



Strategic Enrollment Plan 2014-2017

Progress Report 2015-2016

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Progress Report 2015-2016

There are 6 goals and 25 objectives in the Strategic Enrollment Plan:

- A. Enrollment Management Goals
- B. Community Goals
- C. Student Success Goals
- D. Student Demographic Goals
- E. Instructional Program Offerings & Labor Markets Goals
- F. New Student Enrollment Pipeline Goals

Deans and responsible parties met in September 2016 to discuss progress on each objective. Data packets were provided before the meeting for the parties to review in advance. Champions for each goal had also reviewed and signed off on the progresses of each objectives. Each of the planning, instructional, and student service deans who worked on parts of this report gathered input from faculty and others to ensure comprehensiveness of each part of this progress report.

In the most general terms, we can say that the college is making steady progress towards achieving the goals of this Strategic Enrollment Plan. Over all, the achievement was at approximately 100% for 21 objectives and four objectives deferred to EMP.

Summary of Progress

Progress Report 2015-2016	Planning/ Discussion (25%)	Implementation (50%)	Ongoing (75%)	Complete (100%)
A. Enrollment Management Goals				
1. Load target				√
2. Analysis of course schedule				√
3. Criteria for course schedule				√
4. Current HS				√
5. International students				√
6. DE—CTE		√ (Defer)		
7. Late-start DE				√
8. Online degree				√
B. Community Goals				
1. Pathway			√ (Defer)	
2. Marketing material				√
3. Promote College				√
C. Student Success Goals				
1. Success rate of Black & Hispanic students				√
2. Basic skills				√
3. Monitor DE success				√
4. Student Engagement Plan				√
D. Student Demographic Goals				
1. High School Relations Plan				√
2. High school students enrollment				√
3. Research on high school graduates				√
4. Evening course offering & expansion of CWA				√
5. Research on greying population				√
E. Instructional Program Offerings & Labor Markets Goals				
1. CTE offering			√ (Defer)	
2. Potential new CTE programs		√ (Defer)		
F. New Student Enrollment Pipeline Goals				
1. Application to orientation				√
2. Application to registration				√
3. Orientation to registration				√

A. Enrollment Management Goals

1. Use instructional Program Review to establish section- and program-specific enrollment/load targets. (Gregory)

The Office of Instruction and the instructional deans (iDeans) continue to use block scheduling (all classes are scheduled within predetermined time slots to ensure that we are offering courses at optimal times and effectively utilizing facilities to maximize efficiency). In part through the program review process, we examine each academic department's needs for degree-applicable courses. Additionally, great care is taken, especially by the iDeans, to work with their faculty to ensure that scheduling ensures an emphasis on keeping sections highly-enrolled (i.e., increasing productivity) while also ensuring that frequency of offerings is sufficient (i.e., timely accessibility to students).

Still to be done is to quantify and document the actual productivity targets within divisions and departments and help faculty work effectively with each Dean to meet those targets. This is especially important since enrollment management decisions have direct consequences on the college's budget. Instructional programs are the largest expense in the college by far. The Office of Instruction and the instructional deans are constantly looking for ways to minimize the impact of enrollment management decisions on the college's budget.

The completion to date is:
Institutionalized 100%

2. Incorporate an analysis of course scheduling and delivery modes into instructional Program Review. (Gregory)

Within instructional program review, the following question is asked:

Standard 7B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation. **(Connection & Entry - Evaluation)**

Information from these responses helps inform decisions around course scheduling and delivery modes.

The completion to date is:
Institutionalized 100%

4. Increase the percentage of current high school students enrolled at Cañada. (Lizette)

We have a strong presence at our feeder high school district, offering ongoing workshops and presentations to all high schools students. We also offer Priority Enrollment Programs, a one-stop event to help graduating seniors through the enrollment process and connect them to our campus and campus services.

The completion to date is:

Institutionalized 100%

5. Increase the percentage of international students enrolling at Cañada College. (Lizette)

Efforts through the district office to help increase International Student enrollment has increased. District wide we are seeing an increase in both interested and enrolled International Students from diverse countries.

The completion to date is:

Institutionalized 100%

6. Increase the Distance Education course sections, especially in Career Technology and Education (CTE). (Janet)

In spring 2016, there were 60 sections of courses offered fully online and an additional 15 sections offered hybrid or web-assisted. Of these, 9 were CTE courses. Compared to spring 2015, there has been no further increase in the number of CTE courses offered online.

This relates directly to the goal in the DE plan related to having an overall vision for the growth of distance education. This definitely needs to stay in the plans.

The completion to date is:

- **implementation 50% (Defer to the EMP: distance education)**

B. Community Goals

1. Maintain and develop additional academic pathways that lead to job training or transfer in specific fields. (Kim, Heidi, David)

Institutionalized the efforts on Associate Degrees for Transfer (ADT), College for Working Adults (CWA), GE Thematic Pathways, and Business, Design and Workforce

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 there are ten Saturday sessions throughout the semester. 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; 4) AA in Economics. For 2014-15, the program added a part-time retention specialist to assist with student follow-up. Additionally, a full-time counselor was hired in 2015 and a full-time (temporary) faculty coordinator/instructor came aboard in January, 2016.

In mid-fall 2016, the new Director of Workforce Development will join the Business, Design and Workforce team. With this new position, and the influx of state funds to support the growth of career and technical education, the college is planning to strengthen and increase pathways.

Business faculty members have developed a new course in entrepreneurship entitled “Startup for Artists, Designers and Creators.” The response to this course has been very favorable. Plans are underway for a Freelance certificate and a campus MakerSpace for innovative pursuits. These activities will continue to develop the college’s entrepreneurship pathway and also foster collaboration with STEM students in MakerSpaces for engineering and business students.

In fall 2016 the BDW division will offer a three-day Career Skills Jam. This pilot run of the Career Jams is funded by a district innovation grant. Future iterations of the Jams are being planned for ECE and other division disciplines. Upcoming Jams will be funded by Strong Workforce funds. The college has institutionalized Jams to support current and emerging student career and transfer pathways.

Contract for Common Assessment, Multiple Measures, Dual Enrollment, Guided Pathways and District Strategic Plan

On May 11, 2016 the SMCCCD Trustees approved a contract with Career Ladders Project (CLP) and the RP Group for consulting services. The purpose of the consulting services is to support the successful implementation of the District Strategic Plan, including but not limited to projects related to the California Community Colleges Common Assessment Initiative (CAI), Districtwide Dual Credit, Multiple Measures, and Guided Pathways. Specifically, implementation of the New Assessment and

development of cut scores and multiple measures for placing both resident and international students into college level courses will ultimately support the District's efforts to develop Districtwide Dual Credit and Guided Pathways programs to promote student success. The consulting services will provide support in each of the three areas in the following timeline:

Phase 1: (2016-17)

Develop cut scores and multiple measures for the CAI implementation

Phase 2: (2017-18)

Dual Credit programs structure and process development and implementation

Phase 3: (2017-19)

Guided Pathways Structure and Process Development and Implementation

The completion to date is:

- **ongoing 75%--Defer to the EMP on Guided Pathways and Dual Credit**

2. Incorporate Cañada's proximity, course selection and affordability into our marketing materials. (Megan)

- At \$46 per unit, Cañada College provides affordable and enriching educational opportunities for the residents of San Mateo County.
- Residents can pursue certificates and degrees for career training or to serve as a transfer gateway to four-year colleges and universities.
- Centralized location in the heart of the Silicon Valley, in between San Francisco and San Jose.
- Offers hundreds of day, evening, and weekend courses in more than 40 quality instructional programs, including sciences, business, multi-media, medical assisting, the arts, and technical training.
- Cañada College also provides extensive basic skills training and innovative student support services in counseling, orientation, certificate and degree planning, transfer assistance, and tutoring.

We have shared the above messaging points through a myriad of communication mediums:

- **Bus ads** that were circulated throughout San Mateo County
- 30-second **commercials** (in English and Spanish) that ran throughout San Mateo County, both on TV and online
- **Print** advertising in local daily and monthly publications, Chamber listings and community event programs:
 - *Climate Magazine*
 - *San Mateo Daily Journal*
 - Redwood City Chamber of Commerce Community Guide
- **Web/social media** marketing: commercials and videos featured on:
 - Cañada College website
 - Cañada College social media channels: Instagram, YouTube, Twitter, Flickr and Facebook

- Social media ads purchased through Facebook and Instagram
- Face-to-face **meetings and/or presentations** with members of the community:
 - Middle and high schools
 - Adult Schools
 - Non-profit organizations
 - Elected officials
 - City of RWC
 - Tabling at community events/festivals
 - On-campus tours
- Created **marketing material** to be circulated throughout the community:
 - Promotional brochures on the College, specific programs and special events
 - Direct mailers to Redwood City residents that encourage registration
 - Class schedules displayed both on and off campus. Off campus locations include more than 135 strategic locations throughout Redwood City, San Mateo and Santa Clara Counties:
 - Libraries
 - Community Centers
 - City Halls
 - High Schools
 - YMCA
 - Boys & Girls Club
 - Post Offices
 - School District Offices
 - Court House
 - Local businesses: grocery stores, coffee shops, etc.

The completion to date is:

Institutionalized 100%

3. Promote our college as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents. (Megan)

Cañada College promotes its services as a resource to the community in several community relations-oriented measures. The College holds on-campus events that invite the community to connect with the College, including Connect to College Night, and evening for high school students and their parents. The College also holds a strong presence at several community events throughout San Mateo County and parts of Santa Clara County, including Redwood City Salsa Festival, San Mateo Pride, Redwood City Fourth of July Parade and Festival and the Facebook Farmer's Market. Lastly, the College holds strong relationships with local community organizations, elected officials, city management as well as school districts and fellow higher education institutions. The College collaborates with these local organizations to partner on ways to better serve the residents of San Mateo County.

The completion to date is:

Institutionalized 100%

C. Student Success Goals

1. Focus on initiatives that will increase the success of our Black and Hispanic students.

(Anniqua)

To support Black and Hispanic students, the ACES Inquiry process will continue as foundational to the College Equity plan. In addition, programs and initiatives providing proactive wrap-around support will continue. These programs include, but are not limited to Proactive Registration, COLTS Academies, Learning Communities, and Math, Word, and Physics Jam.

The completion to date is:

Institutionalized 100%

2. Focus on initiatives that will increase the percentage of students who enroll in basic skills courses who place into them and increase the success rates for students who are enrolled in these courses. (Anniqua)

Proactive Academic and Student Support strategies have been institutionalized to increase the success rates for students enrolled in basic skills courses.

The completion to date is:

Institutionalized 100%

3. Monitor and maintain current College Benchmark (2012/2013) student success rates (63%) in DE courses and initiate research to understand why students are not successful. (Chialin)

Since 2010-11, the overall course success rate of all online courses has been steadily improving every year, from 53% to 63% in 2015-16. When compared with online-only courses, hybrid courses have larger increases from 2010-11 to 2015-16 (20% increase for hybrid courses vs. 10% for pure online courses). Moreover, data suggest that students enrolled in hybrid online courses are more likely to be successful than pure online courses (75% vs. 62% in 2015-16).

Academic Year	All Online Course Success Rate	Hybrid Course Success Rate	Online Only Course Success Rate	College Course Success Rate
2010/2011	53%	55%	52%	68.8%
2011/2012	55%	55%	54%	70.2%
2012/2013	57%	64%	56%	69.8%
2013/2014	58%	64%	58%	69.3%
2014/2015	60%	70%	59%	70.1%
2015/2016	63%	75%	62%	70.8%

Source: SMCCD Warehouse database, table SV_Student_Academic_History. Program Review Data Packets

Notes: Academic year includes summer, fall and spring terms.

Distance Education Advisory Committee (DEAC) has also conducted DE Student Satisfaction Survey each semester and used its finding to improve programs.

Many research suggested various reasons why online students are not successful.

<http://libguides.hccfl.edu/c.php?g=472782&p=3234340>

<https://www.natcom.org/CommCurrentsArticle.aspx?id=884>

The completion to date is:

Institutionalized 100%

4. Implement the Student Engagement Plan. (Kim)

Please see the Student Engagement Plan Progress Report for details.

The completion to date is:

Institutionalized 100%

D. Student Demographic Goals

1. Implement High School Relations Plan. (Lizette)

In collaboration with our Outreach Department, Counseling, and the Vice President of Student Services Office, we have created and implemented a High School Relations Plan. We continue to collaborate with our feeder, local high schools to inform, recruit, and transition students after they graduate high school and enroll at our college.

The completion to date is:

Institutionalized 100%

2. Increase by at least 5% each fall, the percentage of service area High School graduates enrolling at Cañada College. (Lizette)

In collaboration with our Outreach Department, Counseling, and the Vice President of Student Services Office, we have continued monitoring the enrollment of high school graduates. We continue to collaborate with our feeder, local high schools to inform, recruit, and transition students after they graduate high school and enroll at our college.

The completion to date is:

Institutionalized 100%

E. Instructional Program Offerings & Labor Markets Goals

1. Increase CTE program offerings – target the working adult. (Heidi)

- Worked with JobTrain and Sequoia Adult School, with support from the C4SCP grant, to offer a web design certificate at JobTrain. The college created an agreement with outside agencies to articulate classes so Web Design students could receive grades and units for classes completed at JobTrain. Articulated CBOT classes and transitioned them to the JobTrain program.
- Implemented CTE Transitions grant. Increased the number of course articulations, primarily in the MART and ECE disciplines. Provided better support for the high school articulation process (written instructions, in person support, strong relationships with individual instructors.)
- Canada, Skyline and College of San Mateo will work together to determine whether participating in the Career and Technology Education Management Application system (CATEMA) is the correct direction for the district to pursue. This online system was established to streamline the high school to community college transition process.
- Participated in Adult-Education College and Career Educational Leadership (ACCEL) meetings. Visited Sequoia, San Mateo and LaCosta Adult Schools to share information about the college's Human Service, CBOT and ESL pathways and the Career Skills Jam. Meetings and marketing will be ongoing in order to identify educational and career opportunities for adult school students.
- Continued to support the Entrepreneurship and Small Business Program. Developed new entrepreneurial course/pathway for Artists, Designers and Creators. Faculty will develop a Freelance certificate and will collaborate with STEM faculty to develop MakerSpaces for engineering and business pathways.
- Hired a Workforce Development Director to support the implementation of the Chancellor's Office Strong Workforce Recommendations, new grant funds, and data informed pathways.
- Will hire a full-time replacement faculty member for the ECE/CD program due to the sudden loss of an incumbent faculty member.
- Will bring forward a proposal for a full-time faculty member in the Medical Assisting program.
- Continued to support Digital Art and Animation and Fashion Design and Merchandising MakerSpaces with Perkins and CTE Enhancement funds. Due to decreasing enrollments in the CBOT program, re-allocated Perkins funds from CBOT to Business, Accounting, Interior Design and Human Service programs.
- Will offer a Career Skills Jam focused on developing human relations skills, e-portfolios, and team collaborations.

The completion to date is:

- **implementation 75%: Defer to EMP—Strong Workforce Program**

2. Obtain labor market data to help identify potential new CTE programs, such as in biotechnology, green technologies, and software engineering. (Heidi)

Through the new CTE Data Unlocked grant, the college will receive \$50,000.00 and 10 hours of technical support to train faculty and staff on how to use newly updated and tabulated data from various labor market sources. (LMI, BLS, etc.) The colleges will also be able to request customized reports from the Centers of Excellence. Canada College and the College of San Mateo will pool resources so that together the colleges will have \$100,000 and 20 hours of technical support for cross campus training. Training will provide faculty and staff with resources to 1.) Understand TOPs and CIPs codes, 2.) Gather data reports that support course and program development within existing programs, and 3.) Obtain data reports to support program development in emerging sectors.

The new data resources will assist with completing the Strong Workforce grant application due on January 31, 2017. The following proposal ideas for the Strong Workforce Funds are being considered:

- 1.) Establish a Business Hub (MakerSpace) in room 13-217
Repurpose the current lab into a high tech business hub with moveable modular furniture, enhanced Wi-Fi, portable laptop computers and multiple moveable whiteboards. To capture FTES, the Business Hub can be set up with the necessary audio/visual capability so students who are unable to attend f2f classes can attend from remote locations.
- 2.) Establish a district Paralegal program (Canada and Skyline)
- 3.) Establish an Education and Human Services program that combines the existing ECE/CD and HMSV programs. This program can also include Public Health and Foster Kinship and Care Education.
- 4.) Continue to expand CTE Jams for specific discipline areas.
- 5.) Expand the ECE/CD PATH partnership between Canada College and SFSU.
- 6.) Develop a Neuro-diagnostic Technologist Program. (EEG Technician)
- 7.) Offer professional development opportunities for CTE faculty. (discipline specific to remain current in subject matter expertise)
- 8.) Develop an ongoing strategic marketing campaign for CTE and emerging disciplines.
Use an integrated marketing approach that includes social media, Word of Mouth and outreach to expand awareness, access and enrollment. (focus on equity)

The completion to date is:

- **planning/discussion 25%: Defer to EMP—Strongly Workforce Program**

F. New Student Enrollment Pipeline Goals

1. Increase baseline Summer/Fall Application to Orientation percentages from 27% to 40% (Lizette)

Increase Summer/Fall Application to Orientation percentages from 24% to 40%.

The Student Enrollment Pipeline project began by collecting data from summer 2015 and fall 2015 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

Institutionalized 100%

2. Increase baseline Summer/Fall Application to Registration percentages from 58% to 65% (Lizette)

Increase Summer/Fall Application to Orientation percentages from 55% to 65%.

The Student Enrollment Pipeline project began by collecting data from summer 2015 and fall 2015 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

Institutionalized 100%

3. Increase baseline Spring/Summer/Fall Orientation to Registration percentages from 81% to 90% (Lizette)

Increase Summer/Fall Application to Orientation percentages from 74% to 84%.

The Student Enrollment Pipeline project began by collecting data from summer 2015 and fall 2015 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

Institutionalized 100%