

Goal2

Strategic Initiative

1.1 Marketing, inform community members

1.2 Partners

2 4-year transfer institute

3 PreK-12 including adult school

1. Business Organization

1.1 Marketing, inform community

1. Increase community events on college campus to highlight college programs and services.

2. Provide at least two staple events that draw community members, staff and students to the campus each academic year.

3. Connect student to local organizations related to their field of interest to provide them with clarification of learning opportunities, establishing contact people, mentorship, and additional community resources and referrals.

4. Include a diverse set of activist to come to the colleges to further educate and inform students of their rights and options they might have inside and outside of school.

5. Bring specific community organizations to our campus

6. Grow and promote awareness of campus programs in our surrounding communities.

7. Increase participation in community events to highlight visibility of college.

8. Survey local employers on programs/degrees and certificates that are offered at Canada.

9. College marketing should include Humanities, Social Sciences, and Visual Arts programs (unlike recently produced films that focus exclusively on STEM). The impact of this initiative would be measurable in the form of increased enrollment in Humanities, Social Sciences, and Visual Arts and greatly increased morale on the part of a large portion of the faculty.

10. Increase outreach so that other departments are more accessible and visible to the community.

11. Establish Canada as a certification hub for the community for First Aid, CPR and other health certifications

12. Collaborate with local businesses to create more certificates for hands-on skills that react to demands of workforce.

13. Service Learning: provide support for service learning projects that are part of current courses, expand opportunities to other courses.

14. 5-year public art program, including an annual mural creation process, and additional sculptures. Measurable: number of artworks; surveys of student awareness; number of media articles about our campus as a center of public art.

15. Community Report night/gatherings ala back to school night.

16. Build community outreach within the departments and the college, and then the greater community

17. Collaborate with local businesses to create more certificates for hands-on skills that react to demands of workforce.

18. Stronger student alumni organization.

19. Involve the community, both outside and inside the college.

20. Engage community businesses to validate current programs and identify new program areas. Explanation: We have so many tech companies in RWC now, and we do not seem to be connected with them at all. Our city has changed considerably in the last 5 years, and the college programs have not. We need to examine how our community is changing.

1.2. Partners

1. In Service for Change- A service learning co-op career course. An opportunity for non profit organizations and business to get interns and provide college credit for creating change in the community. Measureable outcomes would be number of participants and hours served, and service projects completed, number of participants getting jobs in related fields. -Maria Huning
2. Approach local businesses to build pathways within their employee teams.
3. Establish a Business Relations department to develop and coordinate external relationships, primarily with industry partners that can provide benefits to the college and our students. Personnel within this department would connecting local businesses with our faculty and our students with the aim of providing financial benefit to the college, internships and employment commitments for certificate/AA degree holding students. A strong internship program would open the door to making our community and institutionally-supported learning lab. The program would establish annual goals for the number of partnerships, internships, graduates hired, and revenue generated. Such a program aligns with District Strategic Goals 2 and 4.
4. Leverage community partnerships to provide practical application of degrees and certificates for our faculty and staff.
5. Develop new and grow existing community relationship designed to address student barriers.
6. Having the college interact and create partnerships with local businesses to provide internship and/or job opportunities with students.
7. Creating new programs related to local industry needs
8. Increase small business partnerships to enhance campus programs and services.
9. Partner with Bay Area industry for internships and career opportunities (symbiotic relationships)
10. Increase participation of community partners in the development of our student services and academic programs.
11. Develop regional relationships with neighboring college districts designed to address common goals.
12. Collaborate with Community Services Org, such as housing, transportation, food, health care, etc. Break down barriers for learning and completion
13. Collaborate with Redwood City International for outreach out of state/nation
14. service learning programs
15. Expand existing and seek out new partnerships with local businesses and community groups (in addition to job placement, seek financial support such as scholarships, legal support...)
16. Encourage, if not assign students and/or others to volunteer at nearby nonprofit organizations (second harvest food bank, tutoring others, visiting elderly, etc). as either a class or a graduation requirement.
17. More connections with community to foster internships, volunteer opportunities, and career development
18. In service of Goal 2, Community Connections, establish a performance and lecture series that integrates the arts, career and equity issues. Measurable: number of events; attendance at events; survey of awareness of events. Include transportation to the main campus for these events, or repeat events at remote sites.
19. It would be a great idea to make more connections to local businesses in an obvious way--sponsorships for a variety of events that we have; for public displays of art, music, dance, and theater; for events that will directly benefit the students, the campus community, and the entire community. We need to make people want to come here for more than just an odd class or two; we want people to make Cañada a focus of the community, period! This need to be a job for administration; faculty and staff should not be responsible for this.
20. Cañada College administrative leaders must support CTE programs and CTE professors. They are the experts and require time to build relationships with the
21. To invest in connecting directly with big Silicon Valley companies to get students internships or jobs. Embracing online technical training programs (like Udacity), and integrating them into college programs.
22. Update advisory boards
23. Advisory board and labor market informs curricular design
24. More community advisory boards.
25. Collaborate with local businesses to create more certificates for hands-on skills that react to demands of workforce.

26. Connections with CBOs in community (internships)
27. Establish a way to connect students with Canada alumni who would volunteer to mentoring and meet with or advise current students on career development.
28. Stronger student alumni organization.
29. Development – create significant private and corporate donor programs (separate from grants) to support student engagement with the arts (creation and documentation of art, films, music, theater performances; attendance at Bay Area arts events; supporting a performance & lecture series) and other activities (student honors research, student honors travel); additional facilities and equipment support (grand piano, art supplies, film screening room; informal performance space, etc.). Seek major donations for more than just scholarships.

2. 4-year Transfer University

1. Guaranteed Admissions and Academic Pathways to Transfer Institutions
2. Expand Transfer Agreements with other 4-Year Universities (Out-of-State)
3. create a program where students get the opportunity to explore and discover the 4 year Universities' educational ambiance around the area.
4. Expand outreach to local 4 year universities where Canada can serve as a "feeder" school.
5. improve relation between high schools and 4 year universities for educational and career pathways.
6. Establish partnerships with other four year colleges to establish joint programs in tutoring and mentoring of students

3. PreK-12 and Adult School

1. Lists or brochures of Cañada classes offered at facilities off campus... accessible to our students and to the communities
2. mentorship transition program from highschool to community college
3. Collaborate with local high schools to develop clear pathways from hs to CCC through 4 year univ.
4. To build better relationships with near by K-12, have more field trips so that students can see the resources our wonderful campus has to offer.
5. Coordinate curriculum between high schools and Cañada. Work to effect a collaborative curriculum that stitches together and creates a more effective K-15 learning
6. Adult education sector: Create community education initiative (in parallel with Canada recruiting efforts) to familiarize potential future students on what it means to be a college student (e.g., time commitment/management, study skills, logistical navigation). This will support not only recruitment of students to campus, but retention of the students that we recruit.
7. Market and align academic pathways with partner high schools
8. Create a seamless transition from high school to college in which all local high school students begin application process by default unless they opt-out.
9. Provide institutional support for faculty to meet with high school colleagues to work on curriculum alignment and to better prepare students for the rigor of college
10. having a task force dedicated to recruiting underserved students into community college who otherwise would not have a college degree
11. Bring back Kindercaminata or other opportunities for students
12. More outreach initiatives to under-repped local communities i.e. East Palo Alto. Expand programs at current off-campus sites and create new sites, ie East Palo Alto, Mountain View, East Bay locations.
13. Improve the college's interaction with elementary school academic and athletic programs in the area to establish community links and support the educational mission of the local Peninsula public school system
14. Create ladder programs from community organizations to Canada College
15. Establish Canada athletics as a destination for post high school students as a center of excellence

16. PATHWAYS + HOMESCHOOL GROUP OUTREACH -----(This actually applies to all of the goals, but I will just submit it once)

17. This initiative could work twofold: part 1 would have professors from various disciplines reach out to the homeschooling networks to offer services to make sure these homeschooling networks are receiving the support they need for their students to be successful. Part 2 would involve having cohorts of these students take classes together that would be on a pathway created specifically for them. While other students would be allowed to take the classes as well, this pathway would allow for designated classes to be geared specifically toward their unique needs and goals. Specifically, the focus would be on the empowerment of African American students specifically. For example: An American History class could cover the usual American History topics, but with special perspective on the role of African American history. Outside of studies of the Civil War, Jim Crow and the Civil Rights movement, traditional (white) American History often overlooks the contribution of Black citizens. The history of Black Americans is also the history of America, as HBCUs around the county have demonstrated time and again. In fact, it should be fairly simple from a curricular standpoint to reach out to HBCUs and adopt some of their standards when it comes to instruction which is specifically geared toward

18. As a small school which is interested in pathways (specifically the aspect which allows for classes to be tailored to work together to support a student's meta learning by having the classes be interrelated), we have the agility to be able to come up with classes specifically tailored to this pathway if we have a cohort of students who can fill it. If we establish the relationship with the homeschooling groups in our area, we can potentially get enough interest to sign up entire cohorts to go through the program together. They can, of course, also take other classes, but having a base where they feel comfortable, welcomed and (for lack of a better way of saying it) 'the norm', means they can safely explore places where they might be more in the minority without it being a big deal because the support is still there

19. I feel like this is an incredible opportunity to do something entirely new, something that has a measurable success, is a multi-year project, and that is desperately needed at this moment in our history as a country. Even though we will need to reach beyond our immediate community to establish ties to these homeschooling groups, it will benefit our community as well as our school to make these paths available to students in our area. It is absolutely win-win-win for the school, for the students and for our community.

20. A growing number of well-educated African American parents are keeping their kids out of public schools in favor of homeschooling due to the overwhelming effect of systemic racism in public schools (data available upon request. Seriously, Black children are suspended and expelled at rates exponentially higher than white children, the history books used by public schools sometimes refer to slaves as 'immigrants' and countless other examples exist of aggressions micro and macro which Black children experience in public schools). As a result, there is a growing number of students nearing college age who have been homeschooled and it would be advantageous to their development if they could find a transitional educational place where they could get the additional skills they need to be successful in college