

EMP GOAL #1: Student Access, Success, and Completion	Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group	Baseline Metric(s) 2021-22	Metrics as of 2023-24	Type of Strategy
1	1.1	Make registration easier	Assess and streamline outreach, application, matriculation, and registration processes to ensure more applicants, particularly low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) applicants, enroll in at least one course the same year they apply. Ensure that the programs that support students through these processes have enough resources to manage the workload.	Institutionalized	John Fraire	SSPC	Student Equity and Achievement Plan data for 2021-22	SEAP Year 2 Progress Report	Strategic Enrollment Management
1	1.2	Build on the CWA model	Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings, to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.	In Progress	James Carranza (1.2 & 4.3); Jose Zelaya	iDeans	CWA offers 6 degree programs and serves 193 students in 2021-22	CWA offered 6 degree programs and served 166 students in 2023-24. CWA now offers 28 programs	Strategic Enrollment Management
1	1.3	Create a student-first course schedule	Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., offer courses in multiple modalities, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.	Institutionalized	Chialin Hsieh	iDeans	To be developed PPT for Course Scheduling Process	Office of Instruction has determined that all degree programs are completable within 2 years. Work continues to ensure courses are offered in an appropriate variety of modalities and times of day. Program Completeness Report	Strategic Enrollment Management
1	1.4	Create new degrees and certificates	Create new degree and certificate programs (especially career education programs not yet available in the District) that support the evolving short and long-term needs of prospective students and regional employers.	In Progress	Chialin Hsieh	iDeans	Degrees and Certificates in the 2021-22 Catalog	Funeral Education Services and Photonics and Laser Tech were launch and in review. Degrees and Certificates in the 2023-24 Catalog	Strategic Enrollment Management
1	1.5	Develop new KAD programs and certifications	Develop new Kinesiology, Athletics, & Dance programs and certifications in collaboration with the Community Fitness operations in Building 1 such that students have access to on-site job training and workforce development opportunities that effectively prepare them for health and fitness-related employment in the region.	In Progress	Kat Sullivan-Torrez	KAD Division	KAD programs of study as of spring 2022: Kinesiology AA and AA-T; and Dance AA.	KAD programs of study as of spring 2024: Kinesiology AA and AA-T; and Dance AA. Badminton Program to start in Spring 2025 as an inter-collegiate sport. The VAR classes began Summer 2024.	Strategic Enrollment Management
1	1.7	Increase degree and certificate programs available in Menlo Park and East Palo Alto	Increase the number of degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations (East Palo Alto) to help students access needed courses and support services closer to home.	Not Started	Alex Kramer/Jasmine Jaciw	iDeans	Current Menlo Offerings, non-credit: Qwasar Full Stack Developer, Unity Developer: Video Game Design, Dispensing Opticians Training, Water Treatment and Distribution, CompTIA Cyber Security+, IoT Big Data and Analytics; Credit: Cloud Computing	As of July 2024, Menlo Park offers the following not-for-credit programs: Dispensing Opticians Training Program, Water Treatment and Distribution Program, Entrepreneurship Incubator, Dental Sterilization Training Program, and Meta Spark AR Program	Strategic Enrollment Management
1	1.6	Create short-term, stackable certificate programs	Create more short-term, stackable certificate programs that result in gainful employment in the near term, so students can work in their field while continuing their education. Align these programs with ESL instruction.	In Progress	Chialin Hsieh/Alex K./James/Ameer	iDeans	To be developed	FSE and PALT moving towards more short-term certificates.	Strategic Enrollment Management
1	1.8	Ensure academic program viability	Ensure all academic degree and certificate programs remain viable and strong and that they adapt to the changing needs of students and employers in Cañada's service area.	In Progress	Gampi Shankar	Academic Senate	Program Viability Process as of April 2022	Academic Senate's Updated Program Improvement and Viability Process as of March 2024	Strategic Enrollment Management

1	1.9	Strengthen Cañada's participation in the California Virtual Campus	Strengthen participation in the California Virtual Campus to help Cañada students' access courses not offered in our District and to gain enrollments in Cañada's online courses by completing all of the college-specific steps needed to participate in the Course Exchange and providing robust support to online instruction.	In Progress	Anniqa Rana	DEAC District led	TO be developed	SMCCCD is waiting for the district to coordinate this effort. CAN faculty have been POCR certified (a pre-requisite).	Strategic Enrollment Management
1	1.10	Improve WebSchedule	Improve WebSchedule descriptions of course offerings so students can clearly see the section modality and all other section attributes.	In Progress	Wissem Bennani	District Enrollment Services Committee (ESC)	Current documentation	Cohort Course Coding: The WebServices Team updated WebSchedule to show which courses are cohort RESTRICTED and/or IDENTIFIED. Refer to Smartsheet Project Plan for the clean-up and sustainability plan.	Strategic Enrollment Management
1	1.11	Complete implementation of Guided Pathways essential practices	Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).	Institutionalized	Ron Andrade	Cabinet	Scale of Adoption (March 2020) Guided Pathways Evaluation (April 2020)	<ul style="list-style-type: none"> • Clarify the Path <ul style="list-style-type: none"> o Interest areas are organized into broad, career/discipline communities o Programs have detailed course maps and provide relevant employment data o Math courses are aligned with fields of study • Get on a Path <ul style="list-style-type: none"> o Academic support is available in program related math and English gateway courses o Academic counseling is available to all students to help them select a program of study aligned with their interests and develop a program of study o Work with high schools on early college preparation • Stay on a Path <ul style="list-style-type: none"> o Progress towards completing program requirements is monitored o Students can identify where they are at on their path to completion o Early Alerts and interventions based on Interest Areas or program of study o Scheduling is evaluated to ensure that classes are available in a reliable and predictable way 	Align Academic Pathways & Student Support
1	1.12	Increase peer mentoring	Increase peer mentoring availability in Interest Area Success Teams and special programs.	In Progress	Ron Andrade	ASLT Division	3.75 Guided Pathways Peer Mentors, 5.25 GANAS Peer Mentors, 3 iESO! Peer Mentors	<ul style="list-style-type: none"> • Added peer mentors for interest areas under direction of Retention Specialists. There will be six (6) for the Fall 2024 semester. • Organizing a coordinated college wide training of all peer mentors EOPS (3), Promise (2), ARC (2), and Interest Areas (6) so that all have same baseline understanding of mentoring functions. • Planning Peer Mentor led activities for Fall to include in-reach, a form for students to request a mentor, and monthly social engagement opportunities. 	Align Academic Pathways & Student Support
1	1.13	Scale the Promise Scholars Program for part-time students	Scale the Promise Scholars Program to include part-time students.	Institutionalized	Mayra Arellano/James/Jo se Z	Office of Instruction	171 part time students in Spring 2022 (incorrect baseline?)	PTPROM3 shows 52 in Spring 2024	Align Academic Pathways & Student Support

1	1.14	Strengthen and scale student affinity programs	Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS and create strong ties and coordination between them and the Interest Area Success Teams such that BIPOC and LGBTQ+ students are well supported to complete their educational journeys at Cañada within 3 years.	In Progress	John Fraire/Max Hartman	SSPC	Interest Area and Special Programs	In progress <ul style="list-style-type: none"> District is working on developing a single Student Services Program Application for TRIO, EOPS, and Promise He are holding regular TRIO, EOPS and Promise team meetings to improve program coordination and information sharing. Held our first TRIO, EOPS, Promise Tri-Program retreat in fall 2024 Reconstituted the Early Alert team into "The CREW (Cañada Retention and Early alert Workgroup) with regular biweekly meetings starting summer 24. The crew has program representations across student services programs, learning communities, and interest areas to review Early Alerts, and share best practices regarding promoting student success 	Align Academic Pathways & Student Support
1	1.15	Create and scale the First Year Experience Program	Create (by 2023) and scale (by 2025) the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts.	In Progress	Ron Andrade, Faculty Leadership	Cabinet	To be developed	<ul style="list-style-type: none"> Placement of incoming students into Interest Areas and self-selection into special program cohorts Embedded academic support in math and English courses Help with Financial Aid navigation at super 	Align Academic Pathways & Student Support
1	1.16	Create campus culture that supports completion within 3 years	Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data); (2) offering more course-taking opportunities during the summer; (3) monitoring student progress	Institutionalized	Chialin Hsieh	Cabinet	Currently SEP data is not used in scheduling. See Interest Area and Special Programs for student support volumes.	Initiatives to create a campus culture that supports students' completion includes: (1) The Program Complete-ability Project (VPI/PRIE) helps inform Deans which programs are complete-able in a 2-year period and in which modalities and times of day. (2) The Transfer Milestone Dashboard project which provides information about which core and transfer-level English and math courses transfer students still need. The number of Summer Course Sections were 134 in 2021 and 126 in 2024. Summer enrollments were 3,548 in 2021 and are currently 3,389 in Summer 2024.	Antiracist College
1	1.17	Include Financial Literacy in First Year Experience	Design and include financial literacy and college financial planning workshops in our First Year Experience program, among others.	Institutionalized	Wissem Bennani	Enrollment Service & Support Program (ESSP) Division	To be developed	1) 7 community financial education workshops presented delivered at community events and off-campus Cañada College ESL classes. 2) One-on-one Financial Coaching delivered to 62 first year students during FY24.	Antiracist College
1	1.18	Increase % of students who submit financial aid applications	Increase the proportion of students who complete and submit financial aid applications.	Institutionalized	Wissem Bennani	Enrollment Service & Student Support Division	34.9% of the 2021-2022 students at Cañada completed Financial Aid applications	31.3% of the 2023-2024 students at Cañada completed Financial Aid Applications	Antiracist College
1	1.19	Reduce or eliminate the cost of textbooks	Reduce or eliminate the cost of textbooks and course materials by ensuring 75% of all course sections utilize Open Educational Resources and so have zero or low cost by 2030.	In Progress	Anniqua Rana Sarah Harmon	ASLT Division	\$278,300 saved in 2021-22	2024 Canadas Journey in ZTC \$981,800 saved in 2023-24 Fall 2023: 3,700 (duplicated) students in ZTC/LTC courses, estimated \$343,500 saved, 108 sections of 68 courses were ZTC, 19 sections of 12 courses were LTC Spring 2024: 4,897 (duplicated) students, estimated \$469,150 saved, 150 sections of 88 courses were ZTC, 16 sections of 14 courses were LTC Summer 2024: 1,763 (duplicated) students, estimated \$169,150 saved, 45 sections of 42 courses were ZTC, 4 sections of 4 courses were LTC	Antiracist College

Objectives in Progress

college hour--help to bring people together to offer resources
Kudos to Ron for bringing together affinity groups and peer mentors

The college needs a compressed calendar with more course taking opportunities--intercession, two summer sessions
How do we enhance industry partnerships--to have industry pay for it and transfer students to paid jobs in the industry
CVC participation--be sure to align CVC course articulation to make sure students take appropriate course.
CVC main issue is technical--CVC is not a top priority for ITS districtwide
Let's coordinate AB1705, SEAP English and Math, for 1st year experience
OER accessibility concerns--make sure student resources are readily accessible and available
Reaffirm in schedule planning and completability--reduce course conflicts among core courses and selectives
Add student-athletes to CWA planning and later afternoon/evening support
Consider resources needed to implement new or refashioned services/supports
Common Grade Check system! Implement a common grade check system for all student programs/athletics
Consider HS transition to college to help students become more independent.

EQUITY

EMP Goal #2	Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group	Baseline Metric(s) 2021-22	Metrics as of 2023-24	Type of Strategy
2	2.1	Increase support for faculty to provide individualized attention (Umoja practices)	Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).	In Progress	Anniqua Rana	Professional Learning Committee(?)	Average Class Enrollment: 21.4 students 8 courses with Embedded Tutoring	Average Class Enrollment: 24.4 students 13 courses with Embedded Tutoring in 2023-24. English 105 (6 sections); Math 200 (4 sections); Math 251 (2 sections)	Capacity Building - Faculty - Equity (Race Conscious)
2	2.2	Increase the use of equity-minded curriculum	Increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes.	In Progress	Anniqua Rana	Faculty Learning Coordinators	To be monitored by the new Professional Learning Coordinator(s)	KE asked Anniqua	Capacity Building - Faculty
2	2.4	Sustain and expand faculty learning communities	Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program.	In Progress	Anniqua Rana	Faculty Learning Coordinators	None exist currently. Funding for the Faculty Learning Program ended in 2021.	Faculty Learning Communities, established through FLP include the following groups: Math and English AB 1705 as well as Honors, and continue to grow.	Capacity Building - Faculty
2	2.6	Improve faculty and staff hiring practices to ensure a diverse pool of applicants	Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the hiring of a diverse pool of faculty and staff applicants.	In Progress	Ludmila Prisecar	Cabinet	Current Hiring process	District has new EEO plan with goals in this area. CAN to collaborate with District on this.	Antiracist College
2	2.7	Provide comprehensive on-boarding for all new employees	Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services.	In Progress	Anniqua Rana/Michiko Kealoha	EAPC and Professional Development Planning Committee (PDPC)	Current onboarding does not include antiracism module	** Anniqua to add New College PD Plan is addressing many aspects of this. President Lopez is working with the District Antiracism Council this summer to work on the 2024-25 priorities and will recommend that this become a Districtwide priority.	Capacity Building - Faculty & Staff
2	2.8	Provide regular professional development that includes implicit bias and antiracism training every 2 years	Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.	In Progress	Anniqua Rana	PDPC	IDEAL program	College Professional Development Plan completed and approved by PBC on April 17, 2024 (PD Plan 2024-27)	Capacity Building - Faculty & Staff - Equity (Race Conscious)

2	2.9	Implement a campus-wide bias incident reporting system	Implement a campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that privacy-protected data on incidents are disseminated for analysis, policy improvements, and prevention.	In Progress	Michiko Kealoha	District Human Resources	To be developed	20+ planning meetings and focus groups this Academic Year <ul style="list-style-type: none"> September 20, 2023 – Presented draft to PBC, discussion to hold action until more research is done January 23, 2024 – Presented to EAPC. Unanimous vote to continue EMP 2.9 research and movement February 27, 2024 - EAPC moved to unanimously approve timeline of action April/May, 2024 - student focus groups held and data being interpreted Continuing research, “road shows”, and working towards an EAPC recommendation to roll-out a pilot program for the ‘24-’25 academic year. 	Antiracist College
2	2.10	Transform college participatory governance processes	Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.	In Progress	Michiko Kealoha, Gampi Shankar, Alex Claxton	Planning & Budgeting Council and Equity and Antiracism Planning Council, and ASCC	Ase Power Consult findings , Cañada College Participatory Governance Manual 2021-22	EAPC took part in creating an equity and anti-racism lens to the College Professional Development Plan completed and approved by PBC on April 17, 2024 (PD Plan 2024-27.docx) <ul style="list-style-type: none"> EAPC moved to approve voluntary equity and antiracism on-boarding training in April 2024 to begin in Fall 2024. EAPC workgroups formed and completed regarding: 1) EAPC mission updates, 2) contract grading equitable grading trainings, 3) ongoing community building with Public Safety EAPC helped to draft and submit Affinity Group district-wide procedures (approved by Chancellor) EAPC drafted and submitted Administrative Procedure 2.34.1 (pending approval by District Antiracism Council and Chancellor May 2024) EAPC voted to place the Cañada Undocumented Student Advocacy Coalition (CUSAC) under EAPC, replacing the former "Dreamers Task Force" and approved this as an "Operational Group" 	Antiracist College
2	2.12	Identify and address equity gaps in Program Review	Ensure the Program Review process effectively identifies equity gaps in both academic and student services programs and provides program leads with the professional development and resources to address them. Ensure that online programs are evaluated separately from those provided in person and address any bias or discrepancies as soon as possible.	In Progress	Gampi Shankar/Faculty Equity Coordinator/SSPC	Academic Senate/IPC/Program Review Group	Academic program equity gaps are identified in these PRIE dashboards (and Data Packets).		Program Evaluation & Improvement

2	2.13	Evaluate student support programs and practices	The Dual Enrollment and Concurrent Enrollment support team conducted a comprehensive program review process in 2022-23 (here).	In Progress	Karen Engel	PBC	Programs evaluated either via the Program Review process or the PRIE Research & Evaluation Plan	PRIE supported Puente and Umoja in submitting data to MIS which will allow for comparable, time-series evaluations. PRIE currently working with Middle College (see EMP 3.5) to conduct an equity analysis of the program over the last few years.	Program Evaluation & Improvement
2	2.14	Evaluate academic support programs and practices	Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.	In Progress	Karen Engel	IPC and EAPC	Programs evaluated either via the Program Review process or the PRIE Research & Evaluation Plan	PRIE is completing an evaluation of Writing Center usage. Other than program review, there has not been a comprehensive evaluation of other learning support programs.	Program Evaluation & Improvement
2	2.15	Evaluate Guided Pathways practices & dual enrollment	Regularly evaluate all aspects of the college redesign process and essential practices of Guided Pathways in College programs and structures to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Areas, First Year Experience, Dual Enrollment, Career Exploration and faculty efforts to ensure students are learning.	In Progress	Karen Engel / Ron / Mayra	PBC	Spring 2022 Guided Pathways Evaluation Spring 2022 Dual Enrollment Implementation Plan & Baselines	The Dual Enrollment and Concurrent Enrollment team conducted a comprehensive program review in 2022-23 (here).	Program Evaluation & Improvement

EMP Goal #3	Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group	Baseline Metric(s) 2021-22	Metrics as of 2023-24	Type of Strategy	
3	3.2	Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities	Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black/African American.	In Progress	John Fraire/Wissem Bennani	SSPC	382 students from East Palo Alto (zip code 94303) and 305 students from N. Fair Oaks, Belle Haven and Menlo Park (zip code 94025) enrolled in 2021-22	492 students from East Palo Alto (zip code 94303) and 467 students from N. Fair Oaks, Belle Haven and Menlo Park (zip code 94025) enrolled in 2023-24 Hired a second college recruiter. CAN is hosting community listening sessions. One in Spring 2024 in N. Fair Oaks. Second will be held in September 19, 2024 in East Palo Alto. High School Counselors Breakfast on campus in November, 2024 BOT hosting its Board meeting in EPA on October 23, 2024	Antiracist College	
3	3.10	Centralize and coordinate employer relationships to scale opportunities for students	Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community organizations, high schools in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission.	In Progress	Alex Kramer (baby steps)	Cabinet	To be developed	In 2023-24, the "Career On-Ramp Collaborative" Work Group developed and began the implementation of a new PBC approved vision for career exploration and employer engagement at Canada.	Capacity Building - Student Success & Completion	X
3	3.11	Create and expand career exploration experiences for students	Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities.	In Progress	Alex Kramer / Ron / Bob	IPC and SSPC	Data from the Career Center not available.	In 2023-24, the "Career On-Ramp Collaborative" Work Group developed and began the implementation of a new PBC approved vision for career exploration and employer engagement at Cañada College	Capacity Building - Student Success & Completion	X
3	3.1	Update marketing and outreach to be culturally informed	Transform how we share the story of Cañada College as both a Hispanic serving and Asian American, Native American, and Pacific Islander serving institution through updated marketing and outreach in multiple languages with flexible, dynamic and culturally-informed branding and logos.	Institutionalized	Megan Rodriguez Antone	SSPC	To be developed	Translated community-facing enrollment marketing material in Spanish (3/year). Enrollment facing messages/welcome letters in Spanish and Tagalog (1 message/year)	Antiracist College	
3	3.3	Utilize relevant social media and websites to ensure we reach a diverse, inclusive audience	Utilize relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive.	Institutionalized	Megan Rodriguez Antone	Marketing/PIO	To be developed	Increased from 2-3 posts per week to 5-7 posts per week on Facebook and Instagram. Expanded social media network to include LinkedIn. Experienced substantial follower increase from 2020 to 2024: Facebook: 15% increase Instagram: 59% increase LinkedIn: 2% increase Began infusing Spanish content into around 5% of overall posting strategy, including copy in Spanish in social media posts and in videos. Revamped and/or built more than 50 student-facing websites to streamline the enrollment process for prospective students and enhance the overall user experience. Enabled website content translation in more than 130 languages by implementing the Google Translate widget site-wide.	Antiracist College	
3	3.4	Increase dual enrollment opportunities for high school students	Increase the number of high school students participating in dual enrollment course-taking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027.	Institutionalized	Mayra Arellano	iDeans	150 Dual Enrollment Students in 2021-2022	558 Dual Enrollment students in 2023-2024	Strategic Enrollment Management	
3	3.5	Double the size of Middle College in 5 years	Double the size of the Middle College program in 5 years, with particular focus on expanding access to the program for first generation, low income, BIPOC students who may not yet be on track to attend college or complete high school.	Institutionalized	Stephen /VPI	Cabinet	103 Middle College Students in 2021-2022 URM: 43% Low income: 4% GPA: 3.63	2023-24: 113 students 2024-25: 118 students (a 15% increase over the baseline year) 2023-2024 demos: URM: 33% Low income: 1% GPA: 3.64	Strategic Enrollment Management	
3	3.6	Triple the number of high school students on campus during the summer and on Saturdays during the academic year	Collaborate with community organizations to host summer camps, events, and other activities and programs that help triple the number of high school students on campus during the summer and on Saturdays during the academic year, particularly students who may not be college aware or on track to be college ready.	Institutionalized	John Fraire	SSPC	400 students across Upward Bound (50) and one-day OYE Latinx Youth Conference (350) in 2021-2022. 397 K12 special admit students in Summer 2021	518 K12 special admit students in Summer 2024 195 Middle and High School students were hosted with community partners (Boys and Girls Clubs) 10 visits from Menlo Atherton high school students during the course of 2023-24	Strategic Enrollment Management	

3	3.7	Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay	Fulfill the purposes of the Memorandum of Understanding (MOU) between Cañada and San Francisco State University, California State University East Bay, and the Sequoia Union High School District created in 2022.	In Progress	Chialin Hsieh	Cabinet	New MOU as of Spring 2022		Strategic Enrollment Management
3	3.8	Strengthen transfer support services to increase transfers	Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University --between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.	In Progress	Max Hartman	Transfer Advisory Group and SSPC	397 students applied to 4-year universities (transfer ready); 389 AD-T petitions submitted; Two University Pathways (Business Administration and Psychology) with one University partner (NDNU) as of 2022. Hispanic, low income, and first generation college students are under-represented in the transfer cohort (2015).	KE asked Max, Gonzalo, and Mary Ho 22-23: 165 students applied to UC/CSU's; 23-24: 183 students applied to UC/CSU's; 305 AD-T petitions submitted; AANAPISI SF State STAR transfer pathway program	Capacity Building - Student Success & Completion
3	3.9	Implement AB 1111 and 928	Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.	In Progress	David Eck	Academic Senate	To be developed	SMCCCD and Cañada are on track to implement AB 1111 and AB 928 per the State's legal timelines.	Capacity Building - Student Success & Completion
3	3.12	Double the number of alumni connected to Cañada's Alumni Organization by 2027	Strengthen the emerging Cañada College alumni organization by doubling the number of alumni connected to it by 2027, as well as involving more of them in campus activities that strengthen the campus as a center of community life, provide career exploration for existing students, and develop new resources and connections for the College.	In Progress	Megan Rodriguez Antone	Office of the President the SMCCCD Foundation	1,857 Alumni Connected as of Spring 2022	According to LinkedIn, over 11,000 alumni are connected with Cañada College via LinkedIn. We are exploring ways to connect with Alumni through LinkedIn. Piloting Student Success Wall in Fall 2024, demonstrating success stories from Alumni on how CAN supported in achieving their goals.	Capacity Building - Student Success & Completion
3	3.13	Address food insecurities	Address food insecurities of our students and their families by collaborating with community partners (for example, Food Pantry, Drive thru Food Distribution, and Community Markets).	Institutionalized	Adolfo Leiva	ESSP Division	Due to the COVID-19 pandemic, Cañada's Food Pantry was closed between March 2020 and May 2022	<p>1) Study Snacks - 104,353 snacks purchased (3006 boxes of snacks) - \$51,133 spent on snacks.</p> <p>2) Grab and Go Sandwiches - 13,831 sandwiches purchased (3968 boxes) - \$46,022 spent on sandwiches.</p> <p>3) Food Market - Approximately 5000 lbs of food per week are distributed to ~230 individuals. During FY24, ~240,000 lbs of food were distributed leading towards nearly \$420,000 in annual grocery offset.</p> <p>4) Food Distribution - Approximately 11,000 lbs of food per week are distributed to ~330 individuals. During FY24, ~\$40,000 lbs of food were distributed leading to over \$950,000 in annual grocery offset.</p> <p>5) Food Insecurity Card (Pacific Dining [on-campus] + Tango [electronic] Card) An average of 405 students received a \$100 monthly good card during FA23 & SP24. 6) Food Lockers: 40 orders filled to date (as of 7/23/24)</p>	Basic Needs
3	3.14	Increase access to housing resources	Increase access to housing resources for Cañada students by collaborating with community partners.	Institutionalized	Adolfo Leiva	ESSP Division	7 students received rental assistance, 436 students received monthly \$75 food cards, 5 students were housed for 122 nights (total). 100% of students working with Sparkpoint are asked about their housing stability and, if needed, are given information and resources available.	Rapid Response Hotel Stay Program : 8 students were extended the Rapid Response Hotel Stay Program and housed for a total of 179 nights. All 8 students worked with a SparkPoint Coordinator who assisted them with exploring long term housing resources.	Basic Needs

EMP Goal #4	Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group	Priority Year 1=2022-23 2=2023-24 3=2024-25	Baseline Metric(s) 2021-22	Metrics as of 2023-24	Type of Strategy
4	4.1	Improve access to campus via public transit, rideshare	Improve access to campus via public transit, shuttles, and additional partners such as Lyft and Cruise.	In Progress	Ludmila Prisecar, Adolfo Leiva	Cabinet, ASCC		184 lyfts in April 2022 537 shuttle rides from January 18th through April 28th 2022	Shuttle services were discontinued in Fall 2023 due to low ridership, averaging only 5-12 students. They were replaced by the Lyft Pilot program, which provided 14,314 rides and served 93 students per semester during the Fall 2023-Spring 2024 period.	Strategic Enrollment Management
4	4.10	Ensure faculty, staff and students have access to technology to support multiple modalities	Ensure all faculty, staff and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities.	Institutionalized	Anniqa Rana	Technology Committee	2	Technology Committee plan Library Technology Services	Library technology services have been institutionalized to support students technology needs	Capacity Building - Faculty & Staff
4	4.11	Provide trainings needed to ensure new technology facilitates quality teaching and learning	Provide trainings needed to ensure new technology resources facilitate quality teaching and learning.	Institutionalized	Anniqa Rana	ASLT Division	2	In 2021-22, the College spent \$11,438 on providing Quality Online Teaching & Learning (QOTL) instruction to 10 faculty. In 2020-21, 95 faculty received the QOTL training. 65.1 % of all faculty at Cañada have undergone the QOTL training as of April, 2022.	Student success rates in the following areas, speak to the level of professional development: Online Asynchronous 72% 2022-23 Online Synchronous 71% 2022-23 Hybrid 69% 2022-23	Capacity Building - Faculty & Staff
4	4.12	Offer key courses in multiple modalities	Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.	Institutionalized	Chialin Hsieh	iDeans	1	100% of top 20 courses offered in multiple modalities 44% of all courses offered in multiple modalities, 100% of courses with 8+ sections per year (24) in multiple modalities	90% of top 20 courses offered in multiple modalities 27% of all courses offered in multiple modalities, 74% of courses with 8+ sections per year (27) in multiple modalities	Strategic Enrollment Management
4	4.13	Advocate for more resources from the District	Advocate for the District to allocate sufficient resources needed to grow innovations in new as well as existing academic and support programs.	In Progress	Kim Lopez	Chancellor's Cabinet		Ongoing	District funds have been for the construction of and ongoing support for staffing of the Child Development Center.	Capacity Building - Innovation
4	4.14	Invest in equity and antiracism	Develop the College budget to invest in the College's commitment to equity and antiracism.	In Progress	Kim Lopez	PBC		Going forward	College Budget now includes a Director of Equity and other equity-focused initiatives such as the Cultural Center, the mural, study affinity programs such as Umoja.	Antiracist College
4	4.15	Fundraise \$1 million	Fundraise \$1 million dollars over the next 5 years to spur innovation and supplement our current resources.	In Progress	Kim Lopez	Office of the President		Existing federal grants end September 20, 2022. The President's Annual Luncheon raises approximately \$45,000.	In Fall 2022, Cañada secured a new \$2.5 million, 5-year DHSI grant (Path 2 Completion).	Capacity Building - Innovation
4	4.2	Build student housing and a Childcare Center	Build student housing on campus, as well as a Childcare Center to serve students with families.	In Progress	Focus on the CDC with Chialin Hsieh and Alex Kramer as leads	PBC and a CDC Implementation Task Force (to be named)		No student housing or Childcare Center, currently	Child Development Center is in progress and scheduled for a Spring 2026 opening. Student Housing is being discussed as part of a future bond initiative by the Board of Trustees.	Basic Needs
4	4.3	Create a hub for evening and weekend students	Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop).	In Progress	Wissem Bennani / James Carranza (1.2 & 4.3)	SSPC	1	To be developed	Cañada de Noche was launched and piloted in Fall 2023. PRIE conducted an evaluation of it in Spring 2024. The pilot will continue in 2024-25.	Strategic Enrollment Management
4	4.4	Make the campus more visually welcoming	Make the campus more visually welcoming and inviting to the diverse community through murals and activities that represent and appreciate the cultures of the student body.	Institutionalized	Megan Rodriguez-Antone	Mural Committee(?)		Mural Project	The mural was completed in 2023. An adjacent mural poster was also completed for the new Cultural Center in Fall 2023. The Cultural Center hosted over 63 events in 2023-24 serving nearly 2,600 participants. Piloting Student Success Wall in Fall 2024, demonstrating success stories from Alumni on how CAN supported in achieving their goals.	Facilities
4	4.5	Improve pedestrian and bicycle access	Improve pedestrian and bicycle access on the campus by extending sidewalks, improving wayfinding, and creating a clearly marked perimeter trail, among other initiatives.	In Progress	Ludmila Prisecar	District Facilities		Current sidewalk assessment	This item is now included in our Facilities Master Plan and it could potentially be included in future bond funding. Facilities has increased pedestrian safety around Building 1.	Facilities

4	4.6	Modernize the Performing Arts Center	Modernize the Performing Arts Center to better support Creative Arts programs.	In Progress	Kim Lopez	District Facilities		In the FMP 2015 update	SMCCCD proposes to include Canada's Building 3 and Performing Arts Center in a potential new capital bond campaign in 2026	Facilities
4	4.7	Increase student access to information literacy programming	Increase # of students receiving information literacy and undergraduate research instruction through use of embedded Librarians, integrated Library Science curriculum, or expanded workshop participation. Target should be all students completing transfer-level English	Institutionalized	Anniqa Rana	Office of Instruction	1	To be developed	The Library works closely with instruction to offer orientations and customized information sessions. In addition, Library 100 courses are offered year round.	Align Academic Pathways & Student Support
4	4.8	Increase student access to tutoring and other academic supports	Increase # of students receiving tutoring or attending academic success workshops by increasing availability and range of tutoring services and academic success workshops. Target can be % gap of students not successfully completing	Institutionalized	Ron Andrade	ASLT Division	2	330 unique students accessed tutoring during 1,404 visits	Academic Year 23-24 Visitors Visits: Drop In Tutoring (In Person) 527 2249 Learning Center Workshop 116 196 Tutoring Appointment (In Person) 109 210 Tutoring Appointment (Virtual via Zoom) 45 92 Writing Center Appointment (In Person) 132 304 Writing Center Appointment (Virtual via Zoom) 53 114	Align Academic Pathways & Student Support
4	4.9	Update and implement sustainability initiatives	Update and implement the College and District sustainability initiatives in response to climate change to reduce the environmental impact of campus-based activities while ensuring uninterrupted, quality instruction at all times.	Not Started	Ludmila Prisecar/Susan Mahoney/Karen Pinkham	Office of Administrative Services		Current Sustainability plan info		Sustainability
		Objectives in Progress								
		college hour--help to bring people together to offer resources								
		Kudos to Ron for brining together affinity groups and peer mentors								
		The college needs a compressed calendar with more course taking opportunities--intercession, two summer sessions								
		How do we enhance industry partnerships--to have industry pay for it and transfer students to paid jobs in the industry								
		CVC participation--be sure to align CVC course articulation to make sure students take appropriate course.								
		CVC main issue is technical--CVC is not a top priority for ITS districtwide								
		Let's coordinate AB1705, SEAP English and Math, for 1st year experience								
		OER accessibility concerns--make sure student resources are readily accessible and available								
		Reaffirm in schedule planning and completability--reduce course conflicts among core courses and selectives								
		Add student-athletes to CWA planning and later afternoon/evening support								
		Consider resources needed to implement new or refashioned services/supports								
		Common Grade Check system! Implement a common grade check system for all student programs/athletics								
		Consider HS transition to college to help students become more indepent.								

Cell: N4

Comment: I will add more data around the number of faculty

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