



Educational Master Planning Community Forum

February 11, 2022

Goals of the Forum:

- ☐ Understand the challenges our new 5-year Educational Master Plan should consider
- ☐ Draft possible strategies to address these challenges

The top 5 challenges, or strategic issues, identified by the EMP Task Force to date are listed below, along with a brief description of the issues and topics to be included in their consideration.

Breakout Group Facilitators and Participants are encouraged to record notes from the discussions below. This document will also be open to the community until February 28 so that others can provide input, clarification and perspectives.

Discussion Prompts for each Challenge:

- ☐ What are the various dimensions of this challenge?
- ☐ How can we address this challenge?

Breakout #1: How can we better share what we offer at Cañada?

Breakout Group Facilitators: Roz Young and Jeanne Stalker

Brief description of this challenge from the EMP Task Force:

- Lack of student and community awareness of great programs available at college.
- Per a community perceptions questionnaire circulated across 120 K12 and CBO organizations: we are less well known among Spanish than English speakers in our service area.
- Need to improve WebSchedule presentation of courses and modalities
- Special marketing needs for the start of semesters
 - Big physical signage to obviously direct students from common points of entries
 - Text/chat hotline on signage more likely to be used than phone line

Discussion Prompts for #1:

- ☐ What are the various dimensions of this challenge?
- ☐ How can we address this challenge?

Notes from the Jam Board:

- Make sure media reflects our current community
- Open our arts, music, olive grove to the community
- Share pictures and videos produced by students
- Focus on the parents of high school students (via Facebook, SnapChat, Instagram)
- Translate all of our messages, media and web presence into the languages spoken in higher concentrations in our community as a default, not a special request
- Reach businesses (employers) about incentivising their employees to pursue further education
- Create internship opportunities
- Aid radio and television ads
- Rotate video highlights of faculty and staff on front page of website
- Host more community events: vendor fair, farmers market, etc.
- Do we have a pipeline to the trades?
- Leverage our own connections
- Leverage (work collaboratively with) community partners, including community-based non-profit organizations

- Host summer sports camps for youth taught by our student athletes and coaches
- Share more testimonials from current and former students (alums)
- Have a continuous social media presence
- Do we have (need?) a pipeline to the trades?

Breakout #2: How can we make registration easier?

Breakout Group Facilitators: Dr. Wissem Bennani and Nimsi Garcia

Brief description of this challenge from the EMP Task Force:

- Over time, fewer students are enrolling after applying to Cañada.
- Students continue to report (and staff experience) the challenges students have with matriculation, registration, and securing counseling appointments.
- Some students, particularly low income, BIPOC and other minoritized students continue to be adversely impacted by drop for non-payment and other policies and procedures.
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

Discussion Prompts for #2:

- ☐ What are the various dimensions of this challenge?
- ☐ How can we address this challenge?
- Clarifying Question(s): is the enrollment process the same across the district? Yes.
- Registration process is intimidating, props to people managing because it is hard work. What can be the solution to this process?
 - Can it be made fun? Ex Cash for College
- Vaccine attestation process - new challenge for students (can't take pictures, many students have not done this, barrier for in person classes). Not able to find reports of all students who can access services such as an open computer lab. Need to find info thru long process. In trying to do so for a 200+ group, found ~50% who had not attested. Lose students this way.
 - Clarify attestation process for in person classes. Make it a requirement before registration.
 - Questions about Booster being required during registration process. Will be discussed at Feb 23 Board meeting.
- Figure out by the fall semester vaccination attestation process. This is a desperate situation. Lots of in person classes canceled because of this. Online classes are mostly full and not canceled.
- In the process of reconfiguring Admissions website to make it easier to understand.
- Chart that shows the decline - live in one of the most expensive areas, even before the Pandemic, many students moved out of the area bc it was no longer affordable. Hourly rates were higher and so decided to work instead of taking classes.

- Ase report - office hours as it relates to registration, provide the kind of 1:1 support students need to complete process.
 - A&R has been open M-F in evenings during early reg, A&R open late M-Thur during late registration. Students received a lot of support thru Welcome Center, made a huge difference.
 - Open in person 2 nights out of the week.
- Re-look at our purpose, community being impacted by economic issues in the area, we need to reassess who we are serving
- Make registration easier - tweaks that have been added make the process harder
 - For people not in the system, it is so complex.
 - We have to think about this from the perspective of people who are not here for a long.
 - Fundamentally need to redesign this for someone who is new.
 - Fun & easy interphase.
 - Our population is changing drastically.
 - Chat service to guide students thru process.
 - Tech solution to assist students thru registration
 - Counselors who can be available ("live agents")
 - There are package solutions for this
 - Move to online started to happen before pandemic, pandemic expedited it. California had a virtual campus pre-pandemic, working towards making all colleges fully accessible.
 - "Shopping cart abandonment problem" - happens to a lot of people, technological solutions to resolve this
 - budgets/funding is limited - how can we collaborate with academic counseling programs locally? For ex, SF State & SJSU, need bi-lingual counselors. Around registration peak times, do not have sufficient drop in hours available for students to complete matriculation process. Counseling becomes a barrier, w/ an exemption form as a band aid. Competes with continuing students who need to update SEPs.
 - If students have to wait a long time, more likely that they will not finish enrollment. Since a lot of our classes are online, students may go to easiest college.
 - Sister colleges that are larger have more resources and academic counseling. Parity is an issue at Cañada - we don't have similar levels of availability.
 - More availability throughout the entire semester w/ bilingual counselors matters.
- Issues: complex legislation, state mandates to avoid "fraud", criminality → commitment to anti-racism. Reliance in the community, education as a pathway to thriving.
 - PEP during first few weeks, one stop shop
 - Back on track, thinking about April
 - Have 8 outreach ambassadors to help with this
 - Will be in person again

- Prior to pandemic - proactive registration, 4 day event, day + evening, counselors, A&R, financial aid, student services who tabled. This was for basic skills students + students who had been dismissed & were on probation. All faculty were welcome and were helped. All key resources in one place. Have a couple more before the start of the semester. Big scalable event.
- Colleges - Extreme Registration, incentives for students to register (vouchers, books), large scale events, open to general community.
- Super Saturdays - in the Grove, everything was done in one Saturday, all day event, workers had food, gifts for students, had an evening event (Midnight Madness), open until midnight.
- We need to revamp some of these events.
 - Rate my professor. Takes no money. Students look at reviews.
 - Great faculty is an incentive in the registration process.
 - Is there transparency around faculty reviews?
 - “As a current student I’ve taken most of my classes at Cañada and have to say that the only reason I’ve taken a couple of classes at other campuses are because the reviews of the professors are better there”
 - Survey students on the registration process. Survey students when dropping a class.
 - Learn about it and do something about it
 - When you buy something/cancel reservations - ask you why
 - Prompt students to stay & offer services
 - Retention specialists were created to call students who did not register. Proactively called students.
 - Noticed you didn’t register, how can we help you?
 - CRM should be used to do this. Remind of hours to help register & support available.
- California Virtual Campus - in the future this will become more prominent. Students can shop around for best classes (go based on professors, reputation, etc)
- How do we get more of our male-identified students on campus? Esp. of color?
 - Athletes - use sports & fields to get on campus
 - Trade certificates
 - Student life as a draw to enroll
 - Matters to hear directly from students
 - What is Cañada known for?
 - Computer school
 - Need more school spirit, currently segmented
- Full year schedule for academic planning

Breakout #3: What can we do to make our campus more accessible?

Breakout Group Facilitators: Alicia Aguirre and Dr. Milena Angelova

Brief description of this challenge from the EMP Task Force:

- Our campus is located on a hill with limited public transportation options. Students who do not drive or have access to a car have difficulty accessing the main campus.
- Should we offer more programs and classes in other parts of our service area - notably East Palo Alto?
- Mobility within the hilly terrain of the campus is also an issue.
- Evenings are really quiet and there are limited services available.
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can access courses, support services and make progress toward program completion?

Discussion Prompts for #3:

- ☐ What are the various dimensions of this challenge?
 - Hosting events is expensive. We need to find a way to host events. Institutional barriers. (facility fees, complicated process. Sister campuses do not apply facility fees.)
 - Our campus location is such that it is not a "foot traffic campus" This presents a marketing barrier. "We have students ask: Is the campus open today?"
 - It is difficult to have events when students are not coming. This might be an issue with the block schedule.
 - Small campus→ less staff to conduct activities.
 - Access to technology and computer literacy. We have inventory but staffing is an issue for access, i.e, showing students how to use technology.
 - Issue is how can we get information out to students effectively? "There are so many ways to share information with students."
 - So many needs to be met but a limited number of staff. Our staff is overworked. In this regard we do not have the ability to address all the issues our students face.
 - A large portion of our students want to do remote learning. How can we address this need but at the same time make sure that we are ready to support students who come to us for in-person learning? How do we take advantage of the time we have in our work schedule to address accessibility issues? (Eg. Need counselors during registration time.)
 - Counseling is one of the areas that our campus does not seem to be accessible to students.
 - How effective are we in promoting Canada and the programs that it offers? This issue directly affects accessibility. An example, none of the COVID19 communication was translated into Spanish.
 - We do not do a good enough job to serve our evening students.
 - The cost of living is rising here in the most expensive county to live in the Bay Area. Our most under-resourced students are facing disproportionate rising costs of living including many of whom may be ineligible for federal or state financial resources and aid.

As this cost of living increases and as the pandemic extends, students find themselves in growing need for basic need supports (food, housing, legal, transportation, childcare, emergency funding, etc...) which leads towards lower success, retention and completion rates. This impacts their ability to access an education due to financial and economic hardships their family units may be experiencing.

- Transportation and childcare

- Increasing Middle College to expand access for HS who would not consider college

☐ How can we address this challenge?

- We might need to flex schedules to improve accessibility.

- Collect some data on how many students seek support during the evenings?

- What if we establish an “evening one stop” as someone who can answer questions for multiple programs and services? A point person in the evening.

- We should be able to answer student questions as a campus community. In other words, develop better customer service. Example: “Let me get your contact information and I will get somebody to answer this question tomorrow.”

- Providing information to students through apps might increase access. Example: app for DRI students.

- Provide effective signage to promote activities/programs. This could prompt accessibility

- Have a big attestation drive before enrollment in august 2022

- Customer service mentality/ user experience. Are we being responsive to our student’s needs? Childcare

- Shuttle to CSM childcare center?

- Partner with Childcare Centers in Redwood City with ECE students and have vouchers for our students for childcare.

- Co-op partnerships

- Need several people in several different areas working together.

- Improve and build on the activities that are already occurring on our campus. For example: build a footpath / trail to support walkers and improve walkability/bikeability on perimeter.. Could add mileage markers, simple outdoor fitness equip, or educational outdoor signs/exhibits that explain what you see looking out over the Bay, the history of “The Hill”/College/surrounding environs, and/or provide info about geology/geography, wildlife and plants for students, children, and families.

- Increase availability of evening services & happenings. More exhibits of student-work, outdoor movie nights, star parties, Highlight various programs through events. For example... full-moon yoga or salsa dancing, or music on the quad, or free classes/ lectures (Like a class sampler or preview, but valuable in its own right - “Climate Change 101” or... “Drawing/Painting 101”, “Personal Finance 101”).

- Add a strategic goal to the plan that includes supporting students Basic Needs to align with the SMCCCD directive set Chancellor for the District.

- Expanding Middle College outreach with local high schools including “Shadow Days” to create an enrollment pipeline for students to campus.

Notes: Make campus more accessible by bringing the community to the campus. Find a way for Cañada to be a “Community Center”. This could take care of the transportation problem. “Come for the activity/event but also learn about the college.”

-How can we find events that are not too complicated but bring people to campus?

Breakout #4: How do we get students connected to the programs, schedules and courses they need?

Breakout Group Facilitators: Dr. Tammy Robinson, Alex Claxton and Dr. Karen Engel

Brief description of this challenge from the EMP Task Force:

- Students repeatedly report that our course schedule is a barrier to their ability to complete their education goals.
- How can we create a course scheduling in a way that helps students access courses (offering modality choices) while not sacrificing student connections with campus, peers, faculty and services?
- It's hard to know how much of our course offerings should be online in the future (post pandemic).
- The current system for creating the course schedule is silo'd: Divisions do this in isolation of each other, we can't see the college schedule as a whole until it goes live, and it's hard to see how our schedule will mesh with what SKY and CSM are offering.
- Cañada does not adhere to the same block schedule at SKY and CSM, so our students see more conflicts between course days/times.

From the forum:

1. Need sufficient lead time for changes to schedule - years in advance at times
2. State level - new curriculum is very slow, inhibits implementation of new courses
3. Can we create cohorted schedules for programs/programs of study?
4. Implement program maps *in the schedule*
5. What supports are missing to ensure student success (childcare?)
6. How do we get people to see the value in our programs for their life/career
7. Bring courses to our community
8. Can we offer a "value proposition" to draw in 4 year admitted students
- 9.

From Jam Board:

- Create the best course-taking opportunities for students based on their education goals
- Develop more stackable, short-term certificate programs (6-8 weeks) so students can get to work (earn a living wage sooner, even while they continue school)
- Ideally, change the length of the term to 16 weeks. If that's not possible, offer courses in two chunks (splitting the term into two)?
- Ensure our degrees and certificates are aligned with the workforce needs of our regional economy
- Ensure students can get credit for prior learning
- Expand the College for Working Adults (offer more programs)
- Better support part-time students (adjust the course schedule, modalities and student supports)
- Make better use of summer term to help students get through their pathway in a timely manner
- Cohort students based on time of day: mornings, evenings - create schedules for them
- Create a First Term Course Schedule for each Interest Area as part of the first year experience for new students
- Use SEP and course taking history data to better project the demand for courses and schedule accordingly.
- Offer a "College 1" course that anyone working on campus with a master's degree can teach as a way to scale the offering for all First Year students (like Pasadena City College)

Breakout #5: What can we do to better equip faculty and staff to create a more equitable learning environment?

Breakout Group Facilitators: David Eck and Allison Hughes

Brief description of this challenge from the EMP Task Force:

- BIPOC students continue to be negatively disproportionately impacted in terms of their course success rates at Cañada. This trend is more pronounced in online courses, even as the college is improving its overall online course success rate
- Cañada's implementation of AB 705 is yielding gains for students and is closing access and throughput gaps, but we can do better
- While overall persistence rates are improving, Black non-Hispanic students continue to persist at disproportionately lower rates
- Special Programs help with persistence and, to some degree, with course success
- Hispanic students are less likely to transfer than their peers. Low income and first generation student groups are also less likely to transfer than their peers. There is no difference in transfer across gender. Source: Cañada College Transfer Services Plan: 2021-24.
- Based on the Internal Equity Report from Áse Power Consult, classified staff do not feel well supported in terms of their access to professional development.
- How can the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty, counselors, retention specialists and others to critically examine their role in advancing equity-minded teaching and advising practices at the college?

Discussion Prompts for #5:

- ☐ What are the various dimensions of this challenge?
- ☐ How can we address this challenge?

Distance Education Training as three-pronged approach:

1) becoming better distance educators

2) learning the involved technologies.

3) better support in classroom for students in distance modalities are now less likely to be prepared for distance modalities.

→ general need: needs to be more than library's extra-work

→ digital onboarding to bring up level of preparedness for students.

Examples related to digital onboarding: mentors, such as Interest Area mentors.

STEM center mentors.

Digital barrier before even getting to college

Solutions → mentor in public places out in the community, who could help folks complete their registration.

Digital onboarding and matriculation as District wide issues.

Funding issue for Cañada as facing same issues but less money to address them. Possibility of trying to pool more resources.

Importance of 24/7 availability

Canvas 24/7 chat help is available. But challenge of making it aware to students in a way that they are likely to use.

Also, don't have in person walk-up Canvas help. → Tech Support Hub

→ Pilot digital peer mentor with ESL

→ Multi-media Student assistants being hired (February 2022)

Bullet point: Hispanic students are less likely to transfer than their peers. Low income and first generation student groups are also less likely to transfer than their peers.

- How can we better understand the factors behind this equity gap? –Student surveys? –More fine grained data on when these students stop-out?
- Personal experience of not thinking about transfer because of family background. → Data that might help show how much this is a factor: discrepancy between student's course enrollment and their SEP.
 - → Solution: Extra credit for students to go to Transfer Workshops.
 - → Solution: change mindset around failure. Example: allowing students to resubmit assignments. Example: setting stepping stone goals, such as success in one course, registering for another semester. This might help students not be overwhelmed by overall Transfer goals.
 - Multicultural center could play a key role in changing culture/mindset.
 - Importance of affinity groups.
 - Transfer center partnering with specific classes, such as Business classes.

How can the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?

- In-class partnerships with embedded services that help a student's journey, such as Transfer Center. –Making the student feel like their larger student experience goals is directly connected to a course.
- IDEAL program
- District antiracism taskforce subcommittee on curriculum
- Utilize new faculty repository and QOTL 2 training, we now have modules with an equitable teaching focus, some can be both online and in-person applications
- Faculty Learning Program, Community of Practice approaches to evolving pedagogy

Change mindset/culture goal

- Importance of organic affinity groups:
 - Chat forums arranged by themes: such as teaching Aha moments
 - Mentoring embedded in affinity groups
- Physical spaces as four concentric circles
 - College/District/Virtual-world and/or Community-College (e.g. NACCE or ACUE level)
- Physical spaces related stuff

- CIETL space for teaching
- Los Rios example: college-sanctioned spaces along affinity groups. Let community members name the spaces, which in turn can support community events that helps connect people across groups.

Faculty and staff as not well-prepared

- Áse report on staff not feeling well supported with professional development.

Challenge of communicating our services to faculty and staff

- Need for consistency in communication to better organize all of the useful info we already have on many topics.
 - Faculty Gateway website as an example of trying to centralize information.
 - → Faculty Learning Coordinator as trying to engage faculty on pedagogical stuff, help keep available resources living and on people's minds.
 - → Flex Day Coordinator: as organizing when past workshop materials would be most likely to be used. Share out during critical times at Division meetings and other participatory governance meetings.

Two important existing equity resources via ACES committee

- [CUE \(Center for Urban Education\) Review of our SEAP \(Student Equity and Achievement Program\) plan](#)
- [“Critical Questions” raised \(in Spring 2021 ACES meeting\) in response to the CUE Review. See slides #5 – 7](#)
- Need for communication life cycle
 - Key of having useful onboarding resources in a centralized place in order to get a new employee in the habit of using the portal. Then can share out other resources at later time in
 - Specific onboarding idea for faculty: examples of past student complaints in order to help reduce/avoid negative class experiences/future complaints.
 - Strategize when to share out information: for example, post syllabus-related resources near the end of a semester.
- Lightbulb breakthrough/solving of issues forum. Maybe a forum on Canvas or college website with a string of stories

Connecting students to services

- Especially challenging with part-time students who have little to even no discretionary time outside class meetings/coursework. Need for embedded services.

Equity-pedagogical practices as underlying all goals