Cañada College

Strategic Enrollment Plan 2014-2017

Prepared by the Enrollment Task Force

February 2014

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Introduction

The purpose of the Strategic Enrollment Plan 2014-2017 for Cañada College is to

- **Establish Comprehensive Enrollment Goals** - number and types of students needed to accomplish mission

- **Promote Academic Success** - improve access, transition, persistence, and graduation (completion)

- **Promote Institutional Success** - enable effective data-driven strategic and financial planning

- **Strengthen Internal and External Communications** - strategic marketing

- **Increasing Campus Collaboration** - among programs to accomplish mission

Resource: AACRAO (2009) Applying Strategic Enrollment Management at the Community College. Washington DC.

The Strategic Enrollment Plan (SEP) was developed using the mission, vision, values, strategic directions and objectives from the Strategic Plan 2012-2017, Educational Master Plan 2012-2017 (EMP), as well as information from the Student Equity Plan (SEP), the Distance Education Plan (DE), and the Basic Skills Plan (BS). In addition, this SEP incorporates the goals set forth by the Board of Trustees for the San Mateo Community College District.

By incorporating all of the various initiatives into one document, the College is provided with clear direction on what we need to accomplish over the next three years. This plan is by design focused on goals that will increase student enrollment and success.

Mission, Vision and Values

Mission

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Strategic Directions/Goals

Teaching and Learning (TL)
Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

Completion (C)
Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

Community Connections (CC)
Build and strengthen collaborative relationships and partnerships to support the needs for our community.

Global and Sustainable (GS)
Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Process for the Development of the Strategic Enrollment Plan 2014-2017

After Cañada College developed various plans, the Office of Instruction charged a small task force to collect data and organize a campus-wide forum. The Strategic Enrollment Forum was held on November 5th, 2013. All forum participants selected one of the following four groups:

(a) Community,
(b) Student Success,
(c) Student Demographics, and
(d) Instructional Program Offerings and Labor Markets

The forum participants were asked to review the data packets and provide an analysis. The results of such analysis were used to establish the Cañada College's Strategic Enrollment Plan 2014-2017. See the Appendix for a link to the Strategic Enrollment Forum data packets and results. In addition to the analysis provided by the forum participants, the task force reviewed and analyzed 14 year enrollment trends and summer/fall 2013 new student application to registration data.

The various plans referenced above include the following:

- Educational Master Plan 2012-2017
- Cañada College Strategic Plan 2012-2017
- Cañada College Distance Education Plan 2012-2015
- Cañada College Student Equity Plan 2012-2017
- Cañada College Basic Skills Plan 2012-2017
- Cañada College Strategic Enrollment Plan
- SMCCD Strategic Plan 2008-2013
- Board of Trustees Goals 2013-2014

The Office of Instruction worked with the President, Vice President of Instruction, Vice President of Student Services, Deans, Academic Senate, Classified Senate, Instructional Planning Council, Student Services Planning Council and the College Planning and Budget Council to get their feedback and finalize this Strategic Enrollment Plan. Many thanks to the task force members below:

Vice President for Instruction Dr. Gregory Anderson	Academic Senate President Mr. Doug Hirzel
Dean of Counseling Ms. Kim Lopez	Professor Dr. Martin Partlan
Dean of PRIE Dr. Chialin Hsieh	

Enrollment Trends & Goals

- FTES, Unique Census Headcount, Load, FTEF, and Sections
- High School Concurrent Enrollment
- International Students
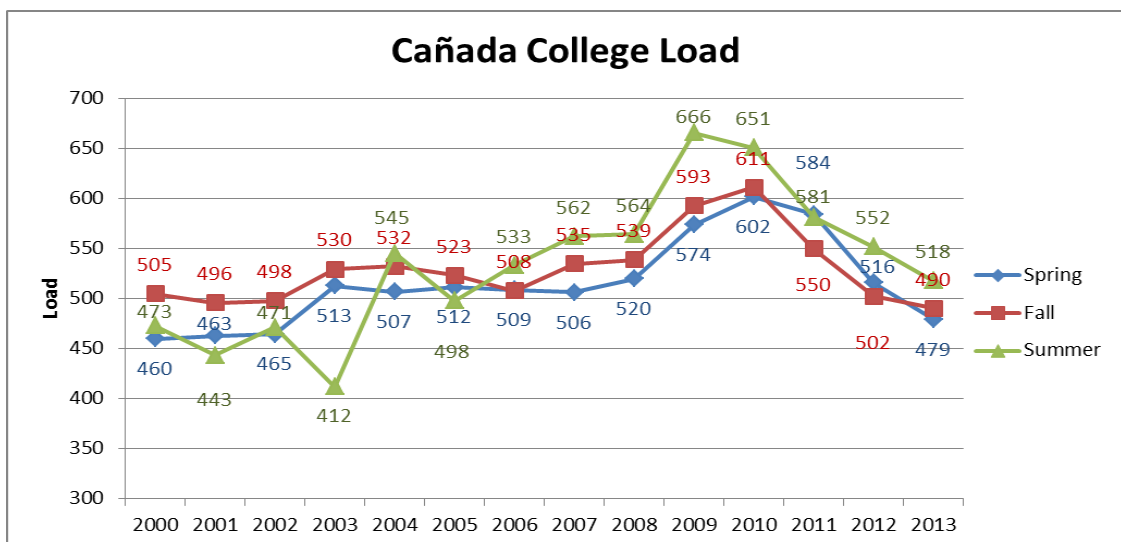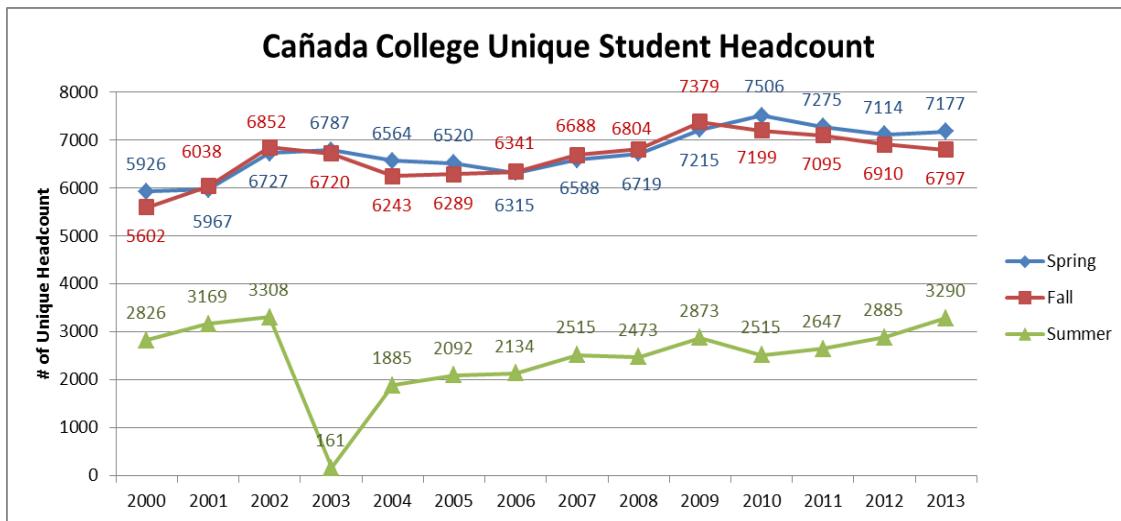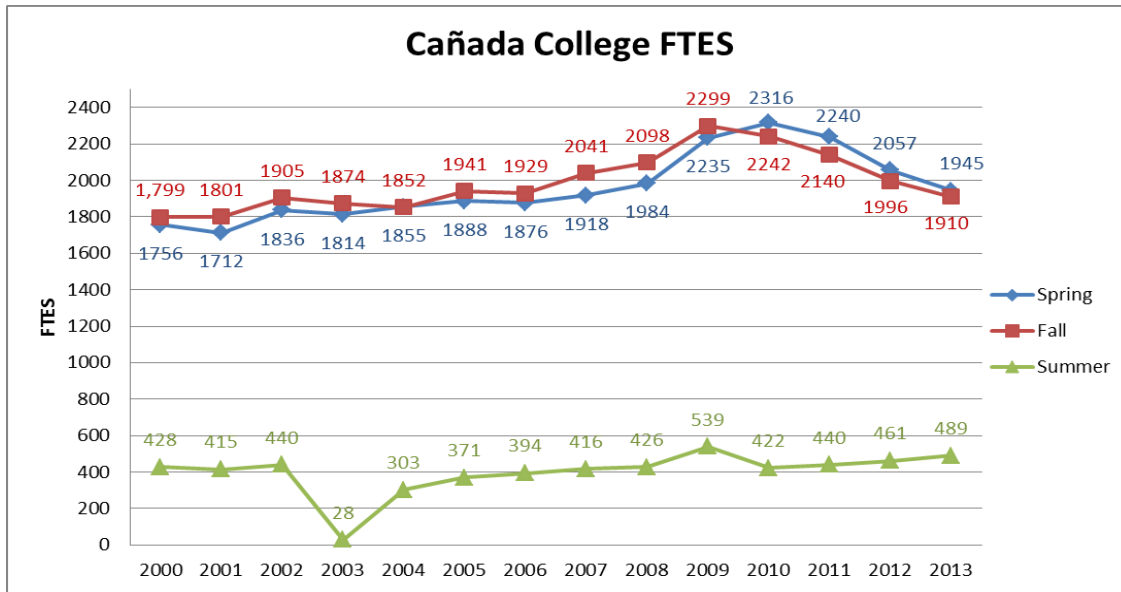- Distance Education—Online Courses

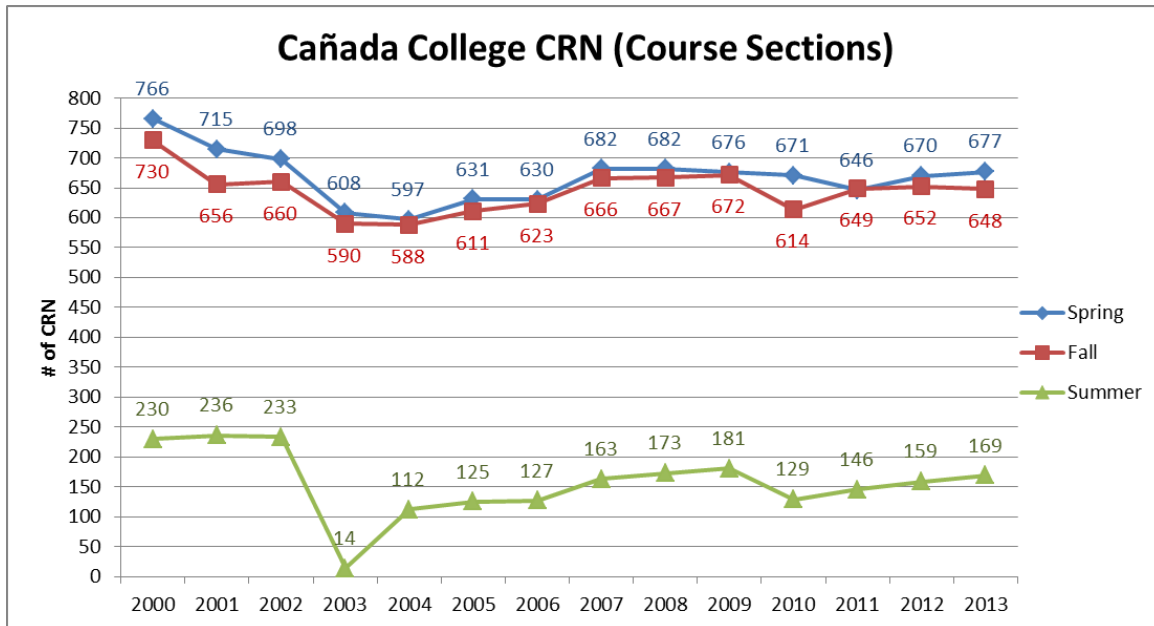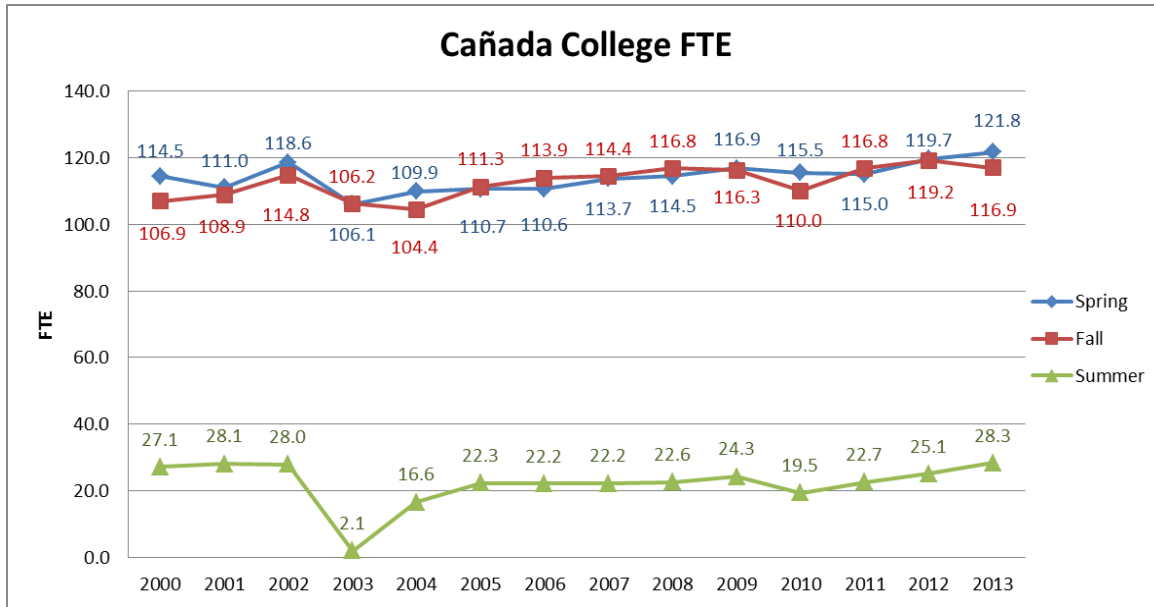### FTES, Unique Census Headcount, and Load at Cañada College

The District Executive Vice Chancellor works in collaboration with each of the three Colleges to establish Full-Time Equivalent Students (FTES) and Load goals for each coming year. The current allocation model includes the FTES projections, which include calculations based on prior years' FTES and projected growth for each of the three District Colleges.

Cañada College sets additional goals based on the Educational Master Plan, the Annual Districtwide Goals set forth by the Board of Trustees, the Student Equity Plan and the Basic Skills Plan and uses the Cañada College Benchmarks and Goals to measure some of the outcomes – including successful course completion, persistence, transfer and degree completion. College Enrollment and Productivity Reports are monitored weekly through the semester and discussed at Cabinet and with other groups across the institution throughout the year.

The fourteen year trend data were measured looking at numbers of FTES, Unique Census Headcount, Sections and Load. The data indicates that Cañada College peaked in FTES enrollment (5073) in the summer and fall 2009 and spring 2010. In the 2013 year (spring, summer, and fall semesters) the College experienced the lowest FTES enrollment (4344) since 2006; FTES fell below the College's benchmark of 4500 for the second consecutive year. The College Load is also on a downward trend. Load peaked (612 for the year) in the summer 2009, spring and fall 2010 and is now at its' lowest level since 2003; Load has fallen below the College's benchmark of 525 for the second consecutive year. The course section data indicates that since 2011 we have been increasing our spring course sections. While our fall course sections have remained relatively flat in this same timeframe. Unique census headcount has dropped by 12% from fall 2009 to fall 2013. Additionally, in analyzing Full Time Faculty Equivalent (FTE) data, there has been a slight increase over the past few years.

By analyzing the enrollment trends for this particular time period, the College was able to determine for all three measures (FTES, unique headcount, and Load), there was a noticeable downward trend since the fall of 2009. This same decrease was not evident in FTE and course sections offered.

Cañada College FTES

Cañada College Unique Student Headcount

Cañada College Load

Cañada College FTE

Cañada College CRN (Course Sections)

The impact of the state and national economy on our enrollments must be taken into account when trying to understand the recent decline. The Global Financial Crisis of 2007-2008 and the subsequent recession of 2008-2012 impacted enrollment for the next few years. There tends to be an inverse relationship between economic growth and college enrollments. FTES and census headcount increased significantly in 2009 and 2010. The decrease in enrollments that began in 2011 may be due, in part, to the gradual economic recovery and concomitant increase in local employment. In the fall of 2010 county residents supported a parcel tax (Measure G) which provided additional revenue to offset cuts in course sections and other student services that would have occurred due to reduced state funding of education. Measure G funds allowed

the college to offer additional sections with less of a requirement to maintaining Load. Another factor contributing to the decreasing trend in Load is that in 2010-2012 the college eliminated a significant number of TBA hours which resulted in a reduction in Load and FTES.

Concurrent High School Enrollment

In reviewing the data on concurrent enrollment trends over the past fourteen years, it's apparent that the college reached a peak in the fall '08, spring '09 and summer '09. Since then the college has decreased in concurrent enrollment by 30% from fall '08 to fall '13, 26% from spring '09 to spring '13 and 23% from summer '09 to summer '13.
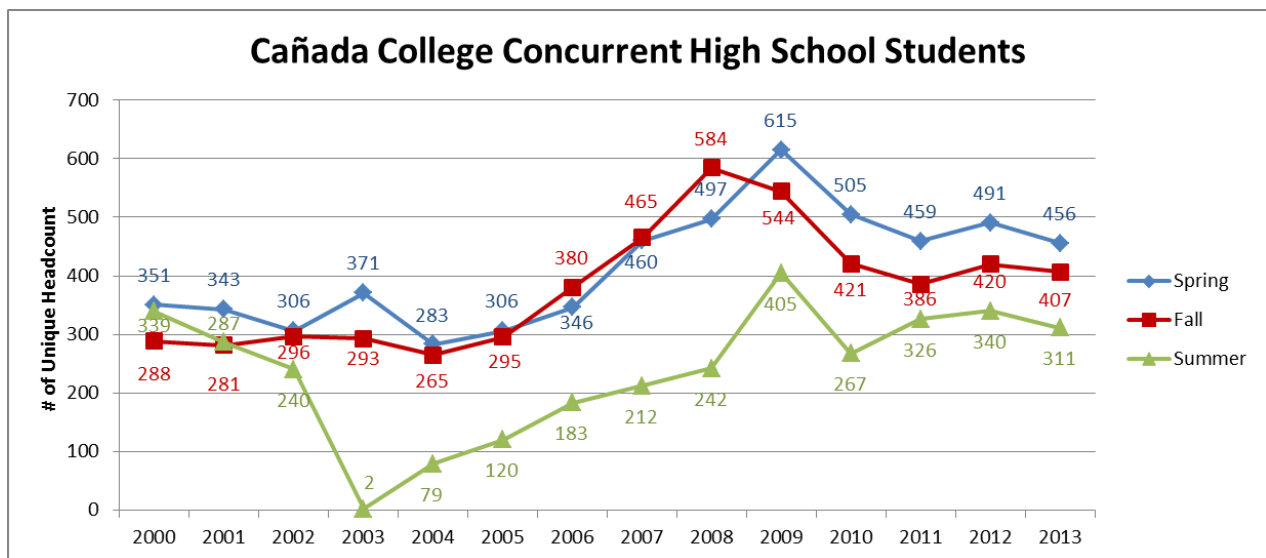
International Student Enrollment

To broaden global perspective and enrich our diversity, the District and Colleges have established an International Education Advisory Committee (IEAC) which established an annual enrollment growth goal of 30%, based on the international student enrollments in 2011/12. For Cañada this equates to the following international student enrollment goals: 2013/14 = 51, 2014/15 = 59, 2015/16 = 69 and 2016/17 = 79. In the 2013/14 academic year, Cañada has an annual average of 44 international students on an F-1 VISA. Although we have increased enrollments of internationals students since 2011/12, we have not kept pace with the District enrollment targets.
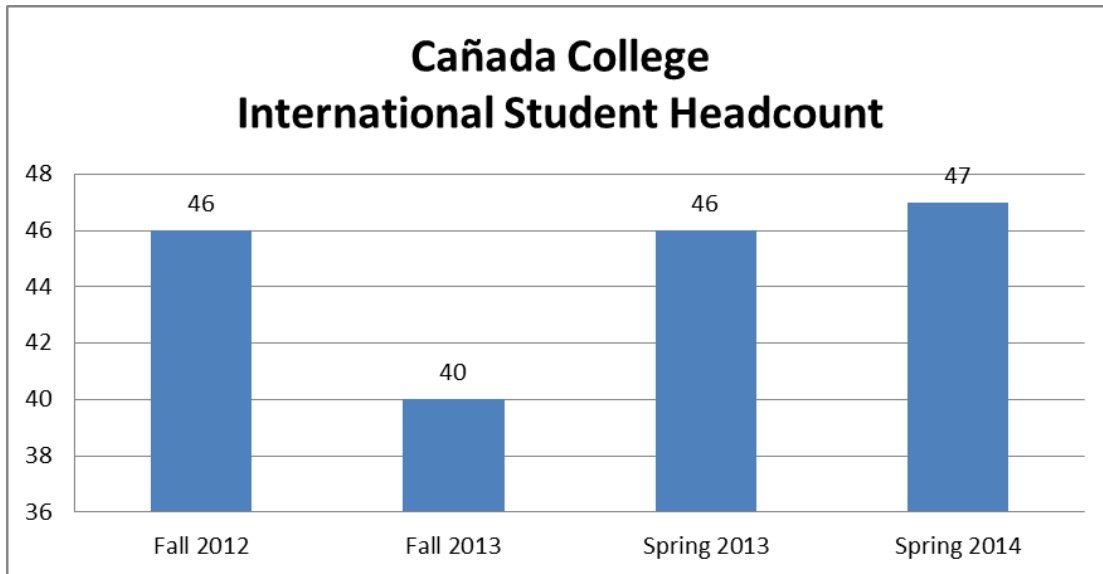
Distance Education Enrollment

The numbers of online offerings have increased 80% from fall, spring and summer '09 (54) to fall, spring and summer 2013 (98). The online course enrollments have also increased more than 100% from 1669 in fall, spring, and summer 2009 to 3384 in fall, spring, and summer 2013. The data indicates that the majority of this increase has occurred in the Divisions of Science and Technology and Humanities and Social Sciences.

Cañada College
Distance Education--Courses Student Enrollment
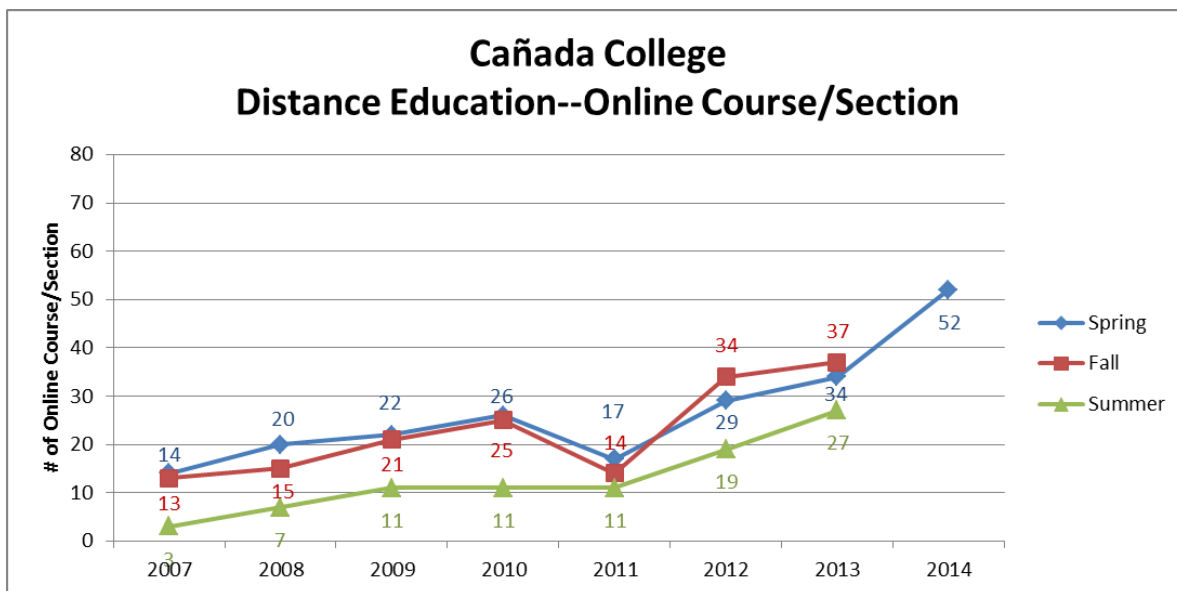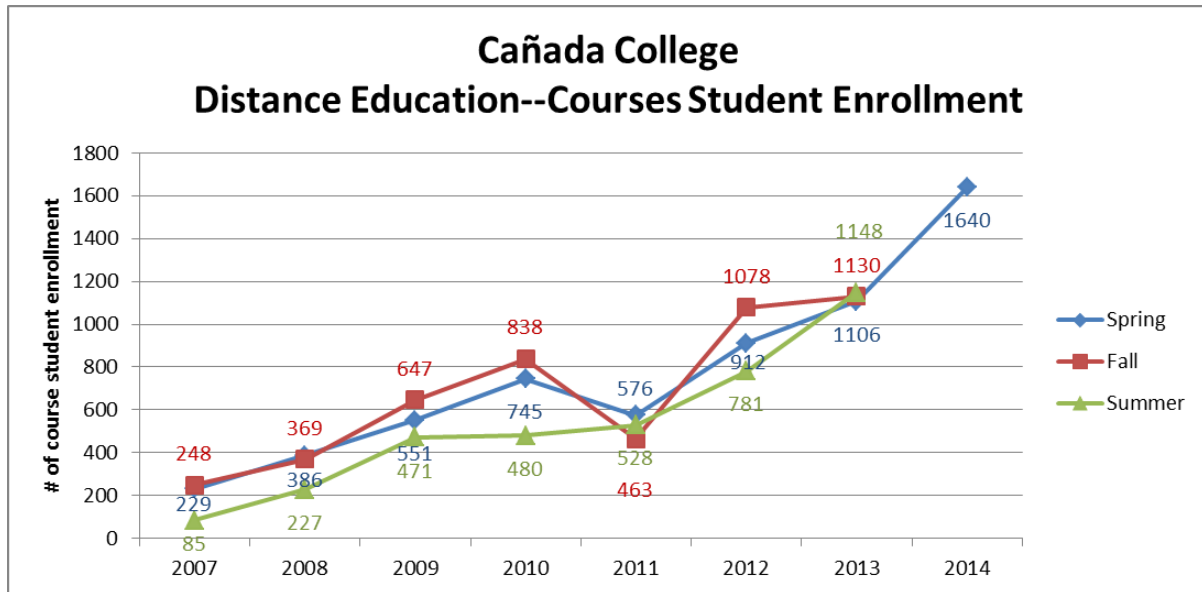
Enrollment Trends Goal:

In order to mitigate the negative enrollment trends that we are now experiencing, the college will:

1. Use instructional Program Review to establish section- and program-specific enrollment/load targets.
2. Incorporate an analysis of course scheduling and delivery modes into instructional Program Review.
3. Establish criteria for course scheduling.
4. Increase by 5% each semester, the percentage of concurrent/dual enrollment students.
5. Increase by 30% each year, the percentage of international students enrolling at Cañada College.
6. Increase by 10% each semester the Distance Education course offerings, especially in CTE.
7. Increase late-start DE offerings.
8. Offer online certificate and/or AA/AS degree programs.

Related Goals:

- EMP Objective 4.2: Through CIUS, expand the International Program
- DE Objective 1.1: Review the rate of growth of online offerings and enrollment to allow planning for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review
- DE Objective 1.2: Survey our students to determine which students are looking for online education and which courses they would be taking.

External and Internal Data Analysis

- Community
- Student Success
- Student Demographics
- Instructional Program Offerings and Labor Markets
- New Student Enrollment Pipeline

Community

In October, 2013 the District conducted a county-wide needs assessment survey in which residents were asked about their perception of and experiences with the community colleges. Generally the community has a positive attitude about Cañada College. The college is close to home and/or work and is affordable. Instruction and support services are strong. The community would like to see the college develop more job training programs and/or develop program packages that lead to job training or transfer. Additionally, the data indicates that students attend Cañada primarily due to proximity to home, course selection and affordability. We need to promote these themes in our marketing to the community and local High Schools. The community survey also indicates that our local residents like our facilities. We need to increase our efforts to promote our campus as a community resource.

Community Goals:

1. Develop additional academic pathways that lead to job training or transfer in specific fields.
2. Incorporate Cañada's proximity, course selection and affordability into our marketing materials.
3. Promote our campus as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents.

Related Goals:

- EMP 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

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

- EMP Objective 3.1: Establish a campus Community Outreach Advisory Group to address communication and collaboration with the community.

- EMP 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.

Student Success

It is clear from the data that tracks student success by department, that Black Non-Hispanic and Hispanic success rates are much lower than students who are Asian or White Non-Hispanic. Additionally, the success rates of our students enrolled in basic skills and distance education courses are much lower than for students enrolled in CTE or general education courses. The data also indicates that the percentage of students who place into basic skills courses are enrolling in these basic skills courses at a low rate. These trends are corroborated in the college's Student Equity Plan.

The College has established College Benchmarks and Goals and a newly drafted Student Engagement Plan (see Appendix) that identifies specific success goals and outlines the plan for achievement of these goals.

Student Success Goals:

1. Focus on initiatives that will increase the success of our Black and Hispanic students.
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.
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.
4. Implement the Student Engagement Plan.

Related Goals:

- EMP 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.
- EMP Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

- EMP Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.
- DE Objective 4: Increase student awareness, retention and success.
- Student Equity Plan 2.1: Increase the course success rates for Black students.
- Student Equity Plan 3.1: Increase the fall to spring persistence rate for Black students
- Student Equity Plan 3.2: Identify why Filipino and Asian students have a high course success rate and low persistence rate.
- Student Equity Plan 4.1: Increase the completion rates of Hispanic, male, Black and Filipino students.
- Student Equity Plan 5.1: Basic Skills: Increase the completion rates of Black students.
- Student Equity Plan 5.2: ESL students will successfully move into academic and vocational classes at a higher rate than before 2010.

Who are Cañada's students?

<u>What is their ethnicity?</u>
Cañada's students are hispanic (39%), white (29%), and multi-race (12%). The college's percentage of Filipino and Asian students is significantly lower than that at our sister colleges.

<u>What is their age?</u>
The median age of a Cañada student is 25; the average is 29. These are higher than at our sister colleges where the median age is 22.

<u>What is their gender?</u>
Gender balance at Cañada remains underweighted in males at 37%. The genders are more equally balanced at our sister colleges.

<u>Where do they live?</u>
The majority of Cañada's students reside in Woodside (24%), Redwood City (18%), and Menlo Park-East Palo Alto (16%). While many of these students choose Cañada because of its close proximity, a significant percentage of residents in these closest communities actually attend our sister colleges despite their greater geographic distance. Approximately 31% of SMCCCD students from Redwood City, and 26-27% of SMCCCD students from Menlo Park, Woodside, and East Palo Alto are attending one of our sister colleges. This suggests an opportunity for improved marketing of Cañada.

Which schools do they come from?

Cañada's feeder schools are in the Sequoia Union High School District (SUHSD). 22% of SUHSD graduates attend one of the district's colleges. This is a lower "take rate" than from either the San Mateo Union (34%) or Jefferson Union (25%) districts. These data indicate an opportunity for greater recruitment from SUHSD. Cañada attracts 58% of the district's total "take" from SUHSD with the balance going to our sister colleges. This is less successful than compared to 65% for CSM from San Mateo Union, and 72% for Skyline from Jefferson Union. Parsed another way, Cañada takes only 13% of the SUHSD possible graduating students whereas Skyline takes 18% of Jefferson Union's possible graduates, and CSM takes 22% of San Mateo Union HSD's graduates. There is opportunity for Cañada to increase its overall take rate. Additionally, it is clear that high school graduates have preference for but do not exhibit complete fidelity to their closest community college. Each of the three colleges take students from the other college's feeder schools. CSM and Skyline each lose about 7% of their local graduates to each other; Cañada loses about 8% of our local graduates to CSM whereas CSM is losing only 5% of its local graduates to Cañada, creating a net loss of 3% (70 students) from Cañada. Fully 27% of students from Woodside High, 28% of Sequoia High, 38% of Redwood High, 39% of Menlo-Atherton, and 66% of Carlmont High are choosing one of our sister colleges over Cañada.

What is their educational background?

The largest group of Cañada's students have a high school degree (65%) which is the same majority demographic at our sister colleges. However their proportion of these students is significantly higher than ours 70-78%. Non-high school graduates and concurrent high school students account for 18% of Cañada's students. In contrast, these two groups account for less than 7% of the total population at CSM and Skyline. Since the total numbers of concurrent high school students is similar at all three colleges, the greatest differences exist in the number of non-high school graduates. Cañada has 3-4 times more non-high school graduates which represent 12% of our total population compared to only 2% at our sister colleges.

What do they want?

The majority of our students (44%) report that they intend to transfer with, or without, an associate's degree. 33% are seeking an associate's degree whereas only 5% are looking for a certificate. 17% of our students are looking for basic skills education or a G.E.D.

In what sorts of classes do they enroll?

Over a five-year average, there are approximately 6,100 headcount in CTE courses, 6,800 in basic skills courses, and 12,000 headcount in transfer courses each year.

How is their level of educational preparation?

30% of our students place into basic skills english which is significantly different from our sister colleges where only 10-24% place into basic skills english. For mathematics, 28% of our students place into basic skills math; this is comparable to our sister colleges.

When do they attend classes?

Cañada's students are 40% day-only, 36% evening-only, and 24% day/evening course-takers. This distribution is comparable to those of our sister colleges. From 2012-2013, the college saw a larger increase in day students than in evening students. However, these data do not allow us to distinguish between a possible student preference for day courses, or the result of scheduling more sections during the day compared to evening. 74% of Cañada's students are enrolled part-time whereas only 67% our sister colleges' students are part-time. These data suggest that the college must take into account part-time students' need for scheduling flexibility and to consider evening and weekend course offerings as a way to meet the needs of these working adults.

Student Demographic Goals:

1. Implement High School Relations Plan.
2. Increase by at least 5% each fall, the percentage of service area High School graduates enrolling at Cañada College.
3. Conduct research to identify the percentage of high school graduates that directly enter four-institutions, bypassing the community college, and the percentage that are not pursuing any form of higher education.
4. Investigate the potential for increasing evening and weekend course offerings and the expansion of the College for Working Adults.

Related Goals:

- EMP Objective 1.2: Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs.
- EMP Objective 3.4: Enhance off-site learning opportunities through contract education in the bayside/coastside locations.
- Student Equity Plan Objective 1.1: Maintain HSI status by continuing outreach efforts that support access for Hispanic students.
- Student Equity Plan Objective 1.2: To identify best practices in the recruitment of Black and White students to Cañada.

Instructional Program Offerings & Labor Markets

Canada serves excellent growing high schools

Headcount at Sequoia Union HSD has been increasing 2% per year over the last 8 years; only two of those years showed a decline. It has a 12% four-year drop out rate which is comparable to the county and state-wide averages. In 2012, Sequoia Union HSD's API was 803. Approximately 18% of its students are English Learners.

The changing face of San Mateo County

San Mateo county is "greying". The only age demographic to show significant growth from now through 2050 is the over 60 year olds. Despite this, many of "young" age demographics are projected to remain relatively stable. The population of East Palo Alto is expected to increase 47% between 2000-2035, 28% in Redwood City, and 25% in Menlo Park.

Cañada offers a wide variety of instructional programs to meet local needs

When comparing the instructional program offerings of the three colleges, it quickly becomes apparent that Cañada has a very respectable portfolio of degrees and certificates. The greatest differences between the three colleges are in CTE offerings. Some of these programs exist to address very localized employment demand, whereas others can only be sustained at one school within the district. Adding to the difficulty in drawing comparisons are significant differences in terminology/classification by the three colleges. Possible gaps in the district's program that Cañada might fill are: Accounting certificates, Business Management specialties, Drafting/CAD, GIS, Biomedical engineering, Environmental Science, and CIS certificates.

The outlook for jobs

The labor market analysis verifies that job growth between 2013 and 2019 is forecast for Registered Nurses (4100), Computer Support Specialists (2800), Preschool Teachers (1000), Radiologic Technologists (455), Paralegals (364), and Veterinary Techs (205). These data provide evidence that the college is providing educational training that prepares students for in-demand vocations.

Instructional Program Offerings & Labor Markets Goals:

1. Increase CTE program offerings – target the working adult.
2. Obtain labor market data to help identify potential new CTE programs, such as in biotechnology, green technologies, and software engineering.
3. Conduct research to identify the lifelong learning needs of the greying population.

Related Goals:

- EMP Objective 2.10: Improve completion by expanding the Career Center and having it closely linked with instructional programs.

- EMP 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.

- Sustainability Objective 4.1.2: Utilize different pathways to integrate sustainability into the curriculum.

- Sustainability Objective 4.1.5: Training opportunities for students

New Student Enrollment Pipeline

The Matriculation Pipeline data (application to registration of courses) shows that of the 4,778 summer/fall 2013 applicants to Canada College, 3,148 were determined to be Non-Exempt (meaning that they were directed to our matriculation services of New Student Orientation, Assessment and Counseling prior to being allowed to register). Additional 500-600 applications were submitted through the CBET program via paper and were manually entered and granted exemption status. Further research indicated that only 70 of the 3,148 non-exempt students submitted petitions to be exempt from matriculation; these were all approved. Of the 3,148 students directed to matriculation services, only 58% (1,826) actually registered in either the summer/fall 2013 or spring 2014 semesters. This means that a significant number of applicants (42%) fail to register for courses. Of those that do register, only 46% (848) attend Orientation. But, of those attending Orientation, 81% (687) actually registered in the summer/fall 2013 or spring 2014 semesters. These data suggest that orientation can increase the percentage of students registering for courses, but that too few students take advantage of orientation despite being directed to do so.

The data also shows that of the 848 students who participated in orientation, 96% (810) also participated in assessment and 72% (582) of these students also participated in counseling. Eighty-nine percent (517) of the students who participated in counseling ended up registering for the summer/fall 2013 or spring 2014 semesters.

Additional analysis needs to be conducted to understand why we are losing 28% of our students between assessments and counseling and another 11% between counseling and registration.

Summer 2013 and Fall 2013
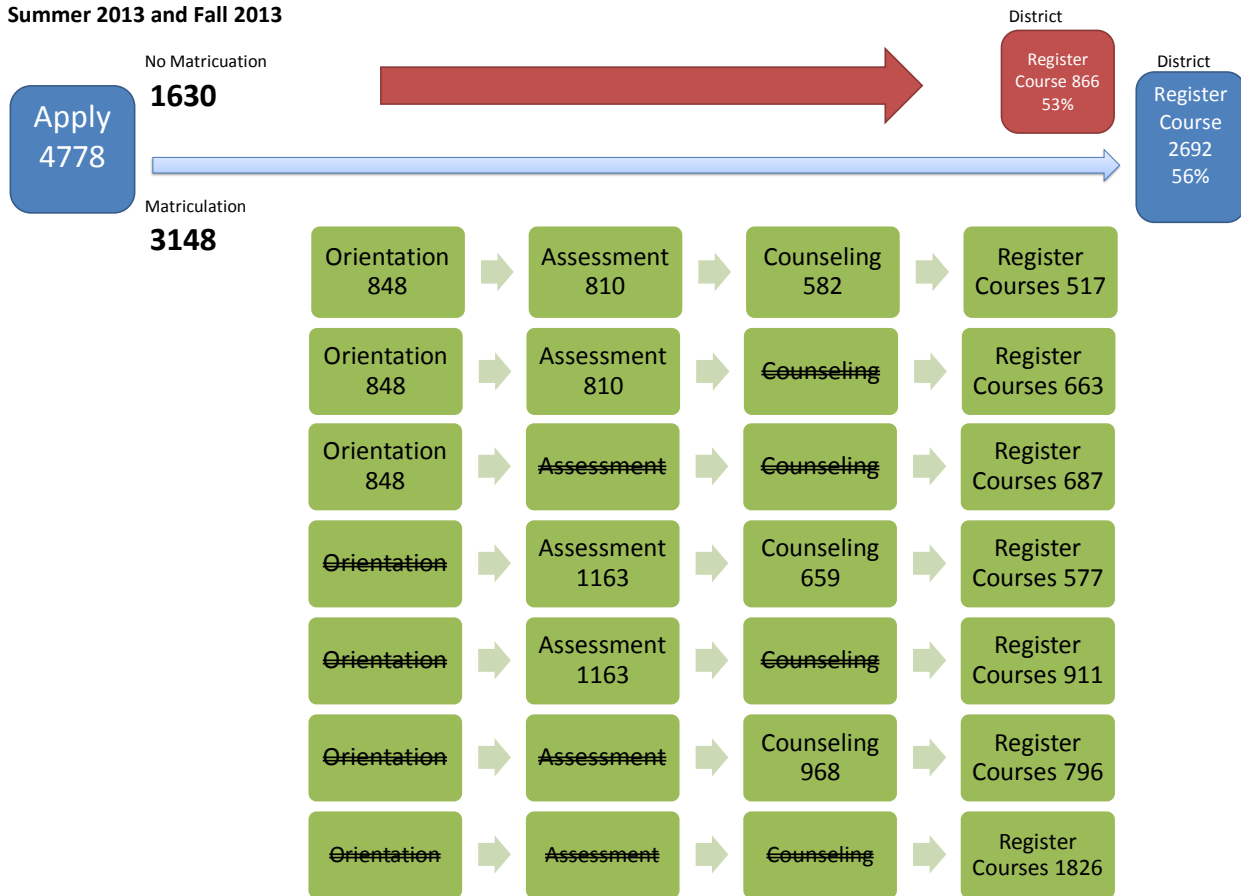
No Matricuation
1630

Apply
4778

District
Register Course 866
53%

District
Register Course 2692
56%

Matriculation
3148

Orientation 848	→	Assessment 810	→	Counseling 582	→	Register Courses 517
Orientation 848	→	Assessment 810	→	~~Counseling~~	→	Register Courses 663
Orientation 848	→	~~Assessment~~	→	~~Counseling~~	→	Register Courses 687
~~Orientation~~	→	Assessment 1163	→	Counseling 659	→	Register Courses 577
~~Orientation~~	→	Assessment 1163	→	~~Counseling~~	→	Register Courses 911
~~Orientation~~	→	~~Assessment~~	→	Counseling 968	→	Register Courses 796
~~Orientation~~	→	~~Assessment~~	→	~~Counseling~~	→	Register Courses 1826

New Student Enrollment Pipeline Goals:

1. Increase baseline Summer/Fall Application to Orientation percentages from 27% to 40%
2. Increase baseline Summer/Fall Application to Registration percentages from 58% to 65%
3. Increase baseline Spring/Summer/Fall Orientation to Registration percentages from 81% to 90%.

Related Goals:

- EMP Objective 2.2: Improve connections with potential students by providing increased information about assessment testing.
- EMP 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.
- EMP Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

- EMP 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

Setting Our Strategic Enrollment, Retention & Marketing Goals

The 2013-2014 Board of Trustees Districtwide Goals identify concurrent enrollment, International Student and Distance Education (online offerings) as areas targeted for continued enrollment growth. Additionally, it is clear from the overall enrollment data analysis that the college's service area is undergoing change. A robust job market which marks the end of a five-year economic recession has had an impact on the steady enrollment declines experienced by the college. In order to mitigate the negative enrollment impact we are now experiencing, the following 25 goals have been established:

Enrollment Management Goals:
1. Use instructional Program Review to establish section- and program-specific enrollment/load targets.
2. Incorporate an analysis of course scheduling and delivery modes into instructional Program Review.
3. Establish criteria for course scheduling.
4. Increase by 5% each semester, the percentage of concurrent/dual enrollment students.
5. Increase by 30% each year, the percentage of international students enrolling at Cañada College.
6. Increase by 10% each semester the Distance Education course offerings, especially in CTE.
7. Increase late-start DE offerings.
8. Offer online certificate and/or AA/AS degree programs.

Community Goals:
1. Develop additional academic pathways that lead to job training or transfer in specific fields.
2. Incorporate Cañada's proximity, course selection and affordability into our marketing materials.
3. Promote our campus as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents.

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

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.
4. Implement the Student Engagement Plan.

Student Demographic Goals:
1. Implement High School Relations Plan.
2. Increase by at least 5% each fall, the percentage of service area High School graduates enrolling at Cañada College.
3. Conduct research to identify the percentage of high school graduates that directly enter four-institutions, bypassing the community college, and the percentage that are not pursuing any form of higher education.
4. Investigate the potential for increasing evening and weekend course offerings and the expansion of the College for Working Adults.

Instructional Program Offerings & Labor Markets Goals:
1. Increase CTE program offerings – target the working adult.
2. Obtain labor market data to help identify potential new CTE programs, such as in biotechnology, green technologies, and software engineering.
3. Conduct research to identify the lifelong learning needs of the greying population.

New Student Enrollment Pipeline Goals:
1. Increase baseline Summer/Fall Application to Orientation percentages from 27% to 40%
2. Increase baseline Summer/Fall Application to Registration percentages from 58% to 65%
3. Increase baseline Spring/Summer/Fall Orientation to Registration percentages from 81% to 90%

Appendix

A. Enrollment Management Data

http://www.canadacollege.edu/prie/enrollmentstrategy.php

http://www.canadacollege.edu/prie/benchmarks/Benchmarks%20and%20Goals_Revised_12_10_2013.pdf

B.   High School Relations Plan

Cañada College High School Relations Plan
Summer/Fall 2014

Goal: To increase High School enrollments in the summer/fall 2014 semester by at least 5% over fall 2013

Target Populations:

1) ***Sequoia Union High School District Students***
   - Increase the number of high school students in dual enrollment program
   - Increase the number of seniors who attend Cañada College

High School	2010 Graduates	2010-11 Enrolled	2011 Graduates	2011-12 Enrolled	Goal for Fall 2014
Carlmont	448	50	546	40	5% increase
Menlo-Atherton	368	35	405	43	5% increase
Sequoia	301	55	315	57	5% increase
Woodside	343	55	376	69	5% increase
Redwood	179	28	167	28	5% increase
Total	1639	223	1809	237	13% to 18%

2) ***Students who have applied for admission to Cañada College through CCCApply***
   Goals for Fall 2014
   - Increase the percentage of students who apply and then attend orientation to
   - Increase the percentage of students who attend orientation and then register to

	Summer/Fall 2013						
	Total Number of Applications	Number of "Non-Exempt" Applications	Attend Orientation	Take Assessment	Meet with Counselor	Register for courses	Successful Completion
Number	4778	3148	848	810	582	517	
Percent	100%	66%	27%	96%	72%	89%	

Branding:
- Science & Technology
- Transfer

Marketing Elements:
    Product:
- Schedule classes to meet student needs
- Identify pathways
- Develop robust dual enrollment program at the high schools

    Price/Efficiency:
- Increase load
- Promote financial aid

    Promotion:
- Create promotional materials using the branding of Science & Technology and Transfer
- Conduct outreach activities at the SUHSD high schools

- Cultivate the non-exempt students who have applied to Cañada College
- Develop and implement an ad campaign

Location:
- Identify best locations to provide courses

Strategies to Achieve Goals

Area	Strategies	Evaluation
Increase Dual Enrollment at SUSHD	1. Create promotional materials using themes 2. Identify target courses for dual enrollment offered at Cañada College 3. Develop a plan to offer courses at the high schools 4.	Increase by 5% from Fall 2013
Increase Number of Graduating Seniors from SUSHD	1. Create promotional materials using themes 2. Develop a program of visits to the high schools 3. Offer assessment testing at the high schools 4.	Increase by 5% from Fall 2013
Increase the percentage of students who apply and attend orientation	1. Develop weekly report of the potential students who have applied to Cañada 2. Contact all of the students weekly and provide information 3.	Increase from 27% to 40%
Increase the percentage of students who attend orientation and then register	1. Develop an "adopt a student" program to assist students with a contact person on campus 2. Follow-up weekly with students who have attended orientation and not registered	Increase from 81% to 90%

C. Student Engagement Plan

Cañada College
STUDENT ENGAGEMENT PLAN
2014-15

CONNECTED

1. Every student makes significant connection with another person as soon as possible upon arriving at the college.

Activities	Who's Responsible	Timeline
1. **Applicant Follow-up:** Contact all non-exempt students who have applied to Cañada about the student success process (orientation, assessment, counseling)	Outreach Office	Fall/Spring
2. **Orientation Follow-up**: Contact all students who have registered for orientation and missed appointment.	Welcome Center	Fall/Spring
3. **Special Program Referrals**: Create program referral information and provide the lists of students to the special programs (e.g. EOPS, DRC, BTO, A2B, TRIO)	Counselors Welcome Center	May-August Fall/Spring
4. **Connections with Special Programs**: Contact all students who have been referred to the special programs to ensure student involvement.	Special Program Staff Members	Summer/Fall/Spring
5. **Connections in the Classroom:** Have students introduce themselves in the classroom and set up a comprehensive schedule of student services presentations and visits (e.g. to the library and the learning center).	Faculty Library & Learning Center Staff Student Services Staff	August & January
6. **Connections with Basic Skills Students:** Require all basic skills students to attend three tutoring sessions (e.g. in the syllabus)	Faculty Learning Center	Fall/Spring
Benchmark Assessment Measure: **#9. Student Success Rates during their First Year**		

ENGAGED

2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory

Activities	Who's Responsible	Timeline
1. **ASCC**: Involve ASCC in orientation with students providing information to other students about involvement.	ASCC Welcome Center	Fall/Spring
2. **Orientation**: Emphasize use of my.smccd.edu email accounts and teach students to forward email.	Welcome Center	Fall/Spring
3. **Assessment**: Provide clear links to resources available on the assessment process.	Welcome Center	On-going
4. **Mandate Course Taking:** Develop process for mandating English and math courses prior to general education.	IPC Academic Senate	Spring 2014
Benchmark Assessment Measures: **#15. Percent of students placed in pre-transfer math that take pre-transfer math** **#16. Percent of students placed in pre-transfer English that take pre-transfer English** **#17. Percent of students placed in pre-transfer reading that take pre-transfer reading**		

DIRECTED

3.   **Every student will be placed in a "Program of Study" from Day 1; undecided students will be placed in a mandatory "Program of Study" designed to help them decide.**

Activities	Who's Responsible	Timeline
1. **Meta-Major Support**: Provide support for students in the three meta-major areas: 1) Humanities & Social Sciences, 2) STEM, and 3) Career-Tech, to include workshops, follow-up, counseling, etc.	Faculty A2B Counseling	Fall/Spring
2. **Extra Credit**: Provide extra credit for students to attend specialized major and career workshops.	Faculty	August-May
3. **Ask about Plans**: Faculty ask all students about their plans – e.g. transfer, AA degree, or certificate – and provide assistance to guide them to success.	Faculty	August-May
4. **Career Courses**: Promote career classes for all students.	Counselors Faculty	Fall/Spring
Benchmark Assessment Measures: **#10 Success in GE Courses** **#11 Success in Distance Education Courses** **#12 Success in CTE Courses** **#13 Success in Pre-Transfer** **#14 Success in Non-CBET ESL**		

FOCUSED

4.   **Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.**

Activities	Who's Responsible	Timeline
1. **Check Points**: Create report in Degree Works that provides feedback to students who are 25%, 50%, 75% and 100% to completion of their major goal and notify students via email.	IT Counseling	Each semester
2. **Roadmaps**: Create roadmaps for students describing the steps that need to be completed and at what times, e.g. for Transfer, Degrees, Certificates, etc.	Transfer Center Counseling Faculty	June-July Spring & Fall 2014
3. **Student Educational Plan (SEP)**: Provide incentives for completing SEP, to include priority registration.	Counseling	On-going
4. **Check-in**: Establish fixed check-in times for all students to meet with a counselor.	Counseling	On-going
5. **Career Course:** Explore a mandatory career class.	Counseling Faculty	Fall 2014
6. **IGETC:** Include a CRER course in IGETC.	Counseling Faculty Curriculum Committee Articulation Officer	Fall 2014
7. **CTE Programs:** Post workforce program flow charts on web.	CTE Departments	Summer/Fall
8. **One Community-One Read:** Conduct focused reading initiative	Faculty	Fall

where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc.		

Benchmark Assessment Measure: #3 Degree Completion #4 Transfer and #4a UC/CSU Transfer #5 Certificate Completion #6 Licensure Pass Rate

VALUED

5.   Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

	Activities	Who's Responsible	Timeline
1.	**Early Alert**: Conduct early alert with intentional interventions and develop a formal progress report.	Faculty Counseling	Fall/Spring
2.	**Mandatory Office Hour Visit**: Require all students to meet with faculty during office hour.	Faculty	Fall/Spring
3.	**Services**: Promote services through emails – for example: "We see you are taking math or English, did you know free tutoring is available?"	Learning Center	Fall/Spring
4.	**New Students**: Ask who the new students are in the class and provide information on services available to help them succeed.	Faculty	Fall/Spring
5.	**Professional Development**: Provide mandated and incentivized faculty development on student support services.	Faculty CIETL	Fall

Benchmark Assessment Measures: #1 Successful Course Completion #2 Fall-to-Fall Persistence Rate

NURTURED

6. Students will engage in courses and experiences designed to broaden and deepen their learning.

	Activities	Who's Responsible	Timeline
1.	**Service Learning**: Work with faculty to develop a service learning program.	Dean, ALL	Spring
2.	**Habits of the Mind**: Conduct a habits of the mind program with monthly topics that everyone embraces.	CIETL	Fall
3.	**Experiences**: Encourage internships, field trips, lecture series, inquiry based learning.	CIETL Faculty	Fall
4.	**Taste of the Classroom**: Conduct opportunities for students to learn about the next courses they need to take (similar to the Fashion Luncheon program).	Faculty	Fall
5.	**Student Success Team:** Create a campus-wide student success team to provide information on ways to improve what we do.	All who are interested	Fall
6.	**Student Success News**: Create a publication to focus on student success and provide the campus with ideas on what they can do to improve it.	VPSS	On-going

Benchmark Assessment Measure: CSSEE Survey 12h, 12j, 12k, 12l, 12m, 12n, 12o