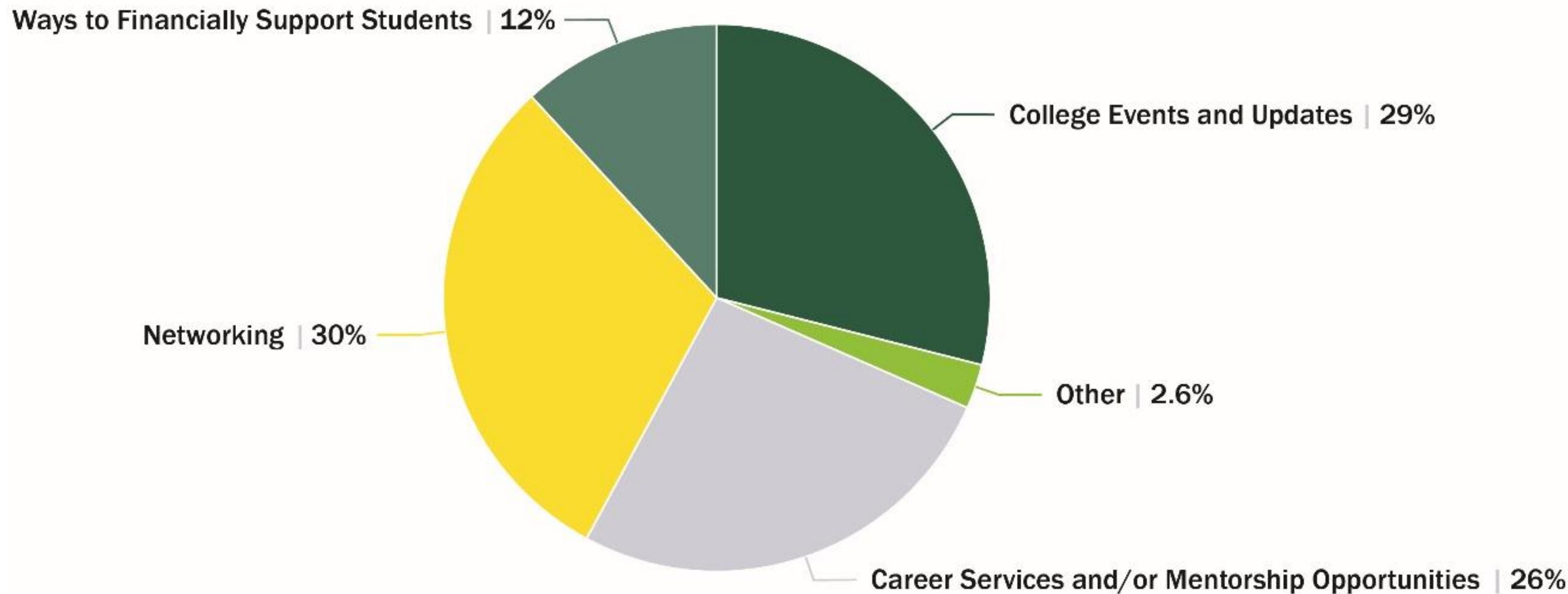
25 form submissions (as of 2/4)

What Year(s) Did You Attend?



Preliminary Data

Interest(s) - I am interested in receiving information on:



Next Steps

Next Steps:

- The alumni feedback will help us to develop tailored programming that meets their needs and interests.

Call to Action:

- Encourage alumni to **complete form** and **share their input** to help shape the future of our alumni programming.

tinyurl.com/CANalums



Goal 4: Accessible Infrastructure and Innovation

SparkPoint

EMP 4.1 Improve access to campus via public transit

February 19, 2025
Planning and Budget Council



Way2Go Pass



The image shows a promotional page for the Way to Go Pass & Campus Dining Card. At the top, there are logos for SPARKPOINT CAÑADA COLLEGE and Cañada College. The main title is "Way to Go Pass & Campus Dining Card (SP25)". Below the title, it says "SparkPoint Supplemental Services Application". There are two main callout boxes: one for the "Way to Go Pass" and one for the "Campus Dining Card".

Way to Go Pass

- Unlimited SamTrans Rides
- Free to students
- Link to your Clipper Card
- Expires end of July 2025

Campus Dining Card - apply by 01/31/25 (5pm)

- \$100 monthly food card
- Supporting students who need food
- May be used at the Grove, Bookstore & Cafés
- May be used at all three campuses (CAN, CSM, SKY)

Contact Brianna Chavez – chavezb@smccd.edu | 650-381-3552 | Building 5, Room 222
For disability-related accommodations, please email canvpss@smccd.edu or call (650)306-3234

SamTrans - Currently Offered



- Unlimited - Time bound
 - SamTrans only
 - Expires July 31, 2025
- Eligibility
 - SMCCD student - enrolled >1 unit
- Districtwide
- 277/558 (50%) Interest
 - Campus Dining Card submissions
 - 5000!



Highway 101 Express Lanes

Community Transportation Benefits - Planning Stages



- \$200 Credit - **Dollar bound**
 - Clipper Card - SamTrans or BART
 - Toll Transponder
- Eligibility
 - 18 years old +
 - San Mateo County Resident
 - Income < \$82,260
- Districtwide



EMP 4.1: Childcare Center Update

Ongoing Collaborations

- Regular meetings are taking place with LPA, Inc., the architectural firm contracted to support the design plans for the new CDC.
- A CDC Taskforce, including representatives from across the district (Christina Brower, Maggie Barrientos from CSM, and Tina Watts from Skyline), is actively involved in the project.

Construction Bid and Timeline

- The initial bid process resulted in only one bidder, which was deemed too expensive (20% over budget). As a result, the decision was made to go out for bid again to ensure a fair process and attract more participants.
- The new construction timeline is:
 - Mid-Spring 2026: Construction completion
 - May 2026: Final touches (furniture and space activation)
 - Fall 2026: Official center launch (delayed from Spring 2026)

Hiring Timeline for CDC Coordinator

- The hiring process for the CDC Coordinator is planned as follows:
 - July 2025: Job advertisement
 - August 2025: Interviews
 - September 2025: Board approval of final candidate
 - October 2025: Anticipated start date
- The CDC Coordinator will have extensive responsibilities, including licensing, fire department coordination, construction oversight, and staff recruitment.

Next Steps

- Continue with the bid process and hiring timeline.
- CDC Coordinator to begin work in October 2025 to oversee the completion and operational setup of the center.

EMP 4.9

- Update and implement sustainability initiatives (to be added on May 21, 2025)