



Leadership Retreat

August 6, 2026



Preparing for the Future

Meeting slides as well as notes and slides from breakout sessions

Planning & Budgeting Council Tri-Chairs for 2026-27



Diana Tedone-Goldstone
Academic Senate Co-President



Allison Hughes
Academic Senate Co-President



Maria Huning
Classified Senate President



Land & Labor Acknowledgement

We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) and Muwekma (Moo-ek-mah) Ohlone (Oh-LOW-nee) peoples, and we respect our past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush and Muwekma Ohlone peoples, who still have a presence in the Bay Area today.

We have a responsibility to acknowledge that we as a Cañada community have benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.

We also recognize the labor upon which this educational institution, state, and country is built.

We acknowledge the peoples of African ancestry who were enslaved and forcibly brought to this land, and whose forced labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African diaspora and the continued contribution of their survivors.

We acknowledge the contributions of all immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge their immeasurable sacrifices and work that allow us to gather in this space today.

Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor these truths—by taking responsibility as a college community to continually educate ourselves about these realities, to affirm our commitment to justice through continual action, and to protect and sustain this land.



Norm Setting

- **VALUE OUR COMMUNITY:** Maintain a collegial and constructive environment focused on solutions and future planning
- **USE “I” STATEMENTS:** Everyone speaks from their own experiences
- **ONE MIC, ONE VOICE:** Respect means one colleague speaks at a time
- **MAKE SPACE, TAKE SPACE:** Colleagues should be aware of how much they are speaking. If they feel they are speaking a lot, they should let others speak, and if they find themselves not talking, they should try to contribute some comments, ideas or suggestions
- **ASSUME THE BEST:** Assume your colleagues are speaking with the best intentions and do not mean to offend anyone
- **CORRECT GENTLY, BUT DO CORRECT:** If colleagues say something that hurts you or you’re unpacking, politely address what was said. Letting comments slip by only makes the space less safe and increases the difficulty of building successful partnerships
- **LEAN INTO DISCOMFORT:** Be willing to experience some discomfort in discussions, and learn from it as a team
- **UPHOLD COMMITMENTS:** The key to a safe and successful team is honoring your commitments and communicating if challenges come up



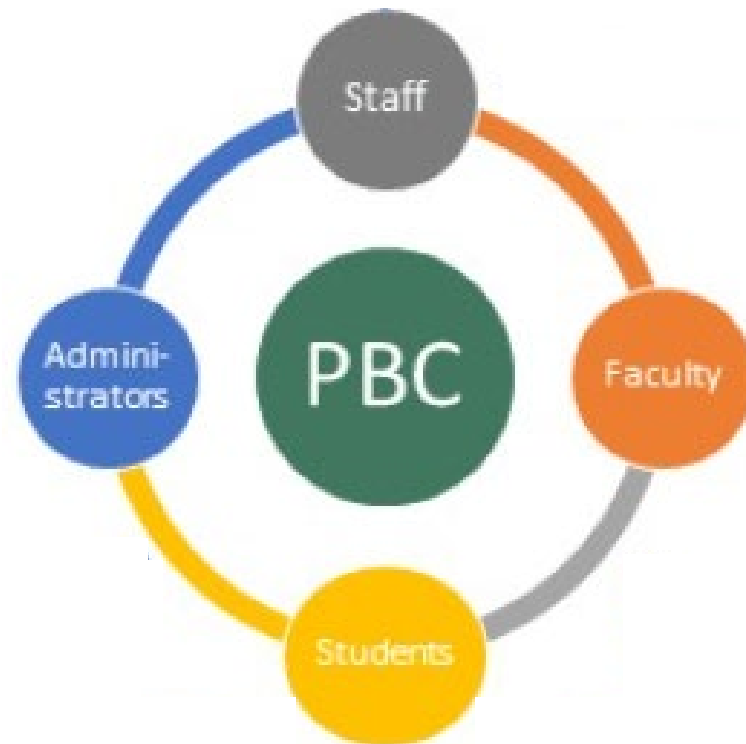


Time	Activity	Lead Facilitator(s)
8:00 – 8:30 a.m.	Breakfast	
8:30 – 8:40 a.m.	Welcome, Agenda Overview & Introductions	PBC Co-Chairs: Diana Tedone-Goldstone & Allison Hughes, Academic Senate Co-Presidents Maria Huning, Classified Senate President
8:40 - 8:50 a.m.	Purpose of the Leadership Retreat	Kim Lopez, College President
8:50 – 9:20 a.m.	Community Activity	Michiko Kealoha, Director of Equity
9:20 - 9:30 a.m.	Student Priorities for 2026-27	Alexis Matus-Juarez, ASCC President
9:30 – 10:00 a.m.	Progress on our existing Educational Master Plan (EMP) and preparing for our next 5-year planning process	David Eck, Dean of HSS, Past President, Academic Senate Allision Hughes, Instructional Designer, Academic Senate Co-President Karen Engel, Dean of PRIE (Members of the last EMP Planning Task Force 2021-22)
10:00 – 10:30 a.m.	GROUP PHOTO	
10:30 – 11:30 a.m.	Concurrent Breakout Discussions #1	Breakout Discussion Facilitators – see locations
11:35 – 12:35 p.m.	Concurrent Breakout Discussions #2	
12:35 – 1:30 p.m.	LUNCH SERVED – Building 23 Rooftop!	
1:30 – 2:30 p.m.	Possible Areas of Inquiry for 2026-27 Breakout Discussion Groups share out	PBC Co-Chairs
2:30 - 3:00 p.m.	Synthesis and Next Steps	Kim Lopez, College President
3:00 p.m.	Closure	

Introductions

Who's in the Room?

- Faculty
- Staff
- Students
- Administrators





Kim Lopez
College President

Cañada College Annual Integrated Planning & Budgeting Calender				Key:	Budget		Staffing		Planning		Resources		Evaluation	
	Activity	Responsible Party	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Budget	Develop budget parameters based on program review	Admin & Faculty								X				
	Draft budget based on Division priorities, staffing approvals	VPAS									X			
	Submit tentative budget to District	VPAS										X		
	Finalize position control	VPAS											X	
	Finalize budget and submit District	VPAS	X											
	Approve budget (Budget of Trustees)	President, VPAS		X										
Staffing	Submit proposals for faculty reassigned time	Faculty			X									
	Review faculty proposals for faculty reassigned time	IPC				X								
	Review, consult, and make decisions on faculty reassigned time	VPI					X	X						
	Confirm timeline and process for program review cycle	PBC										X		
	New position process (part of program review resource request process)	Divisions			X	X								
	Announcement of approved new positions	President					X	X						
College and Program Planning	Set annual priorities	Leadership Retreat	X											
	Approve annual priorities (annual plan for EMP implementation)	PBC		X										
	EMP priority work groups established and begin work	President		X	X									
	Prepare and present progress reports to PBC	Committees/EMP leads								X	X	X		
	Approve progress reports and any new 3-year plans from Committees	PBC								X	X	X		
	Update data dashboards and packets for program review	PRIE											X	X
	Post SLO and PLO assessment reports	VPI	X											X
	Conduct program review and update program plans	Programs/Deans/VPs	X	X	X	X								
	Peer evaluation of comprehensive program reviews	IPC/SSPC				X	X							
Resource Requests	Complete program review or annual updates to request resources	Programs				X								
	PBC hosts personnel request presentations. Senates prioritize requests.	PBC/Senates				X	X							
	Prioritize non-personnel resource requests	Divisions							X	X				
	Certify prioritization of resource requests	PBC								X				
	VPAS presents mid-year budget update and forecast for next year	VPAS								X				
	Announce results of resource request process	VPAS										X		
Evaluation	Conduct ILO assessment	PRIE										X	X	
	Consider results of ILO assessment and plan accordingly	PBC		X	X									
	Establish governance evaluation instrument	PBC/PRIE								X				
	Evaluate governance process	PRIE									X	X		
	Consider results of governance evaluation and determine actions	PBC		X	X									
	Present updated college metrics (Institution Set Standards)	PRIE/PBC			X	X								

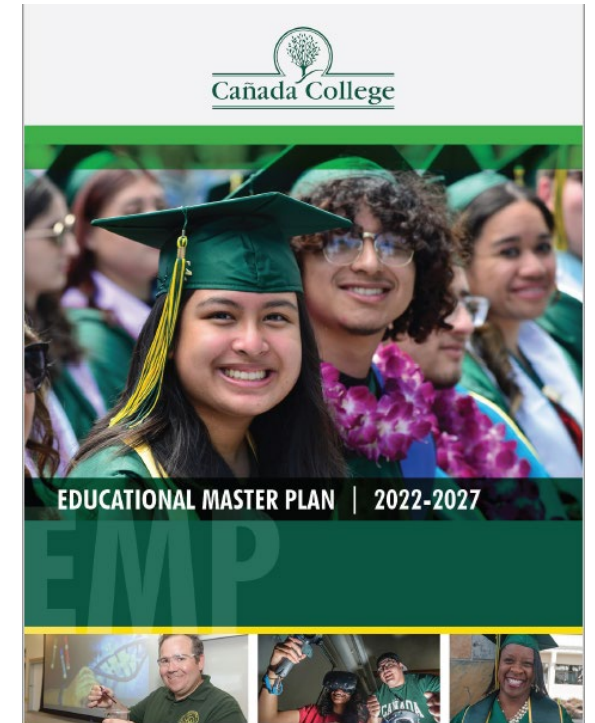
Purpose of the Leadership Retreat

Bring together leaders from every college constituency group:
students, classified staff, faculty, administrators

Consider our 5-year Education Master Plan:

- what we've accomplished
- prepare for future planning

Begin organizing ourselves for action on our priorities in the coming year



Community Activity



Dr. Michiko Kealoha
Director of Equity





- 



Activity Debrief

Next 5 Minutes Together: Small Coalition Group

- What was the coalition you were thinking of?
- What “criteria” did you use to choose your coalition?

Final 5 Minutes Together: Back as a Large Group

- What did you observe as we got into coalitions without talking?
- How could this inform your own coalition building around new campus-wide strategic goals?

Student Priorities 2026-27



Alexis Matus Juarez
Associated Students of Cañada
College (ASCC) President

ASCC Initiatives *2026-2027*

Advocating for students in every space.

Presented by Alexis X. Matus Juarez



Who Are the Senators?

Alexis X. Matus Juarez
President

Chanel O'Dell
Vice-President

Lashanda DeRosans
Commissioner of Finance

Neve Willis
Commissioner of
Activities

Amari Williams
Commissioner of Publicity

Khárittas Silva Araujo
Senator at Large for Concurrent
Enrollment and Middle College

Sierra Orduna
Senator

Lamar Yates
Senator

Juan Alvarado
Senator

Black Student Enrollment/Retention

- WANT SENSE OF
- BELONGING
- DIFFICULTIES WITH
- TRANSPORTATION
- WANT TO SEE MORE BLACK STUDENTS ON CAMPUS WOULD ALSO WANT TO SEE MORE BLACK COUNCILORS SAFE SPACE



Latine Student Support

STUDENTS WANT

- SUPPORT THAT THEY WILL BE
- PROTECTED RESOURCES
- CREATING SAFE SPACE



Transportation

- INTEREST IN SHUTTLE FROM
 - NEIGHBORING CITIES INTEREST IN
 - SHUTTLE BETWEEN OUR CAMPUSES
- CONTINUOUS STUDENT STRUGGLES
GETTING TO CAMPUS



Class Accreditation

- ISSUES FOR STUDENTS TRANSFERING TO 4 YEAR INSTITUTION
- MAIN ISSUE FOR S.T.E.M.
- CLASSES SHOULD BE CONSISTENT ACCROSS SISTER CAMPUSES



Belonging

- ENSURE ALL STUDENT VOICES BE HEARD
- ANTI-RACISM & EQUITY
- STUDENTS STRUGGLE TO BUILD COMMUNITY



Wrap up

WE ARE A TEAM, WE HOPE THAT THE THINGS ASCC HAS TO SAY ARE SEEN AS
IMPORTANT!
OUR GOAL IS TO COLLABORATE WITH EVERYONE TO ENSURE STUDENTS ARE BEING
ADVOCATED

WE HOPE TO INVITE YOU ALL TO JOIN AT THIS ONGOING CONVERSATION AS OUR
VOICES FUEL THOSE IN POSITION OF POWER TO MAKE CHOICES THAT WILL
BENEFIT THEIR STUDENTS.





THANK YOU

YOU MAY FIND US IN BUILDING 5 IN THE *STUDENT LIFE CENTER*

Please feel free to reach out through email:
amatusjuare@my.smccd.edu



Progress on our existing Educational Master Plan



Dave Eck
Academic Senate Past President
Dean of Humanities & Social
Sciences

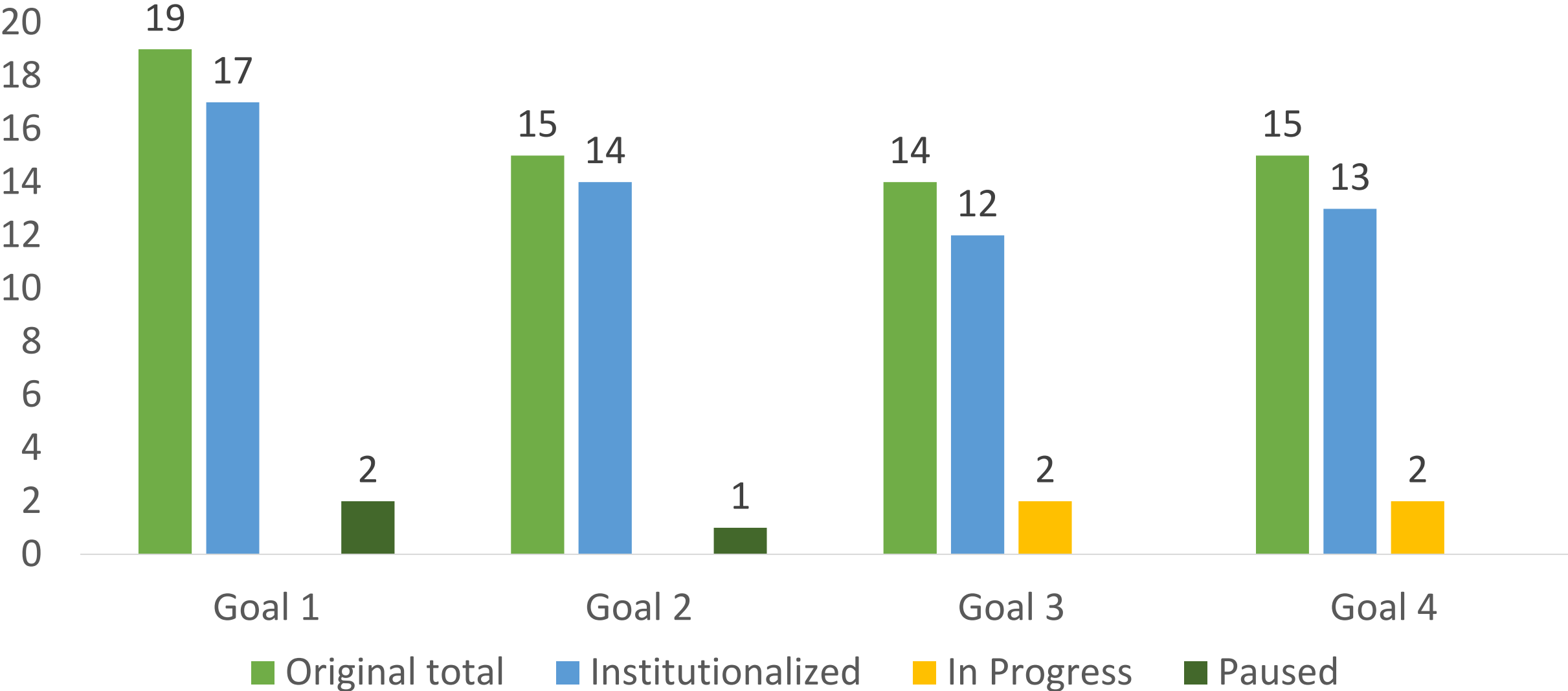


Allison Hughes
Academic Senate Co-President



Karen Engel
Dean of Planning, Research,
Innovation & Effectiveness

EMP Strategic Initiatives Remaining as of 2026



Highlights of Our Accomplishments

- Increased enrollment by 23% since 2021-22
- Increased enrollment from E. Palo Alto by 24% and from N. Fair Oaks and Belle Haven by 59%
- Established MOUs with Boys and Girls Club, Street Code, and PAL and increased access to campus during the summer for middle and high school students
- Reduced “drop for non-payment” registration hurdle
- Created a student-first course schedule with 88% of programs complete-able in 2 years
- Strengthened student affinity programs and learning communities (Umoja, Puente, EOPS, TRIO, STAR)
- Strengthened new “Division Success Teams” and sense of belonging for all students
- Built new “Colts-U” Transfer Center

Highlights of Our Accomplishments

- Established new Cultural Center providing culturally relevant workshops and events
- Established a new Childcare Center (under construction)
- Reduced the cost of textbook and course materials in 49% of course sections (ZTC or LCT)
- Built new Faculty Teaching & Learning Center and Lounge and increased access to regular, accessible, planned and intentional professional development
- Created on-boarding for all new faculty and staff
- Increased # of high school students in dual enrollment by 367% (from 150 in 2021-22 to 701 in 2025-26)
- Improved access to student services, food, and learning services for evening students, including an “Evening Hub”

In Progress Initiatives

#	Strategic Initiative	Initiative Lead
EMP 3.10	Centralize and coordinate employer relationships to scale opportunities for students	Alex Kramer
EMP 3.11	Create and expand career exploration experiences for students	Lizette Bricker & Max Hartman
EMP 4.5	Improve pedestrian and bicycle access	Ludmila Prisecar
EMP 4.6	Modernize the Performing Arts Center	Kim Lopez

Paused Initiatives

#	Strategic Initiative	Initiative Lead
EMP 1.5	Develop new KAD programs and certifications	Kat Sullivan-Torrez
EMP 1.9	Strengthen Cañada's participation in the California Virtual Campus	Anniqua Rana
EMP 2.9	Implement a campus-wide bias incident reporting system	Michiko Kealoha

What was our planning process like last time?

Cañada Educational Master Plan Timeline

Winter 2021

PBC names EMP Task Force Members

Spring 2021

EMP Task Force evaluates 2017-22 EMP

September 2021

SCUP Training in Strategic Planning

October 2021

Mission, Vision, Values Update

October 2021

EMP TF considers "Internal Scan"

November 2021

EMP TF considers "External Scan"

December 2021

College Councils provide input on challenges and opportunities

February 2022

Town Hall

February 2022

EMP Retreat: Set goals and new strategies

March 2022

Campus constituents provide input on draft EMP

April 2022

PBC considers draft EMP

May 2022

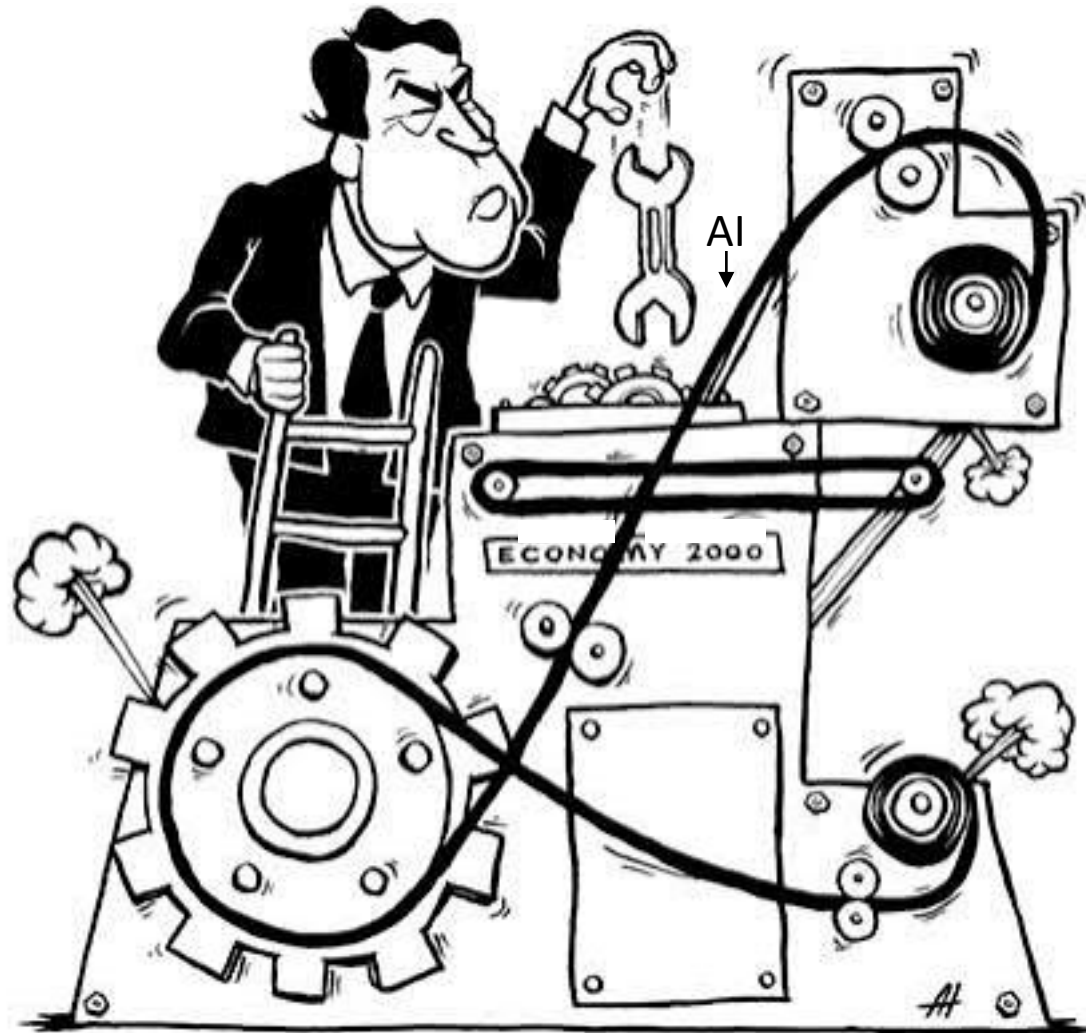
PBC adopts new EMP for 2022-27

Proposal: conduct “scans” during 2026-27

Cañada Educational Master Plan Timeline



Imagining our next planning process





Possible Inquiry Topics for 2026-27

Breakouts Meeting 10:30 – 11:30

- Artificial Intelligence
 - Instructional
 - Student services (prof. devt with the tools)
 - Operations
- Work-based learning
 - Embedding career exploration in more aspects of academic pathways
- Intentionally strengthening enrollment
 - Shifting demographics of our community – how can we best serve these changing educational needs?
 - Community partnerships – are there other opportunities we could pursue?
- Mental Health
 - Understanding the emerging needs of students
 - Exploring potential changes in teaching & learning strategies

Breakouts Meeting 11:35 – 12:35

- Accessibility
- Reimagining the Performing Arts Center with the community in mind
- Ensure our workforce programs are well aligned with regional workforce needs
 - Consider family-supporting wages - ensuring our students' educational experience facilitates earning a living regional wage
 - Consider more modular instructional programs (CTE) - short term programs closely aligned with regional workforce needs
- Did the education experience at Cañada meet the educational needs of the students?

Breakout Group Discussion Template

BACKGROUND QUESTIONS:

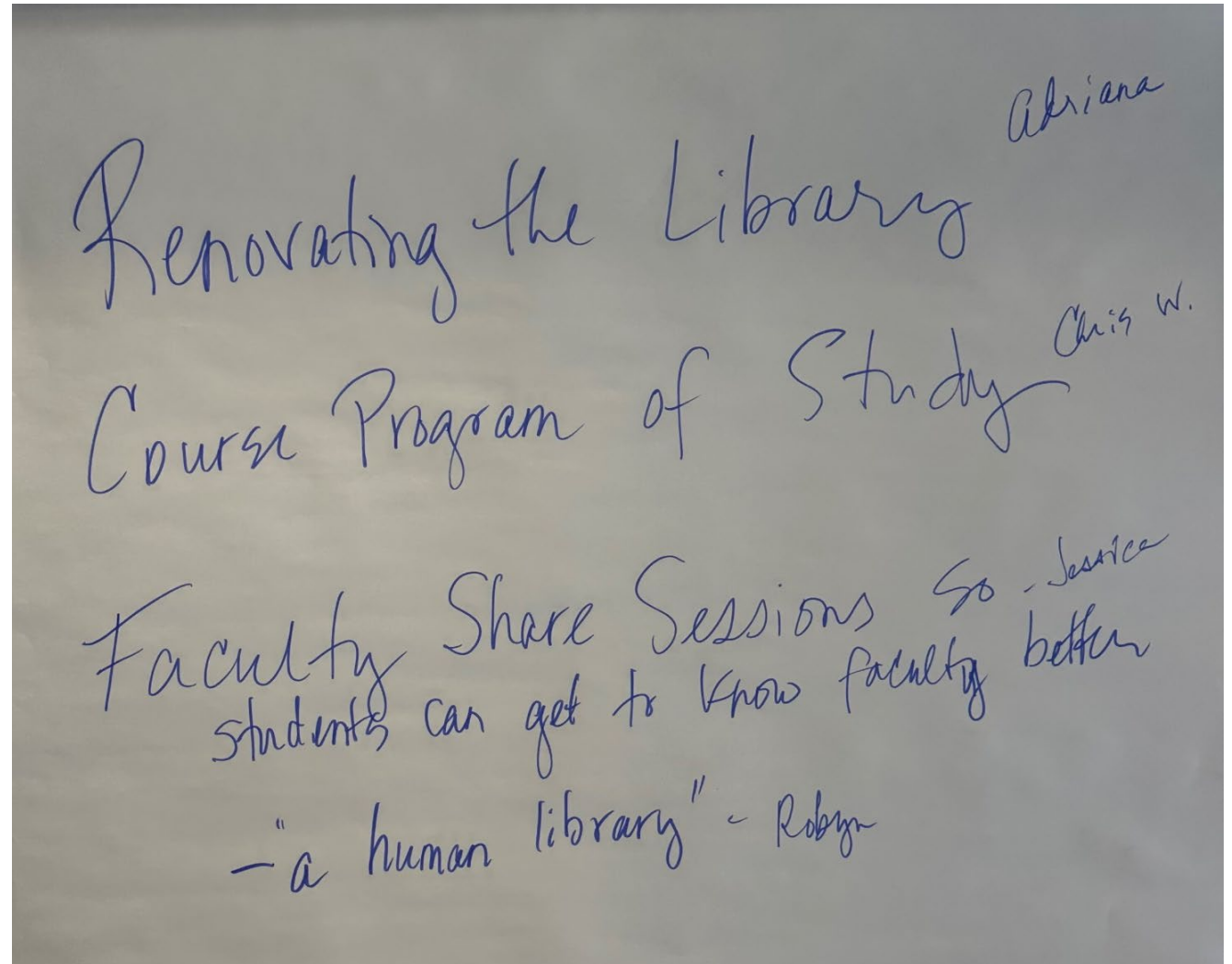
- Name of Inquiry Breakout Session:
- Who's attending this breakout session today?
- What is the current status of efforts on this topic at CAN right now?
- What questions do you have about this topic?
 - E.g., what are other colleges doing? Are there promising practices?

PLANNING QUESTIONS:

- Do you think an Inquiry Group should meet in the coming year and, if so, how often?
- Are there organizations or others we should engage to learn more about this topic?
- What do you recommend in terms of how others on campus can engage in this inquiry this year?
 - E.g., Planning Councils, Divisions, etc.

Possible Inquiry Topics for 2026-27

Other Topics?





Break

GROUP PHOTO



Breakout Group LOCATIONS

After the Break, please return to your Breakout Group room no later than 10:30 a.m.

Breakout Group Topic	Location
Artificial Intelligence	Student Life & Leadership Center (new)
Work-based Learning	Room 8-110
Strengthening Enrollment	Room 8-119
Mental Health	Room 2-10



Artificial Intelligence Breakout Session

Notes

Facilitators: Anniqua Rana, Diana Tedone-Goldstone, Allison Hughes, Jacky Ip

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Artificial Intelligence Notes

General Consensus - We need to do something to address AI presence on campus in all areas

Should their be in Inquiry Group on this topic this year?

- Yes. Have sub groups that meet separately and meet once a month as a larger group
- Or, address specific EMP goals in Tech or DEAC committee meetings

Topics of Interest/ Questions Raised

- Alignment with State Policy & Guidance
 - How are we staying aligned with state guidance?
- AI in the workplace for staff (want to feel empowered to use it)
- What are the General Feelings?
- AI in Academics/instruction
- Integrate AI ethically with student learning (want to empower students to use AI)
 - Training for students
 - How are we learning about how students are currently using AI?
 - As an educator - what do we want students to know?
 - How are we addressing the integrated biases/racism built into these LLMs?
- How is AI used in discipline specific areas
- AI is transforming the world/ constantly changing and job market
 - How do we stay involved and up-to-date?
- Quality of information that AI generates (i.e. hallucinations and biases)
- Library - Information literacy
- Long term impact?

Faculty/Staff Perspective

- Staff using it for extracting/refine spreadsheets, re-write emails,
- Faculty should have an AI policy in their course syllabus - whether you use it or not, it is recommended to have transparency for students
- Faculty have students use AI to refine their writing without hallucinations for scholarship applications

Students Perspective

- Students are offloading critical thinking into AI rather than being engaged with the topic
- Students want to be competitive in the job market since many jobs now require them to have AI skills.
- Students want clarification on what is acceptable and how to use it ethically
 - They want to avoid plagiarism but use it as an effective tool

General Information about AI

- District releases information on ai.smccd.edu
- Canada offers AI workshops on Flex Days and through the [Teaching & Learning Sessions](#)
- **Current [AI approved tools](#)**
- Professional Development AI-related Certificates available
 - Google [AI Literacy Certification](#) for Educators
- Tech Committee and DEAC Committee regularly have demos and discussions around AI usage & ethics
- If you are interested in implementing new AI tools, [submit a ticket to ITS](#). AI tools need to be approved by ITS prior to being implemented for security and accessibility purposes.

Potential Action Items

- Communications need to be improved to on what tools and trainings are available at our college
- Increase AI literacy and technology literacy efforts/offerings for students. We want them to be competitive in the job market.
 - Offer ways to up-skills especially since many companies use AI to scan resumes.
- Those involved with AI roll-out, visit Classified Senate to see what Classified staff needs and raise awareness of available resources



Work-based Learning

Facilitators: Alex Kramer, Max Hartman, Jasmine Jaciw, Rance Bobo

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Work-based Learning

Should they be in Inquiry Group on this topic this year?

- Yes. At least once per month. Hybrid

What questions do you have about this topic?

- E.g., what are other colleges doing? Are there promising practices?
- Career development programs, construction, EMT at other colleges
- Is there one location to direct students to for internship opportunities? A single point of contact?
- How can we use current employees of the college to provide career exploration opportunities?
 - Mental Health
 - Financial services
 - Tutoring
 - OUtreach
- How can we reach people who are not as well connected?
- Opportunities to work within the college
- Support for folks who want to transition careers
- CRER course enrollment
- Not just thinking about as a section of our campus but career based throughout campus? Look at the market. How do we restructure, talk about things differently so that it is throughout.
- What are mentoring opportunities?
 - Skyline program
- Returning students and challenges unique to returning students?
- Parents on Campus Club
- Imposter syndrome the career expiration, workbased learning process
- Career Education programs offer various work based learning opportunities
- Can we bring more programming from our sister colleges to our college?
- Informing the college and students what work based learning is and what work based learning is available
- MESA working with community partners to provide various work based learning opportunities
 - Ambitious Angels- self paced guided modules to then connect to career coach

Next Steps

- Is there one location/single point of contact to refer students to for career opportunities- internships, jobs, etc.?
- Shadowing employees at the college who are in different jobs and departments
- Career transition individuals, do we have support for that?
 - Emphasis on those transitioning from one career to another career
- What are we doing to support undocumented students?
 - Could we do more paid shadowing opportunities for students, specifically undocumented students?
- What are the mentoring opportunities we provide?
 - For returning students, career changers, parents, etc.



Intentionally Strengthening Enrollments

Facilitators: Lizette Bricker, Wissem Bennani, Megan Rodriguez-Antone, Michiko Kealoha

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Geographical Area Outreach Covers



Intentionally Strengthening Enrollment - Partnerships & Programming



1. Super Registration/Super PEP
2. BGCP & PAL Summer Program
3. Cañada College Connect office hours
 - a. Fair Oaks Community Center
 - b. JobTrain Menlo Park
 - c. Belle Haven Community Campus
 - d. Pal Center
4. High School Programming
 - a. Tabling
 - b. College/Career Fairs
 - c. App Workshops
5. Black Student Leadership Conference
6. Streetcode Tech Tourney
8. OYE Conference
9. Sequoia HS College Fair
10. San Mateo County Office of Education
11. San Mateo County Human Services Agency

Details

1. Summer programming on campus!
 - a. hosted 240 BGCP high school & middle school students
2. Super Registration Events - 538 students served
3. 2025-2026 tabled at 106 events
4. Provided 45 Info/Application workshops
5. Served 150+ families at College, Career & Community Night
6. Community Councils (attend mtgs, represent, collaborate and support community events)
 - a. RWC Together and Neighborhood Action Planning
7. Others not noted above:
 - a. provided individual & group tours, general presentations/info. workshops, NPO invitations, etc.



Outreach in the Community



Intentionally Strengthening Enrollment

As Cañada College looks toward its next 5-year Strategic Plan, this breakout session will explore the potential formation of an **Inquiry Team** during the 2026-27 academic year.

Structure & Engagement

- Who should be involved?
- How can the broader campus community participate?
- What organizations, experts, or community partners should we engage?
- How frequently should the inquiry group meet during 2026-27?
- Are there promising practices we should examine?

Intentionally Strengthening Enrollment

Each group would focus on these key questions:

1. Explore the shifting demographics of our community

- How are the demographics of our service area evolving?
- What emerging educational needs should Cañada College address?
- How can we ensure our programs, services, and outreach remain responsive and equitable?
- Who are the key stakeholders that should be engaged in this work?

2. Strengthening Community Partnerships

- What new partnerships could support student success and community impact over the next 5-6 years?
- Are there opportunities to expand collaboration with employers, community organizations, schools, and civic partners?
- How can partnerships help advance the college's strategic priorities?
- Who are the key stakeholders that should be engaged in this work?



A picnic of data

External Scan for Leadership Retreat
August 6, 2026
Nheeda Enriquez (PRIE)



Why this deck?

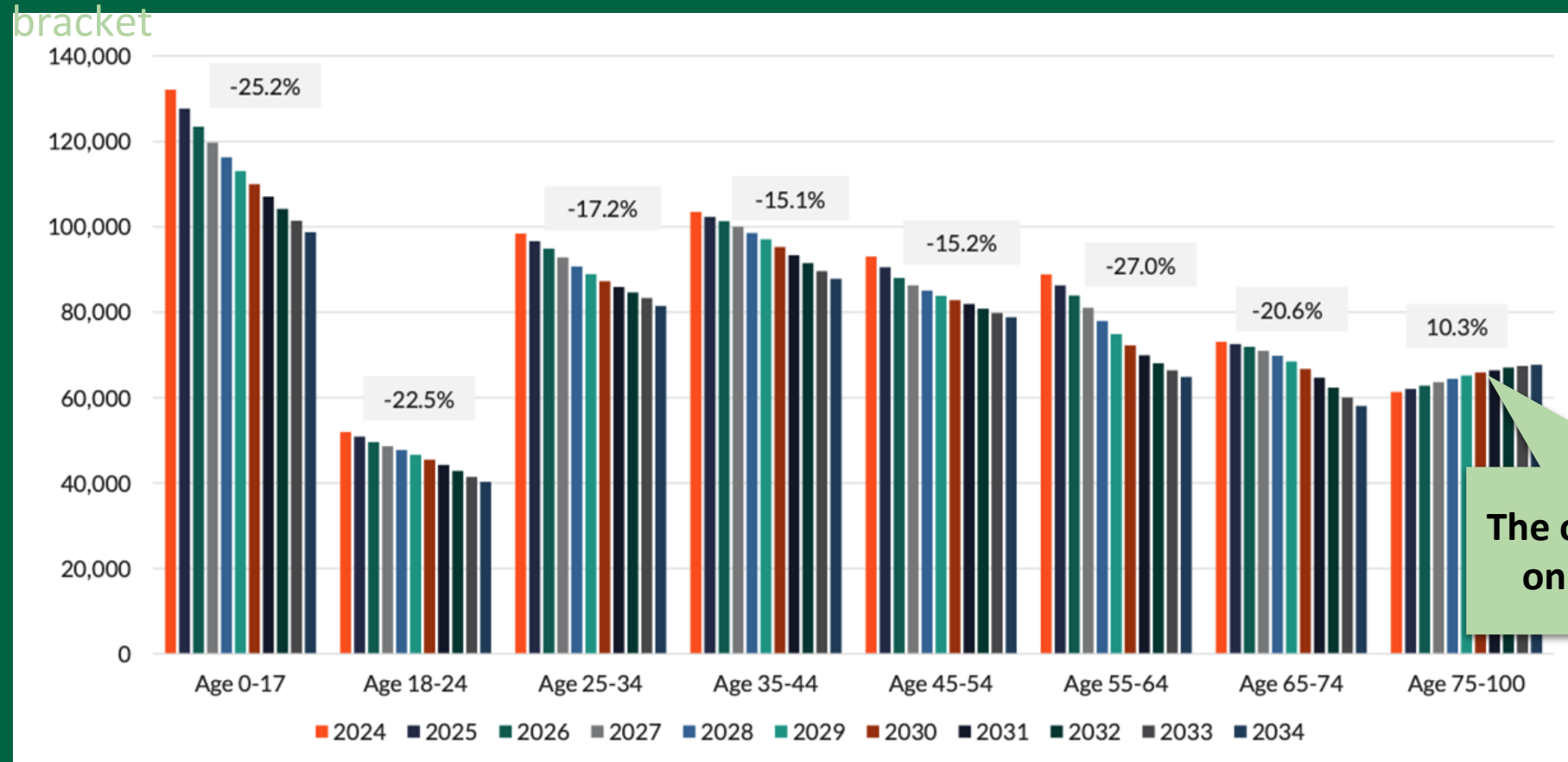
The data in these slides were created as **food for thought** for the “Intentionally Strengthening Enrollment” inquiry team.

It offers a sample of local demographic trends as a backdrop for your breakout discussion.



01 In the long term, our population is shrinking

Population projections through 2034 in San Mateo County by age bracket

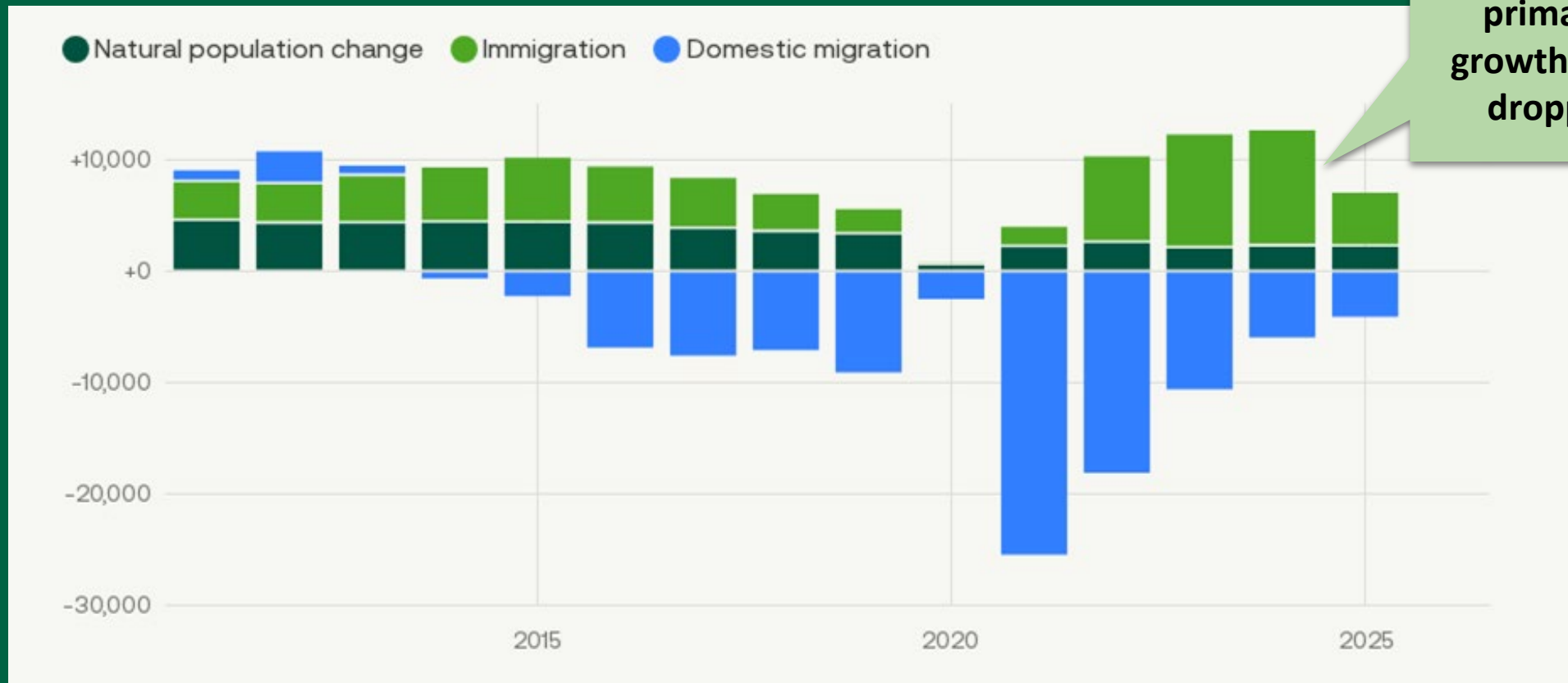


The oldest cohort is the only group growing

Source: Hanover research Industries of Opportunity report for SMCCD (2024)

In recent years, fewer people moved to the area

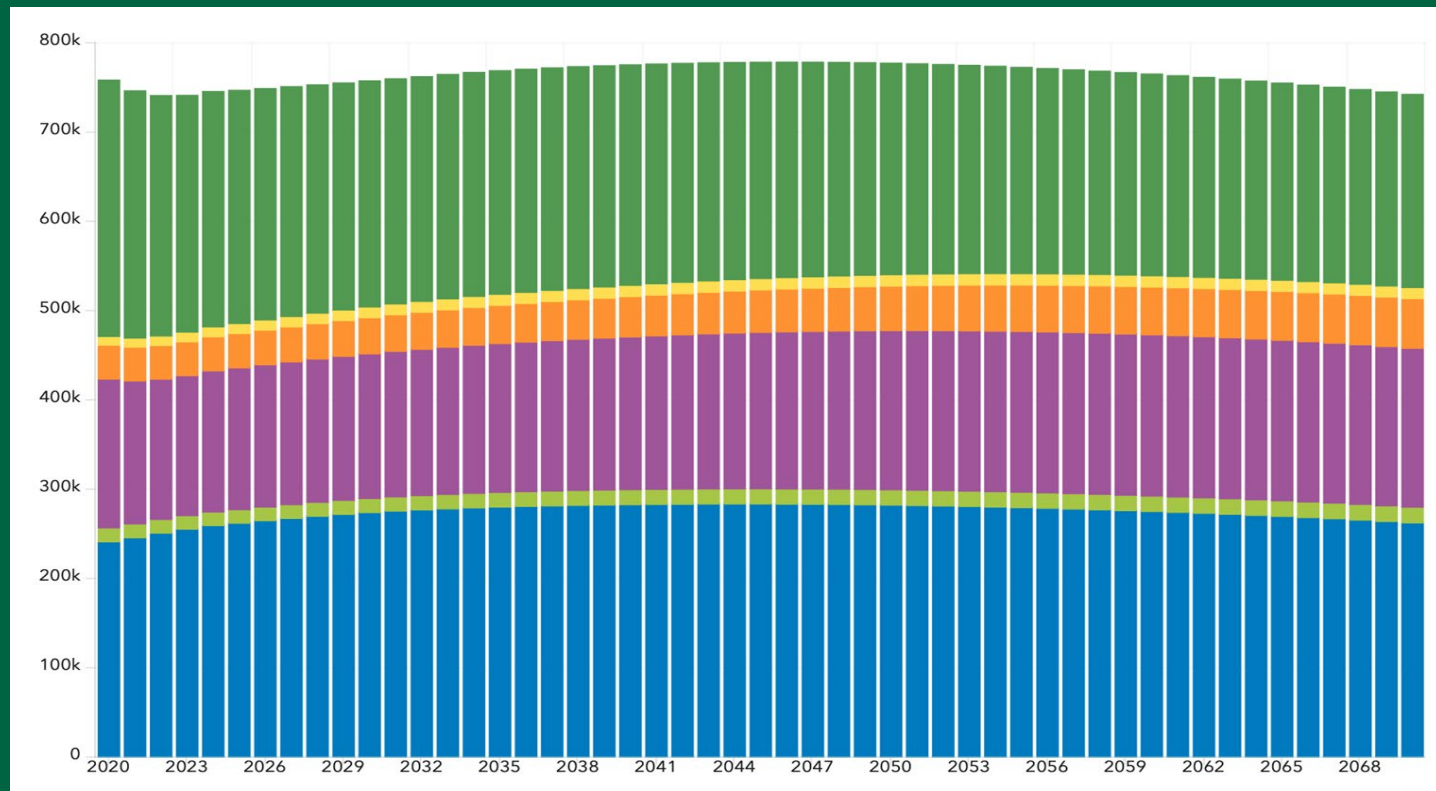
San Mateo County, population change from previous year, 2011 - 2025



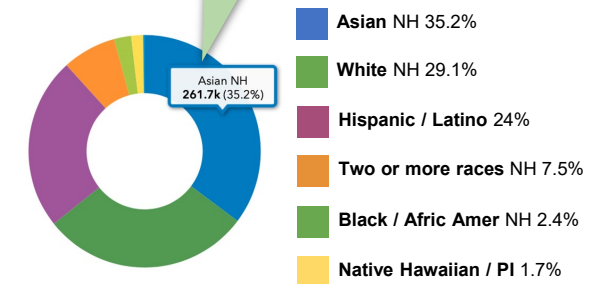
Immigration was the primary driver of growth in 2024, then dropped in 2025

The White (non-hispanic) population is projected to decline over time

San Mateo County, projected population by race / ethnicity (2020-2070)



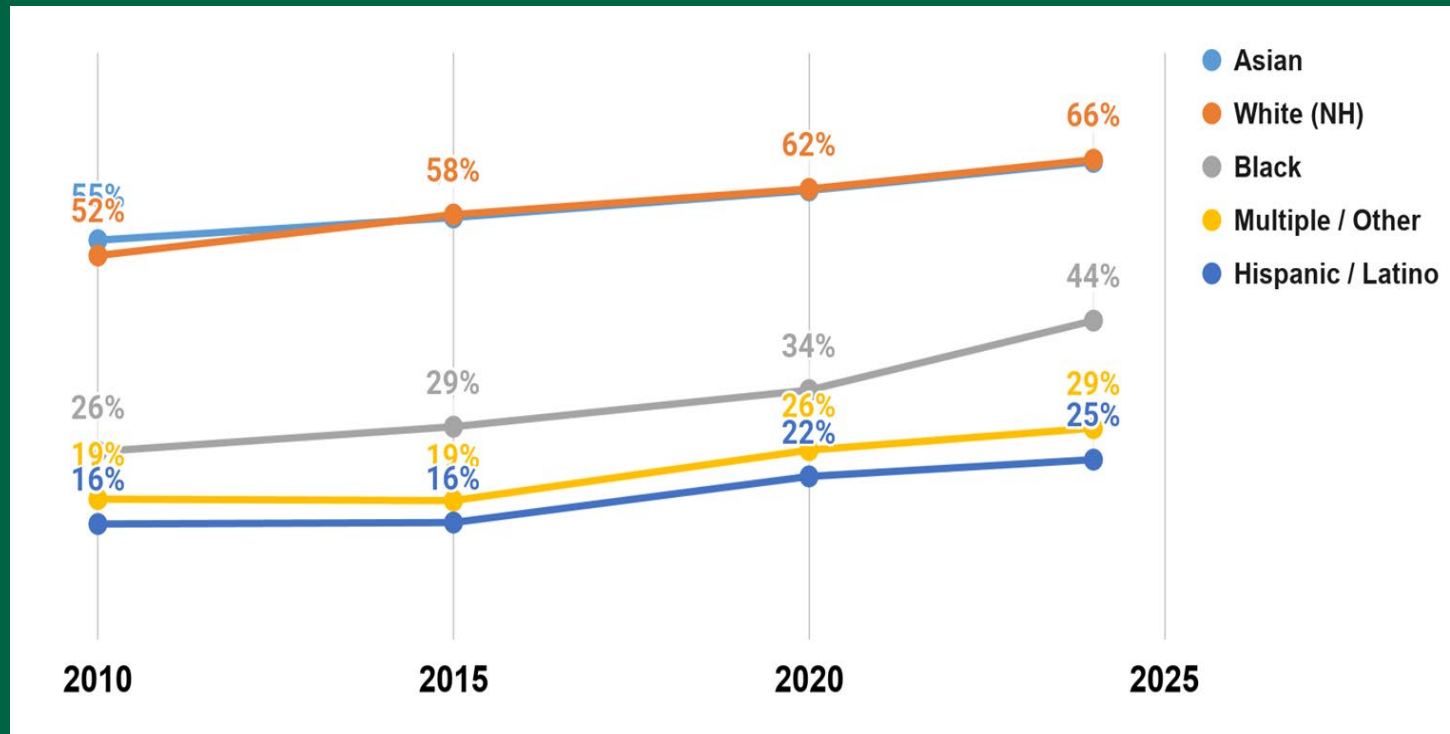
By 2070, Asians will make up more of San Mateo County than other groups



Source: US Census Bureau via CA Dept. of Finance

College attainment rates have improved over time, but Hispanic / Latino still lower than other groups

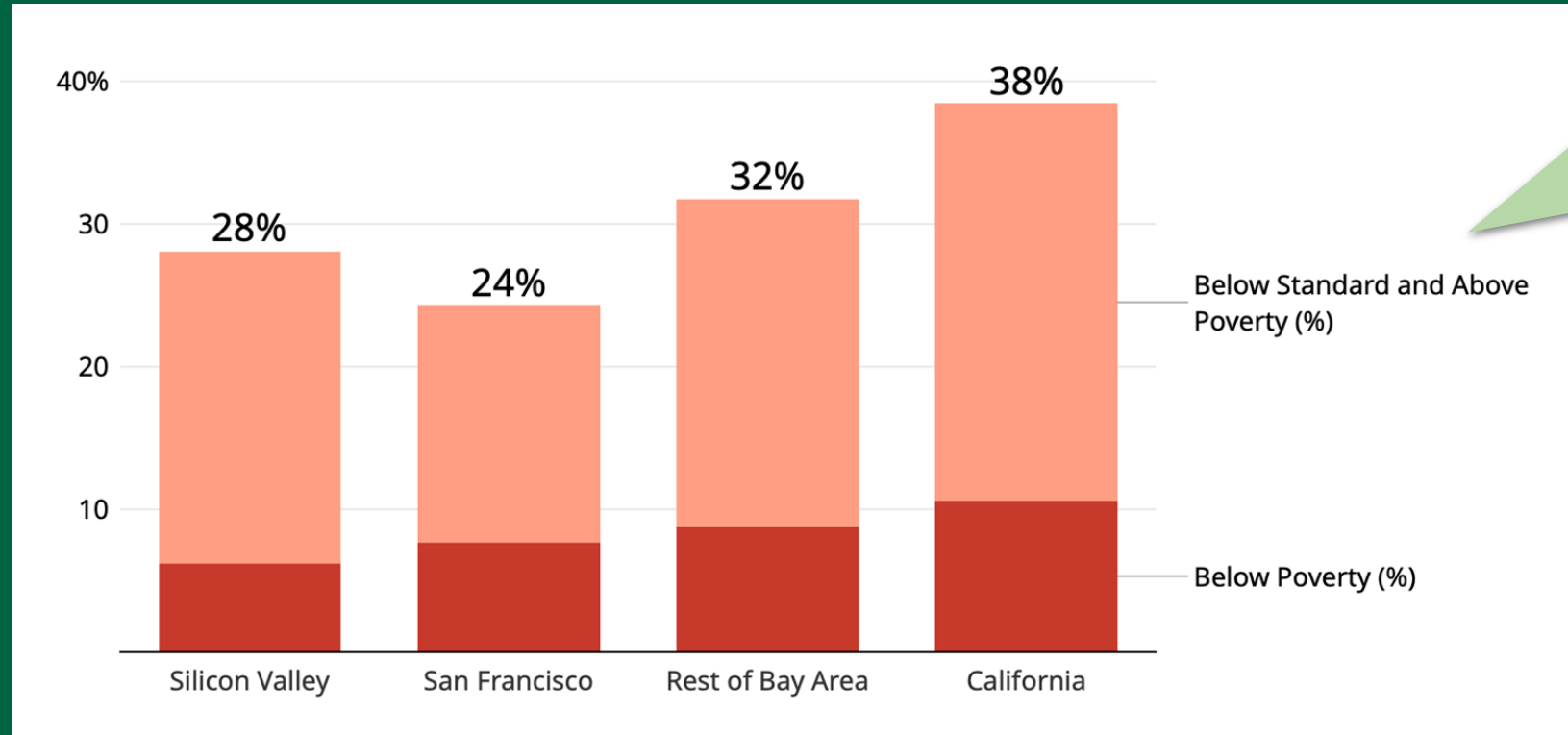
Percentage of Adults with a Bachelor's Degree or Higher, by Race & Ethnicity
San Mateo County | 2010 - 2024



Source: Silicon Valley Indicators data hub - [downloaded data here](#)

Because it is expensive to live here, income is inadequate for more than a quarter of the region's households

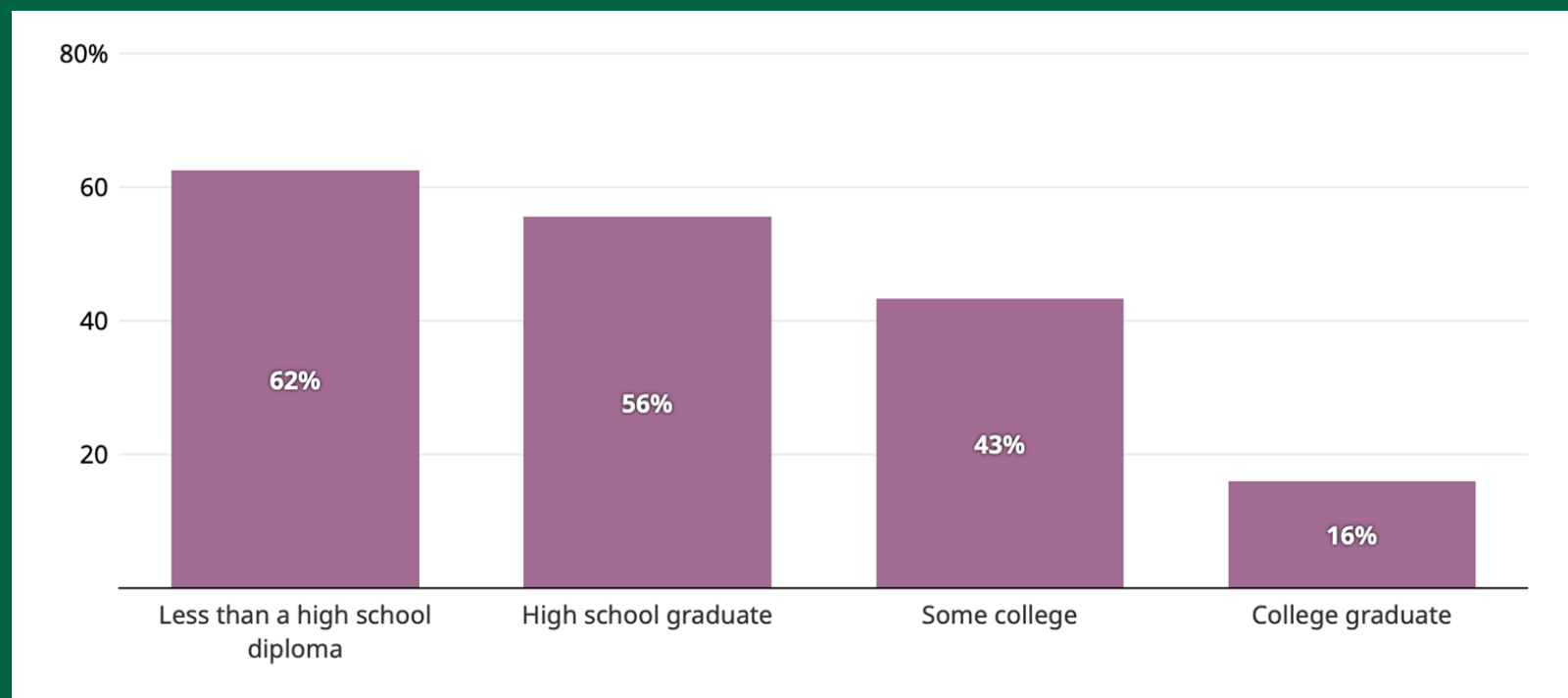
Percentage of Households Living in Poverty and Below Self-Sufficiency Standards | 2026



38% of CA's working-age households don't earn enough money to meet basic needs

The financial situation is more stark for those without a college degree

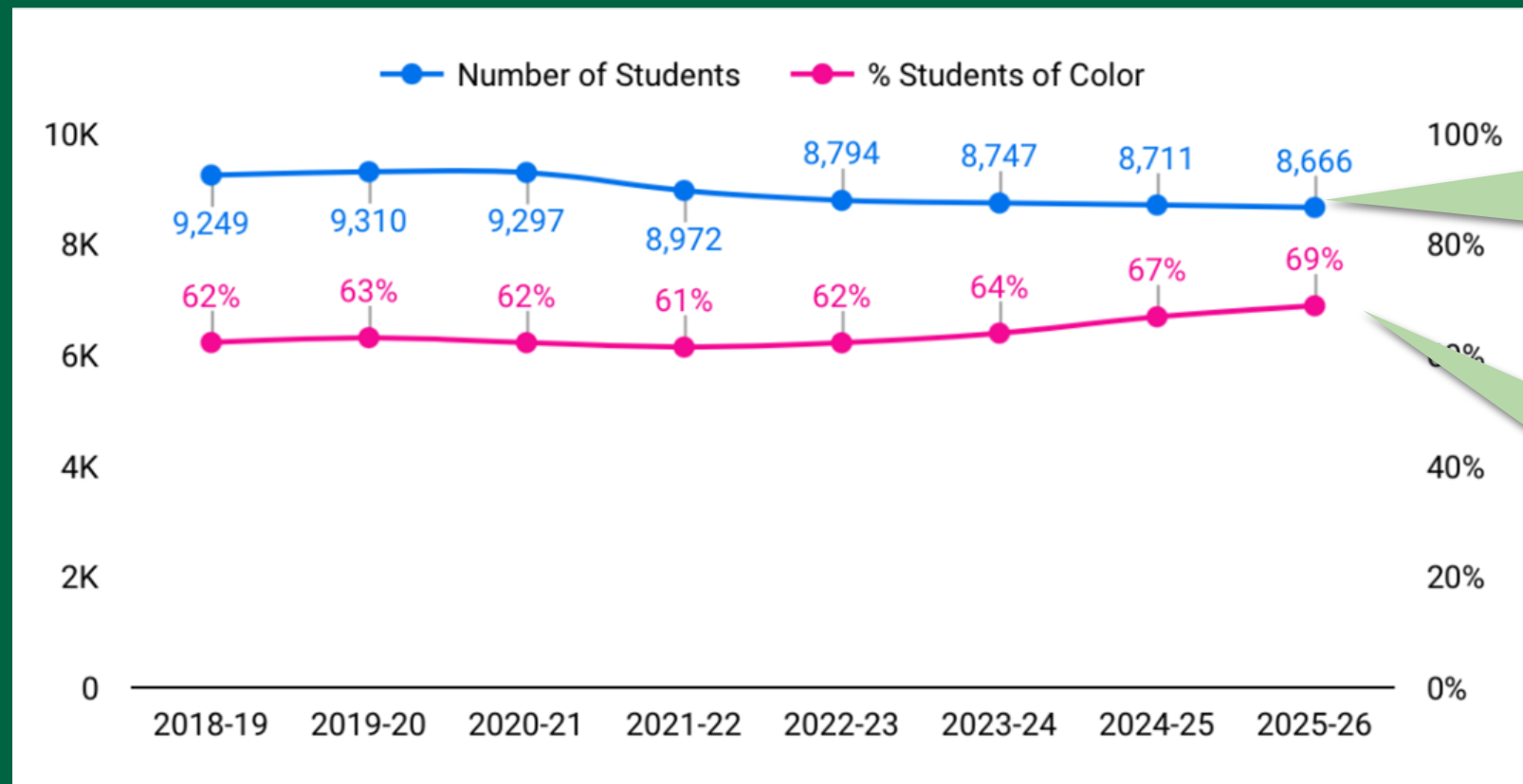
Percentage of Households Living Below the Self-Sufficiency Standards by educational attainment of householder | Santa Clara + San Mateo Counties, 2025



Source: Center for Women's Welfare, University of Washington via Silicon Valley Institute

Locally, HS enrollment has dropped 7% in recent years, mirroring the national population decline

Total student enrollment in Sequoia Union HS district, 2+ years, 2018-2026

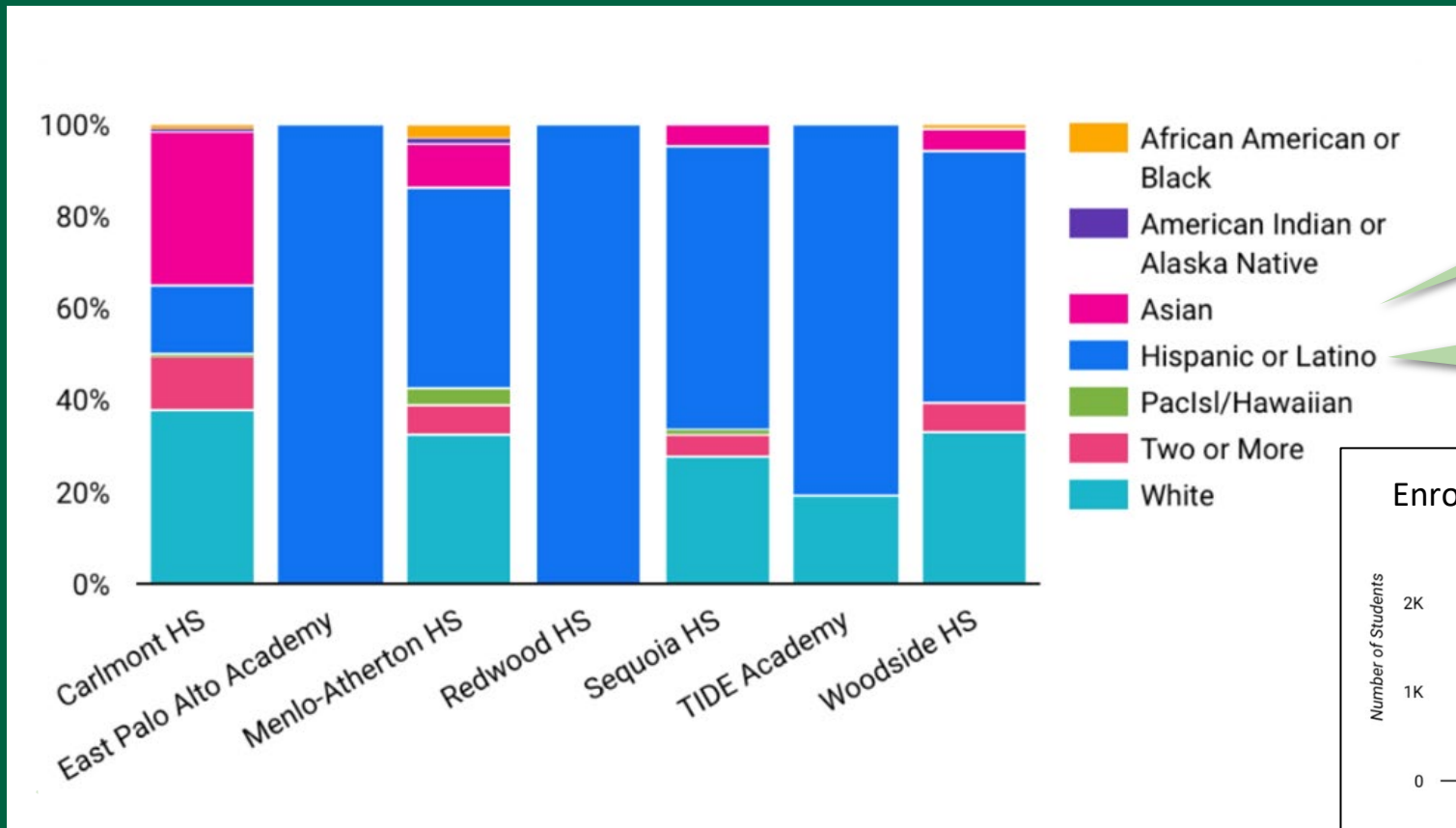


Long term, enrollment dropped (lower birth rate, cost of living challenges)

Interestingly, enrollment for students of color has increased since 2021

More students in the district are at Carlmont and Menlo-Atherton high schools

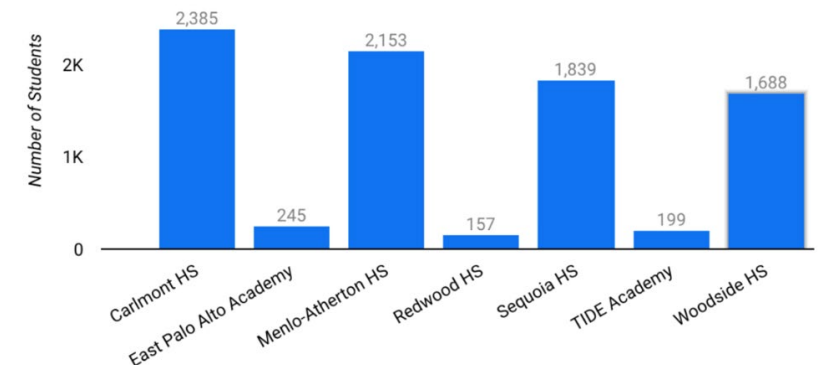
SUHSD School Diversity by Race / Ethnicity



Higher proportion of Asian students at Carlmont

Higher proportion of Hispanic students at Woodside + Sequoia

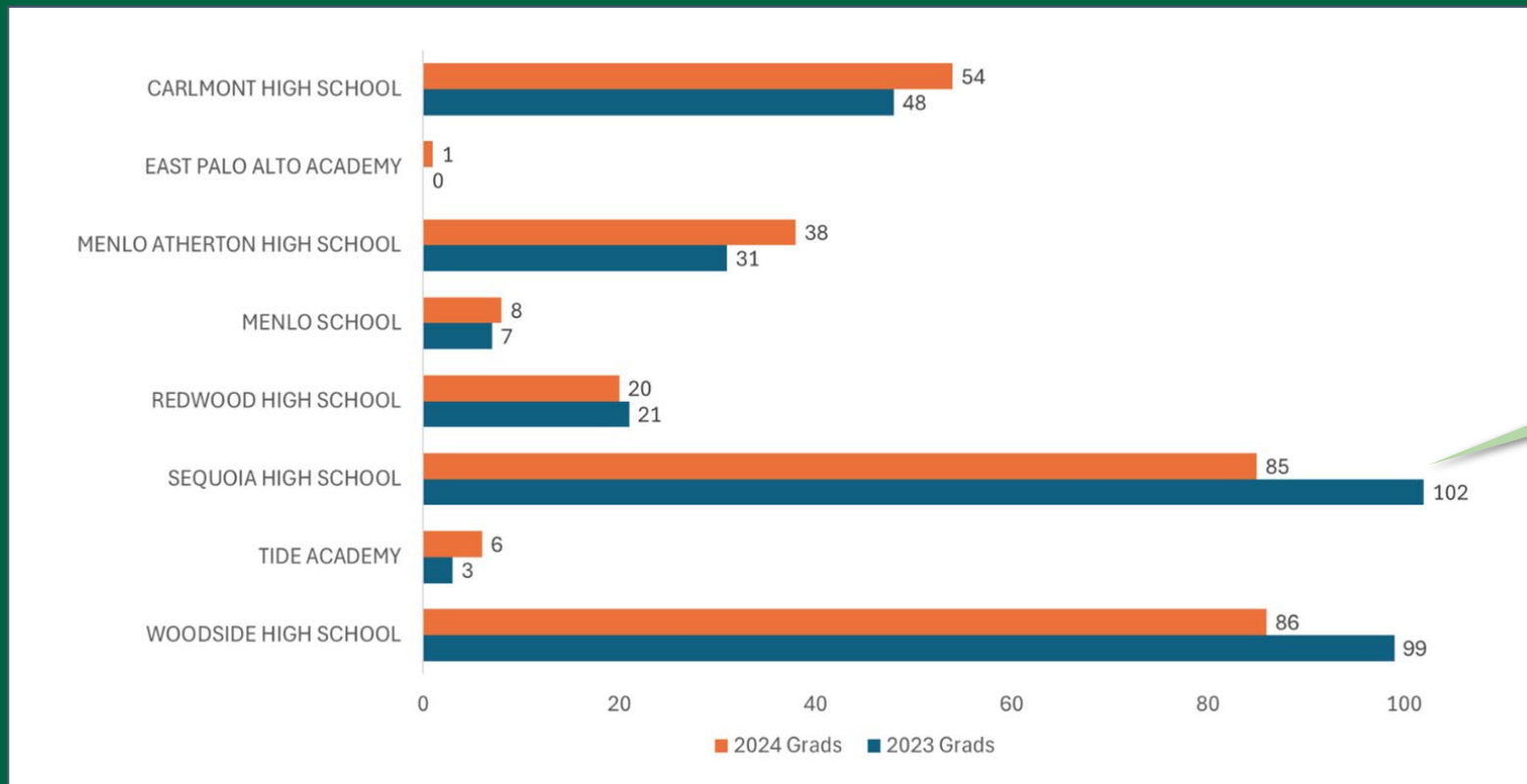
Enrollment by feeder school (2024)



Source: SUHSD dashboard

More Cañada students come from Sequoia and Woodside High Schools

SUHSD students who enrolled as first-time college students within 1 year of graduating HS, 2023 vs 2024



Enrollment from Sequoia and Woodside decreased 15% in 2024

Source: Cañada College

White collar jobs are still plentiful, but hardly in growth mode

Occupations with highest # of unique postings in San Mateo County and surrounding area, Jan 2025 - July 2026

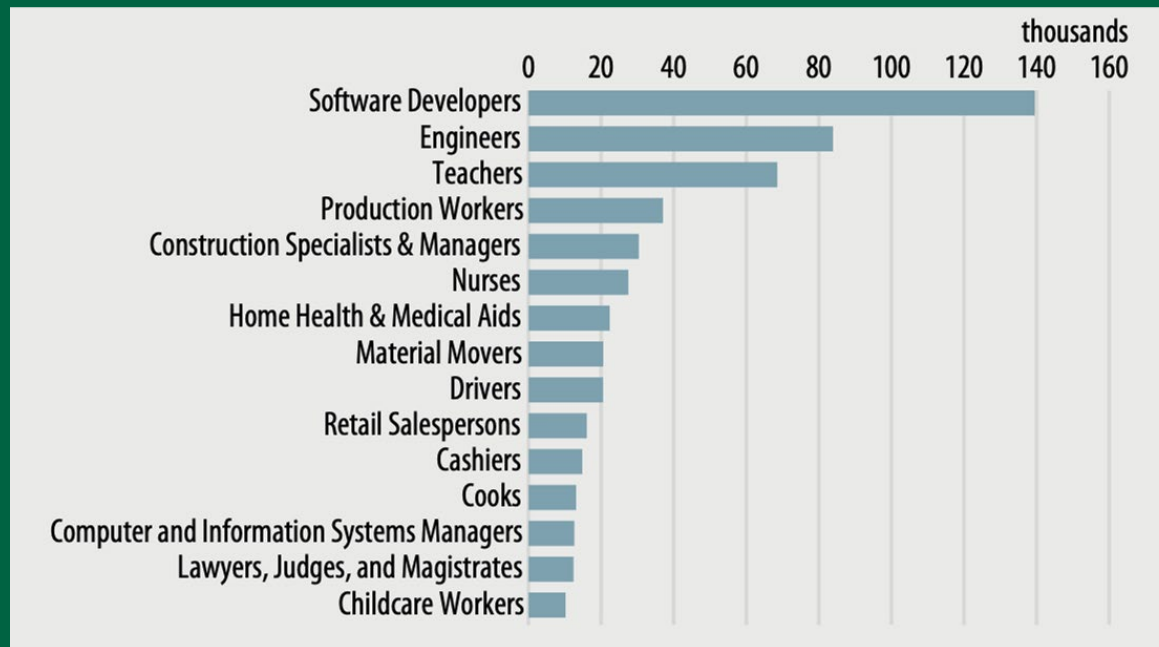
Occupation	% Change	Unique Postings	Median Salary	Number of Companies Posting
Software Developers	(24%)	37,483	\$193,280	3,496
Marketing Managers	(9%)	20,067	\$192,256	2,478
Computer Occupations, All Other	(3%)	15,681	\$179,968	2,381
Industrial Engineers	38%	12,723	\$173,824	1,589
Project Management Specialists	35%	12,683	\$140,032	2,387
Financial Managers	(22%)	12,232	\$160,512	2,647
General and Operations Managers	(5%)	11,926	\$162,560	2,460
Registered Nurses	(28%)	11,640	\$148,224	999
Managers, All Other	(6%)	10,855	\$157,440	2,158
Sales Representatives, Wholesale and Manufacturing, Except Tech	(21%)	10,345	\$114,432	2,205
Computer and Information Research Scientists	(17%)	10,030	\$209,664	967
Data Scientists	(14%)	9,733	\$164,608	1,657
Sales Managers	(25%)	9,381	\$147,200	2,660
Financial and Investment Analysts	(21%)	8,507	\$137,984	1,752
Architectural and Engineering Managers	10%	7,668	\$200,192	1,280
Medical and Health Services Managers	(1%)	7,572	\$139,008	1,449
Mechanical Engineers	55%	6,914	\$155,392	1,015
Electrical Engineers	15%	6,621	\$171,520	1,041
Accountants and Auditors	9%	6,551	\$105,216	1,819

Shrinking fields:
Developers, nursing,
sales and finance

Growing fields:
project management,
engineers (industrial /
mechanical / electrical)

Software Developers (~140,000) and Engineers (~84,000) are the largest occupations regionally, but...

Top 15 Silicon Valley Occupations Santa Clara and San Mateo Counties 2024



Sources: US Census Bureau via Silicon Valley Index, LinkedIn and Indeed Hiring Labs research

Overall tech growth modest since 2019 (+4%)
since pre-pandemic boom times (+51%)

- Tech pipeline matured (moving to lower cost labor areas, or exposed to AI)
- Senior + AI-fluent roles growing, junior/generalist roles contracting

Healthcare and skilled trades (construction) under-supplied and safer from AI displacement

- "Soft skills" (leadership, communication, cross functional collaboration) are durable even w/AI

Hungry for more data?

Explore these resources with these example questions4

- [Silicon Valley Indicators](#) Maintained by the Silicon Valley Institute for Regional Studies this tracks a number of economic trends in Santa Clara and San Mateo Counties
 - *What % of the population is foreign-born?*
 - *How much time do Silicon Valley workers work from home?*
- [Department of Finance, State of California](#) Visualizations of population projections by age and race by county
 - *What % of Santa Clara county will be working age in 10 years?*
 - *How does this compare to all of California?*
- [USAfacts.org](#) Visualizations for up-to-date, unbiased US government data and reports, non-profit headed by Microsoft co-founder Steve Ballmer
 - *What's the average wage in [location]?*
 - *How many people are enrolled in the ACA in [location]?*
- [Sequoia Union High School District](#) Dashboard tracking enrollment, scores, and other demographics in the local public high schools
 - *Which schools have a high number of multi-language learners?*
- [AI unemployment tracker](#) Developed by UC in partnership with CA's Employment Development Dept using unemployment insurance claims against an AI exposure metric
 - *What industries are seeing more claims and showing vulnerability to AI?*



Intentionally Strengthening Enrollment

Should their be in Inquiry Group on this topic this year?

- Yes!

What is the current status of efforts on this topic at CAN right now?

Wisseem, Maggie and Olivia:

- Maggie focuses on EPA, BH, NFO
- Olivia focuses on all other areas: East Bay, San Jose, Santa Clara, San Bruno, SSF, Millbrae
- Partnerships & Programming:
 - Canada Connect office hours at JobTrain, NFO Community Center, Belle Haven Community Campus, Pal Center
 - High school tabling, presentations/workshops and college fairs
 - Black Student Leadership Conference
 - Street Code Tech Tourney
 - OYE Conference
 - SMCOE
 - SMC Human Services Agency
 - Elementary & Middle School outreach
 - Dual & Concurrent Enrollment support
 - Attended 106+ community events
 - RWC Together representation at meetings
 - Plan and conduct campus tours
 - *If they see you, they hear you* – info retention is so important!

Intentionally Strengthening Enrollment

What new opportunities for community partnerships should Cañada pursue over the next 5–6 years to inform the college's next Strategic Plan?

1. Specifically supporting Black students
 - a. Students encouraged to join as thought partners and need their ideas
 - b. Transportation is a huge need
 - c. What are we doing to create events to create inclusivity?
 - d. Getting student clubs (ex- BSU) into the community – funding is a challenge for off campus events/outreach (Student Senate).
 - e. BSU Poetry Night is a successful community event that could be connected to greater outreach – scale up event by partnering w/ the City of RWC around Juneteenth programming- host in Main Theatre - funding was a challenge
 - f. Include programs to table at large community events (ex- Financial Aid)
 - g. Our immigrant population is need in need to service – can market and package existing resources (ex- SparkPoint) to our students and community- provide info in a clear way. ISC and UCC working together to support students through complicated, ever-changing process. Build a flow chart for supporting students through enrollment process- student in several programs requires meeting w/ different counselors who can share conflicting info.

Who are the key stakeholders that should be engaged in this work?

- Students: ASCC, BSU
- Financial Aid
- Outreach
- Learning Communities
- Marketing
- Community Partners
- Career & Workforce
- Entire breakout group: Wissem, Jasmin, Megan, Maggie, Kathy, Breanna, Alexis, Candice



Mental Health

Facilitators: Devon Scott and Kathleen Sullivan-Torrez

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Should their be in Inquiry Group on this topic this year?

Yes, the group should meet frequently enough to maintain momentum, identify opportunities, evaluate existing resources, and develop actionable recommendations.

Current Status of Efforts at Cañada College

Approximately 36% of our students are reported to experience mental health challenges, with some students experiencing multiple or co-occurring diagnoses.

Cañada College currently has several resources available to support students:

- **Disability Resource Center (DRC):** Supports students with the educational and academic aspects of their needs.
- **Personal Counseling:** Provides more in-depth counseling and mental health support.
- **CARES Team:** Responds when a CARES Report is submitted and helps address student concerns and situations requiring intervention.
- **24-hour Telehealth Services:** Provides students with access to mental health support and crisis services at any time.
- **Student Telehealth Access:** A safe space in B-5 is available for students who need access to a computer to utilize telehealth services.

The group discussed whether additional designated spaces should be made available across campus to allow students greater privacy and access to telehealth and other mental health resources.

Should their be in Inquiry Group on this topic this year?

Yes!

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Mental Health

Questions and Areas for Further Inquiry

The group identified several important questions and opportunities for exploration:

- What is the financial impact when existing mental health resources are underutilized?
- How much should the College invest in mental health resources and services?
- Should we consider changing the name “**Telehealth**” to something more approachable, relevant, and student-friendly, and potentially repackage how the service is presented?
- How can Marketing help increase awareness of available mental health resources through campus screens, signage, social media, and other communication channels?
- How can we create more opportunities for students to have meaningful, smaller interactions and connections with the campus community?
- What mental health programs and practices are other colleges and universities currently implementing successfully?
- Should Cañada consider a month-long mental health awareness campaign?
- How are we effectively supporting **online students** who may not have regular access to campus resources?
- What information can appropriately be shared through Canvas while remaining mindful of legal and institutional requirements?
- How can we ensure that our efforts remain centered on our commitment to **supporting students first**?
- Where might additional funding be identified to expand mental health services and outreach?
- How can we ensure our approach is culturally responsive, recognizing that different cultures and communities may view mental health very differently?

Should we develop targeted outreach and marketing strategies for specific communities, populations and identities?

Mental Health

Organizations and Partners to Engage

The group identified several potential partners and collaborators:

- **Associated Students of Cañada College (ASCC)** — particularly to increase awareness and understanding of Telehealth and other mental health resources among both on-campus and online students.
- **San Mateo County** and county-based mental health and social service programs.
- **Professional Development** — to increase awareness and understanding among faculty and staff.
- **Spark Point**
- **Basic Needs**
- Other campus programs, departments, and constituent groups that regularly interact with students.

The group also recognized the importance of identifying sustainable funding sources and not relying solely on federal funding.

Campus Engagement

The group recommends that **all constituent groups** have an opportunity to participate in this inquiry.

Mental health is a campus-wide issue that affects students, faculty, classified professionals, administrators, and the broader campus community. A comprehensive approach should include



Breakout Group LOCATIONS

Breakout Group Topic	Location
Accessibility	Room 2-10
Performing Arts	Room 8-110
Aligning Workforce Programs	Room 8-119
Educational Experience	Student Life & Leadership Center Clubhouse



Accessibility

Facilitators: Allison Hughes and Lindsey Irizarry

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Accessibility

Should their be in Inquiry Group on this topic this year?

Yes, to at least help raise consciousness. Create dialogue and open the conversation to the different sectors of accessibility - Physical Accessibility, DRC Accommodations, Online/digital accessibility

Meet at least 2 times a semester since there are so many different groups involved

What questions do you have about this topic?

- Canada swag - ensure there is a range of all sizes, especially for graduation gowns
- How do we ensure physical spaces/classrooms are accessible to all, especially when facilities break down.
- How can DRC students get books earlier? Sometimes they get it transcribed 3 weeks into the semester (it is easy to fall behind and play catch up) Have multiple print options
- Where are the conversations happening about accessibility?
- Is there someone overseeing course materials?

Are there organizations or others we should engage to learn more about this topic?

Public Safety/Facilities, Faculty, administration, DRC students, Marketing, DE Team

What do you recommend in terms of how others on campus can engage in this inquiry this year?

Student Voice

- Would love training on how to access/navigate WebSmart & WebSchedule? Similar to how the Library sits down students on how to properly do research
- Students want to take courses at their local campus but can't afford to travel between campuses.
- Need for more adaptive PE Course

Faculty/Staff Voice

- Faculty need financial support and time/space to evaluate and make learning content accessible
- Faculty can reach out to DE team for additional course accessibility support
- Everything we create needs to have accessibility embedded in it from the start.
- Easier to collaborate in small departments but need to incorporate more student voices
- Struggle to choose materials that accessible - uncertainty on what direction to go towards

Potential Action Items

Possible pathways to make content accessible. OER shouldn't be the only route



Performing Arts

Facilitators: David Eck and Ludmila Prisecar

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Should their be in Inquiry Group on this topic this year?

- Not until spring and only if the bond passes

What is the current status of efforts on this topic at CAN right now?

- Facilities master plan: ongoing list of potential capital projects.
- -ADA accessibility plan
- -Only classrooms being used on second floor are due to essential nature of the space (Fashion classrooms and Art Studio).
- -Bond measure on November ballot
- -Ongoing scheduled maintenance of the building
- -Ongoing extensive use of the main theater for community rentals, such as Redwood Symphony Orchestra, Boys and Girls club events, OYE (though need for larger event and theater space)

What questions do you have about this topic?

- Could the main theater be larger—it gets overcrowded. Such as student events, scholarship events.
- -Could we make the seats more accessible, such as larger seats, reduce the need for stair use
- -Could we maintain the acoustics and great feel of the main theater
- -Is it possible to have an event area/space. Right now, often required multiple buildings for large events.
 - Could we have a more functional “green room” for live performances?
- -Could we have a space that could be useful for Flex Day events: not too big nor too small.
- -Is it possible to have more student event spaces to go with the Umoja Village?
- -What theater and event space is available in our community?
- -What are the size of events that we currently have hosted?
- -How many events would take place in the main theater if there were more seats?
- -What kind of aesthetic should the building present? Similar to Building 1? Concerns about maintaining functionality, which Building 1 and Building 23 have some functionality issues. Also, Skyline’s event building is very hard to use for academic purposes.
 - Could we have art on the exterior of the building, like the Mural on Building 9? Seeking more art that represents community and students. Inviting students to submit possible artwork designs?
- -Could we have the art gallery in the performing arts building?
- What kind of fundraising is going on? Do we do outreach to corporate partners?
- Could we keep the main theatre and flex theater? With smaller flex theater space is even better for smaller events, like Flex Day?
- How can we plan for value engineering?

Are there organizations or others we should engage to learn more about this topic?

- Other performing arts centers, especially community college examples
- -Could our spaces be larger?
- -Examples of community artwork, both in our local community and what other communities have done

What do you recommend in terms of how others on campus can engage in this inquiry this year?

- Studio Arts faculty
- Drama/Theatre Arts faculty
- Music faculty
- Fashion faculty and staff
- Umoja faculty and staff
- Facility rental team
- Students
- Outreach team to get feedback on what kind of spaces are great for inviting community groups and members



COLLEGE LEADERSHIP RETREAT: Thursday, August 6, 2026

Aligning Workforce Programs with Regional Workforce Needs

Facilitators: Alex Kramer, Diana Tedone-Goldstone, Karen Engel

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.

Should their be in Inquiry Group on this topic this year?

- Once per month to start off with and maybe have sub groups to look at career, outreach, and the sub groups could work between monthly meetings and bring their findings back
- Hybrid
- Include students of color in the group

What is the current status of efforts on this topic at CAN right now?

- Need to get a better handle on why some certificates are not transcriptable and some are.
- We looked at the certificates we currently offer that are 16 and fewer units
- BACCC helps map workforce demand trends
- We have industry advisory boards for many of our CTE programs - but some programs need to improve on this (Jasmine recently created a faculty handbook to help them understand what is required per Title 5 and Perkins). The conversations need to happen all the time, not just once a year as the regulations indicate.

Aligning Workforce Programs

What questions do you have about this topic?

- Living wage considerations - what is a living wage? Do we agree?
- Role of low unit certificates vs. other credentials - they likely serve different types of students
- Why did we lose the apprenticeships we tried to start?
- What student populations are we focusing on?
 - 1st time college students who need financial aid will need certificates that are 16 units or more
 - If re-entry students who already have some college, perhaps they need different things
 - Is there a viable student population who will need what we decide to offer?
- What about stackable certificates? As long as all units count toward the 16+ unit certificate, they all could qualify for financial aid.
- How can we have better working relationships with employers? A lot of employers have internship programs for community colleges, but we need better relationships with them
- How can we have a job developer who help smooth the way for students to get in relationship with employers. Do we have the skillset? What would it take and can we create this kind of team?
- How can we create our career services at CAN? We need staffing
- EOPS offers Career Launch to their students to understand how to build their networks. Adding a class about this to a certificate might be an idea.
- Why have we not created a program that would appeal to men of color in our community? EMT, firefighting, other? Alex explained why we can't offer programs SKY and CSM offer?
- How we can make sure CAN is a safe place for people of color. Enhance the experience of our college so men of color can enjoy and engage in any and all programs of color. But can we make the case that people in south county have a hard time getting to Skyline. If we can demonstrate a need.
- Centers of Excellence, Lightcast, focus groups, to identify regional demand
- Maggie has asked potential male students of color and they say we don't have the programs they want - academic and extracurricular (football).
- How could we bring more information to the community to help inform them of the careers possible. It's helpful when the CTE program leads go out to the community to better describe. Students in our CTE programs could come with Maggie to speak with prospective students. Doable!
- An open house for high school students to come and see/hear about our programs, our labs.
- Could we do more with videos about our CTE programs? EOPS has some awesome videos of students.

Are there organizations or others we should engage to learn more about this topic?

- Financial Aid concerns. Certificates need to be at least 16 units to get financial aid
- Leverage Middle College students to speak with other high school students.
- Outreach
- Sparkpoint
- Can the students be supported to do the research? Especially reaching out to other students?
- VA employment (Juan wants to join it and share the learning with the group)
- Campuswide participation is important!
- San Mateo County Office of Ed?
- DeAnza/Foothill - understand what they're doing (even a visit?) Bring existing staff to understand the potential benefits



Does the Cañada educational experience meet students' educational needs?

A Student Opportunity Pathways inquiry: What do we know whether students reach the opportunities they came to Cañada seeking?

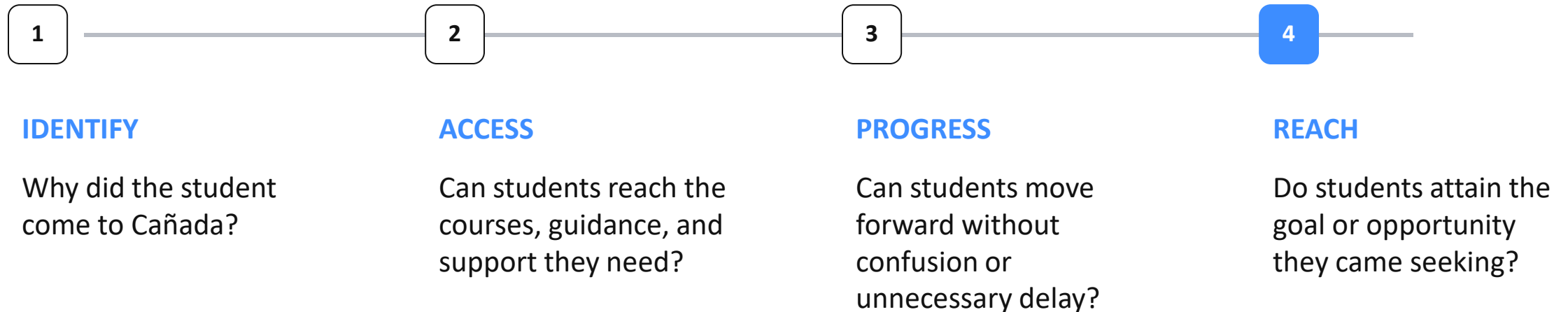
Facilitators: Dr. Ameer Thompson and Dr. Chialin Hsieh

Our purpose today is to identify what we need to learn—not to reach a final answer in one hour.



The educational experience should move students toward the opportunity they seek

1. What students are hoping to achieve
2. Examine the pathways they follow
3. Identify barriers along the way
4. Understand whether they ultimately reach the opportunities they came to Cañada seeking



Which students may be experiencing this pathway differently—and what evidence would help us know?



What do we most need to understand?

Reflect individually, discuss together, then select two or three priorities.

WE APPEAR TO BE DOING WELL

Where are we confident that Cañada is meeting students' educational needs?

WE ARE LESS CERTAIN

Where might we be relying on experience, perception, or assumptions?

WE MOST NEED TO UNDERSTAND

Which unknowns matter most if we want to know whether students are reaching their goals?

Outcome: Select the two or three unknowns that should guide a possible 2026–27 inquiry.

Select 3-5 Questions We Should Explore during 2026-27 that have the Greatest Potential Impact on Student Opportunity if We Understand Them Better?

1. What happens to Cañada transfer students after transfer?
2. Which pathways have the clearest student maps?
3. Where do students accumulate excess units?
4. How do students choose pathways?
5. Which student groups struggle most to reach intended goals?
6. Did students meet their educational goal?
7. Do we know what happened after students leave us?

Background Questions

Name of Inquiry Group:

Does the Cañada Educational Experience Meet Students' Educational Needs?
A Student Opportunity Pathways Inquiry

Who's there:

Ameer, Chialin, (the sign-in sheet is in my office). A total of 17 participants.

What is the current status of efforts on this topic at CAN right now?

Cañada has several efforts supporting students' educational pathways, including:

- Student-first course scheduling and two-year program pathways
- Retention and persistence initiatives
- CREW
- Division Success Teams
- Counseling and Promise programs
- Student support and success services

These efforts provide important support, but we need a more connected understanding of whether students are ultimately reaching the educational goals and opportunities that brought them to Cañada.

What questions do you have about this topic?

- Why do students come to Cañada, and what opportunities are they seeking?
- Can students access the courses, guidance, and support they need?
- Where do students experience confusion, barriers, or unnecessary delays? Where are students accumulating excess units?
- How do students choose—or change—their educational pathways?
- Which programs have the clearest two-year pathways and student maps?
- Which student groups experience greater challenges?
- Are students completing their intended educational goals?
- Do we know what happens to students after they transfer or leave Cañada?

Planning Questions

Should an Inquiry Group meet during the coming year? If so, how often?

- Yes. A 2026–27 Inquiry Group could examine how well Cañada supports students in identifying, pursuing, and reaching their educational goals.
- The group could meet **twice a month during the initial inquiry and planning phase**, then adjust the frequency as the work becomes more focused.

Who should we engage to learn more about this topic?

- Current and former students
- Faculty and counselors
- Instructional and student services staff
- Institutional research colleagues
- UC and CSU transfer partners
- Local high school and community partners
- Industry and workforce partners
- Division Success Teams

How can others on campus engage in this inquiry?

- Planning councils (PBC, IPC, SSPC, Academic Senate): Review findings and identify college-wide implications.
- Divisions/Office of Instruction: Examine course sequencing, access, scheduling, and barriers within programs.
- CREW and Division Success Teams: Share student experiences and identify patterns in retention and progress.
- Counseling and Promise: Examine how students choose pathways and receive ongoing guidance.
- Faculty and staff: Participate in focus groups and test possible improvements.
- Students: Define their goals, describe their experiences, and help shape recommendations.
- Institutional research: Provide data disaggregated by student group, pathway, and educational goal.

The inquiry should begin with **student voice**, examine the **entire student pathway**, and pay close attention to **differences in students' experiences and outcomes**.



A 2026–27 inquiry team could carry the learning forward

Recommended focus

Examine how well Cañada supports students in identifying, pursuing, and reaching their educational goals.

START WITH

Student voice

How do students define the needs, goals, and opportunities that brought them to Cañada?

EXAMINE

The pathway

Where do students encounter barriers in access, guidance, course sequencing, support, or progress?

PAY ATTENTION TO

Differences among students

Which student groups experience the pathway differently—and what evidence helps us understand why?

Key themes

- Students come for different purposes.** Their goals may include transfer, a degree or certificate, career advancement, prerequisites, skill development, dual enrollment, or personal enrichment.
- Students' goals can change.** The College should periodically ask students about their goals and help them adjust their plans when their interests or circumstances change.
- Program and career information needs to be clearer.** Students need stronger connections among careers, programs, degrees, certificates, and transfer opportunities.
- Guidance should be accessible and consistent.** Participants emphasized counseling availability, evening and online support, cross-training, and stronger coordination among instruction and student services.
- Course access affects student progress.** Program maps, course sequencing, prerequisites, scheduling, transferability, and excess units may create delays.
- Student voice must guide the inquiry.** Brief classroom surveys, focus groups, and outreach to students who stopped attending could help the College understand students' experiences.
- Success should reflect each student's goal.** Completion and transfer matter, but they are not the only indicators of a successful educational experience.



Break

LUNCH

12:35 – 1:30 p.m.



Possible Inquiry Topics for 2026-27

**Breakout Group
Report Outs**



Synthesis & Next Steps

President Lopez

Closure

**Please complete the evaluation of this year's
Leadership Retreat!**

