



Leadership Retreat

August 12, 2020



Welcome

- ◆ Jamillah Moore, Cañada College President
- ◆ Diana Tedone-Goldstone, Academic Senate President
- ◆ Jeanne Stalker, Classified Senate President
- ◆ Adrian Afif, Student Senate President (ASCC)

Agenda – Day 1

Time	Day 1 Topic	Type of Activity	Facilitator(s)
9:00 – 9:20	Welcome	Plenary	Jamillah Moore, Cañada President Diana Tedone-Goldstone, Academic Senate President Jeanne Stalker, Classified Senate President Adrian Afif, Student Senate President (ASCC)
9:20 – 9:30	Who We Area as a Campus Community	Presentation	Max Hartman, Dean of Counseling
9:30 – 10:00	Student Perspectives	Dialogue between Student Leaders & College Administrators	Student Senate Leaders with President Moore, Vice Presidents Robinson, Pérez, Mendoza
10:00 – 10:15	Moving towards an Anti-Racist Framework	Plenary Session with “Chat” responses	James Carranza, Dean of Humanities and Social Sciences
10:15 – 11:30	Intercultural Storytelling Activity (Part 1)	Small Group Activity	David Reed, Dean of Academic Support and Learning Technologies with College Council facilitators
11:30 – 1:00	EXTENDED BREAK		
1:00 – 2:00	Intercultural Storytelling Activity (Part 2)	Small Group Activity	David Reed, Dean of Academic Support and Learning Technologies with College Council facilitators
2:00 – 2;15	BREAK		
2:15 – 2:45	Building an Anti-Racist Framework	Plenary Session with “Chat” responses	Manuel Pérez, Vice President of Student Services
2:45 – 3:20	Applying These Concepts to Our Work	Break-out Group Activity	Diva Ward, Director of Student Support Jamillah Moore, Cañada President
3:20 – 3:30	Preparing for Day 2	Closing Remarks	
3:30	Adjournment		

Who We Are as a Campus Community

Max Hartman, Dean of Counseling

Michiko Kealoha, Student Life and Leadership Manager

Cañada's "Big Picture" by Michiko Kealoha (video link)



Having a set of agreements will help ensure that your meetings are respectful and provide a safe place for everyone.

NO ASSUMPTIONS — EXCEPT FOR BEST INTENTIONS.

People should not assume other people's experiences or anything else. The only assumption people should make is that when other participants speak, they are speaking with the best intentions and do not mean to offend anyone.

CORRECT GENTLY, BUT DO CORRECT.

If participants say something that is incorrect or offensive, politely address what was said. Letting comments slip by only makes the space less safe and increases the difficulty of building successful partnerships.

DON'T "YUCK MY YUM."

When group members share their likes and dislikes, respect their personal opinions and preferences.

USE "I" STATEMENTS.

Everyone should speak from his/her/hir/their own experiences.

AVOID MAKING GENERALIZATIONS.

Don't make blanket statements about any groups of people. (In addition to members of the LGBTQ community, this also includes political parties, religious groups, socioeconomic classes, age ranges, etc.) If you're not sure that something you want to say is factually correct, phrase it as a question.

ONE MIC, ONE VOICE.

Only one person should speak at a time.

MAKE SPACE, TAKE SPACE.

Participants 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.

RESPECT CONFIDENTIALITY.

Assume that stories and comments shared at meetings should remain private. Ask for consent before you share someone's story or comment.

LEAN INTO DISCOMFORT.

Meetings and topics can sometimes be challenging. 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 to the group. If you cannot go through with a commitment, make sure to let people know and find someone to take your place.

PERSONALIZE THESE AGREEMENTS!

Have one of the first meetings of the year be focused on creating a list like this or adding to this list to set your group's agreements for the year. Revisit your agreements as reminders for the space you are creating and in case any agreements need to be updated



Brave Space Agreement

Address the idea, not the person

Listen to understand, not to respond

Mindfulness of everyone's struggle

No idea is too bonkers

The devil has enough advocates: speak from experience

Unpack the tension

Plant seeds in the garden

Have regular check-ins

Do what you need to care for yourself

Student Perspectives

Adrian Afif, ASCC President

Chili Montian, ASCC Vice President

Katie Chen, ASCC Commissioner of Public Records

Sofia Fernandez Giorgi, ASCC Commissioner of Finances

Nadia Moreno, ASCC Commissioner of Publicity

Precious Sunday, ASCC Commissioner of Activities

In conversation with:

Dr. Jamillah Moore, President

Dr. Tammy Robinson, Vice President of Instruction

Dr. Manuel Alejandro Pérez, Vice President of Student Services

Graciano Mendoza, Vice President of Administrative Services

Moving towards an Anti-Racist Framework

James Carranza, Dean of Humanities & Social Sciences

Intercultural Storytelling Activity (Part 1)

David Reed, Dean of Academic Support and Learning Technologies

Discussion Prompts for Part 1

- ◇ *Ice-breaker introduction: Take a moment to share your name, area of work at the college, and...which dish you would choose to prepare for your team if this was a potluck*
- ◇ *Tell your group a brief history of you/your family's history (origin, entry into and/or movement across) in the United States.*
- ◇ *Can you describe a situation where you or a family member experienced a sense of privilege in relation to others? How did power operate?*
- ◇ *Can you describe a situation where you or a family member experienced oppression? How did power operate?*
- ◇ *(if time allows) What was the first time you became aware of your race and/or ethnicity?*

Please designate a time-keeper so that everyone has an opportunity to share and be heard

EXTENDED BREAK

Please return by 1:00

Intercultural Storytelling Activity (Part 2)

David Reed, Dean of Academic Support and Learning Technologies

Discussion Prompts for Part 2

- ◇ *Dream of a time in the distant future where oppression/disadvantage has been removed, how does power operate then? What would that experience be? How would it be different?*
- ◇ *What connections can you make between your experience with privilege and/or oppression with the systemic and structural sources of privilege and oppression in our society? (such as whiteness, anti-blackness, or other racist structures)*
- ◇ *Given what we've learned from each other today, what would you do tomorrow to make your campus less oppressive, anti-racist and more equitable?*

Please designate a note-taker so that your group's responses to the last question can be recorded and shared

(please email to engelk@smccd.edu)

BREAK

15 minutes

Building an Anti-Racist Framework

Manuel Alejandro Pérez, Vice President of Student Services

&

Applying these Concepts to our Work

Diva Ward, Director of Student Support

Definitions

Racism

Historically rooted system of power hierarchies based on race— infused in our institutions, policies and culture—that benefit White people and hurt people of color. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Most coverage of race and racism is not “systemically aware,” meaning that it either focuses on racism at the level of individuals’ speech or actions, individual-level racism, dismisses systemic racism, or refers to racism in the past tense. - - [Race Reporting Guide, Race Forward The Center for Racial Justice Innovation, 2015](#)

Anti-Racist

Antiracist: One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.

- Ibram X. Kendi, How to be an Antiracist

College Commitments

We are Cañada College - a community of scholars and practitioners.

As a collective and as individuals we commit to:

- ◇ critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- ◇ uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- ◇ reimagine and build a community of learning and service based in anti-racism, social justice, and liberation;

We welcome and invite these commitments as essential components of an anti-racist and socially-just community for the students we serve, the community where we work, and the world we live in.

Anti-Racist Action Plan

Areas of Impact

- ◆ Hiring, Evaluation, and Retention
- ◆ Teaching and Learning with students
- ◆ Support Services and Resources
- ◆ Structures, Facilities, and Community Space(s)
- ◆ College Mission, Vision, Values

Self-Reflection Prompts

Self-Reflection Prompts

- ◆ Where does antiracism fit at Cañada?
- ◆ What does the work look like?
- ◆ How would you apply the work of antiracism in the work that you do everyday?

Break-out Room Guiding Question

What could antiracism look like within these areas?

Imagine and document those possibilities.

Select a GOLDEN line that resonates with you from your discussion.

Where do we go from here?

Where do we go from here?

USC Center for Race & Equity

California Community College Equity Leadership Alliance

Table 1. Abbreviated List of eConvening Topics

Accountability and Incentives for Advancing Racial Equity
Confronting Explicit Acts of Racism and Racial Violence on Campus
Creating Equitable Pathways to Leadership Roles for Employees of Color
Disaggregating Data to Identify Racial Inequities
Eliminating Racial Disproportionality in Student Transfer Rates
Fostering and Sustaining Inclusive Classrooms for Students of Color
Hiring and Retaining Faculty of Color
Implementing AB 705 and Other Legislation in Equitable Ways
Meaningfully Integrating Race Across the Curriculum
Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans
Productively Resolving Racial Tensions among Black and Latinx Classified Employees
Recruiting and Strategically Diversifying Staff at All Levels
Strategic Planning for Racial Equity
Using Survey Data to Improve Campus Racial Climate

+ Note: This slate is abbreviated. Several additional eConvening topics will be offered annually over the lifespan of the Alliance.

Where do we go from here?

- ◆ Cañada College Community Read
- ◆ Planning & Budgeting Council Review of Draft Anti-Racist Framework

Preparing for Day 2

Jamillah Moore, President

Preparing for Day 2 of our Retreat

TODAY (Day 1)

- ◆ Re-connecting with each other and our roles as campus leaders
- ◆ Developing an Antiracist Framework
- ◆ Applying a social and racial justice lens to our daily work

TOMORROW (Day 2)

- ◆ Moving to action
- ◆ Setting college-wide priorities for next year
- ◆ Refining those priorities

Homework: Please review our Ed. Master Plan and Strategic Enrollment Management Plans and come prepared to discuss the proposed 6 top priorities for 2020-21 tomorrow!

Education Master Plan:

Strategic Initiatives we will focus on next year

- ◆ Improve student completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling
- ◆ Collaborate with K-12 and Adult School partners to promote relationships, seamless transitions, and alignment of pathways
- ◆ Expand and enhance marketing and effective communication of opportunities for students
- ◆ Establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity
- ◆ Promote a campus culture that fosters a climate of inclusivity
- ◆ Institutionalize effective structures and best practices of Hispanic-Serving and Asian American and Native American Pacific Islander Serving Institutions in order to reduce the obligation gap. [NOTE: These will include related Guided Pathways and Student Equity and Achievement Plan initiatives].

We will work on the details of these initiatives tomorrow!

Day 1
Adjournment



Leadership Retreat

August 13, 2020



Agenda – Day 2

Time	Day 2 Topic	Type of Activity	Facilitator(s)
9:00 – 9:15	Day 2: Refining our Strategic Priorities	Plenary	Jamillah Moore, Cañada President
9:15 – 9:30	Student Priorities	Presentation	Student Senate Leaders
9:30 – 9:50	Setting the Context	Plenary Session with “Chat” responses	Karen Engel, Dean of Planning, Research, Innovation & Effectiveness (PRIE) Graciano Mendoza, Vice President of Admin. Services James Carranza, Dean of Humanities and Social Sciences
9:50 – 10:15	Moving to Top Priorities	Plenary Session with “Chat” responses	Tammy Robinson, Vice President of Instruction Manuel Pérez, Vice President of Student Services Graciano Mendoza, Vice President of Admin. Services
10:15 – 10:30	BREAK		
10:30 – 11:30	Refining our Strategic Priorities (Part 1)	Break-out Group Work	College Council Members facilitate Break-out Work Sessions
11:30 – 1:00	EXTENDED BREAK		
1:00 – 2:00	Refining our Strategic Priorities (Part 2)	Break-out Group Work	College Council Members facilitate Break-out Work Sessions
2:00 – 2:15	BREAK		
2:15 – 3:15	College Priorities for 2020-21	Plenary Session with “Chat” responses	Jamillah Moore, Cañada President
3:15 – 3:30	Retreat Closure and Next Steps	Closing Remarks	Jamillah Moore, Cañada President
3:30	Adjournment		

Day 2:
Refining our Strategic Priorities

Dr. Jamillah Moore, President

Setting the Context

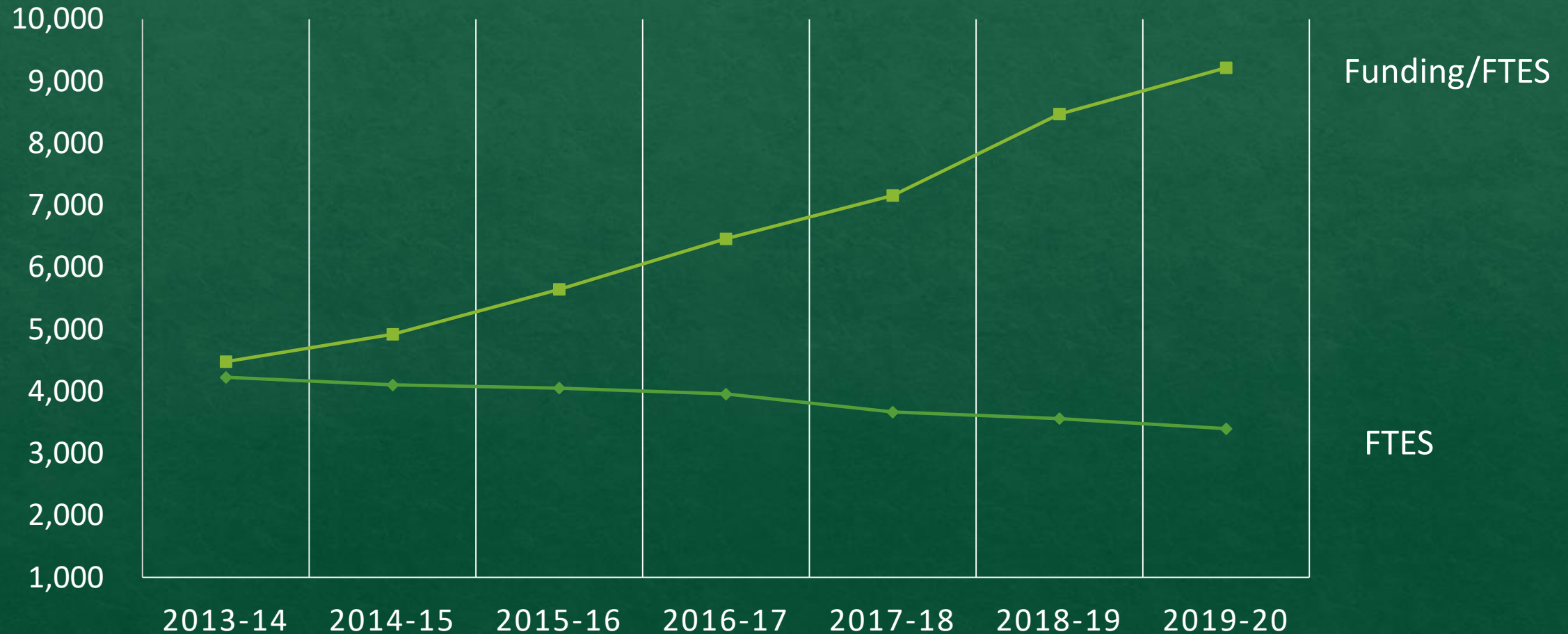
Graciano Mendoza, Vice President of Administrative Services

James Carranza, Dean of Humanities and Social Sciences

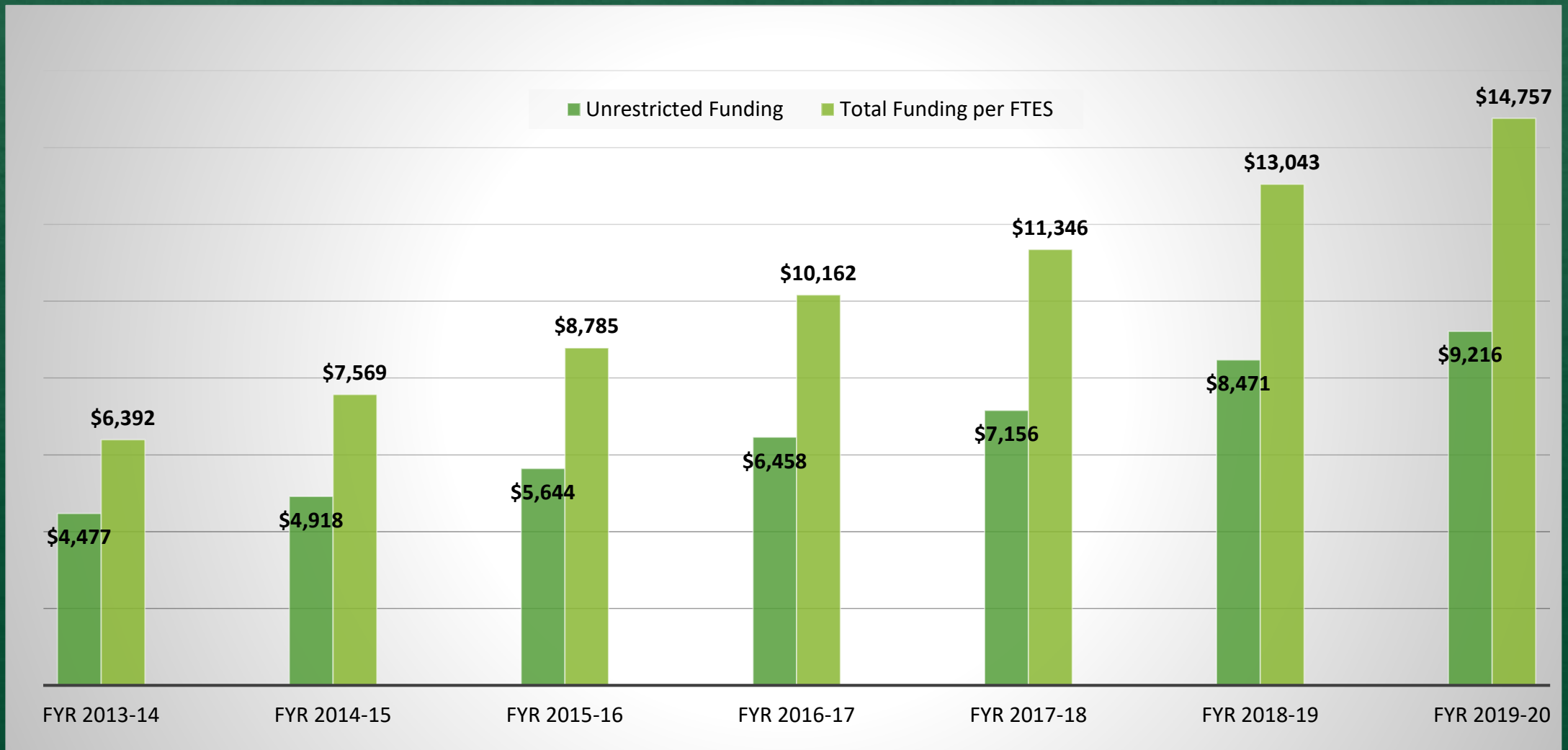
Karen Engel, Dean of Planning, Research, Innovation & Effectiveness (PRIE)

What are our funding, enrollment and student outcome trends?

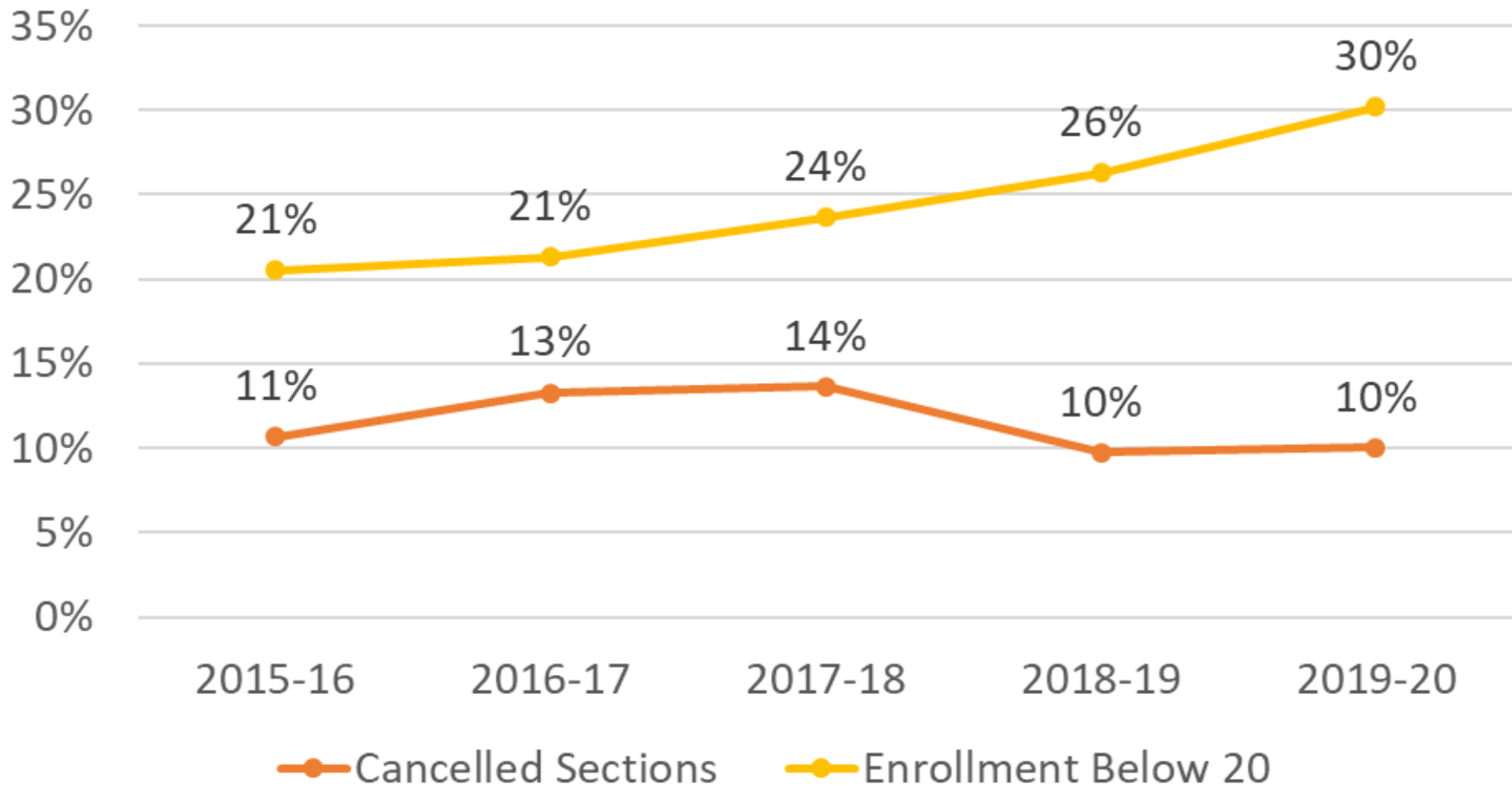
Unrestricted Funding v. Enrollment (FTES)



Funding per Full Time Equivalent Student (FTES)



Cancelled and Low Enrolled Sections



Class Sizes: scheduled v. actual

		# of sections by actual enrollment (by size)				Total
		23%	51%	25%	0.3%	
# of sections scheduled (by size)	Enrollments per Section	1 to 19	20 to 35	36 to 74	75 or more	
	2%	1 to 19	18			18
	52%	20 to 35	155	336	34	525
	46%	36 to 74	60	180	215	456
	0.4%	75 or more	1		1	4
		Total	234	516	250	3

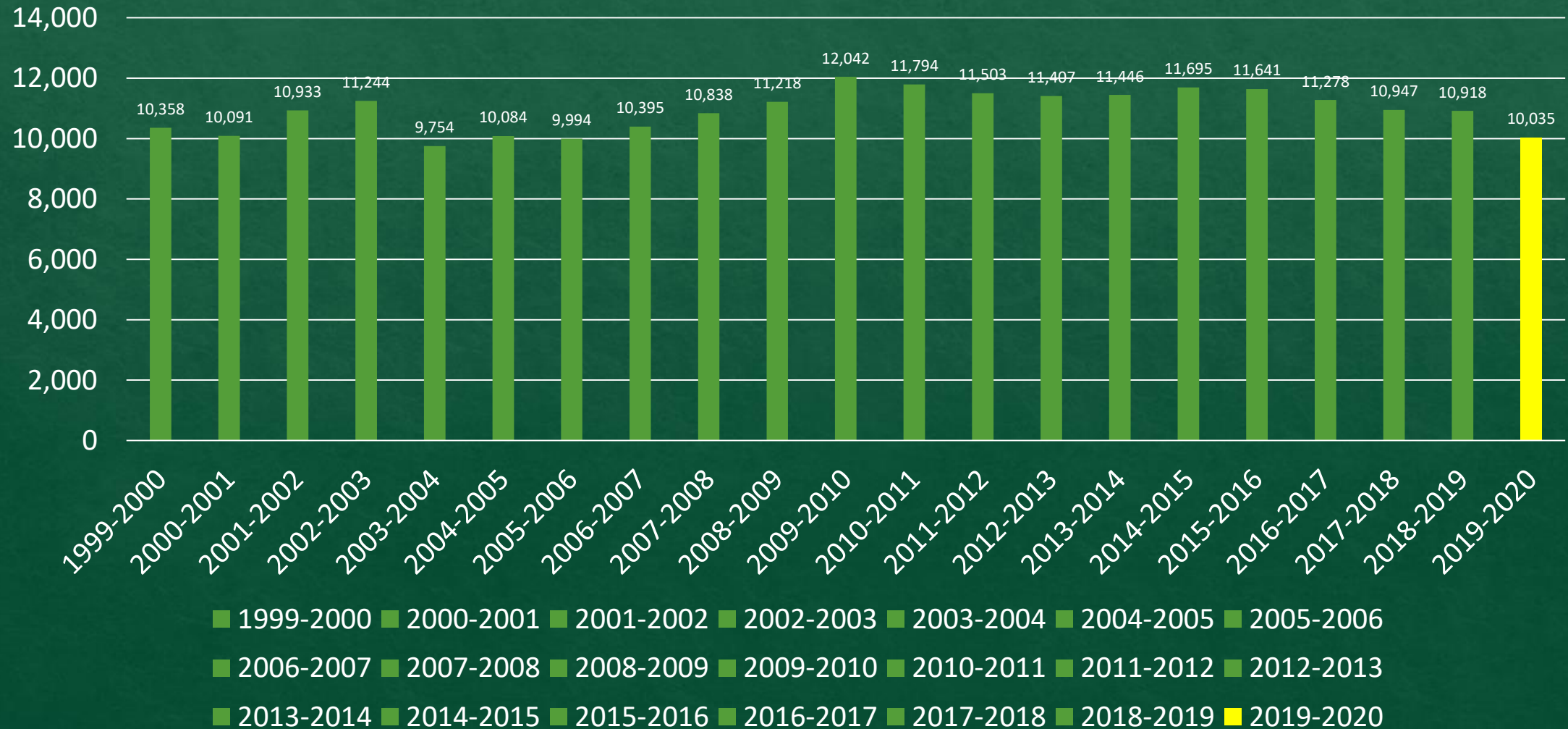
= sections run smaller than expected
 = sections run larger than expected

Actual v. Advertised Class Sizes in 2018-19

(exceptions such as English 100; Labs; MEDA removed)

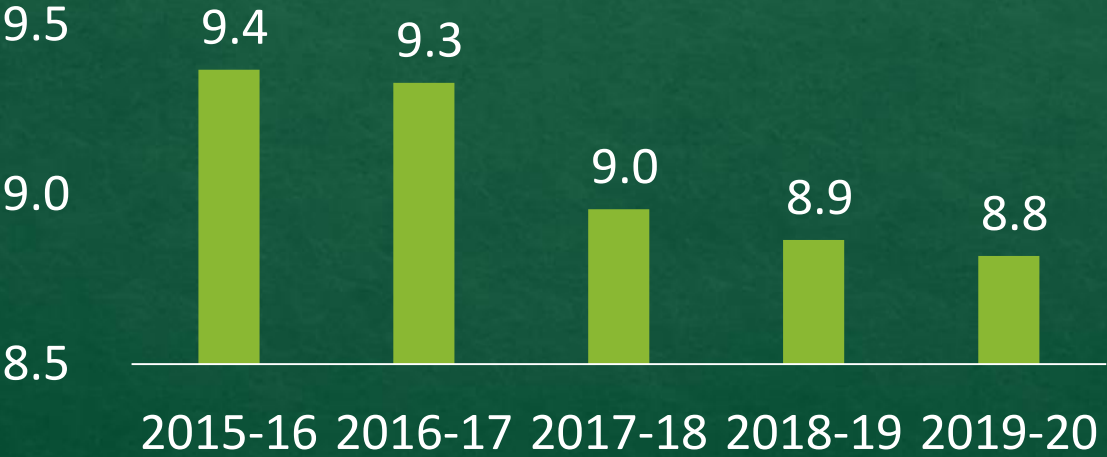
# of Seats/Enrollments per Section	FACE TO FACE Sections		HYBRID Sections		ONLINE Sections	
	# of Sections at Advertised Capacity	# of Sections by Actual Enrollment	# of Sections at Advertised Capacity	# of Sections by Actual Enrollment	# of Sections at Advertised Capacity	# of Sections by Actual Enrollment
1 to 19 Seats/Enrollments	2	145	0	20	0	15
20 to 35 Seats/Enrollments	351	329	34	42	45	83
36 to 74 Seats/Enrollments	231	110	35	7	185	133
75 or more Seats/Enrollments					2	1

Cañada: declining headcount



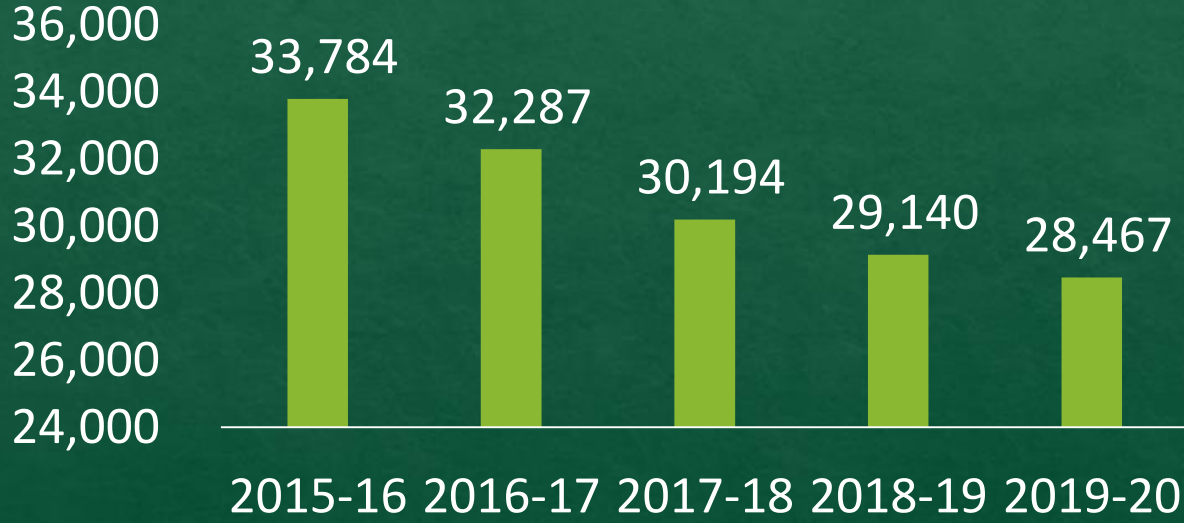
Enrollment Trends

Average units attempted per student per academic year



↓
-6%

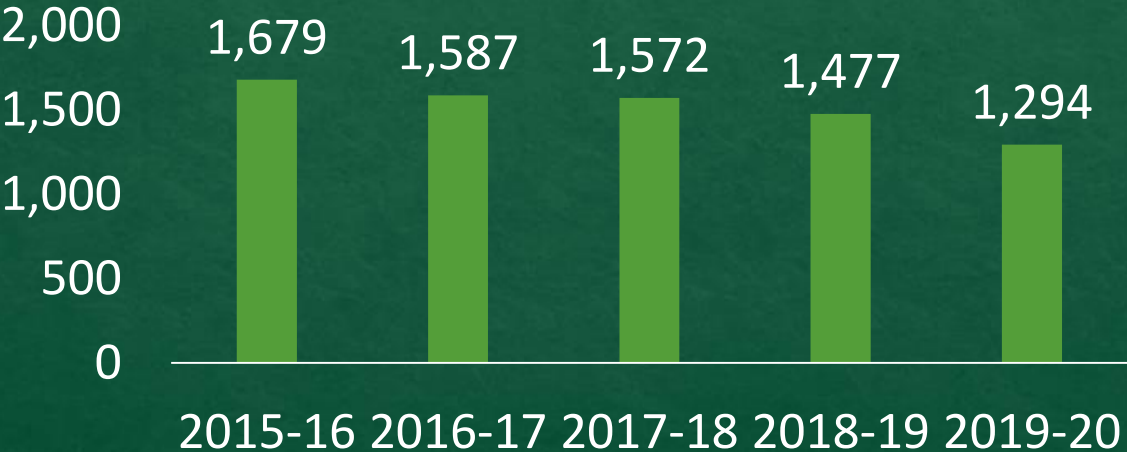
Total Course Enrollment



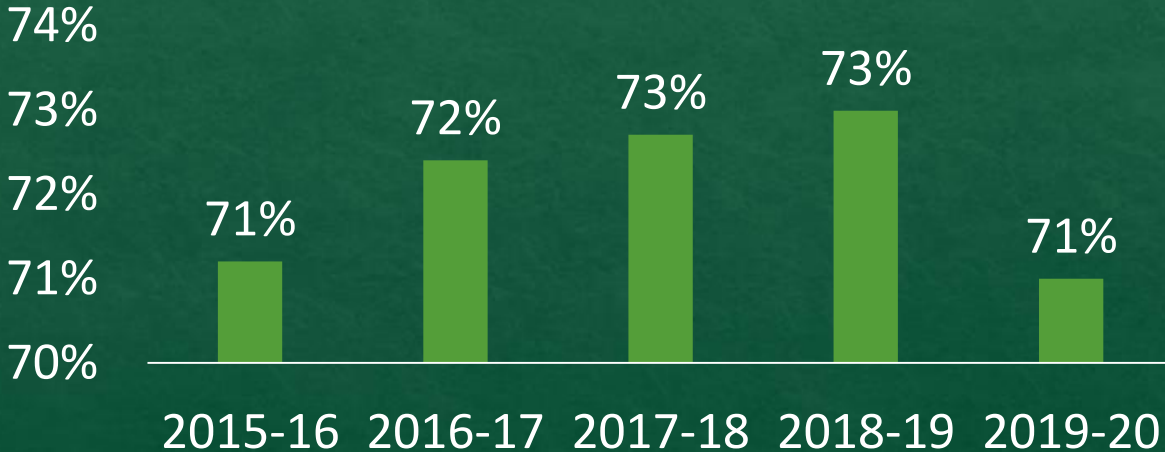
↓
-16%

Access & Course Success Trends

of students who enrolled in a course in the same or subsequent year of applying to Cañada

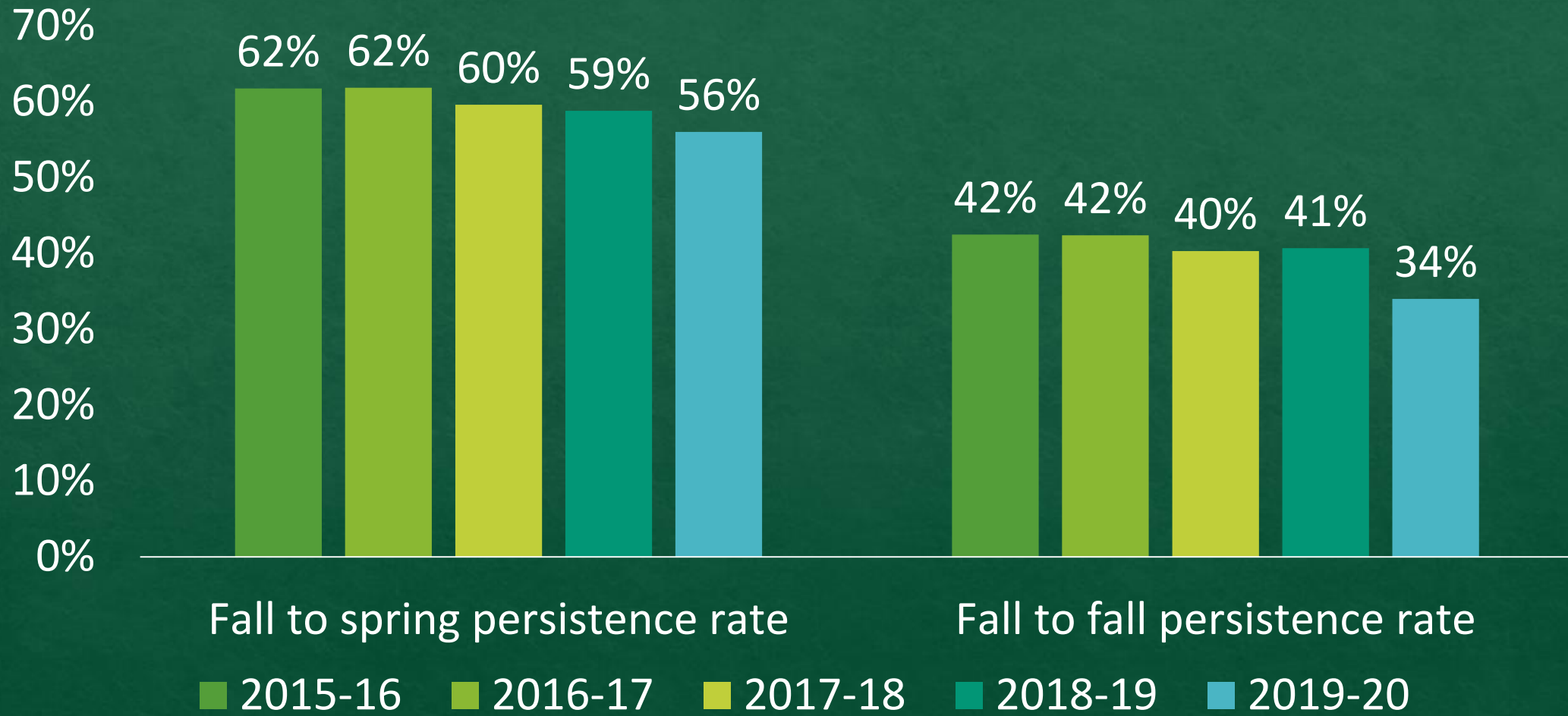


% of all students successfully completing courses with a grade of C or better



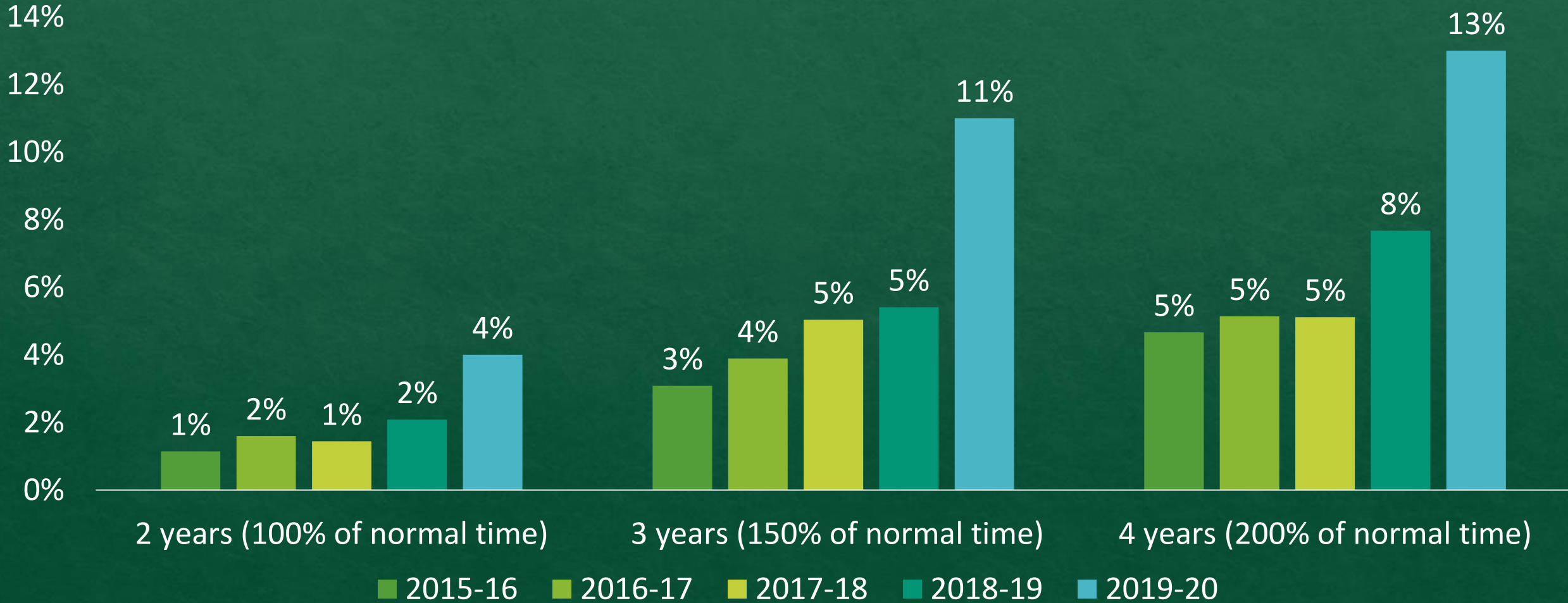
 **-23%**

Persistence Rate Trends

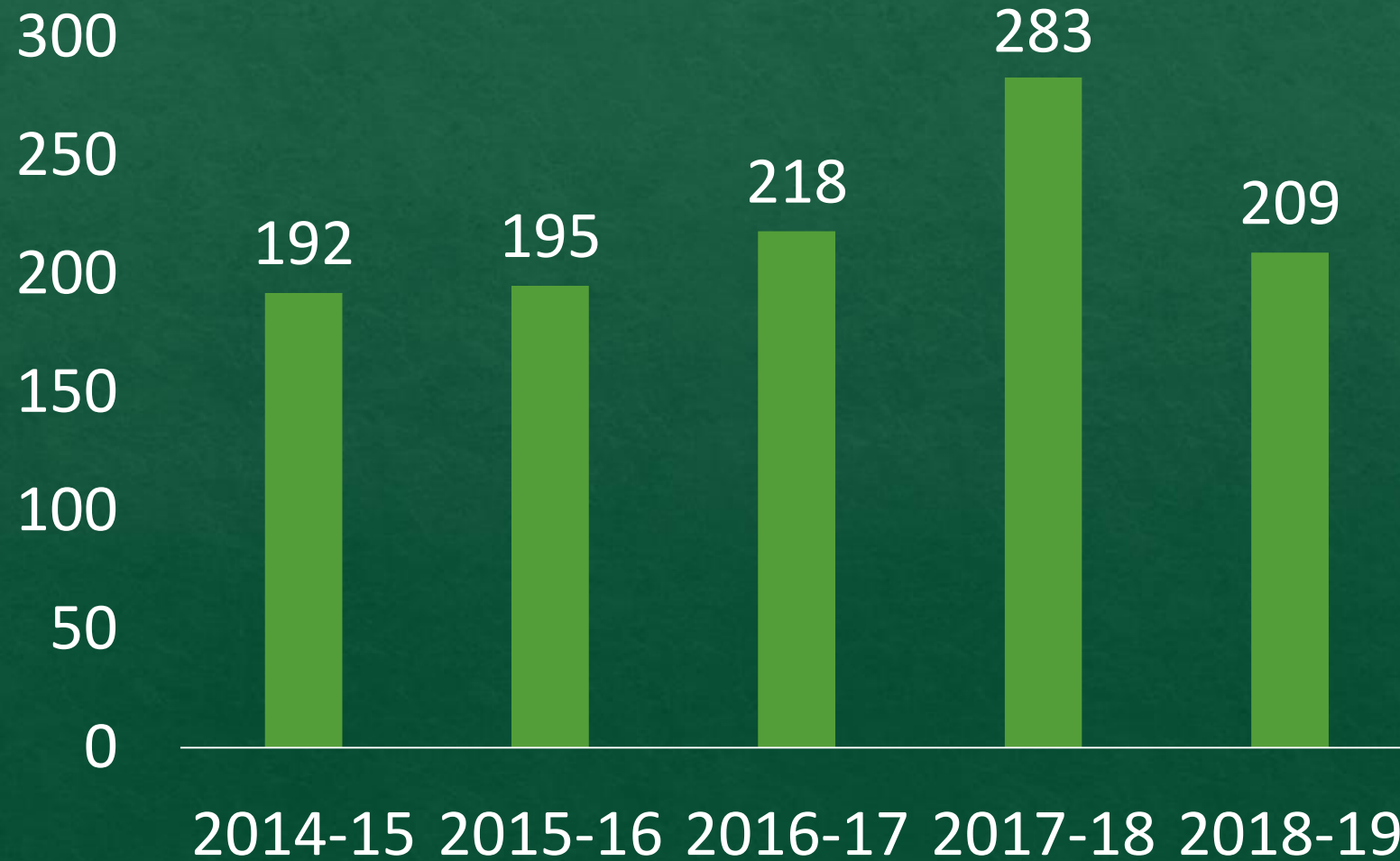


Completion Rate Trends

% of students who earn an associate degree within...



of students who enrolled at a CSU or a UC



Transfer-seeking student transfer trends

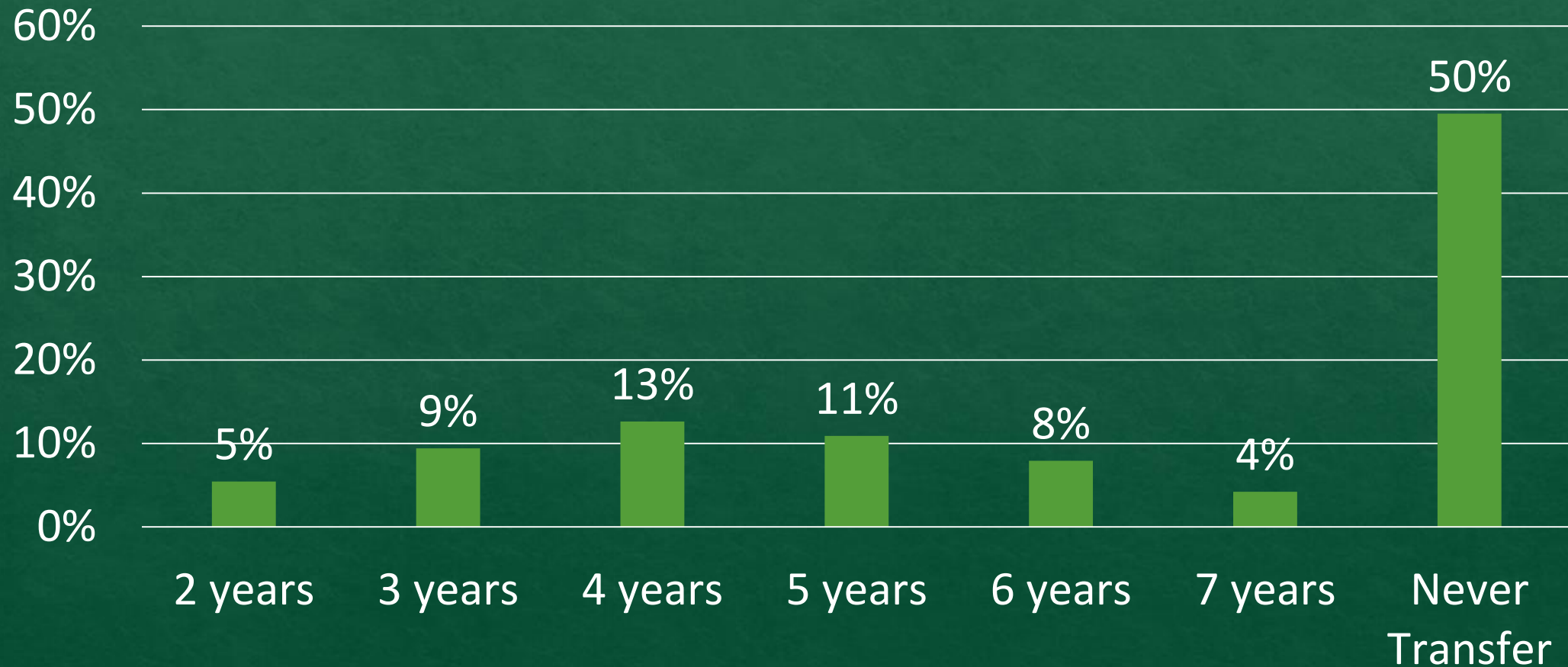


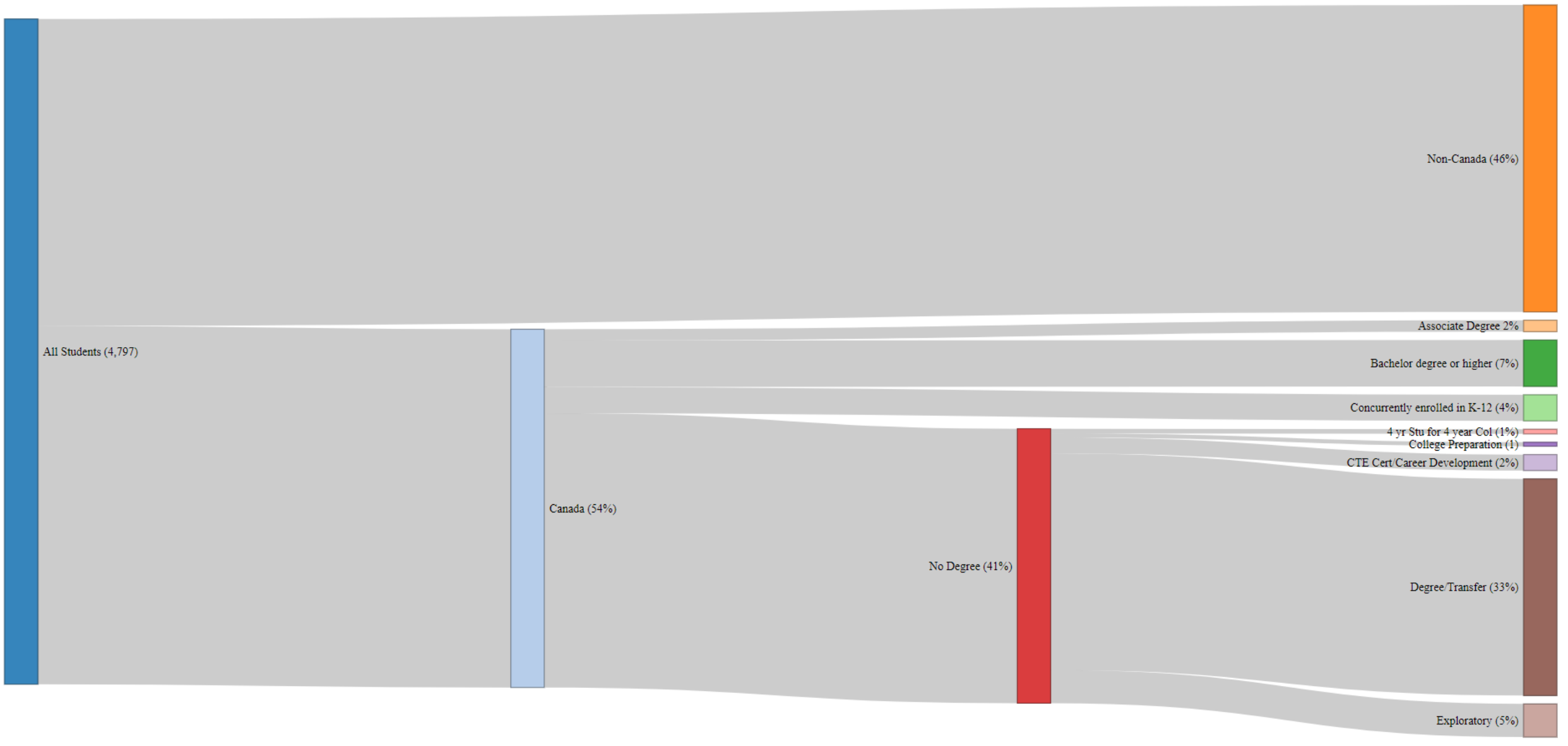
Chart shows % of students of the 404 transfer-seeking students who started their journey in 2012-13 and when they transferred.
Source: CCCC Data Mart

Student groups who are disproportionately under-represented in the following outcomes:

Enrolling at Canada within one year of applying	Filipino Students ages 20-39
Passing Courses (course success)	Filipino Latinx
Students getting an “A” grade in a course	African American/Black – not Latinx Filipino Latinx Pacific Islander

Student groups who are disproportionately under-represented in the following outcomes:

Passing Online Courses (pre-COVID)	African American/Black – not Latinx Latinx Pacific Islander Low income
Persisting from fall to the following spring term	Asian African American/Black – not Latinx Filipino Multi-racial
Transferring to a 4-year institution	African American/Black – not Latinx (female) Latinx – all genders Low income (female)



Given where we are with funding, enrollment, and student outcomes, what should our priorities be?

Moving to Top Priorities

Graciano Mendoza, Vice President of Administrative Services

Manuel Pérez, Vice President of Student Services

Tammy Robinson, Vice President of Instruction

2019-20 Priority (Guided Pathways)

Current Status

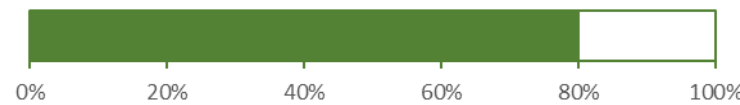
Next Steps

CRM: Streamline Matriculation Process



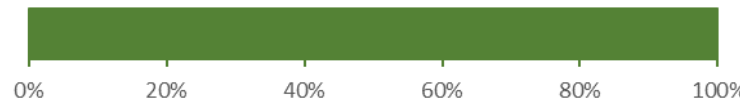
Build out next phase of CRM

Build Program Maps



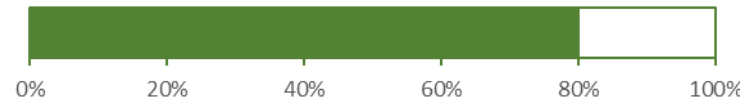
Clean and Maintain Program Maps

Create Interest Areas



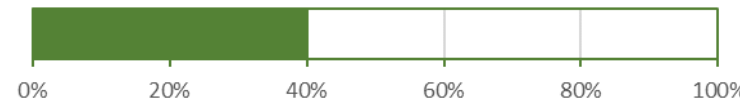
Complete!

Create Success Teams aligned with Interest Areas (peer mentoring)



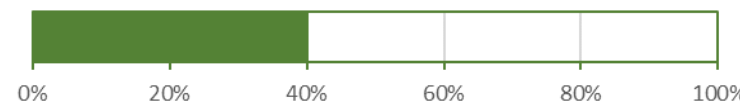
PBC approved Success Teams;
Staffing underway

Create First Year Experience aligned with Interest Areas



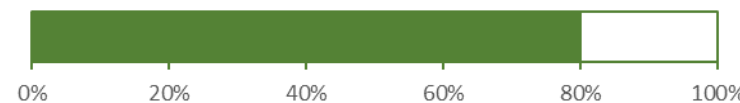
Colt-con aligned. Cohorts to be created

Expand Dual Enrollment & Early College Experience for HS students



Hired new Director of High School Transitions
& Dual Enrollment

Offer Online Courses and Programs Strategically to Support Student Completion



57 degree and certificate programs now
attainable 100% online

Create Career Exploration Opportunities & Job Placement aligned with Interest Areas





Education Master Plan (EMP)

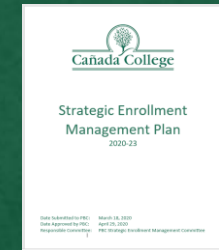
- Provides long-range vision and goals for the institution

Strategic Enrollment Management (SEM) Plan

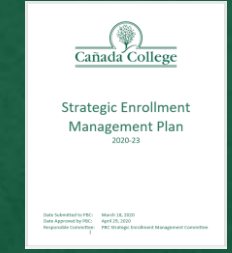
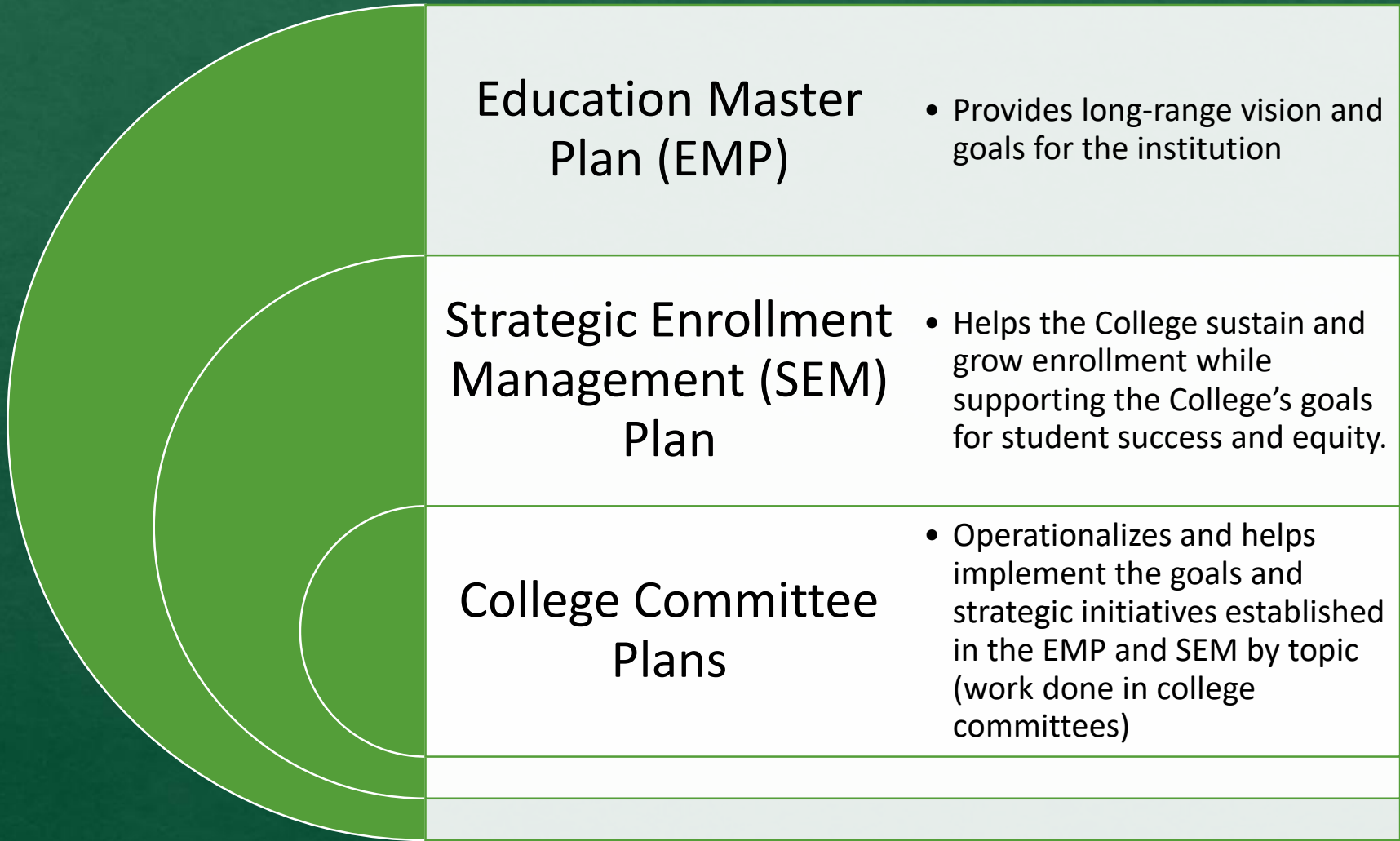
- Helps the College sustain and grow enrollment while supporting the College's goals for student success and equity.

College Committee Plans

- Operationalizes and helps implement the goals and strategic initiatives established in the EMP and SEM by topic (work done in college committees)



- Equity Plan
- Environmental Sustainability Plan
- Online Education Plan
- Professional Development Plan
- Safety Plan
- Technology Plan



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RETREAT TASK: Refine TOP 6 priorities for 2020-21

Education Master Plan: 2017-2022

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

Year 4
2020-21

Year 5
2021-22

Strategic Enrollment Planning

Strategic Enrollment Management Plan: 2020-23

Year 1
2020-21

Year 2
2021-22

Year 3
2022-23

College Committee Planning: 2020-2023
Align 3-year planning as appropriate per committee

Annual Strategic
Plan
(operational)

Annual Strategic
Plan
(operational)

Annual Strategic
Plan
(operational)

Where we are now



Process for selecting priorities for 2020-21



17 Strategic
Initiatives



Education Master
Plan (EMP)

2020-21
Strategic Priorities



17 Strategic Initiatives



Considering COVID-19 and our renewed commitment to anti-racist work



Top 6

Education Master Plan (EMP)

2020-21
Strategic Priorities

EMP: 17 Strategic Initiatives

College Goal #1: Student Completion/Success

Develop Clear Pathways

Improve Student Completion

Implement Promise Scholars Program

Expand Cohort Bridge Programs

College Goal #2: Community Connections

K-12 & Adult School Partnerships

Connect Students with Internships and Mentorships

Create an Alumni Network

Build Relationships with Employers

Enhance Marketing

Hold on-campus events

Partner with 4-year Colleges and Universities

College Goal #3: Organizational Development

Implement Professional Learning Plan

Implement Guided Pathways

Create Process for Innovation

Promote a Climate of Inclusivity

Institutionalize Effective Structures to Reduce Obligation Gaps

Update the Facilities Master Plan

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Education Master Plan:

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- ◆ Promote a campus culture that fosters a climate of inclusivity
- ◆ Institutionalize effective structures and best practices of Hispanic-Serving and Asian American and Native American Pacific Islander Serving Institutions in order to reduce the obligation gap. [NOTE: These will include related Guided Pathways and Student Equity and Achievement Plan initiatives].

We will work on the details of these initiatives tomorrow!

FEEDBACK

Please submit comments or questions via Chat or Raise your Hand

BREAK

15 minutes

Please return by 10:30 a.m.

Refining our Strategic Priorities (Part 1)

Break-out Groups

Moving to Break-out Groups

1. Enrollment management, student retention, and course scheduling
2. K-12 and Adult School partnerships
3. Expand and enhance marketing
4. Professional learning
5. Climate of inclusivity
6. Institutionalize effective structures to reduce the *obligation gap*.

Discussions should yield (at minimum):

Desired Outcome(s):

What are the desired outcome(s) of the efforts involved in this strategic priority?

Main Action(s):

What are the primary actions that will need to be taken this year to achieve these outcomes?

Key Actor(s):

Who are the key people or roles at the College that need to be involved to achieve these outcomes?

EXTENDED BREAK

Please return by 1:00 p.m.

Refining our Strategic Priorities (Part 2)

Break-out Groups

Moving to Break-out Groups

1. Enrollment management, student retention, and course scheduling
2. K-12 and Adult School partnerships
3. Expand and enhance marketing
4. Professional learning
5. Climate of inclusivity
6. Institutionalize effective structures to reduce the *obligation gap*.

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BREAK

15 minutes

Please return by 2:15 p.m.

College Priorities for 2020-21

Dr. Jamillah Moore, President

Our Context

- ◆ Our enrollments continue to decline (and we are seeing fewer and fewer “home” campus students)
- ◆ Our basic aid status may be at risk
- ◆ Our investment in smaller class sizes is not necessarily improving student outcomes
- ◆ We continue to see groups of students disproportionately under-represented in our successful outcomes

Students

- ◆ Our students are front and center
- ◆ We appreciate the commitment, energy and partnership with administration of our student leaders
- ◆ ASCC priorities for 2020-21
 - ◆ Multicultural Awareness
 - ◆ Virtual Learning and Community Building
- ◆ Our data shows: not all of our students are able to get through their educational journeys - as we saw, some of our student populations are not proportionately represented in our successful student outcomes

Our Emerging Anti-Racist Framework

College Commitments

We are Cañada College - a community of scholars and practitioners.

As a collective and as individuals we commit to:

- ◇ critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- ◇ uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- ◇ reimagine and build a community of learning and service based in anti-racism, social justice, and liberation;

We welcome and invite these commitments as essential components of an anti-racist and socially-just community for the students we serve, the community where we work, and the world we live in.

Anti-Racist Areas of Impact

- ◆ Hiring, Evaluation, and Retention
- ◆ Teaching and Learning with students
- ◆ Support Services and Resources
- ◆ Structures, Facilities, and Community Space(s)
- ◆ College Mission, Vision, Values

Faculty & Staff Engagement

- ◆ With COVID, faculty and staff have a lot on their plates
- ◆ Some full-time faculty shoulder a lot of the responsibility of participating in shared governance; others are less or not engaged
- ◆ Adjuncts may not feel part of the college or aware of the significant shifts we are trying to make in our practice
- ◆ How can we better understand faculty and staff concerns about hierarchy and our decision-making structures?
- ◆ How can more we effectively engage all faculty and staff in our college re-design and anti-racist work?

Additional ideas/discussion

- ◇ Can we do random groupings and conversations with students – do a college hour? A place to check in, connect
- ◇ How do we reach the broader community? Some of us are in a lot of these meetings and understand what is going on. But how can we reach more people?
- ◇ How will the ideas we came up with be acted upon?
- ◇ What are doing right now that's really working that we can amplify? Use an “appreciative inquiry lens?”
- ◇ Ethnic Studies! When will we add those?
- ◇ Idea of professional learning to be a monthly check-in?
- ◇ Speakers/critical convos – start with the vocabulary and the definitions – keep the momentum and have them as often as possible to it becomes normal for folks – respectfully hearing people's experiencing and calling people “in” when they may not be supporting an antiracist framework (Candice Johnson)
- ◇ Can we use the Town Halls to report out on all of our efforts? Progress we've made?

Improve Student Completion

Desired Outcome: Emphasize DE transition for students/Online success. WITH a special emphasis on interpersonal connections.

Strategies/Actions:

- ◇ Online study/learning support. Faculty referrals are essential.
- ◇ “Preemptive” problem solving/strategies.
- ◇ Classroom Zoom drop-ins.
- ◇ Student orientations/Town Halls.
- ◇ Success teams.
- ◇ “Connections Sections” designation for faculty who invite visits and commit to helping students connect to resources.
- ◇ Direct support for students in crisis.

K-12 and Adult Ed. Partnerships

Desired Outcomes:

- ◇ Parent Engagement (they have a big influence on where students go),
- ◇ Remove the stigma of attending community college-they push 4 yr universities instead of providing comm. college as a viable option
- ◇ Kinder parents- How do we engage with our elementary partners?
- ◇ Strengthen Concurrent and Dual Enrollment Programs
- ◇ Create a SEP at High School during their Senior Year- They get a Senior SEP (take these classes), you will be ready to transfer
- ◇ Availability – people need to be available to answer student questions
- ◇ Community Awareness – they don't know we are here in the community, one group member attended HS in East Palo Alto and had no idea Canada was here

Main Actions:

- 1) Strengthen Dual Enrollment Programs
- 2) Changing our Branding- What do we offer, advertise our transfer stories, cost-saving, honors program. Updating our Marketing Material to use at the high schools (Orange booklet)
- 3) Menlo Park Center- Provide more activities, community events

Key actors: ASCC, students ambassadors, everyone from the college, Marketing
PRIE (Alex)

Enhance Marketing

Outcome: reach all prospective and existing students effectively, addressing the challenges of COVID and shelter in place

- ◆ Collaboration across departments
- ◆ Student Collaboration
- ◆ Importance of Social Media and Video
- ◆ Social Media ads from Student Point of View
- ◆ Incorporate Games, Social Media Apps, Contests
- ◆ See where breakdown in Enrollment happens with new CRM
- ◆ Infuse Web Content Task Force with a “Marketing and Outreach Task Force” (Expand group to several departments on Campus)

Key Actors: Marketing, ASCC, Upward Bound, Outreach

Professional Learning

Main Action(s):

- ◇ What are the primary actions that will need to be taken this year to achieve these outcomes?
- ◇ Call to all fac/staff for help making this happen (workshops, supporting others)
- ◇ Short, specific surveys that drive priorities
- ◇ Updated info sheets that are shared with stu's to clarify where to go/how to do things
- ◇ Increase frequency of check-ins - what do people need *now*?
- ◇ Monthly newsletter to invite people to events, support best practices, recruit people for events
- ◇ Make sure that training schedule works for everyone in terms of times/days
- ◇ Simplified way to address Websmart issues: does it have to go to ESC? The delay can be long, resulting in students getting frustrated and leaving
- ◇ Cheat sheets for each dept so everyone knows how services are supported in these areas
- ◇ Implement system such as cranium cafe where fac/staff availability is easy to see, uses active links

Key Actor(s):

- ◇ Who are the key people or roles at the College that need to be involved to achieve these outcomes?
- ◇ Leads for DE/Online Learning, Classified Senate, Cabinet, Professional Learning Committee, ASCC rep's serving on committees, College Council

Promote Climate of Inclusivity

- ◆ **Desired Outcome:** We believe everyone deserves to be included in community, heard, seen, valued, honored, and celebrated in a healthy environment that is open for positive change and works towards challenging the status quo
- ◆ **Actions:**
 - ◆ Our actions towards this are
 - ◆ Communication that is polite, civil, collegial, thoughtful, and fun.
 - ◆ This communication includes availability - available for communication from faculty on how to do something on canvas or completing an assignment. Virtual office hours or check in sessions or what's up sessions.
 - ◆ Additionally, finding opportunities to come together consistently to discuss openly and within virtual spaces.
 - ◆ Virtual college hour or creation of consistent Brave Spaces can and must happen to create community around something we want. This should be done with PCC staff included.
 - ◆ Social justice must be infused in our common practices through hiring practices, training, regalia, and common reads.
 - ◆ Celebrating our actions and accomplishments and recognizing how far we have come

Institutionalize effective structures to reduce the obligation gap

Desired Outcome(s): what are the desired outcome(s) of the efforts involved in this strategic priority?

- ◇ Our community knows that we are an HSI/ANNAPISI it is clear in all of our physical and virtual spaces that we are intentional in supporting these communities
- ◇ Outcomes should be College wide- Guided Pathways moving towards institutionalizing programs like STEM/ESO Adelante
- ◇ Institutionalized pedagogy that supports instruction at an HSI/AANAPISI
- ◇ Childcare???

Main Action(s): what are the primary actions that will need to be taken this year to achieve these outcomes?

- ◇ Faculty learning program/professional development
- ◇ Ask students what they want

Key Actor(s): who are the key people or roles at the College that need to be involved to achieve these outcomes?

- ◇ PRIE
- ◇ Professional development committee
- ◇ ASCC
- ◇ Faculty
- ◇ ACES
- ◇ Office of instruction

Retreat Closure and Next Steps

Dr. Jamillah Moore, President

Anti-Racist Framework: NEXT STEPS

- ◆ Small teams to engage in the e-convenings led by the USC Center for Race and Ethnicity (and coming back to share their learning)
- ◆ Cañada College Community Read
- ◆ Continuing our Critical Conversations: at least 2 this fall
- ◆ Planning & Budgeting Council to review our Draft Anti-Racist Framework and discuss how best to apply it to everything we do

Next Steps

- ◆ Leadership Retreat recommendations shared with the larger community on Flex Day next week
- ◆ PBC to consider recommended strategic priorities, actions, and next steps at their first meeting
 - ◆ College Councils, Committees, and Work Groups will begin work on each of these priorities

Adjournment