



Leadership Retreat

August 7, 2025



Planning & Budgeting Council Co-Chairs for 2025-26



Gampi Shankar
Academic Senate 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) 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 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.



Kim Lopez
College President

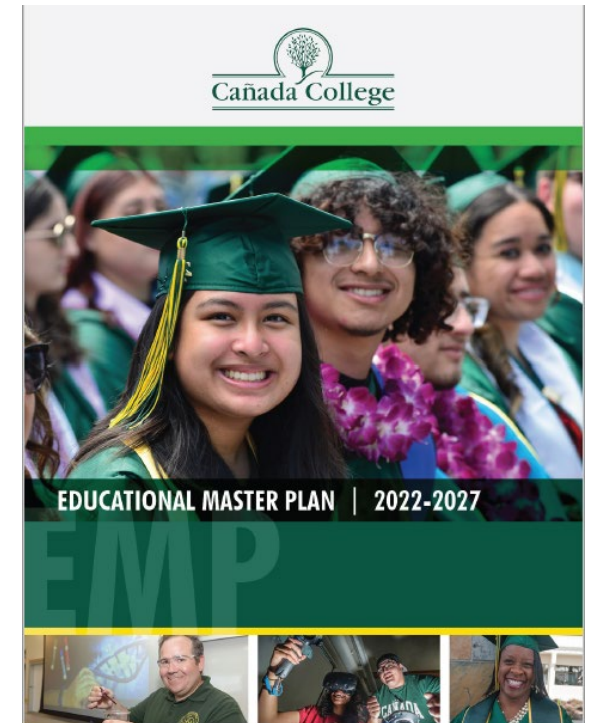
Purpose of the Leadership Retreat

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

Consider our 5-year Education Master Plan:

- what we've accomplished
- what we'd like to prioritize accomplishing in the coming academic year

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



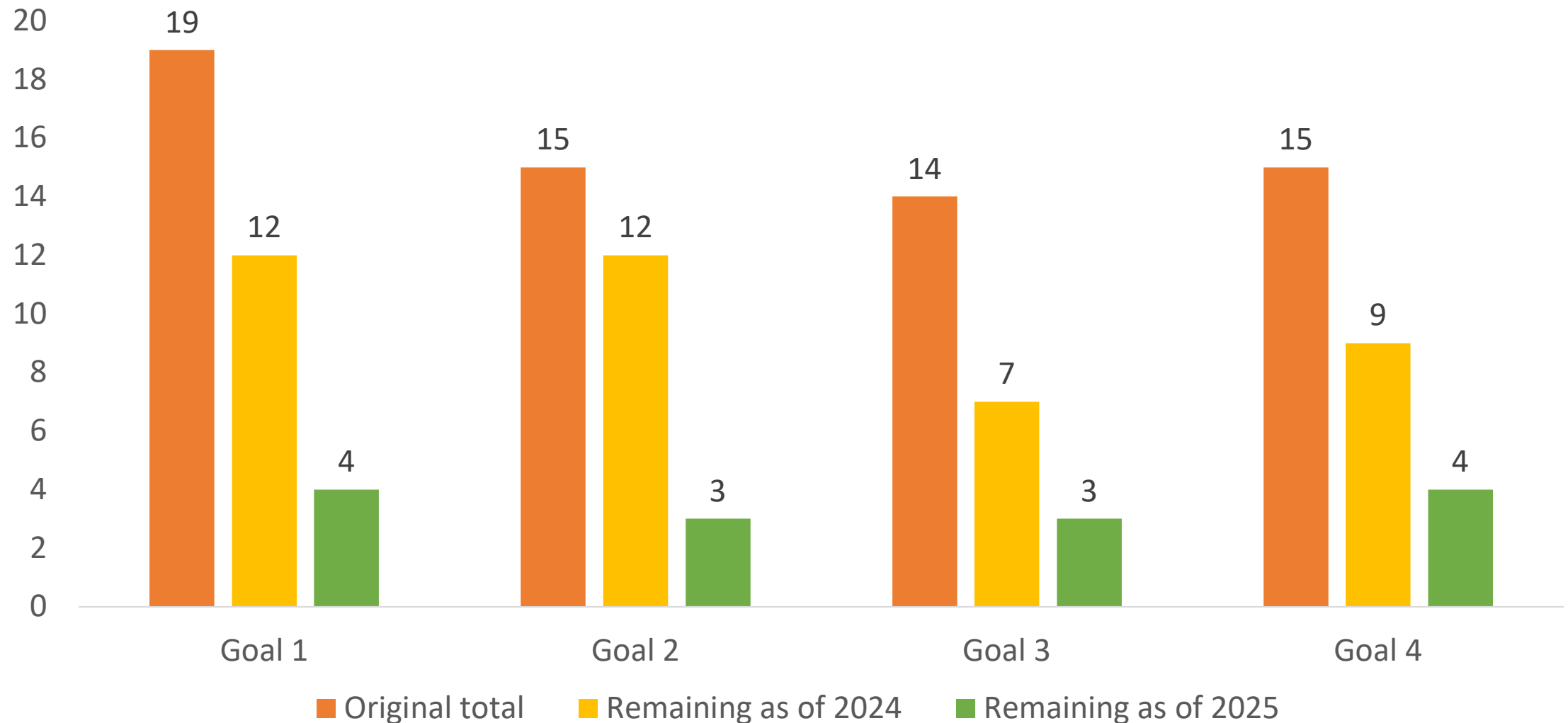
Cañada College Annual Integrated Planning & Budgeting Calender				Key:	Budget		Staffing		Planning		Resources		Evaluation	
	Activity	Responsible Party	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Budget	Develop budget parameters based on program review	Admin & Faculty								X				
	Draft budget 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								

Cañada College Strategic Planning Calendar	2022-23	2023-24	2024-25	2025-26	2026-27	2027-2028
Educational Master Plan 2022-27	Year 1	Year 2	Year 3	Year 4	Year 5	EMP Planning Year
Committee Plans:						
Distance Education Plan			Year 1	Year 2	Year 3	
Facilities Master Plan (District)	Year 1	Year 2	Year 3	Plan Amendment (2025-30) →		
Professional Development Plan			Year 1	Year 2	Year 3	
Strategic Enrollment Management Plan		Year 1	Year 2	Year 3	Year 4 (extension)	Year 5 (extension)
Student Equity & Achievement Plan	Year 1	Year 2	Year 3			
Technology Plan			Year 1	Year 2	Year 3	
Transfer Plan*				Year 1	Year 2	Year 3

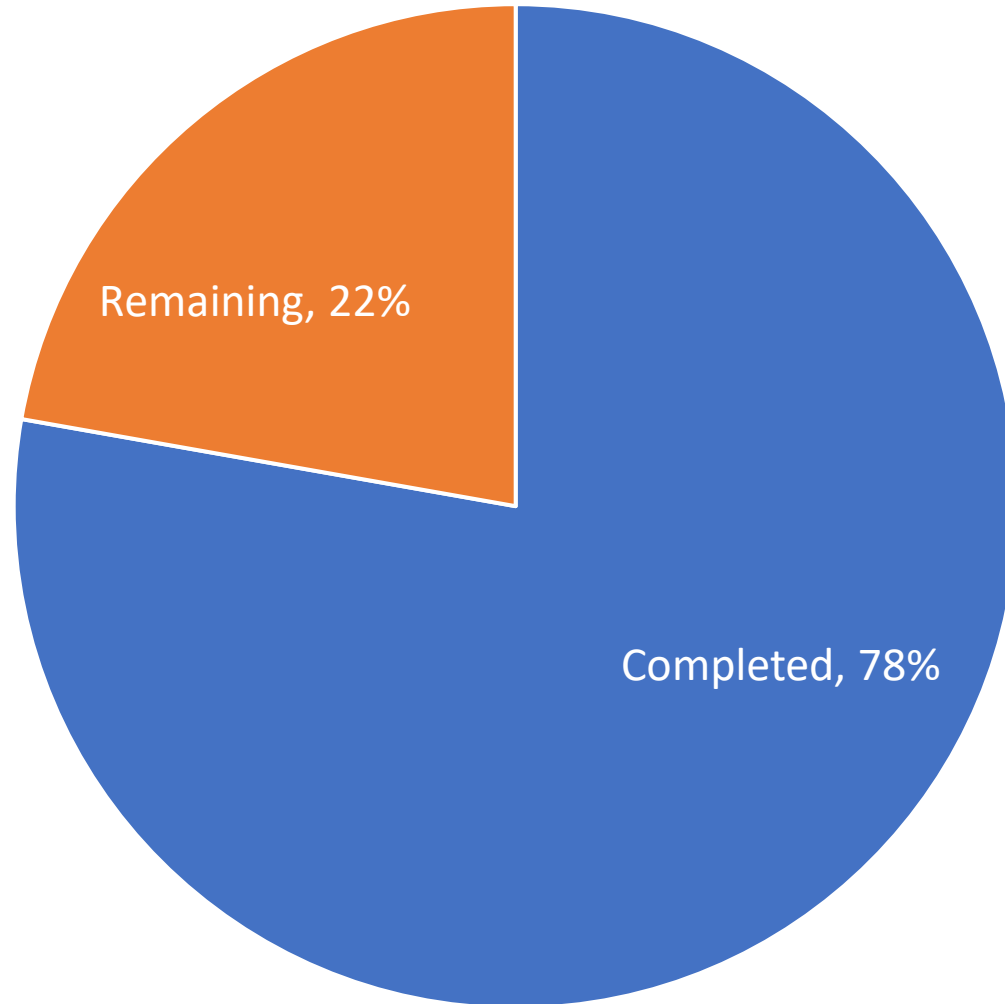
Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the Education Master Plan by topic

**Plan developed and monitored by the Canada Transfer Advisory Board (not a committee)*

EMP Strategic Initiatives Remaining as of 2025



% of EMP Strategic Initiatives Remaining as of Summer 2025



Time	Activity	Lead Facilitator(s)
8:00 – 8:30 a.m.	Breakfast	
8:30 – 8:35 a.m.	Welcome & Introductions	PBC Co-Chairs: Gampi Shankar, Academic Senate President & Maria Huning, Classified Senate President
8:35- 8:45 a.m.	Purpose of the Leadership Retreat & Agenda Overview	Kim Lopez, College President
8:45 - 9:00 a.m.	Student Priorities for 2025-26	Andric Slede, ASCC President
9:00 - 10:00 a.m.	Data & Discussion	Karen Engel, Dean of PRIE Alex Claxton, PRIE Analyst EAPC Tri-Chairs: Kiran Malavade, Krystal Martinez, Michiko Kealoha
10:00 – 10:30 a.m.	GROUP PHOTO ON THE STAIRS by AMPHITHEATER TRANSITION TO BREAK-OUT GROUPS	
10:30 - 11:45 a.m. (concurrent break-out sessions)	Goal 1: Student Access, Success, and Completion Room: 13-330	Breakout Discussion led by Chialin Hsieh, VPI
	Goal 3: Community Connections Room: 13-331	Breakout Discussion led by Lizette Bricker, VPSS
11:45 – 12:30 p.m.	LUNCH SERVED	
12:30 - 1:45 p.m. (concurrent break-out sessions)	Goal 2: Equity-Minded and Antiracist College Culture Room: 13-330	Breakout Discussion led by Anniqua Rana, Dean of ASLT Michiko Kealoha, Director of Equity
	Goal 4: Accessible Infrastructure and Innovation Room: 13-331	Breakout Discussion led by Ludmila Prisecar, VPAS
1:45 – 2:00 p.m.	TRANSITION TO PLENARY	
2:00 - 3:00 p.m.	Setting College-wide Priorities for 2025-26	Plenary Session Breakout Group Leaders All-Group Discussion
3:00 p.m.	Closure	



Andric Slede
Associated Students of Cañada
College (ASCC) President





Data & Discussion

Leadership Retreat

August 7, 2025

Prepared by the Office of Planning, Research & Institutional Effectiveness

Humanizing the data and how we interpret it

- Share insights
- Ask questions
- Acknowledge our gaps in understanding
- Hear all voices
- Respect diverse opinions



Humanizing our data

Turn to 1-2 folx next to you and both of you share one initiative or service that you've seen benefit students in the past year.

Continue with the same partners, can you share a little about a student you know who, despite all the incredible services and support we have, did not complete their educational goal here (that you'd like to dedicate this day to)?

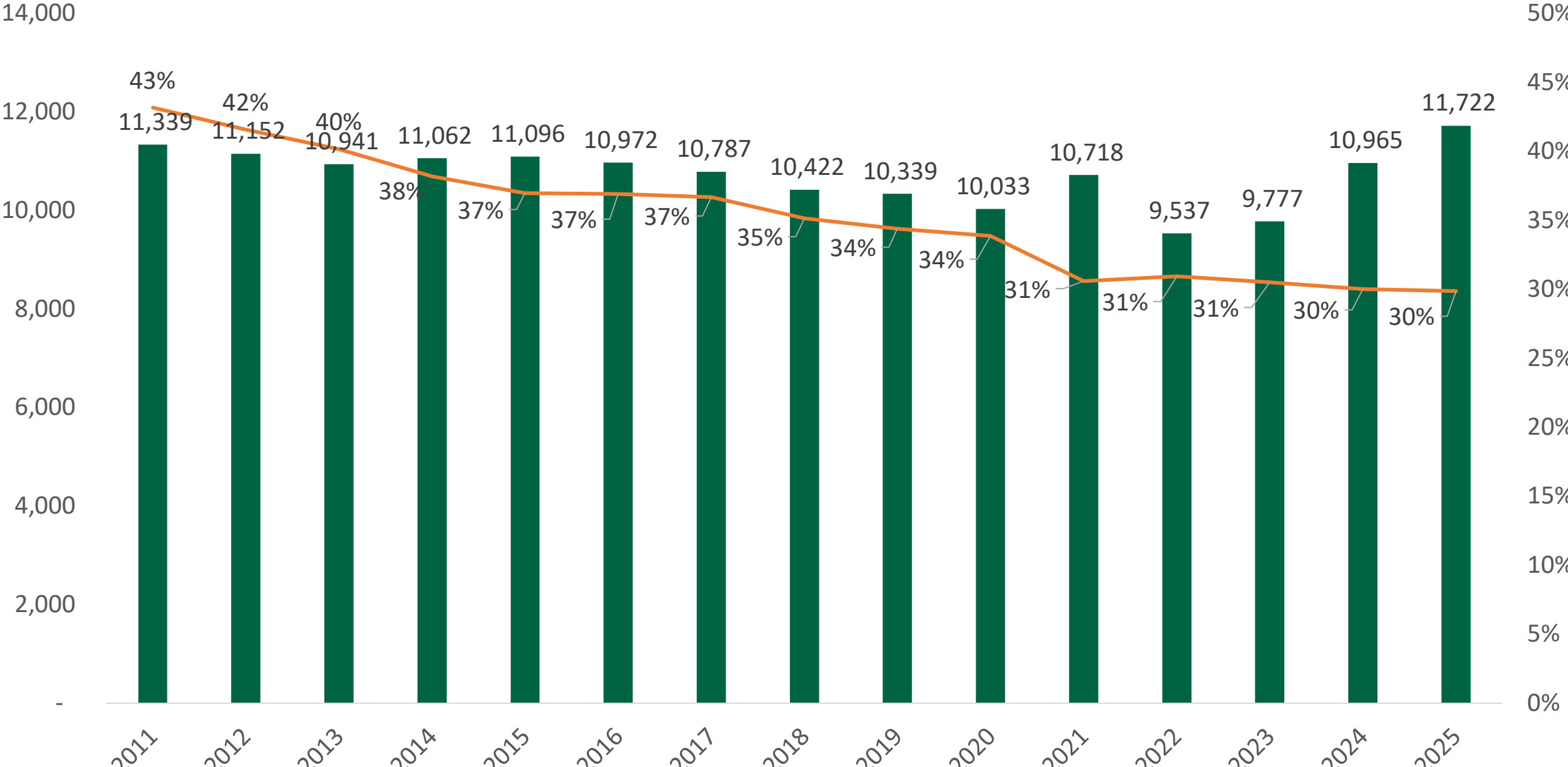


Student outcomes by metric

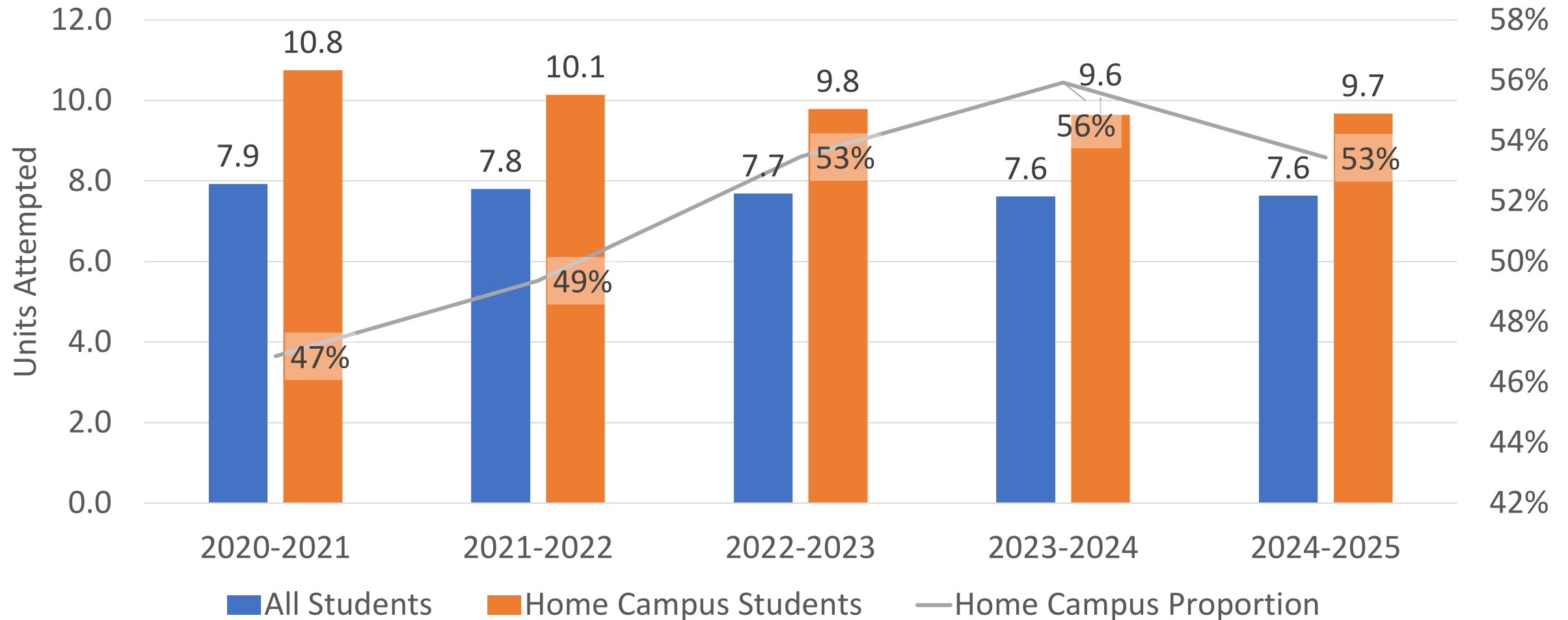
Enrollment



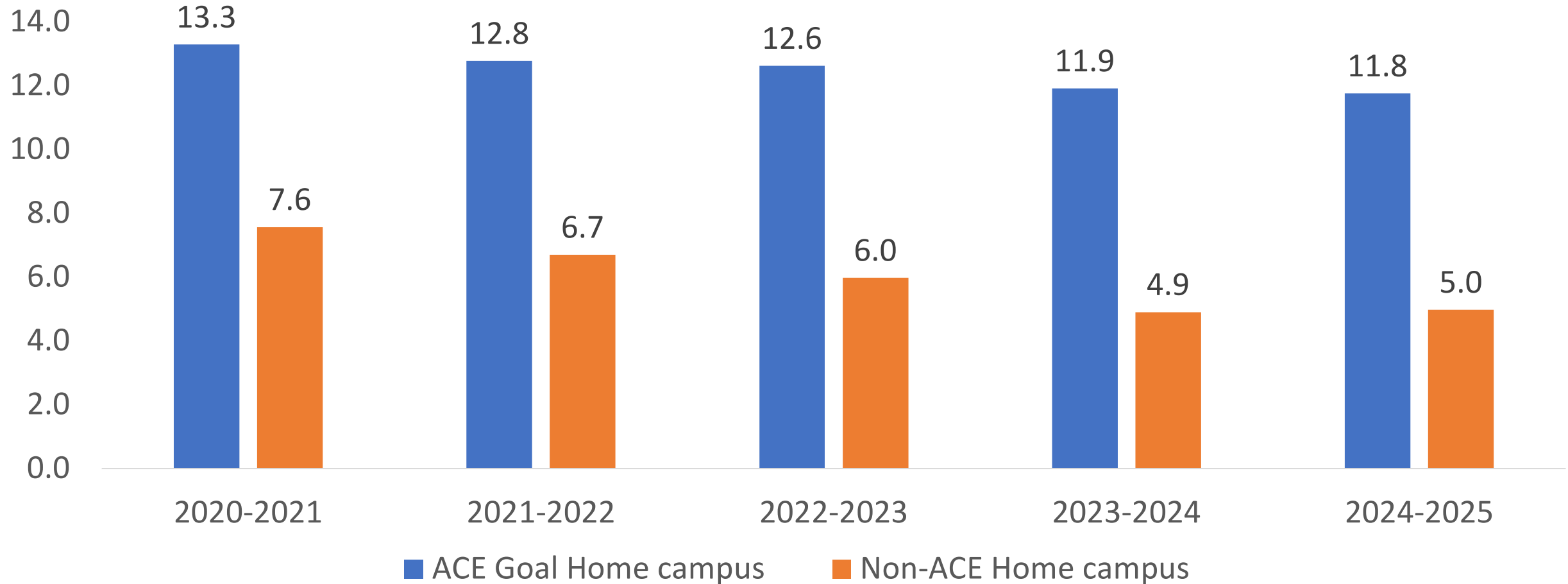
Students are back. FTES as a % of headcount is lower than ever.



Our home campus proportion has increased, but annual units attempted remains reduced



Average annual units dip across the board for ACE and non-ACE home campus students



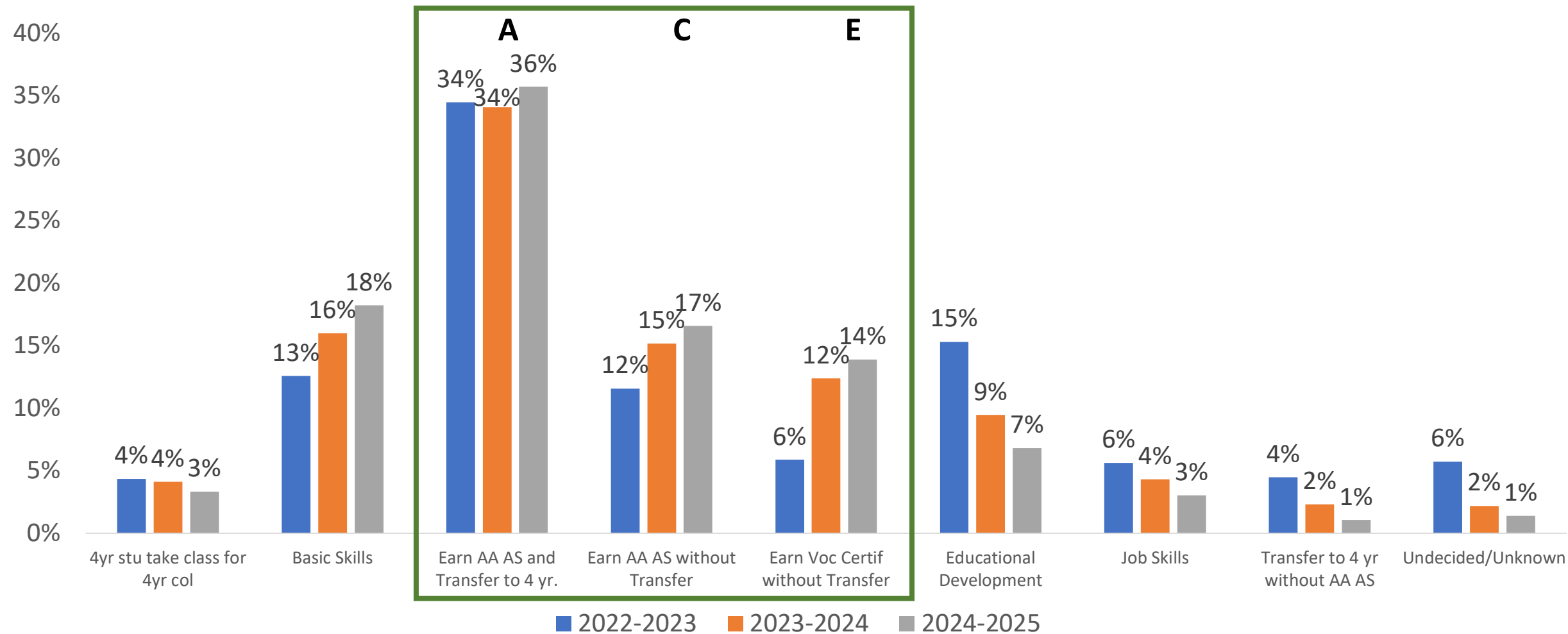
Who are our Less than Part-Time students?

Cañada students taking 6 or fewer units are more likely to be:

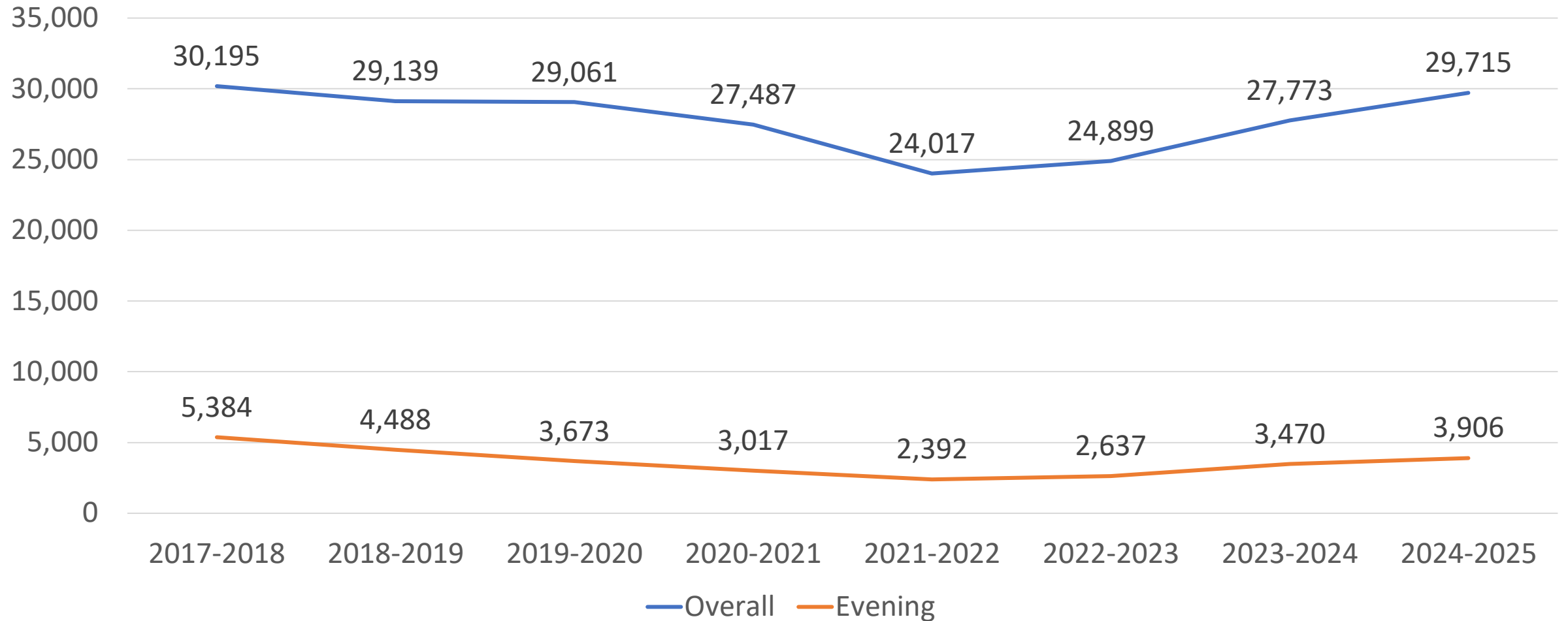
- **Not** pursuing a degree or transfer
- Older (28 and older)
- Enrolling in ECE, ESL, FASH, BUS, and FITN courses



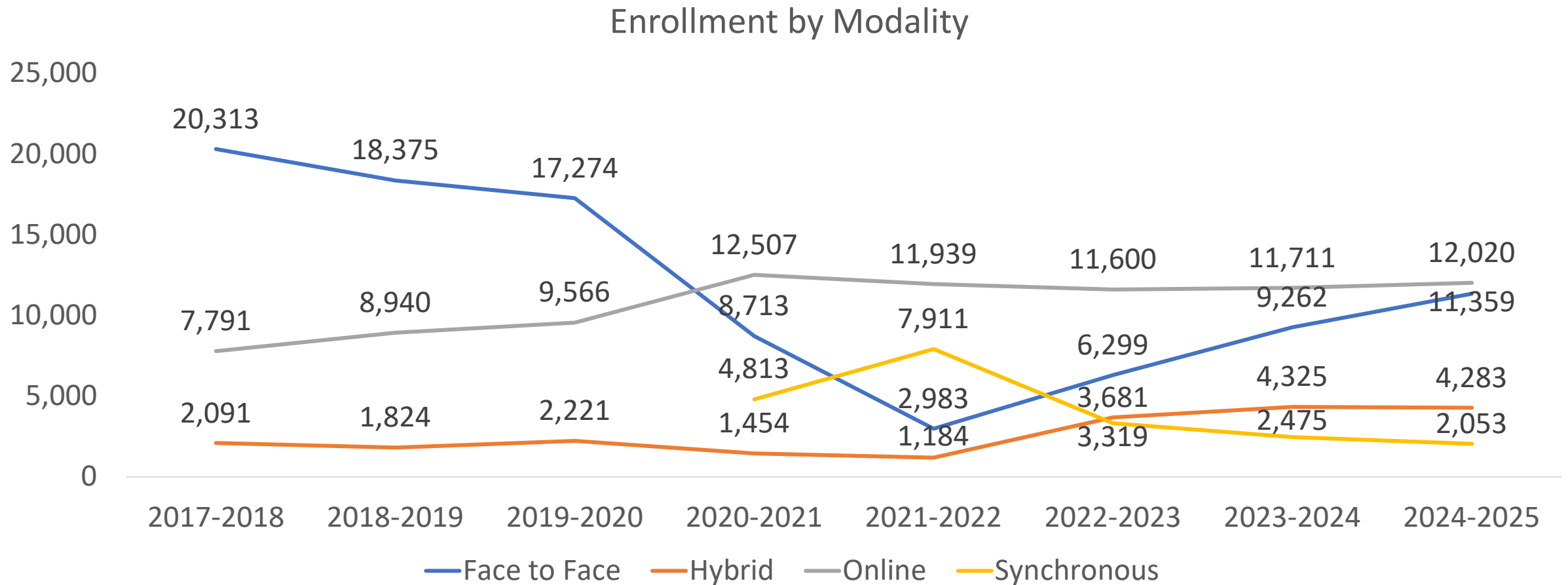
Student education goals shifting, possibly due to Free College



Enrollment is rebounding to near pre-pandemic levels both overall and in the evening



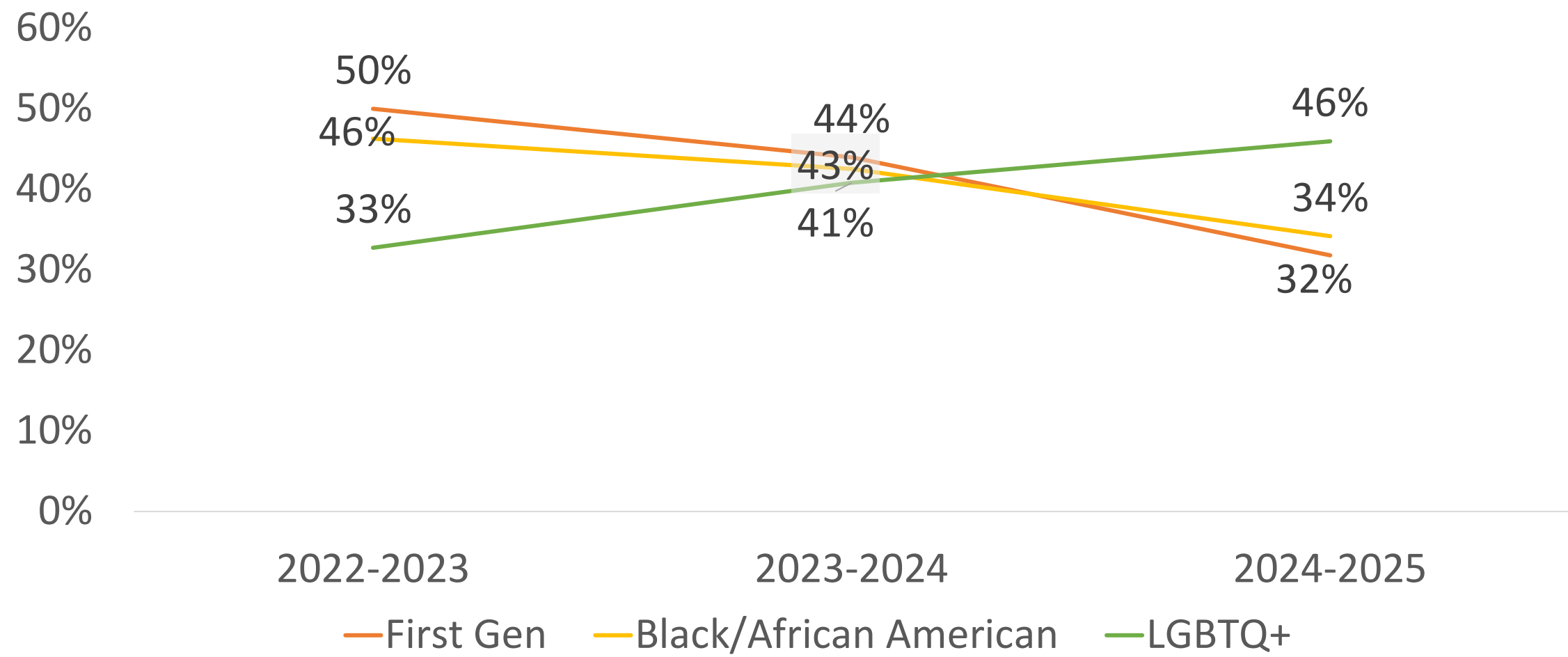
Face to Face enrollment continues to recover from the massive drop during the pandemic while online enrollments remain steady





SEAP focus populations

% of students who enroll in the same year they applied



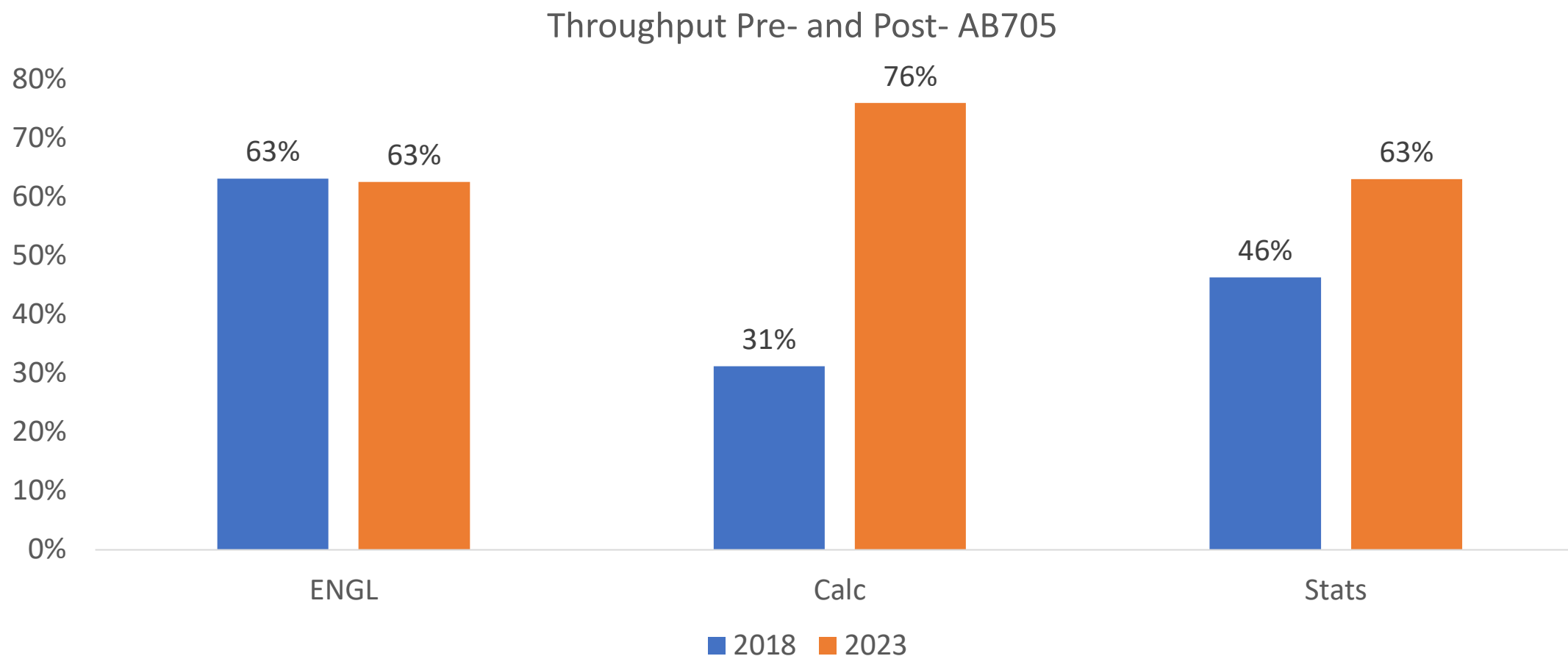
Discussion

- Should we have different services or strategies for serving ACE goal students vs. Non-ACE goal students?
- Should we encourage our Part-Time or Less than Part Time students to take more units?



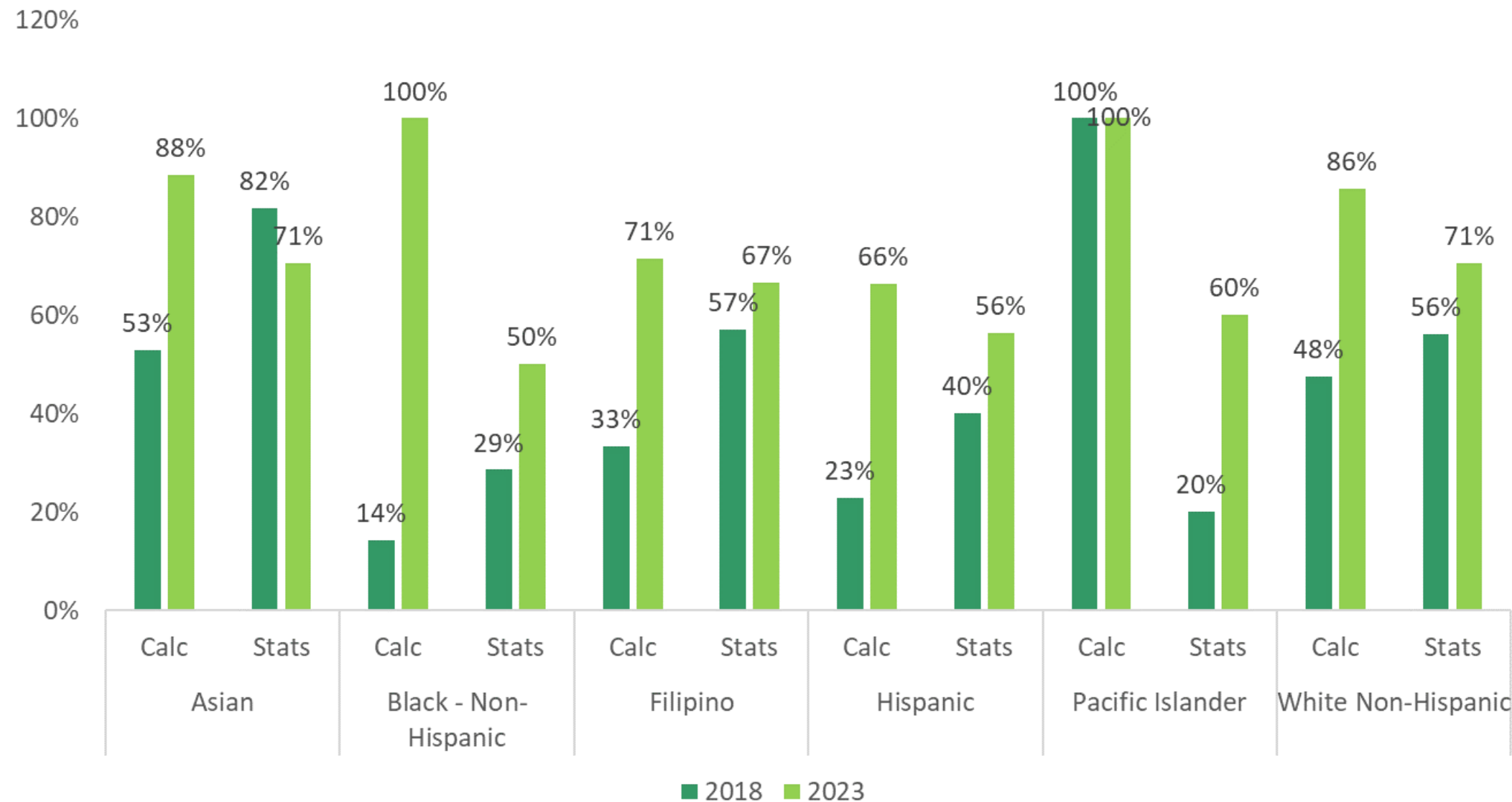
Transfer-level English and Math

More students than ever are completing transfer-level math within one year of attempting a math class.
English rates are steady.



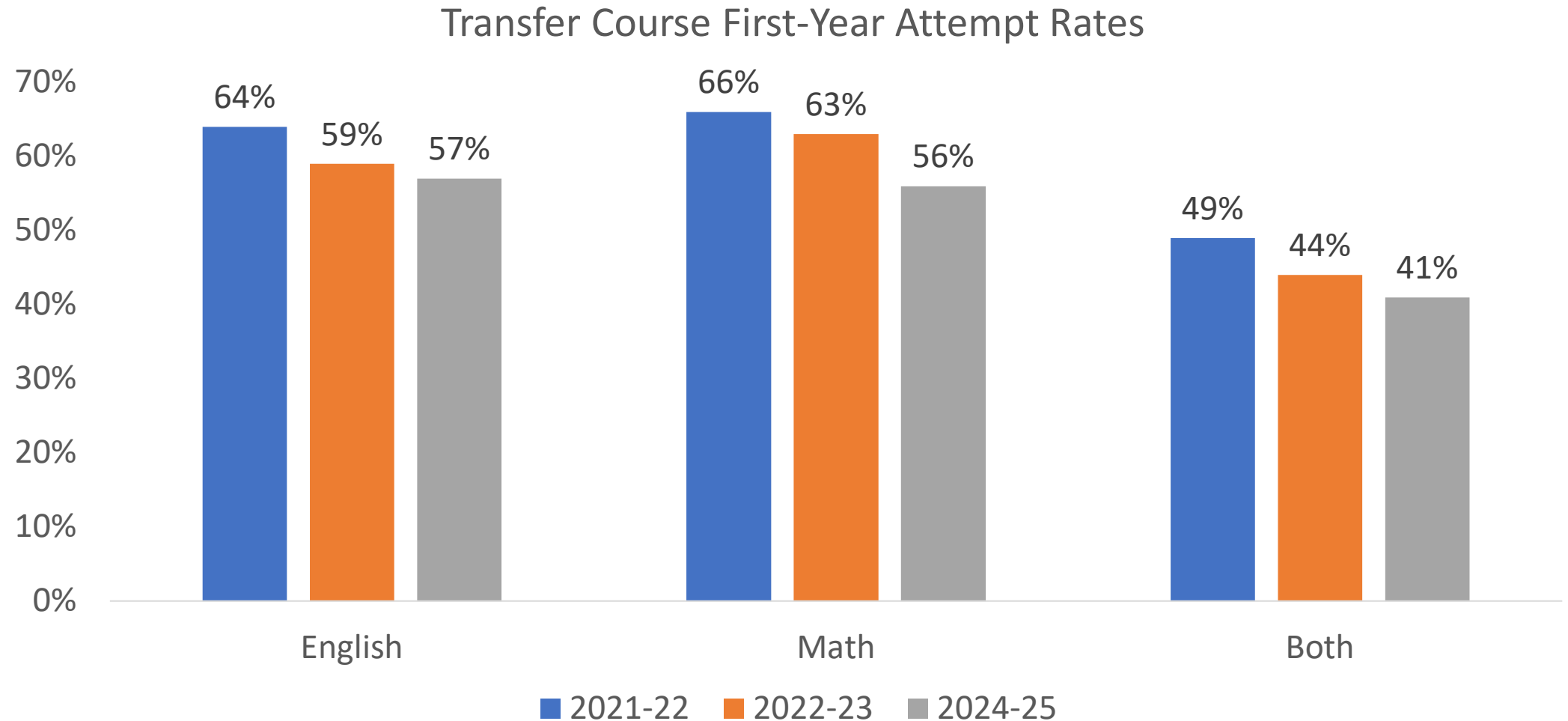
Since 2018, math throughput rates have increased dramatically for nearly all students.

However, gaps persist between groups.



Nevertheless, students seem to be
avoiding transfer-level math and English
in their first year at Cañada

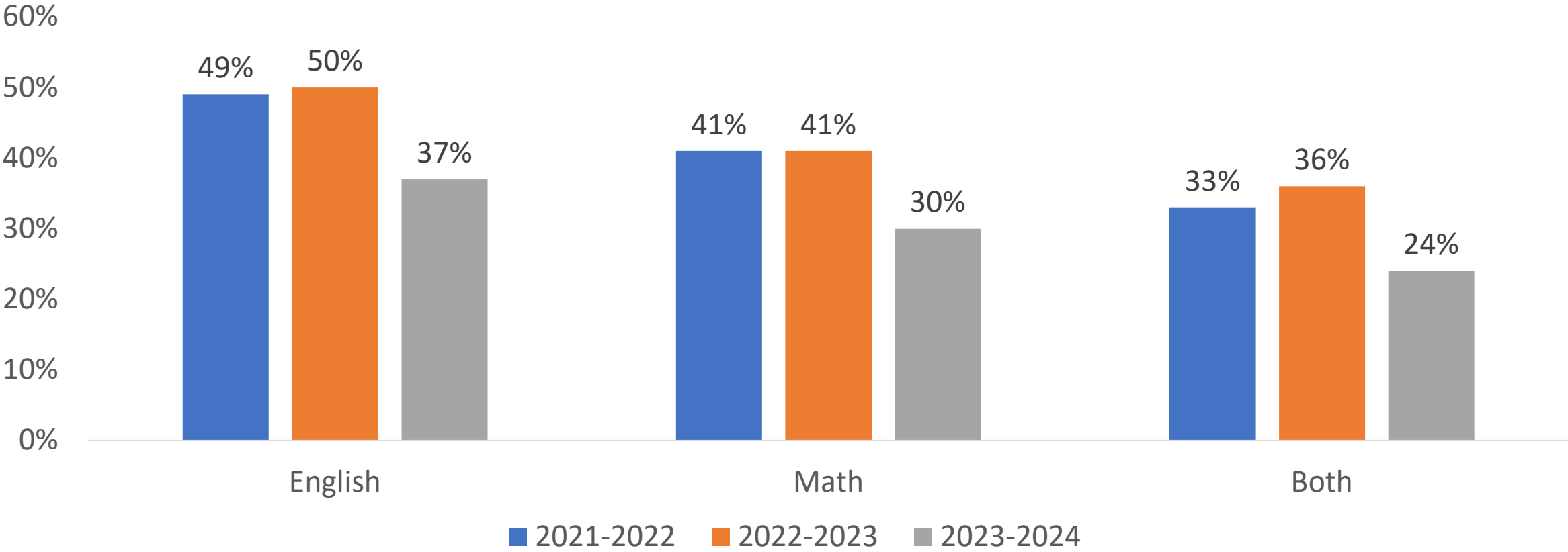
Attempts of key transfer courses within one year of enrolling* are down.



* for fall, first-time students with a goal of degree with or without transfer

As a result, completion of key transfer courses within one year of enrolling* is also down

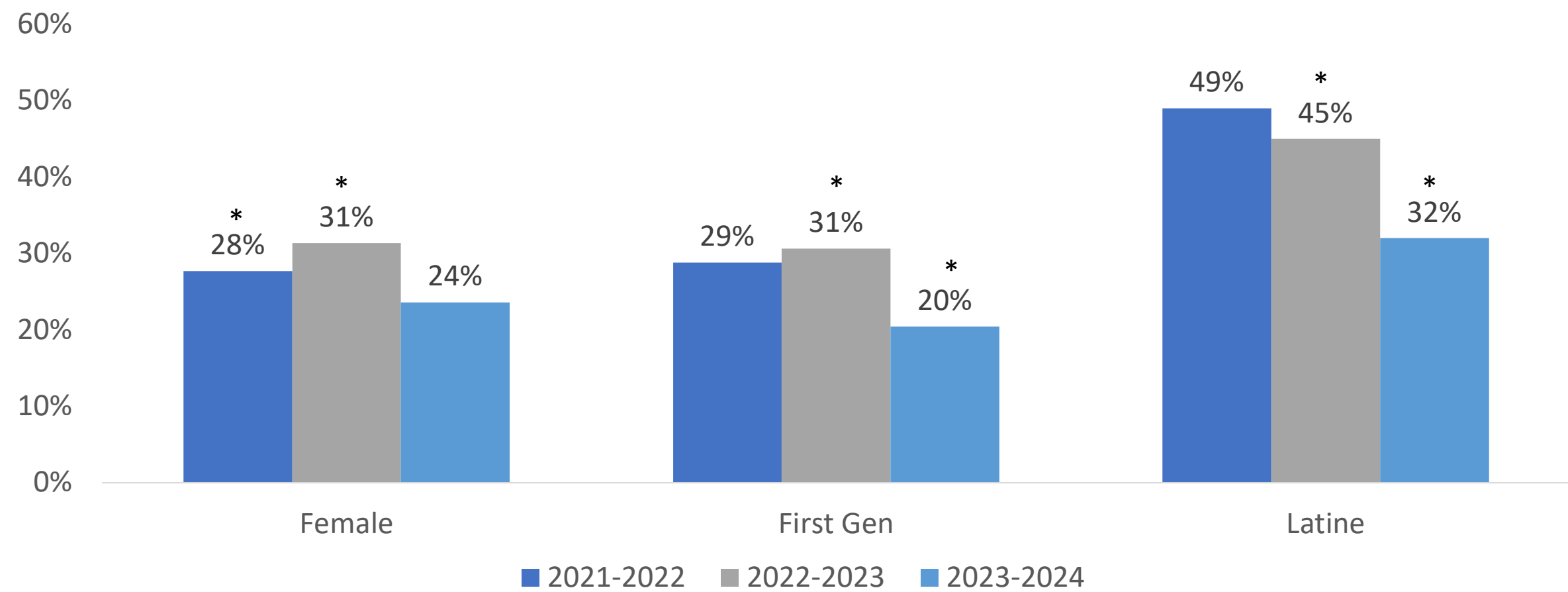
Transfer Course First-Year Completion Rates



* for fall, first-time students with a goal of degree with or without transfer

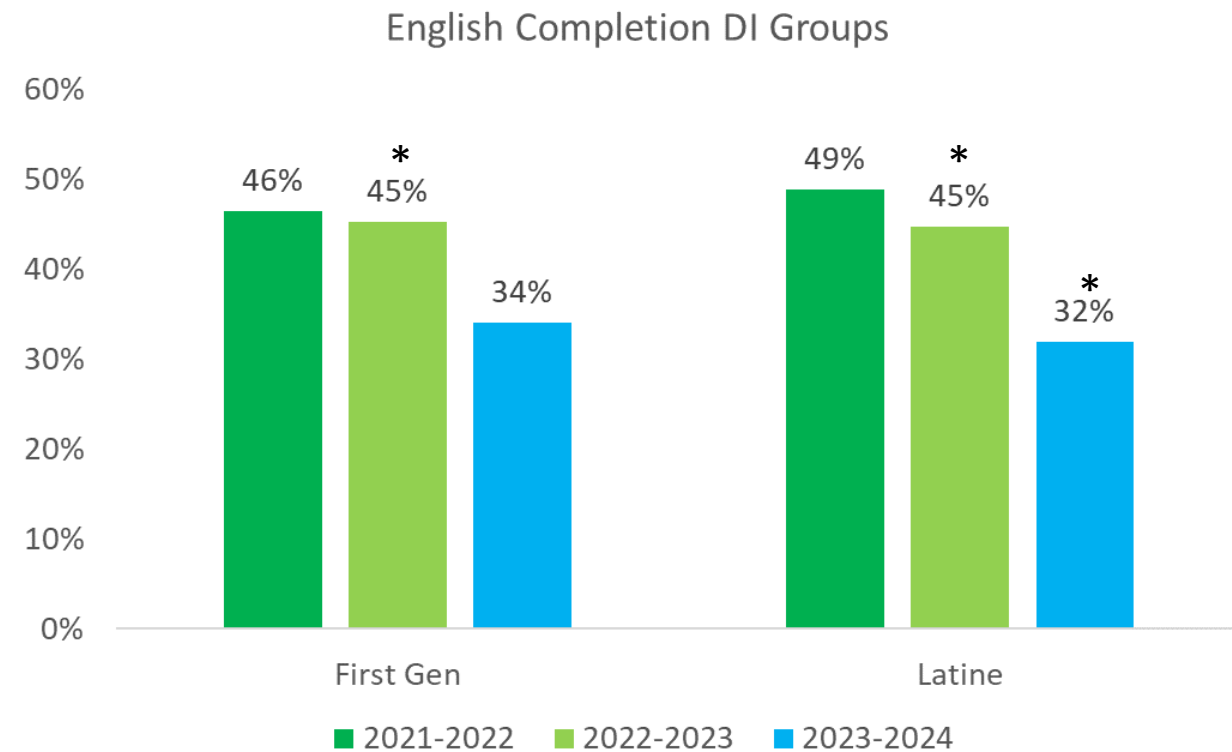
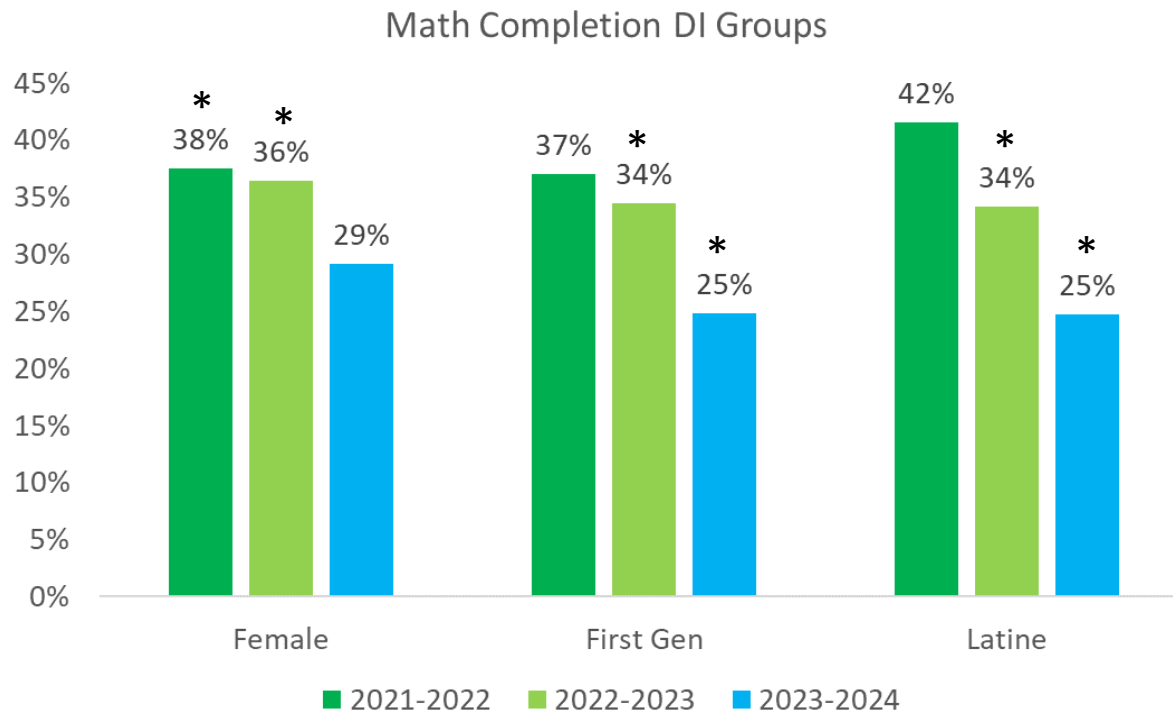


First Generation and Latine Students are disproportionately not completing both English and math in the first year they are enrolled^



* Indicates DI in this year
^for fall, first-time students with a goal of degree with or without transfer

The same patterns hold when math and English are considered separately



* Indicates DI in this year

^for fall, first-time students with a goal of degree with or without transfer

Discussion

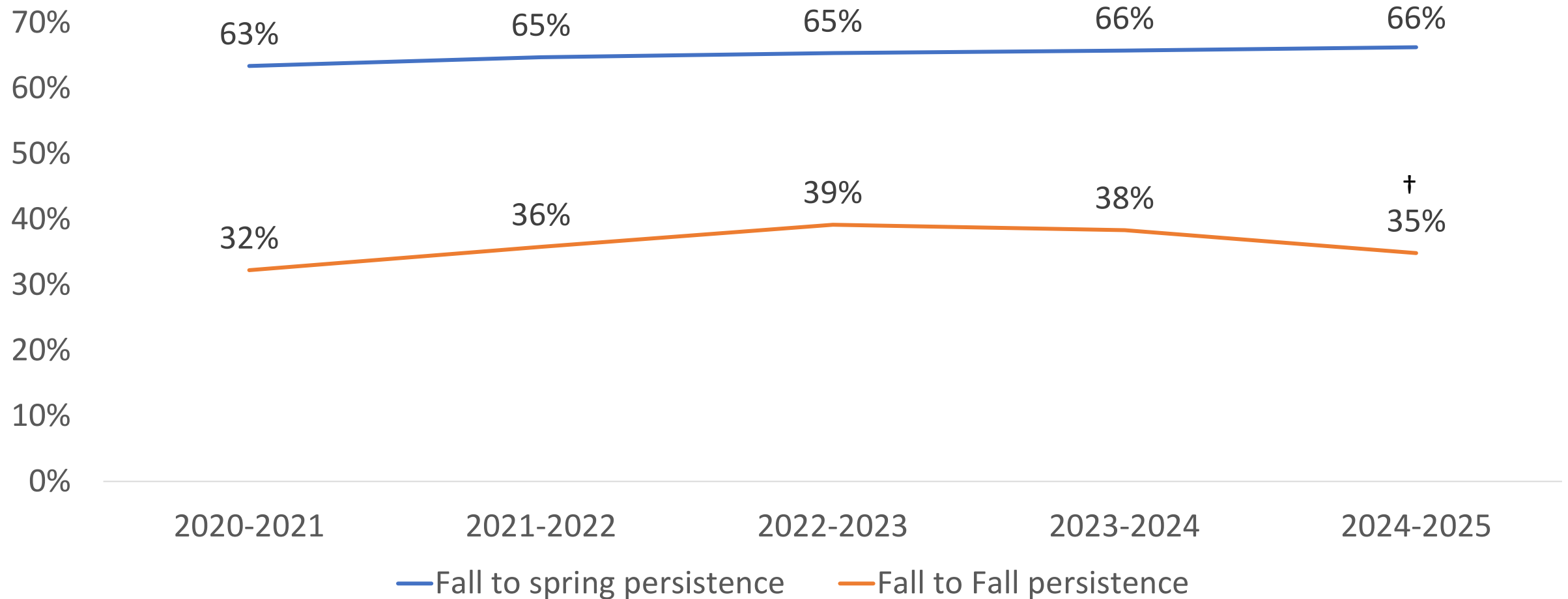
- Why might students be avoiding transfer-level math, English, or both within the first year at Cañada?
- Where are conversations happening about what might be done about it?

Persistence





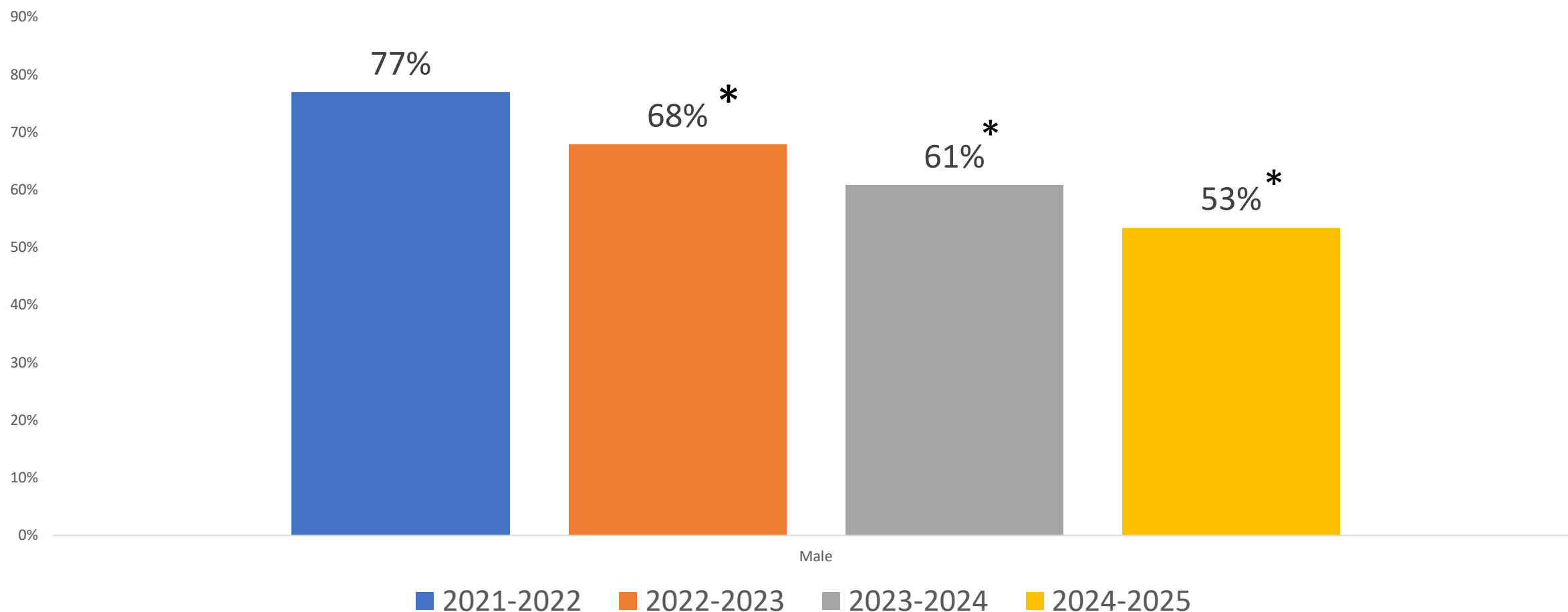
For home campus students with ACE* education goals, persistence is very stable



*Education goals A, C, and E include those seeking a degree, certificate or transfer. Most students have an “ACE” goal since 2022 since it is a requirements for “free college” eligibility per SB 893

† This includes anyone currently registered for Fall 25 and will not be final until census

Persistence rates for Male students is dropping



Persistence rates for SEAP focus populations: equity gap for Filipinx students closed since 2022!

* Indicates DI in this year

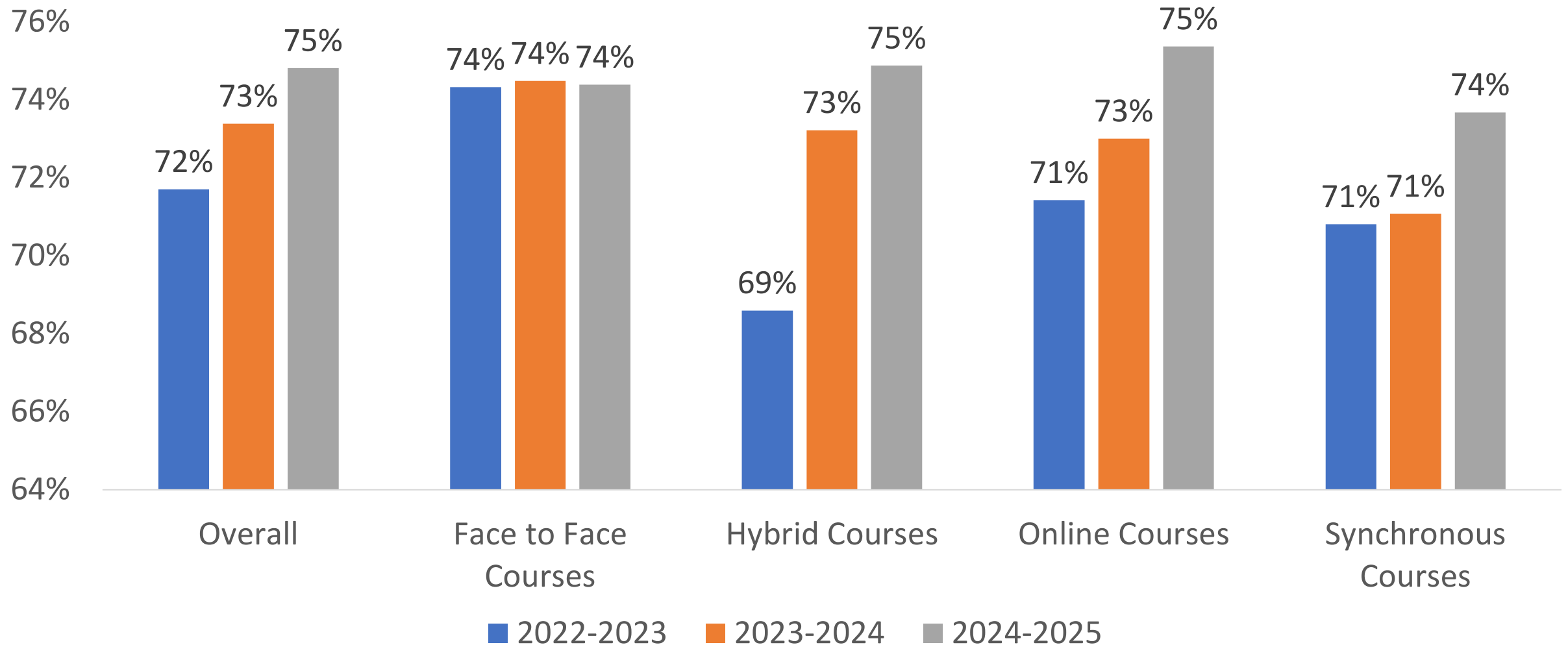
Discussion

- How are we currently supporting our male students to stay enrolled?
- Are there new degree or certificate programs we should be considering?
- Does time of day or modality matter?

Course Success



Course success rates are now the same for each course modality, overall



Equity gaps persist in course success rates for low income, male, and BIPOC students

AY 2024-2025	FACE TO FACE			HYBRID			ONLINE			SYNCHRONOUS		
	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment
Overall	74%	PPG-1	11,072	75%	PPG-1	4,278	75%	PPG-1	12,027	74%	PPG-1	2,036
American Indian/Alaskan Native	46%	-28%	13			<10	67%	-9%	24			<10
Asian	86%	13%	1,124	85%	12%	501	88%	15%	1,721	82%	9%	202
Black - Non-Hispanic	70%	-5%	303	70%	-5%	106	62%	-14%	374	64%	-10%	73
Filipino	80%	6%	303	84%	9%	150	74%	-2%	734	83%	10%	110
Hispanic	67%	-15%	5,731	70%	-10%	2,105	69%	-10%	5,131	70%	-7%	954
Multiraces	82%	8%	577	76%	1%	238	78%	3%	817	81%	8%	105
Pacific Islander	66%	-9%	73	68%	-7%	41	53%	-23%	157	54%	-20%	24
Unknown	81%	7%	421	83%	8%	193	77%	2%	402	62%	-12%	66
White Non-Hispanic	83%	11%	2,527	78%	4%	941	81%	7%	2,667	77%	5%	500
Female	76%	4%	5,749	77%	4%	2,257	75%	-2%	7,095	75%	6%	1,450
Male	72%	-4%	4,748	72%	-4%	1,814	77%	2%	4,498	70%	-5%	511
Nonbinary	75%	1%	56	62%	-13%	13	70%	-5%	37	60%	-14%	5
Unreported	78%	3%	519	74%	-1%	194	74%	-1%	397	66%	-8%	70
Low Income: No	76%	6%	8,616	75%	2%	3,341	77%	7%	9,185	74%	2%	1,460
Low Income: Yes	70%	-6%	2,456	73%	-2%	937	70%	-7%	2,842	72%	-2%	576

 = statistically significant differences



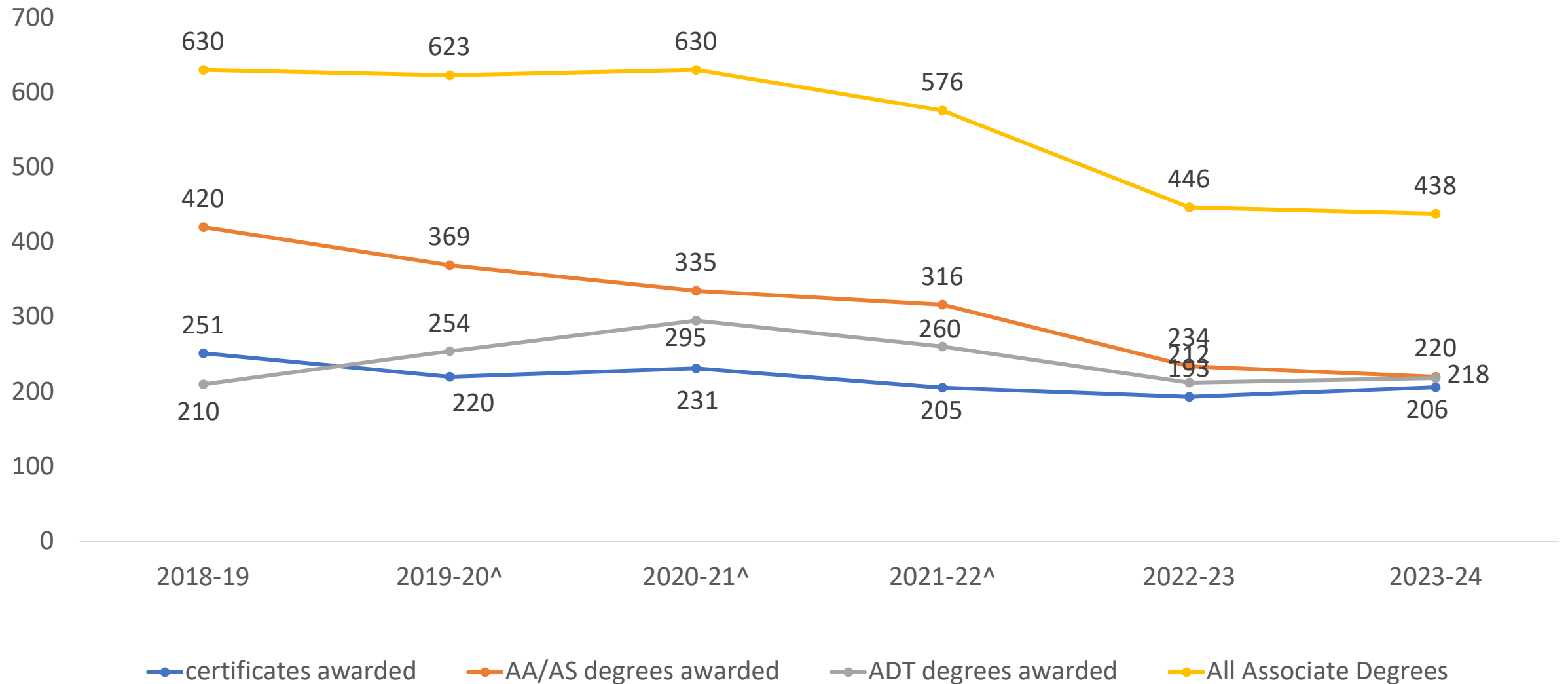
Discussion

- What discussions are taking place about success by modality?
- Are there existing initiatives focused on addressing these disparate outcomes?

Degree and Certificate Completion

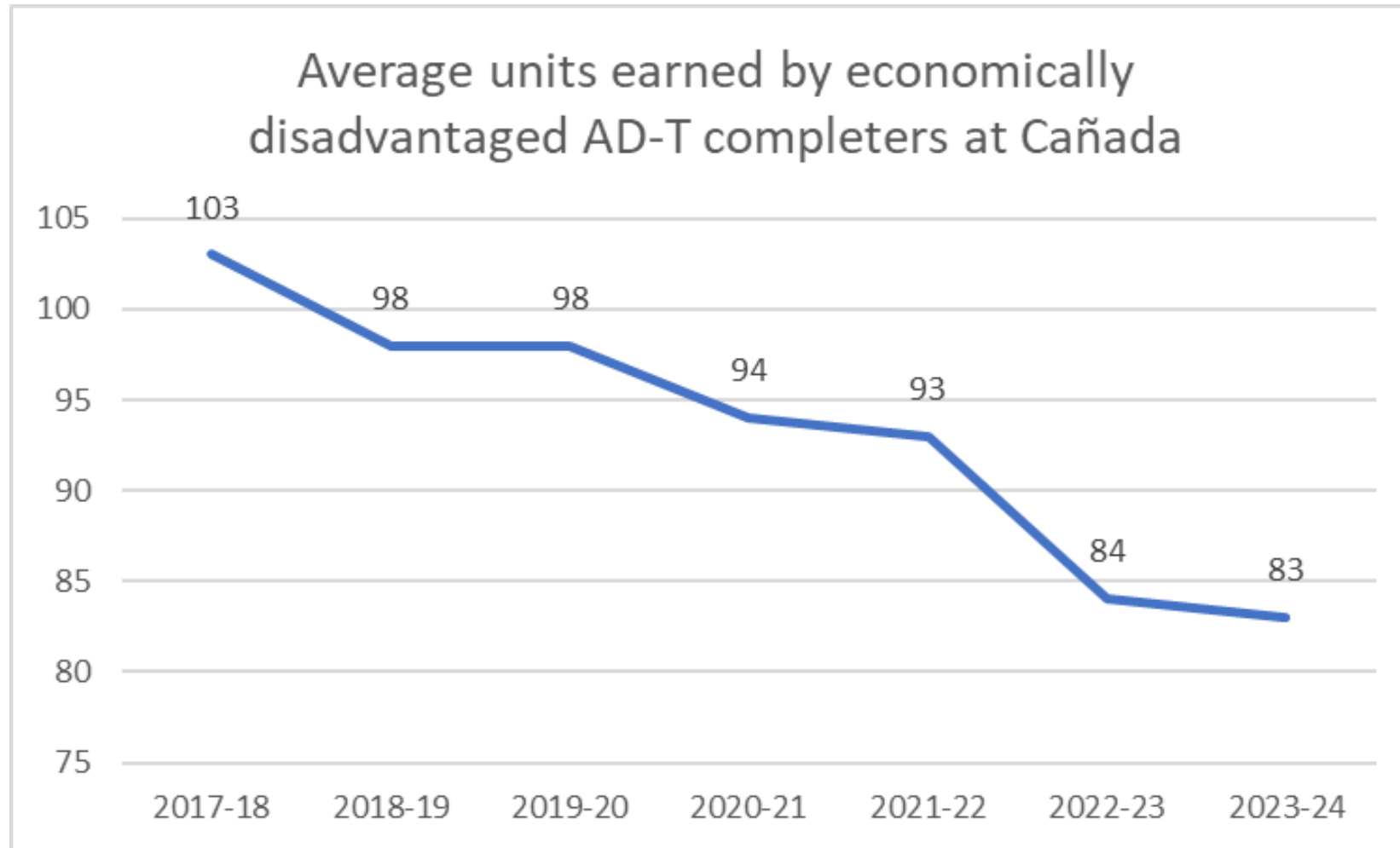
Two blue curved lines, one above the other, starting from the left and curving towards the right, positioned to the right of the text.

Degrees and certificates have dropped likely due to the pandemic



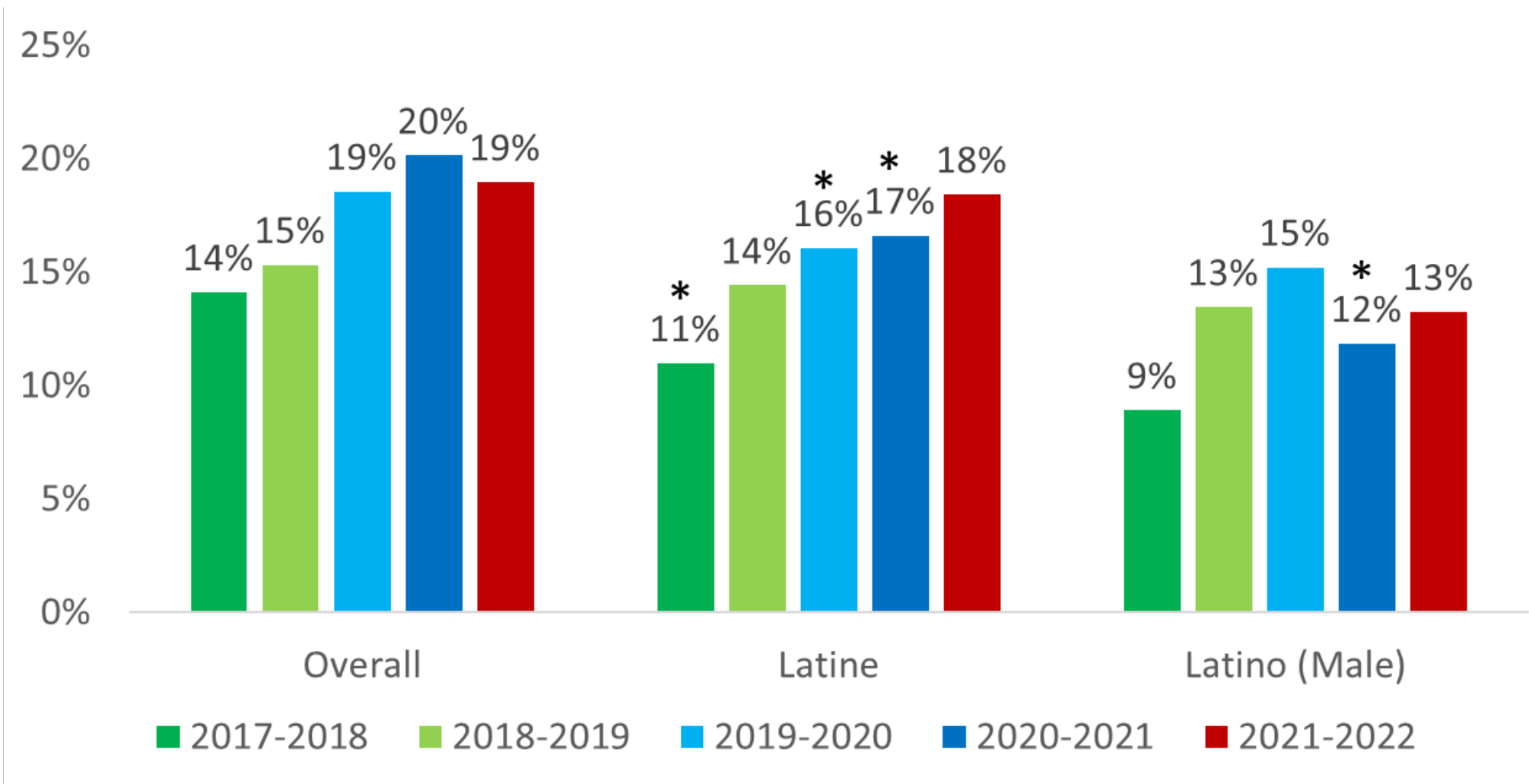
^ indicates years affected by the COVID-19 pandemic

We've made progress in helping AD-T earner accrue fewer units





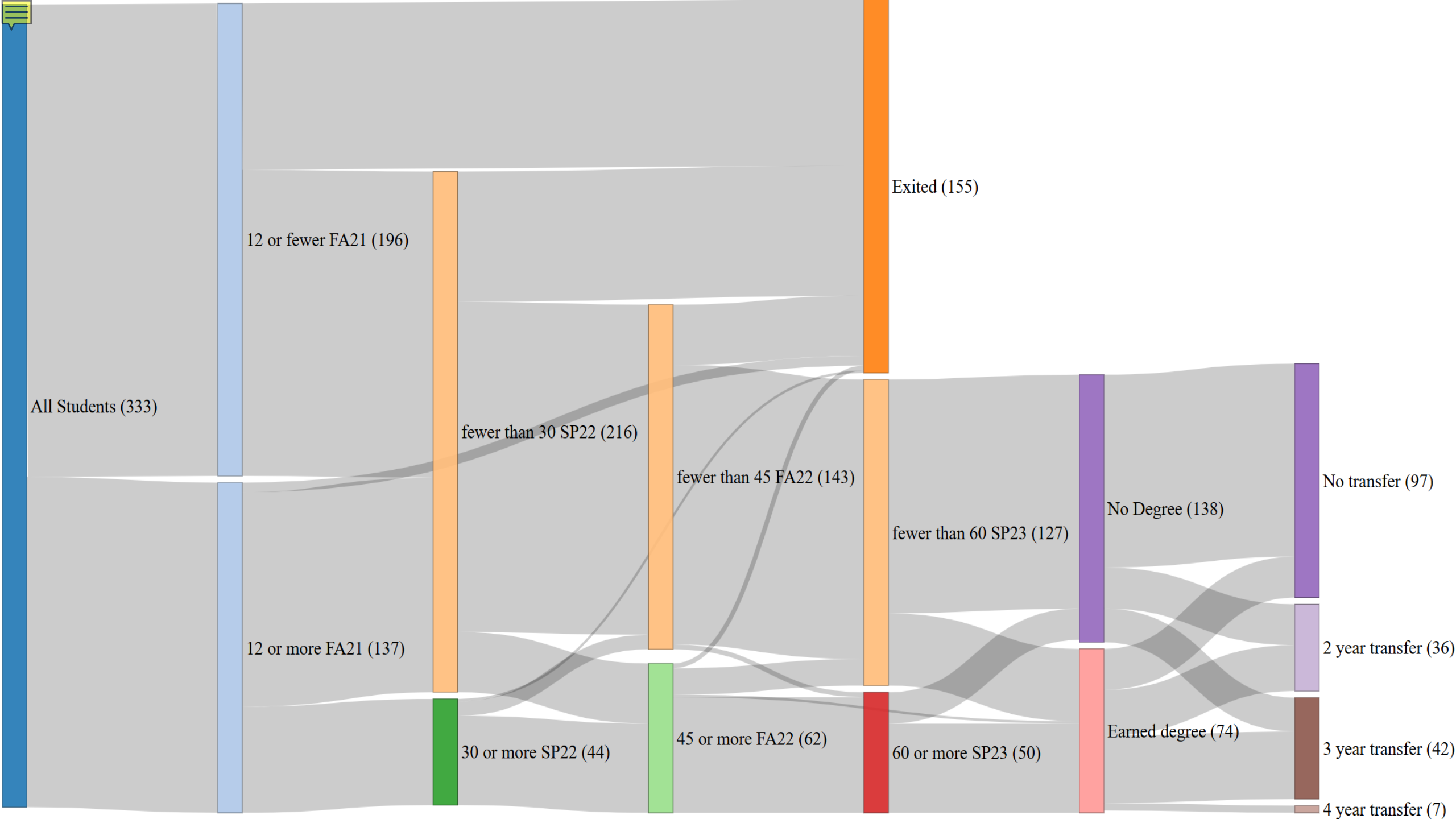
3-year completion rates for students pursuing a degree or certificate is low overall



* Indicates DI in this year

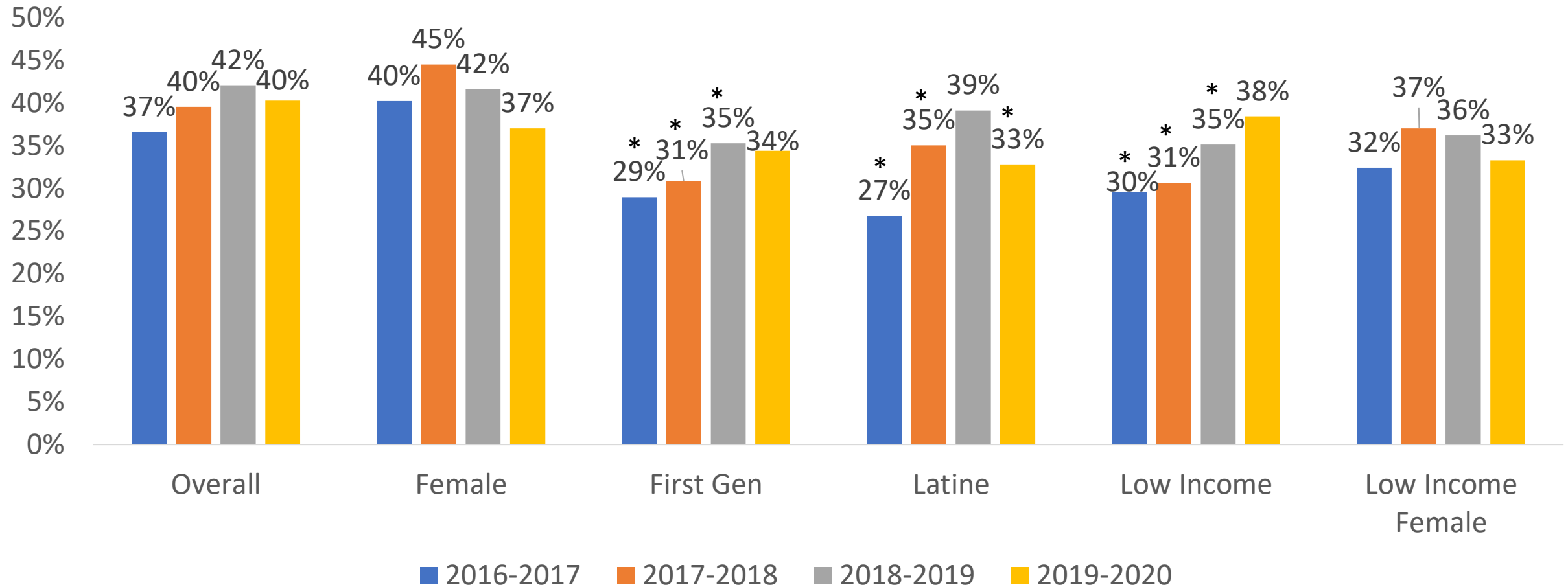
Transfer







Five-year transfer rates remain stable overall, with some subpopulations showing improvements



* Indicates DI in this year

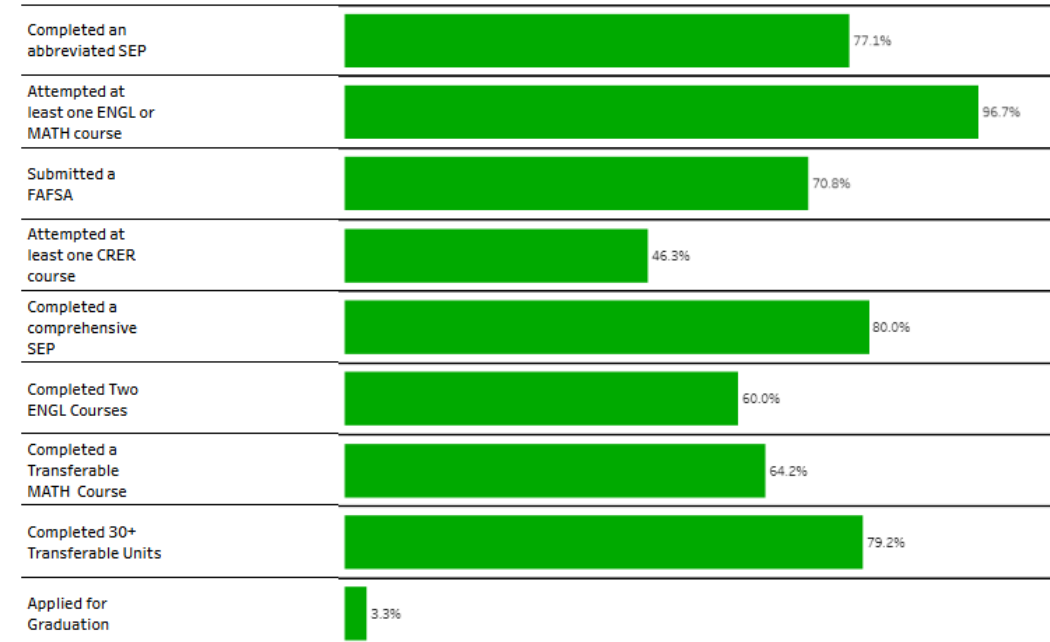
Discussion/Activity

- Our new Colts-U Transfer Center is strengthening and aligning many of our transfer efforts
- We have a brand-new [Transfer Plan](#)
- [Transfer Milestone Dashboard](#)
- [CSU and UC Transfer Dashboards](#)

Cañada Transfer Milestones by SMCCCD

Term Fall 2023	Gender (All)	Ethnicity (All)	Age (All)
Earned Units 32.0 - 44.9 Units	Break Out By Total	FT/PT (All)	First Gen (All)

240 Transfer-Seeking Students at Cañada College in Fall 2023 with 32.0 - 44.9 Units Earned As Of Term Start.
What Milestones Have Been Completed as of the Start of Fall 2023?



* Subpopulations smaller than 10 are suppressed and displayed with an asterisk.

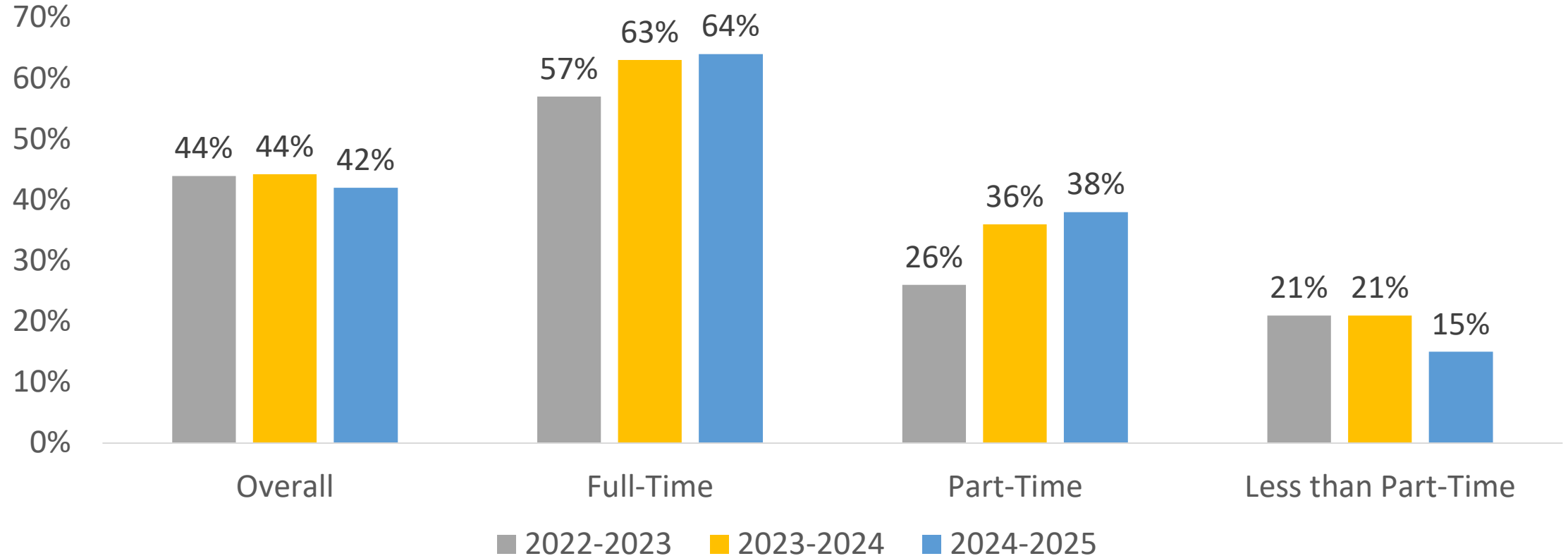
View on Tableau Public

Share

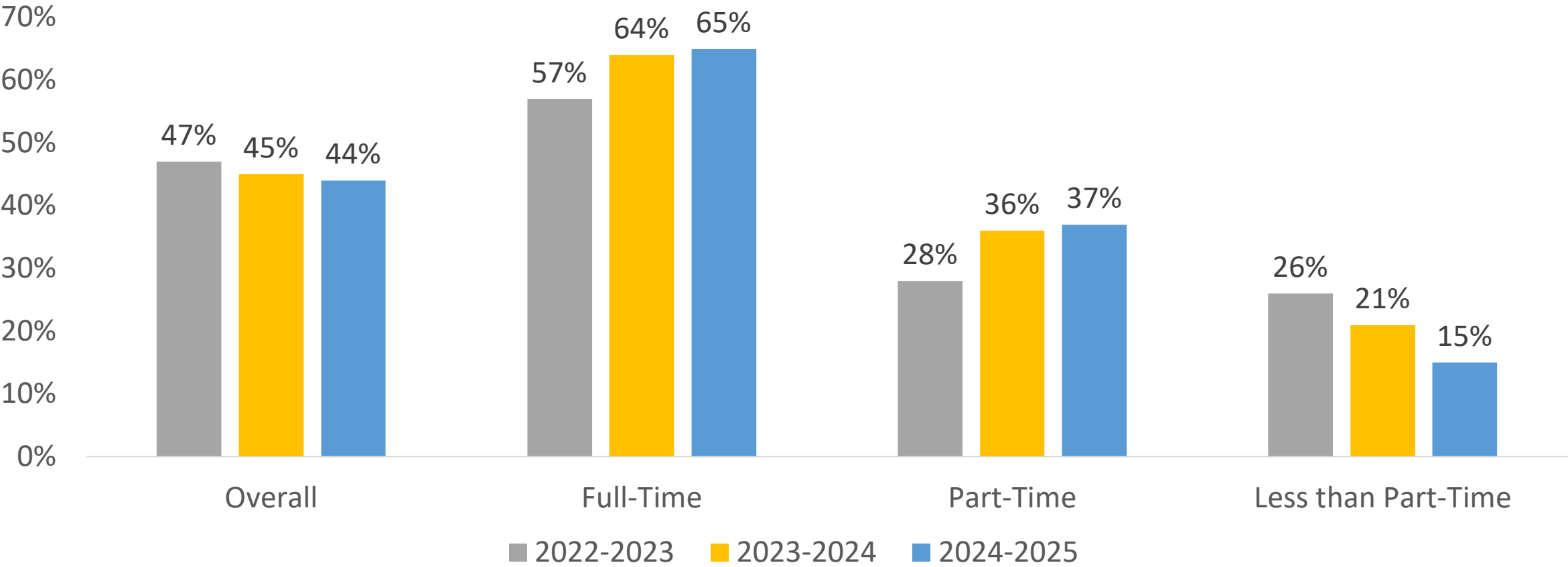


Student Education Planning

Dramatic differences exist for students across unit loads for completing Comp Ed plans in their first year



These gaps between unit loads persist for ACE* students as well

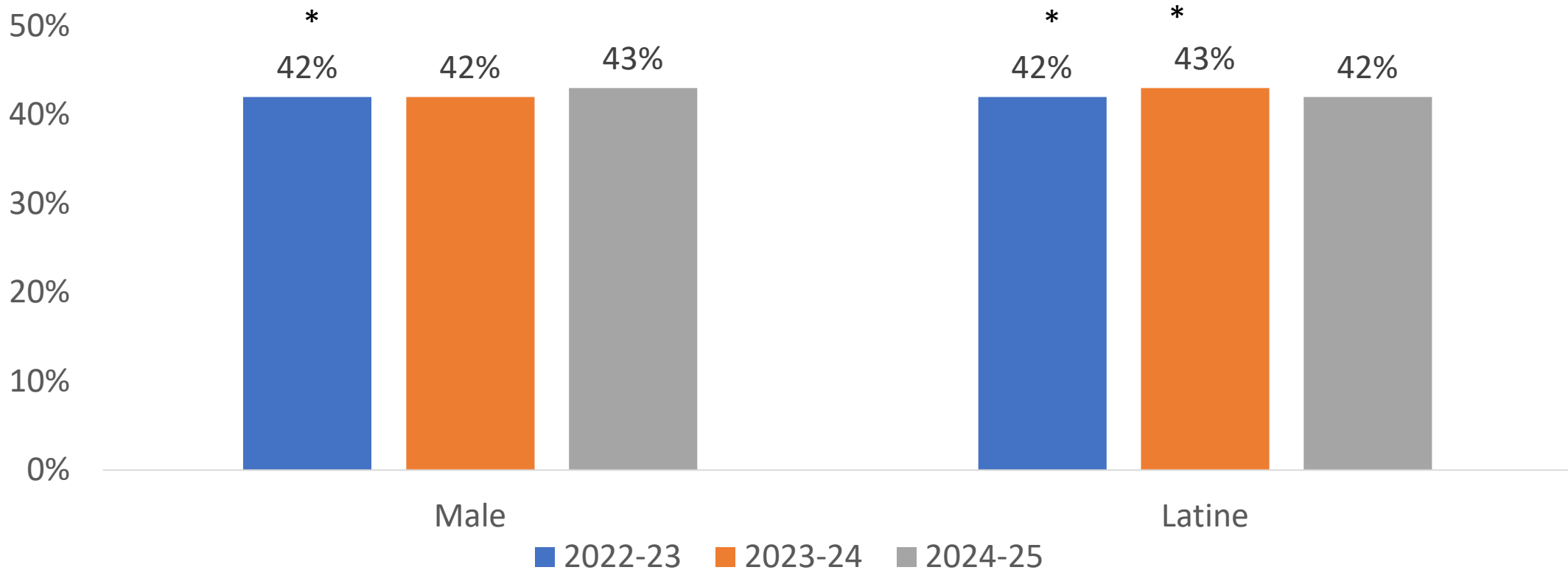


*Education goals A, C, and E include those seeking a degree, certificate or transfer. Most students have an “ACE” goal since 2022 since it is a requirements for “free college” eligibility per SB 893

Male and Latine students have disproportionately lower rates of completing a Comp SEP.



% of first-time home campus students completing a Comp SEP during their first term



Discussion

- How can we support more students in creating a Comprehensive Education Plan in their first year?
- What, in particular, could we consider doing for our male and Latine students?

Transition to Breakouts

**Goal 1: Student Access, Success,
and Completion Breakout**

STAY IN 13-330

Goal 2: Community Connections

Meets in 13-331

Group Photo Outside

Building 23

Then return here to breakout rooms by 10:30

Breakout Discussions 1:

**Goal 1: Student Access, Success,
and Completion Breakout**

Stay in 13-330

Goal 3: Community Connections

Meets in 13-331



Leadership Retreat Breakout Group Discussion:

Goal 1—Student Access, Success, and Completion

August 7, 2025

Alex Kramer, David Eck, Gampi Shankar, Ron Andrade,
Anniqua Rana, and Chialin Hsieh



Goal 1: Remaining Initiatives

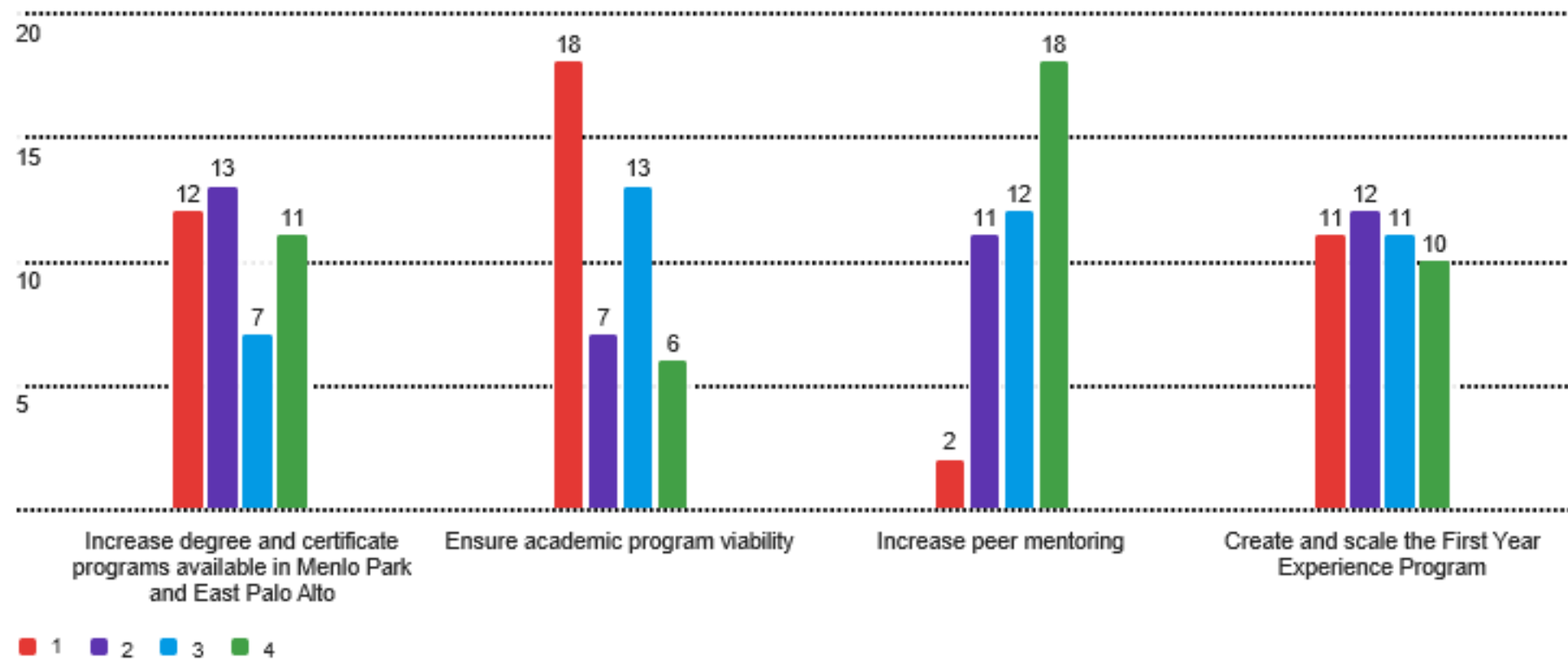
Outcome:
Recommend one or two Initiative(s) to implement for 2025-2026 Academic Year

EMP Initiative #	Initiative Title	Initiative Description
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.
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.
1.12	Increase peer mentoring	Increase peer mentoring availability in Interest Area Success Teams and special programs.
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.



Goal 1: EMP survey prioritization data from PRIE

Goal 1: Student Access, Success, and Completion



2.57
2nd Priority

2.84
1st Priority

1.95
4th Priority

2.56
3rd Priority



Goal 1: Remaining Initiatives

EMP Strategic Initiative #	Initiative Title	Initiative Description
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.



1.7 Momentum or Accomplishment

- **Not-for-Credit Restructure**
 - All programs now lead to industry-recognized certifications or licensure
- **Fall 2025 For-Credit Expansion**
 - ACCJC review and approval (SP25)
 - Stackable Business Information Worker (BIW) certificate
 - Summer 2-day computer basics workshop
 - Classroom refresh confirmed
- **Menlo Park Student Support**
 - On-site counselor, Sparkpoint services, and laptop rentals
- **Marketing Efforts**
 - Summer digital marketing campaign + tabling
 - Fall Open House
- **Strengthened Partnerships**
 - JobTrain, Sequoia Adult School, Belle Haven Community Center, El Concilio, Live in Peace



1.7 Challenges in implementation

- **Ongoing Resources**
 - Grant funding committed through 2032
 - Sustainable funding sources are required to continue operations
- **Faculty Recruitment**
 - Focus on in-person instruction at our Menlo Park Site
 - Course offerings depend on faculty availability for in-person courses
- **Changing Demographics**
 - Increasing housing prices are rapidly changing the makeup of the Belle Haven and East Palo Alto communities
 - Course offerings must adjust to meet the changing needs



1.7 Discussion and Recommendations

- **How can we build an approachable and sustainable general education pathway?**
- **How can we bring more college resources to our Menlo Park site?**
 - *Example:* peer mentoring and retention support
- **How can we sustain site operations and programming past 2032?**
- **How can we ensure we reach as many prospective students as possible?**
 - *Example:* provide office space for Outreach team in Menlo Park



Goal 1: Remaining Initiatives

EMP Strategic Initiative #	Initiative Title	Initiative Description
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.



1.8 Momentum or Accomplishment

- The Academic Senate approved the [Program Improvement and Viability \(PIV\) Process](#) (Sept. 2024) as college's official process.
- The college utilized the PIV process to review and recommend discontinuing the Funeral Service Education Degree and Certificates.
- The Academic Senate will revisit the PIV process based on the experience to consider possible improvements during the 2025-2026 academic year.



1.8 Challenges in implementation

- Ownership: Faculty are the program. Their buy-in is essential for successful change, but their personal stakes make this difficult.
- Expertise vs. Market Needs: Their deep expertise might be in areas no longer in high demand, creating a fundamental misalignment.
- Data and Market Uncertainties: there can be insufficient or conflicting data when forecasting the future of a program, especially a new program.
- Governance: the PIV process is time intensive, which creates a challenge as a faculty-led process.
- Enacting Program Improvements: if substantial changes are recommended, success hinges on faculty possessing or acquiring the necessary skills to implement.



1.8 Discussion and Recommendations

- Some possible revisions to the current PIV process
 - Review committee report through IPC and Academic Senate simultaneously rather than in sequence. --Current process effectively requires an entire semester to complete the participatory governance review, which is separate from the committee's public meetings.
- Finalize Academic Senate project of New Program Development process. --Could create better goals for new programs, simplifying the PIV process for any new programs.
- Other ideas?



Goal 1: Remaining Initiatives

EMP Strategic Initiative #	Initiative Title	Initiative Description
1.12	Increase peer mentoring	Increase peer mentoring availability in Interest Area Success Teams and special programs.



1.12 Momentum or Accomplishment

- Collaborative training among programs with mentors/ ambassadors/ student workers prior to start of the semester
- 150+ students participated in monthly social engagement activities
- Steady increase in visibility and awareness of peer support



1.12 Challenges in implementation

A significant portion of the funding for peer mentors is tied to DHSI grant. A permanent funding source/commitment would be beneficial for planning and make it less reliant on expiring resources

Including more programs/areas is evolving the training into default substitute for student worker onboarding/orientation, supplanting the original intent of the training

1.12 Discussion and Recommendations

- At what level do we want to support peer mentoring as part of Interest Area & Program support teams?
- How does peer-to-peer support fit into our broader student support strategies?





Goal 1: Remaining Initiatives

EMP STRATEGIC INITIATIVE #	INITIATIVE TITLE	INITIATIVE DESCRIPTION
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.



1.15 Momentum or Accomplishment

- CREW documentation of activities
 - Super Registration events
 - First semester Counseling and SEP
 - Pre-semester orientation, classes, and workshops
- Identified gaps lead to piloting new activities e.g. Welcome Week workshops
- Working collaboratively



1.15 Challenges in implementation

- Ambiguity regarding the meaning of "First Year Experience" in our specific college context
- Even with CREW, coordination can be complicated as we are also working towards individual program goals



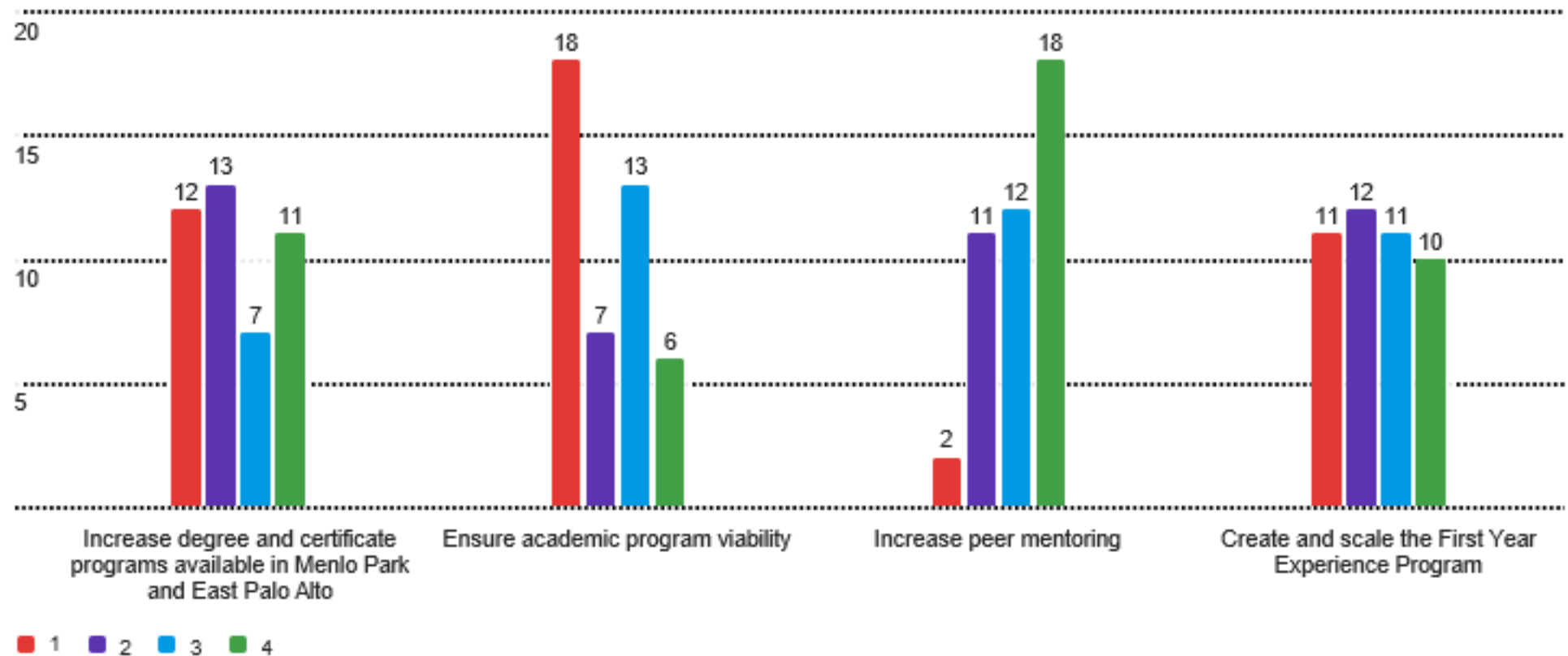
1.15 Discussion and Recommendations

- What are the primary goals of the FYE program?
Clarify whether the focus is on increasing retention, improving academic readiness, building a sense of belonging, or supporting student navigation of college systems
- To what extent do we envision a FYE program integrated into the larger institutional structure?
How might a program connect with academic departments, student services, Interest Areas, and other existing initiatives to avoid duplication and ensure coherence



Goal 1 Final Recommendation

Goal 1: Student Access, Success, and Completion



2.57
2nd Priority

2.84
1st Priority

1.95
4th Priority

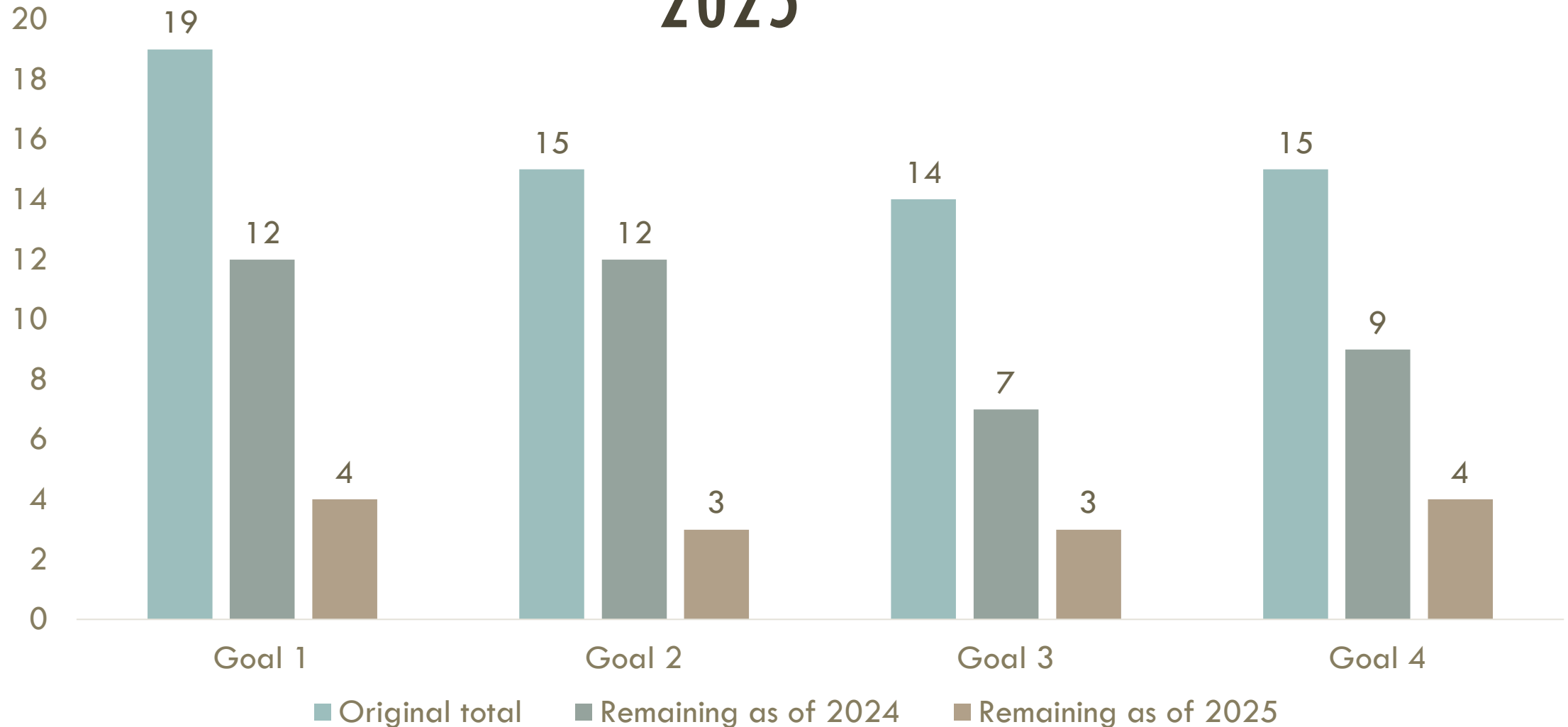
2.56
3rd Priority

LEADERSHIP RETREAT BREAKOUT

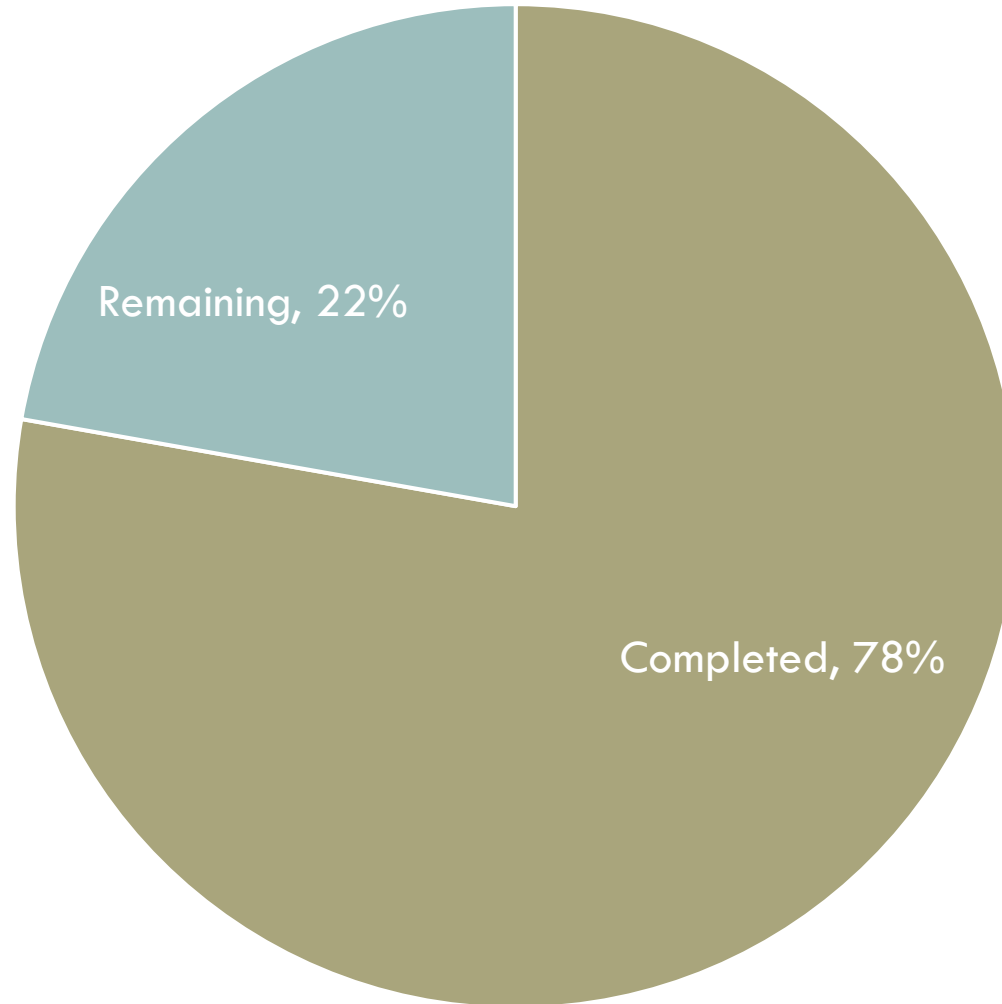
GOAL 3

August 7, 2025

EMP STRATEGIC INITIATIVES REMAINING AS OF 2025



% OF EMP STRATEGIC INITIATIVES REMAINING AS OF SUMMER 2025



GOAL 3: COMMUNITY CONNECTIONS

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

GOAL 3: INSTITUTIONALIZED IN 2024-25

3.2

Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

3.7

Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay

3.8

Strengthen transfer support services to increase transfers

3.9

Implement AB 1111 and 928

GOAL 3: REMAINING INITIATIVES

**EMP Strategic
Initiative #**

Initiative Title

Initiative Description

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.

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.

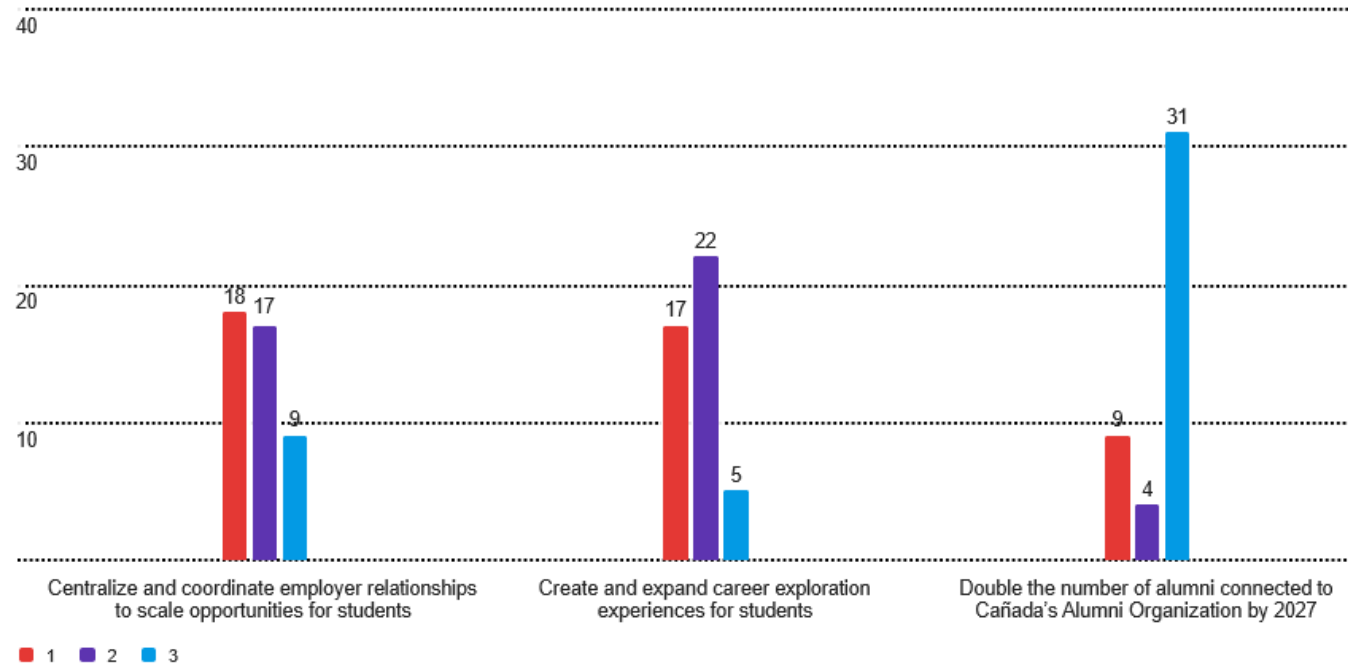
3.12

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.

EMP SURVEY PRIORITIZATION DATA FROM PRIE

Q4 - Goal 3: Community Connections



EMP Initiatives by Goal	First Place Votes	Weighted First Place Votes	Second Place Votes	Weighted Second Place Votes	Third Place Votes	Weighted Third Place Votes	Fourth Place Votes	Weighted Fourth Place Votes	Total Votes	Weighted Total	Weighted Ranking
3.10 Centralize and coordinate employer relationships to scale opportunities for students	18	72	16	48	9	18			43	138	3.21
3.11 Create and expand career exploration experiences for students	16	64	22	66	5	10			43	140	3.26
3.12 Double the number of alumni connected to Cañada's Alumni Organization by 2027	9	36	4	12	30	60			43	108	2.51

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.
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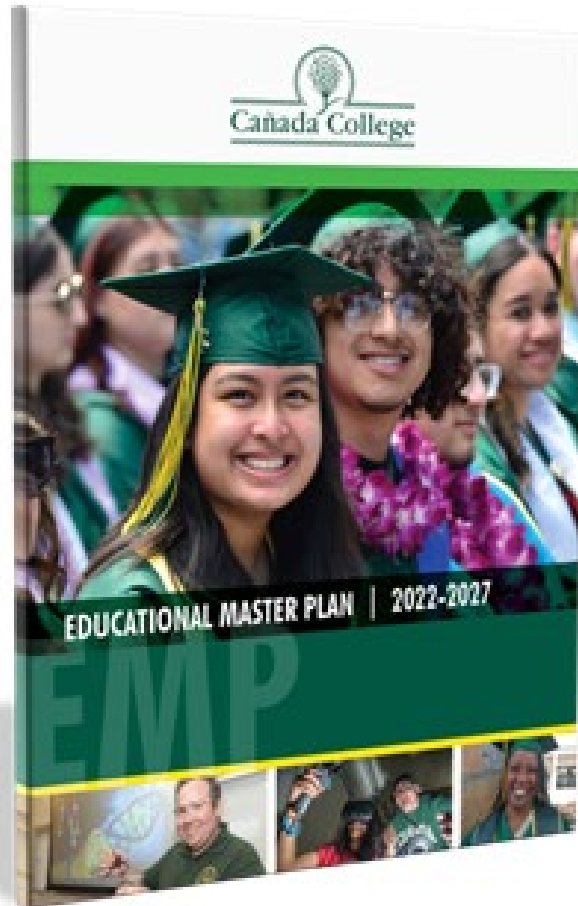
Momentum Being Made

- College Central platform centralizes employer data, improving tracking, communication, and event coordination.
- 2,000 employers and 3,200 students actively use the job board.
- Career Center prepares students for job/internship searches (resumes, interviews, etc.) and guides them on workforce development tools.
- Some Career Education programs offer internships, externships, and observational learning opportunities.
- Regular engagement includes 250–300 students served annually, weekly hiring/info sessions (40 employers, 60+ students), and job fairs (~60 employers, 170–200 students).
- Creation of Lead IA Counselor Reassigned time positions creates an opportunity to expand intentional career exploration efforts aligned with programs of study

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.
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Challenges to Accomplishing the Goals

- No major challenges explicitly noted, but areas for improvement include:
 - Boosting student engagement beyond current participation levels.
 - Expanding campus awareness and use of centralized employer data.
 - Balancing personalized student support with growing employer and opportunity volume.
 - CRER 137 no longer a selective in CALGETC



EMP 3.12 Update: Double the Number of Alumni Connected to Cañada's Alumni Organization by 2027

Presented By:
Megan Rodriguez Antone
Director of Community Relations & Marketing

Goal 3: Community Connections

Expand Alumni Connections

Strengthen the emerging Cañada College alumni organization by **doubling the number of alumni** connected to it **by 2027**.
(3.12)

- Build alumni intake form to identify interest of support, including:
 - ✓ College Events and Updates
 - ✓ Career Services and/or Mentorship Opportunities
 - ✓ Networking



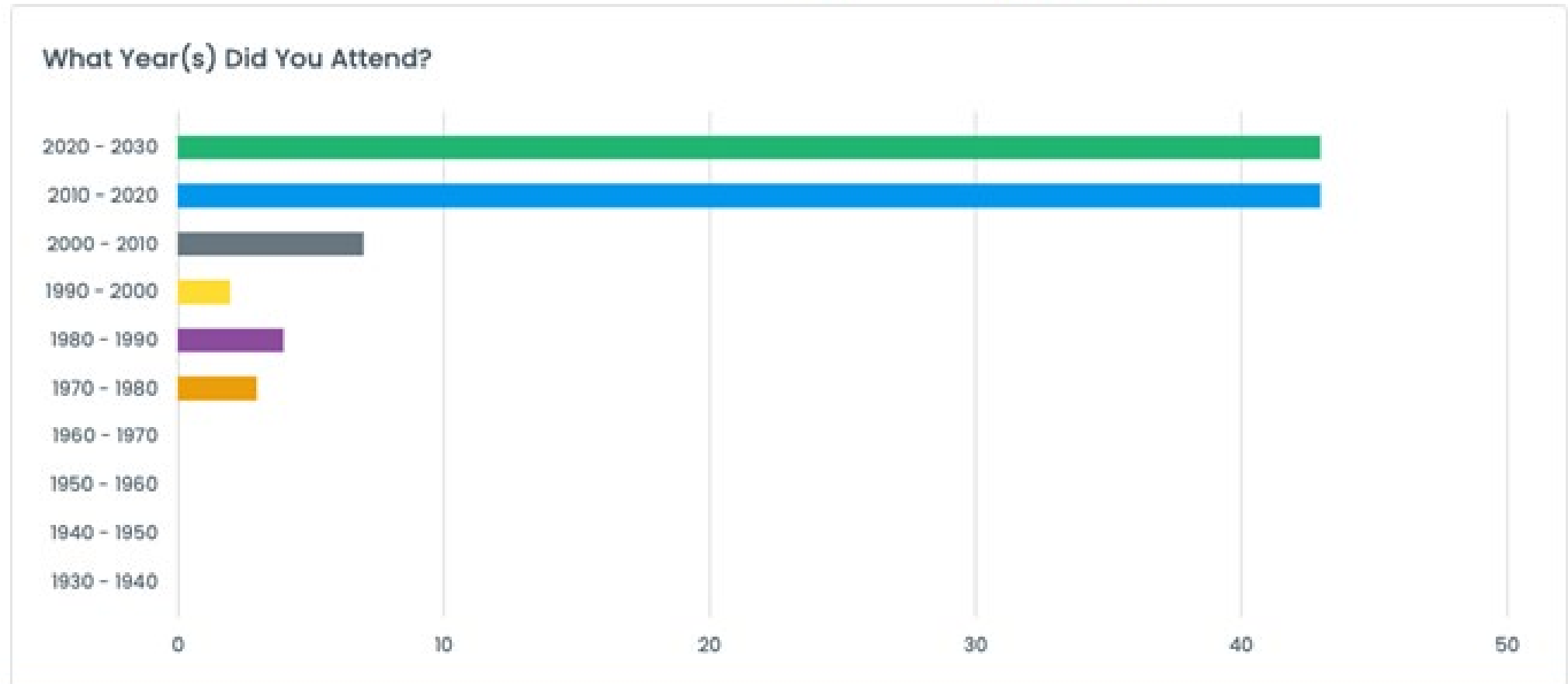
What's Been Done

- Collaborated with Foundation, CSM and Skyline to create one SMCCCD alumni intake form
- Form launched January 2025. Promoted through employee email, social media handles (including boosted LinkedIn post) and tailored messaging to programs who have alumni database
- Included alumni form in Class of 2025 grad message



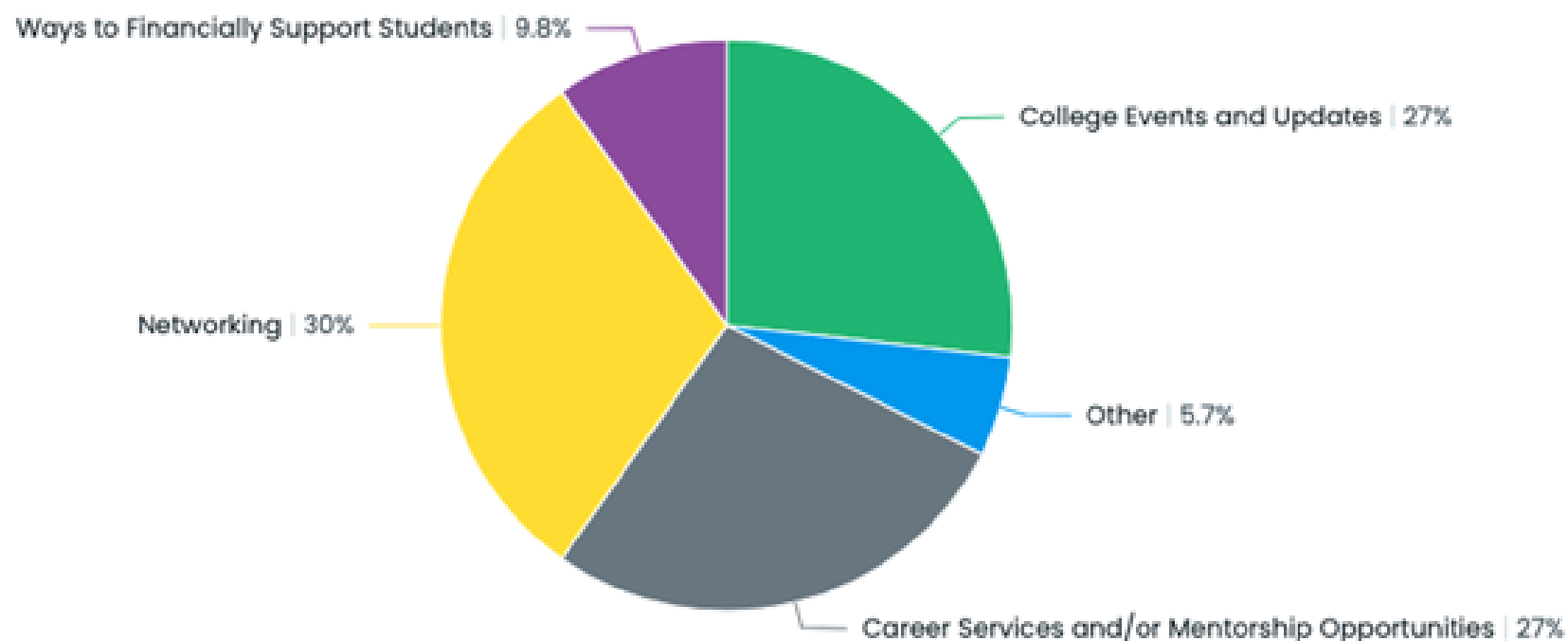
Current Submission Data

76 form submissions (as of 8/4/25)



Current Submission Data

Interest(s) - I am interested in receiving information on:



What's Next?

Call to Action:

- Continue encouraging alumni to **complete form** and **share their input** to help shape the future of our alumni programming.

tinyurl.com/CANalums

Discussion of Next Steps:

- Based off of preliminary alumni feedback, **what and how should we build programming that meets their needs and interests?**
- **Who** can help build our programming?



DISCUSSION AND RECOMMENDATIONS

- Questions, concerns, or added information
- Which initiative(s) rise as a priority for this next academic year?
- Identify initiative(s) to recommend

Lunch

Served in the Cultural Center

Breakout Discussions 2:

**Goal 2: Equity-Minded and
Antiracist College Culture**

Stay in 13-330

**Goal 4: Accessible Infrastructure
& Innovation**

Meets in 13-331

The background of the slide is a dark blue gradient. On the left, there is a vertical bar of a slightly lighter blue. On the right, there are several overlapping circular and semi-circular shapes in various shades of blue, creating a modern, abstract design.

EMP GOAL #2: Equity-Minded and Antiracist College Culture

Leadership Retreat

Dr. Anniqua Rana & Dr. Michiko Kealoha

Tuesday, August 7, 2025 | 12:30 – 1:45 PM

**How many initiatives did
we START with in
Goal 2: "Equity-Minded and
Antiracist College Culture?"**

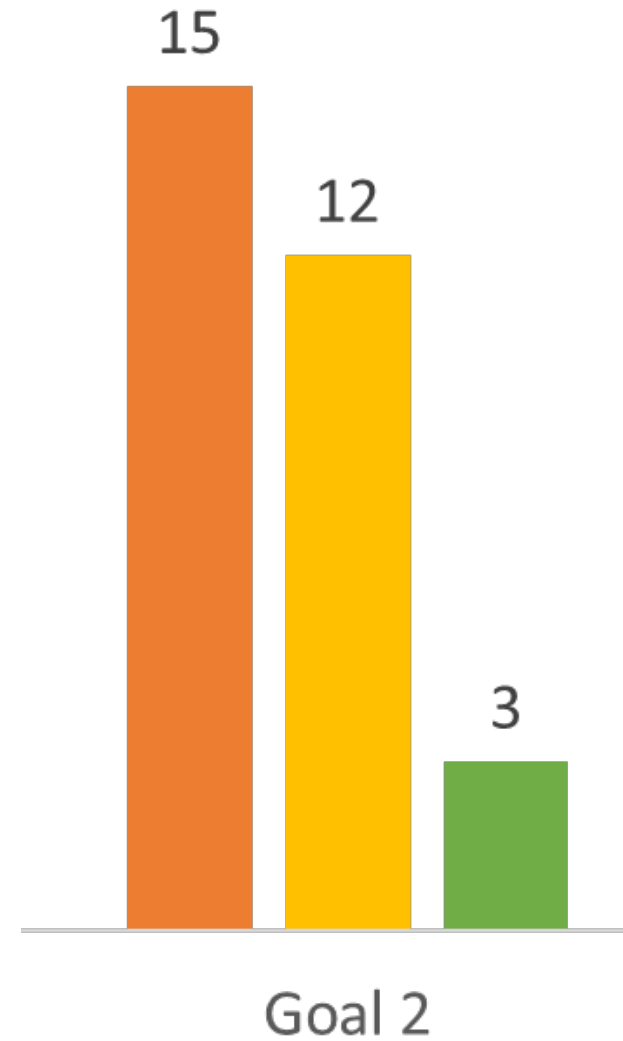
How many initiatives do we
HAVE LEFT in
Goal 2: "Equity-Minded and
Antiracist College Culture?"

How We're Doing in Goal 2:

Equity-Minded and Antiracist College Culture

We started with 15 college-wide initiatives in this area in 2022.

With **2 years left** on the plan, we have **3 goals!**



**Who can name one of the
initiatives we have left to
accomplish?**



Goal 2: What We Have Left to Accomplish:

EMP Strategic Initiative #	Initiative Title
2.6	Improve faculty and staff hiring practices to ensure a diverse pool of applicants
2.9	Implement a campus-wide bias incident reporting system
2.15	Evaluate Guided Pathways practices & dual enrollment

EMP Survey Prioritization

When the survey went out to participants, this is how all participants ranked our last three:

- **HIGHEST RANKING : EMP 2.6** - faculty hiring
 - weighted score of 3.19
- **MEDIUM RANKING : EMP 2.15** - evaluate guided pathways
 - weighted score of 3.02
- **LOWEST RANKING: EMP 2.9**-bias incident reporting system
 - weighted score of 2.79 (which makes all of them kind of close!)

How We're Doing in Goal 2: What has been institutionalized?

2.1	Increase support for faculty to provide individualized attention (Umoja practices)
2.2	Increase the use of equity-minded curriculum
2.3	Increase resources for faculty PD to support new teaching modalities
2.4	Sustain and expand faculty learning communities
2.5	Increase use of Open Educational Resources
2.7	Provide comprehensive on-boarding for all new employees
2.8	Provide regular professional development that includes implicit bias and antiracism training every 2 years
2.10	Transform college participatory governance processes
2.11	Develop new Cultural Center
2.12	Identify and address equity gaps in Program Review
2.13	Evaluate student support programs and practices
2.14	Evaluate academic support programs and practices

Choose Your Path in This Hour and a Half

- **Who is in the room, where do we want to go:**
 - Do we as a whole want to recap what has been done and how?
 - Do we feel we know enough of what was done to move forward on our next three initiatives to get done?

Momentum:
(Our college
efforts on
these
initiatives.)

2.3 Increase resources for faculty PD to support new teaching modalities

- Updated Faculty Teaching and Learning Website
- Instructional Designer and team
- QOTL 1 and 2

2.5 - Increase use of Open Educational Resources

- # of faculty using OER doubled 2021-22: 42 to 85

Momentum:
(Our college
efforts on
these
initiatives.)

2.7 - Providing On-Boarding Training

- Lead District Equity On-boarding
- Faculty On-boarding
- Classified Trainings
- Working with an On-boarding Materials Consultant
- Year Long Leading from the Middle Team to focus on efforts


2.8 - Institutionalizing Equity PD Offered on Campus

- Year-Long Human Rights Education Teacher Fellowship with our college, University of San Francisco, and Miner Anderson Foundation
- East Palo Alto Non-Profit Connections – Equity Trainings
- State-Wide Puente Organization Training
- Provide 20 on-campus on-demand/personalized equity trainings

Momentum:
(Our college
efforts on
these
initiatives.)

2.10 - Transform college participatory processes

- IPC and Academic Senate collaborated to redesign instructional program review questions to ensure an equity lens
- PTK survey results and CCSSE covered with PBC and EAPC
- CCSSE (student engagement) dashboard up and running on website
- The Grad Survey (ILO) results were discussed at Fall 2024 PBC and IPC
- Fall 2024 presentations to committees and council about better support for classified representation and participation
- EAPC provided council prioritization with personnel and resource allocations
- SSPC Sub-Committee updated Program Review with deeper data equity lens
- Office of Equity added 5 Cultural Center students to the student services peer review process for multiple comprehensive reviews



Momentum:
(Our college
efforts on
these
initiatives.)

2.14 -Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps

- PRIE conducted an April 2022 evaluation of Interest Area Success Teams
- Tutoring Outcomes Evaluation for English and Math conducted by PRIE to inform college planning for AB 1705 Sept 2023
- Embedded Learning Support Evaluation prepared for the English Department by PRIE in November 2024
- provided the English dept a report on the effectiveness of English 105 as well as embedded supports and provided the Math dept with an evaluation of each of their corequisite courses in May 2025
- Embedded Tutoring Outcomes Evaluation for Math being updated by PRIE –in progress

Momentum:
(Our college
efforts on
these
initiatives.)

2.1 Increase support for faculty to provide individualized attention (Umoja practices)

2.2 - Increase the use of equity-minded curriculum

2.4 - Sustain and expand faculty learning communities

Challenges in Implementation

- **2.9 Challenges**

- Have met 30+ times on EMP 2.9 since it began
- '24-'25: Meeting quarterly with presentations from Bias Response consultants on what it would take to implement
- Work in partnership with District and Director Sims-Adams
 - Legal landscape shifting too fast
 - Advises work with legal counsel for risk analysis determination

Goal 2.6

2025-2026: Initiatives and Invitations

Review New Equal Employment Opportunity Plan

Attend the district-wide session on the new EEO plan.

The district EEOAC, Equal Employment Opportunity Advisory Committee, in which our Academic Senate President and Director of Equity are a part of, reviewed and revised a new plan to improve faculty and staff hiring practices that ensure hiring a diverse pool.

Please attend at district wide flex to see how you can support diverse hiring!

Goal 2.6

2025-2026: Initiatives and Invitations

PD Updates in this Area

Two Groups Reviewing This:

- Leading from the Middle Cohort for 2025-2026
- Professional Development Planning Committee

New Professional Development Plan approved in 2025

Goal 2.15: Action Items



STRENGTHEN CULTURALLY
RESPONSIVE TEACHING
PRACTICES



EXPAND PARTNERSHIPS
WITH COMMUNITY
ORGANIZATIONS



ENCOURAGE STUDENTS TO
REGULARLY USE ACADEMIC
SUPPORT SERVICES

Guided Pathways Principles

CLARIFYING THE PATH:

Mapping paths to student end goals

ENTERING THE PATH: Intake and academic advising,

STAYING ON THE PATH: Intrusive academic advising and academic support

ENSURING LEARNING: Learning with intentional outcomes

FOUR PILLARS OF GUIDED PATHWAYS



Guided Pathways Connection

Clarify the Path

- Culturally relevant curriculum and outreach

Enter the Path

- Outreach to underrepresented groups

Stay on the Path

- Tutoring, mentoring, student services

Ensure Learning

- Support equity-minded pedagogy and class engagement

Goal 2: What Will Be Our Priorities This Year?

EMP Strategic Initiative #	Initiative Title	Initiative Description
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.
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.
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.

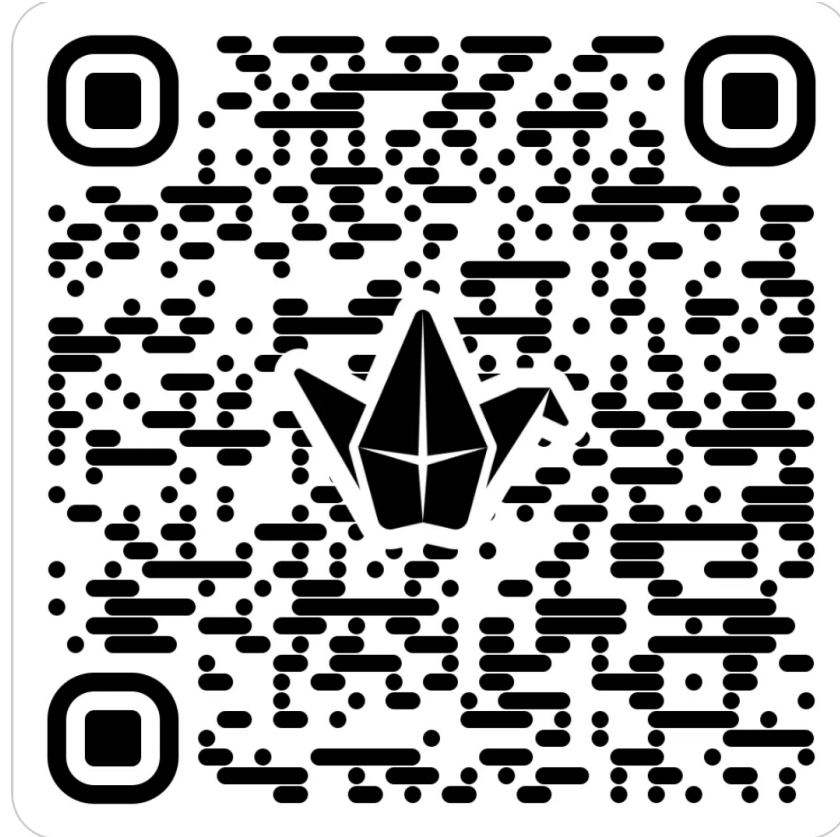
Leadership Call to Action

How can you and your team champion equity?

How can you model and support equity-minded practices?

Discussion and
Recommendations
on Top Priorities

<https://rb.gy/b538cl>



Scan the code using your phone's camera to access this
padlet.

Other Ways to Get Involved This Year

Goal 2.8

2025-2026: Key Initiatives for the Office of Equity

1.

Roll Out of New Inter-Cultural Development Inventory (IDI) Assessments



OPPORTUNITY

Receive a personalized inter-cultural development (IDI) assessment report



Fall 2025 Semester Availability

Up to 15 individuals
Up to 2 "teams"
1:1/team assessment
Individual/Group Reports
Attain personal/team inter-cultural development plan to strengthen your inter-cultural competency



SIGN UP

Email your interest for an assessment by Monday, September 1st to Michiko



ASSESS

We can re-visit lessons learned with the IDI at January flex

2024-2025 Post-Workshop Assessments

We asked, what do you want next? Classified answered: "I would like to see how I'm really doing; some sort of assessment would be helpful!"

Goal 2.8

2025-2026: Key Initiatives for the Office of Equity

2.

Develop a new 3-Year Student Equity and Achievement Plan (SEAP)



Develop a comprehensive plan with college stakeholders



Find ways to better monitor and assess our SEAP actions



Close equity gaps for disproportionately impacted students



LEADERSHIP RETREAT BREAKOUT DISCUSSION

GOAL 4: ACCESSIBLE INFRASTRUCTURE AND INNOVATION

125

8/7/2025

Presented by Ludmila Prisecar, Vice President of Administrative Services

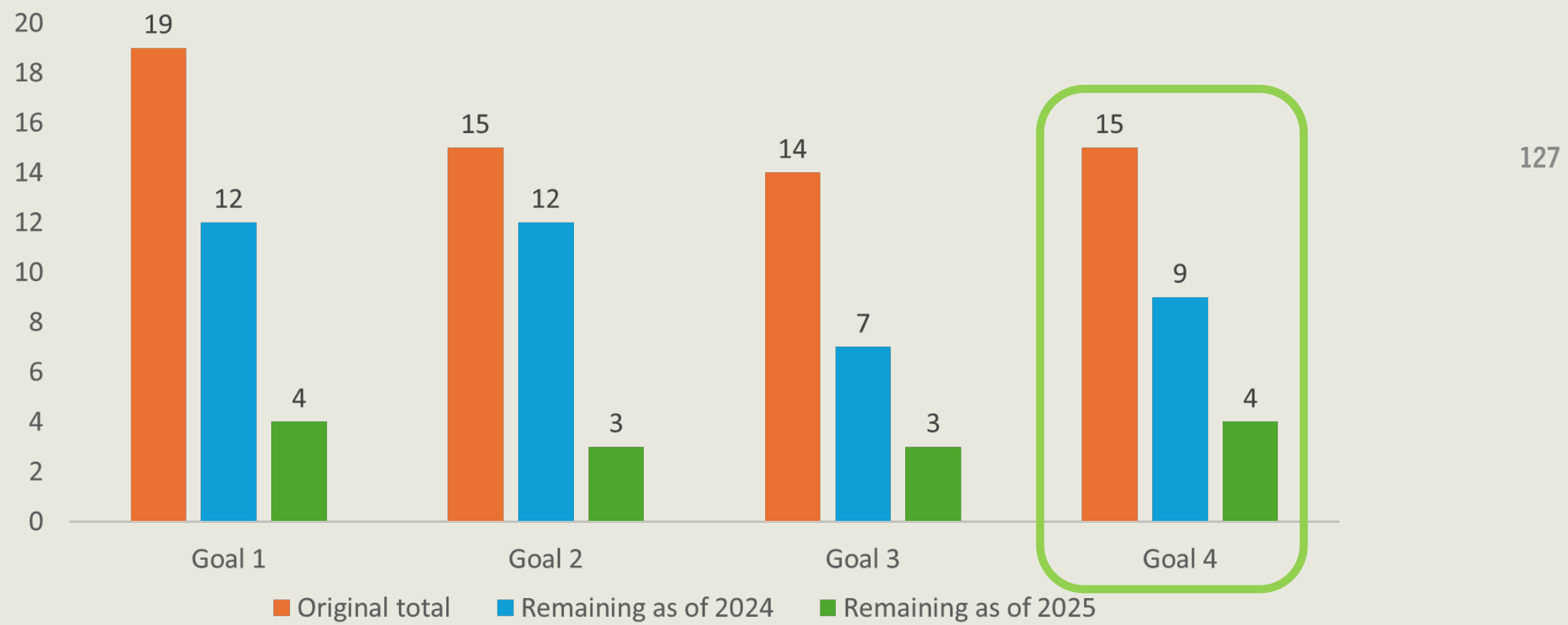
08/07/2025



AGENDA

1. EMP Strategic Initiatives Remaining as of 2025
2. Initiatives Institutionalized in 2024-25
3. Review Remaining Initiatives
4. Discussion and Recommendations
5. Q&A

EMP STRATEGIC INITIATIVES REMAINING AS OF 2025 (14 OUT OF 63)



COLLEGE GOAL #4

Accessible Infrastructure and Innovation

Institutionalized in
2024-25

4.3	Create a hub for evening and weekend students	
4.9	Update and implement sustainability initiatives	128
4.13	Advocate for more resources from the District	
4.14	Invest in equity and antiracism	
4.15	Fundraise \$1 million	

COLLEGE GOAL #4

Accessible Infrastructure and Innovation

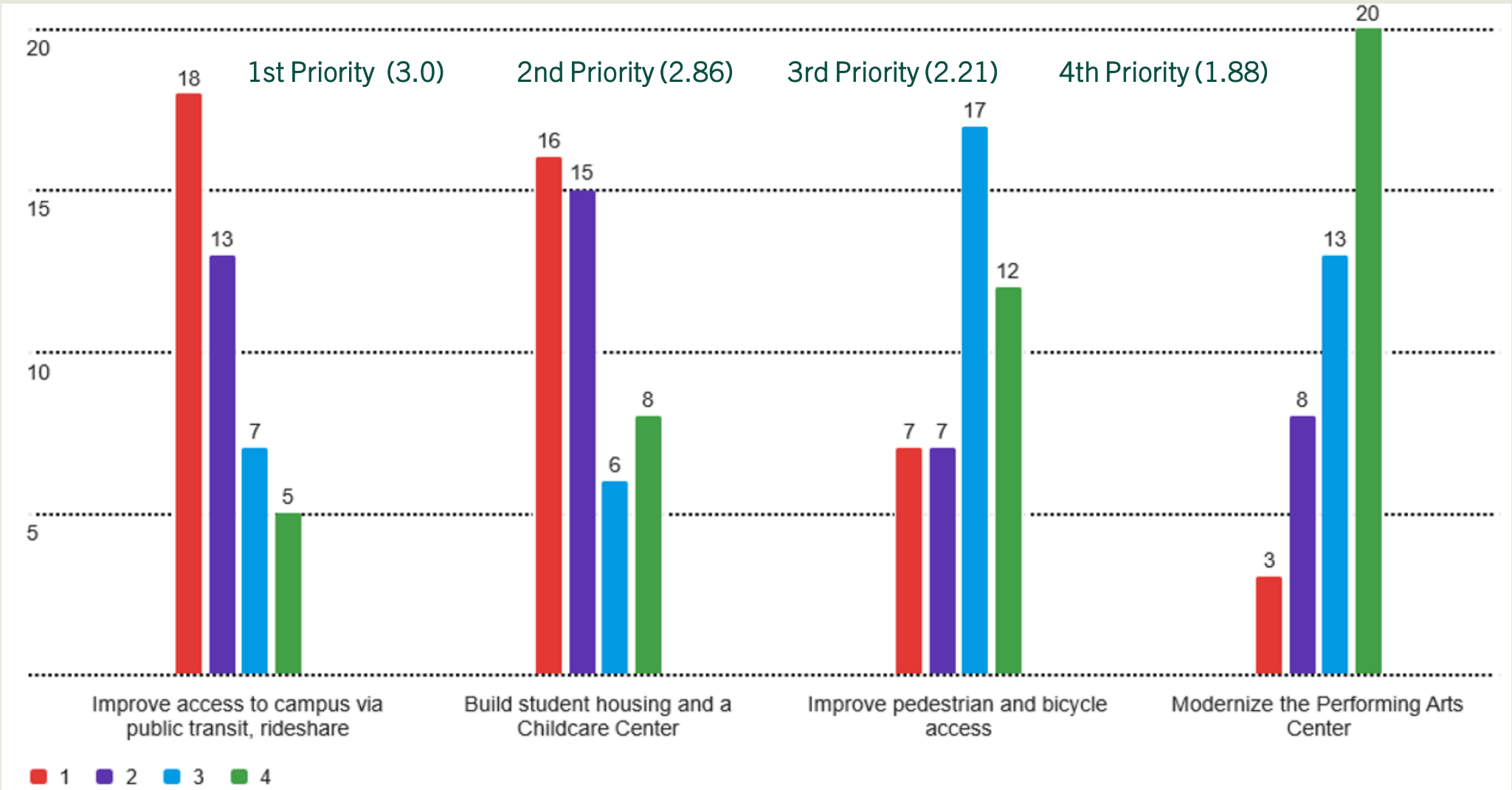
Remaining Initiatives

EMP Strategic Initiative #	Initiative Title	Initiative Description
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. 129
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.
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.
4.6	Modernize the Performing Arts Center	Modernize the Performing Arts Center to better support Creative Arts programs.

COLLEGE GOAL #4

Accessible Infrastructure and Innovation

Remaining Initiatives:
Survey Prioritization
data from PRIE





**4.1 - IMPROVE
ACCESS TO CAMPUS
VIA
PUBLIC TRANSIT,
SHUTTLES, AND
ADDITIONAL
PARTNERS SUCH AS
LYFT AND CRUISE.**

COLLEGE GOAL #4

Accessible Infrastructure and Innovation

Semester	Cost
Spring 2019	\$294K
Fall 2019 & Spring 2020	\$107K
Fall 2020 & Spring 2021 (Covid-19)	\$0
Fall 2021 & Spring 2022	\$82K
Fall 2022 & Spring 2023	\$173K
Total	\$657K

- *Low Ridership, serving no more that 10 students*
- *Funding Source: Fund 1*

History of Efforts:
Shuttle Services

CATCH A *FREE RIDE* TO COLLEGE!

Cañada College is offering **FREE** hourly shuttle service directly to campus from East Palo Alto.

Monday - Thursday
7 a.m. - 1 p.m.
5 - 10 p.m.

994 Beech Street
East Palo Alto, CA



canadacollege.edu/shuttle



132

Spring registration is now open! Visit:
canadacollege.edu/admissions



10-12

133

Students supported by the Shuttle Services

COLLEGE GOAL #4

Accessible Infrastructure and Innovation

History of Efforts: Lyft Services

Lyft Rides for Cañada Students*

Important Update:

Due to budget constraints, the **Lyft Program will not resume in Fall 2025**. We hope this pilot program was helpful to those who actively used the service.

Cañada College offers current Cañada students transportation assistance to/from Cañada. This program is intended to help address transportation needs by providing on-demand rides for Cañada students. The program is made possible through a partnership between Cañada and the Lyft ridesharing app.

Please note: The Lyft program is offered dependent on funding availability and subject to change. Students will be notified of changes in the program should they arise.

Register Now →

Download Lyft App

Questions? Contact cantransportation@smccd.edu.



COLLEGE GOAL #4

Accessible Infrastructure and Innovation

History of Efforts: Lyft Services

Semester	Students	# of Rides	Cost* (dollars)	Average Cost /Ride (dollars)	Service Areas	Program Parameters
Spring 2022	73	1,694	\$ 40,788	\$ 24.08	No restrictions	40 rides/up to \$35 per ride per month
Fall 2022	275	7,212	\$ 125,525	\$ 17.41	No restrictions	15 rides/up to \$15 per ride per month
Spring 2023	193	5,761	\$ 81,690	\$ 14.18	No restrictions	15 rides/up to \$15 per ride per month
Fall 2023	92	5,330	\$ 120,773	\$ 22.66	East Palo Alto Belle Haven North Fair Oaks	40 rides/up to \$50 per ride per month
Spring 2024	93	8,984	\$ 207,303	\$ 23.07	East Palo Alto Belle Haven North Fair Oaks	40 rides/up to \$35 per ride per month
Fall 2024	80	4,393	\$ 100,259	\$ 22.82	East Palo Alto Belle Haven North Fair Oaks	24 rides/ up to \$25
Spring 2025	77	3,506	\$ 87,267	\$ 24.89	East Palo Alto Belle Haven North Fair Oaks	16 rides/ up to \$35
Total	883	33,374	\$ 763,605.81			

* HEERF, COVID-19 recovery funds & Fundrasing Funds

COLLEGE GOAL #4

Accessible Infrastructure and Innovation

History of Efforts: Lyft Services

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Total	883	33,374	\$ 763,605.81			

* HEERF, COVID-19 recovery funds & Fundraising Funds

883

- Students supported by the Lyft
- Pilot Programs

LYFT CHALLENGES IN IMPLEMENTATION

Funding Requirements:

- Estimated annual cost ranges from \$250,000 to \$500,000.
- Requires unrestricted funds (e.g., donations, grants, or special allocations).
- No existing budget line to support the program at this scale.

Sustainability Concerns:

- Need to ensure long-term funding beyond a pilot phase.
- Risk of starting a program without a secure multi-year funding commitment.

Equity and Access:

- Need to determine eligibility criteria (who qualifies and how often rides can be used).
- Must ensure the program benefits those with the highest need without creating disparities.

SparkPoint has 2 Transportation Options (FY26)

Way2Go Program & GO Card

The Way2Go Program

Time bound – valid until expiration date
253 distributed since Spring 2025

- Unlimited SamTrans Clipper Card
- SamTrans Only
- Expiration extended: August 31, 2026
- All SMCCCD students are eligible
- Partnerships with EOPS and Promise
- We have up to 5000 cards!
- Follow QR Code to apply



The GO Card

Dollar bound - \$200 value
303 distributed / referrals since Spring 2025

- Choice of:
 - \$200 Clipper Card (SamTrans, BART and / or Caltrain)
 - \$200 FasTrak Transponder (Bay Area Tolls & Express Lanes)
- Everyone is eligible who meets the following
 - Students and non-students (everyone)
 - Income limit < \$82,260
- Expiration: when funds are exhausted
- Contact SparkPoint or your CORE Agency to apply

4.1 DISCUSSION AND RECOMMENDATIONS

4.2 - BUILD STUDENT HOUSING AND A CHILDCARE CENTER



4.2 - DISTRICTWIDE STUDENT HOUSING



Cañada College

- Prepare and submit a grant application to the State Chancellor's Office by July 2026



College of San Mateo

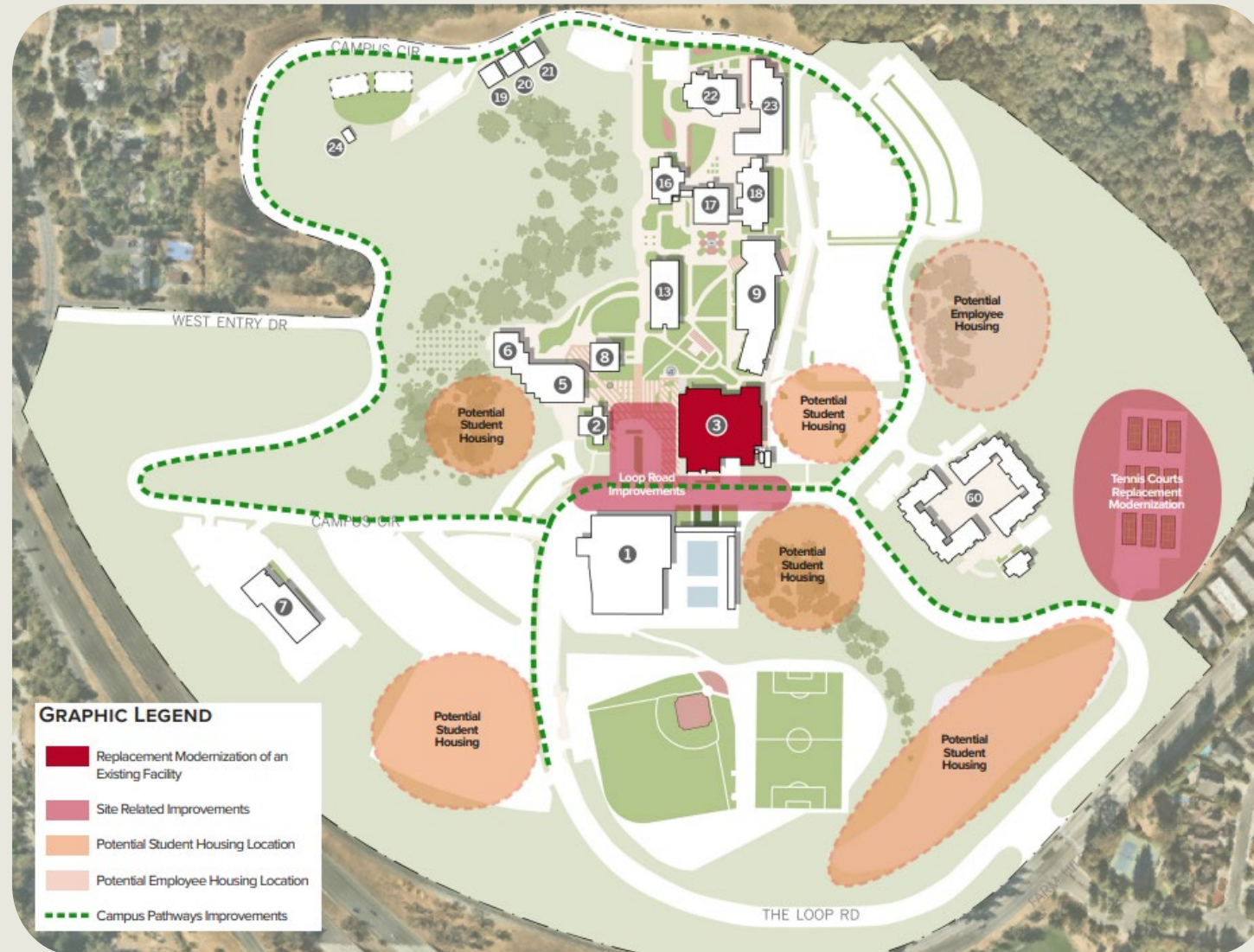
- Permitting/Bidding/Board Approval: now - November 2025
- Construction: November 2025 – July 2027
- Activation / Move-in: July - August 2027



Skyline College

- Submitted a grant application to State Chancellor's office in 2024

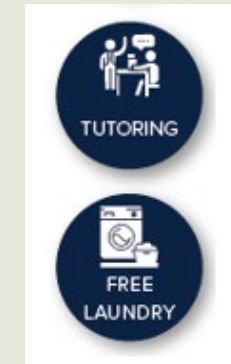
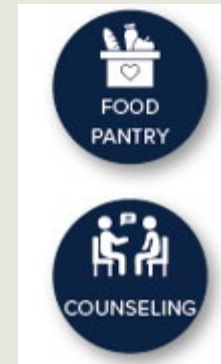
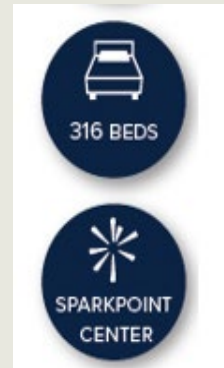
4.2 - CAÑADA COLLEGE STUDENT HOUSING



4.2 - CSM STUDENT HOUSING



4.2 - DISTRICTWIDE STUDENT HOUSING @ CSM



145

ADDRESSING THE NEEDS OF THE SAN MATEO COUNTY CCD



58%

SMCCCD'S STUDENTS
ARE HOUSING INSECURE



6%

SMCCCD'S STUDENTS
ARE HOMELESS

"...PROVIDE QUALITY EDUCATION AND OPPORTUNITIES FOR STUDENTS TO DEVELOP THEIR SKILLS, MINDS, AND CULTURAL AWARENESS..."

4.2 - CAÑADA COLLEGE CHILD DEVELOPMENT CENTER TENTATIVE OPENING DAY: APRIL 2026-JULY 2026



4.2 - CAÑADA COLLEGE CHILD DEVELOPMENT CENTER

Schedule:

- August 2024-May 2025: Program Validation/Design Documents
- June 2025-September 2025: Permitting/Bidding
- October 2025-March 2026: Construction
- April 2026-July 2026: Activation/Move-In



4.2 - CAÑADA COLLEGE CHILD DEVELOPMENT CENTER

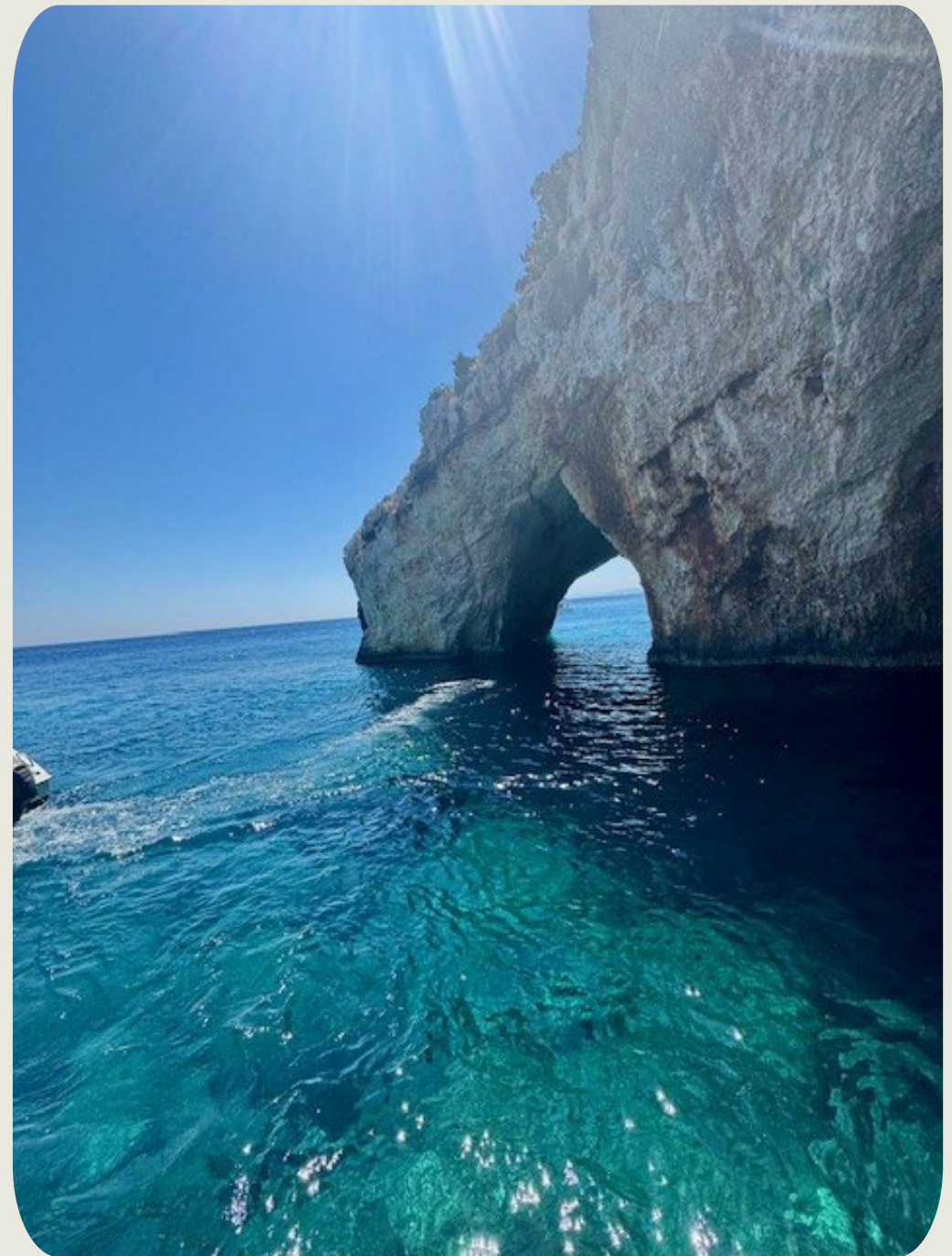
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4.2 DISCUSSION AND RECOMMENDATIONS

4.5 IMPROVE PEDESTRIAN AND BICYCLE ACCESS



2025 FACILITIES NEEDS

2025 FACILITIES NEEDS

The 2025 Facilities Master Plan Amendment stakeholder engagement process identified the following facilities needs:

- **Add Student Housing** - see the 2025 Facilities Master Plan Projects detail for New Student Housing on the next page.
- **Address Pre-1970s Buildings Modernizations** - see District Priority for pre-1970s buildings modernization for background on why modernizations are now going to be replacement modernizations. A number of pre-1970s buildings on the campus have not had any significant modernizations in the last 50 years. These include Buildings 3, 5, 6, 8, 16, 17, and 18. While Building 3 is the top priority, the other buildings will need to be addressed as well. See the 2025 Facilities Master Plan Projects detail for Building 3 Replacement Modernization on the next pages.
- **Tennis Courts Replacement Modernization** - see the 2025 Facilities Master Plan Projects detail for Tennis Courts Replacement Modernization on the next pages.
- **Optimize Space** - see District Priority for Space Optimization for more detail.
- **Increase Flexibility of Space Use** - see District Priority for Flexible Spaces for more detail.
- **Address Campus Wide Projects that include Accessibility, Drop-Off, Pedestrian Paths, Safety, Wayfinding and Signage** see the 2025 Facilities Master Plan Project details for Loop Road Improvements and New Campus Trail on the next pages, and see the 2022 FMP for more detail on Wayfinding and Signage.
- **Increase Sustainability** - see District Priority for Sustainability for more detail.
- **Address Building Maintenance, Technology, and Campus Infrastructure Replacements** - see District Priority for these for more detail.

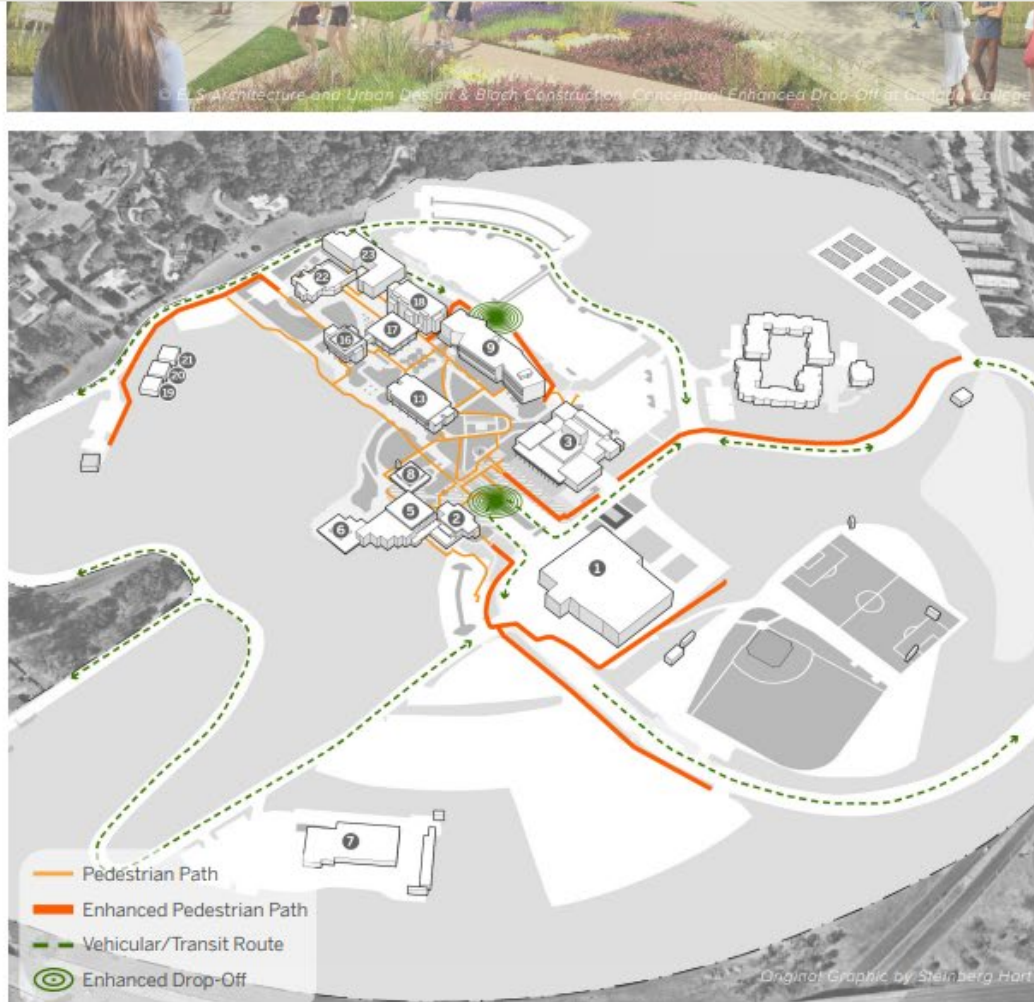
4.5 IMPROVE PEDESTRIAN AND BICYCLE ACCESS

Loop Road Improvements

The Loop Road Improvements project seeks to address a number of pedestrian safety issues while also improving pedestrian connections between the two zones of the campus.

The existing Loop Road separates the athletic fields and the Kinesiology and Wellness facility (Building 1) from the rest of the campus, presenting safety issues for pedestrians crossing between these two zones of the campus. Other pedestrian and vehicular conflicts along Campus Circle have also been noted. A few solutions have been suggested, including the idea that the portion of the Loop Road in front of Building 1 be closed off for all except emergency vehicles; however, the public transit bus stop and vehicular drop-off would be impacted by this solution.

To address these safety issues and to better connect the athletic/wellness zone with the rest of the campus, a traffic study that looks holistically at addressing these issues is recommended to determine the best solution.



New Campus Trail

The Campus Trail project seeks to address the lack of sidewalks at the peripheries of the campus and to explore the feasibility of adding a campus trail loop.

The community enjoys running, walking and biking around the campus and ends up doing so on the Loop Road and Campus Circle, which creates safety issues with vehicular conflicts. The College would like to add a campus trail loop to address these safety issues.

The recommendation is that the College initiate a feasibility study to see how a campus trail might be accommodated.

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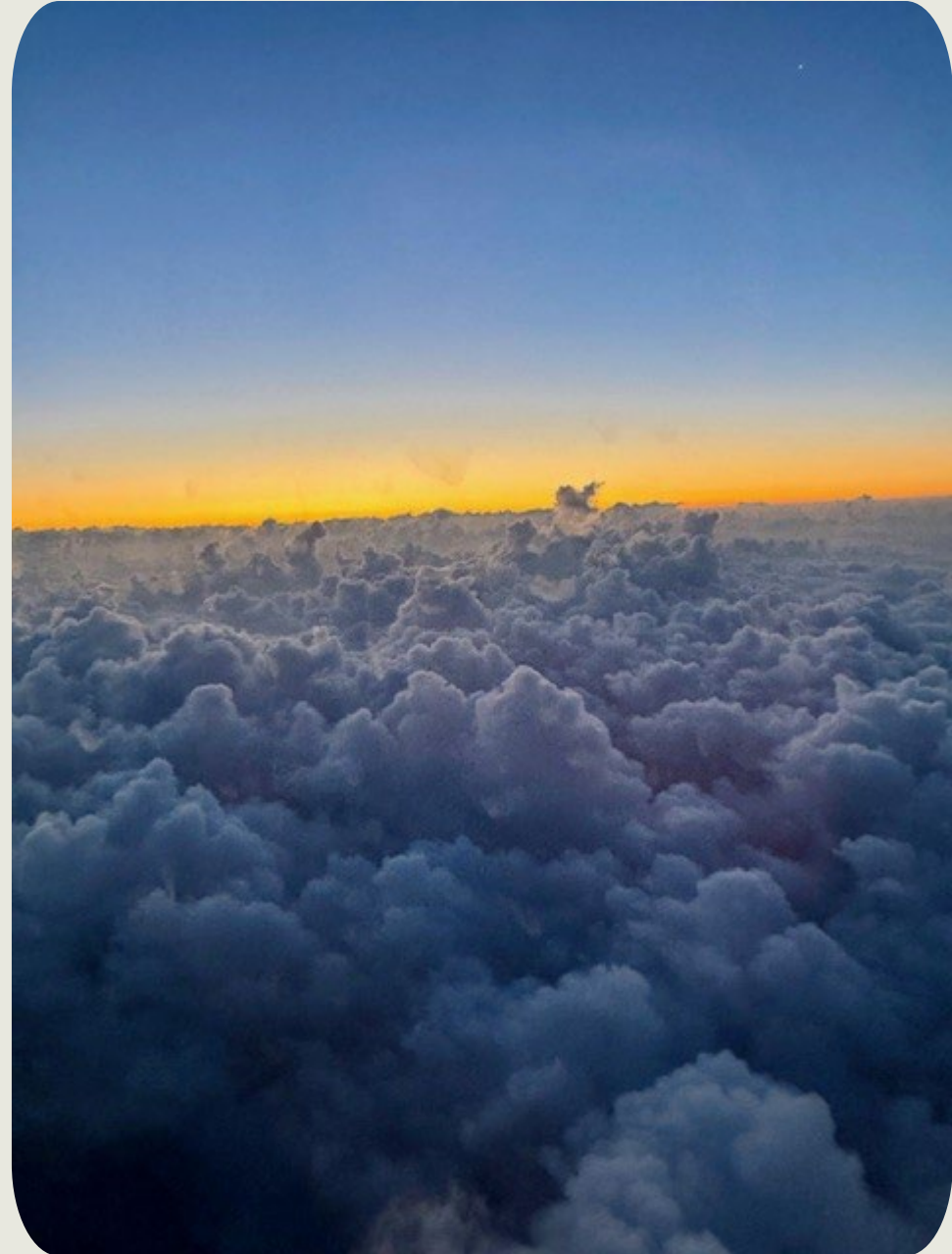
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4.5 DISCUSSION AND RECOMMENDATIONS

4.6 MODERNIZE THE PERFORMING ARTS CENTER



4.6 MODERNIZE THE PERFORMING ARTS CENTER

Building 3 Replacement Modernization

The B3 Replacement project will be the same size as the existing facility and has been submitted to the State as a Replacement Modernization Initial Project Proposal as part of the Five Year Capital Plan.

This project replaces the 57-year old building so that the visual arts, music and theater programs can be reconfigured for operational efficiencies and be equipped with sufficient and appropriate technology and electrical and mechanical systems required by current teaching pedagogies and current codes. These are currently limited by the existing building construction.

Efficiencies gained in the reconfiguration will facilitate the addition of an art gallery to showcase student work, and the 550-seat capacity theater will be equipped with modern theater systems (lighting, sound, rigging, etc.). This facility will also save the District maintenance and operation costs associated with the reoccurring repairs needed on the existing roof, elevator, and below-grade waterproofing; and the energy costs associated with the single-pane glazing and existing mechanical systems.



4.6 DISCUSSION AND RECOMMENDATIONS

COLLEGE GOAL 4 DISCUSSION AND RECOMMENDATIONS

- Questions, concerns, or added information
- Which initiative(s) rise as a priority for this next academic year?
- Identify initiative(s) to recommend



Plenary Discussion

Room 13-330

EMP Priorities Selected for 2025-26

Goal 1

- 1.15 Create and scale the First Year Experience Program
- 1.8 Ensure academic program viability

Goal 3

- 3.11 Create and expand career exploration experiences for students

EMP Priorities Selected for 2025-26

Goal 2

- 2.6 Improve faculty and staff hiring practices to ensure a diverse pool of applicants

Goal 4

- 4.1 Improve access to campus via public transit, rideshare