**Instructions:** Using the headings below, replace the content in this document with details of your college. We encourage you to provide more details at the end of this document. Please limit the overall size of your document to a maximum of six (6) pages. Use links to your website or other online information as applicable.

**Please return to Lisa Klebba, Instructional Design,** **lisa.klebba@scup.org** **by May 20, 2016**

**College name: Cañada College**

**Person(s) completing this form: President’s Cabinet and EMP Team**

**Date completed: June 1, 2016**

# 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

# Description of the College

Overlooking the San Francisco Bay, Cañada College opened for instruction in September 1968 in Redwood City, California, and is a member of the California Community College System. It is one of three accredited colleges in the San Mateo County Community College District (SMCCCD). The college is located on 131 acres in the western part of Redwood City and is conveniently located next to the Interstate 280 freeway. The College takes its name from Cañada Road, which winds its way through the valley to the west of the campus. The Spanish word cañada means ‘ravine’.

The primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero. It is one of only three federally-designated Hispanic Serving Institutions in the San Francisco Bay Area. In a broad sense, the community served by Cañada College is the entire 424 square miles of San Mateo County with a population estimated to be 739,311 in 2012. Cañada College is one of the smallest community colleges in the Bay Area, enabling it to meets its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing instruction in transfer and general education classes, professional and technical programs, and basic skills.

During the 2015-2016 academic year, the College enrolled 10285 unique students and had 4,800 full-time equivalent students (FTES). The student body, as reported by the Chancellor’s Office DataMart, is multi-cultural with Hispanic students as the largest single group at 46.3%; white non-Hispanic students comprise 27.4%, Asians 11.0%, Filipinos 3.8%, African-Americans 3.2%, Pacific Islanders 1.5%, American Indian/Alaska Natives 0.2%, other, unknown and multi-ethnic 6.5%. Like all of the California Community College institutions, Cañada College is an open-enrollment institution, designed to welcome students of all ages and backgrounds to higher education. A large number of Cañada College students come from the East Palo Alto and North Fair Oaks communities. In East Palo Alto, 34% of adults over 25 do not have a high school diploma (54% in 2012) and only 16% have a bachelor’s degree or higher (10% in 2012). In North Fair Oaks, 40% of adults do not have a high school diploma (47% in 2012). Given these statistics, as taken from Citydata.com in 2012, it is easy to see why so many Cañada students are first-generation college students.

Our funding structure is community supported (e.g., Basic Aid. We do not receive any state apportionmate. We became community supported in 2011/12. This status has freed us (the College and the District) from "chasing WSCH", a strategy for increasing student enrollment in order to receive additional state funding and instead has allowed us to focus on serving our community. Our new District Strategic Plan focuses specifically on the needs of our students and on helping them succeed.

# Collective Bargaining Environment Description

There are three collective bargaining unions.

* American Federation of Teachers (AFT) is faculty union including full-time and part-time faculty.
* California School Employees Association (CSEA) is classified school employees union including staff from student services, administrative services, academic support services, and instructional services.
* American Federation of State, Local, and Municipal Employees (AFSCME) includes all facilities employees (custodians, groundskeepers, and engineers)

# Institutional Mandates that are pertinent to the Planning Institute

## Regional accreditation agency

The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

* Demands that Cañada has a sound long-term financial plan.
* Mandates a coherent plan for integrating technology appropriately and responsibly within financial limits.
* Requires that the institution’s system of governance clearly defines the roles of stakeholders in policy development and decision-making.
* Requires that all academic programs have measurable outcomes, strengthened infrastructure and services to support program success.
* Mandates a clear and cohesive strategic plan that effectively requires continuous improvement across the boundaries of the institution;

## Program specific accreditation agencies

Cañada College's Radiologic Technology Program is also accredited by: Joint Review Committee on Education in Radiologic Technology.

## San Mateo Community Colleges District Board of Trustees

* Expect alignment between fiscal responsibility and continual educational improvement.
* Must act with sufficient autonomy to fulfill its policy and fiscal responsibilities consistent with the mission of the institution.
* Expects colleges to align college plans and goals with District Strategic Plan, adapted in 2015.
1. Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.
2. Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
3. Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
4. Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations.

## A few details about the president

Over the past 6 years, there have been four presidents (Tom, Jim, Larry, no president for a semester, and Jennifer). Transition on the presidency since September 2015.

* Fall 2015: no president
* Spring 2016: interim president

## All institutions of higher education are subject to federal, state and local laws and policies.

* Ensuring campus safety via the Drug Free Schools and Communities Act (DFSCA), the Violence Against Women Act, the Clery Act, and the Title IX Amendment.
* The Health Insurance Portability and Accountability Act (HIPAA) mandates increased security for personally identifiable health information with substantial penalties for noncompliance.
* Complying with growing and increasingly complex Title IV federal student aid regulations is a challenge for every campus that administers federal student aid.
* Federal agencies that issue financial assistance are responsible for ensuring that grant awards are only made to entities that adhere to the substantives antidiscrimination mandates of Title VI and other nondiscrimination laws.
* California Title V
* Ed Code
* Perkins
* Student Success Support Programs
* Student Equity Plan
* Basic Skills Plan
* Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation

## Institutions also have compliance expectations through associations

* ACCJC mandates institutional-set standards and meet the standards.
* Institutional Effectiveness Partnership Initiative mandates institution to set goals.

## Informal Mandates that are pertinent to the Planning Institute

### Stakeholders

#### External

1. High School Partners:
	1. Want to ensure smooth transition and pipeline of high school graduates to college. This includes a streamlined multiple-measure assessment process.
	2. Want to increase the number of high school students taking college courses while still in high school.
	3. Want to implement the Early College Program with SUHSD.
2. Job Train
3. Menlo Park
4. Adult School
5. ACCELL
6. CTE Advisory Groups
7. Perkins
8. Pescadero

#### Internal

1. SMCCD District
2. President Cabinet
3. President Council
4. Planning & Budgeting Council
5. IPC, SSPC, APC
6. Academic Senate, Classified Senate, and Student Senate
7. Division
8. Department

### Major businesses and local employers

* Desire “ready to work” technically-prepared graduates.
* Career and Technical Education programs convene advisory board meetings with industry leaders and other stakeholders to discuss economic trends and to inform course and program offerings.
* The college cultivates partnerships with local employers that lead to internship and employment opportunities for students.

### Local municipalities

* Require colleges to engage in their communities and regional economic development initiatives.
* The college addresses the educational and career path goals of community members by developing relevant courses and certificate programs that are responsive to current market trends.
* The college has an on-going partnership with the City of Menlo Park and JobTrain that focuses on the educational and job needs of the local community.

### Donors

* Want a clear and compelling inducement to invest in the future of the institution.
* Want to support the community at-large through the Foundation.
* Want to create greater partnership between foundation and college.

### Add a list of topics or information about your college that will help us know more about your environment and needs

* Title III and X grants
	+ CalStep (STEM)2011-2016
	+ A2B 2012-2017
	+ ESO 2014-2019
	+ MSEIP (STEM) 2015-2020
	+ GANAS (STEM) 2016-2021

# Add links to your website where we can find additional information

* Plans and Progress Reports: <http://www.canadacollege.edu/plans/index.php>
* Accreditation Website: <http://www.canadacollege.edu/accreditation/index.php>
* District Strategic Plan:
	+ <https://smccd.edu/strategicplanning/documents/SMCCCD%20Strategic%20Plan%20%20-%20FINAL%20092415.pdf>
	+ Overview: <https://smccd.edu/strategicplanning/index.php>
* Governance Evaluation Survey Result: <http://www.canadacollege.edu/planningbudgetingcouncil/1516/PGSSurveyReport2016.pdf>

# Participants for the Planning Institute 1

President’s Cabinet

1. Jennifer Hughes, President, hughesj@smccd.edu
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6. Janet Stringer, Dean of Science and Technology (absent)
7. Anniqua Rana, Dean of Athletics, Dance, Kinesiology, Library, and Learning Resources (ALL), rana@smccd.edu
8. Heidi Diamond, Dean of Business, Design, and Workforce Development (BDW), diamondh@smccd.edu
9. Lizette Bricker, Dean of Counseling (absent)
10. Megan Rodriguez Antone, Director of Marketing, Communications, and Public Relations, rodriguezm@smccd.edu
11. Chialin Hsieh, Dean of Planning, Research, and Institutional Effectiveness (tri-chair of EMP), hsiehc@smccd.edu

EMP Team

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# Planning Institute 1 Outcomes and Deliverables

What do we hope to accomplish after the PI1? What are the expected outcomes for us?

1. Review and apply SCUP PI 1 framework using Cañada Case Study.
2. Start with end in mind:
* Timeline: http://www.canadacollege.edu/emp/index.php
* How to engage stakeholders to get the task (EMP) done?
* What are we going to do to accomplish the task?
1. Define language /terminology to use/agree to (i.e., Goal, objective, activity, etc.)
2. Clarify roles of SCUP PI 1 (EMP Planning Team) and PI 2 (Implementation Team)
3. Engage stakeholders: Develop Communication Plan
* Message to send to stakeholder need to be consistent starting with Introduction, main content, and Conclusion