# Cañada College

**EDUCATIONAL MASTER PLAN | 2022-2027**

EMP

# TABLE OF CONTENTS

# PURPOSE OF THE EDUCATIONAL MASTER PLAN

The 2022-27 Cañada College Educational Master Plan (EMP) serves as a foundational document and statement of the College's commitment to education in our community and a framework to ensure the implementation of our mission and achievement of our vision according to clearly stated values. The EMP provides the framework for setting college priorities and for making decisions and resource allocations on campus. It serves as a guide for developing goals and initiatives of the College's other college-wide plans. All other college plans are developed in support of achieving the goals and strategic initiatives laid out in the EMP.

The EMP is informed by analysis of internal and external data, as well as feedback from the College's students, employees, industry partners, educational partners, and members of the surrounding community.  It aligns with and supports the achievement of the San Mateo County Community College District (SMCCCD) Board of Trustees' 2021 Strategic Plan as well as the College's efforts to achieve the California Community College Chancellor's Vision for Success.

## PRESIDENT'S MESSAGE

On behalf of the entire Cañada College community, I would like to thank the members of the Educational Master Planning Task Force (see Appendix A). These students, faculty, staff and administrators gave generously of their time to ensure our planning process was thoughtful, rigorous and inclusive. The Task Force made a commitment to consider and hear all voices and consider all significant sources of information about the current and future direction of the College. With their guidance, along with input from our entire campus community, this Plan provides the College with inspirational new mission, vision, and values statements that speak to our community's aspirations for Cañada's role as a leading institution of higher education in San Mateo County. This Plan also articulates goals and strategies that will help ensure that Cañada College rises to meet the challenges facing public educators everywhere as we seek to prepare our current and prospective students to adapt to and succeed in an ever-changing world.

Thank you to all who helped create this critically important document.

Kim Lopez, *President*

## TRI-CHAIRS' MESSAGE

Developing an Educational Master Plan during the 2021-2022 academic years and the COVID-19 pandemic was both very relevant and very challenging. The strategic initiatives included in this plan are those the college community will undertake - over and above our normal operations - to continuously improve how we serve our students and larger community. The core of Cañada College remains teaching and learning, while these initiatives focus on new and ongoing projects that strengthen Cañada College's ability to achieve its educational mission.

This Educational Master Plan reflects the urgent need to eliminate barriers to equitable access and outcomes in higher education and details how we will better serve our current students and expand our reach to future students. All of our community members should feel welcome at Cañada College, and we think this Plan will help many more of them make use of what we have to offer.

We would like to second our President's thanks to everyone who contributed to the Educational Master Plan. We believe our collective effort will make Cañada better for both our students and our fellow colleagues.

David Eck, *Academic Senate President, EMP Task Force Tri-Chair*

Roz Young, *Classified Senate President, EMP Task Force Tri-Chair*

Karen Engel, *Dean of Planning, Research, Innovation & Effectiveness, EMP Task Force Tri-Chair*

## ABOUT CAÑADA

Cañada College is one of three public community colleges serving San Mateo County and the greater Bay Area region. Each year, more than 10,000 students enroll at Cañada to pursue a broad range of educational and life goals.

## SINCE 1968,

the College has been dedicated to fulfilling its educational mission as well as adapting that mission as needed to better address the changing needs of the community it serves.

*50TH ANNIVERSARY LOGO*

# MISSION VISION & VALUES

## MISSION STATEMENT

Cañada College engages and empowers students in transforming their lives and communities through quality education.

## VISION STATEMENT

Cañada College provides equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world.

## COLLEGE VALUES

### Social Justice and Racial Equity

Cañada College is dedicated to social justice and racial equity:

- Antiracism: commit to actively combat individual racism and to interrogate racist structures and policies.
- Equity: provide equitable access and resources to students, staff and faculty, in consideration of all their identities to ensure a community of support and successful educational outcomes.
- Inclusion: a campus where everyone feels a sense of community and has a voice.
- Diversity: a community where different cultures are represented, recognized and celebrated.
- Access: a community where all students have access to academic tools and student support resources to help them succeed.
- Liberation: building an equitable and antiracist community where members, especially students, are valued as whole human beings and are empowered to express themselves fully in pursuit of their goals.

### Transforming Lives

Cañada College is dedicated to transforming lives:

- Students' Feelings – Students move forward from Cañada feeling proud, accomplished and prepared for what is next for them.
- Being Supportive - Meeting Students' Needs & Providing Opportunities – Provide a supportive

environment where we work to meet students' needs and provide opportunities to all students, so that they can continue the work of transforming their own lives.

- Evolving Ourselves to Continue to Be Able to Transform Lives – In order for Cañada to be a place where students can transform their lives, we need to continually listen to our students' needs and grow and adapt as an institution to stay relevant and meaningful to our students.

## Community Partnerships

As a community college, Cañada College recognizes the utmost importance of cultivating and fostering strong relationships and partnerships with our community, including high schools, businesses, organizations and individuals. These partnerships allow our college to successfully:

- Reach out to, recruit and retain students
- Provide access to a college education for members of the community
- Enrich academic programs and create pipelines for students to explore and enter careers
- Reflect the culture of the community we serve
- Use our campus and resources to address the needs of our community

## Academic Excellence

Cañada College values fostering curious, self-directed, and responsible adult learners. Academic excellence occurs both within, and beyond, the classroom, equipping students with skills that serve them in all domains of their lives. Individualized learning experiences are essential to the success of all our students, ensuring that they recognize and develop their unique selves in the process of completing their academic work. Facilitating meaningful learning experiences is also essential for maintaining a culture of academic honesty and trust. Learning at Cañada College involves transformative life experiences that benefit both individuals and their communities.

## Sustainability

Cañada College works to sustain the health of the planet to promote social justice and robust economies for all, in perpetuity.  As stewards of a college campus, Cañada College endeavors to minimize our negative impact on the environment (for example, limit carbon footprint, decrease production of waste and greenhouse gasses), while promoting a culture of environmental awareness.

## Transparency and Authenticity

Cañada College values transparency and authenticity in all aspects of the college:

- Speak in plain and understandable language, rather than in educational jargon.
- Take personal responsibility for addressing problems that arise, rather than placing blame on official policies, administrative procedures, or other people.
- Promote awareness among students that they are allowed to attend meetings and give input.

- Be honest and follow through to the end on promises made.
- Articulate solutions, not slogans.

## Adaptability and Resilience

Cañada College values a culture of adaptability and resilience.   As a critical part of our region's socio-economic infrastructure, the College is adaptable and willing to change in order to suit the dynamic, changing needs of our region. Our culture of resilience supports all of our college community members in being able to recover quickly from adversity and unexpected challenges.

## Student Centered

As a student-centered institution, Cañada College puts the needs of students first and recognizes our duty to address the Obligation Gap - our responsibility as an institution to address the most pressing equity gaps in student outcomes. Proactive in understanding the changing needs of individuals and groups of students, the College seeks to align its teaching, curriculum, services, policies and goals to best support students. The College values norms of behavior that help ensure that students feel their voices are heard and not being undermined or silenced.

## Cultural Empathy

Recognizing that members of its community come from many different cultures, Cañada College values empathy, understanding and respect for cultural differences and similarities within, among and between groups. Cañada College seeks to honor diversity, mitigate implicit bias, and promote empathy in a manner that acknowledges power imbalances and supports all community members in achieving their educational and professional goals.
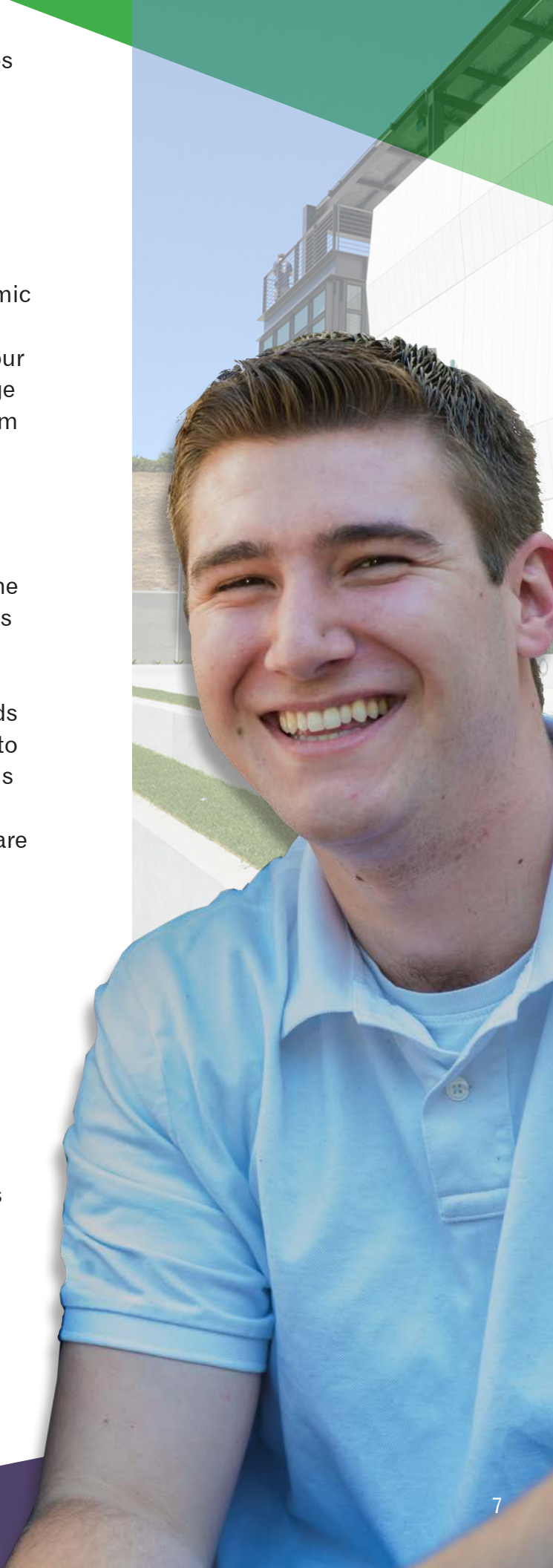
# COLLEGE GOALS

The Cañada College community developed four goal statements that are meant to establish a broad, strategic direction.

## 1. Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

## 2. Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

## 3. Community Connections

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

## 4. Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.
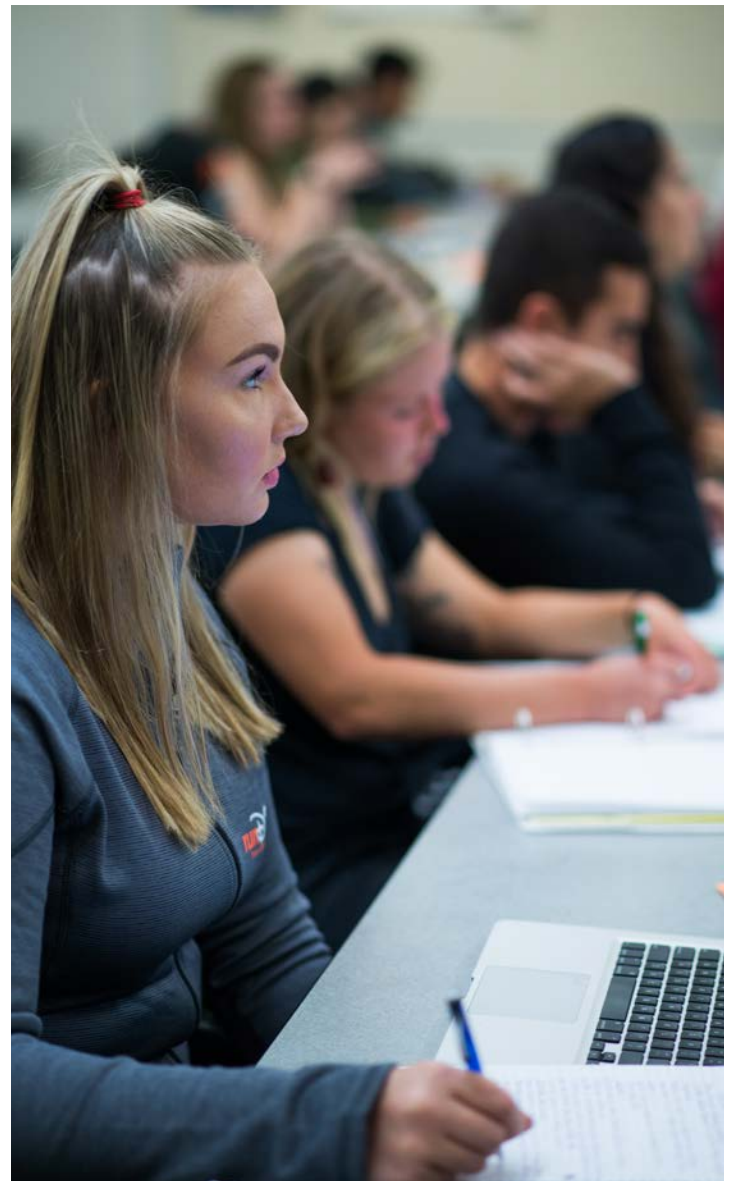
# COLLEGE GOAL #1

## Student Access, Success and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and anti-racist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

### Strategic Initiatives to Accomplish Goal 1:

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

### Make registration easier

**1.1 --** Assess and streamline outreach, application, matriculation, and registration processes to ensure more applicants, particularly low-income, first generation, and Black, Indigenous, and People of Color (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.

### Connect students to the academic program(s) and classes they need

**1.2 --** Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings,

to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.

**1.3 --** Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.

**1.4 --** Create new degree and certificate programs (especially career education programs not yet available in the District) that support the evolving short and long-term needs of prospective students and regional employers.

**1.5 --** Develop new Kinesiology, Athletics, & Dance programs and certifications 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.

**1.6 --** 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. Align these programs with ESL instruction.

**1.7 --** Increase the number of 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.

**1.8 --** Ensure all academic degree and certificate programs remain viable and strong and that they adapt to the changing needs of students and employers in Cañada's service area.

**1.9 --** Strengthen participation in the California Virtual Campus to help Cañada 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.

1.10 -- Improve WebSchedule descriptions of course offerings so students can clearly see the section modality and all other section attributes.

**Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete**

1.11 -- 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 SSS, Puente, Umoja, etc.).

1.12 -- Increase peer mentoring availability in Interest Area Success Teams and special programs.

1.13 -- Scale the Promise Scholars Program to include part-time students.

1.14 -- Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS and create strong ties and coordination between them and the Interest Area Success Teams such that BIPOC and LGBTQ+ students are well supported to complete their educational journeys at Cañada within 3 years.

1.15 -- 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.

1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by 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 Center.

**Improve the financial stability of students**

**1.17 --** Design and include financial literacy and college financial planning workshops in our First Year Experience program, among others.

**1.18 --** Increase the proportion of students who complete and submit financial aid applications.

**1.19 --** Reduce or eliminate the cost of textbooks and course materials by ensuring 75% of all course sections utilize Open Educational Resources and so have zero or low cost by 2030.

# COLLEGE GOAL #2
## Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

**Strategic Initiatives to Accomplish Goal 2:**

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

**Support innovative teaching that creates more equitable and antiracist learning environments**

**2.1 --** Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).

**2.2 --** Increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes.

**2.3 --** Increase resources for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students.

**2.4 --** Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program.

**2.5 --** Increase use of Open Educational Resources that address diversity, equity, inclusion and antiracism in the course material content.

**Create and sustain an inclusive, antiracist, and equity-minded campus culture**

**2.6 --** Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the hiring of a diverse pool of faculty and staff applicants.

**2.7 --** Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators 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.

**2.8 --** Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

**2.9 --** Implement a campus-wide bias incident

reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that privacy-protected data on incidents are disseminated for analysis, policy improvements, and prevention.

**2.10 --** Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.

**2.11 --** Develop the College Cultural Center (Multicultural Center) to provide timely, relevant, and intentional programming that serves the needs of the campus community in a manner that supports antiracist work at the College and more effective support for and representation of diverse racial, ethnic, and LGBTQ+ groups in the community. Include student voices on an ongoing basis to ensure the Cultural Center fosters leadership development opportunities that support understanding and interpreting various points of view that emerge from a diverse world of peoples and cultures.

**Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps**

**2.12 --** Ensure the Program Review process effectively identifies equity gaps in both academic and student services programs and provides program leads with the professional development and resources to address them. Ensure that online programs are evaluated separately from those provided in person and address any bias or discrepancies as soon as possible.

**2.13 --** Regularly evaluate all student support programs and practices to ensure they are

effective in closing equity gaps in access, student success and completion.  These include but are not limited to:  Interest Area Success Teams, Special Programs (Promise, EOPS, TRIO SSS, Puente, Umoja, ESL, and Middle College).

**2.14 --** Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion.  These include but are not limited to:  Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.

**2.15 --** Regularly evaluate all aspects of the college redesign process and essential practices of Guided Pathways in College programs and structures to ensure they are effective in closing equity gaps in access, student success and completion.  These include but are not limited to:  Interest Areas, First Year Experience, Dual Enrollment, Career Exploration and faculty efforts to ensure students are learning.

# COLLEGE GOAL #3
## Community Connections

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

**Strategic Initiatives to Accomplish Goal 3:**

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

**Better share what Cañada offers**

**3.1 --** 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.

**3.2 --** Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto).Recruit more BIPOC students, including more students who identify as Black / African American.

**3.3 --** 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 speak to community members in language that is welcoming and inclusive.

**Be the best college choice for local high school students**

**3.4 --** Increase the number of high school students participating in dual enrollment course-taking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027.

**3.5 --** 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.

**3.6 --** 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 and on Saturdays during the academic year, particularly students who may not be college aware or on track to be college ready.

### Strengthen K-16 pathways and transfer

**3.7 --** Fulfill the purposes of the Memorandum of Understanding (MOU) between Cañada and San Francisco State University, California State University East Bay, and the Sequoia Union High School District created in 2022.

**3.8 --** Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

**3.9 --** Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

### Help students explore and find employment in fields of their choice

**3.10 --** Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community organizations, high schools in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission.

**3.11 --** Create and expand 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. Close racial equity gaps in access to career development and job placement opportunities.

**3.12 --** Strengthen the emerging Cañada College alumni organization by doubling the number of alumni connected to it by 2027, 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.

### Help meet the basic needs of Cañada students and other community members

**3.13 --** Address food insecurities of our students and their families by collaborating with community partners (for example, Food Pantry, Drive thru Food Distribution, and Community Markets).

**3.14 --** Increase access to housing resources for Cañada students by collaborating with community partners.

# COLLEGE GOAL #4
## Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

**Strategic Initiatives to Accomplish Goal 4:**

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

**Ensure the physical campus is accessible**

**4.1 --** Improve access to campus via public transit, shuttles, and additional partners such as Lyft and Cruise.

**4.2 --** Build student housing on campus, as well as a Childcare Center to serve students with families.

**4.3 --** Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop).

**4.4 --** 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.

**4.5 --** Improve pedestrian and bicycle access on the campus by extending sidewalks, improving wayfinding, and creating a clearly marked perimeter trail, among other initiatives.

**4.6 --** Modernize the Performing Arts Center to better support Creative Arts programs.

**4.7 --** Increase # of students receiving information literacy and undergraduate research instruction through use of embedded Librarians, integrated Library Science curriculum, or expanded workshop participation. Target should be all students completing transfer-level English

**4.8 --** Increase # of students receiving tutoring or attending academic success workshops by increasing availability and range of tutoring services and academic success workshops. Target can be % gap of students not successfully completing

**4.9 --** 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.

### Provide adequate access to technology

**4.10 --** Ensure all faculty, staff and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities.

**4.11 --** Provide trainings needed to ensure new technology resources facilitate quality teaching and learning.

**4.12 --** Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.

### Manage resources effectively

**4.13 --** Advocate for the District to allocate sufficient resources needed to grow innovations in new as well as existing academic and support programs.

**4.14 --** Develop the College budget to invest in the College's commitment to equity and antiracism.

**4.15 --** Fundraise $1 million dollars over the next 5 years to spur innovation and supplement our current resources.

# OUR STUDENTS

## FALL 2021 AT A GLANCE

### GENDER

= 60%

= 37%

Not Reported = 3%

### AGE

| | | |
|---|---|---|
| Under 18 | | 9% |
| 18-20 | | 33% |
| 21-30 | | 33% |
| 31-40 | | 12% |
| 41-50 | | 7% |
| 51-65 | | 5% |
| Over 65 | | 1% |

### ETHNICITY

Pacific Islander 1%

American Indian/ Alaskan Native 0%

Black/Non-Hispanic 2%

Unknown 5%

Multi-Ethnicity 6%

Filipino 7%

Asian 13%

Hispanic 42%

White Non-Hispanic 24%
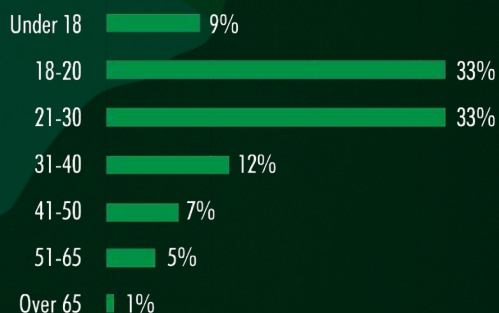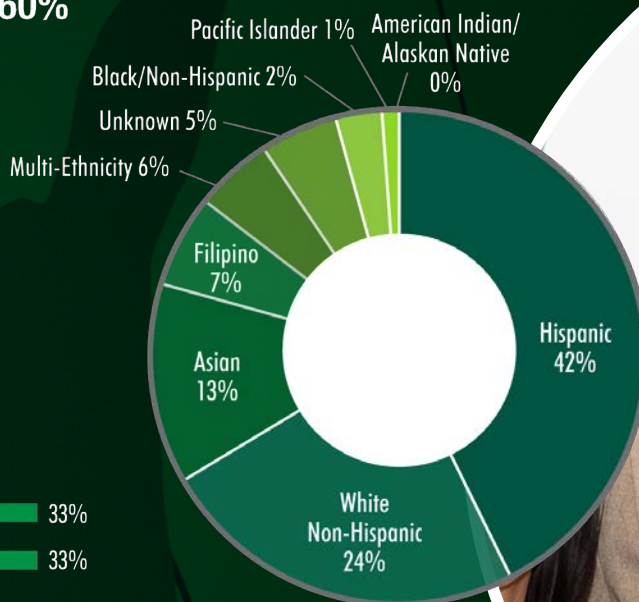
*Source: SMCCD Data Warehouse

| | |
|---|---|
| **5619** | Students |
| **729** | First-time Students |
| **174** | International Students |
| **92** | Middle College (Admitted) |
| **317** | Students with Disabilities |
| **140** | Veteran Students |
| **29** | Foster Youth Students |

# CAÑADA COLLEGE SERVICE AREA

Overlooking the San Francisco Bay, Cañada College is situated in the western part of Redwood City, in the center of the Silicon Valley. The College is one of three accredited colleges in the San Mateo County Community College District (SMCCCD). The District serves the entire County of San Mateo with an estimated population of 737,888, as of 2021. The primary service area for Cañada College is the southern part of the County, including Atherton, East Palo Alto, La Honda, Ladera, Menlo Park, North Fair Oaks, Pescadero, Portola Valley, Redwood City, San Carlos, San Gregorio, and Woodside.

The College takes its name from Cañada Road, which winds its way through the valley to the west of the campus. In Spanish, the word cañada means ravine. The College first opened its doors at its current location to 2,000 students in the fall of 1968.
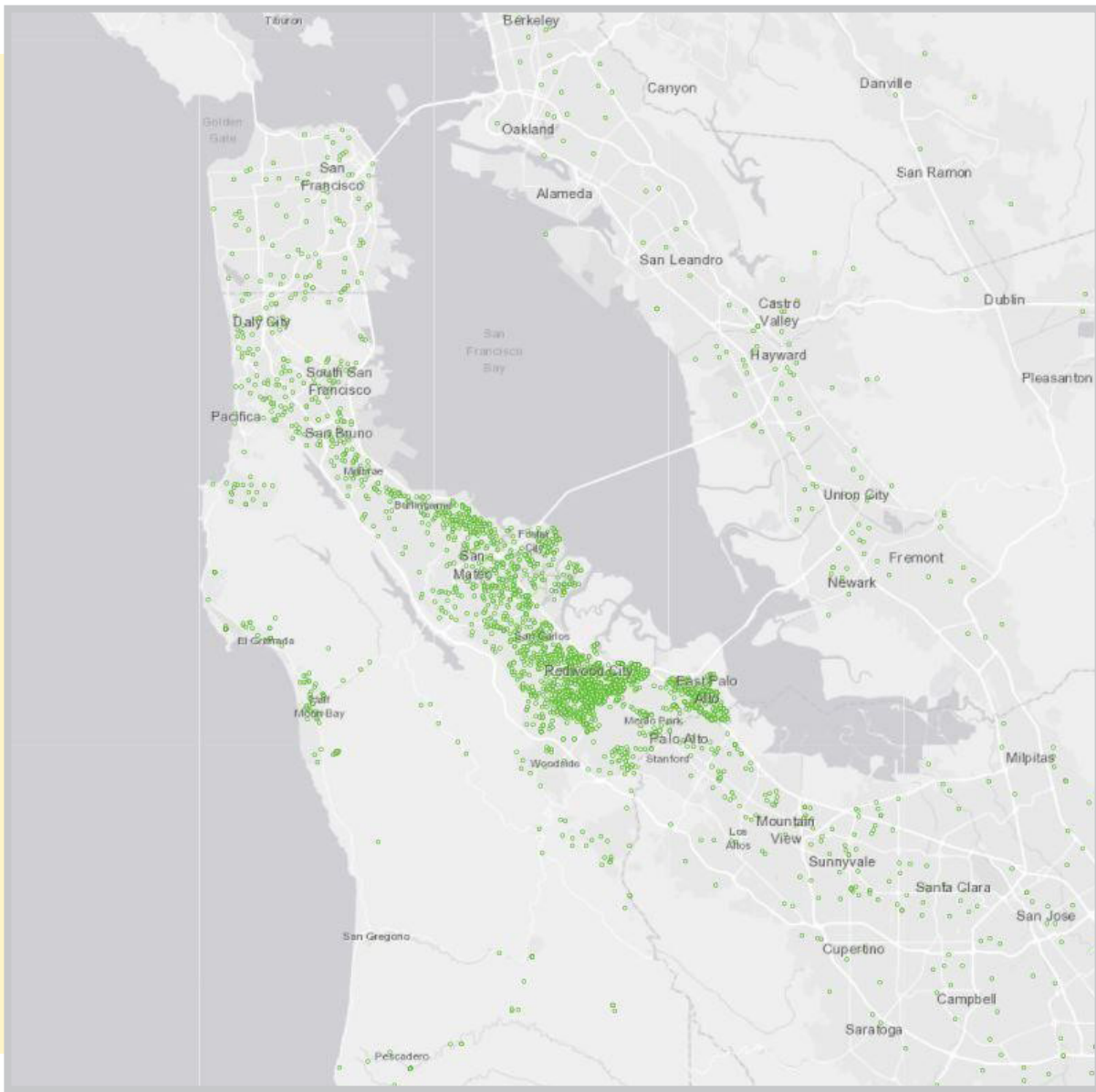


*Figure 1 Cañada College Students Fall 2021*

# APPENDICES

## A. EMP PLANNING PROCESS

The 2022-27 Educational Master Plan was developed through an inclusive, broad-based, participatory process. A Task Force of members appointed by the Academic, Student and Classified Senates, as well as College Cabinet, and approved by the Planning and Budgeting Council in spring 2021, led the effort. This Task Force included:

### Task Force Tri-Chairs:

- David Eck, Academic Senate President
- Karen Engel, Dean of Planning, Research, Innovation & Effectiveness and Accreditation Liaison Officer
- Roslind Young, Classified Senate President

### Faculty Members:

- Humanities and Social Sciences Division Rep:  Alicia Aguirre
- Business, Design and Workforce Division Rep:  Leonor Cabrera
- Science and Technology Division Rep:  Not Identified
- Kinesiology, Athletics and Dance Division Rep:  Eddy Harris
- Counseling Division Rep:  Jenna French

### Classified Staff Representatives:

- Classified Rep At Large (and GP Success Teams):  Nimsi Garcia
- Transfer Services Rep:  Mary Ho
- Instructional Technologist:  Allison Hughes
- Instructional Division Rep:  Krystal Martinez
- Outreach & Welcome Center Rep:  Jeanne Stalker

### Student Representatives:

- Mira Rubio
- Brittney Samora-Delgadillo

## Administrators:

- Dean of Enrollment Services and Student Support: Wissem Bennani
- Dean of Business, Design & Workforce: Hyla Lacefield

## Staff Support

The Office of Planning, Research & Institutional Effectiveness provided staff support, research, analysis and writing throughout the process.

The EMP Task Force met 24 times over the course of a calendar year. It led a number of important opportunities for the entire college community to come together to understand and collaborate on elements of the new EMP, including:

- a session focused on crafting a new mission, vision and values statements during the October 13, 2021 Flex Day;
- several sessions to review the results of the Internal Equity Scan during the January 13, 2022 Flex Day;
- a Community Forum on February 11, 2022, during which the Task Force led discussions to help refine the challenges and opportunities facing the College as well as to begin to craft strategies for addressing them; (
- a college-wide Retreat on March 11, 2022 during which the new, proposed goal and strategy statements for the EMP were developed and refined; and
- a college-wide session on the April 20, 2022 Flex Day to review the new draft EMP in its entirety.

Each of these all-college workdays as well as the processes the EMP Task Force completed over the course of a year are depicted here:
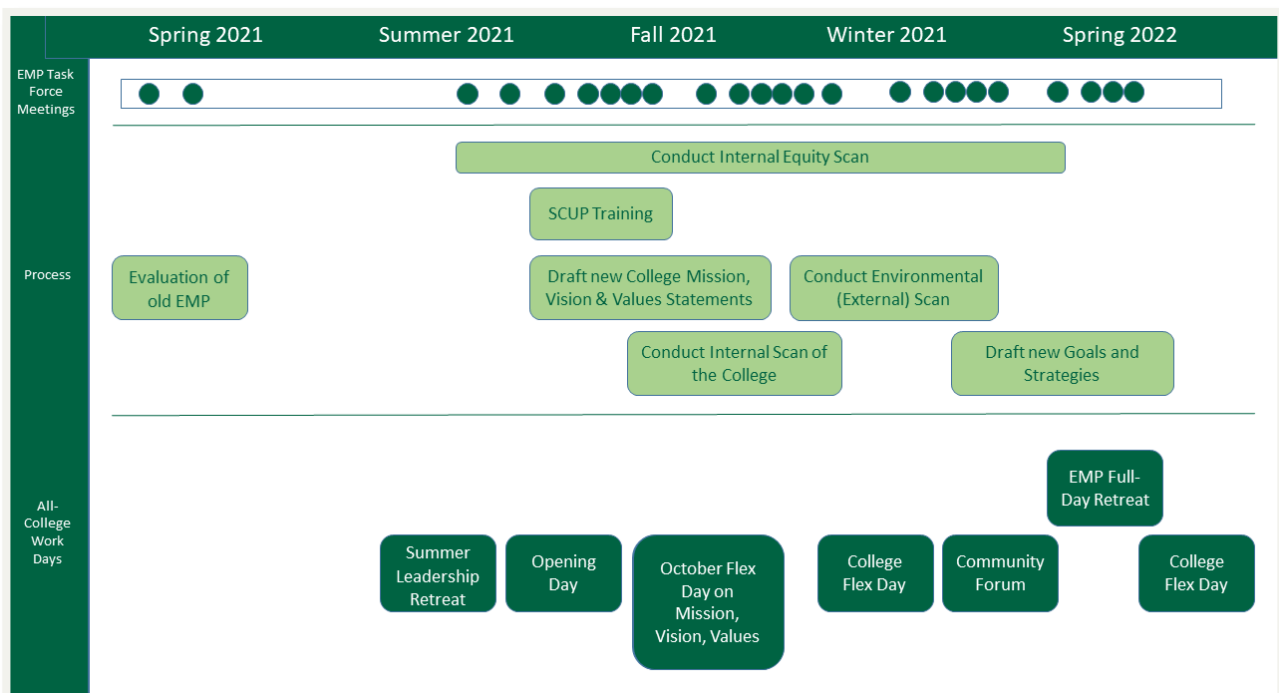
EMP Task Force Tri Chairs and Members also regularly updated their Divisions, Senates, and Planning Councils with information about the planning process and important milestones and choices the Task Force made.

The overall timeline to which the EMP Task Force adhered was:



## Cañada Educational Master Plan Timeline

| Winter 2021 | Spring 2021 | September 2021 | October 2021 |
|---|---|---|---|
| PBC names EMP Task Force Members | EMP Task Force evaluates 2017-22 EMP | SCUP Training in Strategic Planning | Mission, Vision, Values Update |

| October 2021 | November 2021 | December 2021 | February 2022 |
|---|---|---|---|
| EMP TF considers "Internal Scan" | EMP TF considers "External Scan" | College Councils provide input on challenges and opportunities | Town Hall |

| February 2022 | March 2022 | April 2022 | May 2022 |
|---|---|---|---|
| EMP Retreat: Set goals and new strategies | Campus constituents provide input on draft EMP | PBC considers draft EMP | PBC adopts new EMP for 2022-27 |

# B. CAÑADA COLLEGE GOALS AND SAN MATEO DISTRICT GOALS

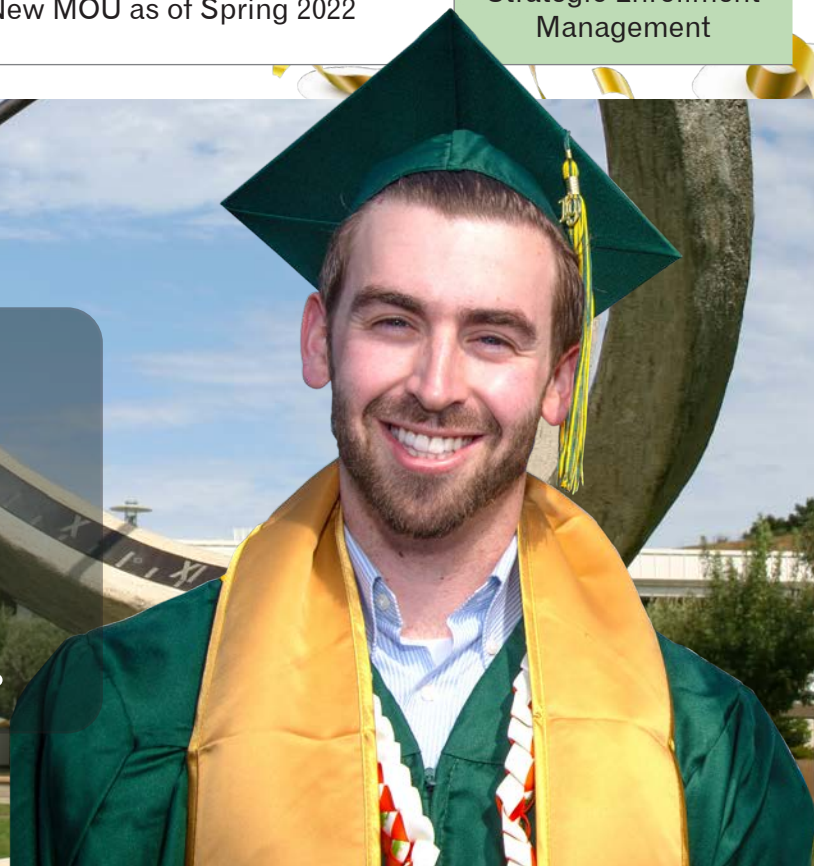| Cañada College Goals (as of 2022) | SMCCC District Goals (as of 2021) |
|---|---|
| Cañada College ensures student access to rele-vant and transformative student services and instructional programs that are inclusive, di-verse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and re-moves barriers to student access, success, and completion. | Develop and strengthen educational offerings, interventions, and support programs that in-crease student access, success, and completion. |
| Cañada College establishes equity-minded part-nerships with other educational institutions, em-ployers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities. | Establish and expand relationships with School Districts, 4-year college partners, community-based organizations and employers to increase higher education attainment and economic mo-bility in San Mateo County. |
| Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College. | Promote innovation and excellence in instruction to support student learning and success |
| College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning.  Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve. | Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status, and undertake the development of alternative sources of revenue that support educational programs beyond what is available from community and state allocations. |

# C. EMP STRATEGIC INITIATIVES: BASELINE METRICS

| | Strategic Initiative | Baseline Metric(s) 2021-22 | Type of Strategy |
|---|---|---|---|
| 1.1 | Make registration easier | Student Equity and Achievement Plan data for 2021-22 | Strategic Enrollment Management |
| 1.2 | Build on the CWA model | CWA offers 6 degree programs and serves 193 students in 2021-22 | Strategic Enrollment Management |
| 1.3 | Create a student-first course schedule | To be developed | Strategic Enrollment Management |
| 1.4 | Create new degrees and certificates | Current Degrees | Strategic Enrollment Management |
| 1.5 | Develop new KAD programs and certifications | KAD programs of study as of spring 2022: Kinesiology AA and AA-T; and Dance AA. | Strategic Enrollment Management |
| 1.6 | Create short-term, stackable certificate programs | To be developed | Strategic Enrollment Management |
| 1.7 | Increase degree and certificate programs available in Menlo Park and East Palo Alto | Current Menlo Offerings, non-credit: Qwasar Full Stack Developer, Unity Developer: Video Game Design, Dispensing Opticians Training, Water Treatment and Distribution, CompTIA Cyber Security+, IoT Big Data and Analytics Credit: Cloud Computing | Strategic Enrollment Management |
| 1.8 | Ensure program viability | Program Viability Process as of April 2022 | Strategic Enrollment Management |
| 1.9 | Strengthen Cañada's participation in the California Virtual Campus | Cañada joined and began listing courses on the CVC in 2021-22 | Strategic Enrollment Management |
| 1.10 | Improve WebSchedule | Current documentation | Strategic Enrollment Management |
| 1.11 | Complete implementation of Guided Pathways essen-tial practices | Scale of Adoption (March 2020) Guided Pathways Evaluation (April 2020) | Align Academic Pathways & Student Support |
| 1.12 | Increase peer mentoring | 3.75 Guided Pathways Peer Mentors, 5.25 GANAS Peer Mentors, 3 ¡ESO! Peer Mentors | Align Academic Pathways & Student Support |
| 1.13 | Scale the Promise Scholars Program for part-time stu-dents | 171 part time students in Spring 2022 | Align Academic Pathways & Student Support |
| 1.14 | Strengthen and scale stu-dent affinity programs | Interest Area and Special Programs | Align Academic Pathways & Student Support |
| 1.15 | Create and scale the First Year Experience Program | To be developed | Align Academic Pathways & Student Support |

| | Strategic Initiative | Baseline Metric(s) 2021-22 | Type of Strategy |
|---|---|---|---|
| 1.16 | Create campus culture that supports completion within 3 years | Currently SEP data is not used in scheduling. See Interest Area and Special Programs for student support volumes. | Antiracist College |
| 1.17 | Include Financial Literacy in First Year Experience | To be developed | Antiracist College |
| 1.18 | Increase % of students who submit financial aid applica-tions | 34.9% of the 2021-2022 students at Cañada completed Financial Aid | Antiracist College |
| 1.19 | Reduce or eliminate the cost of textbooks | $278,300 saved in 2021-22 | Antiracist College |
| 2.1 | Increase support for faculty to provide individualized attention (Umoja) | Average Class Enrollment: 21.4 students<br><br>8 courses with Embedded Tutoring | Capacity Building - Faculty - Equity (Race Conscious) |
| 2.2 | Increase the use of equity minded curriculum | To be monitored by the new Professional Learning Coordinator(s) | Capacity Building - Faculty |
| 2.3 | Increase resources for facul-ty professional development | $10,662 on Flex activities, $11,438 for QOTL activities, $61,528 on AFT PD | Capacity Building - Faculty |
| 2.4 | Sustain and expand faculty learning communities | None exist currently. Funding for the Faculty Learning Program ended in 2021. | Capacity Building - Faculty |
| 2.5 | Increase use of Open Educa-tional Resources | 11% of sections taught by 42 faculty were ZTC/OER in 2021-2022 | Capacity Building - Faculty |
| 2.6 | Improve faculty and staff hiring practices to ensure a diverse pool of applicants | Current Hiring process | Antiracist College |
| 2.7 | Provide comprehensive on-boarding for all new em-ployees | Current onboarding does not include antiracism module | Capacity Building - Faculty & Staff |
| 2.8 | Provide regular professional development that includes implicit bias and antiracism training every 2 years | IDEAL program | Capacity Building - Faculty & Staff - Equity (Race Conscious) |
| 2.9 | Implement a campus-wide bias incident reporting sys-tem | To be developed | Antiracist College |
| 2.10 | Transform college participa-tory governance processes | Áse Power Consult findings Cañada College Participatory Governance Manual 2021-22 | Antiracist College |
| 2.11 | Develop the College Cultural Center | To be developed | Antiracist College |
| 2.12 | Identify and address equity gaps in Program Review | Academic program equity gaps are identified in these PRIE dashboards (and Data Packets). | Program Evaluation & Improvement |

| Strategic Initiative | | Baseline Metric(s) 2021-22 | Type of Strategy |
|---|---|---|---|
| 2.13 | Evaluate student support programs and practices | Programs evaluated either via the Program Review process or the PRIE Research & Evaluation Plan | Program Evaluation & Improvement |
| 2.14 | Evaluate academic support programs and practices | Programs evaluated either via the Program Review process or the PRIE Research & Evaluation Plan | Program Evaluation & Improvement |
| 3.1 | Update marketing and out-reach to be culturally in-formed | To be developed | Antiracist College |
| 3.2 | Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC com-munities | 382 students from East Palo Alto (zip code 94303) and 305 students from N. Fair Oaks, Belle Haven and Menlo Park (zip code 94025) enrolled in 2021-22 | Antiracist College |
| 3.3 | Utilize relevant social media and websites to ensure we reach a diverse, inclusive audience | To be developed | Antiracist College |
| 3.4 | Increase dual enrollment opportunities for high school students | 150 Dual Enrollment Students in 2021-2022 | Strategic Enrollment Management |
| 3.5 | Double the size of Middle College in 5 years | 103 Middle College Students in 2021-2022 | Strategic Enrollment Management |
| 3.6 | Triple the number of high school students on campus during the summer and on Saturdays during the aca-demic year | 400 students across Upward Bound (50) and one-day OYE Latinx Youth Conference (350) in 2021-2022 | Strategic Enrollment Management |
| 3.7 | Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay | New MOU as of Spring 2022 | Strategic Enrollment Management |

Serving STUDENTS is our number one PRIORITY.

| Strategic Initiative | | Baseline Metric(s) 2021-22 | Type of Strategy |
|---|---|---|---|
| 3.8 | Strengthen transfer support services to increase trans-fers | 397 students applied to 4-year univer-sities (transfer ready); 389 AD-T peti-tions submitted; Two University Pathways (Business Administration and Psychology) with one University partner (NDNU) as of 2022 . Hispanic, low income, and first generation col-lege students are under-represented in the transfer cohort (2015). | Capacity Building - Student Success & Completion |
| 3.9 | Implement AB 1111 and 928 | To be developed | Capacity Building - Student Success & Completion |
| 3.10 | Centralize and coordinate employer relationships to scale opportunities for stu-dents | To be developed | Capacity Building - Student Success & Completion |
| 3.11 | Create and expand career exploration experiences for students | Data from the Career Center not available. | Capacity Building - Student Success & Completion |
| 3.12 | Double the number of alumni connected to Ca-ñada's Alumni Organization by 2027 | 1,857 Alumni Connected as of Spring 2022 | Capacity Building - Student Success & Completion |
| 3.13 | Address food insecurities | Due to the COVID-19 pandemic, Cañada's Food Pantry was closed between March 2020 and May 2022 | Basic Needs |
| 3.14 | Increase access to housing resources | 7 students received rental assistance, 436 students received monthly $75 food cards, 5 students were housed for 122 nights (total). 100% of students working with Sparkpoint are asked about their housing stability and, if needed, are given information and resources available. | Basic Needs |
| 4.1 | Improve access to campus via public transit, rideshare | 184 lyfts in April 2022<br><br>537 shuttle rides from January 18th through April 28th 2022 | Strategic Enrollment Management |
| 4.2 | Build student housing and a Childcare Center | No student housing or Childcare Center, currently | Basic Needs |
| 4.3 | Create a hub for evening and weekend students | To be developed | Strategic Enrollment Management |
| 4.4 | Make the campus more vis-ually welcoming | Mural Project | Facilities |

| Strategic Initiative | | Baseline Metric(s) 2021-22 | Type of Strategy |
|---|---|---|---|
| 4.5 | Improve pedestrian and bi-cycle access | Current sidewalk assessment | Facilities |
| 4.6 | Modernize the Performing Arts Center | In the FMP 2015 update | Facilities |
| 4.7 | Increase student access to information literacy pro-gramming | To be developed | Align Academic Pathways & Student Support |
| 4.8 | Increase student access to tutoring and other academic supports | 330 unique students accessed tutoring during 1,404 visits | Align Academic Pathways & Student Support |
| 4.9 | Update and implement sus-tainability initiatives | Current Sustainability plan info | Sustainability |
| 4.10 | Ensure faculty, staff and students have access to technology to support mul-tiple modalities | Technology Committee plan<br><br>Library Technology Services | Capacity Building - Faculty & Staff |
| 4.11 | Provide trainings needed to ensure new technology fa-cilitates quality teaching and learning | In 2021-22, the College spent $11,438 on providing Quality Online Teaching & Learning (QOTL) instruction to 10 faculty. In 2020-21, 95 faculty received the QOTL training. 65.1 % of all faculty at Cañada have undergone the QOTL training as of April, 2022. | Capacity Building - Faculty & Staff |
| 4.12 | Offer key courses in multi-ple modalities | 100% of top 20 courses offered in multiple modalities | Strategic Enrollment Management |
| 4.13 | Advocate for more re-sources from the District | Ongoing | Capacity Building - Innovation |
| 4.14 | Invest in equity and antirac-ism | Going forward | Antiracist College |
| 4.15 | Fundraise $1 million | Existing federal grants end September 20, 2022.  The President's Annual Luncheon raises approximately $45,000. | Capacity Building - Innovation |

# D. PARTIAL INVENTORY OF DATA AND RESOURCES REVIEWED

## College Internal and External Scans

- Cañada College Internal Scan Summary
- Cañada College Internal Scan Data Slides
- Community Perceptions Questionnaire Results and External Scan Slides
- San Mateo County Community College District External Scan
- Cañada College Internal Equity Scan Report by Áse Power Consult

## Other College and District Documents

Cañada College Educational Master Plan 2017-22

San Mateo County Community College District Strategic Plan 2021-26

California Community College Chancellor's Office Vision for Success

Cañada College Institutional Self Evaluation Report, October 2019

Cañada College Strategic Enrollment Management Plan, 2021-23

Cañada College Student Equity and Achievement Plan, 2019-22

Center for Urban Education feedback on Cañada College's Student Equity & Achievement Plan of 2019-22.

Cañada College Antiracism Task Force Recommendations, Spring 2021

Cañada College Cultural Center Focus Groups and Career Ladders Recommendations, Spring 2021

Cañada College Internal Equity Scan prepared by Áse Power Consult, Spring 2022

## Other Resources

**Guided Pathways**

Redesigning America's Community Colleges:  A Clearer Path to Student Success, by Thomas Baily, Shanna Smith Jaggars & Davis Kenkins.  Columbia University Community College Research Center, 2015.

**Racial Justice and Equity in Higher Education**

*The Campaign for College Opportunity Reports*

- Examining Disparities in College Opportunities by Gender for Black Californians
- The State of Higher Education for Black Californians
- Follow the Money:  California Systematically Underinvests in Black Degree Attainment

*The Chronicle for Higher Education*

- Race on Campus:  Why More Latino Students are Deciding Against College
- The Antiracist College

*California For All (California Governor's Council for Post-Secondary Education)*
- Recovery with Equity: A Roadmap for Higher Education in Education after the Pandemic

*California Community College Chancellor's Office - Vision for Success*
- Diversity, Equity and Inclusion Resources

*Center for Opportunity in Education*
- Indicators of Higher Education Equity in the US 2021 Historical Trend Report

*Diverse:  Issues in Higher Education*
- Community College Students, Persistence, and the Minimum Wage

**Regional Socio-Economic Trends**

*Joint Venture: Silicon Valley Institute for Regional Studies*
- Watch Russell Hancock's full presentation of the 2021 Silicon Valley Index
- Download the 2021 Silicon Valley Index

*Redwood City Together*
- Redwood City North Fair Oaks Community Needs Assessment Survey Findings 2021

*Bay Area Economic Institute*
- Bay Area Job Watch

**Changes in Higher Education in the U.S.**

*The Chronicle for Higher Education*
- It's Time to Rethink Higher Education
- The Great Contraction
- The Surveilled Student
- The Shrinking of the Scholarly Ranks
- The Post Pandemic College

*EduCause (advancing higher education through the use of IT)*
- California community colleges should do more to identify, support students who are parents

*UC Davis Wheelhouse:  The Center for Community College Leadership and Research*
- A Portrait of Student Parents in the California Community Colleges

*Inside Higher Ed*
- The Role of Apprenticeships:  Earning a Living and College Credit at the Same Time
- COVID-19 and the Future of Higher Ed Staff
- Survey:  Students Want Online Learning Options Post-Pandemic

*Carnegie Mellon University*
- Higher Education Was Already Ripe for Disruption. Then, COVID-19 Happened

*University Business*
- 4 big benefits of expanding college access with dual enrollment

**Technology Changes in Higher Education in California**

*California Community College Chancellor's Office (CCCC)*
- California Virtual Campus (CVC)
- California Virtual Campus Toolkit - March 2021

*EdSource*
- 7 things you should know about the HyFlex course model

*EduCause (advancing higher education through the use of IT)*
- Designing HyFlex Courses (July webinar series)

*EdSurge*
- Picking Your Future Classroom Will Shape How Students Learn
- It's Time to Digitally Transform Community College

**The Future of Work**

*The McKinsey Global Institute*
- The Next Normal Arrives: Trends that will define 2021 - and beyond
- The Future of Work After COVID-19
- What's Next for Remote Work?
- Scaling online education:  Five lessons for colleges

*Brookings Institute*
- How Family Sustaining Jobs Can Power an Inclusive Recovery in America's Regional Economies

*The Economist*
- What does the future of work look like after COVID-19?

# OTHER DATA CONSIDERED FOR THE 2021-22 EMP PLANNING PROCESS

Data considered for both the 2017-22 EMP and the 2022-27 EMP planning processes are listed here:
- Cañada College EMP Data Webpage

From here,
# YOU CAN
# GO *ANYWHERE.*

# Cañada College

# EDUCATIONAL MASTER PLAN | 2022-2027

EMP

From here, you can go anywhere.