Cañada College

Strategic Enrollment Planning Forum & Virtual Discussion Results

11/5/2013

Community

1. Close to home/work
2. Affordable
3. Choose a school or academic programs
4. Felt the quality of instruction was excellent/good
5. Support services excellent/good
6. Growth of job training programs – Health, CIS, Engineering, Biotech
7. Our students already working
8. We're not a second choice!
9. Strong support for education
10. We need to be more innovative
11. Focus on excellent programs
12. How long have students been at Cañada
13. Create focus groups in the community
14. Since the main reasons that students come here are proximity, course selection and affordability, we should promote that in our advertising, and also concentrate the advertising on local high schools.
15. I wish there had been some questions about where people get their information, so increased efforts on marketing could be increased.
16. How does the transfer(s) data compare to the JCs in the counties North and South of us? The transfer and retention trends are do they compare with JC's around us?
17. The community survey indicates that people like our facilities and want to study near their home and work. We should try to integrate our campus more into community as a resource. Folks also want course "packages" that can lead to job training and transfer preparation. But older community members still want to be able to engage in lifelong learning, taking a course here or there. I think increasing use of facilities for cultural and musical events would help bring more visibility to our college. We can partner with local cultural institutions and advertise well. May not make money from event, but more about increasing visibility of college in community.
18. It looks like the survey results state the obvious. How much did we pay for that? I guess it's good to know that people generally have a positive impression of our college, but I don't see how that helps us plan for the future.
19. Maybe the survey will have the side-effect of nudging people to enroll; I hope so.
20. That two-year packaging idea appears to interest some people, but it didn't seem to garner huge interest.

Student Success

1. What is Skyline doing in Basic Skills?
2. There are spikes and valleys in completion and transfer
   a. Creation of interdisciplinary degrees
   b. ADTs and articulation agreements
3. There are disproportionately fewer transfers her than CSM and Skyline
   a. Larger % skill level student here
   b. Larger % vocational students
4. Black Non-Hispanic Success rate exceedingly low. Why?
5. Hispanics low success rate. Why?
6. "Transfer Velocity" ok – what are Foothill and De Anza doing?
7. I can see that we have disparities in our success rates for different ethnicities, but nothing about what assists students in being successful. It is interesting that students appear more successful in summer.
8. I would like to see strategic goals tied to all of this data. There is a lot of data here... I would like to be able to turn it into information. That means knowing which decisions will be tied to which pieces of data.
9. Same how do we do compared to the other JCs in our county?
10. Why are our transfer rates going down? Why are percentages low for students enrolling in the pre-transfer math, English, reading classes they place into? How can we increase basic skills success rates? How can we tailor additional academic supports for African American and Latino students, especially in the subject areas where they are struggling most? How can we help first year students do better?
11. How odd that so many students who place into basic skills courses don't enroll in them. This data supports faculty observation, but it is difficult to interpret. Why aren't they enrolling?
12. In all other areas, it appears that we're on a positive trajectory. So I think the "what to do" question might be answered with creative thinking and research into successful programs elsewhere

Student Demographics

1. We are trending up in transfer course success – 71% - 77% however we have lower #s as a goal
2. We need more granular info on Basic Skills e.g. demographics and discipline also by each program because our divisions are combined.
3. CSU/YC students don't seem to be coming to CC
4. Increase in non-high school grads (compared to the District)
5. Increase in high school
6. Under serving male students
7. Placement levels U-shaped – Basic Skills and Transferable
8. International students at CSM increased
9. We're not attracting students from our feeder high schools
10. DE students 18-24 (increase in that age group)

11. Enrollment is flat, with a decrease in full time students and an increase in concurrently enrolled students. The economy is probably the reason for a decrease in full time students. We should promote programs like the one for working adults to target these students. Concurrent enrollment numbers seem to vary widely. Why?
12. I would really like to see more support for students and professionals of color.
13. I have seen a lot of internalized racism on campus from administrators and staff and I am not surprised we can't retain our students of color.
14. What are we really doing to train our professionals?
15. What are we doing to train our student leaders?
16. What actions are we taking inside and outside of the classroom to retain and gain students and professionals of color?
17. What sort of bridging classes and additional support are required by our Latino students to be successful? How can we better encourage them to take advantage of these services?
18. We need to continue to see ourselves as a Hispanic serving institution and to think about programs and services in that light. Because many of the students in our biggest feeder schools are English learners, we need to keep strong ESL programs and train faculty in other disciplines to understand this population better.
19. The 4th of 6 district enrollment slides has a typo in the title (Enrollment).
20. I'm surprised that these data suggest declining African American student enrollment at Cañada; I think more recent data would suggest the opposite (at least in my courses).
21. I was looking for student retention/success data by ethnicity, etc., but don't see it. From my experience, I think we (I) need to work harder on student retention especially of under-represented students (Pacific Islanders and African American students, in my courses).

Instructional Program Offerings and Labor markets

- Assumptions:
    1. Females 2/3 vs Males 1/3
    2. Do not enroll as many Caucasians as represented in the community.
    3. CTE enrollments highly enrolled at Canada
    4. Increase in concurrent enrollment and under 30 yrs of age
    5. Canada has a large age span from 16-80+
    6. Certain CTE disciplines have higher educational levels – Bachelor's and above
    7. Increasing numbers of certificates and degrees in CTE program
    8. Male population is slowly increasing
    9. How do we get more feeder high school students to this campus?
    10. How do we get more CTE driven students to campus?
    11. How do we get more completion?
    12. Utilize Middle College high students as ambassadors to the campus (younger students)
- Exploring & Discovering:
    1. Important points seem to pop out? Only 18% of SUHSD English learners in SM County
    2. Graying population projected for next 30 yrs—will we become a lifelong learning institution in 2050 as opposed to traditional pop?

3. Out of 1,809 10-11 HS Graduates, only 237 enrolled at Canada; overall out of all SMC High Schools, out of 5,593, Canada only enrolled 359. How many going directly to four year institutions vs going directly to work or doing nothing..
4. Look into bringing back Computer Support Specialist program – Certificate…
5. Household Income – SM Co. second highest in SF Metropolitan Bay Area—what percentage of high school graduates are going directly to four year private, UC, & CSUs? Huge disparity between income levels from EPA/E Menlo Park to Hillsborough/Atherton/Portola Valley, etc.
6. Need to take the 4.b VIII (US Unemployment Rate by Education—May 2013) on the road to the high schools when recruiting… direct correlation between higher education and lower unemployment rates.
7. Seems to be surprising – get lots of students from coastside
8. 4B VI – Hispanic population increasing in County along with increase population at College;
9. Non-traditional, returning Adult Students.
10. Through a cert/AA stackable pathway.
11. Need data on this population
12. Data from employers/Business Communities
13. Lack of data = Non-traditional
14. Confusing Programs not listed on Instructional offerings
15. Sequoia should be a direct feeder
16. Partnering with High Schools
17. Too rushed not enough time to provide
18. Win-Win Cert and AA
19. Employers want employees with Lib Arts degree.
20. Soft skills i.e. Problem solving, critical thinking, presentation, inter personal
21. You need to survey students!
22. I'd really like to see the program review data specifically for Canada instead of county wide data. What is the demand from our students? I'm not at all sure that our students are picking courses of study based on where current employer demand is, either.
23. How can we collaborate with high schools in order to support their CTE initiatives? What additional articulations and programs would encourage high school completion and transfer to community college?
24. We should build up computer and allied health programs (including adding dental hygiene), keep our ECE program strong, and maybe introduce real estate appraiser certificate program or electronics certificate. Marketing messages should link our instructional programs to labor trends/job market. Community survey shows that people think our programs are good quality but they want them linked to job training. Here's a way to do that! Also want to show that getting an AA/AS degree decreases chances of being unemployed, compared to just finishing high school
25. Health service jobs appear to pay well and be available, so perhaps we should promote and increase our rad tech and nursing options.

26. Education and childcare are other growth areas, so maybe we have growth and advertising opportunities here, too.
27. Interestingly, the data don't show anything about "green" jobs, so maybe that's not a promising path for students to take.

Other Comments – Survey Only

1. I would like to see a lot of program review data for each program. Is the program increasing or decreasing? Do some programs have better results for different ethnicities? There also needs to be a financial component here. What are we trying to do? Do we need to grow enrollment or stay steady? Should we address the need for a comprehensive college? Are there programs we are missing?

2. I reviewed the data provided, but it is a lot of information to put into context. I felt that more explicit questions may have allowed me to provide better feedback on the data. If you had said something along the lines of:
"Based on the findings (X% of our population have experienced this") we are considering implementing a problem with the following goal. What do you see as the challenges to the success of this kind of program? Would it meet the students needs as defined by the data?"

   I felt that this survey focused on Phase 2 of the Strategic Enrollment Planning Forum questions, but that the larger population would be better able to engage in the Stage 3 questions (particularly the last two):

   · What inferences, explanations, and conclusions might we draw? (Causation)
   · What additional data sources might we explore to verify our explanations? (Confirmation)
   · What are some solutions we might explore as a result of our conclusions? (Action)
   · What data will we need to collect to guide implementation? (Calibration)

3. Keep focus on job training and transfer preparation. Emphasize good quality of instruction. Tailor support services more to the realities of our population. Increase connection of our campus with local communities through use of facilities for community cultural events. We need to look at unemployment rates by local region because the SMC data make us just look like a rich county. We know that many of our students come from communities that are the exception to that rule. To get funding for new programs, we will have to show need, and need exists in our poorer communities. As we bring new programs in and advertise them, we need to be prepared for the reality of skill level students come in with and have stronger basic skills programs, ESL, specialized support services, so our students finish these programs that will help them get jobs or go on to four year college.

4. Someone did a nice job of pulling together all of these resources; thank you.