



Cañada College

2012-2016

Strategic Plan

Progress Report



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Purpose

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

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

Strategic Directions/Goals

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

Overall Focus: Completion

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

Annual Initiatives

2012-13: Student Learning, Sustainability and Completion

2013-14: Pathways, Community and Completion

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

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

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

Year 1 Objectives

Plan	Student Learning	Sustainability	Completion
Educational Master Plan	1.1 Assess SLOs, PLOs, ILOs; discuss and make needed changes (100%)	4.1 Create Sustainability and social justice interest groups (100% sustainability, 50% social justice) 4.3 Integrate sustainability into Curriculum (25%) 4.4 Improve awareness on campus (50%)	2.3 Improve orientation (100%) 2.9 Increase degrees and certificates through use of DegreeWorks (100%) 2.12 Monitor student success through review of benchmark and goal data (100%)
Distance Education Plan	4. Increase student awareness, retention and success		1. Broaden DE course offerings 3.3 Routinely assess performance of on-line students
Student Equity Plan			• Revise Student Equity Plan (100%)
Technology Plan	1. Provide staff development on technology 2. Evaluate and upgrade infrastructure		
Basic Skills Plan	• Initiate use of e-portfolios for student work		
Sustainability Plan		• Develop a sustainability plan.	
Facilities Master Plan Priorities (page 2.17)	• Integrate facilities with programming • Assess needs for science, allied health and workforce development	• Integrate sustainable design practices into new construction • Incorporate site-relevant technologies	
District Strategic Plan	1.2a Examine specific needs of student & college service areas 4.3 Allocate capital improvement to respond to student learning needs	3.1e Examine and expand green course and program offerings 4.3c Incorporate consideration for the environment into construction and building maintenance	2.4b Identify ways to increase degree attainment 2.4c Identify strategies to address decreasing trends in transfer to CSU

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

Year 2 Objectives

Plan	Pathways	Community	Completion
Educational Master Plan	1.2 Assess and implement flexible scheduling (100%) 1.3 Create and implement professional development plan (25%) 2.1 Promote higher education pathways for middle school and high school students (100%) 2.2 Improve assessment and placement process (100%) 2.4 Identify clear pathways for basic skills, career- tech, gen ed & majors & honors (50%) 2.5 Implement financial literacy and FAFSA campaigns (100%)	3.1 Establish campus community outreach advisory committee (100%) 3.2 Create President's Circle (100%) 4.2 Expand CIUS (80%)	2.6 Establish intentional counseling process to increase completion (100%) 2.11 Enhance transfer services and outreach (50%) 2.12 Review benchmark and goal data (100%)
Distance Education Plan			2. Develop community of DE faculty 4. Increase student awareness, retention and success
Student Equity Plan	1.2a Establish an Access/Success Equity Task Force to identify the barriers of access and success for black students.	1. 1 Maintain HSI status by continuing outreach efforts that support access for Hispanic students.	4.1 Increase the completion rates of Hispanic, male, black and Filipino students.
Technology Plan	2. Evaluate and upgrade infrastructure		6. Assure adaptive and assistive technology is available
Basic Skills Plan	<ul style="list-style-type: none"> Identify improved pathways such as acceleration, Jams 		<ul style="list-style-type: none"> Direct students to math & English during first semester
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Increase college ability to support key transfer programs in kinesiology/dance Renovate facilities to support performing and creative arts 		
District Strategic Plan	1.1b Strengthen College Connection 2.2b Build K-16 partnerships 2.3a Streamline processes for seamless access	3.1a Assess workforce development needs 3.1c Strengthen offerings to prepare students for contemporary workforce	1.2b Develop diversity framework to support access and success

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

Year 3 Objectives

Plan	Student Engagement	Mentorships/Internships	Completion
Educational Master Plan	1.4 Create and implement student engagement plan. (100%) 2.7 Implement BSI effective practices (50%)	2.8 Create opportunities for faculty-student and student-student mentoring (95%) 2.10 Expand Career Center Activities (50%) 3.3 Integrate service learning and internships into curriculum (50%) 3.4 Enhance off-site learning opportunities (100%)	2.12 Review benchmark and goal data (100%)
Distance Education Plan			3.3 Routinely assess performance of on-line students
Student Equity Plan	5.1 Basic Skills: Increase the completion rates of black students; Consider UMOJA program.		4.1 Increase the completion rates of Hispanic, male, black and Filipino students
Technology Plan	<ul style="list-style-type: none"> Evaluate and upgrade infrastructure 		
Basic Skills Plan		5.1 Look into the possibility of learning communities for black students.	
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Develop campus facilities to promote sense of college Celebrate the experience of college life and create more collegial campus 	<ul style="list-style-type: none"> Create spaces to facilitate informal interaction between students, faculty and staff 	
District Strategic Plan	2.2e Develop & maintain vibrant student life programs	3.1b Identify emerging workforce development opportunities to respond to changing needs	2.4a Review current articulation agreements to increase transfer

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

Year 4 Objectives

Plan	Student Learning	Sustainability	Completion
Educational Master Plan	1.1 Assess SLOs, PLOs, ILOs; discuss and make needed changes (100%)	4.1 Create Sustainability and social justice interest groups (100%) 4.3 Integrate sustainability into Curriculum (75%, defer) 4.4 Improve awareness on campus (100%)	2.3 Improve orientation (100%) 2.9 Increase degrees and certificates through use of DegreeWorks (100%) 2.12 Monitor student success through review of benchmark and goal data (100%)
Distance Education Plan	4. Increase student awareness, retention and success (100%)		1. Broaden DE course Offerings (100%) 3.3 Routinely assess performance of on-line students (100%)
Student Equity Plan			• Revise Student Equity Plan (100%)
Technology Plan	<ul style="list-style-type: none"> Provide staff development on technology (100%) Evaluate and upgrade infrastructure (100%) 		
Basic Skills Plan	<ul style="list-style-type: none"> Initiate use of e-portfolios for student work (100%) 		
Sustainability Plan		<ul style="list-style-type: none"> Develop a sustainability plan. (100%) 	
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Increase the number of large classrooms in order to support current program demand and improve utilization of facilities (25%) Address the program needs for Science, Technology, Engineering, and Math (STEM), Allied Health, and Workforce (25%) Modernize/renovate existing facilities to better support Performing and Creative Arts (100%) Increase the College's ability to support transfer programs in Kinesiology, Personal and Professional Fitness Training, and Dance (25%) 	<ul style="list-style-type: none"> Incorporate site-relevant energy efficiency, sustainability, and renewable energy projects to reduce operational costs and raise awareness in the community about sustainability (100%) 	<ul style="list-style-type: none"> Develop the campus environment to support student success. Create spaces, both indoor and outdoor, to facilitate informal interaction between students, faculty, and staff. Place student support services in easily identifiable and accessible locations (25%)

Campus-Wide Strategic Plan At-A-Glance

Plan	Pathways	Community	Completion
Educational Master Plan	1.2 Assess and implement flexible scheduling (100%) 1.3 Create and implement professional development plan (100%) 2.1 Promote higher education pathways for middle school and high school students (100%) 2.2 Improve assessment and placement process (100%) 2.4 Identify clear pathways for basic skills, career- tech, gen ed & majors & honors (75%, defer) 2.5 Implement financial literacy and FAFSA campaigns (100%)	3.1 Establish campus community outreach advisory committee (100%) 3.2 Create President's Circle (100%) 4.2 Expand international program (100%)	2.6 Establish intentional counseling process to increase completion (100%) 2.11 Enhance transfer services and outreach (100%) 2.12 Review benchmark and goal data (100%)
Distance Education Plan			2. Develop community of DE faculty (75%, defer) 4. Increase student awareness, retention and success (100%)
Student Equity Plan	1.2a Establish an Access/Success Equity Task Force to identify the barriers of access and success for black students. (100%)	1.1 Maintain HSI status by continuing outreach efforts that support access for Hispanic students. (100%)	4.1 Increase the completion rates of Hispanic, male, black and Filipino students. (100%)
Technology Plan	2. Evaluate and upgrade Infrastructure (100%)		6. Assure adaptive and assistive technology is available (100%)
Basic Skills Plan	<ul style="list-style-type: none"> Identify improved pathways such as acceleration, Jams (100%) 		<ul style="list-style-type: none"> Direct students to math & English during first semester (100%)
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Increase the number of large classrooms in order to support current program demand and improve utilization of facilities (25%) 		<ul style="list-style-type: none"> Develop the campus environment to support student success. Create spaces, both indoor and outdoor, to facilitate informal interaction between students, faculty, and staff. Place student support services in easily identifiable and accessible locations (25%)

Plan	Student Engagement	Mentorships/Internships	Completion
Educational Master Plan	1.4 Create and implement student engagement plan. (100%) 2.7 Implement BSI effective practices (100%)	2.8 Create opportunities for faculty-student and student-student mentoring (100%) 2.10 Expand Career Center Activities (100%) 3.3 Integrate service learning and internships into curriculum (25%, defer) 3.4 Enhance off-site learning opportunities (100%)	2.12 Review benchmark and goal data (100%)
Distance Education Plan			3.3 Routinely assess performance of on-line students (100%)
Student Equity Plan	5.1 Basic Skills: Increase the completion rates of black students; Consider UMOJA program. (100%)		4.1 Increase the completion rates of Hispanic, male, black and Filipino students (100%)
Technology Plan	<ul style="list-style-type: none"> Evaluate and upgrade infrastructure (100%) 		
Basic Skills Plan		5.1 Look into the possibility of learning communities for black students. (100%)	
Facilities Master Plan Priorities (page 2.17)	<ul style="list-style-type: none"> Address the program needs for Science, Technology, Engineering, and Math (STEM), Allied Health, and Workforce (25%) 		

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

Year 5 Objectives

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

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

Student Learning

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

➤ 2012-2013

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

Accomplishments:

Professional Development

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

Institutional Learning Outcomes

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

Program Learning Outcomes

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

Course SLOs

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

ePortfolios

- ePortfolio Pilot Project assessment done in Spring 2013

Links:

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

Possible Future Activities:

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

➤ **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**

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

➤ 2012-2013

Accomplishments:

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

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

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

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

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

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

➤ 2013-2014

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- **100% accomplished**

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

➤ 2012-2013

Accomplishments:

A technology survey was disseminated in spring 2012 to all Cañada College employees and in fall 2012 the committee met to develop a list of possible training workshops. The Instructional Designer/ Distance Education Coordinator served on both the Technology Committee and on the CIETL (Center for Innovation and Excellence in Teaching and Learning) committee and were able to have the Coordinator work with the CIETL coordinators on offering workshops. The trainings were offered as a one day, two day, one-to one training, and webinars. A sampling of the workshops included: Instructional Technology - Moodle Basics, Photoshop Basics, Setting Up Your WebAccess Course Shell, ePortfolio-related Tools and Technologies, Exploring E-Portfolio Technology, Moodle Grade Book, STOT I & STOT II - Faculty Development for Distance Educators (offered through the District Office), ePortfolios with Google Sites, ePortfolios with WordPress, Voice Thread, and Introduction to WebAccess. Also the CIETL's website:

<http://www.canadacollege.edu/inside/CIETL/index.html> includes a wealth of information for faculty and staff. The Business Office also offered workshops for interested faculty and staff on Banner Finance, Human Resources, and WebSmart and a handout was developed for Adobe Acrobat. The SMCCCD has a site license for every district owned computer to have the Adobe Creative Suites and Acrobat software installed. Faculty and staff need to request that the software be installed through the ITS Department on campus. The SMCCCD also offered workshops for the faculty and staff.

➤ 2013-2014

The following trainings/workshops were held during the 2013-14 academic year through CIETL (Center for Innovation & Excellence in Teaching and Learning) and the Instructional Designer: Introduction to WebAccess, Introduction to WebAccess 2 for Current WebAccess Users, Special Features of WebAccess 2, Transferring Your WebAccess Course to a New Course Shell, Creating Quizzes in WebAccess, Setting Up the Gradebook in WebAccess, Editing Images and Managing Large Files for Use in WebAccess, Promoting Collaborative Learning with Wikis, Gathering Student Feedback, Converting Your Face-to-Face Class to a Hybrid Format, E-portfolio Training for Faculty. The District Education Services and Planning offered training in STOT I in fall & STOT II in spring. Faculty members were given the opportunity to also enroll in courses through @One and other venues.

The College Business Office held trainings: Banner Budget, ProCard, New Conference Procedures, Purchasing and HR, and Payroll and Purchasing.

- **100% accomplished**

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

➤ 2012-2013

Accomplishments:

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

➤ 2013-2014

- Upgraded Bldg. 13 wireless network.
- Updated servers and centralized storages. To provide better services and accommodate growth, ITS upgraded all domain controllers and file servers and storages. This will insure that we have a stable infrastructure for thin clients currently operating in Cañada Building 9 Learning Center and Library.
- Upgraded over 20 instructional labs which comprises of 605 workstations with new systems.
- Updated 8 smart classroom projectors with new units
- Upgraded over 46 staff and faculty systems to new systems.
- **100% accomplished**

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

➤ 2012-2013

Accomplishments:

ESL Program Level Outcome Assessment : *(To be replicated in basic skills courses)*

May 24, 2013.

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

Goals Accomplished:

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

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

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

SAMPLE ASSESSMENT:

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

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

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

PLO Assessment Results for Fall 2012 ESL 400 Essays and Reflections

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

March 8, 2013 Flex Day

We assessed the first

PLO Random essays

Final essays for the semester

Number of essays assessed = 12

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

Reflections:

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

➤ 2013-2014

In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

Learning Center Accomplishments and Plan

- Pilot tutoring program geared toward student support, orientation and workshops
- New templates for non-declared students and also have a completed template for biology students. Attached is a “How to Create Your eFolio” PowerPoint t
- Contacted a third party E-portfolio hosting service requesting prices should the campus decide to grow past the Google freeware it is currently using. This is the same service SF state, Penn State, Portland State Virginia Tech and other colleges use for their program.
- In the future e-folio training part of Level II certification will be offered through the tutoring program offering routine workshops on creating and maintaining e-folios for students. What have you accomplished for the 2013-2014?

Many faculty at Cañada College are utilizing e-portfolios to measure Program Learning Outcome and Institutional Learning Outcomes. To ensure that ESL students are prepared for this emerging digital requirement, the ESL Department planned and executed a mini-project designed to train faculty in off-campus classes with low-level students to create a google sites e-portfolio and to post an assignment. The project included developing a [template](#) for student use and a [training e- portfolio](#) to aid in faculty training. Seven faculty were trained and 100 students participated.

- [Report on off-campus ESL ePortfolios](#)
- [ePortfolio Trainings on-campus](#)

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

- **25% is complete** of the 4-year plan

➤ 2014-2015

- Currently, E-Portfolios are institutionalized to assess PLOs for ESL, but will be evaluated regularly to identify whether they should be continued, increased, or adjusted as PLO assessment tools. Math and English basic skills classes have participated in discussions about using E-Portfolios, but are currently using different methods of assessment.
- In that context, the E-Portfolio is complete for now.
 - **100% accomplished**

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

➤ 2013-2014

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

Pursuant to the 2011 Master Plan, Educational Master Plan and internal Program Review, the College has seen a net increase in overall instructional and support spaces during the Capital Improvement Program (CIP) I & II of approximately 105,784 Square Feet (SF) of space as of 2013.

➤ 2014-2015

This is in the planning/discussion phase as the college works towards implementation of the Measure H facilities bond that was approved by voters in November 2014. Please see Facilities Master Plan Progress Report 2014-2015.

- **25% accomplished**

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

➤ 2013-2014

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

Programming has been completed for the New 55K SF Math Science bldg and a new 74K SF Kinesiology Building. Overall campus wide space programming is underway. The District is in pursuit of a \$388M Bond on 11/04/14. If successful, the intent is to build a new approximately 55K SF Math And Science Building. Secondary effects of the project will address the expansion of Chemistry, Physics, and the consolidation of Work Force programs in vacated buildings.

➤ 2014-2015

This is in the planning/discussion phase as the college works towards implementation of the Measure H facilities bond that was approved by voters in November 2014. Please see Facilities Master Plan Progress Report 2014-2015.

- **25% accomplished**

➤ 2015-2016

- **25% accomplished**— Facilities Mater Plan Priority: Address the program needs for Science, Technology, Engineering, and Math (STEM), Allied Health, and Workforce Development - related programs and provide for the projected expansions of these programs. 25% accomplished—This goal remains in the planning/discussion phase as the college and district work towards implementation of the Measure H facilities bond that was approved by voters in November 2014.

Sustainability

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

➤ 2012-2013

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

Accomplishments:

Sustainability

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

Dreamer's Task Force/Social Justice

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

➤ 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 are 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.

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

➤ 2012-2013

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

Accomplishments:

Sustainability Planning

- Sustainability Committee and CIETL have presented workshops <http://www.canadacollege.edu/inside/CIETL/Sustainability.html>
- 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.
 - No progress made.
- What progress have you achieved in 2013-2014? Please provide evidence (links or documents) that support your achievements.
 - No progress made.
- 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 objective is 0% accomplished.**

➤ 2014-2015

- **25% accomplished**—please see EMP 4.3 Progress Report 2013-2014 and 2014-2015.

➤ 2015-2016

- **100% accomplished**—please see EMP 4.3 Progress Report 2015-2016.

Educational Master Plan Global and Sustainable Objective 4.4: Improve sustainability awareness on

➤ 2012-2013

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

Accomplishments:

Professional Development

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

- **100% accomplished**— please see EMP 4.4 Progress Report 2013-2014 and 2014-2015.

Sustainability Plan: Develop a sustainability plan.

➤ 2012-2013

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.

➤ 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.

13. Monthly Sustainability Committee meetings, open to all. (4.4.3)
14. Monthly District Sustainability Committee Meetings to foster collaboration throughout the District and to better communicate sustainability events and accomplishments.
15. Routine (annual or semi-annual) reporting to key campus committees. (4.4.3)
16. College events to recognize key sustainability accomplishments. (4.2.3)
17. College events focused on sustainability education (4.2.3)
18. Post behavioral reminders and educational information (4.2.4.1)
19. Support to student committees and clubs (4.1.5.5)
20. Utilize different pathways (e.g. new degrees, new courses, existing courses) to integrate sustainability into the curriculum (4.1.2)
21. Facilitate hands-on campus projects by classes or clubs (4.1.5.2)
22. Create a college/district website dedicated to campus/district sustainability (4.2.1)
23. Incorporate sustainability-related information into new faculty/staff/student orientation. (4.2.4.2)
24. 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
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5. Earth Day Event with ASCC - April 2015
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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

- **100% accomplished**— please see EMP Progress Report 2013-2014 and 2014-2015.

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

➤ 2013-2014

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

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

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

➤ 2013-2014

- Overall accomplishment is 80%-95%.
- In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

➤ 2014-2015

- **100% accomplished**—please see Facilities Master Plan Progress Report 2014-2015

Completion

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

➤ 2012-2013

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

Accomplishments:

New Students

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

Financial Aid

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

Social Science Hub

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

ESL

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

Orientation Activities

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

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

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.**

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

➤ 2012-2013

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

Accomplishments:

Degree Works

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

New Degree Pathways

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

Business Process Analyses

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

Possible Future Activities:

- Explore opportunity 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.**

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

➤ 2012-2013

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

Accomplishments:

Benchmarks and Goals

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

Faculty Data Review

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

ESL

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

TracDat

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

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.**

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

➤ 2012-2013

Accomplishments:

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

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

➤ 2013-2014

We continue to monitor closely the number of sections of online and hybrid courses and the enrollment in these sections. The Deans has worked hard to recruit faculty to teach online courses in areas where there is student interest. This activity resulted in a significant increase in online offerings in the summer of 2013 and significant increase in enrollment for the summer session.

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Objective #3 under this goal was to develop a process and plan for determining if out-of-state students are enrolling in our on-line courses. No automated process has been developed. To date, each semester a researcher is asked to search for non-CA students enrolled in online classes, then each identified student is researched further to see if they are out-of-state. We have only had 1 out-of-state student since this process has been followed – spring 2013. This student, from Pennsylvania, found an engineering class he needed on the CA Virtual College website.

➤ 2014-2015

- **100% accomplished**— please see DE Plan Progress Report 2014-2015.

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

➤ 2012-2013

Accomplishments:

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

➤ 2013-2014

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

➤ 2014-2015

- **100% accomplished**—please see DE Plan Progress Report 2014-2015.

Student Equity: Revise the Student Equity Plan

➤ 2012-2013

Accomplishments:

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

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

➤ 2013-2014

The 2004-2005 Student Equity Plan has been revised and updated. The 2013-17 Student Equity Plan outlines several initiatives. Two of the more critical initiatives center on the effort to improve the success rates of African-American and Hispanic students, and the push to re-examine the role of placement exams.

Summer 2014, the State Chancellor's Office initiated the State student Equity Plan and required colleges to use its standard template. Therefore, the College re-write its Student Equity Plan in October 2014 and aligned with the state's standards. The co-chairs of the Academic Committee of Equity and Success will take the new Student Equity Plan through the governance process in November 2014 and submit it to the BOT for approval in December 2014.

➤ 2014-2015

- **100% accomplished**— please see Student Equity Plan Progress Report 2014-2015

Pathways

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

➤ 2012-2013

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

Accomplishments:

Flexible Course Scheduling

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

Master Schedule

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

Off Campus ESL

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

Course Flow Charts

- Departments have created course flow charts to assist students and counselors

with timeline of course offerings.

Pathways

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

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

College for Working Adults

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

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.**

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

➤ 2012-2013

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

Accomplishments:

Professional Development Programs

- Numerous Professional Development programs offered in 2012-13:

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

- Anthropology professor has been directly engaged in profession development activities.

These include giving papers at conferences, writing articles and a book, doing research, and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas.

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

Faculty Inquiry Networks (FINs)

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

Faculty Presentations

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

Instructional Designer

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

Grants

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

Funding

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

Links:

CIETL Report 2010-2011

Possible Future Activities:

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

➤ **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

- **100% accomplished**—please see EMP 1.3 Progress Report 2014-2015.

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

➤ 2012-2013

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

Accomplishments:

Outreach Planning

- Developed an Outreach Annual Plan

Tours/Events

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

Classroom Visits

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

Clubs

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

Community Outreach

- Two ESL faculty are the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara

Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers.

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

High Schools

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

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 participated 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	SUHSD- 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 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.**

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

➤ 2012-2013

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

Accomplishments:

Orientation to Assessment

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

Promoting the “Jams”

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

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.**

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

➤ 2012-2013

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

Accomplishments:

General Pathways

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

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

- **75% accomplished**—please see EMP 2.4 Progress Report 2014-2015.

➤ 2015-2016

- **75% accomplished**—please see EMP 2.4 Progress Report 2015-2016. Defer to the new EMP.

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

➤ 2012-2013

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

Accomplishments:

Financial Literacy

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

Activities:

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

Links:

Possible Future Activities:

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

➤ 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 been 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 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 for 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 for 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.**

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

In 2013-2014, the CSE will approve membership in the Focused Inquiry group. The group will meet and create an outline of activities for Spring 2014 and Summer 2014.

In fall 2014, the inquiry Group will present the results of their research and observations on barriers to access for Black (and other students of color) to CSE and the campus through CIETL.

In 2014-2015, 2015-2016, and 2016-2017, the group will continue to meet, and to gather research on access for Black and other students of color at Cañada. The group will report their findings to CSE and the campus in each Spring of these terms.

- What have you accomplished for the 2013-2014?

Members of the Inquiry group have been appointed – They will plan a meeting to discuss their research in April.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

10% of the FIN work has been accomplished to date for the 4-year plan. See CSE minutes of 3/26/2014.

➤ 2014-2015

- **100% accomplished**—please see Student Equity Plan Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The committee meets a minimum of twice per semester and the Technology task force meets in the summer to reviews with ITS the planned upgrades to improve the operations and services at the college for the year.

What have you accomplished for the 2013-14 academic year?

- Upgraded Bldg. 13 wireless network.
 - Updated servers and centralized storages. To provide better services and accommodate growth, ITS upgraded all domain controllers and file servers and storages. This will insure that we have a stable infrastructure for thin clients currently operating in Cañada Building 9 Learning Center and Library.
 - Upgraded over 20 instructional labs which comprises of 605 workstations with new systems.
 - Updated 8 smart classroom projectors with new units
 - Upgraded over 46 staff and faculty systems to new systems.
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

During the 2013-14 academic year, the scheduled items to be replaced was completed at 100%. Overall, college-wide, the instructional labs were upgraded at 75% to date.

➤ 2014-2015

- **100% accomplished**—please see Technology Plan Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-15, 2016-17?

2013-14:

- 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 will 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 will 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 will 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.
- 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.

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.

2015-2016:

- Conduct a comprehensive review of Word Jam and implement appropriate policies and provisions resulting from that assessment.

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 have you accomplished for the 2013-14 academic year?
 - 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.
 - Math Jam 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.
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have accomplished 25% of the 4-year plan.

- 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.
- Based on what the Basic Skills Counselor has accomplished so far and the pathways we have already established, I would say that we have progressed between 25% to 50% of the way to the end goal in 2017.
- 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.” This is great. Can you also add “will evaluate the effectiveness of the Word Jam and continuing the evaluation of the effectiveness of the Math Jam.

➤ 2014-2015

- **100% accomplished**—please see Basic Skills Progress Report 2014-201

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

➤ 2013-2014

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

Programming has been completed on a new 74K SF Kinesiology facility.

➤ 2014-2015

- **25% accomplished**— This is in the planning/discussion phase as the college works towards implementation of the Measure H facilities bond that was approved by voters in November 2014. Please see Facilities Master Plan Progress Report 2014-2015.

➤ 2015-2016

- **25% accomplished**— Building 1 Kinesiology and Wellness Building demolition and new construction project

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

➤ 2013-2014

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

Pursuant on the successful passage of Measure H in November 2014, CAN Bldg 3 is schedule for a major renovation during the next phase of the Capital Improvement Program III. Minor renovations and ADA upgrades have occurred during CIP I & II.

Facilities Master Plan Priority: Increase the number of large classrooms in order to support current program demand and improve utilization of facilities

➤ 2015-2016

- **25% accomplished**— Facilities Master Plan Priority: Increase the number of large classrooms in order to support current program demand and improve utilization of facilities. 25% accomplished - This goal remained in the planning/discussion phase as a result of the district changing contracting methods for design-build entities. The new science building (B23) will increase the number of large general lecture classrooms.

Community

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

➤ 2012-2013

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

Accomplishments:

Outreach Advisory Group

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

Open/Public Events

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

Links:

Possible Future Activities:

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

➤ 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**

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

➤ 2012-2013

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

Accomplishments:

Community Relationships

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

ALLIES Connection

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

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**

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

➤ 2012-2013

Activity	Timeline	Assessment
1. Increase the number of international students to 5% of the	Fall 2013 On-going	Number of international students
2. Create a comprehensive program of services to assure international	Fall 2013 On-going	Plan created Services provided
3. Created expanded opportunities for faculty and students to study	On-going	Number of opportunities
4. Develop a plan to increase the	Spring 2014	Plan created

Accomplishments:

International Student Program

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

Number of Students

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

Student Accomplishments

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

International Student Services

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

Possible Future Activities

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

➤ 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 on 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. 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 SMCCCD, 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.

2014-2015

The International Program Manager has been planning for the activities below that will be implemented in the upcoming 2014-2015 academic year.

Summer Pathway to University Program

ELS Language Center and Cañada College signed a partnership in March 2014 to provide a Summer Pathway to University Program. The Program is open to prospective and

Community admitted students 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 be eligible for admission to any SMCCD college. The Summer Program is projected to yield approximately 25 new international students across SMCCD colleges.

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.

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.

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. The STEM Center and Social Sciences Hub has already confirmed their commitment to organizing international-themed events during IEW.

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.

- 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 SMCCCD, 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 (projected)	○ 54 + 56 (Becalos) = 110

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

➤ 2014-2015

- **100% accomplished**—please see EMP 4.2 Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The Outreach Office will continue work 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 participated 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 have you accomplished for the 2013-2014?

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 accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.
 - This process has been institutionalized.
 - **The objective is 100% accomplished**

Completion

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

➤ 2012-2013

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

Accomplishments:

Intentional Counseling

Other Services

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

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 EVENTSTRiO <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.

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

➤ 2012-2013

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

Accomplishments:

Workshops/Classroom Presentations/Field Trips

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

Webpage

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

Transfer Degrees

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

College Fairs

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

Advisory Board

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

Professional Development

- Transfer Program staff provided Workshop for Faculty on Spring Flex day providing

- Completion
- 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

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

- **100% accomplished**—please see EMP 2.11 Progress Report 2014-2015.

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

Completion

➤ 2012-2013

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

Accomplishments:

Benchmarks and Goals

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

Faculty Data Review

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

ESL

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

TracDat

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

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.
- 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.**

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

➤ 2013-2014

We continue to develop a community of well-trained DE faculty members by offering training and support for all faculty and staff. Most of this training is done by our instructional designer. Over the past 2 years, we have doubled the number of adjunct faculty teaching distance education. Faculty are encouraged to attend DE conferences and to share their experiences, but this past year only the instructional designer attended a conference.

We continue to work with and through the district DEAC to coordinate faculty development through STOT training. It has been difficult to get the district personnel behind encouraging faculty to obtain training through @One. Each fall we update the Distance Education Handbook and send it electronically to all faculty teaching in the distance education format. We have also developed a checklist, currently under district-wide review, to use as professional development each semester for faculty accepting distance education courses.

➤ 2014-2015

- **75% accomplished**—please see DE Plan Progress Report 2014-2015.

➤ 2015-2016

- **75% accomplished**—please see DE Plan Progress Report 2015-2016.

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

➤ 2013-2014

The district IT staff has agreed to add a link to the readiness assessment for each course listed as an online course in WebSchedule.

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

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

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

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

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

➤ 2014-2015

- **100% accomplished**—please see DE Plan Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14: the College will study and define the “career pathway plan.”

2014-15: the College will study what career pathway we offered and what are Hispanic, male, Black, and Filipino students’ success on these career pathways. The College will also evaluate whether we want to create new career pathways for students.

2015-16: If the College decide to create new career pathways, the College will have all the stakeholders involve in this conversation and have VPI and VPSS lead this conversation and feed this conversation to the Strategic Enrollment Plan.

2016-17: Follow up on the progress of the Strategic Enrollment Plan objective related to the creation of the career pathway.

- What have you accomplished for the 2013-2014?

We host a Majors2Careers event on April 24, 2014 and prepare all collateral materials for future Majors2Careers events. We targeted outreach to minority populations across campus to participate in all Career Fairs and M2C events. We will update the labor market data and career facts as needed for future M2C events. Each student will be encouraged and inspired to create a Student Educational Plan (SEP) based on informed decisions from information they gather from faculty, staff and counselors at the event as well as following up with appointments with counselors and Career Center staff after the M2C events. The Director of Workforce Development was a guest lecturer for TRIO and BTO students on career pathways and the M2C event.

At each Majors2Career event we will display and disseminate essential information to all students about Regional Economic Sectors, (e.g. Allied Health Occupations, Digital Media, etc.) that illustrate how a Student Education Plan (SEP) relates to careers, occupations, salary ranges, and what educational levels are necessary to achieve career goals. We will also continue robust discussions about expanding the offerings of “Get Focused, Stay Focused” curriculum to serve targeted populations (see Goal 4.1c).

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have accomplished 5%.

➤ 2014-2015

- **100% accomplished**—please see DE Plan Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

The counselor in the Disability Resource Center is part of the Technology Committee and will keep the committee abreast of the new technology when it becomes available for any student possessing any form of learning or physical difference and will document state of the art adaptive and assistive technology needs in their program plan.

- What have you accomplished for the 2013-2014?
 - All digital projectors in smart classrooms have closed captioning capability. The last projectors that did not have this capability were replaced in June 2014.
 - All three colleges purchased a three-year universal license/agreement allowing every computer to have Kurzweil installed on it, as well as students' home computers. The license includes firefly which provides cloud storage and works on all mobile devices. Kurzweil is more of a universal tool utilized by several programs on campus such as DRC and ESL.
 - DRC purchased software and equipment to meet the student needs. Also for low vision students, we have technology such as Kurzweil (screen reader), and Jaws software for the totally blind students. Kurzweil highlight notes and creates study notes which is a universal learning tool.
 - The ESL program showed the students how to phonetically say the words, gives definitions, and has a thesaurus to be used. Also, if a student is writing in English and then switches over to another language, Kurzweil will highlight and convert to multiple languages. This program removes roadblocks for students.
 - DRC has Topaz, which is a digital magnifier that enlarges letters and adjusts background colors; Sapphire which is a small magnifier to be used in the classroom; Zoom Text is also available and magnifies 3,600 times. The magnification is very crisp and is a clean font; however, does not work well with the My Math lab program the Math Department uses.
 - For the hearing difference, the DRC has an FM transmitter/receiver so students can hear clearly like the instructor is standing right next to the student.
 - For the learning difference, pulse pens, ipads, etc. are available to students to check out and use in their classroom. Echo pens are available to students and instructors to use.
 - For students who have carpal tunnel, or fine motor limitations, Dragon Naturally Speaking is available and is a productive tool.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

Based on 2013-14 requests and accomplishments, there was a **100% completion**.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14:

- Research the legality of mandating course taking patterns for students (particularly non-transferable math and English courses that would address the basic skills needs of students).
- The instructional deans will develop a more cohesive scheduling plan to ensure that students have the ability to enroll in paired sections of basic skills math and English courses.

2014-15:

- Work with the Offices of Instruction across the District and the Academic Senates at each college to standardize prerequisite courses in various disciplines.
- Evaluate the effectiveness of integrated English courses (ENGL 827 and ENGL 847) to ascertain the impact of this curriculum on student success and the suitability of these courses as part of a mandated, basic skills pathway.
- Initiate a marketing campaign aimed at current students and prospective students (high school) that underscores the importance of an “early basic skills” academic pathway.

2015-2016:

- Create specific pathways in the arts, humanities, and social sciences that incorporate some of the resources and inducements (counseling, preferred registration, tutoring) that are part of STEM and the College for Working Adults.

2016-17:

- Collect and evaluate data to determine the effectiveness of newly created pathways in the arts, humanities, and social sciences.

- What have you accomplished for the 2013-2014?
 - Increased the number of integrated English course offerings.
 - Developed the A2B pathway for students studying Business/Human Development, Early Child Development, and Psychology.
 - Drafted a Strategic Enrollment Plan (2014-17) aimed at establishing clear and comprehensive enrollment goals; improving student access, persistence and completion; and increasing college-wide collaboration.
 - Expanded the scope and enrollment of the College for Working Adults as a model for an “intentional, pre-determined academic pathway.”
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We have **accomplished 25%** of the 4-year plan

Student Engagement
(District Strategic Plan 2.2e)

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

➤ 2012-2013

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

Accomplishments:

ESL

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

Library

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

Field Trips/Hands-on Experiences

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

Tutoring

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

Recognition Events

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

Student Government

- Annual Performance Report for ASCC

Clubs

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

STEM

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

Welcoming Facilities

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

Special Programs

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

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

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.**

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

➤ 2012-2013

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

Accomplishments:

Counseling

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

Learning Communities

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

Planning

- Conduct regular meetings of the Basic Skills Advisory Committee

Links:

Basic Skills Plan

Possible Future Activities

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

➤ 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.)
 - **Approximately 50% accomplished**
 - <http://canadacollege.edu/basicskillscommittee/index.php>

➤ 2014-2015

- **75% accomplished**—please see EMP 2.7 Progress Report 2014-2015.

➤ 2015-2016

- **100% accomplished**—please see EMP 2.7 Progress Report 2015-2016.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14: The CSE will support research and planning for a Men of Color initiative for Cañada.

2014-15: In Spring of 2015, the Men of Color initiative will be expanded to include Math and Advanced English Composition courses.

The Men of Color Initiative will continue, hopefully with the financial support of grants.

- What have you accomplished for the 2013-2014?

In Fall of 2013, the CSE co-chair did interviews and research on initiatives for Black students at neighboring colleges. In January, the CSE approved the proposal, “Leadership Initiative for Men of Color @ Cañada College.” (See CSE Minutes, January 22, 2014)

The CSE and the Cañada English department have approved the implementation of an accelerated English 100 course to be offered in Fall 2014. (See 2.1a above.) Recruiting for the pilot course will begin in April-May of 2014. This pilot course will be a major step in the implementation of the Men of Color Initiative.

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100 %.) Please provide links or documents that support your rating.

25% of the goals of this effort will be accomplished. See CSE minutes.

➤ 2014-2015

- **100% accomplished**—please see Basic Skills Progress Report 2014-2015.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
 - The committee meets a minimum of twice per semester and the Technology task force meets in the summer to reviews with ITS the planned upgrades to improve the operations and services at the college for the year.
- What have you accomplished for the 2013-14 academic year?
 - Upgraded Bldg. 13 wireless network.
 - Updated servers and centralized storages. To provide better services and accommodate growth, ITS upgraded all domain controllers and file servers and storages. This will insure that we have a stable infrastructure for thin clients currently operating in Cañada Building 9 Learning Center and Library.
 - Upgraded over 20 instructional labs which comprises of 605 workstations with new systems.
 - Updated 8 smart classroom projectors with new units
 - Upgraded over 46 staff and faculty systems to new systems.

Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.)

Please provide links or documents that support your rating.

- During the 2013-14 academic year, the scheduled items to be replaced was completed at 100%. Overall, college-wide, the instructional labs were upgraded at 75% to date.

➤ 2014-2015

- **100% accomplished**—please see Technology Plan Progress Report 2014-2015.

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

➤ **2013-2014**

Overall accomplishment is 80%-95%.

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

The College has spent over \$171,617,219 in new construction, renovations and infrastructure upgrades during CIP I & II to promote a “College” Campus as evident by the new quad. The north quad is schedule for development as part of CIP III.

➤ **2014-2015**

- 25% accomplished— This is in the planning/discussion phase as the college works towards implementation of the Measure H facilities bond that was approved by voters in November 2014. Please see Facilities Master Plan Progress Report 2014-2015.

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

➤ **2013-2014**

- **Place student support services and student life programs in easily identifiable and accessible locations adjacent to the Main Quad.**
- **Provide food services on the Main Quad.**
- **Expand campus’ ability to support student clubs.**
- In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.
- The renovation of Bldgs 5 & 6 has created a space where faculty, students and staff can relax and mingle in the “The Grove”. It has also provided a dedicated space for student life, government, and clubs. The construction of Pony Espresso has also added a convenient way for the campus community to get food and drinks on the go on the main quad. Future plans call for the renovation of Bldg 13 to more adequately address providing more food service on the main quad.
- **Overall accomplishment is 80%-95%.**

Mentorship/Internships

(District Strategic Plan 3.1b)

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

➤ 2012-2013

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

Accomplishments:

Beating the Odds

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

NSF Scholars

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

Faculty Mentoring

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

Student Assistants

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

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, and 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 hs 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

- **100% accomplished**—please see EMP 2.8 Progress Report 2014-2015.

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

➤ 2012-2013

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

Accomplishments:

Career Center Activities

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

In the Classroom

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

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.

Mentorship/Internships

- 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)

Mentorship/Internships

- 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.**

➤ 2014-2015

- **75% accomplished**—please see EMP 2.10 Progress Report 2014-2015.

➤ 2015-2016

- **100% accomplished**—please see EMP 2.10 Progress Report 2015-2016.

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

➤ 2012-2013

Activity	Timeline	Assessment
1. Develop and implement initiative for service learning to include: professional development for faculty and staff on how to set up service learning opportunities and creation of an advisory board and a service-learning coordinator	Fall 2014 On-going	Training provided Initiative developed
2. Provide service learning opportunity for students.	On-going	Number of Service Learning opportunity

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 tutoring 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

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

- **25% accomplished**—please see EMP 3.3 Progress Report 2014-2015.

➤ 2015-2016

- **25% accomplished**—please see EMP 3.3 Progress Report 2015-2016. Defer to the new EMP.

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

➤ 2012-2013

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

Accomplishments:

Coastside

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

Bayside

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

ESL

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

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 Coastsides 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.

Coastsides:

- 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 objective is 100% accomplished.** 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.

➤ 2014-2015

- **100% accomplished**— please see EMP 3.4 Progress Report 2013-2014.

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

➤ 2013-2014

In terms of overall Program completion, the College has achieved approximately 80% of its stated goals and priority. The successful passage of Measure H and the resulting completion of the Capital Improvement program III achieve 100% of the stated goals and priority. Please see the Facility Plan Update for detail.

The College has constructed an inviting “main quad plaza” between Bldgs 3, 9, 17 and 13 with sitting areas, tables, chairs, Pony Espresso coffee kiosk, an amphitheater and fountains. It has also renovated the newly opened “The Grove” in Bldg 5 for dining, student activities and community events. Future plans call for the development of the “North Quad” between Bldgs 16, 17, 18, 22 and the new Mat Science building.

- **Overall accomplishment is 80%-95%.**

Completion

(District Strategic Plan 2.4a)

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

➤ 2012-2013

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

➤ 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.**

➤ 2014-2015

- **100% accomplished**—please see EMP 2.12 Progress Report 2013-2014.

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

➤ 2013-2014

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

➤ 2014-2015

- **100% accomplished**—please see DE Plan Progress Report 2013-2014.

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

➤ 2013-2014

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?

2013-14: the College will study and define the “career pathway plan.”

2014-15: the College will study what career pathway we offered and what are Hispanic, male, Black, and Filipino students’ success on these career pathways. The College will also evaluate whether we want to create new career pathways for students.

2015-16: If the College decide to create new career pathways, the College will have all the stakeholders involve in this conversation and have VPI and VPSS lead this conversation and feed this conversation to the Strategic Enrollment Plan.

2016-17: Follow up on the progress of the Strategic Enrollment Plan objective related to the creation of the career pathway.

- What have you accomplished for the 2013-2014?

We host a Majors2Careers event on April 24, 2014 and prepare all collateral materials for future Majors2Careers events. We targeted outreach to minority populations across campus to participate in all Career Fairs and M2C events. We will update the labor market data and career facts as needed for future M2C events. Each student will be encouraged and inspired to create a Student Educational Plan (SEP) based on informed decisions from information they gather from faculty, staff and counselors at the event as well as following up with appointments with counselors and Career Center staff after the M2C events. The Director of Workforce Development was a guest lecturer for TRIO and BTO students on career pathways and the M2C event.

At each Majors2Career event we will display and disseminate essential information to all students about Regional Economic Sectors, (e.g. Allied Health Occupations, Digital Media, etc.) that illustrate how a Student Education Plan (SEP) relates to careers, occupations, salary ranges, and what educational levels are necessary to achieve career goals. We will also continue robust discussions about expanding the offerings of “Get Focused, Stay Focused” curriculum to serve targeted populations (see Goal 4.1c).

- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide links or documents that support your rating.

We **have accomplished 5%** of the 4-year plan.

➤ 2014-2015

- **100% accomplished**— please see Student Equity Plan Progress Report 2014-2015.

Facilities Master Plan Priority: Develop the campus environment to support student success. Create spaces, both indoor and outdoor, to facilitate informal interaction between students, faculty, and staff. Place student support services in easily identifiable and accessible locations.

➤ 2015-2016

- **25% accomplished**— Menlo Park Center Smart Classroom upgrades \$0 01/03/2016
Planning/Discussion (25%) Medium Building 9 program efficiency and reconfiguration project \$0
01/03/2016 Planning/Discussion (25%) High Create spaces in the Math/Science/Engineering
Building new construction project.