



Educational Master Plan 2017-2022

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Cañada College



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Purpose of the Educational Master Plan

The 2017-2022 Educational Master Plan serves as a foundational document and statement of Cañada College's commitment to education in our community and a framework to ensure implementation of our mission and achievement of our vision. The plan is informed by analysis of internal and external data, as well as feedback from the College's students, employees, industry partners, educational partners, and members of the surrounding community.

The 2017-2022 Educational Master Plan is a continuation of the previous 2012-2017 plan (**see Appendix D, page 22**) developed through a transparent and participatory process. This process included engagement of college planning councils—Planning and Budgeting Council (PBC), Instructional Planning Council (IPC), Student Services Planning Council (SSPC), and Administrative Planning Council (APC)— as well as the Academic, Classified and Student Senates. The campus at large participated through flex days, division meetings, and different forms of campus feedback.

The 2017-2022 Education Master Plan aligns with the San Mateo County Community College District (SMCCCD) 2016 Strategic Plan and connects our college goals to the district's mission statement and the strategic focus areas. The Educational Master Plan provides the framework for setting college priorities and for making decisions and resource allocations on campus. It serves as guide for developing goals and initiatives of the college's various interconnected supplemental plans. These plans, with the Educational Master Plan, will serve as a key reference for each of our programs as they develop their annual plans over the next five years. The various Planning Councils—PBC, IPC, SSPC, and APC—will review the annual plans and resource requests through the Educational Master Plan lens.



President's Message



I'm proud to introduce Cañada College's 2017-22 Educational Master Plan. For nearly 50 years, Cañada College has transformed lives by setting new standards of excellence in education. It began with a bold commitment that shaped planning efforts when the College first opened its doors to students in 1968.

Today, setting new standards and meeting community needs still serve as the foundation for our planning efforts. In fact, it is our shared vision that makes Cañada College one of San Mateo County's preeminent sources of economic and cultural vitality, the region's recognized leader in career technical training, and the state's top combined transfer school. The Educational Master Plan, formulated through a broad-based collaboration among faculty, staff, students, and community constituents, outlines this shared vision that will guide the College's future. It draws from our proud history, accentuates our distinctive strengths, and identifies the ongoing challenges we face.

Aligned with the San Mateo County Community College District's 2016 Strategic Plan, our Educational Master Plan is adaptable, and highly focused on student success, community connection, and organizational development. Most importantly, it unites all of us in a common purpose to transform lives by setting new standards of excellence. Thank you for your commitment to Cañada College!

A handwritten signature in black ink, appearing to read 'J Moore'.

Jamillah Moore, Ed.D.

President



Mission, Vision and Values

Mission Statement

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.

Vision Statement

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.

College Values

Our College values represent the unique truths and opportunities represented and valued by our college community.

Transforming Lives

High Academic Standards

Diverse and Inclusive Environment

Student Success in Achieving Educational Goals

Community, Education, and Industry Partnerships

Communication and Collaboration

Engaging Student Life

Accountability

Sustainability

Transparency

Planning Assumptions

Planning assumptions were developed to guide the educational master planning process. The planning assumptions are based on expectations of what will happen in the future and are used to develop the priorities of the college. They reflect an understanding of the students we serve and the role of the institution to provide effective and relevant instruction and support. As expectations of the future change, the Educational Master Plan may be revised to reflect the changing conditions.

1. The College provides intellectual, cultural, social, economic, and health and wellness programs and services that attract the San Mateo County community members to our Campus.
2. Access and student equity are key values.
3. The College delivers relevant, timely, and effective programs for transfer and degree attainment, career and technical certification, workforce development, and the acquisition of basic skills necessary to pursue higher learning.
4. The College provides professional development opportunities.
5. The College values collaboration with other community organizations.
6. The College is accountable to taxpayers for effective deployment of resources.
7. The College's planning process and the outcomes of that process places the needs of students and potential students first among many competing priorities.
8. The College is a Hispanic Serving Institution (HSI).
9. Students' increasing familiarity with technology impacts teaching and learning.
10. The College supports a culture of evidence and promotes a culture of inquiry.



College Goals

The campus community worked together to identify three aspirational goals and strategic initiatives. The college goals establish broad directions and do not tend to change over time and can be carried over from one planning cycle to the next.

1. Student Completion/Success

Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Strategic Initiative Themes (alphabetical):

- Academic/Career pathway
- Student success
- Student support pathway

2. Community Connections

Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Strategic Initiative Themes (alphabetical):

- 4-year transfer institutions
- Adult education sector
- Business, civic and non-profit community organizations
- Pre-K through 12 community

3. Organizational Development

Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Strategic Initiative Themes (alphabetical):

- Curriculum development
- Equity
- Inclusion
- Organizational structure
- Professional development

College Goal #1

Student Completion/Success

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

Strategic Initiatives to Accomplish Goal 1:

Initiatives may be added or revised as conditions change and their completion is contingent upon availability of resources.

1. Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.
2. Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling.
3. Develop and implement a 2-pronged Promise Program to address ‘scholarship and academic support’ in addition to ‘personal student financial support’ to minimize the barriers caused by enrollment fees, cost of textbooks, parking fees, transportation, child care, food and housing insecurity.
4. Expand and extend cohort bridge programs to students beyond their first year of study.



College Goal #2

Community Connections

To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.

Strategic Initiatives to Accomplish Goal 2:

Initiatives may be added or revised as conditions change and their completion is contingent upon availability of resources.

1. Collaborate with Pre-K to Adult School partners to promote relationships, seamless transitions, and alignment of pathways.
2. Develop and support student internships, service learning opportunities, mentorships to improve connection of students to local organizations and employers.
3. Attract the community to the campus through high profile signature events.
4. Create a Cañada College alumni organization to promote success stories, to engage successful community members, and to explore development opportunities.
5. Establish structures and resources to initiate and build relationships with local businesses and industries for developing institutional partnerships.
6. Expand and enhance marketing of transfer and career technical education (CTE) opportunities.
7. Enhance and invest in 2+2 relationships with 4-year universities.

College Goal #3

Organizational Development

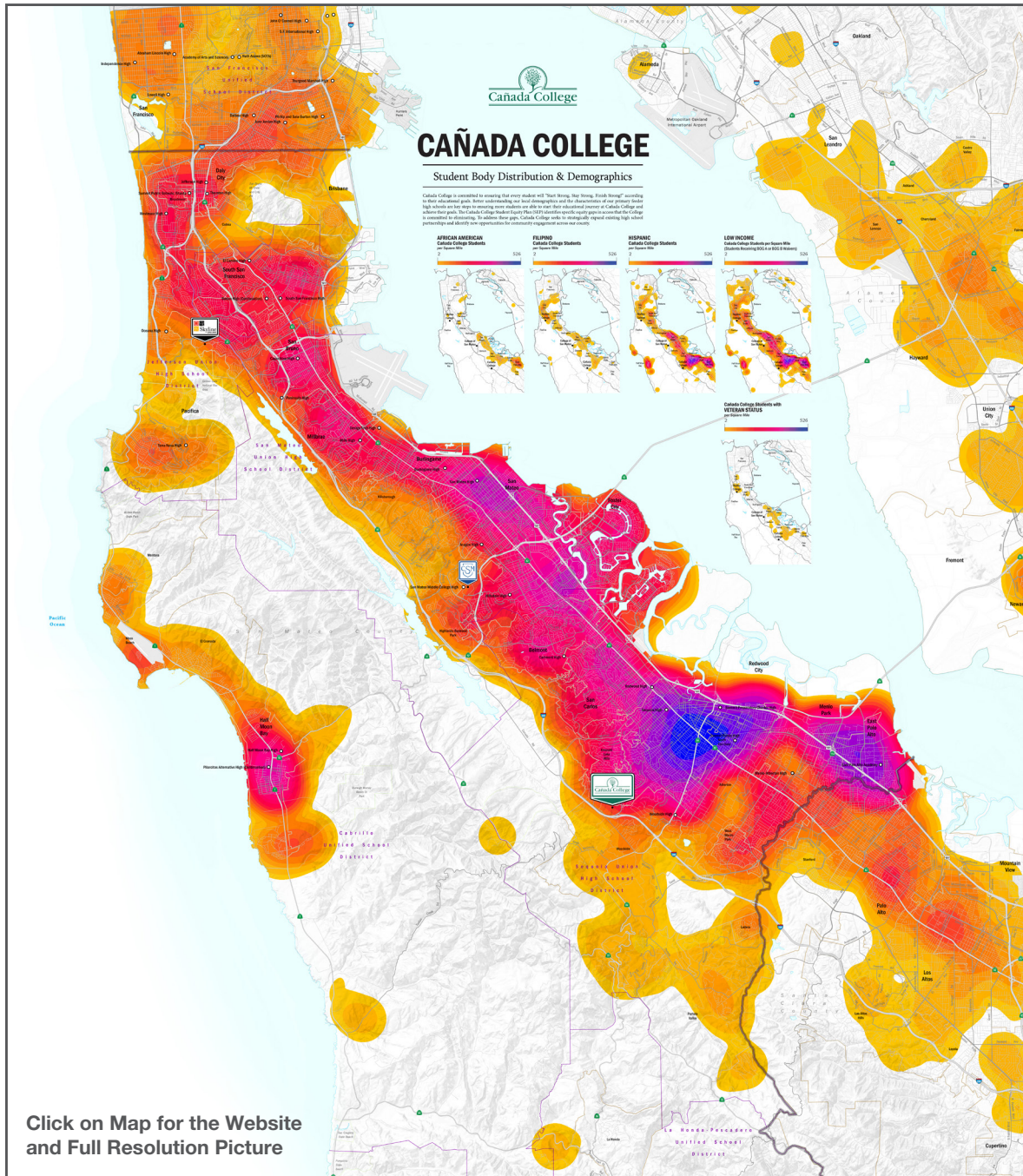
Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Strategic Initiatives to Accomplish Goal 3:

Initiatives may be added or revised as conditions change and their completion is contingent upon availability of resources.

1. Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity.
2. Implement Guided Pathways-like design principles to help address equity gaps.
3. Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access.
4. Identify and implement enrollment strategies and integrated planning and resource allocation processes to meet institutional and student success outcomes.
5. Promote a campus culture that fosters a climate of inclusivity.
6. Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce the achievement gap.
7. Revise the college's component of the Facilities Master Plan to identify and address space and facilities needs that arise out of implementing this 2017-2022 EMP.

College Service Area

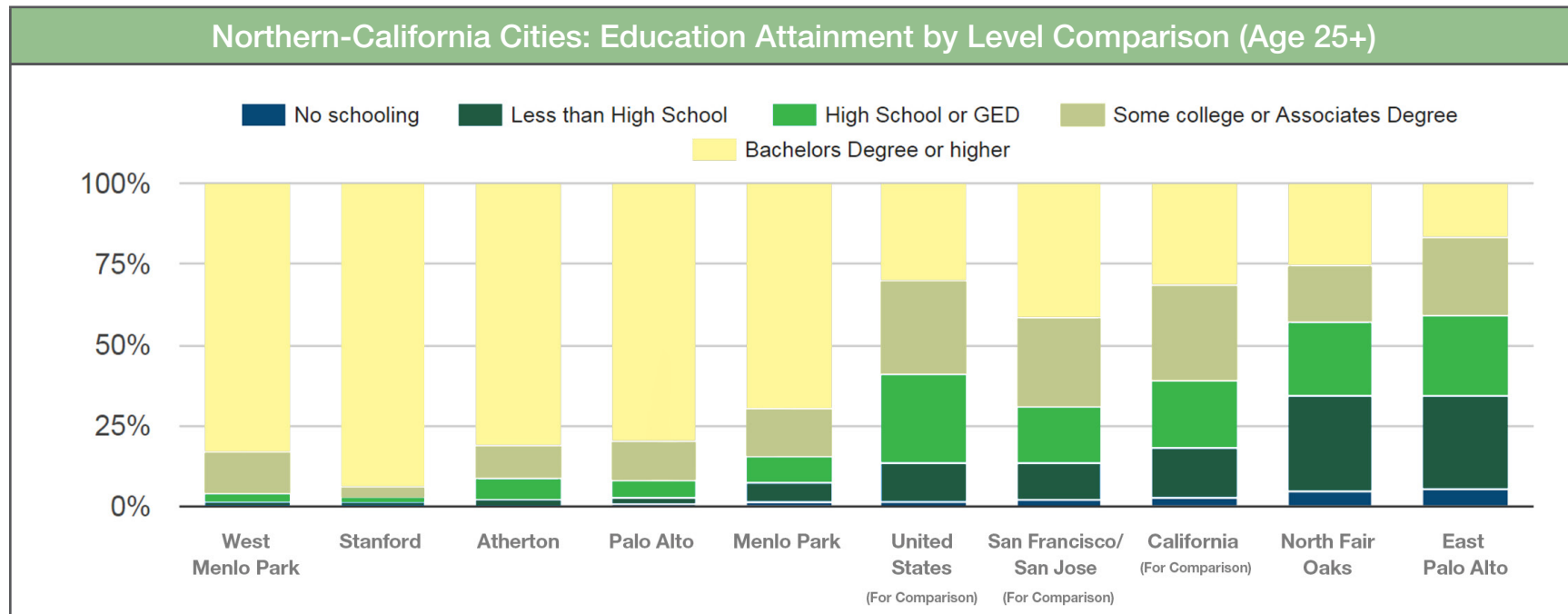


Student Distribution

Cañada College is centrally located between San Francisco and Silicon Valley on 131 acres of beautiful hillside terrain. The campus opened in 1968 and is one of 113 California Community Colleges accredited under the California Community College System.

Educational Attainment in Surrounding Cities

Despite its proximity to Silicon Valley, in many ways the college community defies commonly held assumptions about the socio-economic character of the region. The primary service area for the college includes an incredibly diverse population from the southern portion of San Mateo County and a large number of students from Redwood City, East Palo Alto, and North Fair Oaks. Our role as a community college is to offer our community the skills and opportunities to succeed in one of the most powerful economic engines in the world, including businesses such as Oracle, Box Technologies and Electronic Arts. Just miles from the heart of the tech economy in Silicon Valley, there is great disparity in educational attainment and socio-economic status in our service area (and immediate surrounding locales). Please refer to the chart below to view the disparity in education among neighboring cities.

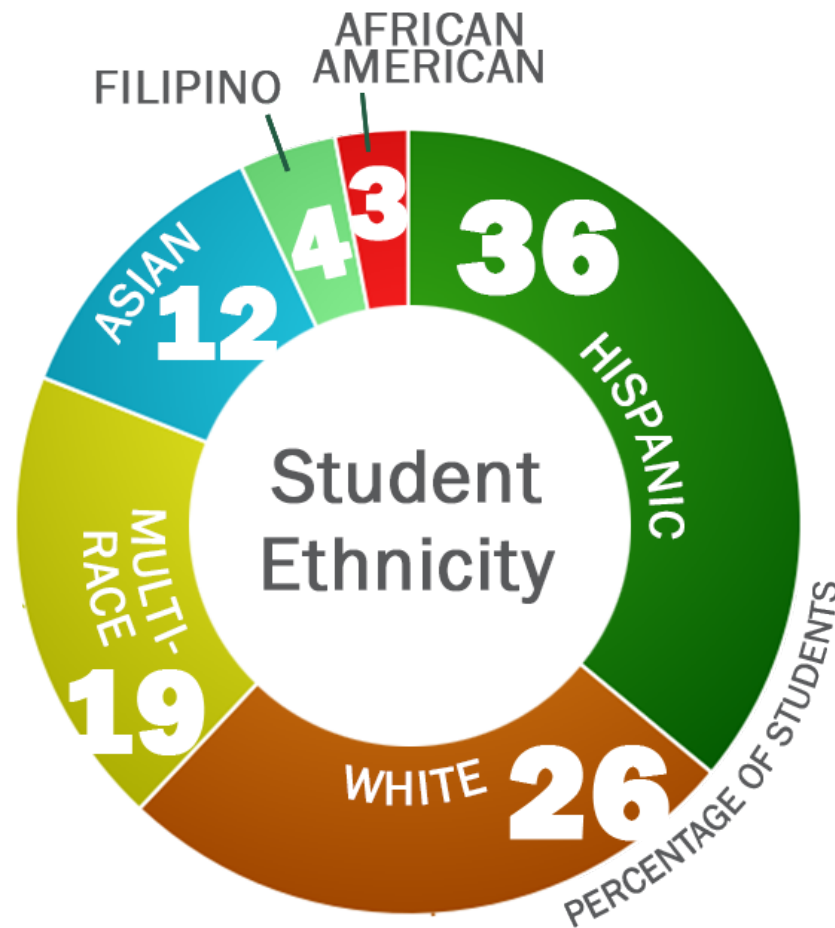


Source: American Community Survey from U.S. Census Bureau

College Service Area (cont.)

Student Demographics

As a California Community College, Cañada College is an open access institution, designed to meet the needs of a diverse community with varied educational goals and preparation. Approximately two-thirds of incoming students place into pre-transfer level courses. Many are returning or other non-traditional students and a significant percentage are first-generation college students. Cañada's student population is also a very ethnically diverse, and the college is a federally-designated Hispanic Serving Institution. Please see the ethnicity chart from the Fall 2016 semester below.



Source: Cañada College Office of Planning, Research, and Institutional Effectiveness (PRIE)

College Profile

For nearly 50 years, Cañada College has provided enriching and life-changing educational opportunities for the residents of San Mateo County. Given the diverse population it serves, Cañada College prides itself on providing excellent instruction across levels including transfer and general education classes, professional and technical programs, and basic skills. Our students come preparing to transition to a broad variety of next steps, including a better and more fulfilling career and public and private universities.

To meet the varied needs of our students, Cañada offers both day and evening classes and unique programs such as our highly successful College for Working Adults program, Puente program, and Middle College, to name a few. We have more than 60 quality degree programs and 40 certificates of achievement, and we place an emphasis on quality instruction. Our instructors hold advanced degrees from notable universities both national and international and have experience in leading industries.

In our commitment to provide transfer opportunities to students, we offer 90 articulation and transfer agreements with the University of California system, the California State University system, and private universities.

We are committed to the academic success of our students. We understand that this success depends on academic and student support services to meet their needs. To do this, we have invested in developing innovative programs including a Dreamer's Center for undocumented students, a SparkPoint Center and textbook and technology lending program to support students with increased financial need, veteran services, retention support services and preparatory academic support services.





Appendix



A. Relationship Between College EMP and District Strategic Plan

College's Goals	District's Goals
<p>1. Student Completion/Success</p> <p>To provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals by minimizing logistical and financial barriers to success.</p>	<p>Goal #1:</p> <p>Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.</p>
<p>2. Community Connection</p> <p>To build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.</p>	<p>Goal #2:</p> <p>Establish and expand relationship with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.</p>
<p>3. Organizational Development</p> <p>To focus institutional resources on the structures, processes and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.</p>	<p>Goal #3:</p> <p>Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.</p> <p>Goal #4:</p> <p>Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.</p>

B. Planning Process

The timeline below shows how the participatory governance bodies and campus community worked together to develop the 2017-2022 EMP. You can visit the public forums feedback page here: canadacollege.edu/emp/goals.php

Date:	Description:
May 2016	PBC approved the EMP Team
June 2016	SCUP Planning Institute 1 training (EMP Team and Cabinet)
July 2016	Developed communication plan, including stakeholders Developed and agreed on tasks Discussed planning assumptions and terminology Discussed lessons learned from previous EMP (2012-2017) Discussed environmental scanning data needs
August 2016	Published public EMP meetings for Fall 2016 (10+ meetings) Discussed planning assumptions Selected plan template Identified environmental scanning data to review Conducted Strengths, Weaknesses, Opportunities, Threats (SWOT) activity—Flex Day
September 2016	Finalized planning assumptions and aligned with evidence Determined terminology
October 2016	Conducted 8 campus forums Identified themes to develop EMP goals based on campus forum feedback
November 2016	Finalized EMP goals Finalized plan template Organized cross walk of the external environment scanning data and EMP goals Facilitated campus feedback on draft EMP goals via online form

Date:	Description:
December 2016	EMP goals approved by PBC
January 2017	SCUP Planning Institute 2 training Updated campus and provided timeline for completion of the EMP at January Flex Day Finalized the Educational Master Plan
February 2017	Sent finalized EMP for the campus review and feedback
March 2017	Received campus feedback on EMP
April 2017	EMP narrative approved by PBC
May 2017	EMP Strategic Initiatives approved by PBC



C. SWOT Activity

SWOT (Strengths, Weaknesses, Opportunities, Threats) is a structured planning method used to evaluate internal and external factors affecting an institution, department, project, industry, or person. The EMP Team engaged the college's faculty, staff and administrators in a SWOT analysis activity on fall Flex Day 2016. Participants were provided a predetermined list of factors and instructed to characterize them as strengths, weaknesses, opportunities or threats. Participants could then include additional factors that they identified as important considerations to the analysis. - *SWOT definition taken from Society of College and University Planning (SCUP)*

List of EMP Predetermined Areas of Focus for SWOT Activity

- Cañada College Administration, Faculty, and Staff
- Campus cooperation and innovation
- Relationships with communities (schools, cities, & civic organizations)
- Funding College current mission
- Status as Basic Aid District (Community Supported)
- Anticipated retirement of employees
- International student enrollment
- Competition for international students
- Career and Technical Education (CTE) Transitions with Adult Education
- Middle College High School Program



SWOT Summary

*Areas of focus supplied by EMP committee for flex day activity.

**New areas of focus that emerged from flex day activity. Participants included college faculty, staff, and administration. Similar areas of focus were merged to avoid repetition.

EMP Goal	Strengths:	Weaknesses:	EMP Goal
#1	*Cañada College Administration, Faculty, and Staff	*Relationships with communities (schools, cities, & civic organizations)	#2
#2 & #3	*Status as Basic Aid District (Community Supported)	*Anticipated retirement of employees	#1 & #3
#2	* Middle College High School Program	*Campus cooperation and innovation	#1 & #3
#1 & #3	*Campus cooperation and innovation	*Funding College current mission	#3
#3	*International student enrollment	**Student transportation	#1
#3	**Efficient use of resources	**Space	#3
#1 & #2	**DREAM Center	**Academic pathway/transfer	#1
EMP Goal	Opportunities:	Threats:	EMP Goal
#2	*Relationships with communities (schools, cities, & civic organizations)	*Anticipated retirement of employees	#1 & #3
#1 & #3	*Campus cooperation and innovation	*Competition for international students	#3
#2	*Collaboration with Adult Ed	*Collaboration with Adult Ed	#2
#1	*International student enrollment	**Student transportation	#1
#2	* Middle College High School Program	**Cost of living/housing	#1
#1	**Academic Pathways	**Falling enrollment; competition for students	#1
#1	**Instructional Programs	**Inequitable distribution of resources among colleges in district	#3
#1 & #2	**DREAM Center		
#2	**Internship Center		

D. Review of 2012-2017 Educational Master Plan

The 2017-2022 plan was developed in reference to the **2012-2017 plan**. The 2012-2017 plan had 4 goals and 25 objectives. While the previous EMP was in implementation, the College realized that many of the objectives overlapped with objectives in other plans, were a challenge to monitor, and, in some cases, were too narrow or overly restrictive. Over the course of the 2012-2017 planning cycle, the College has completed, and therefore institutionalized, 20 objectives. Five objectives are deferred to the new Educational Master Plan.

2012-2017 EMP Progress Report (Goals and Objectives)	Planning / Discussion (25%)	Implementation (50%)	Ongoing (75%)	Institutionalized (100%)	
A. Teaching and Learning Goal					Objectives
1.1 Institutional Learning Outcomes (ILO)				✓	
1.2 Enrollment Plan				✓	
1.3 Professional Development			✓ (Defer)		
1.4 Student Engagement Plan				✓	
1.5 Facility Planning	✓ (Defer)				
B. Completion Goal					Objectives
2.1 High School Relation Plan (Enrollment Plan)				✓	
2.2 Assessment				✓	
2.3 Orientation				✓	
2.4 Student Pathways			✓ (Defer)		
2.5 FAFSA				✓	
2.6 Intentional Counseling				✓	
2.7 Implementation Effective Practices for Instruction				✓	
2.8 Mentorships				✓	
2.9 Degree Works				✓	
2.10 Career Center				✓	
2.11 Transfer, Outreach, Articulation				✓	
2.12 Monitor Student Success				✓	

2012-2017 EMP Progress Report (Goals and Objectives)		Planning / Discussion (25%)	Implementation (50%)	Ongoing (75%)	Institutionalized (100%)
C. Community Connections Goal					
Objectives	3.1 Campus Community Outreach Advisory Group				✓
	3.2 Community-based Advisory Group				✓
	3.3 Internship	✓ (Defer)			
	3.4 Off-site Learning Opportunities				✓
D. Global and Sustainable Goal					
Objectives	4.1 Sustainability and Social Justice				✓
	4.2 International Program				✓
	4.3 Integrate Sustainability into the Curriculum			✓ (Defer)	
	4.4 Sustainability Awareness				✓



E. External and Internal Environmental Scans

The data used for the EMP includes exploration and analysis of both external and internal forces and trends. Data elements below, along with the campus feedback provided in the SWOT activity, provided foundation for college goal development. Data is accessible through the links below in the online PDF or through the following URL: <http://canadacollege.edu/emp/emp-data.php>

For a complete analysis of our service area data, please refer to the Summary of Data Trends and their Implications for the Planning Process in the District Strategic Plan (smccd.edu/strategicplanning).

<i>Goals:</i>	1. Student Completion/ Success	2. Community Connections	3. Organizational Development
External Demographics			
San Mateo County Population Projections		✓	
San Mateo County Population Projections by Age Group, 2010 to 2030		✓	
San Mateo County Population Projections by Ethnicity, 2010-2030		✓	
Population by Cañada Service Area		✓	
Educational Attainment, San Mateo County (includes population age 25 and over)		✓	
Educational Level in San Mateo County, by Ethnicity, 2015 (Age group 25+)		✓	
Educational Level in San Mateo County, by Gender, 2015 (Age group 25+)		✓	
Projected San Francisco, San Mateo and Santa Clara High School Graduates by County by school year		✓	
Sequoia Union High School District Enrollment by High School and by Ethnicity, 2015-16		✓	
Sequoia Union High School District Graduates with UC and CSU Requirements, by High School and by Ethnicity, 2015-16		✓	
Summary of San Mateo County Public High School 5-year Take Rates, 2008/09 to 2014/15		✓	
SMCCCD Matriculation for Students Graduating S.M. County Public High Schools 2010/11-2014/15, by High School, Unduplicated Headcount by College		✓	
SMCCCD Matriculation for Students Graduating S.M. County Public High Schools 2010/11-2014/15: Gender, Ethnicity, and BOG Waiver Status, Unduplicated Headcount by College		✓	
Employment: Unemployment by Industry and Completion	✓	✓	

<i>Goals:</i>	1. Student Completion/ Success	2. Community Connections	3. Organizational Development
Regional Workforce and Degree Completion Trends			
Regional Trends - Job Growth	✓	✓	
Occupation by Cañada Service Area Zip Code	✓	✓	
Regional Higher Education Completions	✓	✓	
Regional Program Completions by Earnings and Number of Jobs in Cañada Service Area	✓	✓	
Occupations Demand in San Mateo County, Ranked by Annual Job Openings (include occupations ≥ 30 job openings)	✓	✓	
Occupations Demand in Cañada Service Area, Ranked by Annual Job Openings (include occupations ≥ 30 job openings)	✓	✓	
Internal Demographics			
Cañada Headcount and Enrollment Trends		✓	
Enrollment Trends by Cañada Service Area, Other San Mateo County, and Outside San Mateo County		✓	
Enrollment Trends by Residency Status		✓	
Enrollment Trend by Gender		✓	✓
Enrollment Trends by Ethnicity		✓	✓
Enrollment Trend by Age		✓	✓
Enrollment Trend by Distance Education Courses		✓	
Enrollment Trend by Day and Evening Classes		✓	
Enrollment Trend by Enrollment Status		✓	
Enrollment Trend by Educational Goal	✓	✓	
Course Success and Retention Rates Overall, Basic Skills, CTE, and Transferable Courses	✓		
Faculty and Staff Demographic Information			✓

E. External and Internal Environmental Scans (cont.)

<i>Goals:</i>	1. Student Completion/ Success	2. Community Connections	3. Organizational Development
Student Success			
Student Success Scorecard (Cañada and State)	✓		
Course Success and Retention Rates Overall, Basic Skills, CTE, and Transferable Courses	✓		
Student Equity Data	✓		✓



F. Educational Master Plan: Planning Team

Tri-Chair:

- Academic Senate President—Doug Hirzel (Science and Technology Division)
- Classified Senate President—Debbie Joy (Student Services Division)
- Dean of Planning, Research and Institutional Effectiveness (PRIE)—Chialin Hsieh

Faculty Representatives:

- Paul Roscelli (Business, Design, and Workforce Division)
- Alicia Aguirre (Humanities and Social Sciences Division)
- Chris Rico (Counseling Division)

Classified Staff Representatives:

- Nick Carr (Athletics, Kinesiology, Dance, Library and Learning Resources Division and Academic Support)
- Tracy Huang (Administrative Services Division)

Student Representative:

- Jo Dai (Associated Students of Cañada College)

EMP Writer:

- English Faculty—Doniella Maher

Book Design & Layout:

- Visual Communications Coordinator—Jose A. Garcia Jr.

President, Vice Presidents, & Deans invited to participate throughout the process





From here, you can go anywhere

