Draft Strategic Initiatives for Consideration by EMP Retreat Participants
March 11, 2022

The Educational Master Planning Task Force has worked for nearly a year to review extensive data related to our internal, college operations, our changing external environments, the contents of existing plans and mandates (from the District and the State) as well as our own college plans to distill goals and the strategies to achieve them over the next 5 years.

The draft below is just that – *a draft.* It is an effort to gather from all of the materials, meeting notes, Community Forum, and other inputs the Task Force has received, the initial elements to be included in our EMP and to start the task of writing SMART(E) goals and strategies. This draft is meant as something for the EMP Retreat participants to consider, discuss, edit, revise, or discard, as needed. The development of a new, 5-year Educational Master Plan is a process. Thank you for being part of our collaborative process!

Contents

GOAL #1: STUDENT SUCCESS & COMPLETION

Challenge/Opportunity: how can we make registration easier?

EMP header: Make Registration Easier

~~Streamline Cañada's registration process to ensure that at least~~ ~~50%~~ ~~of those applying to Cañada in a given year enroll in at least one course that same year, particularly low-income, first generation, and BIPOC applicants.~~ [EMP Community Forum]

Assess and reduce loss points in the outreach, application, matriculation, and registration process to ensure more applicants enroll in at least one course that same year, particularly low-income, first generation, and BIPOC applicants. Ensure that these programs have enough resources to manage the workload. [EMP Community Forum]

1.   Assess and streamline outreach, application, matriculation, and registration processes to ensure more applicants, particularly low-income, first generation, and BIPOC applicants, enroll in at least one course the same year they apply. Ensure that the programs that support students through these processes have enough resources to manage the workload. [EMP Community Forum]

Challenge/Opportunity: how do we connect students to the program(s) they need?

EMP Header: Connect Students to the Academic Program(s) They Need

Continuously improve Cañada's existing degree and certificate programs and create new ones that support the evolving needs of prospective students and regional employers. [SMCCCD Strategic Plan], [Cañada SEM]

1. ~~Continuously assess and evolve Cañada's existing degree and certificate programs and the supports necessary for them to make sure that all students have access to the specific outcomes they desire, whether it is transfer, career, or personal enrichment.~~
2. Continuously improve the Program Review process to ensure all academic degree and certificate programs remain viable and adapt to the changing needs of students and employers in Cañada's service area.

3. Assess and strengthen existing programs while developing new Kinesiology, Athletics, & Dance programs and certifications ~~to collaborate~~ in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region. [EMP Task Force Strengths, Challenges & Opportunities Discussion], [SMCCCD Strategic Plan]
4. Create new degree and certificate programs that support the evolving short-term and long-term needs of prospective students and regional employers. [SMCCCD Strategic Plan], [Cañada SEM]

5. Strengthen participation in the California Virtual Campus to help our students access courses not offered in our District and to gain enrollments in Cañada's online courses by completing all of the college-specific steps needed to participate in the Course Exchange and providing robust support to online instruction. [Cañada SEM]
6. Improve WebSchedule description of course offerings. [District Teaching and Learning project, District Enrollment Services Council goal?]
7. ~~Utilize relevant social media and other marketing platforms to reach students in the formats and virtual environments in which they exist. Ensure the website is up-to-date, accurate, informative and speaks to students in language that is welcoming and inclusive.~~

Challenge/Opportunity: how do we connect students to the classes they need, when they need them?

EMP Header: Connect Students to the Classes They Need

8. Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, align with the District Block Schedule; stagger start times; offer selective courses during non-prime hours) for students given their educational goals. [Cañada SEM] and [EMP Task Force Discussions]
9. Prioritize serving part-time, working students by building on the model of College for Working Adults, adding more degrees and certificates obtainable within 3 years via evening, weekend and online classes, ensuring services are available in the evenings, to support at least 1,000 part-time working students, particularly low income, BIPOC students, per term by 2027. [Cañada SEM], [SMCCCD Strategic Plan], [EMP Task Force Discussions]
10. ~~Expand the model of CWA to encompass the college evening program (see above rewrite)~~
11. ~~Ensure students have access to single section courses when needed.~~
12. Continue to grow and develop new degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations (East Palo Alto) to help students access needed courses and support services closer to home. [Cañada SEM], [SMCCCD Strategic Plan]
13. ~~Evaluate the impact of the balance between selective and core courses (divided demand into many buckets)~~ - move to tactic?

Challenge/Opportunity: how can we help students (particularly part-time students) experience a sense of belonging and connection to the college that helps them persist and complete?

EMP Header: Ensure students (particularly part-time students) experience a sense of belonging and connection to the College

14. Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SS, Puente, Umoja, etc) by committing funding, marketing and other resources for at least 3-5 years before assessing the impact. [Guided Pathways], [Cañada SEM], [SEAP], [SMCCCD Strategic Plan]

15. Scale the Promise Scholars Program to include part-time students. [SMCCCD Strategic Plan], [Cañada 2017-22 EMP]

16. Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SS and create strong ties and coordination between them and the Interest Area Success Teams such that BIPOC students are well supported to complete their educational journeys at Cañada within 3 years. [Guided Pathways], [Cañada SEM], [SEAP]

17. Create (by 2023) and scale (by 2025) the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts. [Guided Pathways], [Cañada SEM], [SEAP]

18. Create a campus culture that expects and supports students' completion of their educational goals within three years by: (1) scheduling classes according to student interest and demand (based on Student Education Plan (SEP) data; (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Dashboard); and (4) focusing communications and outreach to students accordingly. [Guided Pathways], [Cañada SEM], [SEAP]

19. Implement the provisions of AB 1111 and AB 928.

20. Strengthen transfer support services, including our 2+2 agreements and the University Center, to increase by 35% the number of Cañada College students transferring to a UC or CSU between 2022 and 2027 (adjusted for enrollment fluctuations) and eliminate the transfer equity gap for low-income, Hispanic, and first generation students. [Cañada 2017-22 EMP], [Cañada Transfer Services Improvement Plan 2021-24], [SMCCCD Strategic Plan].

GOAL #2: COMMUNITY CONNECTIONS

Challenge/Opportunity: How can we better share what we offer at Cañada?

EMP Header: Better Share What Cañada Offers

1. Reimagine and transform how we share the story of Cañada College as both a Hispanic serving and Asian American, Native American, and Pacific Islander serving institution through updated marketing and outreach in multiple languages with flexible, dynamic and culturally-informed branding and logos.

2. Utilize relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speaks to community members in language that is welcoming and inclusive.

3. ~~Create a "Community Partnerships & Career Center (name TBD)" that helps coordinate college efforts to organize lectures, events that showcase student work, events at Building 1, art shows, plays, music on the quad, and other occasions that help bring the community to campus and help make Cañada a center of community activity. [EMP Task Force and Community Forum], [Cañada 2017-22 EMP]~~ - *this needs refining - and more discussion/clarity*
    - Tease out bringing students to campus before they are students and bringing current students into our on campus community
    - How can we change the insurance policy/why is it so limiting
        - Review policies that are creating barriers for our community
    - How can we reduce costs for community members to use our spaces (e.g., local non-profits)? Sliding scale for non-profit
    - What community events can we bring onto campus
        - Kinderkaminata
        - K-12 school sporting events
    - How can we bring Canada off the hill and into our community?

Challenge/Opportunity: How can we be the preferred (best?) college choice for local high school students?

4. Increase the number of high school students participating in dual enrollment course-taking opportunities - particularly low-income, minoritized students - by 300% by 2024 and by 600% by 2027. [SMCCCD Strategic Plan], [Guided Pathways], [Cañada SEM], [SEAP] KEEP
    - What baseline is being used for this metric? (I believe fall data which included 147 students…)
5. Double the size of the Middle College program in 5 years, with particular focus on expanding access to the program for first generation, low income, BIPOC students who may not yet be on track to attend college or complete high school. [SMCCCD Strategic Plan], [Guided Pathways], [Cañada SEM] KEEP
    - Bus route for MC?
    - How do we reach out to these groups (since the status quo of opt in is insufficient)
    - Bring students from the HS to CAN and bring them back
6. Collaborate with community organizations to host summer camps, events, and other activities and programs that help triple the number of high school students on campus during the summer, particularly students who may not be college aware or on track to be college ready. [EMP Task Force and Community Forum], [Guided Pathways] KEEP (as part of 5 - tactics]
    - See issues with How can we better share what we offer

Challenge: how can we help students explore and find employment in fields of their choice?

7. Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community

organizations, high schools, and 4-year transfer universities in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission.

8.

9.

10. ~~Consider creating a "Community Partnerships and Career Center" that expands and coordinates the college's partnerships with employers and community organizations in order to scale career exploration opportunities for students (speaker series, field trips, job shadows, *PAID* internships, employment, etc.) aligned with Interest Areas such that all students - particularly low-income, minoritized students - experience at least one of these opportunities by 2027.~~ [Guided Pathways], [Cañada SEM]
    o Structural barriers at CAN due to siloed services
    o Lack of a point person for individual student career exploration
    o Bringing local industry in to build a pathway into entry level careers
    o Credit for prior learning

11. ==Create a variety of career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. ADDED==

12. Strengthen the emerging Cañada College alumni organization by doubling the number of alumni connected to it, as well as involving more of them in campus activities that strengthen the campus as a center of community life, provide career exploration for existing students, and develop new resources and connections for the College. [SMCCCD Strategic Plan], [Cañada 2017-22 EMP], [Cañada SEM] - KEEP

Challenge: How can we support more Adult Education and English Language Learners (ESL) to access and succeed in Cañada College degree and certificate programs?

13. Create more short-term, stackable certificate programs that result in gainful employment in the near term, so students can work in their field while continuing their education. [Cañada SEM], [SMCCCD Strategic Plan] - KEEP

14. Align ESL instruction with short-term, stackable certificate programs that lead to near-term employment. [Cañada SEM], [SMCCCD Strategic Plan] - KEEP

15. Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area. KEEP (maybe combine with #11?) [Cañada SEM], [SMCCCD Strategic Plan]

Challenge: how can we help meet the basic needs of our students for housing, food, and transportation?

"Ensuring students get what they need…"
We have to be sure to talk to these areas about their goals

16. Increase access to our food pantry and our farmer's market. KEEP (keep all of these, but add transportation - but that's in Goal 4?)

17. Design and include financial literacy and college financial planning workshops in our First Year Experience program, among others.
18. Housing partnerships?
19. Increase ZTC and LTC course offerings to lower costs of course materials, thereby allowing students to use their money on daily needs. By 2030, 75% of all sections will be OER-converted (ZTC or Low Cost) - KEEP, Edit based on upcoming changes
    o Should we include technology rentals, support for lab kits

GOAL #3: EQUITY-MINDED AND ANTIRACIST ORGANIZATIONAL DEVELOPMENT

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

In person group: Kim Lopez, Manuel A. Perez, Ludmila Prisecar, Nimsi Garcia, Milena Angelova, Natalie Alizaga

Cañada College's culture of teaching and learning stimulates belonging and community such that all members feel their unique selves are valued and are able to express themselves fully. Our educational practices reflect the fundamental importance of both individualized learning experiences and the shared building of knowledge. Institutional resources and operational structures prioritize equity and antiracism, promoting a culture of social justice at Cañada College.

Challenge/Opportunity: What can we do to better equip faculty and staff to create a more equitable learning environment that is rooted in antiracism?

EMP header: Create More Equitable and Antiracist Learning Environments

0. Support for faculty to provide more timely, responsive, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants. **[CORA "Course Design for Racial Equity"]**

1. Dedicate resources for regular, comprehensive faculty professional development on supporting diverse learners across all teaching modalities, encouraging the experimentation with new modalities that reach underserved students. [Cañada 2017-22 EMP], [SMCCCD Strategic Plan], [Cultural Center Focus Groups], [Internal Equity Scan]
   - **Possible revision of 1.1**: Increase resources for regular, comprehensive faculty professional development on supporting a wide range of learners and learning experiences across all teaching modalities, encouraging the experimentation with new modalities that reach underserved students.
   - **Possible revision 1.2**: Dedicate resources for faculty professional development in experimenting with new teaching modalities and learning experiences, especially those that reach underserved current and prospective students.
2. Sustain and expand the Faculty Learning Program community of practice to support evolving pedagogy, innovation in teaching, and antiracism in teaching and learning. [SMCCCD Strategic Plan], [Cultural Center Focus Groups], [Internal Equity Scan]
   - **Possible revision of 2:** Sustain and expand the Faculty Learning Program community of practice to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning.
3. Further develop the College Cultural Center (Multicultural Center) to provide timely, relevant, and intentional programming that serves the needs of the community in a

manner that supports anti-racist work at the College and more effective support for and representation of diverse racial and ethnic groups in the community. [Cultural Center Focus Groups]

4. Empower student voices on an ongoing basis to ensure the Cultural Center meets the needs of the community and fosters leadership development opportunities that support "understanding and interpreting various points of view that emerge from a diverse world of peoples and cultures." (note: this is one of our Institutional Learning Outcomes). [Cultural Center Focus Groups], [Cañada Institutional Learning Outcomes]

5. Make the campus more visually welcoming and inviting to the diverse community through murals and activities that represent and appreciate the cultures of the student body. [Cultural Center Focus Groups]

6. Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure a diverse pool of faculty and staff applicants. [Antiracism Task Force Recommendations], [Cultural Center Focus Groups], [Internal Equity Scan]

7. Provide a comprehensive orientation and on-boarding for all newly hired faculty and staff each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services. [Antiracism Task Force Recommendations], [Cultural Center Focus Groups], [Internal Equity Scan]

8. Increase use of Open Educational Resources that address diversity, equity, inclusion, and anti-racism in the course material content. Additionally, engage with faculty on open pedagogy/andragogy practices to incorporate in their courses.

Challenge/Opportunity: How do we ensure that equity-minded and antiracist practices are part of our shared-governance structure and funding process?

EMP header: Equity-minded and Antiracist Practices Inform Our Participatory Governance Processes
[see below for alternative EMP header]

9. Reimagine and transform participatory governance structure. [Internal Equity Scan]
   o **Possible revision of 9.1**: Reimagine and transform participatory governance, especially to increase student voice in college processes, such as program review, and student representation.
   o **Possible revision of 9.2**: Reimagine and transform participatory governance, especially to increase student voice in college processes, such as program review, and student representation. Administrators serve as agents for inclusivity and access. **Possible revision of 9.3:** Reimagine and transform participatory governance, such as ~~increasing~~ student representation and ensuring classified staff have adequate time to contribute to committees and councils on which they serve.

10. Merge the efforts of ACES and Antiracism Task Force and formalize and centralize a new antiracism and equity council or group to align College's equity and antiracism goals [Internal Equity Scan] and [Antiracism and Equity leadership Group]

11. Review, revise and embed equity-minded and antiracist lens in the next program review and resource allocation cycle.

12. Develop a budget that aligns with the College's commitment to equity and antiracism.
13. Coordinate a visible presence for the College's equity and antiracist efforts.

Challenge/Opportunity: How do we ensure that equity-minded and antiracist practices are embedded in our academic and student support programs?

EMP header: Embed Equity-minded and Antiracist Practices in our Academic and Student Support Programs

14. Embed antiracist and equity plan in Interest Area Success Teams, First-Year Experience, Dual Enrollment, Career Education/Exploration and Ensured Learning. [Guided Pathways]
15. Critically evaluate and embed equity and antiracism practices in student support services and programs such Promise, Middle College, Financial Aid, Transfer Support Services, Sparkpoint, Early Alerts and Counseling Services.
16. Critically evaluate and embed equity and antiracism practices in academic support programs such as tutoring, Library, Learning Center, Math and Word JAMs.

Challenge/Opportunity: What policies and/or practices do we have existing or that we need to consider to support an antiracist and equity-minded culture?

EMP Header: Equity-Minded, Antiracist College Policies and Shared Governance Processes

17. Develop bias-related reporting process and protocol that is accessible, and clear. [Internal Equity Scan]
    o **Possible revision of 17**: Implement a campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention. [Internal Equity Scan: long-term recommendaiton 6]
18. Assess online student support from an equity-minded and antiracist lens.
19. Develop intentional partnerships with community-based organizations (CBOs) and 4-year Universities to close the racial equity gap in job placement and transfer rates.

Consider other antiracism and equity-minded recommendations here:
https://jamboard.google.com/d/1npVUoGy-2RPkaGsFUE65opncmKxvei661Xv1UfHW_ao/viewer?f=0

GOAL #4: ACCESSIBLE INFRASTRUCTURE & INNOVATION

Challenge/Opportunity: What can we do to make our campus more accessible?

1. Work with SamTrans to continue to improve access to the campus via public transit.
2. Offer additional transportation support to students via a Shuttle, Ride-Share Service, or other services.
3. Offer courses (especially popular, commonly needed GE courses) in multiple instructional modalities.
4. Ensure all faculty, staff and students have access to the technology needed to provide instruction in multiple modalities and the training needed to make the best use of it.
5. Identify childcare options for our students via partnerships with CSM, Redwood City and others and provide vouchers and other support that facilitate our students' accessing the care they need.
6. Work with the District Office to ensure the campus has access to resources that help us grow new academic programs.
7. Identify, apply for, and secure $1 million in grant funds over the next 5 years to spur innovation and to supplement District resources.
8. Create nodes of activity where evening and weekend students can congregate, access food, drink and learning support services (an "Evening One Stop").
9. Enhance wayfinding and the pedestrian experience on campus for all, including those who are differently abled. [Facilities Master Plan Draft]
10. Improve pedestrian and bike access to the campus by extending sidewalks, and create a clearly marked perimeter trail. [Facilities Master Plan Draft]
11. Modernize the Performing Arts Center to better support Creative Arts programs. [Facilities Master Plan Draft]
12. Reimagine the Library and Learning Center to best connect students to services and resources. [Facilities Master Plan Draft]
13. Develop student housing(?)[Facilities Master Plan Draft]
14. Update and implement the College and District sustainability initiatives in response to climate change to reduce the environmental impact of campus-based activities while ensuring uninterrupted, quality instruction at all times. [SMCCCD Strategic Plan] [Cañada/District Environmental Sustainability Plan]
15. Work within the constraints of a budget that is predominantly taken up by personnel costs

MOVED FROM GOAL #3 above:

Make the campus more visually welcoming and inviting to the diverse community through murals and activities that represent and appreciate the cultures of the student body. [Cultural Center Focus Groups]

Develop a budget that aligns with the College's commitment to equity and antiracism

GOAL #4: ACCESSIBLE INFRASTRUCTURE & INNOVATION - ZOOM ROOM FEEDBACK

Challenge/Opportunity: What can we do to make our campus more accessible?

1. Work with SamTrans for continue to improve access to the campus via public transit.
2. Engage additional partners to improve access to the campus - ie Lyft, Cruise, etc.
3. Offer additional transportation support to students via a Shuttle, Ride-Share Service, or other services.
4. Offer courses (especially popular, commonly needed GE courses) in multiple instructional modalities.
5. Courses that only have one section per semester or year should be prioritized for multi-modal support to allow students to access them either in person or online.
6. Ensure all faculty, staff and students have access to the technology needed to provide instruction in multiple modalities and the training needed to make the best use of it.
7. Identify childcare options for our students via partnerships with CSM, Redwood City and others and provide vouchers and other support that facilitate our students' accessing the care they need.
8. Work with the District Office to ensure the campus has access to resources that help us grow new academic programs.
9. Identify, apply for, and secure $1 million in grant funds over the next 5 years to spur innovation and to supplement District resources.
10. Create nodes of activity where evening and weekend students can congregate, access food, drink and learning support services (an "Evening One Stop").
11. Enhance wayfinding and the pedestrian experience on campus for all, including those who are differently abled. [Facilities Master Plan Draft]
12. Improve pedestrian, bike access to the campus by extending sidewalks, and create a clearly marked perimeter trail. [Facilities Master Plan Draft]
13. Modernize the Performing Arts Center to better support Creative Arts programs. [Facilities Master Plan Draft]
14. Reimagine the Library and Learning Center to best connect students to services and resources. [Facilities Master Plan Draft]
15. Develop student housing and, if feasible, a Childcare Center [Facilities Master Plan Draft]
16. Update and implement the College and District sustainability initiatives in response to climate change to reduce the environmental impact of campus-based activities while ensuring uninterrupted, quality instruction at all times. [SMCCCD Strategic Plan] [Cañada/District Environmental Sustainability Plan]

Zoom Room Draft

Course Offerings

GOAL #4: ACCESSIBLE INFRASTRUCTURE & INNOVATION - ZOOM ROOM FEEDBACK

Challenge/Opportunity: What can we do to make our campus more accessible?

Transportation
1. Develop better access to the campus via SamTrans, shuttle service, and additional partners such as Lyft, Cruise, etc.

Course Offerings
2. Invest resources into developing and supporting existing multi-modal and other flexible kinds of course offerings to support faculty and departments and meet the needs of departments and students with various preferences and limitations.

Student Support
3.   Ensure that students are aware of and comfortable with access student services, academic support, and financial resources, and identify and develop plans to meet emerging needs around childcare, housing, and learning opportunities.

Technology
4. Ensure all faculty, staff and students have access to the technology needed to provide instruction in multiple modalities and the training needed to make the best use of it.

Facilities
17. Enhance wayfinding and the pedestrian experience on campus for all, including those who are differently abled. [Facilities Master Plan Draft]
18. Improve pedestrian, bike access to the campus by extending sidewalks, and created a clearly marked perimeter trail. [Facilities Master Plan Draft]
19. Modernize the Performing Arts Center to better support Creative Arts programs. [Facilities Master Plan Draft]
20. Update and implement the College and District sustainability initiatives in response to climate change to reduce the environmental impact of campus-based activities while ensuring uninterrupted, quality instruction at all times. [SMCCCD Strategic Plan] [Cañada/District Environmental Sustainability Plan]

Roz: next steps - our smaller group will incorporate the feedback we got on the goal statements and re-draft them for the Task Force's consideration.

Strategies - keep the google docs open and then spend time on them in the EMP Task Force meetings