



Educational Master Plan 2012-2017

Progress Report 2014-2015



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Responsible Party	Objective
Gregory Anderson (VPI)	Objective 4.3
Michelle Marquez (VPAS)	Objective 1.3 Objective 1.5 Objective 4.4
David Johnson (Dean of Humanities)	Objective 4.1
David Hamilton (Interim Dean of Business, Design, and Workforce)	Objective 2.4 Objective 3.3
Anniqua Rana (Dean of ALL)	Objective 2.7 Objective 2.8
Lizette Bricker (Interim Dean of Counseling)	Objective 2.10 Objective 2.11 Objective 4.2

Summary of Progress

There are 25 objective. Eighteen (18) objectives have 100% accomplishment; three (3) objectives 75% accomplishment; two (2) objective2 50% accomplishment; and two (2) objectives 25% accomplishment.

Progress Report 2014-2015 Goal/Objective	Planning/Discussion (25%)	Implementation (50%)	Ongoing (75%)	Complete (100%)
A. Teaching and Learning				
1.1 ILO				√
1.2 enrollment plan				√
1.3 Professional development		√		
1.4 student engagement plan				√
1.5 facility planning	√			
B. Completion				
2.1 high school relation plan (enrollment plan)				√
2.2 assessment				√
2.3 orientation				√
2.4 student pathways			√	
2.5 FAFSA				√
2.6 intentional counseling				√
2.7 implementing effective practices for instruction			√	
2.8 mentorships				√
2.9 Degree works				√
2.10 Career center			√	
2.11 transfer, outreach, articulation				√
2.12 monitor student success				√
C. Community Connections				
3.1 campus community outreach advisory group				√
3.2 community-based advisory board				√
3.3 internship	√			
3.4 off-site learning opportunities				√
D. Global and Sustainable				
4.1 sustainability and social justice				√
4.2 international program				√
4.3 integrate sustainability into the curriculum		√		
4.4 sustainability awareness				√

Gray text indicates accomplishments from 2012-13 or 2013-14.

SUMMARY OF THE PROGRESS REPORT 2014-15

Objective	Responsible Party	%	Proposed Changes for 2015-16	PBC Action
Teaching and Learning				
1.1 Assess ILO and discuss the assessment results throughout the campus	Dean of PRIE	100%		
1.2 Assess, evaluate, and implement flexible course scheduling options and pathways to accommodate students' needs	VPI	100%		
1.3 Create a first-rate educational experience for students with the support of a campus wide professional development program set-up through CIETL to support the use of effective teaching and learning practices	VPAS	50%		
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.	VPSS	100%		
1.5 Through facility planning, create capacity to address both instructional program and student life needs	VPAS	25%	Measure H passed in Nov 2014	
Completion				
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.	Dean of Counseling	100%		
2.2 Improve connections with potential students by providing increased information about assessment testing.	Dean of Counseling	100%		
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.	Dean of Counseling	100%		
2.4 Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.	Dean of BDW	75%		
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.	Director of Financial Aid	100%		
2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals.	Dean of Counseling	100%		
2.7 Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document.	Dean of ALL	75%		

Objective	Responsible Party	%	Proposed Changes for 2015-16	PBC Action
2.8 Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.	Dean of ALL	100%	Institutionalized	
2.9 Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.	Dean of Counseling	100%		
2.10 Improve completion by expanding the career center and having it closely linked with instructional programs.	Dean of Counseling	75%		
2.11 Improve completion by enhancing the transfer center outreach, activities, and articulation.	Dean of Counseling	100%	Institutionalized	
2.12 Monitor the student success and completion data on a regular basis to assess progress.	Dean of PRIE	100%		
Community Connections				
3.1 Establish a campus community outreach advisory Group to address communication and collaboration with the community.	President	100%		
3.2 Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF.	President	100%		
3.3 Integrate Internship opportunities for students into academic and student life.	Dean of BDW	25%		
3.4 Enhance off-site learning opportunities through the bayside/coastside locations.	Dean of BDW	100%		
Global and Sustainable				
4.1 Create sustainability and social justice interest groups to focus on issues and increase awareness on campus.	Dean of Humanities	100%	Institutionalized	
4.2 Expand the international program.	Dean of Counseling	100%	Institutionalized	
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.	VPI	50%		
4.4 Improve sustainability awareness on campus.	VPAS	100%	Institutionalized	

IMPLEMENTATION: THE STRATEGIC PLAN

Teaching and Learning

***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.**

***Responsible Party:* VPAS Michelle Marquez**

***Working Groups:* IPC, SSPC, APC, and Senates**

PBC IIIA

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

After re-evaluating the professional development structure and funding stream, the College decides to restructure the functions of (a) professional development, (b) student learning outcomes, (c) instructional design, and (d) distance education, and streamline them into one position for the director of professional development and innovation. This position is a pilot position for one-year temporary. Recruitment for the position took place in late spring/summer 2015, and it is anticipated the new director will start in November 2015.

A Professional Development Committee was appointed by the college Planning and Budget Council (PBC). The charge of this committee is to work with the Director of PD and Innovation to develop, adopt, implement, and monitor a college professional development plan.

The Classified Senate has been working to develop a set of criteria, processes, and goals for the allocation of the classified professional development funds received from the District. Additionally, the VPAS is working to secure additional funding to support college-wide professional development funding.

Proposed plan for 2015-2016: Develop and adopt college Professional Dev Plan; provide dedicated college staff to support professional development; assess all current college PD efforts (e.g., classified, faculty, and management PD groups; CIETL, ACES, Communities of Practice) and determine how to integrate these efforts into the college PD plan.

Progress up to date: Complete 50%

Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.

Responsible Party: VPAS Michelle Marquez

Working Groups: IPC, SSPC, APC

PBC IIIB

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Measure H, a local bond measure, was passed in November 2014 and provides the college with approximately \$133 million to implement the facilities master plan. Major facility projects include the demolition of Building 1 and construction of a new Kinesiology and Wellness building, construction of a new Science building (Building 23), and modernization of Building 13. The first projects, Building 1 and Building 23, are in the planning and design phase. Current timelines indicate these buildings will be complete in 2018/2019 academic year (however these are conceptual timelines at this point). The campus community is involved in the planning and is provided regular updates and information.

Progress up to date: Complete 25%

Completion

The Completion Work Group used the pathways model to create the objectives to be accomplished to improve student completion. The model includes four major progression points where services can be improved so that students become more likely to complete:

Completion Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

Responsible Party: Interim Dean David Hamilton

Working Groups: *IPC and SSPC
PBC IIA, IIB*

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Associate Degrees for Transfer (ADT)

Associate degrees for transfer are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. In 2014-15, ADT's were developed and approved in computer science, geography, mathematics, physics and submitted for biology and nutrition and dietetics at Canada College. Canada College currently has the following ADT programs: anthropology, art history, business administration, communication studies, early childhood education, economics, elementary teacher education, English, history, kinesiology, philosophy, political science, psychology, sociology, studio arts and theater arts.

College for Working Adults (CWA)

The College for Working Adults (CWA) is an academic program that allows students to earn three Associates degrees, while working full-time. Classes are held one evening per week and every other Saturday. The CWA curriculum ensures that within three years, students complete sixty transferrable units, their general education, graduation and transfer requirements for admission to a four-year California State University (CSU). The degrees are awarded from the following disciplines: 1) AA in Psychology; 2) AA in interdisciplinary Studies with an emphasis in Social and Behavioral Sciences; and 3) AA in Interdisciplinary Studies with an emphasis in Arts and Humanities. In 2014-15, a part-time retention specialist was hired in the spring semester to assist with student follow-up. Additionally, a full-time counselor and coordinator/instructor were requested through the college hiring process.

GE Thematic Pathways

The GE Pathways is a set of thematically associated courses across the IGETC pattern, CSU GE, and AA/AS GE. Students choose themes that interest them from multiple perspectives which

provides course integration that explores an issue from different disciplines. The GE Pathways may also include high impact practices such as; Community Services, Public Lectures, Field Trips and Integrative Teaching on a Common Theme. The following are proposed pathways: Social Justice, Climate Change, Sustainability, Global Studies, Power and Politics and Arts, Media and Culture.

Business, Design and Workforce

In the 2014-15 academic year, the following academic pathways were developed:

- In collaboration with JobTrain and Sequoia Adult School, received successful funding in the C4SCP grant to create and implement a web design certificate administered through JobTrain. The college created an agreement to use with outside agencies to articulate classes that will allow the Web Design students to earn college credit for the classes they take at JobTrain. Once students complete the web design boot camp at JobTrain, they are assisted in finding employment as a web designer and/or continue their academic pathway at Cañada College.
- Active participation in Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is working throughout the region to provide pathways for adult school learners to enter the workforce or complete courses and programs for transfer. Beginning in fall 2015 the college will offer a program to adult school and traditional college students providing the full Cañada ECE certificate in a one year accelerated program. In addition the college will be involved in creating a similar pathway for Medical Assisting. Both these certificates provide direct entry into the workforce as well and courses that can apply to transfer for students who wish to complete a degree.
- Created the Entrepreneurship Center for students as part of the Entrepreneurship and Small Business Program starting fall 2015. A small space has been secured and the instructor provided with .2 release time through Perkins funding, to get the center up and running. The Entrepreneurship Center will be a resource and pathway for students who have the goal of starting their own business. It is, in essence, a lab for business start-ups. Through faculty advising and collaboration with other students and business partners, students will have support in creating their own business ventures.

The STEM Center

The STEM Center at Cañada College aligns all programs and resources focused on students working to transfer to a four-year university to complete a bachelor's degree in a Science, Technology, Engineering and Math (STEM) major. STEM students are all pursuing academic pathways that include Calculus and all lower-division major preparation before transferring as a junior student to a four-year university. The most popular STEM majors pursued by our students

are all fields of engineering, computer science, biology and environmental science. Through the STEM Center, students have opportunities to participate in intensive academic preparation activities such as Math Jam, Physics Jam and supplemental instruction and drop-in tutoring. In addition to participating in the STEM Speaker Series, assistance in applying to NSF and external scholarships and participation in STEM internship partnerships.

Progress to date: Ongoing 75%

Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document.

Responsible Party: Dean of ALL Anniqua Rana

**Working Groups: IPC with ACES and Basic Skills Committee
PBC IIA**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

The college is working on the following effective practices for instruction as identified through current research in teaching and learning for students with basic skills needs:

ACES INQUIRY PROJECTS

Foundational to the practices listed below, the college has implemented a process for faculty, staff, administrators, and students to inquire into effective practices on pedagogy, program planning, and assessment that impact students directly.

To complement learning through inquiry, the ACES committee is identifying professional development opportunities through organizations like 3CSN, to provide trainings in Reading Apprenticeship and Men of Color initiatives.

LEARNING COMMUNITIES AND CONTEXTUALIZED LEARNING

Learning Communities provide opportunities to contextualize learning. The following Learning Communities are offered on a regular basis:

Puente:

CRER 137 Life and Career Planning

Engl 847 Accelerated Academic Read and Writing

In addition to the academics in these two classes, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puente students. These activities serve to strengthen the interpersonal skills, create the 'familia' environment, and to expand the knowledge and horizons of Puente students.

ESL and CBOT Pathway

The ESL Department has close connections with other departments on campus to facilitate students career preparation: ESL and CBOT courses offered at 3 off-campus locations in addition to collaborations on campus.

strongly ESL students to take Math Jam.

ESL and ECE Pathway

ESL and ECE have learning communities hard linked with four different courses.

ESL and Library Pathway

ESL 400 and Library 100 learning communities are hard linked.

READING APPRENTICESHIP

Reading Apprenticeship is a framework for inquiry designed to help remember the discipline-specific habits of mind that are crucial to learning and understanding subject matter. Focusing on metacognition can help understand discipline-specific ways of reading, writing, thinking.

STEM faculty have been participating in professional development around Reading Apprenticeship.

EMBEDDED TUTORING

Embedded tutoring is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.

Embedded tutoring is adapted to STEM and non-STEM classrooms; there are currently embedded tutors in ESL, English, Math, and Interior Design classrooms.

Progress to date: Ongoing 75%

Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.

Responsible Party: Dean of ALL Anniqua Rana

**Working Groups: IPC and SSPC
PBC IIA and IIB**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Key programs that have include mentors for students include:

Puente

<http://canadacollege.edu/puente/mentors.php>

A2B, BTO and TRIO

<http://canadacollege.edu/mentor/>

Blacademia

<http://canadacollege.edu/blacademia/meetyourmentors.php>

These are efforts are ongoing.

The college is still in the planning and discussion phase regarding mentors for faculty and a larger student population in need of mentorship like Dreamers.

This objective has been institutionalized.

Progress to date: Complete 100%

Completion Objective 2.10: Improve completion by expanding the career center and having it closely linked with instructional programs.

Responsible Party: Interim Dean Lizette Bricker

Working Groups: *SSPC with Bob Haick*
PBC IIB

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Majors 2 Careers: Ongoing 75%

- This was our first full year of holding the Majors 2 Careers event which debuted in spring of 2014 and the career center has now held 3 of these events. We have continued to learn and refine the event since the first one by listening to suggestions made by students and participating faculty and staff. One such improvement was to have more prominent display signage for the faculty, staff, and employers. This allowed students to more easily identify those individuals' education background and current employment position, which they were most interested in.
- With the spring 2015 event we also began to invite employers to the event to give a broader perspective to our students of what paths they could take with a given major that didn't necessarily involve instruction. We had five employers attend from a limited invite list. This fall, we will be sending out a much broader list in hopes of attracting more employers. In addition, we also had twelve faculty or department representatives attend which was an increase over the past two events and combined with the employers was, I feel, much more powerful.

Job Fair: Completion 75%

- The Job Fair continues to be very successful. We have consistently have 59-60 employers attend each event the last 4 semesters which is the maximum the venue will hold. We are also getting more of an uptake by instructors that bring their students to the Job Fair during class time

Mangowin Partnership: Ongoing 75%

- Also, in conjunction with Mangowin, an online startup that helps bring businesses and students together for jobs we held 2 mini hiring/interview events in the Spring that attracted over 13 employers and 70 students. All the students were interviewed on the spot.

Workshops: Ongoing 75%

- We also continue to offer our workshops to instructors who are open to having us in their classroom to present. Our tightest integration into the classroom thus far is with our resume workshop, and Eureka.org. The courses/programs/departments that take advantage most often are Medical Assisting, Counseling, CRER 137, Kinesthesiology, ENGL 826 & 836, Math department and the SFSU Nursing Program.

Progress to date: Ongoing 75%

Completion Objective 2.11: Improve completion by enhancing the transfer center outreach, activities, and articulation.

Responsible Party: Interim Dean Lizette Bricker

Working Groups: SSPC

PBC IIB

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

In 2014-15 the Transfer Center accomplished the following as planned based on the available staffing:

- **Staffing** – As planned, hired a full-time counselor designated to Transfer and Transfer Honors programs. This will allow a stronger and additional support to transfer students by providing more counseling hours, follow up and case management.
- **Transfer Options**
 - We were able to staff an informational table on Tuesdays in the month of October and answered specific transfer questions which allowed us to identify and connect with students.
 - Hosted College fair, (Transfer Day) in October, where students had an opportunity to meet directly with university representatives from 54 universities from in-state, and out of state. There were about 300 students in attendance and 30% of students who completed a satisfactory/reflection survey expressed that the Transfer Day gave them the opportunity to meet and have in depth conversation with at least 3 universities, learn more about their field of studies, available services at the universities pertaining to them. In general they found the event very encouraging to seek transfer option.

In response to students' request, we added "Personal Statement Review Corner" on the Transfer Day, where faculty and staff met with students one on one reviewing and providing feedback on students' college admission essays.

- Conducted Transfer 101 workshop for students who participated in COLTS Academy (53 students). Based on the survey, there was an increase of an average 1.4 points in each Student Learning Outcome (SLO) of CSU and UC transfer requirements, availability of TAG and ADT programs, Transfer and A2B programs. The following is some of the students' feedback about this workshop:
 - ✓ Very informative
 - ✓ *This was such an awesome way to learn about transferring. I will be going there!*
 - ✓ *This was highly informational! Thank you!*
- Created transfer plan with time line as a transfer checklist that is available at students' orientation, transfer Center, as a poster in the classrooms, and the transfer Center Web page.

- In collaboration with TRiO, Basic Skills, and EOPS programs, provided 3 field trips to San Francisco, UC Davis, and CSU Monterey Bay.
 - Created ADT worksheets for all 20 ADT programs offered at Cañada College to increase students' awareness of the programs and to demonstrate the pathways to CSU and UC campuses. These worksheets were added to the Transfer web page to assist counseling faculty, students, and other community colleges to use for reciprocity- as a result the number of ADT applicants increased in the year 2015 by 96% compare to the previous year.
 - Composed and emailed at least 3 newsletters per semester to self-identified transfer students, students that participated in PEP the program and all students via GWAMAIL to bring up-to-date transfer information on admission policies, deadlines, course requirements, and any other transfer opportunities offered by universities such as open house, Advising day, internships, etc.
 - Continue coordinating the annual Transfer Achievements Award Ceremony for transfer Students. In spring 2015, there was a 40% increase in Transfer students' participation in the Ceremony which reflects higher number of transfer students, it also reflects that we collected more accurate data on students' transfer status.
 - Purchased digital monitor for the Transfer Center to promote and display the transfer information, programs, and activities while students are waiting to meet with a counselor.
 - Provided training for counselors and ongoing resource to counselors.
- **Data Collection** – Used the self-report “contact information” form, “Data Sharing” system with UC campuses, and ADT list from the CSU system Office to identify the most of outgoing transfer students to UC and CSU. In collaboration with the Admissions Office, created a list of students who applied to private and out-of-state colleges and universities through the Common Application.

We were able to identify the new students with a transfer goal through orientation, and identified a list of continuing students with a transfer goal with the support of Planning, Research, and institutional Effectiveness (PRIE). Attended training workshop provided by PRIE to use ARGO for gathering transfer students background using available data in BANNER.

- **Workshops** – In the 2014-15 academic year, we provided 37 workshops to outgoing transfer students and freshmen students with a transfer goal. This was a 61% increase compared to 2013-14. These workshops guided students transferring out with UC TAG criteria and application, writing the personal statement for admission purposes, completing university admission applications, and evaluating their readiness for transfer. In fall 2014, in addition to the workshops, we held 3 days of Q&A sessions to help students one-on-one to finalize their application essays and their application including calculating their transfer GPA. These workshops and Q&A sessions helped students to successfully submit their application to the university of their choice as one of the final steps to reach their transfer goal. Among the workshops, we offered two new workshops about financial aid to help the outgoing students understanding the availability of financial aid at four year universities, and how to apply for financial aid and scholarships. The second part of this workshop was to assist students to review and compare their financial aid award letters they received from the universities.

We also provided transfer 101 workshops to new student with transfer goal, resident and international students, to make them aware of the transfer options, available tools, and course requirements to become a competitive transfer candidate.

- Number of students who applied to CSU with self-identified as ADT recipient increased by 96% compared to the 2013-14 academic year.

We 100% accomplished this objective, and plan to continue providing the workshops (topics may vary based on the transfer trends and students' need) and measure the students learning.

Classroom visits – Due to limited staffing, we were able to only visit 3 transfer level classes (2 Business courses and a Communication class), and 1 remedial course (math 120). This indicates that we met only 80% of goal for year 2014-15 academic year. We were also able to provide transfer information to different groups of students who brought to the Transfer Center by program coordinators or instructors.

In addition to workshops and classroom visits, I coordinated University activities on our campus such as tabling, and classroom visits to create avenues for students to connect with universities and receive transfer information directly from them.

- **Webpage** – We were able to revise the Transfer Center web page by updating transfer flyers and documents such as TAG and admission policies, deadline and fees and add all new flyers such as information sheets on the admission requirements to UC, CSU, private and Out of State universities, and transfer checklist.

In addition to the updates, we created the worksheet for newly approved ADT programs, and continued with the updating and maintaining the current page. Please see the [Cañada College Transfer Center Webpage](#).

This objective has been institutionalized.

Progress up to date: Complete 100%

Community Connections

Community Connections Objective 3.3: Integrate Internship opportunities for students into academic and student life.

Responsible Party: Interim Dean David Hamilton

**Working Groups: *SSPC and IPC with Bob Haick, Misha Maggi and ASCC
PBC IIA, IIB***

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

The College decided to focus on developing additional internship only.

The College has participated in a region wide dialogue which began spring 2015 regarding the strengthening of internship opportunities within the CTE fields. The college also has begun a dialogue for creating closer connections to our CTE programs and the Career Center regarding internship opportunities.

Most of the work regards to internships and the Co-op database from 2013-2014 did not produce enough useable data; therefore we have taken on a different course of action for this.

2014-15 Accomplishments

By 2017 the goal is to be well on our way towards having greater internship opportunities available to students in our CTE and other programs. In May 2015, we began outlining the direction and actions to take to incorporate internships into as many programs as possible. The overall goal is to integrate classroom learning in a real-world work setting which will run through Co-Op and integrate learning objectives, based on knowledge and skills learned in the classroom as well as the requirements of the employer, and are developed by discipline faculty in consultation with employers or an employer based advisory committee.

To begin this process, the Career Center is currently working with Nick Martin, Denise Erickson, Anne Nicholls, and Jessica Kaven to incorporate our goal into the Social Justice Pathway. We will expand this effort to include the CAA, Kinesiology, and Business programs which need varying levels of assistance in this area due to similar efforts already incorporated into their programs. The goal is to have this up and running, in varying degrees, for each of these programs by the end of the fall semester 2015. Our minimum goal will be to have at least one further avenue for students to pursue an internship and then grow from there each semester.

In addition, the internship program incorporation into the classroom will rely heavily on Co-Op as the channel for students in these programs who have found an internship on their own, or through the Career Center. Co-Op along with the Career Center will provide the paperwork and progress tracking necessary to provide data of the learning to the campus, employer, and student. Beginning fall 2015, we will be looking at the Co-Op websites' overall "face" to students and employers in an effort to make it easier to navigate and find information. We will also examine, add to, or revise the documents it currently uses when placing a student in an internship.

Planning/discussion 25%

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.

Responsible Party: Dean David Johnson

Working Groups: IPC with Sustainability Committee and Dreamers Task Force

PBC IIA

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Based on PBC, this objective is only to focus on social justice because the sustainability has accomplished 100% for 2013-14.

For the 2014-15 academic year, the college continued its commitment to supporting social justice by participating in the SMCCCD Districtwide Museum of Tolerance program. Cañada College sent representatives from the administrative, faculty, and classified ranks to Los Angeles to participate in the Museum of Tolerance programs, and encouraged them to share what they learned with colleagues upon their return to campus. As a result of that experience the college brought one of the MOT presentations from Los Angeles (a play focused on immigration status) to our students and campus community.

In addition, the college has made an even greater commitment to social justice by designating a faculty member to formally lead and expand the efforts of the DREAMers Task Force. As we recognize the important work that is being accomplished in this area (supporting undocumented students and clearing the path for them to achieve full citizenship rights), the college committed a significant amount of “re-assigned time” for the faculty member to advance our efforts.

This objective has been institutionalized.

Progress to date: Complete 100%

Global and Sustainable Objective 4.2: Expand the international program.**Responsible Party:** Interim Dean Lizette Bricker**Working Groups:** *SSPC and IPC with Supinda Sirihkaphong, Lizette Bricker, Jeffrey Rhoades, Sunny Choi***PBC I and IIA**

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

Admission: In 2014-2015, the number of students admitted nearly doubled from 2013-2014, even though the number of applications did not double. In Fall 2014, 48 students were admitted and 35 enrolled (73%). In the Fall 2013, 26 were admitted and 11 enrolled (42%). In Spring 2015, 34 students were admitted and 28 enrolled (82%). In the Spring 2014, 19 were admitted and 15 enrolled (79%). Total unduplicated international student headcount increased from 53 to 95.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Total apps	65	38	76	64
Total admitted	26 (40% of apps)	19 (50%)	48 (63%)	34 (53%)
Total enrolled	11 (42% of admitted)	15 (79%)	35 (73%)	28 (82%)

Orientation: In the Fall 2014, of 35 newly enrolled students, 19 (54%) attended International Student Orientation and 14 students completed an online survey. In the Spring 2015 semester, of the 28 newly enrolled semester, 15 attended orientation, 9 attended makeup orientation, and 4 were transfer students. 18 students completed an online evaluation. Out of all the students who reported attending the International Student Orientation all of them agreed that the orientation, "prepared me for the first few weeks of the semester." The only question that had a nearly 50% response rate of Not sure or disagree was, "I made new friends at the International Student Orientation." Postitive feedback was provided including, "The staff and students are super helpful and friendly, it makes new students feel like they made the right decision to be in Cañada :) Keep it up!" The Spring evaluation solicited additional information including participation in other international student workshops and jams and only a handful of students participated. In addition, nearly all students reported receiving help from the Welcome Center, Counselors, Library, Learning Center, Interantional Student Ambassadors, and the International Student Center. Also, a handful of students reported receiving help from the Center for Student Life and Health Center.

Workshops: Despite the low participation rate of workshops, information provided is highly demanded by international students. Data from pre- and post-tests also show that students increase their learning of the topic. ISC will try to outreach more and schedule workshops during times that students are able to attend the workshops. ISC has had success in providing the Participation Workshop with outreach through the ESL Department. A second workshop in the spring 2015 semester was offered at the request of the ESL Department and 18 students attended.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Transfer Wksp	4	3	3	10
Participation	2	20	4	7 and 18
Employment	4	2	3	4

Recruitment: In Fall 2014, Cañada College participated in a U.S. Mexico Bilateral Mobility Fair sponsored by EducationUSA in 5 cities in Mexico. The cost of the recruitment trip was approximately, \$4,800 (cost of 18 units in nonresident fees). Cañada received 277 requests for more information. International Student Ambassadors have followed up on all inquiries and will do so again in Spring 2015, since many inquiries were interested in studying in the U.S. in Fall 2015.

Cañada hosted high school counselors and agents from overseas in summer 2014 and a group of high school counselors and principals from Kazakhstan in Fall 2014. The ISC International Program Manager will continue to nurture these relationships. High schools expressed much interest in having a summer STEM Institute for international students similar to what we do for domestic students. A proposal to 2nd Foreign Language School was submitted. However, we may not be able to accommodate this program because of lack of housing for minors.

ESL Partners: We haven't had a large number of admitted students from our ESL partners. However, this spring semester we have 4 students from TALK and 1 from ELS, this may be because the ESL students lived with other Cañada students at ICR. We maintain a good relationship with our ESL partners, these relationships will continue to be nurtured.

Events: International Student Center collaborated with the Center for Student Life & Leadership, Veteran's Resource Center, Social Science Hub, STEM Center, and The Grove to celebrate **International Education Week**. The week started with Veteran's Day Reveille Ceremony conducted by the U.S. Marine Corps and a panel of student veteran's. The Study Abroad Fair held in The Grove included 4 study abroad providers, SMCCD's programs, 3 military recruiters, 1 faculty panel, and 1 student panel. 40 evaluations were collected with 24 students who considered study abroad both before and after the fair, 9 did not consider before but did after, and 5 did not consider both before and after. ASCC held a Spirit Day featuring Tea & Snacks, Redwood City Together also attempted to hold a dialogue, this event did not attract as many participants, perhaps due to the time. A calendar photo contest was also held, 50 submissions were collected and 19 votes were cast. The calendars were printed and sold for scholarship funds in memory of Gail Kamei. Approximately \$500 was raised.

ISC and the President's Office hosted a **Thanksgiving Luncheon**, 18 students participated, mostly new students and Ambassadors. This was a great culminating event for the year. Students experienced a traditional Thanksgiving and Ambassadors were recognized for their work.

This objective has been institutionalized.

Progress to date: Complete 100%

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.

Responsible Party: VPI Gregory Anderson

Working Groups: *IPC with Deans, Academic Senate, Curriculum Chair, and Sustainability Committee*

PBC IIA

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

With many other curriculum priorities in focus, progress has been incremental in this objective. When the goal was formed, structures and compliance were not built into the curriculum processes, and the curriculum committee and the sustainability committee have not yet been engaged in developing these structures.

The administration would be thrilled to support faculty leadership around this goal, but so far other priorities have taken precedence. The college is open to ideas about how we can encourage movement around this goal.

Sustainability Plan Progress Goal B

B1: Utilize Sustainability Committee to Coordinate Sustainability-Related Curriculum • More work is needed in this area. The Committee is focusing on the Curriculum goal in 2015/16 and has projects in motion that will allow us to better coordinate sustainability-related curriculum. • Committee members were heavily involved, and will continue to be involved, with the GE Pathways initiative (see below).

B2: Utilize Different Pathways to Integrate Sustainability into the Curriculum • General Education: Committee members worked with the GE Pathways FIN to research implementation of a GE pathways program. Campus-wide surveys resulted in the Sustainability pathway being chosen as one of the first three pathways, along with Social Justice and Honors. • Major: Participation (by one committee member) on the state-wide C-ID Environmental Science Faculty Discipline Review Group charged with drafting the Transfer Model Curriculum for the future Environmental Science transfer major. Four meetings were held. • Courses: ENVS 115 (Environmental Science) was approved for both the Physical Science and the Life Science General Education requirements for IGETC and CSU-GE.

B3: Training Opportunities for Students • Supported student clubs by partnering with ASCC and the STEM Center to plan and implement an Earth Day event. • Facilitated a hands-on campus solid waste audit in which over three dozen volunteers (mostly students) sorted and quantified one day's waste.

Progress to date: Planning/discussion 50%

Global and Sustainable Objective 4.4: Improve sustainability awareness on campus.

Responsible Party: VPAS Michelle Marquez

Working Groups: *Sustainability Committee, Winnie Kwofie*

PBC IIIB

- What progress have you achieved in 2014-15? Please provide evidence that support your achievements.

The campus has received regular information regarding major sustainability activities including: the completion of the solar farm, sustainable maintenance of the solar farm, water conservation efforts, and LED lighting projects.

This objective has been institutionalized.

Progress to date: Complete 100%