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| Objective | Activities Conducted |
| TEACHING AND LEARNING |  |
| Teaching and Learning Objective  1.1: Assess the institutional student learning outcomes and discuss the assessment results throughout the campus.  Standard Committees:  IIA  IIB | Rana:  Flex Day   * [Agenda March 9, 2012](http://www.canadacollege.edu/inside/CIETL/March%209%20flex%20agenda2012.pdf) * [Program SLO Assessment](http://www.box.com/s/e33dea10dbc09762d477)   Student Services Program Review Plans and Student Learning Outcomes  (Link)  Richards: Assessed the Institutional Learning Outcomes using three methods: CCSEE Survey, Survey of Graduates and e-Portfolio.  The results were discussed at the FLEX activity in  August 2013.  Kaven/Ware:   1. Course SLOs are up to date 2. Developed a PLO rubric 3. Developed chart connecting course SLOs, PLOs, and ILOs 4. Reported assessment results to TracDat and post appropriate documents.   5. Participation in campus-wide discussions and workshops on SLOs  and assessment.  Castello:  The ESL Department joined forces with the Spanish Department to develop and conduct workshops focusing on deepening faculty understanding of e-portfolios and their relationship to ILOs, PLOs, and SLOs and encouraging the development and use of e-portfolios campus-wide. Basic Skills funding was obtained for this purpose.  ESL Department received a small grant to work with low-level ESL students in creating e-portfolios, which will help ESL students to be prepared for the e-portfolio used to assess ESL PLOs and eventually the College ILOs.  The grant work continues in Fall 2013.  IIA Workgroup:   1. Course SLOs are up to date per CurricUNET and COR expiration date.    1. Uploading SLOs from TracDat to CurricUNET through the Office of Instruction on a bi-annual basis. 2. Developed PLOs and rubrics are being assessed. 3. Some have developed a chart connecting course SLOs, PLOs, and ILOs. 4. Report assessment results to TracDat and post appropriate documents. And, follow intended cycles.   5. Participation in campus-wide discussions and  workshops on SLOs and assessment.  Workgroup IV:   * ILO assessment during August 2013 Flex Day * ePortfolio assessment done in Spring 2013 * ILO Survey done in April 2013   Workgroup: I and II.A  Complete and ongoing  Possible activities might include the following:   * Conduct professional development activities to improve the program & institutional SLO assessments. * Conduct assessments using the defined measures and enter into TracDat * Review the results of the assessments and make any needed changes * Make needed changes in the College SLOs, assessment measures, curricula, services |
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| Teaching and Learning Objective 1.2: Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students’ needs.  Standard Committees:  IIA  IIB | Richards: CWA continues to review the scheduling for students.  The Pathways Initiative was kicked off in August 2013.  Stringer: Flexible course scheduling – continue to offer 8 wk courses in the evening with good enrollment.  Also continue to offer hybrid math and chemistry classes in the evening so that students only have to come on campus 1 day/wk.  Kaven/Ware:   1. Created a master schedule for Social Sciences (includes 8 disciplines) 2. Discussions with the dean 3. Departments have a yearly rotation of courses so students can plan. 4. Courses are offered online, in the classroom at various times and on various days.   5. Use online assignments so students can work at their own  pace.  Bricker:  HSI/A2B Grant (University Center)  Castello:  ESL Department created a new partnership with Nuestra Casa, a community-based organization in East Palo Alto, to offer an ESL course for the students who complete their 3 levels of ESL classes in East Palo Alto at Los Robles Magnet Academy.  Our off-campus ESL classes are scheduled to align with the calendars of our community partner organizations so that our students can attend college ESL classes in locations close to where they live.  Tedone:  In 2011 and 2012 taught LIBR 100 as a hybrid course.  IIA Workgroup:   1. There has been some progress on developing master schedules per department. 2. Discussions with the deans. 3. Departments have created course flow charts to assist students and counselors with timeline of course offerings. 4. Courses are offered fully online, hybrid and traditional at various times, days, sites and modalities.   5. Use online assignments through WebAccess so  students can work at their own pace.  Workgroup IV:  Spring 2012 - Several programs have been developed (CWA, CAA) to provide flexible scheduling for students.  Spring 2012 – Janet Stringer  We have begun a series of 8 week courses in the evening.  Spring 2012 there were 2 offerings – anthropology and geography.  For Fall 2012 there are 4 offered – 2 as regular courses (meet 2X/week for 8 weeks) and 2 as hybrid courses (meet 1x/week for 8 weeks, rest on-line).  Focus of these offerings is GE for transfer.  Plan to continue to offer 2-4 each semester.  ***Above is still ongoing***  ***Nothing to add.***  ***Workgroup: ?***  Possible activities might include the following:   * Evaluate students’ needs for course offerings (e.g. online, day/evening, block schedule, length of time, pathways) * Create a plan for offering courses based on needs * Implement the plans for flexible scheduling.   Pathway information added to the schedule  (Link to summer fall schedule pg 26/27)  Hybrid  Distance Ed 90-96  Late Start  CWA 89  CAA  Online |
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| Teaching and Learning Objective 1.3: Create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the Center for Innovation and Excellence in Teaching and Learning (CIETL) to support the use of effective teaching and learning practices.  Standard Committees:  IIA  IIB  IIC  IIIA | **Rana:**  **CIETL [Report 2010-201](http://www.box.com/s/d2b0978b126c061b6bbb" \t "_blank" \o "Report 20102011)1**  Complete list of **[Professional Development Activities 2011-2012](http://www.box.com/s/733d9879189903131f2d" \t "_blank" \o "PD Activities)**  Kaven/Ware:   1. Currently full-time Anthropology professor is directly engaged in profession development activities. These include giving papers at conferences, writing articles and a book, doing research, and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas. Full time professor will be giving a lecture through CIETL on her research interests in October and it is open to the campus. 2. Social Sciences coordinators were awarded a Focus Inquiry Project (FIN) to develop meaningful assessment for the sub-division.   3. PTK and the Social Science faculty used CIETL to present  research on academic integrity.  Richards: CIETL conducted numerous professional development activities during 2012-13. (see Accreditation Self-Evaluation, page 222)  Castello:  ESL Department received a small grant to work with low-level ESL students in creating e-portfolios, which will help ESL students to be prepared for the e-portfolio used to assess ESL PLOs and eventually the College ILOs.  The grant work continues in Fall 2013.  CIETL supports and helps to facilitate this work.  IIA Workgroup:   1. Professional Development provides opportunities for faculty to attend conferences and trainings. 2. Faculty have the opportunity to work with the Instructional Designer. 3. Currently full-time Anthropology professor is directly engaged in profession development activities. These include giving papers at conferences, writing articles and a book, doing research, and working on a PhD. Students are involved in field trips and hands on activities directly linked to the professor's activities in these areas. Full time professor will be giving a lecture through CIETL on her research interests in October and it is open to the campus. 4. Social Sciences coordinators were awarded a Focus Inquiry Project (FIN) to develop meaningful assessment for the sub-division.   5. PTK and the Social Science faculty used CIETL to  present research on academic integrity.  Workgroup IV:  *Go to CIETL Blog and add information from the various workshops. There is also a list of the workshops in the Accred. Self Eval in II.A5ish.*  *Ongoing*  *Workgroup: III.A*  Check for SS professional development – Fridays  Possible activities might include the following:   * Promote a culture of on-going innovation and engagement through the implementation of a comprehensive professional development plan. * Provide learning opportunities for all faculty and staff, to include mentoring, workshops and on- going dialogue about effective teaching strategies and learning |
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| Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.  Standard Committees:  IIA  IIB | Lopez:  In the spring 2012, the Division of Student Services wrote and submitted a Hispanic Serving Institutions grant application which proposed a redesign of the delivery of counseling and support services. The purpose of the redesign is to ensure student engagement for all students from day one and to promote retention and success.  Sabbadini:  Tutoring  Worch:  Annual Performance Report  **Richards:** The student clubs have been expanded during 2012-13.  The Dreamer’s Task Force provided a number of events.  The STEM Center conducted a speaker series.  Kaven/Ware:   1. Yes, field trips and hands on learning experiences have not only been developed across disciplines within the Social Sciences. 2. Social Sciences faculty serve as advisors for numerous student clubs. 3. The Social Sciences is home to the longest serving club in the district: Philosophy Club. This club invites collaboration across the three college campuses.   4. PTK does by creating a learning experience outside the  traditional college experience  Bricker:  HSI/A2B Grant  Castello:  ESL Department offers several events every semester to enhance the college experience for both our on-campus and off-campus ESL students:  CBET and Off-Campus ESL ID Event brings all the off-campus ESL students to campus to pay fees, get college IDs, meet counselors and have college orientations, and take campus tours.  This year we are including visits to ESL on-campus classes as well.  In the Fall semesters, the Transfer Discipline Parade gives all ESL students an overview of all the CTE and Transfer Programs at the College.  In the Spring semesters, the ESL Recognition Event promotes retention, success, persistence and completion by recognizing student achievement of meaningful momentum points with awards, English for the Workforce (EFW) and Academic Command of English (ACE) and a College Certificate of Achievement, Preparation for Academic Scholarship and Success (PASS).  ***The ESL Department works with the Library and Learning Center to schedule orientations every semester which help familiarize ESL students with the facilities and resources available to them on campus, including WebSmart, WebAccess, and my.smccd. Additionally, the ESL Department regularly schedules in-class visits by college counselors to introduce themselves to the students face-to-face, invite them to schedule appointments with the counseling team, and encourage them to work with the counselors to create their own individual SEPs.***  Tedone:  We provide a comfortable place for students to study both quietly and as a group.  We provide research help for students which includes instruction on how to find, access, evaluate, and use information.  Workgroup IV:  STEM Center and the SocSci Hub  A2B  Supplemental Instructors  Student Equity Plan  Workgroup: II.B  Possible activities might include the following:   * Create a plan for student engagement which includes such areas as student activities, summer enrichment programs, welcome day, and college hour. * Implement and evaluate the student engagement plan. * Develop plans that reflect the equity goals of the college in order to address retention issues   Math Jam  Physics Jam  Word Jam  Welcome Week  PEP  Preview Day  VROC  New Student Orientations  Beating the Odds  TRiO Orientation  EOPS Orientation |
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| Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.  Standard Committees:  IIB  IIIB | Kaven/Ware:   1. Created student scholarship fund for students in the Social Sciences   2. Raised funds for student scholarships in the Social Sciences  Workgroup IV:  Sustainability Plan both at Cañada and District  A2B  Disabled Resources Center  Workgroup: III.B/C  Facility Plan (link) created Spring 2011  Planning for bond  Planning for The Grove and Career Center |
| COMPLETION |  |
| Completion Objective 2.1: Improve connections by linking Outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.  Standard Committees:  IIA  IIB | Alvarez:   * Developed an Outreach Annual Plan * Online campus tour request * Conducted tours for 140 middle school students * Conducted 72 outreach activities and 235 high school visits * Preview Day * Counselor’s Luncheon   Sohrabi:  Provided Classroom Visits for day and Evening students on Transfer essentials  Kaven/Ware:  1. PTK goes into middle college to explain the benefits of the honor  society. PTK often invites ESL classes and pre collegiate classes to  participate in their research projects SS's participates in  Convocation, and ESL discipline day  Richards: The Preview Day was evaluated and revised this year to better connect instructional programs with the high schools.  The STEM program visits high schools.  Castello:  Two ESL faculty are the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers. In addition, the ESL Department does outreach to the community through our partnerships with Sequoia Adult School, the Redwood City School District, Cabrillo School District, Los Robles Magnet Academy, and other community partners such as Half Moon Bay Library, Redwood City and Fair Oaks Library, Menlo Park Center,  Sequoia Union High School District, Red Morton and Fair Oaks Community Centers, Boy and Girls Clubs, Human Services Agency at Fair Oaks,  Hoover and Fair Oaks Children’s Clinic., Catholic Worker House in Redwood City  Tedone:  Three librarians visited and conducted an library overview and workshop for a class at a high school, East Palo Alto Academy, during the Spring 2013 semester.  Workgroup IV:  *All of the above plus:*   * Outreach to the home schooled students via the Outreach Office * Maybe STEM Center on Outreach * Menlo Park/JobTRAIN   Workgroup: II.B  Possible activities might include the following:   * Develop outreach plan and content. * Conduct activities to improve outreach. * Establish relationships with the middle schools. * Conduct activities/events to promote higher education.   Boys and Girls Club  Financial Literacy Workshop  First Generation Panel  Outreach to the Department of Rehabilitation  Upward Bound  Supporting VROC and Veterans Services  Middle College  Club Rush for Preview Day  Student Life, TRiO, Financial Aid, Math Jam, Honors Information Tables at PEP  International Student Outreach |
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| Completion Objective 2.2: Improve connections with potential students by providing increased information about assessment testing.  Standard Committees:  IIB | Lopez:  The importance of preparing for the assessment test was shared with the high school counselors at the spring 2012, Counselors Luncheon. In addition, Math Jam is promoted at new student orientation and PEP (Priority Enrollment Program).  Alvarez:   * All PEP students received information regarding assessment preparation via email * Provided information regarding EAP test * Provided information regarding Math Jam to all PEP students   Haick:   1. Supplied additional test preparation information on our website for students to use to prepare for the assessment test. 2. Created and supplied postcards to Outreach to distribute to local high school students stressing the importance of studying for the assessment test. 3. Worked with District Matriculation Committee to create acceptance of EAP testing  scores in lieu of assessment testing in Math and English.   Stringer: Encouraging students to participate in Math Jam.  Workgroup IV:  *All of the above, and it is ongoing.*  *Workgroup: II.B*  Possible activities might include the following:   * Develop plan and content for how to determine better ways of assessing student skills, such as use of the high school transcripts. * Conduct activities to improve assessment information for students and measure effectiveness. * Evaluate assessment tools and processes and establish diagnostic assessments   Financial Aid with Ability to Benefit Test Changes |
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| Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.  Standard Committees:  IIB | 5/1/12 -For this objective, a plan and content for improving new student orientation program to include a review of best practices for an in-person and an on-line orientation will be developed as part of the Plan for the Assessment, Orientation and Registration Program.  Sohrabi:  Provided Financial Aid workshops to be presented at each of the 4 Priority Enrollment Programs where orient freshmen students to college  Kaven/Ware:  This is in process through the Social Sciences Hub, which will include tutoring, major preparation, student orientation and mentorship program.  Bricker:  HSI/A2B Grant (University Center)  Castello:  ESL Department Coordinator and Retention Specialist do workshops at our ESL off-campus sites for all potential ESL students, including information about the college application, financial aid, registration, and ESL pathways to careers and transfer.  ESL faculty include information about college policies, use of the college email and WebAccess, and other college academic skills as part of the ESL curriculum.  Workgroup IV:  All of the above, and it is ongoing.  Workgroup: II.B  Possible activities might include:   * Develop plan and content for improving new student orientation program, to include an on-line orientation. * Conduct orientations and assess SLOs that are on-going.]   Student Handbooks and Planners facilitated Orientation  Revised Orientation format and materials  Revised PEP  Online Orientation format is in production  Intelli Response  Financial Aid and Financial Literacy Presentation for Preview Day  Parent information sessions at PEP  FAFSA Tuesdays  CASH for College |
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| Completion Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.  Standard Committees:  IIA  IIB | Lopez:  Sample educational pathways were created and integrated into the schedule of classes for the fall 2011 and spring 2012 semesters. A review of these pathways are provided at all new student orientations.  Sohrabi:  During the half an hour Counseling session provided to PEP students, the educational objectives have been discussed with students.  Richards: The new Pathways Initiative will work to accomplish this during 2013-14.  Kaven/Ware:  Had discussions with deans about course conflicts across disciplines.  Bricker:  HSI/A2B Grant  Castello:  ESL Department offers several events every semester to enhance the college experience for both our on-campus and off-campus ESL students:  CBET and Off-Campus ESL ID Event brings all the off-campus ESL students to campus to pay fees, get college IDs, meet counselors and have college orientations, and take campus tours.  This year we are including visits to ESL on-campus classes as well.  In the Fall semesters, the Transfer Discipline Parade gives all ESL students an overview of all the CTE and Transfer Programs at the College.  In the Spring semesters, the ESL Recognition Event promotes retention, success, persistence and completion by recognizing student achievement of meaningful momentum points with awards, English for the Workforce (EFW) and Academic Command of English (ACE) and a College Certificate of Achievement, Preparation for Academic Scholarship and Success (PASS).  Tedone:  The library pre-schedules library orientations for Basic Skills and ESL courses. This helps students become familiar with Cañada resourcs.  The Outreach and Inreach bring academic programs:  Clarifying 10 “Steps to Success” (Matriculation)  Learning Communities  ESL Pathways  CWA Pathways  CAA Pathways  PATH Pathways  University Center  SB1440 Transfer Degrees  TAG Agreements  Transfer Articulation Agreements  Revised GE pattern for our local associates degree  Degree Works  HSI Grant  “4 Tips to Success”  All of the above, and they’re ongoing.  Workgroup: II.B  Possible activities might include the following:   * Identify the pathways for students and schedule courses. * Provide intentional counseling services to assure students know about the pathways   Assess the success of students in completing pathways and persisting to the next semester |
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| Completion Objective 2.5: Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.  Standard Committees:  IIB | 5/1/12 – The Financial Literacy Program has conducted workshops for students on financial literacy over the past year and will expand activities over the next year.  Richards: A new Financial Literacy Lab is being created for FAFSA Tuesdays and for the Financial Literacy campaign.  Possible activities might include the following:   * Develop plan for achieving 100% improved FAFSA goal and financial literacy campaign. * Conduct activities to implement plan and assess progress.   FA Workshops  Program Plan  Financial Literacy  Boys and Girls Club  Preview Day  Cashcourse.org  Collaborative managing your finances seminar  Partnership with Second Harvest / Calfresh  IDA and WANDA workshops  Education Campaign for phone banking for Plan Ahead Pay Ahead (Sallie Mae)  Credit Union  STARS (online scholarship application)  Student Achievement Ceremony |
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| Completion Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.  Standard Committees:  IIB | Sabbadini:  Other Services:  Tutoring  Mentoring  Math Jam / WORD Jam / Physics Jam  Kaven/Ware:  The Social Scientists are working with the A2B Program in regards to intentional Psychology major counseling.  HSI Grant  Bricker:  HSI/A2B Grant  Tedone:  We have a heavily used textbook reserve collection that provides students with free textbooks to use for 2 hour, 1 day, and 3 day check outs.  Possible activities might include the following:   * Identify key gatekeeper courses and develop a strategy for success. * Identify unit thresholds for interventions (e.g. 30 earned units triggers services; certain size gap between attempted and earned units triggers visit). * Adapt probation/dismissal procedures to require certain course-taking and counseling patterns and implement them. * Develop and implement an excellent Early Alert Program by more formally engaging faculty in implementation and counselors in follow-up.   The Student Success Task Force Initiatives  Increased Counseling Support for Financial Aid particularly SAP  Intrusive Advising for wrap around services for TRiO, MESA, EOPS, Transfer Center  Increased Counseling Support for DRC  Dedicated Counselors for Pathway Programs  List pathways, VEAP, B2E, summer programs (STEM), etc  Increased new student counseling session time by 100% |
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| Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.  Standard Committees:  IIA | Basic Skills Counselor  Basic Skills Advisory Committee  Kaven/Ware:  This is done through our various Learning Communities (i.e. History Department)  Tedone:  Learning Communities courses – LIBR 100 and ESL 400: ensures information literacy is established in collaboration with their ESL course. Both librarian and ESL instructor (BSI member) work together to provide effective practices for instruction.  Possible activities might include the following:   * Identify the effective practices that would work best at the college. * Develop plan to implement the practices. |
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| Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.  Standard Committees:  IIA  IIB | 5/1/12 – The Beating the Odds Peer Mentorship program has 10 mentors and about 90 mentees. Activities have been conducted throughout the year.  Richards: The Beating the Odds Program continues to thrive with student-student mentorships.  The new A2B program will also have student-student mentors.  Stringer: Mentorship program for NSF scholars and BTO  Kaven/Ware:   1. Faculty hold office hours   2. Courses such as Field methods in Archaeology create a direct  connection between a trained archaeologist and student in a  hands on environment.  3. This is in progress in conjunction with the A2B  Program with Psychology majors.  Bricker:  HSI/A2B Grant  Tedone:  Recruiting Student Assistants from Learning Community Courses. Creates opportunity to foster informal faculty-student peer mentorships.  Librarian David Patterson served as faculty advisor for the Spectrum Alliance student group.  Possible activities might include the following:   * Develop a plan for peer and faculty- student mentoring programs * Conduct activities in the mentoring programs.   Establish Beating the Odds/Peer Mentor Program  NSF Faculty Advisors  Club Advisors  MESA and Math Jam connection with Faculty |
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| Completion Objective 2.9: Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.  Standard Committees:  IIA  IIB | Lopez:  The Degree Works program was completed in the fall 2011 and student and counselor usage has increased each month. Two district transcript evaluators were hired in spring 2012 to continue to improve the Degree Works program.  Richards: The Degree Works program is providing students with excellent information on their progress towards degrees and certificates and is used to expedite the degree/certificate evaluation process.  Kaven/Ware:  Collectively, the Social Sciences offer 8 AA degrees, 3 AA-T degrees, and 6 degree emphases. Two additional AA-Ts are pending state approval (Anthropology & Philosophy). The new AA degrees mirror the transfer agreement creating a clear pathway.  Bricker:  HSI/A2B Grant (University Center)  Possible activities might include:   * Using DegreeWorks, have student educational plans and degree audit fully on-line for students. * Explore opportunity to have students automatically receive degrees and certificates (rather than through the petition process)   District A&R BPA (graduation process)  Financial Aid BPA  Outreach to students who have 45 or more degree applicable units  AAT / AST Transfer Degrees |
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| Completion Objective 2.10: Improve completion by expanding the Career Center and having it closely linked with instructional programs.  Standard Committees:  IIB | Haick:   1. Held 10 Resume Workshops between fall 2011 and spring 2012. 6 of these workshops were for instructors who willingly gave up a portion of their class time to have me come in and speak. These classes ranged from ESL and Chemistry, to the Paralegal program. 2. Attended various job fairs in the county connecting with employers and public. 3. Met with Redwood City Manager to partner with the city in hopes of generating more interest between local businesses and Cañada. Initial success was a contact list of over 300 businesses which I was able to direct mail invitations for our annual career fair. 4. April Career Fair saw a 50% increase in business attendance over last year, and an increase of student and public attendance of 40% 5. Created a Facebook and Twitter page for the Career Center. 6. Created an Internship Agreement which has been forwarded to the District for approval.   Kaven/Ware:  1. Career Center has articles and other publications on how to get a  job as an Anthropologist, as well as COOP instructors.  2. Social Science Learning Communities include a career component.  Possible activities might include the following:   * Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with instructional programs. |
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| Completion Objective 2.11: Improve completion by enhancing the Transfer Center outreach, activities, and articulation.  Standard Committees:  IIA  IIB | Sohrabi:   * Provided Workshops on transfer related topics, such as application to four year universities, ASSIST.ORG, Scholarship, Transfer Admission Guaranteed (TAG), etc. * Provided classroom presentation on transfer matters and Student educational Plan * Provided 4 field trips to four-year universities in collaboration with TRiO, EOPS, and Basic Skills (UC Davis, UC Santa Cruz, CSU East Bay, and San Francisco State University) * Updated the Transfer WEB Page by adding:   + All transfer flyers   + New transfer Degree   + TAG criteria (created a new document for this purpose)   + The changes in admission selection at CSU campuses   + The requirements for Nursing programs   + A list of articulations with in-state private universities (created document for this purpose)   + GPA calculator * Implemented the process of new Transfer Degrees and created the forms for 7 AA-T/AS-T degrees * Reviewed the AA-T/AS-T petition degrees * Reviewed all TAG agreements * Provided two College Fairs for both transfer and high school students * Continued conducting the semiannual Transfer Advisory Board including UC and CSU representatives * Transfer Program Supervisor provided Workshop for Faculty on Spring Flex day providing information on transfer matters and benefits of Transfer (AA-T/AS-T) degrees for students * Developed a Transfer Honors course, Transfer Essentials, that is transferrable to both CSU and UC * Hired an Articulation and Orientation Officer * The Articulation Officer provided workshop to faculty discussing the Articulation process * The Articulation Officer created a bank of sample course outline for faculty of each discipline under Curriculum SharePoint * Established articulation with National University, Engineering department at Arizona State University, and began the articulation negotiation with Bradman University. * Maintaining the course Articulations with ASSIST.ORG * Student Achievement Award Ceremony * Counselor’s Luncheon   Kaven/Ware:   1. All Social Science courses are articulated   2. Most Social Science courses are C-ID approved  Bricker:  HSI/A2B Grant  Castello:  The Transfer Center presents information to ESL and Basic Skills students at the Transfer Discipline Parade in the Fall semesters.  Possible activities might include the following:   * Increase student awareness of the transfer process and through class presentations. * Increase number of TAGs. * Develop and implement effective ways to encourage students to use the transfer center and attend workshops |
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| Completion Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.  Standard Committees:  I | Sohrabi:  Number of transfer students completing Transfer plan  Number of students who are transfer eligible  Number of students completing TAG application  Richards: Benchmarks and Goals have been established by the campus community at the March 2013 professional development day.  The entire campus reviewed success and completion data.  Kaven/Ware:  Departments are required to review college-wide data on success, retention, and completion data yearly when completing their program and comprehensive reviews.  Bricker:  HSI/A2B Grant  Castello:  The new Retention Specialist position for the ESL Department includes reminding the ESL students about the EFW and ACE Awards, collecting the petitions and transcripts, and compiling this information for the ESL Recognition Event.  In addition, the Retention Specialist provides information about the PASS Certificate for the students.  Attempts are regularly made to obtain data related to student success and completion, but due to limited research staffing at the college, such data is difficult to acquire.  Tedone:  LIBR 100 regularly assessed in TrakDat  Possible activities might include:   * Publish “dashboard data” on success rates of students, including analysis of demographics. * Develop and implement a plan for the use of the dashboard data throughout the college. * Set benchmarks/goals for completion   DATA Dashboard in progress District-wide  State and Federal mandates to review success and completion data and report: Categorical, Financial Aid, MESA,  National Clearing House repository |
| COMMIUNITY CONNECTIONS |  |
| Community Connections Objective 3.1: Establish a campus Community Outreach Advisory Group to address  Standard Committees:  I  IV | Alvarez:  Eight Members identified   * PIO and Outreach Coordinator – Co-Chairs * One Camus Ambassador * Career Department * One Instructional Dean * Dean of Student Services * Off-Site Program Coordinator * Coordinator of STEM GRANT   Advisory Group developed the College’s first Open House  Reviewed the Outreach Annual Plan  Kaven/Ware:  All talks, including fundraising events, are open to the public.  Possible activities might include the following:   * Identify individuals on campus who are interested in becoming involved in the advisory group. * Work with the Advisory Group to help with community connections. * Create an annual marketing campaign to further the Cañada College “brand” in the community; look at vacant “windows”, buses; banners in various cities. |
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| Community Connections Objective 3.2: Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF.  Standard Committees:  I  IV | Kaven/Ware:   1. Anthropology faculty and students helped the North Fork Mono people collect acorns. These acorns are then processed traditionally into a mush that is then used in ceremony and at gatherings.   2. Another connection to community is to State Parks and the  volunteer hours our students have given processing  archaeological material.  3. There is an established relationship with the Foundation given  the new annual social Sciences Scholarship Event.  Castello:  Two ESL faculty are on the Steering Committee of ALLIES and Silicon Valley ALLIES, which are organizations promoting adult English language acquisition in San Mateo and Santa Clara Counties by collaborating with adult schools, CBOs, county WIBs, city and county governments, and business and labor organizations to promote an educated workforce and clear pathways to family-sustaining careers.  One ESL faculty member is on the steering committee of Redwood City Together, an initiative of Redwood City 2020, to create a network of organizations in Redwood City to make it a welcoming community.  Through the ESL Department the College has connections to many community organizations.  Possible activities might include the following:   * Identify key individuals in the community who should be involved in the advisory board. * Work with the Foundation to connect with community members to increase support for college scholarships and programs. * Conduct regular meetings and activities. |
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| Community Connections Objective 3.3: Integrate Service Learning and Internship opportunities for students into academic and student life.  Standard Committees:  IIA  IIB | Haick:   1. Met with Redwood City Manager to discuss promoting Cañada student internships with local businesses. 2. Formed Ad-Hoc Committee comprised of Workforce Division Dean, and faculty to create an internship agreement. Begun initial discussion of centralizing and integrating the internship process at Cañada. 3. Presented with Kay O’Neill, Director of Workforce Development to classrooms about career paths and the importance of seeking out internship/volunteer opportunities. 4. Joint meeting with Ritz Carlton, HMB   Kaven/Ware:  1. PTK offers service opportunities  2. The Political Science Department offers occasional Service Learning  Opportunities in conjunction with the San Mateo County Citizen’s  Academy.  Castello:  The ESL Department maintains an ongoing link with the Learning Center with the specific purpose of providing ESL tutorship opportunities to the top students in the ESL program. These tutoring positions provide experience which can lead students to potential service-learning and internship prospects both at the college and in the community.  Possible activities might include the following:   * Develop and implement initiative for service learning to include: professional development for faculty and staff on how to set up service learning opportunities and creation of an advisory board and a service-learning coordinator position. * Provide service learning opportunities for students.   Collaborative Workshops with Boys and Girls Club  Developing Co-op partnerships  Veterans Group participated in National Rebuilding day at American Legion Hall  Link MESA internships and other academic programs link students to internships |
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| Community Connections Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.  Standard Committees:  IIA  IIB | Castello:  The College through the ESL Department has partnerships with Cabrillo School District at Cunha Middle School and with MidPen Housing Coalition at Moonridge on the Coastside and with Sequoia Adult School, Redwood City School District, and Ravenswood School District (starting in January 2014).  Tedone:  ESL students from our off-site campus attended a campus visit/ID Night Event. They visited the library and got an introduction to our resources.  Possible activities might include the following:   * Create plan for offering community- based learning opportunities at different locations (Neighborhood College). * Conduct outreach learning opportunities. |
| GLOBAL AND SUSTAINABLE |  |
| Global and Sustainable Objective 4.1: Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus.  Standard Committees:  I | Rana:  Planning for curriculum on sustainability  planning <http://www.canadacollege.edu/inside/CIETL/Sustainability.html>  Richards: The Dreamer’s Task Force met throughout the year.  The Sustainability Committee developed a Sustainability Plan.  Kaven/Ware:  Currently the History Department is an integral part of the Social Justice Club and Task Force that addresses issues pertinent to students.  Tedone:  Display for Hunger and Homeless Awareness Month with informational handouts and related books, along with a food drive (November/December 2012). Display for Undocumented Students (April 2012)  Librarian Dave Patterson was also the faculty advisor for the Spectrum Alliance  Possible activities might include:   * Identify individuals who are passionate about sustainability & create advisory group. * Create a Sustainability Plan * Conduct activities to implement plan and assess progress.   Established a planning committee for Social Justice series  Center for Student Life and Leadership coordinated establishing TREECO club  Develop Task Force for AB540 Support  Increase awareness world current issues  Committee for Student Equity |
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| Global and Sustainable Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.  Standard Committees:  IIA | Kaven:  Collaborating with Associates-to-Bachelor’s grant (co-coordinators are faculty leads for Psychology).  Possible activities might include the following:   * Increase the number of international students to 5% of the total student body * Create a comprehensive program of services to assure international students are successful. * Create expanded opportunities for faculty and students to study abroad. * Develop a plan to increase globalization of the campus. |
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| Global and Sustainable Objective 4.3: Work collaboratively with the Academic Senate and the Curriculum Committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component.  Standard Committees:  IIA | Rana:  Planning for curriculum on sustainability  planning <http://www.canadacollege.edu/inside/CIETL/Sustainability.html>  Stringer: First offered an Environmental Science course.  Possible activities might include:   * Implement the strategy developed by the faculty to integrate sustainability * Work to infuse sustainability into general education * Develop a certificate and/or degree program and work to align it with a CSU or UC   INTD 685 – Lau  Contextualize Sustainability in curriculum |
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| Global and Sustainable Objective 4.4:  Improve sustainability awareness on campus.  Standard Committees:  I  IIIC | Rana:  CIETL events <http://www.canadacollege.edu/inside/CIETL/Conversationswithcolleagues.html>  Possible activities might include:   * Create a web site featuring sustainability programs: curricular and co-curricular activities. * Improve recycling efforts on campus.   Sustainability committee  TREECO Club |