Progress Report: 2012-17 Educational Master Plan
2012-13 Accomplishments

This report outlines the progress made in 2012-13 on each of the 25 objectives included in the 2012-17 Educational Master Plan. These objectives are reviewed to assist in determining activities in the Annual Plans/Program Reviews and serve as the basis for the college's Strategic Plan.

The information included was collected from the campus community during summer/fall 2013 and will be used by the Planning and Budgeting Council for its annual review of the Educational Master Plan accomplishments in Fall 2013.

Teaching and Learning

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

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

Teaching and Learning

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

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

Links:

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

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.

Professional Development Programs
- Numerous Professional Development programs offered in 2012-13:

Theme	2012-2013
Pedagogy	• Credit Building Workshop • State Authorization Update: What's Happening and What You Should Know • Understanding by Design
Technology	• 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	• Results Oriented Assessment for Student Affairs • The Basic Skills cohort Tracking Tool • Google Internship Webinar • Lessons from a College Success Learning Community
Personal Growth	• 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	• 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 Mooodle 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

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.

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

Links:

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

Teaching and Learning

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

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

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

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

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

Link:

Facility Plan (created Spring 2011)

Future Possible Activities:

Planning for a New Building 1

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.

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.

Links:

Possible Future Activities:

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

Completion

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

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

Promoting the "Jams"
- Students are encouraged to participate in Math Jam and Word Jam.

Links:

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

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.

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

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

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

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

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

Links:

Possible Future Activities
- Develop plan and content for improving new student orientation program, to include an on-line orientation.
- Conduct orientations and assess SLOs that are on-going.

Completion

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

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:
  o ESL Pathways
  o CWA Pathway
  o PATH Pathway
  o University Center
  o SB1440 Transfer Degrees
  o TAG Agreements
  o Transfer Articulation Agreements
- The GE pattern for our local associates degree was revised
- Degree Works outlines the pathway to a degree

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

Links:

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

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.

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.

Completion

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

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

Links

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

Completion

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

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.

Completion

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

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.
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Links:

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

Completion

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

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

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

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

Links:

Possible Future Activities:.
- Explore opportunity to have students automatically receive degrees and certificates (rather than through the petition process)

Completion

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

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

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

Links:

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

Completion

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

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

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

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

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

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

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

Articulation
- Established articulation with National University, Engineering department at Arizona State University, and began the articulation negotiation with Bradman University.
- Maintaining the course Articulations with ASSIST.ORG
- All Social Science courses are articulated
- Most Social Science courses are C-ID approved

Links:

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

Completion

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

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

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

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

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

Links

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

Community Connections

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

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.

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.

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

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

Links:

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

Community Connections

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

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

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

Links:

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

Community Connections

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

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

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

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

Links:

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

Global and Sustainable

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

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

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

Links:

Possible Future Activities

Global and Sustainable

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

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.

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.

Sustainability Planning
- Sustainability Committee and CIETL have presented workshops

http://www.canadacollege.edu/inside/CIETL/Sustainability.html

Environmental Science Course
- Offered the first Environmental Science course.

Links
- INTD 685 – Lau
- Contextualize Sustainability in curriculum

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

Global and Sustainable

Objective 4.4:
Improve sustainability awareness on campus.

Professional Development
- Sustainability workshop conducted

http://www.canadacollege.edu/inside/CIETL/Conversationswithcolleagues.html

Sustainability Plan
- During Fall 2012, the Cañada College Sustainability Committee solicited input from the campus community to develop the Cañada College Sustainability Plan.   As a part of the plan, the following vision statement was developed to guide Cañada College in its sustainability planning efforts:
  > **"Cañada College will be a model for environmental sustainability, inspiring and empowering our community to implement sustainable practices and promote social equity."**
- To realize this Vision, the Sustainability Committee developed 11 goals with measurable outcomes. These goals reflect campus needs, interests, and available resources. The Sustainability Plan was presented to the San Mateo County Community College District Board of Trustees on September 11, 2013 and the Sustainability Committee is currently in the process of implementing the plan.

Links
Sustainability committee
TREECO Club

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