



Educational Master Plan 2012-2016



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SUMMARY OF THE PROGRESS REPORT 2013-14

| Objective | Responsible Party | % | Proposed Changes for 2014-15 | PBC Action |
|--|---------------------------|------|-----------------------------------|------------|
| Teaching and Learning | | | | |
| 1.1 Assess ILO and discuss the assessment results throughout the campus | Dean of PRIE | 100% | | |
| 1.2 Assess, evaluate, and implement flexible course scheduling options and pathways to accommodate students' needs | VPI | 100% | Monitor Strategic Enrollment Plan | |
| 1.3 Create a first-rate educational experience for students with the support of a campus wide professional development program set-up through CIETL to support the use of effective teaching and learning practices | VPSS | 25% | Change responsibility to VPAS | |
| 1.4 Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success. | VPSS | 100% | Monitor Student Engagement Plan | |
| 1.5 Through facility planning, create capacity to address both instructional program and student life needs | VPAS | 30% | | |
| Completion | | | | |
| 2.1 Improve connections by linking outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education. | Dean of Counseling | 100% | | |
| 2.2 Improve connections with potential students by providing increased information about assessment testing. | Dean of Counseling | 100% | | |
| 2.3 Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid. | Dean of Counseling | 100% | | |
| 2.4 Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs. | Dean of BDW | 50% | | |
| 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign. | Director of Financial Aid | 100% | | |

| Objective | Responsible Party | % | Proposed Changes for 2014-15 | PBC Action |
|--|----------------------------------|------|---|------------|
| 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals. | Dean of Counseling | 100% | | |
| 2.7 Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document. | Dean of ALL | 50% | | |
| 2.8 Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships. | Dean of ALL | 95% | | |
| 2.9 Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates. | Dean of Counseling | 100% | | |
| 2.10 Improve completion by expanding the career center and having it closely linked with instructional programs. | Dean of Counseling | 50% | | |
| 2.11 Improve completion by enhancing the transfer center outreach, activities, and articulation. | Dean of Counseling | 50% | | |
| 2.12 Monitor the student success and completion data on a regular basis to assess progress. | Dean of PRIE | 100% | | |
| Community Connections | | | | |
| 3.1 Establish a campus community outreach advisory Group to address communication and collaboration with the community. | President | 100% | | |
| 3.2 Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF. | President | 100% | | |
| 3.3 Integrate service learning and Internship opportunities for students into academic and student life. | Dean of ALL & Dean of Counseling | 50% | Focus on developing additional internship only. Change Responsibility from Dean of ALL to Dean of BDW | |
| 3.4 Enhance off-site learning opportunities through contract education in the bayside/coastside locations. | Dean of CTE | 100% | No contract education | |

| Objective | Responsible Party | % | Proposed Changes for 2014-15 | PBC Action |
|--|--------------------|------|---|------------|
| Global and Sustainable | | | | |
| 4.1 Create sustainability and social justice interest groups to focus on issues and increase awareness on campus. | Dean of Humanities | 100% | Focus on social justice (50% social justice accomplished) | |
| 4.2 Through the Center for International and University Studies (CIUS), expand the international program. | Dean of Counseling | 80% | | |
| 4.3 Work collaboratively with the academic senate and the curriculum committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component. | VPI | 25% | | |
| 4.4 Improve sustainability awareness on campus. | VPAS | 50% | | |

SUMMARY OF THE PROGRESS REPORT 2014-15

| Objective | Responsible Party | % | Proposed Changes for 2015-16 | PBC Action |
|--|---------------------------|------|------------------------------|------------|
| Teaching and Learning | | | | |
| 1.1 Assess ILO and discuss the assessment results throughout the campus | Dean of PRIE | 100% | | |
| 1.2 Assess, evaluate, and implement flexible course scheduling options and pathways to accommodate students' needs | VPI | 100% | | |
| 1.3 Create a first-rate educational experience for students with the support of a campus wide professional development program set-up through CIETL to support the use of effective teaching and learning practices | VPAS | 50% | | |
| 1.4 Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success. | VPSS | 100% | | |
| 1.5 Through facility planning, create capacity to address both instructional program and student life needs | VPAS | 25% | Measure H passed in Nov 2014 | |
| Completion | | | | |
| 2.1 Improve connections by linking outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education. | Dean of Counseling | 100% | | |
| 2.2 Improve connections with potential students by providing increased information about assessment testing. | Dean of Counseling | 100% | | |
| 2.3 Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid. | Dean of Counseling | 100% | | |
| 2.4 Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs. | Dean of BDW | 75% | | |
| 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign. | Director of Financial Aid | 100% | | |
| 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals. | Dean of Counseling | 100% | | |
| 2.7 Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document. | Dean of ALL | 75% | | |

| Objective | Responsible Party | % | Proposed Changes for 2015-16 | PBC Action |
|--|--------------------|------|------------------------------|------------|
| 2.8 Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships. | Dean of ALL | 100% | Institutionalized | |
| 2.9 Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates. | Dean of Counseling | 100% | | |
| 2.10 Improve completion by expanding the career center and having it closely linked with instructional programs. | Dean of Counseling | 75% | | |
| 2.11 Improve completion by enhancing the transfer center outreach, activities, and articulation. | Dean of Counseling | 100% | Institutionalized | |
| 2.12 Monitor the student success and completion data on a regular basis to assess progress. | Dean of PRIE | 100% | | |
| Community Connections | | | | |
| 3.1 Establish a campus community outreach advisory Group to address communication and collaboration with the community. | President | 100% | | |
| 3.2 Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF. | President | 100% | | |
| 3.3 Integrate Internship opportunities for students into academic and student life. | Dean of BDW | 25% | | |
| 3.4 Enhance off-site learning opportunities through the bayside/coastside locations. | Dean of BDW | 100% | | |
| Global and Sustainable | | | | |
| 4.1 Create sustainability and social justice interest groups to focus on issues and increase awareness on campus. | Dean of Humanities | 100% | Institutionalized | |
| 4.2 Expand the international program. | Dean of Counseling | 100% | Institutionalized | |
| 4.3 Work collaboratively with the academic senate and the curriculum committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component. | VPI | 50% | | |
| 4.4 Improve sustainability awareness on campus. | VPAS | 100% | Institutionalized | |

SUMMARY OF THE PROGRESS REPORT 2015-16

| Progress Report 2015-2016 Goal/Objective | Planning/ Discussion (25%) | Implementation (50%) | Ongoing (75%) | Complete (100%) |
|--|-------------------------------|-------------------------|------------------|--------------------|
| A. Teaching and Learning | | | | |
| 1.1 ILO | | | | √ |
| 1.2 Enrollment plan | | | | √ |
| 1.3 Professional development | | | √ (Defer) | |
| 1.4 Student engagement plan | | | | √ |
| 1.5 Facility planning | √ | | | |
| B. Completion | | | | |
| 2.1 High school relation plan (enrollment plan) | | | | √ |
| 2.2 Assessment | | | | √ |
| 2.3 Orientation | | | | √ |
| 2.4 Student pathways | | | √ (Defer) | |
| 2.5 FAFSA | | | | √ |
| 2.6 Intentional counseling | | | | √ |
| 2.7 Implementing effective practices for instruction | | | | √ |
| 2.8 Mentorships | | | | √ |
| 2.9 Degree works | | | | √ |
| 2.10 Career center | | | | √ |
| 2.11 Transfer, outreach, articulation | | | | √ |
| 2.12 Monitor student success | | | | √ |
| C. Community Connections | | | | |
| 3.1 Campus community outreach advisory group | | | | √ |
| 3.2 Community-based advisory board | | | | √ |
| 3.3 Internship | √ (Defer) | | | |
| 3.4 Off-site learning opportunities | | | | √ |
| D. Global and Sustainable | | | | |
| 4.1 Sustainability and social justice | | | | √ |
| 4.2 International program | | | | √ |
| 4.3 Integrate sustainability into the curriculum | | | √ (Defer) | |
| 4.4 Sustainability awareness | | | | √ |

Teaching and Learning

Teaching and Learning Objective 1.1: assess the institutional student learning outcomes and discuss the assessment results throughout the campus.

➤ 2012-2013

Professional Development

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

Institutional Learning Outcomes

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

Program Learning Outcomes

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

Course SLOs

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

ePortfolios

- ePortfolio Pilot Project assessment done in Spring 2013

Links:

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

Possible Future Activities:

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Assess ILO annually using (a) graduate survey, (b) student satisfaction survey, (c) CCSSE survey, (d) e-portfolio, or (e) ILO results from SLOs.
 - Discuss the ILO results at planning council meetings and various senate meetings.
 - Make adjustment or change based on feedback.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Assessed ILO annually using (a) graduate survey, (b) student satisfaction survey, (c) CCSSE survey, (d) e-portfolio, and (e) ILO results from SLOs.
 - Discussed the ILO results at planning council meetings and various senate meetings.
 - Made adjustment or change based on feedback.
 - Created a Cañada College Assessment Manual that document the process of assessment, background of assessment history of the College, assessment policies/procedure, and updates for assessment “revolution”. This Assessment Manual is applicable not only for instructional assessment, but also for student services and administrative services.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - All the reports will continue producing. Dialogues have been occurred not only in planning council meetings and various senate meetings, but also in division meetings, department meetings, and deans’ meetings.
 - This process has been institutionalized.

❖ **The objective is 100% accomplished.**

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

➤ **2012-2013**

Flexible Course Scheduling

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

Master Schedule

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

Off Campus ESL

- ESL Department created a new partnership with Nuestra Casa, a community-based organization in East Palo Alto, to offer an ESL course for the students who complete their 3 levels of ESL classes in East Palo Alto at Los Robles Magnet Academy.
- The off-campus ESL classes are scheduled to align with the calendars of our community partner organizations so that our students can attend college ESL classes in locations close to where they live.

Course Flow Charts

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

Pathways

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

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

College for Working Adults

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

Possible Future Activities:

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

The Strategic Enrollment Plan has been developed and written so this object is complete.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

The Strategic Enrollment Plan was written and individuals identified to complete the activities. Assignments on responsibility have been developed so we will need to follow-up on implementation activities.

Growth initiative has been commended and led by VPI and carried out by deans, first to Increase College's load and productivity.

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

❖ **The objective is 100% accomplished.**

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

➤ 2012-2013

Professional Development Programs

- Numerous Professional Development programs offered in 2012-13:

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

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

Faculty Inquiry Networks (FINs)

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

Faculty Presentations

- Currently full-time Anthropology professor is directly engaged in profession

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

Instructional Designer

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

Grants

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

Funding

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

Links:

CIETL Report 2010-2011

Possible Future Activities:

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

In February 2014, a task force met and develop a potential process for professional development – using the PBC as the key group. There was an outline of the role of the participatory governance groups in professional development that will be used by the HR Work Group to develop a recommendation to PBC.

The Human Resources Work Group of the PBC will review what needs to be completed to set up a campus-wide professional development program. This group will meet during the fall 2014 semester and make a recommendation in the spring.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

In February 2014, a task force met and develop a potential process for professional development – using the PBC as the key group. There was an outline of the role of the

participatory governance groups in professional development that will be used by the HR Work Group to develop a recommendation to PBC.

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - Proposed change is to amend the responsibility party from VPSS to VPAS.

❖ **The objective is 25% accomplished.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

After re-evaluating the professional development structure and funding stream, the College decides to restructure the functions of (a) professional development, (b) student learning outcomes, (c) instructional design, and (d) distance education, and streamline them into one position for the director of professional development and innovation. This position is a pilot position for one-year temporary.

Recruitment for the position took place in late spring/summer 2015, and it is anticipated the new director will start in November 2015.

A Professional Development Committee was appointed by the college Planning and Budget Council (PBC). The charge of this committee is to work with the Director of PD and Innovation to develop, adopt, implement, and monitor a college professional development plan.

The Classified Senate has been working to develop a set of criteria, processes, and goals for the allocation of the classified professional development funds received from the District. Additionally, the VPAS is working to secure additional funding to support college-wide professional development funding.

Proposed plan for 2015-2016: Develop and adopt college Professional Dev Plan; provide dedicated college staff to support professional development; assess all current college PD efforts (e.g., classified, faculty, and management PD groups; CIETL, ACES, Communities of Practice) and determine how to integrate these efforts into the college PD plan.

❖ **Progress up to date: Complete 50%**

➤ **2015-2016**

In November 2015, the College hired a Director of Professional Development and Innovation to create professional development opportunities that support teaching and learning. The Director of Professional Development and Innovation has worked with the Academic Committee for Equity and Success (ACES) in developing instruction-focused inquiry projects in which faculty have an opportunity to explore instructional methods and pedagogical concepts (E.g. flipped classroom, lesson study, Reading Apprenticeship). This offers faculty an opportunity to share and explore instructional practices while collecting data on how these practices support student engagement

and learning. In addition, a variety of activities have been offered on Flex Days to support teaching and learning. These topics include but are not limited to serving students with disabilities, using universal design when planning a course, best practices for online instruction, support for Canvas migration, designing interventions for students with academic challenges, and using Flex to support teaching and learning.

During the Spring 2016 and the Fall 2016 a team from the College has attended the RP Group's Leading from the Middle Academy (LFM). This team was tasked with creating a college-wide Professional Development Framework that will set the foundation for promoting a culture that values and supports professional development and growth while laying the groundwork for the College Professional Development Plan. It will be approved by PBC in November 2016.

The Planning and Budget Council (PBC) appointed members to the Campus-Wide Professional Development committee that has begun meeting in the Fall of 2016. This committee will work to develop, adopt, implement, and monitor the College Professional Development Plan.

The Classified Professional Development Work Group has determined and vetted approval criteria for Classified Staff to apply for Conference and Tuition Reimbursement Funds. The Classified Professional Development Work Group meets regularly to review applications and determine how to allocate funding for conference and tuition reimbursement.

A college-wide professional development plan is the next necessary step in creating professional development program for the college. Current professional development efforts will be integrated in the plan as well as additional opportunities to support the professional growth of our faculty, staff, and administration. Professional development programming will relate specifically to the College Professional Development Plan so that programming can be effectively evaluated and adjusted as necessary.

Progress up to date:

Ongoing 75% Defer to EMP—Professional Development Plan

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

➤ **2012-2013**

ESL

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

Library

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

Field Trips/Hands-on Experiences

- Field trips and hands on learning experiences have been developed across disciplines within the Social Sciences.

Tutoring

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

Recognition Events

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

Student Government

- Annual Performance Report for ASCC

Clubs

- The student clubs have been expanded during 2012-13. The Dreamer's Task Force provided a number of events. The STEM Center conducted a speaker series.

- Social Sciences faculty serve as advisors for numerous student clubs. The Social Sciences is home to the longest serving club in the district: Philosophy Club. This club invites collaboration across the three college campuses.
- PTK does by creating a learning experience outside the traditional college experience

STEM

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

Welcoming Facilities

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

Special Programs

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

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

Future Possible Activities:

- Create a plan for student engagement which includes such areas as student activities, summer enrichment programs, welcome day, and college hour.
- Implement and evaluate the student engagement plan based on the six key principles to student success and engagement (Terry O'Banion).
- Develop plans that reflect the equity goals of the college in order to address retention issues

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

The Student Engagement Plan has been written, so this objective is complete.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

The Student Engagement Plan was written and individuals identified to complete the activities. Assignments on responsibility have been developed so we will need to follow-up on implementation activities.

- Based on your achievements this year, what percentage of the objective is complete to date?
(The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
- ❖ **The objective is 100% accomplished.**

Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.

➤ **2012-2013**

Social Science Hub

- A Social Science Hub was created on the third floor of Building 9 to provide space to conduct workshops and engagement activities for students majoring in the social sciences.

STEM Center

- The STEM Center is a location in Building 9 where furniture was changed this past year to make it more student-friendly and usable.

The Grove and Career Center

- The Grove and the Career Center opened in their new locations in Fall 2012.

Sustainability Plan

- The college's Sustainability Committee developed a plan which will engage both faculty and students in projects directed at being more sustainable.

Link:

Facility Plan (created Spring 2011)

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Create capacity to address both instructional program and student life needs.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Several facility planning meetings occurred in spring 2014 to address both instructional program and student life needs. The District has employed firms of architects and space planners to prepare for a potential bond issue in fall of 2014. These firms have engaged stakeholders in the Division of ALL, especially Athletics, kinesiology, and Dance, as well as the entire Division of Science and Technology. New Building 1 and STEM buildings (both yet to be named) are under plan.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

❖ **30% complete**

➤ 2014-2015

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Measure H, a local bond measure, was passed in November 2014 and provides the college with approximately \$133 million to implement the facilities master plan. Major facility projects include the demolition of Building 1 and construction of a new Kinesiology and Wellness building, construction of a new Science building (Building 23), and modernization of Building 13. The first projects, Building 1 and Building 23, are in the planning and design phase. Current timelines indicate these buildings will be complete in 2018/2019 academic year (however these are conceptual timelines at this point). The campus community is involved in the planning and is provided regular updates and information.

Progress up to date: Complete 25% (Measure H passed in Nov 2014)

➤ 2015-2016

Measure H, a local bond measure, was passed in November 2014 and provides the college with approximately \$133 million to implement the facilities master plan. Major facility projects include the demolition of Building 1 and construction of a new Kinesiology and Wellness building, construction of a new Science building (Building 23), and modernization of Building 13. The first projects, Building 1 and Building 23, are in the planning and design phase. There were delays in the planning phase because the district had to change the delivery methods for both buildings twice. Originally, the buildings were going to be completed using the lease-lease back delivery method. However, a court ruling in early 2016 found that the lease-lease back delivery method was not appropriate for community colleges. The district then moved forward with the construction manager at-risk delivery method, and began revising all new documents and contracts. However, it was determined that the construction manager at-risk method would not work for these projects, so the design-build delivery method was selected. All documents and contracts were revised, and a new project timeline was developed. Current timelines indicate these buildings will be complete in 2019/2020 academic year (however these are still subject to change). The campus community is involved in the planning and is provided regular updates and information.

Kinesiology and Wellness Building (B1): A request for statements of qualifications was released in late May 2016 inviting design-build teams to submit proposals for consideration. A team of reviewers identified 3 highly qualified teams for consideration as the Design-Build Entity for Building 1. In late July and early August 2016, the 3 teams participated in a series of meetings and interviews with District representatives. The District representatives included Chancellor Galatolo, President Moore, Vice Chancellors Nuñez and Bauer, Chris Strugar-Fritsch, Vice President Marquez, and the Swinerton construction team. Yanely Pulido, District Contracts Manager, worked tirelessly to guide the District team through this process. After a thorough review of all 3 firms, the team recommended a Design-Build Entity to the Board of Trustees. In September 2016

the Board of Trustees formally approved Blach/ELS as the team for the new Kinesiology and Wellness Building.

Science Building (B23): The Science Building will follow the same process to select a Design-Build Entity as described for Building 1 in Fall 2016. The District will request statements of qualifications in late August 2016, and the series of meetings and interviews with qualified firms will take place in late October and early November 2016. The next phase of design and planning will begin at the start of the spring semester 2017.

Progress up to date: Complete 25% (Measure H)

Completion

The Completion Work Group used the pathways model to create the objectives to be accomplished to improve student completion. The model includes four major progression points where services can be improved so that students become more likely to complete:

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

➤ 2012-2013

Outreach Planning

- Developed an Outreach Annual Plan

Tours/Events

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

Classroom Visits

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

Clubs

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

Community Outreach

- Two ESL faculty are the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers.
- The ESL Department does outreach to the community through our partnerships with Sequoia Adult School, the Redwood City School District, Cabrillo School District, Los Robles

Magnet Academy, and other community partners such as Half Moon Bay Library, Redwood City and Fair Oaks Library, Menlo Park Center, Sequoia Union High School District, Red Morton and Fair Oaks Community Centers, Boy and Girls Clubs, Human Services Agency at Fair Oaks, Hoover and Fair Oaks Children's Clinic., Catholic Worker House in Redwood City

- Three librarians visited and conducted a library overview and workshop for a class at a high school, East Palo Alto Academy, during the Spring 2013 semester.
- Menlo Park/JobTRAIN

High Schools

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

Links:

Possible Future Activities:

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

The Outreach Office works very close with following High School Departments:

- High Schools ELAC (English Learner Advisory Committee)
- High Schools BRT (Bilingual Resource Teacher)
- High Schools Parent Resource Centers
- SUHSD Parent Coordinator Carmina Chavez
- SUHSD DELAC (District English Learner Advisory Committee)
- SUHSD Migrant Education Program

The Outreach Office will participate in the following Hispanic Community Events:

- North Fair Oaks Community Festival
- Half Moon Bay Community Resource Fair
- OYE NFO Youth Community Conference
- Downtown Redwood City: The 4th of July Festival
- Downtown Redwood City: The Fiestas Patrias community event
- Downtown Redwood City: The Salsa Festival
- East Palo Alto: Cinco de Mayo Parade Festival
- North Fair Oaks: Mexican Mobile Consulate Day

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

| Fall 2013 | | |
|-------------------|----------|------|
| Outreach Activity | Location | Date |

| | | |
|---------------------------|-------|---------------|
| DELAC Meeting | SUHSD | December-2013 |
| SUHSD Parent Coordinators | SUHSD | December-2013 |

| Spring 2014 | | |
|--|---------------------|----------|
| Outreach Activity | Location | Date |
| DELAC - College Application & Overview | SUHSD | TBD |
| ELAC - College Application & Overview | SUSHD- High Schools | TBD |
| SUHSD Migrant Education College Presentation | SUHSD | TBD |
| Weekly High School Visits | SUHSD + Other | Weekly |
| Community College Night | M-A High School | 01-30-14 |
| Community College Night | Sequoia High | 2-12-14 |

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - The Outreach Office complete 100% of the planned outreach activities schedule for each school year term. This in collaboration with the SUHSD and community.
 - This process has been institutionalized.
- ❖ **The objective is 100% accomplished.**

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

➤ **2012-2013**

Orientation to Assessment

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

Promoting the “Jams”

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

Links:

Possible Future Activities:

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Sequoia High School outreach for MathJam needs to be planned, documented and assessed
 - Continue offering Math Jam and WordJam
 - Build on the Jams to offer more opportunities for students to prepare for placement and engage with the campus
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Continued offering MATH JAM
<http://www.canadacollege.edu/STEMcenter/mathjam.php>
 - Continued offering WORDJAM

- Based on your achievements this year, what percentage of the objective is complete to date?
(The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - This process has been institutionalized.
- ❖ **The objective is 100% accomplished.**

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

➤ **2012-2013**

New Students

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

Financial Aid

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

Social Science Hub

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

ESL

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

Orientation Activities

- Student Handbooks and Planners facilitated Orientation
- Revised Orientation format and materials
- Revised PEP
- Online Orientation format is in production
- Intelli Response
- Financial Aid and Financial Literacy Presentation for Preview Day
- Parent information sessions at PEP
- FAFSA Tuesdays
- CASH for College

Links:

Possible Future Activities

- Develop plan and content for improving new student orientation program, to include an on-line orientation.

- Conduct orientations and assess SLOs that are on-going.

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Add links under Assessment Preparation on the A-Z menu on the college website
 - Encourage potential students to enroll in one of our Jams before they take their initial placements
 - Provide reminder phone calls to each student registered for orientation/assessment prior to each session and stress the importance of assessment preparation
 - Provide and explain individual assessment results to each student upon completion of each assessment and direct them accordingly to college programs and services available (ongoing)
 - Orientations <http://canadacollege.edu/orientation/index.php>
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Added Khan Academy and virtual math lab links
 - Met with College Recruiter to ensure that Campus Ambassadors are promoting the importance of Assessment Preparation and referring potential students to the appropriate sites/links
 - Review and give printed individualized assessment results plus a Math, English or ESL course sequence guide to each student following their assessment
 - After student places into basic skills level Math, English or ESL, we refer them to Math Jam or Word Jam registration
 - Follow up: Orientation/Assessment staff will connect with each student and document individualized details, provide support and referral to appropriate programs/services
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - <https://www.khanacademy.org/>
 - <http://www.wtamu.edu/academic/anns/mps/math/mathlab/>
 - This process has been institutionalized.
- ❖ **The objective is 100% accomplished**

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

➤ 2012-2013

General Pathways

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

ESL

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

Links:

Possible Future Activities:

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

2013-14:

Basic Skills:

- Julie Wilson (Word Jam Coordinator) and Danni Redding-Lapuz (Math Jam Coordinator) will continue to collaborate with regard to offering a “packaged Jam experience” for students interested in augmenting their basic English and math skills.
- Word Jam will continue its outreach efforts to target ESL students so as to encourage and increase their participation in the program.
- The English department will continue to offer integrated English/Reading courses to shorten the pathway to transfer-level English. The integrated English 827 (7 units) is shorter than the traditional English/Reading 826 pathway (9 units). The second-level integrated English 847 (5 units) is also shorter than the traditional English/Reading 836 pathway (8 units).
- Will hire new English faculty member with strong background in teaching reading and developmental English.

Counseling:

- For 2013-14, counselors should work with each student to develop Student Educational Plans. The SEP will create roadmaps that lead to a complete student educational goal, for example a certificate, degree or a transfer plan. If the student is undecided about their career goal, the plan should include a career course that would help the student explore different careers and majors. It should also include a short-term academic goal like the Preparation for Scholarship and Success Certificate (PASS), The Pathways to Student Success Certificate or a pathway to a different program, for example the College for Working Adult (CWA) Curriculum. Counselors should continue conducting SEP campaigns that emphasize the importance of creating SEPs and provide incentives to the students who already have a current SEP on file each semester.

Career/Technical Education – 2013-14:

- The CTE faculty and Dean will offer courses related to the completion of the certificate and or degree so students can complete their coursework in a timely fashion.
- The ECE/CD Department will offer the basic “8” approved courses for a total of 24 units so students can complete the ECE/CD Certificate of Achievement in two semesters.
- The CTE Transitions Coordinator will work with CTE college faculty and high school faculty in the review of current articulation agreements and develop new high school articulation agreements.
- The Fashion Design & Merchandising Department will offer two “Curriculum Parties” each year

2014-15:

- The Office of Instruction, the Instructional Deans, and the Counseling Department will continue to develop a strategic enrollment plan whereby first semester students are directed to address their math and English basic skills needs immediately.
- Will work more closely with faculty to ensure that the Word Jam curriculum aligns with the student learning outcomes in the basic skills English courses. Math Jam program faculty conducted its own study with this goal in mind in 2013 (see below).
- Will expand the number of local high schools we visit to increase Word/Math Jam participation.
- Will evaluate the data to determine the full impact that incorporating the integrated English/Reading courses have had on student persistence and success.
- Will evaluate the effectiveness of the Word Jam and continue the evaluation of the effectiveness of the Math Jam.
- Student Equity Committee will work with Office of Instruction and the Counseling Department to develop a learning community to support student success, primarily at the basic skills and early transfer level.
- Several more disciplines were submitted for the AA-T degree. The Associate Degrees for Transfer that were approved for during the 2013-14 academic year are: English, Philosophy, Political Science, and Theatre Arts.
- Jessica Kaven (Communication Studies) was named as the new Honors Transfer Program Coordinator. In this role she will focus on increasing the number of honors course offerings, transfer student graduates, events to showcase student work, and the professors teaching in the program.
- Lisa Palmer (English), Denise Erickson (Art History), Alison Field (History), and Susan Mahoney (Geology) have formed a Faculty Inquiry Network (FIN). For Fall 2014, this group will invite all interested faculty and staff to participate in the effort to identify one or two new pathways for the beginning of the 2015-16 academic year. Possible pathways include: Global Studies, Social Justice, and Principles of Sustainability. In Spring 2015 the FIN will also begin seeing COMPASS funding to support creating partnerships with SFSU, SJSU, and CSU-East Bay.
- CTE Departments will develop certificate & degree flowcharts which indicate the order and semester courses are offered to complete the courses for the certificates and or degrees.
- The Fashion Design & Merchandising Department will offer two “Curriculum Parties” each year
- The CTE faculty will continue to work with the CTE Transitions Coordinator working closely with the high school faculty members in the review of articulation agreements and the development of new articulation agreements.

2015-2017:

- Conduct a comprehensive review of Word Jam and implement appropriate policies and provisions resulting from that assessment.
- The Fashion Design & Merchandising Department will offer two “Curriculum Parties” each year.
- The CTE faculty will continue to work with the CTE Transitions Coordinator

working closely with the high school faculty members in the review of articulation agreements and the development of new articulation agreements.

- CTE Departments will post on their website and keep current the certificate & degree flowcharts which indicate the order and semester courses are offered to complete the requirements to obtain the certificate and or degree.
- CTE Faculty will attend Counseling meetings to inform counselors of any updates which have occurred in each CTE program.

General Transfer - 2015-2017:

- Continue to work with A2B to support students who wish to transfer in the fields of Allied Health (Bachelor of Science from National University), Business Administration (Bachelor of Science from Notre Dame de Namur University), Child Development (Bachelor of Arts from possibly San Francisco State University), Human Services (Bachelor of Science from Notre Dame de Namur University), Nursing (Bachelor of Science from San Francisco State University) and Psychology (Bachelor of Arts from Notre Dame de Namur University). Specifically, the A2B Program supports general transfer by:
 1. Improving the transition from the associate degree to the bachelor's degree; bringing in new bachelor's degree programs and strengthening existing programs
 2. Coordinating academic support services for A2B student
 3. Using data analysis to improve programs
 4. Enhancing program infrastructure and resources
 5. Increasing post-secondary success of high-need students
 6. Enabling data-driven decision-making
 7. Designing and implementing a new data collection system
 8. Improving productivity and financial stability
 9. Strengthening program infrastructure

2016-17:

- "Scale up" Word Jam so that it will be comparable in scope, faculty and student participation, and effectiveness as Math Jam and Physics Jam.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Added additional sections of integrated English/Reading at both the levels in response to student demand.
 - Secured college approval to hire a new English faculty member with strong background in developmental English and basic skills.
 - Completed hiring justification for an ESL faculty position.
 - MathJam was honored by Excelencia in Education as America's top program for increasing achievement for Latino students at the community college level.
 - Math Jam program faculty met to review program elements including the pre and post tests which would be administered to the participants. Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College.

- Created an evening Word Jam program to better accommodate the schedules of ESL students.
- Improved the participation and retention rate (over the past three sessions of Word Jam, students who have attended 3 days or more has gone from 22 to 32, to a high of 40 in this last session).
- Word/Math Jam faculty and students met with Dr. Brice W. Harris, Chancellor of the California Community, to share the accomplishments of the respective programs.
- Conducted ESL Tutor Training <http://canadacollege.edu/esl/facultyresources.php>
- Held Basic Skills Retreat to keep faculty apprised of local and statewide initiatives regarding student success.

Counseling:

- For 2014-15, we should have created clear steps and milestones towards their end goal for 2017. Faculty, staff and administrative personnel should familiarize themselves with the students' roadmaps and the programs that support the roadmaps. An example of a program that supports student roadmaps is the A to B Program. The counseling department should continue working with students individually.

Career/Technical:

- The CTE Transitions Coordinator, Mallory Stevens, brought college and high school faculty together to review current articulation agreements and developed four new articulation agreements including CBOT 415, 430 and 431 and MART 420 at Menlo Atherton High School.
- The Fashion Design & Merchandising Department presented the “curriculum parties” each semester (October 16, 2013 & March 12, 2014) to better familiarize current Cañada students and potential new students on pathways.
- The Fashion Design & Merchandising Coordinator met with CTE Transitions Coordinator, Mallory Stevens and Hillsdale High teachers about a new articulation agreement.
- The Fashion Design & Merchandising Coordinator attended the Jefferson Union High School Advisory Board meetings to articulate courses.
- The MART faculty member met with the Boys & Girls club to discuss pathways and how to get high school students in their club into the MART program.
- The faculty and Dean offered courses in a sequential order so students were able to complete their certificate and or degree in a timely fashion.
- CTE faculty and the Dean were integral in the Majors2Careers event held for all students in spring.
- The CTE Transitions Coordinator supported the SUHSD high school faculty and students in the articulation process by developing detailed documentation on the new application system and visiting high schools to support completion of the college enrollment process.

General Transfer:

At the time this was written we already had pathways for all STEM majors with guidance sheets for students and counselors. All courses in these pathways are offered at least once a year. This was not changed. Path to Stats was approved by the curriculum committee and has now been offered 3 semesters – both for the general population and for

the CWA. Path to Stats (6 units) replaces MATH 110 (5 units) and MATH 120 (5 units) for students who desire to take statistics before transfer. Fast Track to Calculus was started. The fall is the 4th semester it has been offered. FT2C offers students the opportunity to take both MATH 130 Trigonometry and MATH 222 Precalculus in one semester. This accelerated pathway is for STEM students.

Social Science Faculty initiated a Topics of Interest lecture series or TOIs. The purpose of the TOIs is to help inform students of the various pathways in the social sciences, to highlight local professionals in the hopes the students may see themselves in that path, and to offer advice on how to pursue a career in the social sciences. Several disciplines within the humanities and social sciences were submitted for the AA-T degree. The AA-T degrees offer tremendous benefits to our students desiring transfer to CSU. Most importantly, these new degrees provide clear, statewide curricular pathways that students can follow as they pursue transfer to any CSU campus. Upon completion of these degrees, students will be guaranteed admission to a CSU campus with junior standing. The Associate Degrees for Transfer that were approved for during the 2013-14 academic year are: Anthropology, Art History, History, and Studio Arts.

Faculty members Jessica Kaven (Communication Studies) and Lezlee Ware (Political Science) submitted their proposal to the Threshold Project Conference, which took place in June 2014. As a result of attending the conference they learned about and are beginning to put into practice strategies to better align curriculum and pedagogical approaches with colleagues at the four-year institutions.

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
- Student Equity Committee has identified model programs and best practices and is now poised to initiate a new learning community.
- Faculty reviewed and revised the MyMathTest instruments to ensure that the content was appropriate for each cohort level and consistent with the learning objectives in the corresponding math courses at Cañada College. https://www.canadacollege.edu/prie/pdfs/CALSTEP_Brief3.pdf
- The Associate's to Bachelor's Degree Program (A2B) has developed a Scholar Program, which places students in major-based cohorts (psychology or early childhood development) and provides them with case management, counseling, and faculty/peer mentoring. <http://www.canadacollege.edu/a2b/scholarprogram.php>
- Word Jam has received increased funding for expansion.
- Word Jam questionnaire administered to students and we will continue to evaluate data to make program improvements.

Counseling:

- For 2015-16, faculty staff and administration should enforce the steps and milestones created in 2014-15. During this time the staff and administration should continue creating an organizational culture where all efforts are coordinated so the student receives the same message and goals from all college programs and departments. The counseling department should continue working with students individually.

- The goal for 2016-17 is that all students receive identification of a clear pathway to accomplish their objectives and that all college programs and departments have coordinated efforts towards the student's objectives so that the students are focused and guided in the same direction at all times.
 - Will evaluate the data to determine the full impact that incorporating the integrated English/Reading courses have had on student persistence and success.
- **Basic Skills: the objective is 50% accomplished.**
 - **Career/Technical: Accomplished 50% of the 4 year plan.**
 - **General Transfer: Accomplished 50% of the 4 year plan.**

➤ 2014-2015

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Associate Degrees for Transfer (ADT)

Associate degrees for transfer are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. In 2014-15, ADT's were developed and approved in computer science, geography, mathematics, physics and submitted for biology and nutrition and dietetics at Canada College. Canada College currently has the following ADT programs: anthropology, art history, business administration, communication studies, early childhood education, economics, elementary teacher education, English, history, kinesiology, philosophy, political science, psychology, sociology, studio arts and theater arts.

College for Working Adults (CWA)

The College for Working Adults (CWA) is an academic program that allows students to earn three Associates degrees, while working full-time. Classes are held one evening per week and every other Saturday. The CWA curriculum ensures that within three years, students complete sixty transferrable units, their general education, graduation and transfer requirements for admission to a four-year California State University (CSU). The degrees are awarded from the following disciplines: 1) AA in Psychology; 2) AA in interdisciplinary Studies with an emphasis in Social and Behavioral Sciences; and 3) AA in Interdisciplinary Studies with an emphasis in Arts and Humanities. In 2014-15, a part-time retention specialist was hired in the spring semester to assist with student follow-up. Additionally, a full-time counselor and coordinator/instructor were requested through the college hiring process.

GE Thematic Pathways

The GE Pathways is a set of thematically associated courses across the IGETC pattern, CSU GE, and AA/AS GE. Students choose themes that interest them from multiple perspectives which provides course integration that explores an issue from different disciplines. The GE Pathways may also include high impact practices such as; Community

Services, Public Lectures, Field Trips and Integrative Teaching on a Common Theme. The following are proposed pathways: Social Justice, Climate Change, Sustainability, Global Studies, Power and Politics and Arts, Media and Culture.

Business, Design and Workforce

In the 2014-15 academic year, the following academic pathways were developed:

- In collaboration with JobTrain and Sequoia Adult School, received successful funding in the C4SCP grant to create and implement a web design certificate administered through JobTrain. The college created an agreement to use with outside agencies to articulate classes that will allow the Web Design students to earn college credit for the classes they take at JobTrain. Once students complete the web design boot camp at JobTrain, they are assisted in finding employment as a web designer and/or continue their academic pathway at Cañada College.
- Active participation in Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is working throughout the region to provide pathways for adult school learners to enter the workforce or complete courses and programs for transfer. Beginning in fall 2015 the college will offer a program to adult school and traditional college students providing the full Cañada ECE certificate in a one year accelerated program. In addition the college will be involved in creating a similar pathway for Medical Assisting. Both these certificates provide direct entry into the workforce as well and courses that can apply to transfer for students who wish to complete a degree.
- Created the Entrepreneurship Center for students as part of the Entrepreneurship and Small Business Program starting fall 2015. A small space has been secured and the instructor provided with .2 release time through Perkins funding, to get the center up and running. The Entrepreneurship Center will be a resource and pathway for students who have the goal of starting their own business. It is, in essence, a lab for business start-ups. Through faculty advising and collaboration with other students and business partners, students will have support in creating their own business ventures.

The STEM Center

The STEM Center at Cañada College aligns all programs and resources focused on students working to transfer to a four-year university to complete a bachelor's degree in a Science, Technology, Engineering and Math (STEM) major. STEM students are all pursuing academic pathways that include Calculus and all lower-division major preparation before transferring as a junior student to a four-year university. The most popular STEM majors pursued by our students are all fields of engineering, computer science, biology and environmental science.

Through the STEM Center, students have opportunities to participate in intensive academic preparation activities such as Math Jam, Physics Jam and supplemental instruction and drop-in tutoring. In addition to participating in the STEM Speaker Series, assistance in applying to NSF and external scholarships and participation in STEM internship partnerships.

❖ **Progress to date: Ongoing 75%**

➤ **2015-2016**

Institutionalized the efforts on Associate Degrees for Transfer (ADT), College for Working Adults (CWA), GE Thematic Pathways, and Business, Design and Workforce

The College for Working Adults (CWA) is an academic program that allows students to earn three Associates degrees, while working full-time. Classes are held one evening per week and there are ten Saturday sessions throughout the semester. The CWA curriculum ensures that within three years, students complete sixty transferrable units, their general education, graduation and transfer requirements for admission to a four-year California State University (CSU). The degrees are awarded from the following disciplines: 1) AA in Psychology; 2) AA in Interdisciplinary Studies with an emphasis in Social and Behavioral Sciences; and 3) AA in Interdisciplinary Studies with an emphasis in Arts and Humanities; 4) AA in Economics. For 2014-15, the program added a part-time retention specialist to assist with student follow-up. Additionally, a full-time counselor was hired in 2015 and a full-time (temporary) faculty coordinator/instructor came aboard in January, 2016.

In mid-fall 2016, the new Director of Workforce Development will join the Business, Design and Workforce team. With this new position, and the influx of state funds to support the growth of career and technical education, the college is planning to strengthen and increase pathways.

Business faculty members have developed a new course in entrepreneurship entitled “Startup for Artists, Designers and Creators.” The response to this course has been very favorable. Plans are underway for a Freelance certificate and a campus MakerSpace for innovative pursuits. These activities will continue to develop the college’s entrepreneurship pathway and also foster collaboration with STEM students in MakerSpaces for engineering and business students.

In fall 2016 the BDW division will offer a three-day Career Skills Jam. This pilot run of the Career Jams is funded by a district innovation grant. Future iterations of the Jams are being planned for ECE and other division disciplines. Upcoming Jams will be funded by Strong Workforce funds. The college has institutionalized Jams to support current and emerging student career and transfer pathways.

Contract for Common Assessment, Multiple Measures, Dual Enrollment, Guided Pathways and

District Strategic Plan

On May 11, 2016 the SMCCCD Trustees approved a contract with Career Ladders Project (CLP) and the RP Group for consulting services. The purpose of the consulting services is to support the successful implementation of the District Strategic Plan, including but not limited to projects related to the California Community Colleges Common Assessment Initiative (CAI), Districtwide Dual Credit, Multiple Measures, and Guided Pathways. Specifically, implementation of the New Assessment and development of cut scores and multiple measures for placing both resident and international students into college level courses will ultimately support the District's efforts to develop Districtwide Dual Credit and Guided Pathways programs to promote student success. The consulting services will provide support in each of the three areas in the following timeline:

Phase 1: (2016-17)

Develop cut scores and multiple measures for the CAI implementation

Phase 2: (2017-18)

Dual Credit programs structure and process development and implementation

Phase 3: (2017-19)

Guided Pathways Structure and Process Development and Implementation

The completion to date is:

Ongoing 75%--Defer to the EMP on Guided Pathways and Dual Credit

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

➤ **2012-2013**

Financial Literacy

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

Activities:

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

Links:

Possible Future Activities:

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

Several ongoing efforts have been instituted to promote FAFSA completion and student awareness of the importance of applying for financial assistance. The following activities were implemented in 2011 and will continue to be evaluated annually to assess progress in meeting the completion objective.

1. Promote the application of financial aid as Step 2 in the College's Admissions processes identified as "Steps to Success" in the catalog, class schedule and online. For 2013-14, the steps were modified to include the application process for non-FAFSA eligible student who may apply for state financial aid programs as AB 540 students using the California Dream Application. This is ongoing
2. FAFSA Tuesday financial aid application workshops continue to be offered weekly to assist students apply or make corrections and successfully submit their financial aid applications. Beginning in January 2013 for the 2013-14 financial aid year, California Dream Application

workshops and individual student appointments are scheduled weekly on Wednesdays. Workshops are ongoing and as staffing permits, we may expand the days and hours for application assistance

3. While not a targeted activity, both the College and District have adopted outreach strategies to promote the “Plan Ahead-Pay Ahead” campaign due to the change in the District’s fee payment policy requiring the payment of fees or the application of financial aid to prevent drop for non-payment which incentivizes filing the FAFSA, Dream Application and Board of Governors Fee Waiver. This in turn generates direct communication from the Financial Aid Office to the student about their specific eligibility for financial assistance programs.
 4. The development and implementation of a SparkPoint Center at Cañada is planned during summer and fall 2014 with a full roll out of services in January 2015. It is anticipated that this targeted approach to providing students and the community with financial coaching, workshops, and services will positively impact the percentage of students applying for and receiving state and federal financial aid and completion of their educational objectives.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 1. We do not have quantitative data to independently measure the specific impact of items 1-4; however, our Service Area Objective (SAO) for the past two years has been to increase the unduplicated FAFSA application volume by 10% each year.
 2. The 2011-12 SAO was successful. There was a 20.17% increase in applications processed through the 18-month application cycle of January 1, 2011 through June 30, 2012 as compared to the number of applications processed in the previous aid year. The 2012-13 SAO was successful as well. There was an 11.7% increase in applications processed through the 18-month application cycle of January 1, 2012 through June 30, 2013 as compared to 2011-12 data. Data is not yet available to compare how the 2013-14 year may have increased over last year and will be reported in the next program review cycle (March 2015). See the 2013-14 Financial Literacy Program Plan (<http://www.canadacollege.edu/programreview/1314/2013-2014%20Annual%20Plan-Program%20Review-Financial%20Literacy.pdf>)
 - Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 1. The 100% FAFSA Initiative does not mean 100% of our students will apply for financial aid over the next four years. It refers to a campaign that promotes college access and affordability through federal and state financial assistance as a mechanism to facilitate completion. For the 2013-14 SAO, we are optimistic that we will achieve a 10% increase in application volume from 2012-13 but with declining enrollment, it will extremely difficult to sustain this level of application volume increase from year to year as it reflects a significant increase in the rate of applications by unduplicated students as a percentage of all students.
 2. This process has been institutionalized.

❖ **The objective is 100% accomplished**

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

➤ **2012-2013**

Intentional Counseling

Other Services

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

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Improve progress through increased intentional counseling and other services to guide students to completion of their goals.
 - The goal for 2016-17 is to improve progress through intentional counseling and other services that will help basic skills students accomplish their academic goals. See the notes from EMP progress for more details.
 - For 2013-14, Basic Skills counselor is conducting 30 presentations in classrooms per semester to basic skills courses. During these 15-20-minute presentations, the counselor presents school resources and provides information about the counseling department. In addition, the counselor brings a counseling appointment sheet where students can book an appointment at the moment to increase the number of students that connect with a counselor and create SEPs.
Also, we have an Early Alert Program where the counselor works together with the Basic Skills professors who send a notification when a student is not performing satisfactorily. The counselor contacts those students who are not doing well academically to connect with them and provide an intervention.
 - For 2014-16, counselors, faculty, staff and special staff from other programs should collaborate to provide resources in the classrooms.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - For 2013-14, the Basic Skills counselor is conducting about 30 presentations in classrooms per semester to basic skills courses. Also, we have an Early Alert Program where the Basic Skills Counselor worked together with the Basic Skills professors who send a notification when a student is not performing satisfactorily. The Basic Skills Counselor contacted those students who are not doing well academically to connect with them and provide an intervention.
 - Pro-Active Counseling for ESL Students
Counselor
 - Coordinator and Retention Specialist
 - In addition to visiting every ESL class on and off campus to welcome ESL students to the College and provide information about the Retention Specialist services for students, the ESL Retention Specialist identified and contacted 50 former ESL students who are eligible for the PASS Certificate and told them how to complete the petition and contact the Basic Skills Counselor to have their petitions approved for 2013-2014 Commencement.

TRiO Intentional Counseling

- TRiO has undergone many changes in staffing this last academic year. Once the former project director left to pursue other opportunities and with a 5% reduced budget, key personnel positions were changed. As a cost savings measure, the project director position and adjunct counseling position were merged into a full time Faculty Coordinator position. A newly created position was implemented as Program Services Coordinator (PSC) in which this position supported 50%TRiO, 30% BTO and 20% VROC program services as well as overseeing the Financial Literacy workshops.
- Despite the reduction in counseling services and a reduced 5% budget for the 2013-2014 school, TRiO continues to strive to provide comprehensive services to our students.
- TRiO Points- Requiring 5 TRiO contacts every semester
- Financial Literacy Offerings to meet the 6 Higher Education Opportunity Act (HEOA) Financial Literacy Mandates
 - Women's and Men's Discussion Groups to Address the College Experience
 - Other Services to Guide Students:
 - Workshops related to Student Success- Math Anxiety, Personal Statement, and Preparing for Tutoring Workshops
 - Details on TRiO: <https://app.box.com/s/r17dj7qogf5t5ptzu7ah>
 - SPRING EVENTS TRiO <https://app.box.com/s/jgf0x34lrmlt0vfyjvou>
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - This process has been institutionalized.

❖ **The objective is 100% accomplished.**

Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document.

➤ **2012-2013**

Counseling

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

Learning Communities

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

Planning

- Conduct regular meetings of the Basic Skills Advisory Committee

Links:

Basic Skills Plan

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - introduce brainstorming list to the Basic Skills Committee
 - Prioritize and allocate the work to faculty/staff and confirm the timeline for specific initiatives
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - [Basic Skills retreat, Jan 31, 2014 \(Invitation\)](#)
 - Basic Skills Faculty Orientation May 2013 | [Click here for Agenda -](#)
 - LC retreat (May 2013, 2014)
 - Early Alert
 - Tutors for learning communities and basic skills classes
 - continued offering linked courses (learning communities in ESL/Library, English/History, ESL/Math)
 - Math Jam, Word Jam, ESL Jam use trained tutors and provide comprehensive academic support.
 - Math Faculty involvement in Statewide Acceleration initiative through 3CSN (Stat-Path, Fastrack to Calculus)

- Working with High schools on changes related to Common Core: Planned Event with Jo Boaler.
- Faculty have participated in Reading Apprenticeship trainings
- E-Portfolio pilot, Spring 2013 (D7)
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - <http://canadacollege.edu/basicskillscommittee/index.php>

❖ **Approximately 50% accomplished**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.
The college is working on the following effective practices for instruction as identified through current research in teaching and learning for students with basic skills needs:

ACES INQUIRY PROJECTS

Foundational to the practices listed below, the college has implemented a process for faculty, staff, administrators, and students to inquire into effective practices on pedagogy, program planning , and assessment that impact students directly.

To complement learning through inquiry, the ACES committee is identifying professional development opportunities through organizations like 3CSN, to provide trainings in Reading Apprenticeship and Men of Color initiatives.

LEARNING COMMUNITIES AND CONTEXTUALIZED LEARNING

Learning Communities provide opportunities to contextualize learning. The following Learning Communities are offered on a regular basis:

Puente:

CRER 137 Life and Career Planning

Engl 847 Accelerated Academic Read and Writing

In addition to the academics in these two classes, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puente students. These activities serve to strengthen the interpersonal skills, create the ‘familia’ environment, and to expand the knowledge and horizons of Puente students.

ESL and CBOT Pathway

The ESL Department has close connections with other departments on campus to facilitate students career preparation: ESL and CBOT courses offered at 3 off-campus locations in addition to collaborations on campus.

strongly ESL students to take Math Jam.

ESL and ECE Pathway

ESL and ECE have learning communities hard linked with four different courses.

ESL and Library Pathway

ESL 400 and Library 100 learning communities are hard linked.

READING APPRENTICESHIP

Reading Apprenticeship is a framework for inquiry designed to help remember the discipline- specific habits of mind that are crucial to learning and understanding subject matter. Focusing on metacognition can help understand discipline-specific ways of reading, writing, and thinking.

STEM faculties have been participating in professional development around Reading Apprenticeship.

EMBEDDED TUTORING

Embedded tutoring is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.

Embedded tutoring is adapted to STEM and non-STEM classrooms; there are currently embedded tutors in ESL, English, Math, and Interior Design classrooms.

❖ **Progress to date: Ongoing 75%**

➤ **2015-2016**

The college is working on the following effective practices for instruction as identified through current research in teaching and learning for students with basic skills needs:

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Progress to date: Institutionalized 100%

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

➤ **2012-2013**

Beating the Odds

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

NSF Scholars

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

Faculty Mentoring

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

Student Assistants

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

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

Puente Proposal

2013-2014 (BTO)

- recruit, hire, and train peer mentors
- need Business and ESL mentors
- mentors must also be knowledgeable about AB540 and undocumented communities' experiences
- orient all new and continuing mentees
- mentors and mentees must identify and complete an academic and personal SMART goal for Spring 2014
- First Generation Professional Mixer
- collect data on program participants' persistence, academic achievement, student success, and retention rates

2014-2015 (BTO)

- identify a database that will help track the persistence, student success, and retention rates of mentoring participants
- increase participation in Beating the Odds' SAFE Sequoia program to 15 high school participants

- recruit, hire, and train new peer mentors to sustain 15 peer mentors and 140 mentees
- increase academic counseling hours
- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities

2015-2016 (BTO)

- Summer 2015 – Offer a Peer Mentoring/Counseling academic course that new peer mentors need to take by their first semester in Beating the Odds
- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities
- increase retention rates and persistence rates of first generation college students to 80%

2016-2017 (BTO)

- strengthen relationship with community organizations like Educators for Fair Consideration
- partner with community members and faculty/staff to offer mentorship opportunities
- identify grant opportunities to sustain funding for Beating the Odds and other mentorship opportunities

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

Training on Puente Programs at Equity meeting Fall 2013
Learning Communities

Beating the Odds Peer Mentorship Program has been supporting first generation college students since its implementation in 2011 and is currently on its 3rd year. The mission of the program is to support first generation college students and to increase their persistence and retention rates by creating a supportive and safe community. The program initially started with 10 peer mentors of diverse backgrounds including experience and academic achievements to support the success 100 mentees. Currently, we have 12 BTO peer mentor positions with the capacity to work with 110 mentees. We have 3 additional BTO peer mentor positions open – 1 ECE, 2 PSYCH.

Peer Mentor Staffing

- In 2013-2014, the focus of the program is to build structural support for the peer

mentors and improve the administrative processes of outreach, student records, and pairing mentors with mentees.

In 2013, BTO has strengthened its partnership with STEM by hiring 2 BTO/STEM peer mentors. These peer mentors serve as liaisons between STEM, BTO, and the general student population. As a part of their duties, they also attend STEM retention meetings to strategize ways to continue supporting STEM and first generation college students. We continue to partner with STEM by having offered a transfer success tour to UC Davis in Fall 2013. In Spring 2014, BTO mentees will be selected to participate in STEM related field trips to Cal Poly San Luis Obispo.

- In 2014, BTO has built a new partnership with the Associates to Bachelors (A2B) program to support A2B's psychology and early childhood education cohorts and BTO's psychology and ece mentees by opening 2 A2B/BTO ECE Peer Mentor positions and 2 A2B/BTO/Psych Peer Mentor Positions.

By adding new peer mentors, we have been able to increase the number of mentees accepted into the program. Mentees and mentors are paired based on majors, common interests, and schedule. To remain active in the program, mentees must participate in the program for the full academic program, meet with their peer mentor 3 times a semester, meet with the academic counselor 2 times a semester, and attend one BTO-approved workshop. Most of the BTO Peer Mentors are bilingual and bicultural which is necessary when working with such a diverse student population. Two of the current BTO Peer Mentors were former ESL students and ESL tutors for the Learning Center. Currently, BTO peer mentors are majoring in:

- 1 Art Therapy
- 1 Business Accounting
- 1 Business Administration
- 1 Computer Science
- 2 Early Childhood Education
- 1 Electrical Engineering
- 2 Environmental Science
- 1 Environmental Engineering
- 1 Mechanical Engineering
- 1 Sociology

- BTO has also extended its services to Sequoia HS's SAFE Afterschool program. Two peer mentors provide tutoring services every Tuesday. They will soon be assisting his students to concurrently enroll in CRER 137 – Life and Career Planning course that will be offered in Summer 2014.

Peer Mentor Training

- BTO Peer Mentors are trained to be knowledgeable about mentoring pedagogy, various campus resources, academic deadlines and processes, and financial aid, financial literacy, and currently serves a total of 120 first generation college students and AB540 or undocumented students to increase their retention and persistence rates.
- Here are some of the trainings completed by the mentors in 2013-2014:
 Aug. 2013 – Innovative Educators – Undocumented Students: Policy Changes
 Aug. 2013 – Peer Mentoring Pedagogy & Social Justice
 Sept. 2013 – Kognito Trainings – At-Risk, LGBTQA, and Veteran Students

Jan. 2014 - AB540 & Undocumented Student Experience by Educators for Fair Consideration

Feb. 2014 – Financial Aid Resources

- Below are student success workshops (open to all students) offered by BTO, facilitated by BTO peer mentors and staff:

Oct. 2013 – Transferring to a 4-year institution –co-facilitated by Transfer Center

Feb. 12, 2014 - Personal Statement Workshop

Mar. 20, 2014 – 4 in 1 Workshop – Information about ESL, A2B, International Students, and DREAMers Task Force Apr. 24, 2014 – 1st Generation Professionals Mixer (tentative)

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - This process is almost institutionalized.

❖ **The objective is 95% accomplished.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Key programs that have include mentors for students

include: Puente

<http://canadacollege.edu/puente/mentors.php>

A2B, BTO and TRIO

<http://canadacollege.edu/mentor/>

Blacademia <http://canadacollege.edu/blacademia/meetyourmentors.php>

These are efforts are ongoing.

The college is still in the planning and discussion phase regarding mentors for faculty and a larger student population in need of mentorship like Dreamers.

This objective has been institutionalized.

❖ **Progress to date: Complete 100%**

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

➤ **2012-2013**

Degree Works

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

New Degree Pathways

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

Business Process Analyses

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

Links:

Possible Future Activities:

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - The district has provided a Cañada specific completion report, generated by Degree Works, that creates a list of students and their completion rates. We will reach out and notify the students who are at 100% completion of their stated major for their degree or certificate this Spring 2014. They do not need to go through the formal degree or certificate petition process nor do they have to see a counselor. Since they are eligible, they have completed 100%, in addition to sending them their degree or certificate; we want to extend the invitation to participate in commencement.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Spring 2014 is the first attempt at implementing this plan. We anticipate that our completion rate will have increased and the bureaucratic barriers have been reduced for these students.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - If this plan is successful we will have completed the objective. Each year thereafter, we would reach out to students on a regular basis.
 - This process has been institutionalized.

❖ **The objective is 100% accomplished**

Completion Objective 2.10: Improve completion by expanding the career center and having it closely linked with instructional programs.

➤ **2012-2013**

Career Center Activities

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

In the Classroom

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

Links:

Possible Future Activities:

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - The Career Center opened its doors in August of 2012 to help provide services to students in the areas of self-assessment, job/internship search, resume writing, cover letter writing, and interview assistance. The center is also building relationships with instruction through class presentations and workshops to more fully have careers discussed by instructors in the classroom.
 - By 2017, our goal is to have the Career Center staffed with one full time and one part-time co-worker in addition to myself. This would entail bringing our current Career Services Aide from 18 hours a week to a full 37.5 hours so we can more fully focus on creating relationships in the community to increase opportunities for students to find jobs and internships and eventually, service learning projects. My hope is that this can happen by May 2015. In addition, the hiring of a second part-time co-worker by fall 2016 – spring 2017 would allow us to also cover projected increases in student traffic.

- More immediately, this summer (2014), we are compiling three years of co-op data into a spreadsheet that we can use to begin to line up businesses that may be open to more internships with departments that would be a natural pathway for students. In addition, I am working with faculty to provide Career Services information in their syllabuses starting fall 2014 to establish a link to the classroom. We currently also offer faculty, at the beginning of each semester, to come into classrooms to discuss career services and present workshops to students. We are currently averaging a 3% per semester uptake by instructors to have us present workshops in their classes on resumes, cover letters, and interviewing with a goal of 10% - 15% by 2017.
- In the fall of 2013 we added a second job fair to great success. For 2014-2015 we want to explore with the help of the co-op database and our current employer list to hold at least one internship fair per semester by 2017. We are also continually working with faculty to have them encourage their students to attend the job fairs by allowing them to miss class for it and making it up in some fashion.
- Spring 2014 saw the creation of the Career Club by a group of students. Beginning in fall 2014 regular meetings will be held to develop the mission and scope of the club and how the members can be empowering ambassadors to Cañada students.
- Finally, spring 2014 saw the career center and workforce hold the first Majors 2 Careers event that brought students, faculty, counselors, and transfer together to discuss and explore career paths. 200+ students attended this event and we would like to make this a recurring event each semester. Our goal is to increase attendance 25% each semester.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - We have been only tracking achievements for getting the center up and running and increasing awareness among students and faculty. In the coming years we will be concentrating on these and the goals mentioned above.
 - 1014 visits in the Career Center (168% increase, partially due to better SARS use)
 - 700+ at two Job Fairs (133% increase, Due to adding second Fair)
 - According to a survey of students at the spring 2013 Job Fair who were asked what their overall experience was:
 - Excellent - 40%
 - Very Good - 29%
 - Good - 18%
 - No Response - 11%
 - 111 Appointments for Resume Development (217% increase)
 - 2185 students served (89% increase)
 - 471 attended workshops (down 5% from last year due to lower standalone attendance)
 - Grand Opening of our online job board [JobZONE](#) that is exclusively for Cañada students and alumni.
 - Career Club started on campus spring 2014, granted full club status
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

- Based on what our measurements were measuring this year, we originally were hoping to increase by 50% our center visits, attendance at the job fairs, appointments, and total students served. We blew by those numbers. By 2017, I would like to see us serving at least 3000 – 4000 students per year.

The objective is 50% accomplished.

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Majors 2 Careers: Ongoing 75%

- This was our first full year of holding the Majors 2 Careers event which debuted in spring of 2014 and the career center has now held 3 of these events. We have continued to learn and refine the event since the first one by listening to suggestions made by students and participating faculty and staff. One such improvement was to have more prominent display signage for the faculty, staff, and employers. This allowed students to more easily identify those individuals' education background and current employment position, which they were most interested in.
- With the spring 2015 event we also began to invite employers to the event to give a broader perspective to our students of what paths they could take with a given major that didn't necessarily involve instruction. We had five employers attend from a limited invite list. This fall, we will be sending out a much broader list in hopes of attracting more employers. In addition, we also had twelve faculty or department representatives attend which was an increase over the past two events and combined with the employers was, I feel, much more powerful.

Job Fair: Completion 75%

- The Job Fair continues to be very successful. We have consistently have 59-60 employers attend each event the last 4 semesters which is the maximum the venue will hold. We are also getting more of an uptake by instructors that bring their students to the Job Fair during class time

Mangowin Partnership: Ongoing 75%

- Also, in conjunction with Mangowin, an online startup that helps bring businesses and students together for jobs we held 2 mini hiring/interview events in the Spring that attracted over 13 employers and 70 students. All the students were interviewed on the spot.

Workshops: Ongoing 75%

- We also continue to offer our workshops to instructors who are open to having us in their classroom to present. Our tightest integration into the classroom thus far is with our resume workshop, and Eureka.org. The courses/programs/departments that take advantage most often are Medical Assisting, Counseling, CRER 137, Kinesthesiology, ENGL 826 & 836, Math department and the SFSU Nursing Program.

❖ **Progress to date: Ongoing 75%**

➤ **2015-2016**

We have continued to expand career center services by institutionalizing Majors 2 Careers, Job Fair, partnerships for internship, and offering workshops.

Progress to date: Institutionalized 100%

Completion Objective 2.11: Improve completion by enhancing the transfer center outreach, activities, and articulation.

➤ **2012-2013**

Workshops/Classroom Presentations/Field Trips

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

Webpage

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

Transfer Degrees

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

College Fairs

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

Advisory Board

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

Professional Development

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

Transfer Honors Course

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

Articulation

- Established articulation with National University, Engineering department at Arizona State University, and began the articulation negotiation with Bradman University.

- Maintaining the course Articulations with ASSIST.ORG
- All Social Science courses are articulated
- Most Social Science courses are C-ID approved

Links:

Possible Future Activities :

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - To meet the college objective 2.11, the Transfer Center plans to reach out to students and provide services to increase student's awareness of the transfer options and opportunities, and guide them through the process and transfer planning to ease the transition to a university and increase the retention. Consequently increase the number of transfer students by 2.0 % by the end of each academic year until 2016-17. The following are the activities that we are planning to conduct to reach our goals.
 - **Staffing** - One the most critical actions is to expand the Transfer Center staffing to be able to continue providing its crucial services, and be able to offer additional programs and services. It is important to have a Transfer Counselor to meet these set goals and expand the services. The Transfer Center plans to file a hiring Justification in 2014-15 and proceed with hiring for the 2015-16 academic Year.
 - **Transfer Options** - It is important for students to know of their options and available services in order for them to reach their transfer goal. This goal may be achieved by providing transfer activities and promotional materials. In addition to activities we have conducted in the past, collaborating with other Students Services such as A2B, Career Services, Counseling, EOPS, Orientation, Outreach, and TRiO, (such as Majors 2 Careers, field Trips to universities, and Student Success Academy), Transfer Center newsletter, and developing a webpage, we will take additional avenues to reach these objectives:
 - Create avenues for on-line and electronic communications to disseminate information to students, such as creating a Transfer Center "twitter", "Facebook", and "live chats" with universities for additional advising.
 - Currently, transfer planning is solely based on the Students Educational Plan (SEP). To ensure students incorporate all necessary steps of the transfer process into their planning, we will develop two forms:
 - "Transfer time-table" to give students a time frame for each step
 - "Exit Check List" to ensure they successfully take the final and crucial steps before being matriculated to the university
 - Another avenue is to increase students' awareness of the Transfer options by creating posters on transfer information and posting them in the classroom and around campus.

The information such as Transfer Admission Guarantee (TAG) and Associate Degree for Transfer (ADT), and Transfer Planning by the end of 2014-15 academic year.

- This is a continuous effort and I plan to review and evaluate the effectiveness of the activities at the end of each year.
- **Data Collection** -To identify transfer students and increase the retention among them, the Transfer Center is planning to work with the Office of Planning, Research, and Institutional Effectiveness and IT department to establish a system to gather more accurate transfer data by 2016-17 academic year. This data will allow us to provide specific transfer information to students based on their goals. Based on staff availability, it will help us to conduct case management and follow up with the transfer students' academic status and consequently increase their retention.
- **Workshops** – The Transfer Center plans to continue with Transfer workshops and classroom visits. In 2013-14 to increase the number of the transfer workshops and cover topics such as Transfer Admission Guarantee (TAG), CSU, UC, and Common Application, Personal statement, the steps after submitting application, Financial aid and scholarship availability at four-year universities.
- **Classroom Visits** -The plan is to coordinate and collaborate with instructional faculty to visit 5 classrooms with a combination of remedial and transfer level at the end of each academic year until 2016-17, a total of 15 classes. This is to provide related topic and appropriate level of transfer information to students at different educational level. This will help us to inform students of the transfer option and guide them with the necessary information, it will also assist us to identify and connect with students, which allow us to help them in group and/or individually to successfully plan and reach their transfer goal.
- **Webpage** – Our web page is another avenue to provide information and keep students up-to-date with the changes in the programs and exploring the opportunities. I Plan to add information on- new ADT programs as they are approved by the state, link to other programs on our campus, and the information about the out of state universities by 2016-17 academic year, and continue to update and develop new sections as needed by 2016-17.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - In 2013-14 the Transfer Center accomplished the following as planned based on the available staffing:
 - **Staffing**- Increased the staffing of the Transfer Center by 27% (10 hours a week) – in addition to the clerical support; staff maintains a list of students.
 - **Transfer Options**
 - We were able to staff an informational table on Tuesdays in the month of October and answered specific transfer questions which allowed us to identify and connect with students.
 - We were able to collaborate with other departments, such as provided field trips in conjunction with TRiO, Basic Skills, and EOPS. There were 3 field trips to San Francisco, UC Davis, CSU Monterey Bay.
 - Coordinated two college fairs for transfer students and high school students in October, where students had an opportunity to meet directly with university representatives from 60 universities for Transfer Day and 72 for College Night. In

fall 2013 events, there were presentations from Universities especially from out-of-State and Private universities. At Transfer Day, we were able to raffle prizes that enhanced the students' participations, and to conduct a student survey.

- Created worksheets listing course requirements for ADT degrees offered at Cañada College and added to the Transfer web page to assist counseling faculty, students, and other community colleges to use for reciprocity
- Composed and emailed at least 3 newsletters per semester to self-identified transfer students, students participated in PEP program and all students via GWAMAIL to bring up-to-date transfer information on admission policies, deadlines, course requirements, and any other transfer opportunities offered by universities such as open house, Advising day, internships, etc.
- Continue coordinating the annual Transfer Achievements Award Ceremony for the transfer Students.
- Created 2 Banners to be placed in the quad
- Created a brochure speaking to ADT and UC TAG opportunities, transfer plan, and available services at the Transfer Center. Used this brochure at the new student orientation, and counseling office.
- **Data Collection** – Used the self-report “contact information” form, “Data Sharing” system with UC campuses, and a list from the CSU system Office to create a transfer student Data base. We create and maintain this list that includes information about students’ majors and transfer goals.
- **Workshops** -Increased the number of Workshops by 50% to assist students with University applications including Associate Degree for Transfer (ADT), guiding students with UC TAG criteria and application, writing the personal statement for admission purposes, etc. –these workshops helped students to successfully submit their application to the university of their choice as one of the final steps to reach their transfer goal. The data shows that
 - The number of UC applicants (based on the UC sharing data) increased to 104 students which is a 17% increase compare to fall 2013 transfer.
 - Number of students who applied to CSU with self-identified as ADT recipient increased by 115% compare to 2012-13 academic year.
 - We 100% accomplished this objective, and plan to continue providing the workshops (topics may vary based on the transfer trends and students’ need) and measure the students learning.
- **Classroom visits** - were conducted with only Presented Transfer information to basic skill classes (English 826) career classes, visited Business classes provided them with the information on Business Administration, ADT degree.
 - Due to limited staffing the number of classroom was limited to 2 transfer level classes and hosted 3 classes including a remedial course at the Transfer Center.
 - In addition to workshops and classroom visits, I coordinated University activities on our campus such as tabling, and classroom visits to create avenues for students to connect with universities and receive transfer information directly from them.

- **Webpage** – We were able to revise the Transfer Center web page by updating transfer flyers and documents such as TAG and admission policies, deadline and fees.
 - In addition to the updates, we created new documents and flyers such as course requirement worksheets for existing ADT programs, and added them under the CSU Section. Other information added to the Transfer WEB page are Scholarship information, links to universities' web pages and their application sites, information about college fairs, information about Associate Degree for Transfer (AA-T/AS-T) and a dedicated page to Articulation where students can find information about the private and out-of-state universities in addition to the CSU and UC articulation information.
 - Please see the [Cañada College Transfer Center Webpage](#).
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - There is need to increase the **staffing** by 2016-17 academic year. The number of Transfer Students has been increasing every year, and more ADT degree petitions have been filed. The number of ADT is expected to be even higher as we develop more programs (expected to have 14-19 programs by the end of fall 2014). In addition there are constant changes in universities applications and admission policies that make the transfer process more complicated. For these reasons we completed and proposed a hiring justification for additional Staff in 2013-14, and plan to also propose hiring a counselor for the Transfer Center. We still need to meet this objective by 35% at the end of 2015-16 and 35% by the end of 2016-17, based on the availability of funds.
 - It is essential for students to know about the availability of the transfer options and to know they have support in their journey. By the end of 2014-15, we will place posters, brochures, and informational materials on **transfer options** around campus and in the classrooms by 75%, and continue with the remaining 25% to update and replace the posters at the end of each year until 2016-17 We will also develop online and electronic means by the end of 2014-15, and continue to enhance it by 35% by the end of each year between 2015-17. Currently, the "Transfer time-table" and "Exit Check List" forms do not exist and we plan to develop the forms by the end of 2014-15 (50%), and implemented (25%) each year by 2016-17 academic year. The implementation will include posting the forms to the webpage, incorporated into the career classes, counseling session, workshops, orientations, etc.
 - **Data Collection** – We have developed a database of transfer students with their majors, transferring term, transferring institution, email addresses, and high schools attended. The chart is 100% complete However, for more accurate data, and demographic information, we plan to enhance the data gathering by 20% at the end of each academic year until the end of 2016-17 academic year, using in-house resources, and external data such as the National Clearing House every year needed to evaluate the accuracy of the list and improve the data gathering.
 - **Workshops** – we accomplished 100% in 2013-14. Based on the current staffing, we will continue providing the same level of workshops in fall and spring terms, on the

topics related to transfer. The topics may change based on the changes in the admissions policies and applications at the universities, and the new initiatives.

- **Classroom visit** – We were able to complete only 40% of the goal of visiting the classrooms with ADT and other transfer information. We plan to increase classroom visits by 30% at the end each academic year until 2016-17.
- **WEB page** – In 2013-14 academic year, we updated the Transfer web page as explained in the previous section by 90% and the additional 10% will be completed by the end of 2014-15. However, updating the webpage is an ongoing task and effort.

❖ **The objective is 50% accomplished.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

In 2014-15 the Transfer Center accomplished the following as planned based on the available staffing:

- **Staffing** – As planned, hired a full-time counselor designated to Transfer and Transfer Honors programs. This will allow a stronger and additional support to transfer students by providing more counseling hours, follow up and case management.
- **Transfer Options**
 - We were able to staff an informational table on Tuesdays in the month of October and answered specific transfer questions which allowed us to identify and connect with students.
 - Hosted College fair, (Transfer Day) in October, where students had an opportunity to meet directly with university representatives from 54 universities from in-state, and out of state. There were about 300 students in attendance and 30% of students who completed a satisfactory/reflection survey expressed that the Transfer Day gave them the opportunity to meet and have in depth conversation with at least 3 universities, learn more about their field of studies, available services at the universities pertaining to them. In general they found the event very encouraging to seek transfer option.

In response to students' request, we added "Personal Statement Review Corner" on the Transfer Day, where faculty and staff met with students one on one reviewing and providing feedback on students' college admission essays.

- Conducted Transfer 101 workshop for students who participated in COLTS Academy (53 students). Based on the survey, there was an increase of an average 1.4 points in each Student Learning Outcome (SLO) of CSU and UC transfer requirements, availability of TAG and ADT programs, Transfer and A2B programs. The following is some of the students' feedback about this workshop:
 - ✓ Very informative
 - ✓ *This was such an awesome way to learn about transferring. I will be going there!*
 - ✓ *This was highly informational! Thank you!*

- Created transfer plan with time line as a transfer checklist that is available at students' orientation, transfer Center, as a poster in the classrooms, and the transfer Center Web page.
- In collaboration with TRiO, Basic Skills, and EOPS programs, provided 3 field trips to San Francisco, UC Davis, and CSU Monterey Bay.
- Created ADT worksheets for all 20 ADT programs offered at Cañada College to increase students' awareness of the programs and to demonstrate the pathways to CSU and UC campuses. These worksheets were added to the Transfer web page to assist counseling faculty, students, and other community colleges to use for reciprocity- as a result the number of ADT applicants increased in the year 2015 by 96% compare to the previous year.
- Composed and emailed at least 3 newsletters per semester to self-identified transfer students, students that participated in PEP the program and all students via GWAMAIL to bring up-to-date transfer information on admission policies, deadlines, course requirements, and any other transfer opportunities offered by universities such as open house, Advising day, internships, etc.
- Continue coordinating the annual Transfer Achievements Award Ceremony for transfer Students. In spring 2015, there was a 40% increase in Transfer students' participation in the Ceremony which reflects higher number of transfer students, it also reflects that we collected more accurate data on students' transfer status.
- Purchased digital monitor for the Transfer Center to promote and display the transfer information, programs, and activities while students are waiting to meet with a counselor.
- Provided training for counselors and ongoing resource to counselors.
- **Data Collection** – Used the self-report “contact information” form, “Data Sharing” system with UC campuses, and ADT list from the CSU system Office to identify the most of outgoing transfer students to UC and CSU. In collaboration with the Admissions Office, created a list of students who applied to private and out-of-state colleges and universities through the Common Application.

We were able to identify the new students with a transfer goal through orientation, and identified a list of continuing students with a transfer goal with the support of Planning, Research, and institutional Effectiveness (PRIE). Attended training workshop provided by PRIE to use ARGO for gathering transfer students background using available data in BANNER.

- **Workshops**– In the 2014-15 academic year, we provided 37 workshops to outgoing transfer students and freshmen students with a transfer goal. This was a 61% increase compared to 2013-14. These workshops guided students transferring out with UC TAG criteria and application, writing the personal statement for admission purposes, completing university admission applications, and evaluating their readiness for transfer. In fall 2014, in addition to the workshops, we held 3 days of Q&A sessions to help students one-on-one to finalize their application essays and their application including calculating their transfer GPA. These workshops and Q&A sessions helped students to successfully

submit their application to the university of their choice as one of the final steps to reach their transfer goal. Among the workshops, we offered two new workshops about financial aid to help the outgoing students understanding the availability of financial aid at four year universities, and how to apply for financial aid and scholarships. The second part of this workshop was to assist students to review and compare their financial aid award letters they received from the universities. We also provided transfer 101 workshops to new student with transfer goal, resident and international students, to make them aware of the transfer options, available tools, and course requirements to become a competitive transfer candidate.

- Number of students who applied to CSU with self-identified as ADT recipient increased by 96% compared to the 2013-14 academic year.

We 100% accomplished this objective, and plan to continue providing the workshops (topics may vary based on the transfer trends and students' need) and measure the students learning. **Classroom visits** – Due to limited staffing, we were able to only visit 3 transfer level classes (2 Business courses and a Communication class), and 1 remedial course (math 120). This indicates that we met only 80% of goal for year 2014-15 academic year. We were also able to provide transfer information to different groups of students who brought to the Transfer Center by program coordinators or instructors.

In addition to workshops and classroom visits, I coordinated University activities on our campus such as tabling, and classroom visits to create avenues for students to connect with universities and receive transfer information directly from them.

- **Webpage** – We were able to revise the Transfer Center web page by updating transfer flyers and documents such as TAG and admission policies, deadline and fees and add all new flyers such as information sheets on the admission requirements to UC, CSU, private and Out of State universities, and transfer checklist.

In addition to the updates, we created the worksheet for newly approved ADT programs, and continued with the updating and maintaining the current page. Please see the [Cañada College Transfer Center Webpage](#).

This objective has been institutionalized.

❖ **Progress up to date: Complete 100%**

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

➤ **2012-2013**

Benchmarks and Goals

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

Faculty Data Review

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

ESL

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

TracDat

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

Links

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Generate improved/comprehensive Program Review Data Packet for each academic programs and student services programs annually.
 - Update College Benchmark (Institutional-set Standard) annually, discuss the Benchmark, and action to improve the College Benchmark.
 - Design, develop, and deploy Data Dashboard so faculty and staff can also monitor student success for their programs on a regular basis.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Generated improved/comprehensive Program Review Data Packet for each academic programs and student services programs annually.

- Updated College Benchmark (Institutional-set Standard) annually, discussed the Benchmark, and action to improve the College Benchmark.
 - Designed, developed, and deployed Data Dashboard so faculty and staff can also monitor student success for their programs on a regular basis.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - All the reports will continue producing. Dialogues have been occurred not only in planning council meetings and various senate meetings, but also in division meetings, department meetings, and deans' meetings.
 - This process has been institutionalized.

❖ **The objective is 100% accomplished**

Community Connections

Community Connections Objective 3.1: Establish a campus community outreach advisory Group to address communication and collaboration with the community.

➤ 2012-2013

Outreach Advisory Group

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

Open/Public Events

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

Possible Future Activities:

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
Establish and develop community advisory group to address communication and collaboration with the community.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

The President has developed two "President's Advisory Council" of community members who represent industry, government, and education. The group meets bi-annually providing the President with advice and direction in meeting college goals and objectives in serving the San Mateo County and Silicon Valley Communities. The next scheduled meeting is in November, 2014.

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

❖ **100% complete**

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

➤ **2012-2013**

Community Relationships

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

ALLIES Connection

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

Links:

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
Establish and develop community advisory group to enhance relationships with the SMCCCF.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
“President’s Advisory Council” includes members of the SMCCCD Foundation creating a partnership connecting college and Foundation goals and objectives.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

❖ **100% complete**

Community Connections Objective 3.3: Integrate service learning and Internship opportunities for students into academic and student life.

➤ **2012-2013**

Career Center

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

Service Learning/Internships

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

Links:

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - By 2017 the goal is to have an extensive database of internship friendly businesses and organizations to direct students to, with 15 or more placements each semester.
 - We are currently working towards this goal in a few key areas. In November of 2013 we began to compile the 3 most recent years' worth of student internship placements through Co-Op, and hope to have the database completed by fall 2014. This data will allow us to categorize internships that are a natural pathway from our departments programs.
 - Also, once the database is established, we want to host our first Internship Fair for students and hope it becomes a regular semester occurrence by 2017.

- In addition, as we have done with volunteer opportunities, we will work with our webmaster (once hired), to categorize internships based on the Co-Op data so students have easy access to the contact information. Finally, also working with the webmaster, create an area on the career site to consolidate internship opportunities that faculty come across and also district sponsored internships.
- Finally, a key aspect to the success of this will be to make, by May 2015, our current permanent part-time Career Aide full-time, thereby allowing more personalized help to students in their internship and volunteer search.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - We are about 50% done with the internship database
 - We completed the volunteer contact list for our online presence: <http://canadacollege.edu/careercenter/volunteer.php> before the retirement of the webmaster. We currently do not have access to our site and are waiting for a new webmaster to be hired before continuing on with adding the department specific internship list.
 - I will be putting in a request to increase the Career Center Aide's hours in the fall 2014 hiring round and again for spring 2015 should the fall attempt fail.
 - We currently have internship opportunities in a binder in the Career Center as well as online at our job board.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - 50% done with the internship database, and hope to be 100% done by fall 2014.
 - 100% done with the volunteer database and posted online.
 - Increasing the Career Services Aide to full-time is ongoing.
 - Getting the internship database and also internal and district intern opportunities online will depend upon the hiring timeframe of the new webmaster.
- ❖ **The objective is 50% accomplished. For 2014-15, the college will focus primarily on integrating internship opportunities for students into academic and student life.**

➤ 2014-2015

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

The College decided to focus on developing additional internship only.

The College has participated in a region wide dialogue which began spring 2015 regarding the strengthening of internship opportunities within the CTE fields. The college also has begun a dialogue for creating closer connections to our CTE programs and the Career Center regarding internship opportunities.

Most of the work regards to internships and the Co-op database from 2013-2014 did not produce enough useable data; therefore we have taken on a different course of action for

this.

2014-15 Accomplishments

By 2017 the goal is to be well on our way towards having greater internship opportunities available to students in our CTE and other programs. In May 2015, we began outlining the direction and actions to take to incorporate internships into as many programs as possible. The overall goal is to integrate classroom learning in a real-world work setting which will run through Co-Op and integrate learning objectives, based on knowledge and skills learned in the classroom as well as the requirements of the employer, and are developed by discipline faculty in consultation with employers or an employer based advisory committee.

To begin this process, the Career Center is currently working with Nick Martin, Denise Erickson, Anne Nicholls, and Jessica Kaven to incorporate our goal into the Social Justice Pathway. We will expand this effort to include the CAA, Kinesiology, and Business programs which need varying levels of assistance in this area due to similar efforts already incorporated into their programs. The goal is to have this up and running, in varying degrees, for each of these programs by the end of the fall semester 2015. Our minimum goal will be to have at least one further avenue for students to pursue an internship and then grow from there each semester.

In addition, the internship program incorporation into the classroom will rely heavily on Co-Op as the channel for students in these programs who have found an internship on their own, or through the Career Center. Co-Op along with the Career Center will provide the paperwork and progress tracking necessary to provide data of the learning to the campus, employer, and student. Beginning fall 2015, we will be looking at the Co-Op websites' overall "face" to students and employers in an effort to make it easier to navigate and find information. We will also examine, add to, or revise the documents it currently uses when placing a student in an internship.

❖ Planning/discussion 25%

➤ 2015-2016

During the 2016 spring and fall semesters the college hosted two Internship Fairs that provided opportunities for students to network with employers. The college's spring event featured 35 employers and approximately 200 students; and the college's fall event had 28 employers and over

300 students. Five employers reported that they offered internships to students after the spring event. The Career Center followed up with surveys to students and employers to determine if the internships led to full or part-time employment. The survey responses will be assessed in order to inform future Internship Fair planning.

In October, the Canada, Skyline and CSM Career Centers will bring 27 students to Smith Group JJR, an architectural firm, for an all-day Career Workshop.

Representatives from San Francisco International Airport will visit the college this fall to talk to students about internship and employment opportunities at airports. Currently, SFO employs 40 thousand people. The Career Center will work with A2B and the business faculty to

advertise this event to students.

The Career Center and the Counseling department will offer a workshop about networking skills to assist students with informational interviewing so they can make informed decisions about career path choices.

The Career Center and the Student Life Office are planning an Alumni & Student event that focuses on etiquette and networking for spring 2017. The Career Center will invite alumni to participate in a panel discussion to share their experiences with current students.

The new Director of Workforce Development will work with the Career Center to develop additional industry partnerships and internship opportunities for students.

Progress to date

Planning/discussion 25%--Defer to EMP—Strong Workforce Program

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

➤ **2012-2013**

Coastside

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

Bayside

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

ESL

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

Links:

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - The mission of the Cañada College “Neighborhood College” is to bring college courses into the communities where students live and work to ensure access to education and to create clear pathways to College certificates and degrees for communities served by the College.
 - The vision of the Cañada College “Neighborhood College” is that students in the community will have access to college courses that offer them the opportunity to start their college education in the neighborhoods where they live and work. In addition to the college courses, students will have access to support services to help them complete the matriculation process of registration, assessment, and orientation.
 - The objective to enhance off-site learning opportunities through contract education in the bayside/coastside locations was put on hold as the college needed to concentrate on the mission and vision of Neighborhood College. The college is now partners in the AB 86: ACCEL, San Mateo County Adult-Education, College, and Career Educational Leadership consortium and there will be opportunities for the college.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

Bayside:

- Cañada College offered two sections of level 1, ESL 921 Grammar & Writing 1 at Sequoia Adult School, an evening section and a day section, to transition the ESL students from the Adult School to the College ESL Program.
- Jenny Castello continues to participate in the Redwood City Together, Allies, & Silicon Valley Allies.
- AB 86 (ACCEL), Co-Chair/VPI Anderson with the San Mateo Adult Education, co-chair Larry Teshara and support from Allies is putting together a plan for the San Mateo County Adult Education and the three community colleges in response to AB 86.
- New partnership was developed at Los Robles Magnet Academy in East Palo Alto in collaboration with Nuestra Casa and the college offer ESL 800 Preparatory Level.
- Continue to offer ESL curriculum at four sites in Redwood City in partnership with the RWC School District and the Sequoia Adult School.
- Offered ESL 837 at east Menlo Park at the Menlo Park Center/Job Train.
- The college continued to be represented at the Redwood City Together and it was discussed at PBC and agreed to sign on to the Redwood City Together pledge.
- Continue to meet with Silicon Valley Allies discussing possible pilot projects for the DOL grant.
- Grove has supported the SLAMMers program (Student Learning Assistant mentors) in ESL classes at the Bayside and Coastside locations.
- GED students from Sequoia Adult School tour Cañada campus.
- Cañada College Menlo Park Center is located in east Menlo Park sharing the facility with Job Train. The two semester evening Patient Care Navigator training program partnering with the Asian Americans for Community Involvement (AACI) offered courses in ESOL 805 & 807, HSCI 100, HMSV 262, 264, 265, & 266. Other college courses offered at this site included CBOT 415, 417, 430, 431, 435, 472, 474, ECE 201 & 211, & ESL 836. Through the Redevelopment grant, the personnel assigned to the Menlo Park Site included a full-time Project Director who oversees the Menlo Park Center and is the direct liaison between the Center, College, Business, and Community and a full-time Instructional Aide II who assists the students and faculty members in and out of the classroom with their assignments, tutoring needs, etc. The faculty coordinator (.10 paid from the grant) worked closely with the Job Train personnel on the course offerings and activities held at the Center. In order to serve the ECE/CD students taking courses at the site and working with potential ECE/CD students, the Program Services Coordinator (PSC) was assigned two days per month to assist and advise the students in the Early Childhood Education/Child Development Department with their Student Education plans, State ECE/CD Permit application process, etc. A part-time counselor was assigned through the AACI funding on a weekly basis (3 hours) to assist the AACI students with both personal and academic counseling.

Coastside:

- Continue meeting with Puente de La Costa Sur with the need about ESL courses

and was invited to participate in the south San Mateo County mini-Allies program.

AB 86 (ACCEL), Co-Chair/VPI Anderson with the San Mateo Adult Education, co-chair Larry Teshara and support from Allies is putting together a plan for the San Mateo County Adult Education and the three community colleges in response to AB 86. <http://ab86.cccco.edu/>

- Grove has supported the SLAMmers program (Student Learning Assistant mentors) in ESL classes at the Bayside and Coastside locations.
 - Continue to offer at two sites in Half Moon Bay, Moonridge Mid-Peninsula Housing, ESL classes offered; Cunha Intermediate School, computer and ESL courses lead to the English for the Workforce award and transition students to the ESL program on the main campus.
 - Jenny Castello went to the Stakeholders' meeting in April 2014 to discuss the new Half Moon Bay Library project. Advocated for adult school, GED, Spanish Literacy, Spanish GED, and community college (expand current ESL and computer offerings to include Math, Career, and other college courses) classroom space to offer courses. Idea is to transition students from the coast to the three SMCCCD colleges.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - This process has been institutionalized.
 - The college will continue its effort on enhancing off- site learning opportunities in bayside/coastside locations. The college has never had contract education; therefore, there were no effort in the contract education

❖ **The objective is 100% accomplished.**

Global and Sustainable

Global and Sustainable Objective 4.1: Create sustainability and social justice interest groups to focus on issues and increase awareness on campus.

➤ 2012-2013

Sustainability

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

Dreamer's Task Force/Social Justice

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

Links:

Possible Future Activities

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

2013-17: Ongoing and Overarching Planned Sustainability and Social Justice Activities

Sustainability

- Encourage awareness of and participation in sustainability efforts and positively influence the campus community to champion sustainability at Cañada College, in the community, and in their personal lives.
- Creatively integrate environmental awareness, social responsibility and sustainability into existing courses. Develop new curricula and training programs with a focus on environmental sustainability.
- Collaborate with SMCCCD Facilities to develop the next generation of Master

Planning Sustainability Goals for the Built Environment that exceed existing goals. Strengthen existing stakeholder process to ensure that new and renovated structures accomplish campus goals.

- Establish energy use baseline by the end of 2013. Establish annual energy use reduction goals that are at least 15% below the energy use by similar entities. Develop and implement strategies in order to achieve these goals by May 2016. Evaluate goals every three years.
- Establish water use baseline for the campus by the end of 2013. Establish ambitious annual water use reduction goals by May 2014, and implement appropriate water efficiency measures to meet the goals. Evaluate goals every three years.
- Expand waste reduction and recycling programs to include organic waste diversion exceed statewide landfill diversion goal of 75% by 2020 and strive to achieve zero waste. Increase campus participation in waste reduction, reuse, and recycling.
- Establish a Vehicle Miles Travelled (VMT) baseline for the campus by May 2014. Reduce the reliance of students, faculty and staff on single occupancy vehicle commutes by 10% within the next 5 years.
- Increase college efforts to source all goods and services from organizations that are committed to social responsibility and environmental sustainability. Establish procurement guidelines by Fall 2013, reviewed bi-annually.
- Continue to study feasibility of procuring and/or generating renewable energy. Share findings with the campus community periodically.
- Continue to reduce greenhouse gas emissions through the implementation of the Cañada College Sustainability Plan. Begin the development of the Climate Action Plan.
- Evaluate the progress of Sustainability Plan implementation and disseminate findings to the campus community. Update the Sustainability Plan at least every three years.

Social Justice

- Planning, research and capacity building
 1. Review mission & goals and the roles of the Dreamers Task Force and Club (2014-2015)
 2. Identify new co-chair. (Fall 2014)
 3. Develop a survey or other research tool(s) that will allow us to learn more about our students and their specific needs and the state of the campus with regards to meeting those needs specific to Dreamers. (We first need to determine the feasibility of this – Fall 2014)
 4. Determine/define resource needs--Budget? Grants? Staff /Faculty time?
 5. Encourage Administrator involvement (currently there is no regular representation/ involvement on the part of our college administrators)
- Continue to educate ourselves about current policies affecting students and programs available for students. (Ongoing, 2014-2017)
 1. E4FC Conference (Jan. of each year)
 2. Webinars (sponsors: United We Dream - UWD, E4FC, etc.)
 3. Collaborate with E4FC
 4. What else should we be doing? (ASPIRE? State government & Immigrant Day?)
- Continue to educate other faculty, staff and students about current policies affecting

our students / college and programs available for students.

1. Professional Development – E4FC presentations (once per year)
 2. Dreamers Webpage improvements & updates –
 3. Improve our web presence. Explore adding: calendar, blog, more frequent updates, photos from events, more links (by Spring 2015)
 4. Work with the Library to maintain and update LibGuide: “Undocumented Student Resources” (ongoing)
 5. Look into offering free DACA or other hands-on legal aid clinics (international Institute / E4FC) (by Spring 2015) / Spring Fair idea
- Collaborate with others across the campus and in the community to increase opportunities / capacity to nurture and support student dreamers in achieving their goals, from before Orientation through Graduation and beyond.
 1. Continue to build Task Force (and Club) membership, support and awareness, among students, faculty, staff and administrators & participate in on-campus events and collaborations
 2. Preview Day, Transfer Day, tabling at ASCC events (Halloween, Earth Day, World in a Cup, etc.), ASCC / BTO / EOPS integrated efforts
 3. Attend and participate actively in outside community-based forums and events (Sequoia HS Dreamers Club dinner; Redwood City / Redwood City Together).
 - Provide direct support for student dreamers, and solidarity and mentoring opportunities between and among student Dreamers, faculty and staff allies.
 1. Collaborate with, and support, the Dreamers Student Club members’ and their initiatives.
 2. Help grow the scholarship fund (initial fundraising plan TBD Fall 2014; fund established May 2014 w/ \$500 “Outstanding New Club of the Year” award money).
 3. Support student efforts for free / reduced transportation costs between home and school (TBD, Fall 2014-SP2015).
 4. (Financial Aid) Weekly Dream Act Clinics; Maintain & build list of scholarships for undocumented students. (Ongoing)
 5. Promote mentoring & leadership opportunities on and off campus - BTO mentoring, tutoring, outreach ambassadors, student government, E4FC outreach ambassadors; “Redwood City Café”, etc.
 6. Provide opportunities for healing and advocacy through creative writing, art, spoken word and self-reflection / expression, writing workshops (personal narratives, creative writing, and story-telling).
 7. Fall 2014: broaden the appeal of the writing workshops – make connection to personal narrative used in college applications.
 8. Follow-up with Psychological Services – learn more about the mental health needs of Dreamers.
 9. Facilitate access to information about Transfer and “Life after Cañada” and create list of AB540 friendly transfer institutions (2014-2015)
 - What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

Social Justice/Sustainability Activities

Fall Semester 2013

- Dreamers Task Force hosted two Creative Writing Workshops, “Narrating Your Dream” (Nov. 18 & Dec. 2).
- Dreamers Task Force attended community forums (Sequoia High School Dreamers Dinner Nov. 1, Silicon Valley Foundation event) in Redwood City for DACA, AB540 and Undocumented student issues
- Dreamers Task Force created LibGuide “Undocumented Student Resources”
<http://guides.canadacollege.edu/dreamers>
- Financial Aid sponsored Dream Act Clinics.
- Dreamers Task Force hosted educational and recruiting tables at ASCC Halloween Fair and Lac Su events (Oct.).
- Cañada College established the Sustainability Committee, which drafted a comprehensive Sustainability Plan that outlined the following Vision Statement: Cañada College will be a model for environmental sustainability, inspiring and empowering our community to implement sustainable practices and promote social equity.

Spring Semester 2014

- Dreamers Task Force attended (8 faculty, staff & students) Educators for Fair Consideration (E4FC) Annual Educator Conference, Jan., 25.
 - Dreamers Task Force hosted educational and recruiting table at Club Rush, Jan. 30
 - ASCC sponsored events and created cultural displays in celebration of Black History Month.
 - Dreamers Task Force organized El Día del Amor y la Amistad (Day of love and friendship) Feb. 11.
 - Dreamers Task Force launched Student Dreamers Club (March 11).
 - Conducted weekly Dream Act Application workshops (Financial Aid).
 - Put together Dreamers information packet for New Student Orientation.
 - Dreamers Task Force co-hosted “World in a Cup” & Open Mic with ASCC and Dreamers Student Club (March 25).
 - Cañada College held Ground-Breaking Ceremony for Solar Panel Project
 - Sustainability Committee sponsored Earth Day celebration (April 22).
 - Dreamers Task Force hosted educational and recruiting tables (Club Rush, Preview Day, “Evening of Academic Excellence” - May 10)
 - Dreamers Task Force hosted E4FC presentation with Adriana Fernandez, “Making College a Reality for Undocumented Students” (May 7).
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - Thus far, Cañada College has accomplished approximately 100% of its sustainability and 50% social justice efforts. For 2014-15, the college will focus primarily on increasing its activities in the area of social justice, including exploring way to address the issue of human trafficking/sexual exploitation of immigrant women.

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Based on PBC, this objective is only to focus on social justice because the sustainability has accomplished 100% for 2013-14.

For the 2014-15 academic years, the college continued its commitment to supporting social justice by participating in the SMCCD Districtwide Museum of Tolerance program. Cañada College sent representatives from the administrative, faculty, and classified ranks to Los Angeles to participate in the Museum of Tolerance programs, and encouraged them to share what they learned with colleagues upon their return to campus. As a result of that experience the college brought one of the MOT presentations from Los Angeles (a play focused on immigration status) to our students and campus community.

In addition, the college has made an even greater commitment to social justice by designating a faculty member to formally lead and expand the efforts of the DREAMers Task Force. As we recognize the important work that is being accomplished in this area (supporting undocumented students and clearing the path for them to achieve full citizenship rights), the college committed a significant amount of “re-assigned time” for the faculty member to advance our efforts.

This objective has been institutionalized.

❖ **Progress to date: Complete 100%**

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

➤ **2012-2013**

International Student Program

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

Number of Students

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

Student Accomplishments

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

International Student Services

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

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

The International Student Center underwent organizational changes in 2013-2014. At the beginning of the prior academic year, the International Student Program consisted of a Director of International and University Studies (part-time), a full-time Program Services Coordinator mainly responsible for international admissions, and a full-time Project Director responsible for international support services.

In 2013-2014, the International Student Program was reorganized with administrative oversight provided by the Dean of Counseling and only the Project Director, International Support Services remained and absorbed the duties of the Program Services Coordinator and the part-time duties of the Director of International and University Studies. This

Global and Sustainable reorganization was made due to the stagnant international student enrollment. The International Student Program was renamed to the International Student Center (ISC).

As opportunities arose in increasing international student enrollment at the college level and changes in international education initiatives at SMCCD, the Project Director, International Support Services position was reclassified to College International Student Program Manager.

The current International Program Manager has been providing support services to international students and been responsible for international admissions and ensuring that students maintain their F-1 immigration status and reporting through SEVIS.

In addition to the 3-day International Student Orientation, ISC has provided additional workshops below to assist international students with their educational and professional goals. ISC will open this workshop to ESL students as well, since the Class Participation Workshop was successful in attracting 20 students from ESL and international students.

- Transfer Workshop
- Employment Workshop
- Class Participation Workshop
- International Writer's Inquiry Group (I-WIN)

ISC also provides referral services to academic support services by requiring international students to submit mid-semester academic progress reports. ISC also collaborates with the International Culture Exchange Club that has organized three International Film Nights per semester, featuring FREE foreign films and food. ISC also provides international students with leadership opportunities by serving as International Student Ambassadors. Ambassadors are responsible for answering email inquiries and mentoring a group small group of new students.

2014-2015

Cañada College has been involved in piloting the following two international student recruitment efforts.

Summer Pathway to University Program

ELS Language Center and SMCCD signed a partnership in March 2014 to provide a Summer Pathway to University Program. The Program is open to prospective and admitted student's age 16 years or older. The Program will include two four-week sessions of ELS instruction and college preparation courses provided by ELS. ELS, Cañada College, and Intercollegiate Residence (ICR) staff will work collaboratively to organize and provide two campus visits to 4-year universities each session and field trips as well.

Based on the current agreement that SMCCD has with ELS, students who complete ELS Level 9 will eligible for admission to any SMCCD college. The Summer Program is projected to yield approximately 25 new international students across SMCCD colleges.

Unfortunately, because of low enrollment, this program was cancelled for the summer 2014.

OneWorld Digital Campaign

SMCCD signed a contract with OneWorld Communications to develop a digital campaign in Mexico. Cañada College will serve as the pilot campus. Cañada College staff will be responsible for the Email Nurturing Campaign component by answering email inquiries. The Digital Campaign will launch in April 2014. However, since the start of Spring 2014 International Student Ambassadors have already applied the Email Nurturing Campaign to other email inquiries received by Study USA, www.usjournal.com, and inquiries from the Cañada College International Web Inquiry Form. These email inquiries have not yielded any results.

Cañada College International Student Recruitment Efforts

The International Program Manager will continue to explore opportunities to recruit international students. These opportunities are presented as SMCCD continues to increase its efforts abroad, prospective partners outreach to Cañada College, and through international student recruitment announcements.

Becalos Scholars

Cañada College has been approved by Fundacion Televisa to host recipients of the Becalos Scholarship. Cañada College will provide a cohort of 24-56 university students from Mexico to participate in an E-STEM Academy that provides ESL instruction contextualized to STEM fields. In collaboration with the STEM Center, students will also participate in a 2 unit STEM Institute learning modules and field trips to 4-year universities and science and industry companies and museums. Unfortunately, an agreement was not reached due to budget constraints.

In early Fall 2014, EducationUSA in Mexico announced a U.S.-Mexico Bilateral Mobility Fair. A decision was made to send Cañada College's College Recruiter, Noel Chavez. Noel participated in college fairs and high visits in Guadalajara, Mexico City, Oaxaca, Merida, and Monterrey. 251 prospective student contacts were received from all cities but Mexico City (Diane Arguijo from SMCCD collected student contact information for Mexico City). International Student Ambassadors have contacted all students and will send 6 emails to each prospective student on a weekly basis. Noel Chavez made key connections with EducationUSA staff and high school staff and counselors. Supinda will follow up and sustain the relationship to sustain international student recruitment.

Vice President of Instruction, Gregory Anderson has developed a relationship with NSG Colleges in Japan. Representatives from Japan and their U.S. office visited Cañada College in the Spring 2014 semester. Relationship building has been ongoing and expended to a high school affiliated with NSG Colleges. A proposal was sent to NSG College's Department of Tourism and Hospitality was sending in September 2014.

SMCCD hosted an agent and high school partner visits. All colleges in the District provided training and hosted the visitors. Subsequent to these visits, No. 35 High School of Beijing

Global and Sustainable

and 2nd Foreign Language School of Shanghai expressed an interest in partnering with Cañada College to provide a summer STEM program for their high school students. The scope of No. 35 High School was beyond what Cañada College could provide, so this partnership was not pursued. In September 2014, a summer STEM and ESL program proposal was sent to the 2nd Foreign Language School of Shanghai.

International Education Week

Part of the mission of the International Student Center is to promote understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement and cultural exchange. ISC will collaborate across campus to organize International Education Week in November 2014. IEW will include events organized by the STEM Center, the Veteran's Resource Center, the Social Sciences Hub, ASCC Spirit Day, a Photo Contest, a Study Abroad Fair, and an International Film Night.

2015-2016

Community Connections

Student engagement has been identified as a priority. ISC continues to provide opportunities for student engagement including the International Culture Exchange Club and the International Student Ambassador Program. ISC would like to expand opportunities for engagement into the community by collaborating with Redwood City International by inviting them to the International Student Orientation and organizing an International Family and Meals (I-FAM) Program. A representative from Redwood City International attended the Fall 2014 orientation and a tour of Redwood City Hall was also provided through this connection. Subsequent to this relationship, international students were invited to a Multicultural Potluck hosted by Redwood City International and Redwood City Together.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - In 2013-2014, the International Student Program was reorganized with administrative oversight provided by the Dean of Counseling and only the Project Director; International Support Services remained and absorbed the duties of the Program Services Coordinator. This reorganization was made due to the stagnant international student enrollment. The International Student Program was renamed to the International Student Center (ISC).
 - As opportunities arose in increasing international student enrollment at the college level and changes in international education initiatives at SMCCD, the Project Director, International Support Services position was reclassified to College International Student Program Manager.
 - The current International Program Manager has been providing support services to international students and been responsible for international admissions and ensuring that students maintain their F-1 immigration status and reporting through SEVIS.
 - In addition to the 3-day International Student Orientation, ISC has provided

additional workshops below to assist international students with their educational and professional goals. ISC will open this workshop to ESL students as well, since the Class Participation Workshop was successful in attracting 20 students from ESL and international students.

- Transfer Workshop
 - Employment Workshop
 - Class Participation Workshop
 - International Writer's Inquiry Group (I-WIN)
- ISC also collaborates with the International Culture Exchange Club that has organized three International Film Nights per semester, featuring FREE foreign films and food. ISC also provides international students with leadership opportunities by serving as International Student Ambassadors. Ambassadors are responsible for answering email inquiries and mentoring a group small group of new students.
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - ISC has expanded to include not only orientation but workshops to help students achieve their educational and professional goals.
 - ISC will continue to seek new opportunities to increase student engagement and international student enrollment.

| | |
|---------------------------|-------|
| ○ Fall 2012 | ○ 42 |
| ○ Spring 2013 | ○ 46 |
| ○ Fall 2013 | ○ 38 |
| ○ Spring 2014 | ○ 47 |
| ○ Fall 2014 | ○ 67 |
| ○ Spring 2015 (projected) | ○ 70 |
| ○ Fall 2015 (projected) | ○ 80 |
| ○ Spring 2016 (projected) | ○ 85 |
| ○ Fall 2016 (projected) | ○ 95 |
| ○ Spring 2017 (projected) | ○ 100 |

❖ **The objective is 80% accomplished.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Admission: In 2014-2015, the number of students admitted nearly doubled from 2013-2014, even though the number of applications did not double. In Fall 2014, 48 students were admitted and 35 enrolled (73%). In the Fall 2013, 26 were admitted and 11 enrolled (42%). In Spring 2015, 34 students were admitted and 28 enrolled (82%). In the Spring 2014, 19 were admitted and 15 enrolled (79%). Total unduplicated international student headcount

increased from 53 to 95.

| | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
|-----------------------|----------------------|-------------|-----------|-------------|
| Total apps | 65 | 38 | 76 | 64 |
| Total admitted | 26 (40% of apps) | 19 (50%) | 48 (63%) | 34 (53%) |
| Total enrolled | 11 (42% of admitted) | 15 (79%) | 35 (73%) | 28 (82%) |

Orientation: In the Fall 2014, of 35 newly enrolled students, 19 (54%) attended International Student Orientation and 14 students completed an online survey. In the Spring 2015 semester, of the 28 newly enrolled semester, 15 attended orientations, 9 attended makeup orientation, and 4 were transfer students. 18 students completed an online evaluation. Out of all the students who reported attending the International Student Orientation all of them agreed that the orientation, “prepared me for the first few weeks of the semester.” The only question that had a nearly 50% response rate of Not sure or disagree was, “I made new friends at the International Student Orientation.” Positive feedback was provided including, “The staff and students are super helpful and friendly, it makes new students feel like they made the right decision to be in Cañada :) Keep it up!” The Spring evaluation solicited additional information including participation in other international student workshops and jams and only a handful of students participated. In addition, nearly all students reported receiving help from the Welcome Center, Counselors, Library, Learning Center, International Student Ambassadors, and the International Student Center. Also, a handful of students reported receiving help from the Center for Student Life and Health Center.

Workshops: Despite the low participation rate of workshops, information provided is highly demanded by international students. Data from pre- and post-tests also show that students increase their learning of the topic. ISC will try to outreach more and schedule workshops during times that students are able to attend the workshops. ISC has had success in providing the Participation Workshop with outreach through the ESL Department. A second workshop in the spring 2015 semester was offered at the request of the ESL Department and 18 students attended.

| | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
|----------------------|-----------|-------------|-----------|-------------|
| Transfer Wksp | 4 | 3 | 3 | 10 |
| Participation | 2 | 20 | 4 | 7 and 18 |
| Employment | 4 | 2 | 3 | 4 |

Recruitment: In Fall 2014, Cañada College participated in a U.S. Mexico Bilateral Mobility Fair sponsored by EducationUSA in 5 cities in Mexico. The cost of the recruitment trip was approximately, \$4,800 (cost of 18 units in nonresident fees). Cañada received 277 requests for more information. International Student Ambassadors have followed up on all inquiries and will do so again in Spring 2015, since many inquiries were interested in studying in the U.S. in Fall 2015.

Cañada hosted high school counselors and agents from overseas in summer 2014 and a group of high school counselors and principals from Kazakhstan in Fall 2014. The ISC International Program Manager will continue to nurture these relationships. High schools expressed much interest in having a summer STEM Institute for international students similar to what we do for

domestic students. A proposal to 2nd Foreign Language School was submitted. However, we may not be able to accommodate this program because of lack of housing for minors.

ESL Partners: We haven't had a large number of admitted students from our ESL partners. However, this spring semester we have 4 students from TALK and 1 from ELS; this may be because the ESL students lived with other Cañada students at ICR. We maintain a good relationship with our ESL partners; these relationships will continue to be nurtured.

Events: International Student Center collaborated with the Center for Student Life & Leadership, Veteran's Resource Center, Social Science Hub, STEM Center, and The Grove to celebrate **International Education Week**. The week started with Veteran's Day Reveille Ceremony conducted by the U.S. Marine Corps and a panel of student veteran's. The Study Abroad Fair held in The Grove included 4 study abroad providers, SMCCD's programs, 3 military recruiters, 1 faculty panel, and 1 student panel. 40 evaluations were collected with 24 students who considered study abroad both before and after the fair, 9 did not consider before but did after, and 5 did not consider both before and after. ASCC held a Spirit Day featuring Tea & Snacks, Redwood City Together also attempted to hold a dialogue; this event did not attract as many participants, perhaps due to the time. A calendar photo contest was also held, 50 submissions were collected and 19 votes were cast. The calendars were printed and sold for scholarship funds in memory of Gail Kamei. Approximately \$500 was raised.

ISC and the President's Office hosted a **Thanksgiving Luncheon**, 18 student's participated, mostly new students and Ambassadors. This was a great culminating event for the year. Students experienced a traditional Thanksgiving and Ambassadors were recognized for their work.

This objective has been institutionalized.

❖ **Progress to date: Complete 100%**

Global and Sustainable Objective 4.3: Work collaboratively with the academic senate and the curriculum committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component.

➤ **2012-2013**

Sustainability Planning

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

Environmental Science Course

- Offered the first Environmental Science course.

Links

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

Possible Future Activities

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

➤ **2013-2014**

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.
 - Develop an Environmental Science degree program – Fall 2014
 - Explore GE pathways, for possible implementation at Canada, and consider a sustainability-themed pathway – FIN Fall 2014
 - Perform a baseline study to determine the current courses that include sustainability- related content. – Spring 2015
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - Revised ENVS 115 to fulfill IGETC and CSU-GE – Fall 2013
 - Developed Recycling and Resource Management courses and a certificate program
- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)
 - VPI will discuss with the Academic Senate and Curriculum Committee for further direction on this objective. The Curriculum Committee has focused on meeting mandates, dealing with outdated CORs, creating ADTs, and focusing on other compliance related issues. Now that all of this work has been completed, the committee, with a new chair and mostly new members, is engaging in discussions to

Global and Sustainable

plan its direction in regards to larger issues. This sustainability objective may or may not be part of the new direction.

❖ **The objective is 25% accomplished.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

With many other curriculum priorities in focus, progress has been incremental in this objective. When the goal was formed, structures and compliance were not built into the curriculum processes, and the curriculum committee and the sustainability committee have not yet been engaged in developing these structures.

The administration would be thrilled to support faculty leadership around this goal, but so far other priorities have taken precedence. The college is open to ideas about how we can encourage movement around this goal.

Sustainability Plan Progress Goal B

B1: Utilize Sustainability Committee to Coordinate Sustainability-Related Curriculum • More work is needed in this area. The Committee is focusing on the Curriculum goal in 2015/16 and has projects in motion that will allow us to better coordinate sustainability-related curriculum. • Committee members were heavily involved, and will continue to be involved, with the GE Pathways initiative (see below).

B2: Utilize Different Pathways to Integrate Sustainability into the Curriculum • General Education: Committee members worked with the GE Pathways FIN to research implementation of a GE pathways program. Campus-wide surveys resulted in the Sustainability pathway being chosen as one of the first three pathways, along with Social Justice and Honors. • Major: Participation (by one committee member) on the state-wide C-ID Environmental Science Faculty Discipline Review Group charged with drafting the Transfer Model Curriculum for the future Environmental Science transfer major. Four meetings were held. • Courses: ENVS 115 (Environmental Science) was approved for both the Physical Science and the Life Science General Education requirements for IGETC and CSU-GE.

B3: Training Opportunities for Students • Supported student clubs by partnering with ASCC and the STEM Center to plan and implement an Earth Day event. • Facilitated a hands-on campus solid waste audit in which over three dozen volunteers (mostly students) sorted and quantified one day's waste.

❖ **Progress to date: Planning/discussion 50%**

➤ **2015-2016**

- **The GE Pathways program has launched.** This program integrates sustainability into the GE curriculum, makes it easier for students to find courses related to sustainability, and develops opportunities for discussion and learning outside of the classroom. (Interestingly both pathways

relate to sustainability, as social equity is a component of sustainability.) The pathways program has already fostered more discussion and collaboration among faculty in the different divisions, and we are excited about future plans to help develop more cohesion within our student cohorts. We anticipate the program will start slowly, as current students near graduation likely already have much of their GE completed. We will be targeting incoming students, and we see the next 2-3 years of this program as vital for building our foundation. Has this program been institutionalized? (e.g. Is there any funding/support to help coordinate this program?) Strong leadership for each pathway will always be important, and overall coordination is especially important early on.

- **Sustainability Blitz.** We participated in a novel program developed by Skyline where Climate Corps Bay Area fellows (recent grads with degrees related to sustainability) work with faculty members to infuse sustainability into their curriculum. Patty Hull (ECE) and Elizabeth Barile (CHEM) participated last year, and we're hoping to increase our involvement this year.
- **Increasing the number of courses with a sustainability component.** Although we have made some attempts, we have never adequately determined our baseline for number of courses with a sustainability component, so we cannot say if we have increased the number.
- **The Environmental Science major.** Another important part of increasing sustainability curricula is the environmental science major. We have sort of been holding back waiting for the state- wide TMC to be developed. (We thought that was going to occur 2 years ago.) The TMC will likely be out for state review this spring, but the process may still take some time after review. Thus, we plan to run our own in-house ENV SAS degree program through the curriculum committee later this fall.

Progress to date

Ongoing 75%-- defer to EMP—Pathway

Global and Sustainable Objective 4.4: Improve sustainability awareness on campus.**➤ 2012-2013****Improve sustainability awareness on campus.****Professional Development**

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

Sustainability Plan

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

“Cañada College will be a model for environmental sustainability, inspiring and empowering our community to implement sustainable practices and promote social equity.”
- To realize this Vision, the Sustainability Committee developed 11 goals with measurable outcomes. These goals reflect campus needs, interests, and available resources. The Sustainability Plan was presented to the San Mateo County Community College District Board of Trustees on September 11, 2013 and the Sustainability Committee is currently in the process of implementing the plan.

Links

[Sustainability committee](#)
[TREECO Club](#)

Possible Future Activities

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

➤ 2013-2014

- Describe your planned activities and timeline for accomplishing these activities in order to fully achieve this objective by 2017.

Improving sustainability awareness is an ongoing objective. There is no clear end point, and we will continue to improve each year. The following list identifies some of the activities that will help work toward this objective. They are not in any particular order. The numbers in parentheses are references to sections of the Canada College Sustainability Plan. <http://www.canadacollege.edu/sustainabilitycommittee/documents/Sustainability-Plan.pdf> Most of these activities are ongoing, unless noted.

1. Monthly Sustainability Committee meetings, open to all. (4.4.3)
2. Monthly District Sustainability Committee Meetings to foster collaboration throughout the District and to better communicate sustainability events and accomplishments.
3. Routine (annual or semi-annual) reporting to key campus committees. (4.4.3)

4. College events to recognize key sustainability accomplishments. (4.2.3)
5. College events focused on sustainability education (4.2.3)
6. Post behavioral reminders and educational information (4.2.4.1)
7. Support to student committees and clubs (4.1.5.5)
8. Utilize different pathways (e.g. new degrees, new courses, and existing courses) to integrate sustainability into the curriculum (4.1.2)
9. Facilitate hands-on campus projects by classes or clubs (4.1.5.2)
10. Create a college/district website dedicated to campus/district sustainability (4.2.1)
11. Incorporate sustainability-related information into new faculty/staff/student orientation. (4.2.4.2)
12. Guest speakers and presentations (4.2.2)

Specific planned (but not yet implemented) activities for 2014-2015. The numbers below correspond to the general activities noted above. More activities will be added throughout the year. Our committee is just getting started for the semester.

1,2,3: Meetings and reporting will continue in 2014/2015.

- 4 Photovoltaic Project Ribbon Cutting - November 2014
4. LED Lighting Project Ribbon Cutting - late spring 2015
5. Earth Day Event with ASCC - April 2015
6. Improved signage on water bottle filling stations – spring 2015
6. Improved signage on recycling containers - spring 2015
8. New Environmental Science degree – spring 2015
9. Solid Waste and Recycling Audit with student class or club – Jan/Feb 2015
12. Numerous guest speakers through STEM Speaker series (Oct 8) and individual classes. We hope to better identify and promote these activities this year.

- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.

The numbers correspond to the activities noted above.

1. Monthly Sustainability Committee meetings.
2. Monthly District Sustainability Committee Meetings.
3. Reported to PBC on May 7, 2014
4. Electric Vehicle Rally, Vehicle Display, and Charging Station Ribbon Cutting on October 28, 2013
4. Photovoltaic Project Groundbreaking Event on April 10, 2014
5. and 7. Partnered with STEM Center and ASCC to plan/implement Earth Day Event on April 22, 2014
6. Posted flyers on campus to encourage water conservation and note college/district response to the drought.
7. and 8. Recycling and Resource Management Certificate program submitted for state approval.
10. District sustainability website: <http://www.smccd.edu/facilities-new/sustainability/>

- Based on your achievements this year, what percentage of the objective is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, after 4 years, the objective is 100% complete.)

❖ **50% complete.**

➤ **2014-2015**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

The campus has received regular information regarding major sustainability activities including: the completion of the solar farm, sustainable maintenance of the solar farm, water conservation efforts, and LED lighting projects.

This objective has been institutionalized.

❖ **Progress to date: Complete 100%**