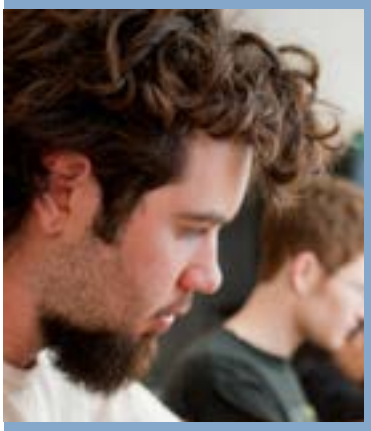

Educational Master Plan 2012-2017

CAÑADA COLLEGE
ESTABLISHED 1968

Cañada College

EDUCATIONAL MASTER PLAN

2012-2017

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I. OVERVIEW

The Educational Master Plan provides direction to the college instruction and support service areas on what we want to accomplish over the next five years. This Plan was built on the previous 2008-2012 Educational Master Plan (adopted 9/30/08) using participatory, transparent planning process that is well established at Cañada. This planning process at the college includes the four planning councils (Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, and College Planning Council) as well as the Academic Senate and the Classified Senate. Extensive involvement not only by the members of these councils, but also the campus at large was achieved during the development of the Plan, with over 130 individuals (students, staff and faculty) involved.

How will this document be used? The Plan will be used extensively to guide the college and create a cohesive sense of what the institution would like to become. As with our previous Educational Master Plan, this document provides the framework for how we make decisions on campus. We reference the Plan as we go through our annual planning and budgeting process and it serves as the basis for both resource allocation and resource reductions. When faced with major budget cuts in the past, the Educational Master Plan served to guide the college staff in determining directions to take.

How does it link to other plans? The Educational Master Plan will serve as a key reference for each of our programs and planning bodies as the annual plans are completed over the next five years. The various Planning Councils - College Planning Council, Instruction Planning Council, Student Services Planning Council, and Administrative Services Planning Council – will review the annual plans through the Educational Master Plan lens. And, the interconnected plans – Student Equity, Facilities, Distance Education, Technology, and Basic Skills – will reference objectives identified in this document. Additionally, the college's Educational Master Plan links with the SMCCCD (San Mateo County Community College District) 2008-2013 Master Plan and connects strategic directions to the district's mission statement and the strategic focus areas.

II. REVIEW OF THE 2008-12 EDUCATIONAL MASTER PLAN

The 2008-12 Educational Master Plan was developed using extensive consultation and input from the campus community and adopted in September 2008. It projected future needs for programs and services through the year 2012. It was used in the annual planning process to provide direction for improving our instructional programs and support services, and supported the College in fulfilling its mission.

The 2008-2012 plan had eleven broad college goals. Of the eleven goals, four were identified by the College Planning Council, using a campus-wide collaborative process involving a large number of individuals, to focus on as strategic directions. These four strategic goals were used extensively in guiding the budget reduction process which began in 2008 for the 2009-10 year where the college was faced with making a 40% reduction in sections and 2500 hour reduction in adjunct counseling services. It has continued to be used in 2010-11. The eleven goals are as follows with the "four" goals chosen as a focus in **bold** type.

1. **Base all curricular and programming decisions on data driven strategies.**
2. Develop new programs and strengthen existing programs to meet community and business needs.
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.
4. **Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.**
5. **Improve the persistence and transfer rate of students enrolled in transfer classes.**
6. **Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.**
7. Increase the entrepreneurial actions by seeking new revenue sources.
8. Develop and strengthen external collaborative relationships and partnerships.
9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.
10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.
11. Improve the number of certificate and degree awards.

A number of activities took place over the past five years to achieve these goals. A summary of these activities is included on the following pages.

2008-12 College Goals	Summary of Accomplishments
1. Base all curricular and programming decisions on data driven strategies.	• Improved the program review process • Created college dashboard for data review • Hired the research director and analyst • Initiated faculty inquiry network studies • Used data for the program improvement and viability process • Added staff and faculty members based on enrollment and other program review data justified them • Implemented CurricuNet which will provide extensive curriculum data • Conducted SLO workshops and entered data into TracDat
2. Develop new programs and strengthen existing programs to meet community and business needs.	• Hired Director of Workforce Development and Coordinator to increase relationships with local employers • Strengthened Interior Design Program by hiring full-time faculty with emphasis on green technologies & materials • Created strong Multi-Media program by hiring full-time faculty deeply connected to the multimedia industry • Improved faculty professional skills by hiring Instructional Designer • Strengthened library services for students by hiring an additional librarian
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.	• Created PEP for our high school students (priority orientation) • Revised new student orientation to provide added personal services • Obtained a renewed TRIO/SSS grant • Developed Student Ambassador program to assist in recruitment and orientation of new students • Expanded the international student program • Conducted an environmental scan to provide increased information to staff on what we need to do
4. Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.	• Conducted Math Jam to improved math success • Started Word Jam to improve English skills • Conducted 10-15 Learning Communities each semester • Revised the ESL curriculum to decrease time to completion and contextualize the learning • Piloting the linking of Reading to basic skills Math courses • Hired a full-time bilingual Spanish-English counselor • Created and implemented orientations for Spanish-speaking students
5. Improve the persistence and transfer rate of students enrolled in transfer classes.	• Created SB1440 transfer degrees for students attending CSUs • Increased the number of TAGs • Hired Articulation/Orientation Director • Implemented DegreeWorks program for degree/transfer audits • Conducted transfer workshops • Created peer mentoring program • Expanded Transfer Center • Created SLOs for the Transfer/Articulation Program

<table>
<tr><th>2008-12 College Goals</th><th>Summary of Accomplishments</th></tr>
<tr><td>6. Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.</td><td>• Hired a Director of Workforce Development and a Coordinator allowing the opportunity to focus on the Workforce Investment Board and expand connections with local business and industry
• Created a larger space for the Career Center and expanded the services provided to connect more closely with the business community and to provide internships for students
• Conducting external scan of business and industry needs</td></tr>
<tr><td>7. Increase the entrepreneurial actions by seeking new revenue sources.</td><td>• Created a “Center for Entrepreneurial Opportunities”
• Increased significantly the revenues received from facility rental program
• Increased grant submissions and success
• Expanded the Center for International and University Studies</td></tr>
<tr><td>8. Develop and strengthen external collaborative relationships and partnerships.</td><td>• Strengthened the collaboration with the Redwood Symphony to work with our students and for Cañada to serve as a main venue
• Expanded the Center for International and University Studies
• Created Multi-Media connections with local businesses
• Expanded high school connections
• Developed the Veteran’s Center and have Veteran’s staff from local area serving students
• Created relationships with local labs and chemistry department
• Collaborated with Stanford University on student success data</td></tr>
<tr><td>9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.</td><td>• Sent two Cañada staff members annually to the Leadership Redwood City program
• Conducted a Social Justice Conference
• Expanded student life on campus
• Provided opportunities for service learning in several classes
• Conducted community service through PTK Honor Society</td></tr>
<tr><td>10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.</td><td>• Sent over 20 faculty to the AACU conference in San Francisco
• Created CIETL, the Center for Innovation & Excellence in Teaching and Learning, where faculty coordinate professional development in a newly established space
• Conducted retreats for the student service staff focusing on student success and for faculty focusing on assessment
• Provided opportunities for staff to attend conferences</td></tr>
<tr><td>11. Improve the number of certificate and degree awards.</td><td>Degrees and Certificates Awarded: Trends
<table><tr><th>Year</th><th>Degrees</th><th>Certificates</th></tr><tr><td>2006/07</td><td>165</td><td>158</td></tr><tr><td>2007/08</td><td>235</td><td>207</td></tr><tr><td>2008/09</td><td>209</td><td>190</td></tr><tr><td>2009/10</td><td>206</td><td>201</td></tr><tr><td>2010/11</td><td>220</td><td>344</td></tr></table></td></tr>
</table>

III. RELATIONSHIP TO THE DISTRICT

Using a broadly representative process with input from all three colleges, the San Mateo County Community College District has adopted an overall strategic plan. The Cañada College staff and faculty have reviewed this plan and used elements in the development of their strategic and master plans. A "functional matrix" which describes who is responsible for the elements of this district plan was developed using the participatory governance process at the college. The matrix is as follows:

Link to Report: www.canadacollege.edu/inside/research/integrated_planning/SMCCD_Goal_Mapping.pdf

Link to Matrix: www.canadacollege.edu/inside/research/integrated_planning/Accredit%20Function%20Map%20v5.doc

IV. EDUCATIONAL MASTER PLAN PLANNING PROCESS

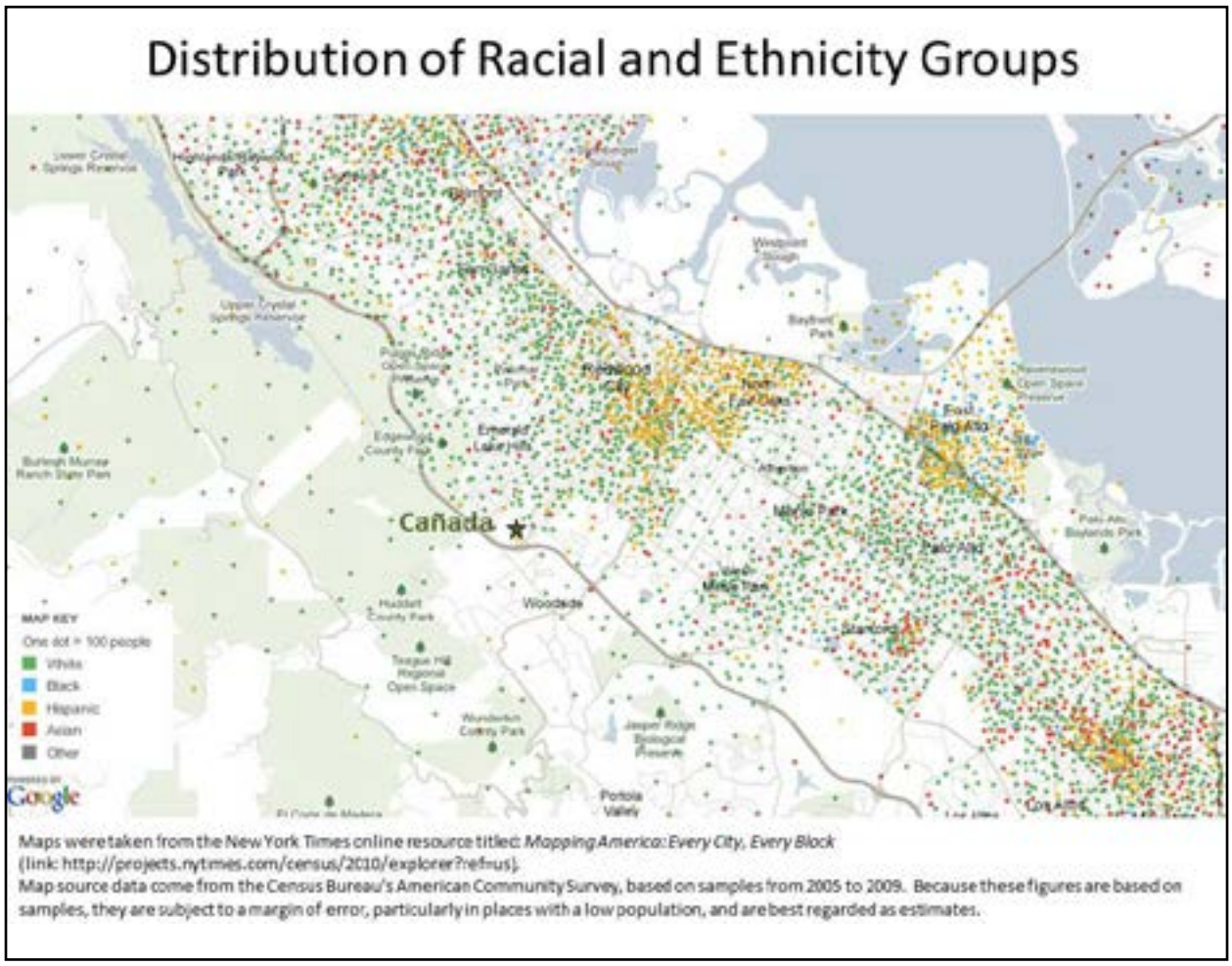
The college has a well-developed shared governance/planning process with excellent participation which involves broad campus representation. The process used for the development of the 2012-17 Educational Master Plan involved all of these participatory governance groups – the College Planning Council, the Student Services Planning Council, the Instruction Planning Council and the Academic Senate - as well as the instructional divisions, LEADSS (student services managers) and the Administrative Council and all-campus forums. The following table outlines the process used in the development of the Plan.

Cañada College: Educational Master Plan 2012-17 Schedule for Partipatory Involvement in the Development of Strategic Direction, Objectives, Activities and Timeline			
Step	**When**	**Step**	**Description**
1	February 3, 2011	Establish Process	CPC reviewed and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee is a sub-committee of CPC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC
2	February 2011	Background Information	Environmental scanning information and college information developed for review
3	March 7-15, 2011	Gather Input	Conducted a "Week of Listening" for the campus community to provide input on the Educational Master Plan. There were ten (10) Listening Forums conducted during March 2011. A total of 134 students, faculty and staff participated and six (6) pages of input were obtained for our use in developing the EMP.
4	March 31, 2011	Retreat	The Educational Master Plan Steering Committee met to review all of the input and develop draft information.
5	April/May 2011	Circulate Drafts	The drafts developed by the Steering Committee were circulated throughout campus and revisions made by the SSPC, IPC and CPC and revisions were made to the mission, vision and strategic directions.
6	Summer 2011	Draft the Final EMP Document	The final Educational Master Plan was drafted for review by the campus community in the Fall.
6a	June 2011	Establish EMP Planning Work Groups	Identified work groups for each of the four Strategic Directions: 1) Teaching & Learning, 2) Completion, 3) Community Connections, & 4) Global & Green.
6b	July 11-14, 2011	Work Group Meetings	The work groups met to identify the objectives, activities and timelines for each of the Strategic Directions.
6c	August 2011	Draft EMP Developed	A draft of the Educational Master Plan was developed for review by the campus community.
7	Fall 2011	Review Final Document	The final draft EMP document was reviewed by the campus community and feedback was obtained.

V. ENVIRONMENTAL SCAN AND EMERGING TRENDS

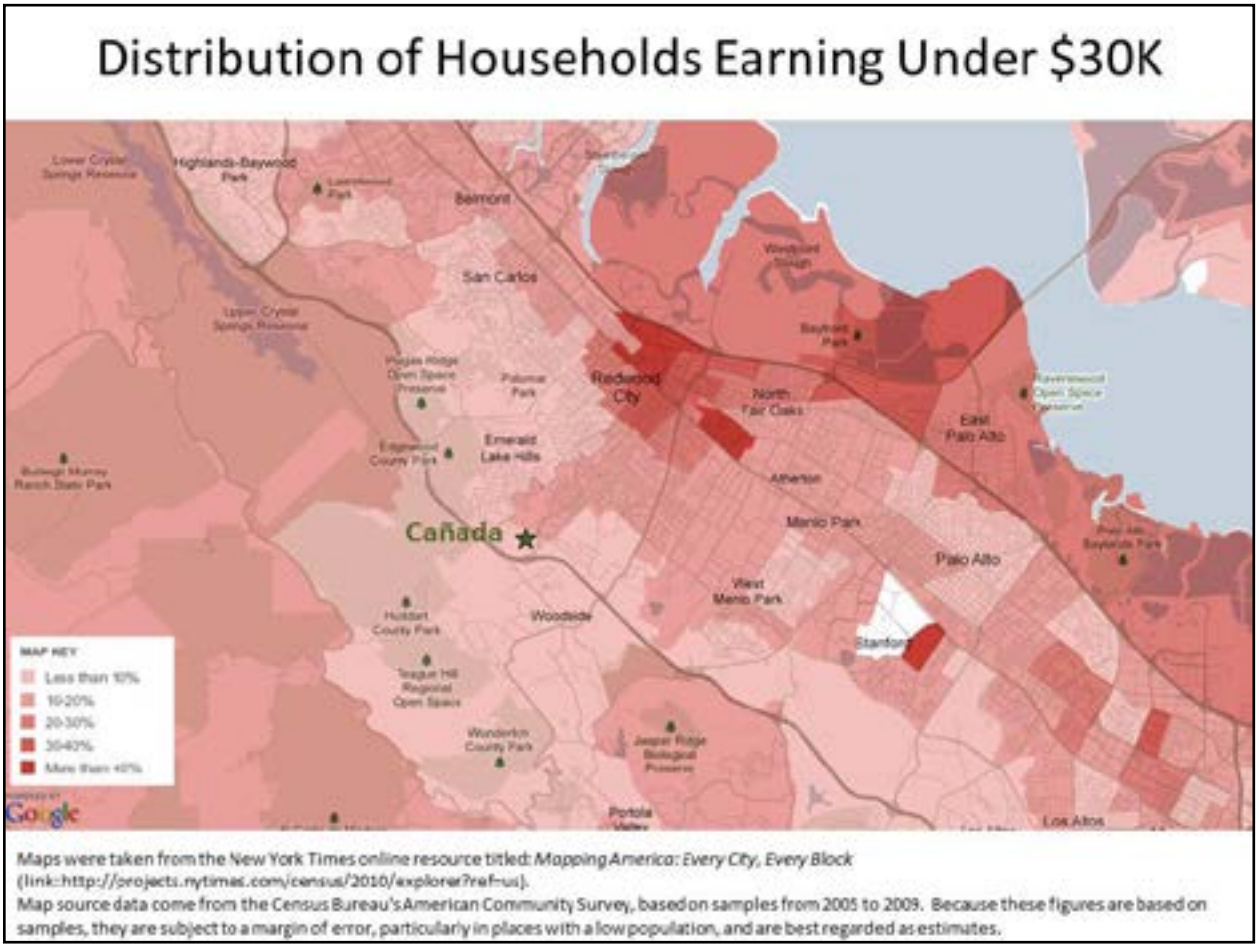
To help shape the strategic direction of the planning process the college closely analyzed the demographic and economic landscape within Canada College's service area. Review of both the size and distribution of ethnic population revealed that Canada serves a particularly diverse population characterized by a high degree of clustering by ethnicity groups.

External Scan



Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block* (link: http://projects.nytimes.com/census/2010/explorer?ref=us).
Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Likewise, the college examined the income distribution patterns within its service area and identified a high degree of variation in the median earnings of area residents.



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Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Link to Environmental Scan Data: www.canadacollege.edu/inside/research/integrated_planning/DISTRIBUTION_Maps.pdf

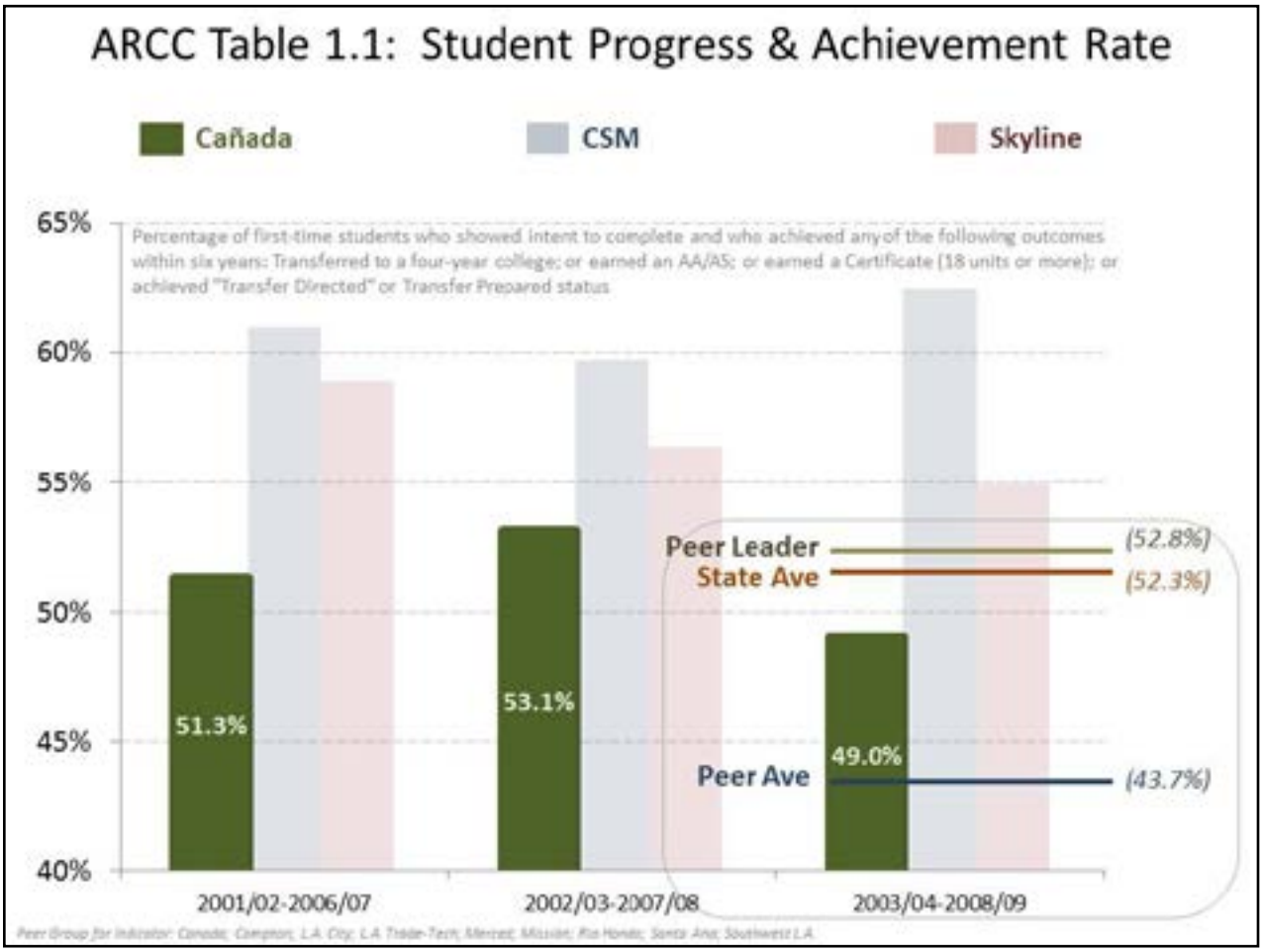
Information obtained from the environmental scan was then used to frame an examination of enrollment trends emerging around the San Francisco Bay Area. Enrollment trends were overlaid on the income and demographic patterns highlighted in the environmental scan to gain a better understanding of the broader forces and underlying trends that might be driving enrollment.

Geographic Distribution of District Enrollment by College

		Canada College			CSM			Skyline College		
			F2005 - F2010			F2005 - F2010			F2005 - F2010	
Region	Bay Area Zones (Zip Code Groupings)	Fall 2010 Headcount	Five Year Net Growth	Pct of Net Growth Captured	Fall 2010 Headcount	Five Year Net Growth	Pct of Growth Captured	Fall 2010 Headcount	Five Year Net Growth	Pct of Net Growth Captured
Santa Clara	Palo Alto Core	93	12	1%	34	-16	0%	11	-1	0%
Santa Clara	Los Altos / Los Altos Hills Zone	23	0	0%	13	2	0%	3	2	0%
Santa Clara	Mountain View Zone	87	19	2%	37	-22	0%	6	-4	0%
Santa Clara	Sunnyvale Zone	55	-18	0%	32	-18	0%	7	-4	0%
Santa Clara	Cupertino Zone	17	1	0%	9	-8	0%	5	-1	0%
Santa Clara	Campbell / Los Gatos Zone	17	0	0%	13	-5	0%	7	-3	0%
Santa Clara	Santa Clara Zone	32	-3	0%	30	-3	0%	10	0	0%
Santa Clara	Milpitas/N. San Jose/S. Fremont Zone	16	2	0%	13	-5	0%	7	-6	0%
Santa Clara	Central San Jose Core	75	27	2%	52	-26	0%	28	-4	0%
Santa Clara	South San Jose	13	2	0%	13	-7	0%	2	-6	0%
San Mateo	Redwood City Core	1,990	170	14%	500	-7	0%	116	36	2%
San Mateo	San Carlos / Belmont Zone	700	116	10%	918	61	8%	133	50	2%
San Mateo	Woodside / Portola Valley Zone	544	28	2%	162	-21	0%	33	15	1%
San Mateo	South San Mateo County Mountain Zone	42	-6	0%	43	18	2%	6	-4	0%
San Mateo	East Palo Alto Zone	972	185	15%	274	46	6%	43	15	1%
San Mateo	Menlo Park / Atherton Zone	51	-2	0%	18	2	0%	5	2	0%
San Mateo	San Mateo City / Hillsborough Zone	996	259	22%	4,198	502	65%	603	153	7%
San Mateo	Half Moon Bay Zone	170	-4	0%	475	34	4%	142	17	1%
San Mateo	San Bruno Zone / Burlingame / Millbrae Zone	189	60	5%	880	42	5%	1,451	370	18%
San Mateo	Pacifica Zone	69	18	2%	258	-37	0%	1,078	178	9%
San Mateo	S. San Fran / Brisbane Zone	170	80	7%	590	25	3%	1,639	368	18%
San Mateo	Daly City / Colma Zone	147	69	6%	499	-48	0%	2,115	442	21%
East Bay	Berkeley Zone	7	2	0%	5	-12	0%	12	4	0%
East Bay	Fremont / Newark Zone	85	14	1%	96	19	2%	38	12	1%
East Bay	Hayward Zone	86	16	1%	203	10	1%	57	0	0%
East Bay	Pleasanton / Livermore Zone	7	1	0%	32	12	2%	12	9	0%
East Bay	Oakland	28	12	1%	55	-11	0%	48	0	0%
East Bay	San Leandro Zone	16	1	0%	51	-4	0%	23	4	0%
San Francisco	San Francisco	259	105	9%	665	-77	0%	2,225	414	20%
	All Remaining Locations	250	-249	0%	524	-418	0%	260	-185	0%

Internal Scan

The college examined a variety of reports to help benchmark the college's performance against several sets of meaningful benchmarks.



Link to full ARCC Report & presentation: www.canadacollege.edu/inside/research/integrated_planning/ARCC%20DIALOGUES.pdf

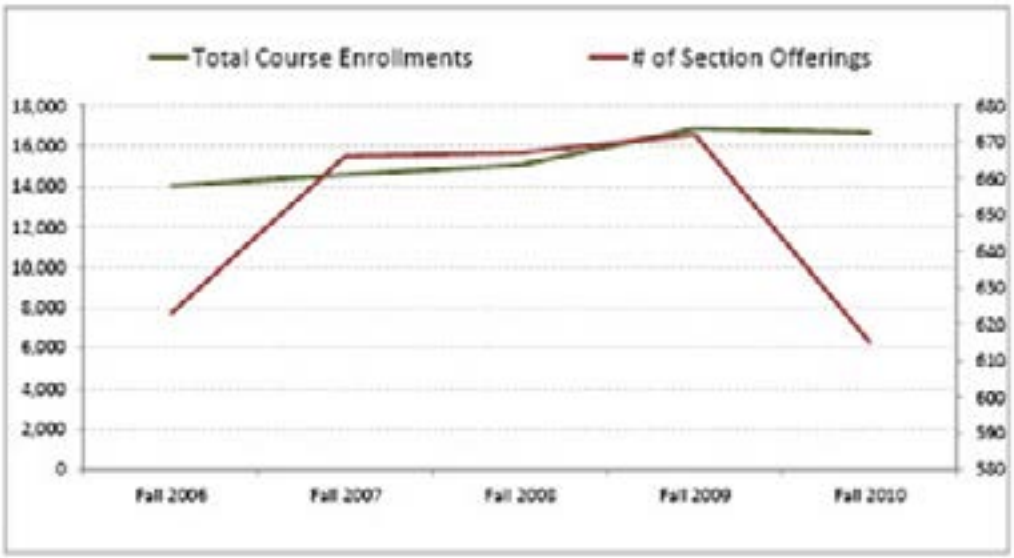
A host of reports and data packets profiling the size and scope of the college enrollment across a wide variety of student population were used to develop a starting point for planning discussions. Such data is collected routinely to support Program Review and the college's Program planning documents were used extensively to map out both college wide and department level movements in key output measures.

Program Review Data Packet - College Totals

Table 1. Enrollment Patterns & Course Offerings

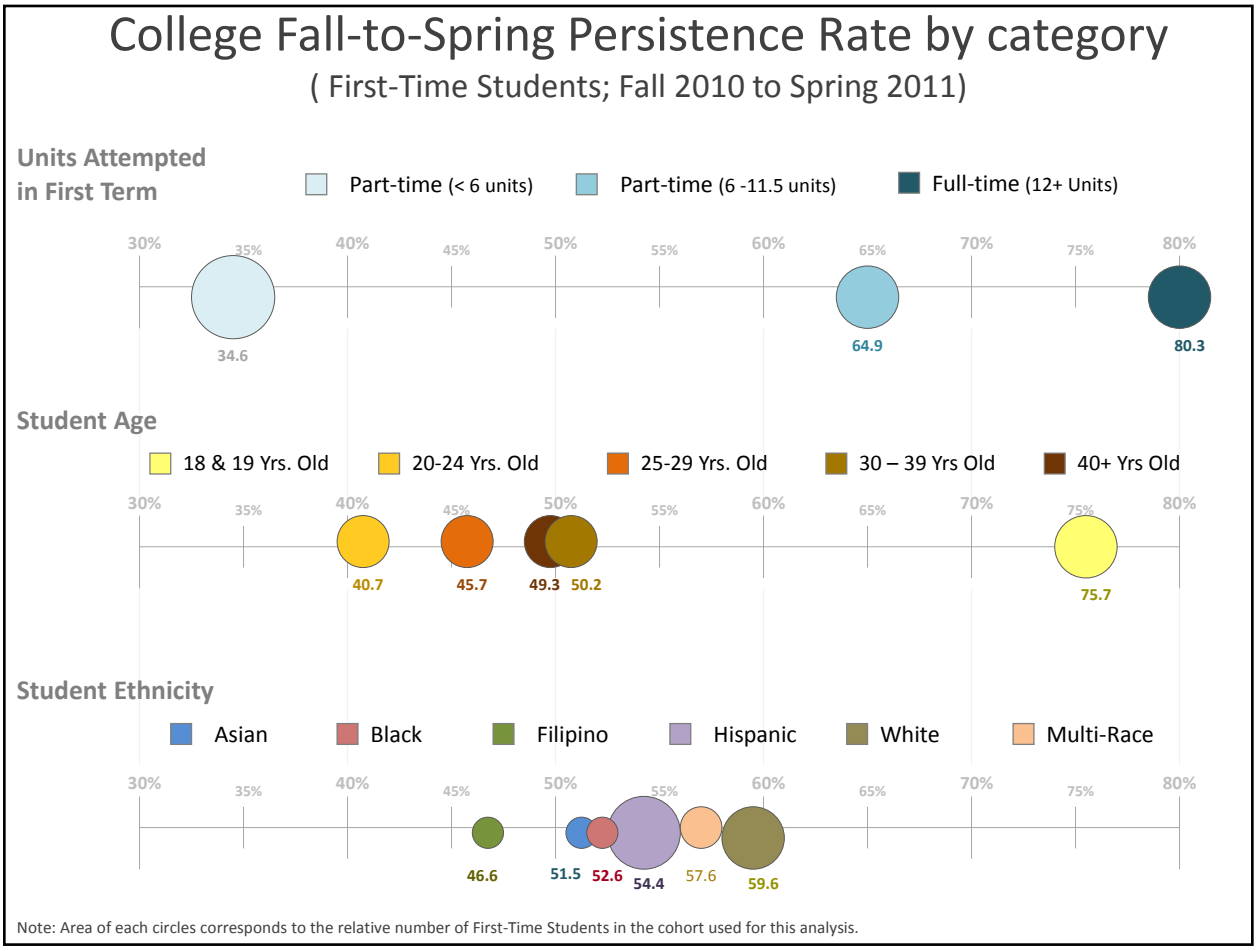
College	Metric	Term Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Cañada	Unique Headcount	6,341	6,688	6,804	7,379	7,207
	Total Course Enrollments	14,032	14,578	15,031	16,877	16,670
	# of Course Offerings	268	301	301	300	266
	# of Section Offerings	623	666	667	672	615
	Ave Enrollment per Section	22.5	21.9	22.5	25.1	27.1

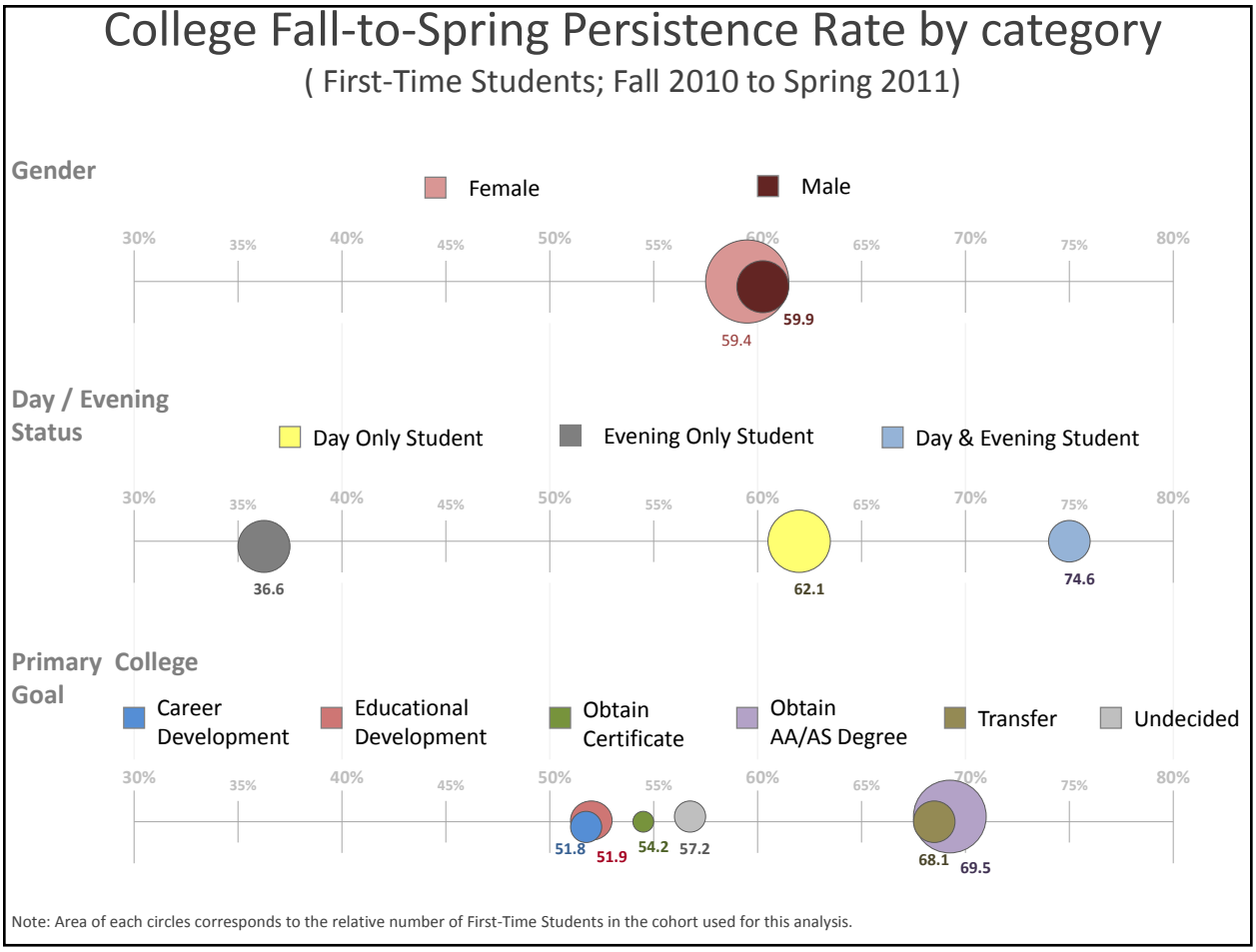
Data Definitions: Unique Headcount is the count of individual students (no duplicates) enrolled at the college
Total Course Enrollments is the sum total of all courses students are taking in the term.
# of Course Offerings is the number of courses offered by the college in that term.
# of Section Offerings is the number of course sections offered by the college in that term.
Ave Enrollment per Section is the average number of students per section (Average Class Size).



Link to Program Review Data Packets: www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

The College Dashboard profiles student performance within 18 different measures the national literature has shown to be linked to student completion. The data were disaggregated by various student groups to yield a more accurate picture of performance.





Link to Dashboard: www.canadacollege.edu/inside/research/dashboard/COMPLETION_SCORECARD_ANIMATION_DRAFT.pptx

Presentations at the "Listening Forums"

The internal data scan on Cañada College students presented at the "Listening Forums" in March 2011 revealed several salient highlights:

- **Student headcount:** has grown roughly about 15% since 2004
- **Demographics/Gender:** two thirds of Cañada students are female
- **Demographics/Age:** 3 in 5 of Cañada students are over 25 years of age
- **Demographics/Ethnicity:** About 40% are Hispanic with increasing numbers choosing multi-race as their grouping
- **Demographics/Place of Residence:** Significant variation in GPA by student unit load and location of residence

- **Likelihood of Successful Outcome:** Units enrolled in the semester makes a big difference in success
- **Course-taking Patterns & Success:**
  - 75-80% of incoming student place into pre-transfer courses
  - success rates in basic skills courses are roughly 15% lower than the college average
  - students list costs and time to degree as their primary college concerns
  - In any given term 43% of our students take a single course
  - across all categories student performance has been shown to increases with the number of units taken

Emerging Trends

There are a number of trends occurring in higher education that have been presented in national and state reports. A summary of those trends was presented at the Listening Forums in March 2011 and include:

1. Growth in online enrollments will accelerate

"More students will attend classes online, study part time, take courses from multiple institutions and jump in and out of colleges." "Colleges that have been slow to put courses online will almost certainly have to expand their online programs quickly" - *Visions 2020 Report - CCLC*

"They may sign up to take a class in person, and then opt to monitor class meetings online and attend whenever they want" - *Chronicle of Higher Education Report*

2. Colleges will need to offer those digital options in addition to face-to-face instruction

"Some students, often the most successful, recognize that they need the discipline of going to class at set times and places … but even this group is preferring that classroom discussions, study groups and conversations with faculty be largely online." "The challenge will be in providing them simultaneously and being flexible enough to meet all the needs of a diverse market" - *Chronicle of Higher Education Report*

3. Demand for non-semester based courses - Students will demand that programs be increasingly tailored to their unique circumstances

"Students have become increasingly restless with the traditional forms of learning. Students now crave personalization and convenience." "Colleges that attempt to cram their styles down students throats on the basis that it is good for them may quickly find themselves the on the outside looking in." - *California's Project Tomorrow Report*

4. Student populations will continue to grow more diverse

"The location of a college and the demographic nature of its primary service area will be the most significant factor in determining its flow of enrollees in the next decade." "Younger students entering college

are increasingly choosing multi-race as their ethnicity and view their categorization as highly context specific." - *California Community College Chancellors Office*

"Given the trends toward great diversity, absent effective interventions, colleges can expect to experience steady increases in the variability of performance across a variety of student segments."- *California Community College Chancellors Office*

"In Silicon Valley the peak for high school grads was reached last year. A slow decline in that age group is expected through 2015 with a recover soon thereafter. Over the next ten years the largest growth will come from older students. "

"Given declining trends, if colleges expect to increase attendance, they may also need to look into the high-school dropout population."

5. Strong demand for sustainability on campus and in programming - focus on environmental sciences.

"Growth in green industry jobs is expected to grow at a fast pace over the next ten years.

"Because the green movement often taps into the broader social concerns of students, there is an opportunity for colleges to rethink and cast many of their programs as green and build entire blocks of their curriculum around it." - *Chronicle of Higher Education Report*

6. Decreased financial aid for students - Proposals this year to decrease the amount of federal PELL grants as well as the Cal Grants

"The socio-economic situation of students will have more influence in determining their choices related to college."

"Ahead of their course work, balancing their debt load continues to be the #1 source of anxiety among students."

"Students and their parents very often have unrealistic visions on how they will pay for college." -*The National Report Card on Higher Education*

7. Decreased funding for public higher education

Budget issues at the state and federal levels are leading to significant decreases in funding levels for public higher education

VI. THE GUIDING PRINCIPLES

The Vision, Mission, Values and SLOs are considered the Guiding Principles and provide direction for decisions made in planning, program development, staffing and facilities. These have emerged from a process developed by the College Planning Council and included considerable dialogue on campus through meetings and campus-wide forums.

Vision

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

Mission

Cañada College provides our community with a learning-centered environment, ensuring *that* students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values

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

College GENERAL EDUCATION Student Learning Outcomes:

1. **Critical & Creative Thinking:** Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
2. **Communication Skills:** Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
3. **Understanding Society & Culture:** Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.
4. **Scientific & Quantitative Reasoning:** Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

VII. MASTER PLAN STRATEGIC DIRECTIONS

A concerted effort was conducted from February to May to develop the framework for the college's new Educational Master Plan. From the college-wide Listening Forums – where the campus community had the opportunity to identify the future needs of the college, the well-developed participatory governance Planning Process, and Division/Department meetings, the Strategic Directions for the college were identified this past year. These directions set the course for the college over the next five years.

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.

VIII. IMPLEMENTATION: THE STRATEGIC PLAN

Teaching and Learning

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Establish College SLO Task Group and work with faculty and staff on mapping activities and creating assessment measures to be used for each of the College SLOs	Fall 2011	• Director of Planning, Research & Student Success	Assessment Measures developed for each College SLO
2. Conduct assessments using the defined measures and enter into TracDat	Spring 2012	• Director of Planning, Research & Student Success	TracDat data entered for the College SLOs
3. Establish method for reviewing the results of the assessments and making any needed changes	Spring 2012	• Director of Planning, Research & Student Success • Deans • Vice Presidents	TracDat summary entered on the results
4. Make needed changes in the College SLOs, assessment measures, curricula, services	Fall 2012 and On-going	• Director of Planning, Research & Student Success • Deans • Vice Presidents	Meeting notes on the discussion of data; Plan for changes for next year for either SLO or assessment

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Evaluate students needs for course offerings (e.g. online, day/evening, block schedule, length of time, pathways)	Spring 2012	• Vice President, Instruction • Deans • Counseling Department Chair	Plan Developed Needs Assessment Results
2. Create a plan for offering courses based on needs	Spring 2012	• Vice President, Instruction • Deans • Counseling Department Chair	Plan Developed
3. Implement the plans for flexible scheduling.	Fall 2012 On-going	• Vice President, Instruction • Deans	Plans implemented and Evaluated
4. Develop and implement a distance education plan.	Fall 2011 On-going	• Vice President, Instruction • Distance Education Coordinator	Plan development and implemented

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.**

Activity	Timeline	Responsible Individual(s)	Assessment
1. Promote a culture of on-going innovation and engagement through the implementation of a comprehensive professional development plan.	Fall 2011	• CIETL Coordinators • CIETL Committees	Plan Developed
2. Provide learning opportunities for all faculty and staff, to include mentoring, workshops and on-going dialogue about effective teaching strategies and learning	On-going	• CIETL Coordinators • Classified Representatives	Workshops/Professional development sessions conducted and evaluated

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.**

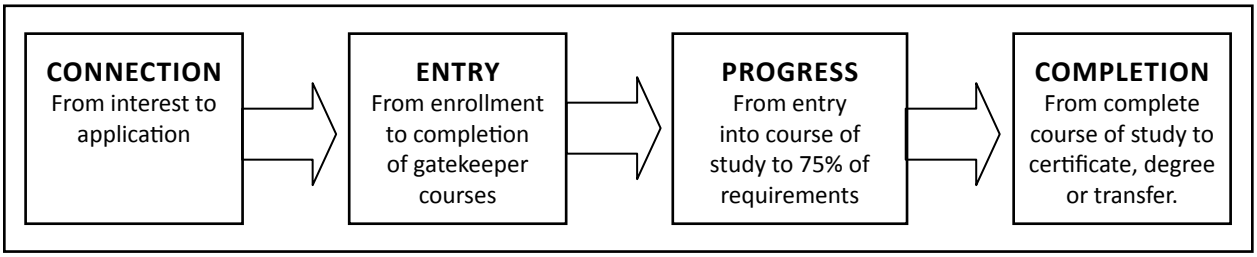
Activity	Timeline	Responsible Individual(s)	Assessment
1. Create a plan for student engagement which includes such areas as student activities, summer enrichment programs, welcome day, and college hour.	Fall 2012	• Vice President, Student Services • Dean, Enrollment Services • Counseling Department Chair • Student Life Coordinator	Plan Developed
2. Implement and evaluate the student engagement plan.	Spring 2012 On-going	• Vice President, Student Services • Dean, Enrollment Services • Counseling Department Chair • Student Life Coordinator	Evaluations completed for individual events and activities
3. Develop plans that reflect the equity goals of the college in order to address retention issues	Spring 2012	• Equity Committee	Plans developed and implemented

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Conduct a review to address the facilities needs for science career/technical, arts, and kinesiology programs.	Fall 2012	• VP, Instruction • Deans • Faculty • Classified	Needs document created
2. Create a plan for new facilities to address the student life needs.	Fall 2012	• VP, Instruction • Deans • Faculty	Plan developed

Completion

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



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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Develop outreach plan and content.	Fall 2011 On-going	• Dean, Enrollment Services • Outreach coordinator	Plan developed
2. Conduct activities to improve outreach.	On-going	• Dean, Enrollment Services • Outreach Coordinator	Enrollment numbers by Target Populations
3. Establish relationships with the middle schools.	Fall 2012 On-going	• Dean, Enrollment Services • Outreach Coordinator	List of key individuals to work with
4. Conduct activities/events to promote higher education.	On-going	• Dean, Enrollment Services • Outreach Coordinator	Summary of events

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Develop plan and content for how to enhance information provided to students and high school counselors about the assessment process to include raising awareness of high stakes, having juniors take the test and providing brush-up workshops.	Fall 2011 On-going	• Dean, Enrollment Services • Assessment coordinator • Outreach coordinator	Plan developed
2. Conduct activities to improve assessment and measure effectiveness.	On-going	• Dean, Enrollment Services • Assessment coordinator • Outreach Coordinator	Assessment report
3. Evaluate assessment tools and processes and establish diagnostic assessments.	Spring 2012	• Dean, Enrollment Services	Evaluation Report

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.**

Activity	Timeline	Responsible Individual(s)	Assessment
1. Develop plan and content for improving new student orientation program, to include an on-line orientation.	Spring 2012 On-going	• Director, Articulation and Orientation	Plan developed
2. Conduct orientations and assess SLOs that are on-going.	On-going	• Director, Articulation and Orientation	SLO Assessments

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify the pathways for students and schedule courses.	Spring 2012 On-going	• Deans • Counseling Department Chair	Plan developed Course in Pathways offered
2. Provide "intrusive" counseling services to assure students know about the pathways	On-going	• Counseling Department Chair • Dean, Enrollment Services	Enrollments in pathways
3. Assess the success of students in completing pathways and persisting to the next semester	On-going	• Director of Planning, Research and Student Success	Research Report

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.**

Activity	Timeline	Responsible Individual(s)	Assessment
1. Develop plan for achieving 100% improved FAFSA goal and financial literacy campaign.	Fall 2011 On-going	• Dean, Enrollment Services • Financial Aid Director • Financial Literacy Team Chair	Plan developed
2. Conduct activities to implement plan and assess progress.	On-going	• Dean, Enrollment Services • Financial Aid Director	Activities conducted Number and percent of eligible students completing the FAFSA

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify key gatekeeper courses and develop a strategy for success.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • VPI	Courses Identified Number of Counseling visits to classes
2. Identify unit thresholds for interventions (e.g. 30 earned units triggers services; certain size gap between attempted and earned units triggers visit).	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	Number of students who have been identified for interventions and served
3. Adapt probation/dismissal procedures to require certain course-taking and counseling patterns and implement them.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	New procedures developed Number of students served
4. Develop and implement an excellent Early Alert Program by more formally engaging faculty in implementation and counselors in follow-up.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	Number of students contacted in Early Alert Course success rates of those contacted

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify the effective practices that would work best at the college.	Fall 2012	• Coordinator, Basic Skills	Practices identified
2. Develop plan to implement the practices.	Fall 2012	• Basic Skills Committee	Plan Developed

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Develop a plan for peer and faculty-student mentoring programs	Fall 2011 On-going	• Director, Student Support Services and TRIO	Plan developed
2. Conduct activities in the mentoring programs.	On-going	• Director, Student Support Services and TRIO	Number of students mentored Success rate of students

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Using DegreeWorks, have student educational plans and degree audit fully on-line for students.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair	Use of the DegreeWorks program
2. Explore opportunity to have students automatically receive degrees and certificates (rather than through the formal petition process)	Spring 2012 On-going	• Dean, Enrollment Services • Registrar	Report on automatic awarding of degrees

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. 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.	Spring 2012 On-going	• Career Center Director • Director, Workforce Development	Plan developed

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Increase student awareness of the transfer process and through class presentations.	Fall 2011 On-going	• Transfer Center Director	Classes visited
2. Increase number of TAGs.	On-going	• Transfer Center Director	TAGs
3. Develop and implement effective ways to encourage students to use the transfer center and attend workshops	On-going	• Transfer Center Director	Number of students

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Publish "dashboard data" on success rates of students, including analysis of demographics.	Fall 2011 On-going	• Director of Research & Planning	Dashboard data published
2. Develop and implement a plan for the use of the dashboard data throughout the college.	On-going	• VPI • VPSS	Meeting minutes Action plans Program development

Community Connections

Community Connections Objective 3.1: **Establish a campus Community Outreach Advisory Group to address communication and collaboration with the community.**

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify individuals on campus who are interested in becoming involved in the advisory group.	Fall 2011 On-going	• PIO • Outreach Coordinator	Community Outreach Advisory Group created
2. Work with the Advisory Group to help with community connections.	On-going	• PIO • Outreach Coordinator	Advisory Committee minutes
3. Create an annual marketing campaign to further the Cañada College "brand" in the community; look at vacant "windows", buses; banners in various cities	On-going	• PIO • Outreach Coordinator	Marketing campaign implemented

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.**

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify key individuals in the community who should be involved in the advisory board.	Fall 2011 On-going	• President • PIO	Membership identified
2. Work with the Foundation to connect with community members to increase support for college scholarships and programs.	Fall 2011	• President • PIO	Contacts made
3. Conduct regular meetings and activities.	On-going	• President	Activities conducted

Community Connections Objective 3.3: **Integrate Service Learning and Internship opportunities for students into academic and student life.**

Activity	Timeline	Responsible Individual(s)	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 position.	Fall 2011 On-going	• Director, TRIO and Student Support Services • Deans • CIETL Coordinators	Training provided Initiative developed
2. Provide service learning opportunities for students	On-going	• Director, Student Support Services • Deans	Number of Service Learning opportunities

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

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

Global and Sustainable

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Identify individuals who are passionate about social justice & sustainability & create advisory groups.	Fall 2011 On-going	• Director, Student Support Services and TRIO • Director, Workforce	Interest Groups created
2. Create a plan which includes such items as speakers and events on sustainability & social justice issues.	Fall 2011 On-going	• Director, Student Support Services and TRIO • Director, Workforce	Plan created
3. Conduct activities to implement plan and assess progress.	On-going	• Director, Student Support Services and TRIO • Director, Workforce	Activities conducted

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

Activity	Timeline	Responsible Individual(s)	Assessment
1. Increase the number of international students to 5% of the total student body	Fall 2011 On-going	• Director, CIUS • Project Director, International Students	Number of international students
2. Create a comprehensive program of services to assure international students are successful.	Fall 2011 On-going	• Project Director, International Students	Plan created Services provided
3. Create expanded opportunities for faculty and students to study abroad.	On-going	• Director, CIUS	Number of opportunities
4. Develop a plan to increase the globalization of the campus.	Spring 2011	• VPI	Plan created

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.

Activity	Timeline	Responsible Individual(s)	Assessment
1. Implement the strategy developed by the faculty to integrate sustainability	Spring 2012	• Academic Senate President • Curriculum Chair • VPI	Strategy developed
2. Work to infuse sustainability into general education	Spring 2012	• Academic Senate President • Curriculum Chair • VPI	Minutes of meetings to review GE
3. Develop a certificate and/or degree program and work to align it with a CSU or UC	Fall 2012	• Academic Senate President • Curriculum Chair • VPI	Certificate or degree program developed

Global and Sustainable Objective 4.4: Improve sustainability awareness on campus.

Activity	Timeline	Responsible Individual(s)	Assessment
1. Create a web site featuring sustainability programs : curricular and co-curricular activities.	Spring 2012	• VPI • PIO	Website developed
2. Improve recycling efforts on campus.	Spring 2012	• Campus Facility Manager • President	Recycling increased

IX. EVALUATION PROCESS AND THE COLLEGE DASHBOARD

It is important to assess both the processes and outcomes for the Master Plan activities. Because this is an action-oriented master plan, an annual report on the activities will be created. From this assessment, revisions to the current implementation objectives will be completed annually. The annual report will contain an analysis of each of the objectives in the implementation plan. And, each year, the campus will review the vision, mission, values and strategic directions as part of the evaluation process.

Specifically, the assessment will take place as follows:

Area	Description of Evaluation	Frequency	Report to:
EMP Objectives & **EMP Activities**	A summary of the activities taking place for each of the 22 objectives will be developed. The assessment measures for each activity (included in the descriptions for each objective) will be completed. These are primarily "process" measures and will be used to determine if the campus is implementing the plan.	Each Semester	CPC IPC SSPC APC Senates
EMP Dashboard Outcomes	The dashboard data elements will be widely distributed on campus to be used in decision-making. 1. Course Retention Rates 2. Fall-to-Spring Persistence 3. Fall-to-Fall Persistence 4. Student Success Rates during their first year 5. Success Rates in Gen Ed Course 6. Success Rates in CTE Courses 7. Success Rates in Pre-Transfer Courses 8. Success Rates in ESL Courses 9. Six Year Degree Completion Rates 10. Six Year Certificate Completion Rates 11. Median Number of Years to Degree 12. Average # of Credits Accumulated after 1 Year 13. Average # of Credits Accumulated after 2 Years 14. Pct Placed into BS Math & taking BS math in first term 15. Pct Placed into BS Math & taking BS math in first term 16. Pct Placed into BS Math & taking BS math in first term	Annually	CPC IPC SSPC APC Senates
Annual Report	The EMP Annual Report will include a summary of the achievements made relating to the objectives included in the EMP and will incorporate both the "process" measures on the activities and the overall "outcomes" measures from the Dashboard. Revised or new objectives will be included in the report.	Annually (Spring)	CPC IPC SSPC APC Senates

X. INTERCONNECTED PLANS

There are a number of plans for special areas that are important for the campus. The following are developed using the four guiding principles of this Educational Master Plan.

- Facilities Plan
- Student Equity Plan
- Distance Education Plan
- Technology Plan
- Basic Skills Plan
- Annual Program Plans, Program Reviews and SLOs
  - Instruction Programs
  - Student Services Programs
  - Administrative Services

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