



OFFICE OF THE PRESIDENT

Date: December 17, 2010

To: Governing Board of the San Mateo County Community College District

From: Thomas C. Mohr, President
Cañada College

Re: Use of Measure G Funds

Cañada is immensely pleased to bring forward a plan for the expenditure of almost two million dollars of Measure G funds. These expenditures address substantially the most urgent academic and personal support needs of the 7500 students enrolled in the College. Particular attention has been paid to making it possible for students to enroll in courses appropriate to their academic preparation and goals and their advancement through the pathways that lead to completion of their majors and/or CTE certificates. Student support systems known to be critical to student success and completion of programs have been significantly strengthened and initiative taken to expand or develop programs where there are clear, identified, but unmet needs.

The process for the delineation of planned Measure G expenditures began immediately after Measure G was approved by the electorate and adhered closely since then to the college's formally adopted structures and processes for planning throughout the college. Deans, faculty and staff of each division revisited program reviews, discussed gaps in programs and developed recommendations to be considered by the two major planning bodies of the college, the Instruction Planning Council and Student Services Planning Council. Formal presentation of the plan was made and discussion conducted at general meetings of every division of the college. The College Budget Committee reviewed at numerous meetings all suggested expenditures before passing the plan forward to the College Planning Council for its final review and endorsement.

Information is provided below that gives perspective to the redemptive impact of Measure G funding and the strategies employed to bring redress to the problems engendered by the severe reductions imposed on the college by the State of California.

On behalf of the entire Cañada College community may I convey our deep gratitude to the electorate of the county for approving Measure G and to the Governing Board for its leadership and persistence in bringing the critical need for funding to public attention. The educational well being of Cañada students is greatly affected.

Sincerely,

Thomas Mohr
President

Background

Over the past 2.5 years, Cañada College experienced overall budget reductions of over 22% resulting in a decrease in faculty and staff and over 40% reduction in adjunct faculty. These reductions had significant impact on the number of sections offered as well as causing a decrease in student services at the college.

The California State Community College System handed down significant reductions in student service support areas including: EOPS, DSP&S, Matriculation and CalWORKs – with some programs experiencing an over 50% reduction in funding. This reduction in services for students and the concurrent increase in demand for support left new students without the support they need to be successful.

Effective Practices:

Student access, Success and Persistence: Research indicates that large numbers of students entering the community colleges require developmental education. And, for these students to be successful, we need to provide them with the necessary courses and critical support services.

Among other activities, this includes:

- Offering sufficient developmental English, reading and math course sections and other courses for student to progress (e.g. transfer, career and technical education)
- Creating individual student education plans to keep students on track
- Creating and maintaining clear transfer pathways and clear Career/Technical pathways for students
- Providing mandatory orientation sessions which are in-depth and address needs of subgroups of students
- Creating an early alert system for students experiencing difficulty
- Establishing learning communities and promoting student engagement
- Expanding our strong honors program that outreaches to all eligible students
- Developing a case-management system for advising for the highest risk students (e.g. low income, veterans)
- Implementing bridge programs (e.g. Math Jan, LEAP) and mentoring programs
- Offering tutoring and supplemental instruction opportunities

By implementing these strategies, we hope to be able to significantly improve their fall to spring persistence rates.

Workforce Development: The #1 reason most students give for attending college is “to get a good job”. An organized method of connecting Cañada College to the local business and industry is essential to help students make the connection between college and career skills/opportunities. The college needs to be able to provide learning opportunities for students which meet the employers’ needs.

Problems Being Addressed Through Measure “G”:

- **Reduced Course Availability:**
 - Limited course availability for some basic skills students (e.g. math, English, ESL, and Reading sections were previously closed for 5 weeks)
 - Limited general education/transfer course availability for day and evening students (almost half of our students attend in the evening). For example, BIO 130 sections were completely full and there were only 2 sections of ENGL 100 and 1 section of Speech offered in the evening.
 - Limited career and technical education pathways due to declining section availability.

- Distance Education: Need to expand opportunities for additional sections, faculty development, and coordination
- Counseling: A lengthy waiting time for walk-in counseling services
- Articulation: Lack of articulation agreements with many of our primary transfer universities causing problems with students who are transferring
- Orientation: Limited up-front orientation and advising opportunities for new students (e.g. large orientation sessions with only one or two counselors providing limited advising)
- Special Populations: Lack of targeted support services for the students at highest risk of failure
- Bridge Programs: Limited space in our bridge programs (Math Jam, LEAP)
- Tutoring Support: Has had significant reductions both in staffing and in tutoring hours
- Workforce Development: A coordinator to develop programming and work with local business and industry to address workforce issues and meet with employers

Cañada College Measure G

| Resource Plan | Amount | Type | Measure G Criteria | Percent of Total |
|---|--------------------|-------------------|--|------------------|
| <p>Instruction: One of the largest reductions was the number of sections. We increased the number of sections by over 21 for Fall 2010 and are planning to increase the number of sections by at least 53 sections for Spring 2011 as well as increase summer sections. These sections will open opportunity for students to take needed basic skills and general education courses. Having this access to courses increases opportunity for students to complete educational goals. In addition to these extra sections, we are developing a Friday night/Saturday College. Classes will be offered in 8 weeks using a hybrid format. In addition, distance education is increasing - particularly high quality coursework, and we will be expanding this area of instruction as well as workforce curriculum.</p> | \$957,350 | Faculty | Restoring funding to offer an adequate number of classes & labs to meet growing student demand | 50% |
| <p>Student Support: The additional student support will expand our library hours, increase the limited counseling services, address a critical need to improve our articulation with other colleges, expand our new student orientation program, provide necessary support for veterans, increase the number of students who complete the FAFSA and thus receive financial aid, expand tutoring, and further develop student communication.</p> | \$577,175 | Faculty and staff | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs / Keeping libraries open and maintaining library services | 30% |
| <p>Course and Program Innovation: The MATH JAM and LEAP programs, Workforce Development, Basic Skills Success Programming, Leadership Development, and Adjunct Faculty Professional Development are all necessary programs to improve access and success for our students.</p> | \$380,080 | Faculty and Staff | <p>Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting</p> <p>Preparing students to transfer to four-year colleges & universities</p> <p>Maintaining Core Academics</p> | 20% |
| Total Measure G Request | \$1,914,605 | | | 100% |

Cañada College Measure G

| Resource Request | Amount | Type | Measure G Criteria | category |
|--|------------------|----------|---|-------------|
| <p>Additional Sections: The largest budget reduction was reducing the number of sections. We increased the number of sections by over 21 for Fall 2010 and are planning to increase the number of sections by at least 53 sections for Spring 2011 and increase sections in the summer. These sections added will open opportunity for students to take needed basic skills and general education courses and will provide them with the access to complete their educational goals.</p> | \$819,250 | Staffing | Restoring funding to offer an adequate number of classes & labs to meet growing student demand | 1310 |
| <p>CAC - Canada Accelerated College: to better serve our student needs regarding scheduling (particularly working adults), we are developing a Friday night/Saturday college. Classes will be offered in 8 weeks using a hybrid format (e.g. 4 hours in-person instruction and 2 hours on-line). This programming will allow greater access for students into general education courses and into pathways for transfer certification. It will also facilitate decreasing time to completion and will support students' ability to finish a transfer certificate or degree.</p> | \$38,700 | Staffing | Maintaining core academics including science, English and mathematics; Restoring funding to offer an adequate number of classes and labs to meet growing student demand | |
| <p>Distance Education: distance education is increasing - particularly high quality coursework. In order to improve our offerings, including online degrees and certificates, it is essential to have both coordination of the activities and training for faculty. The access to course offerings on-line will be increased significantly which will assist students who cannot make traditional schedules work.</p> | \$99,400 | | Maintaining core academics including science, English and mathematics; Restoring funding to offer an adequate number of classes and labs to meet growing student demand | |
| Total for 1310 | \$957,350 | | | |

Cañada College Measure G

| Resource Request | Amount | Type | Measure G Criteria | category |
|--|------------------|----------|---|----------|
| Library Hours: Added hours to assist students with research projects will improve access and success. | \$38,000 | Staffing | Keeping libraries open and maintaining library services | stud svc |
| Adjunct Counseling/Case Management: Through careful planning, we will be able to improve our counseling services to students in various groups where they have been reduced significantly. This includes counseling for basic skills students, disabled students, athletes, high school outreach and early alert interventions. Research indicates that more intensive counseling services, particularly with first generation students, has a positive impact on their success. | \$132,480 | Staffing | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | stud svc |
| Articulation and Orientation: There is a critical need to improve both the articulation and orientation services provided for students. There are many courses which do not articulate to our primary feeder universities as we have not had the resources to work in this area. The improved articulation and orientation services will provide more complete information to students (i.e. about attending college, transferring) and will help them be more successful. | \$115,432 | Staffing | Preparing students to transfer to four-year colleges and universities | |
| Veterans Support Services: With additional veterans attending college, it is necessary for the campus to improve the services provided. This includes both coordination of services and benefits at the campus veterans center (V-ROC) and providing additional psychological services. | \$53,789 | Staffing | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | |
| 100% FAFSA Initiative: Through specific services targeted at students seeking financial aid, our goal is to increase the number of students (financial aid eligible) to 100%. A number of outreach and promotion efforts will be made and specific counseling services for financial aid students will be provided. This initiative will increase accessibility to college through pairing students with appropriate aid. | \$50,474 | Staffing | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | |
| Tutoring: The expansion of tutoring and creation of a peer mentoring program along with the addition of an instructional aide to help coordinate the program essential for student success. Tutoring supports access by providing academic support needed by students and the development of the peer mentoring program will be beneficial to the success of our students. | \$127,000 | Staffing | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | |
| Student/College Communication Structure: It is critical that we maintain effective communications with our students and staff. This project will increase the ability for students to access information about college processes. Clear communication that is "user friendly" is critical for student access to the college. | \$60,000 | | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | |
| Total for Student Support | \$577,175 | | | |

Cañada College Measure G

| Resource Request | Amount | Type | Measure G Criteria | category |
|--|------------------|-------------------|---|----------|
| Instruction/Bridge Programs: The MATH JAM an LEAP programs have proven to significantly improve student success by providing more intensive orientation to students prior to the beginning of the semester. There has been concern about improving writing skills as well and plans are underway to create a WORD JAM. These types of programs improve access to math courses for students who need some refreshing - for example MATH JAM helps students place into higher math courses thus decreasing their time to completion. | \$160,000 | Faculty and Staff | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs; Maintaining core academics including science, math and English | cpi |
| Workforce Development: The college is missing out on numerous opportunities to expand workforce training for our students. This will provide a focus on the development of job training programs and create partnerships with area businesses. This will also assist in the development of curriculum for these courses. Because of the high demand in CTE areas, increasing student access to courses and programs is essential. Student success increases when programming meets both the student's needs and the community needs and students are able to obtain jobs as a result of their education. | \$85,080 | Faculty | Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar & wind energy), police and firefighting | cpi |
| Basic Skills Success: The funding for our basic skills activities has been significantly reduced from our original allocation. It is important to maintain support services directed at improving the basic skills students - particularly those who are first generation. | \$75,000 | Faculty | Maintaining academic counseling programs & other student services to promote student achievement, graduation & access to high-paying jobs | cpi |
| Student Leadership Program: Student engagement is an important aspect of student success. This Leadership Program will encourage our first generation students to become active in the campus community and provide skill development workshops where they can become successful. | \$10,000 | Staffing | Preparing students to transfer to four-year colleges & universities | cpi |
| Increasing Adjunct Faculty Participation: Many programs need the involvement of the adjunct faculty but there are no resources to support their participation. This request would provide stipends for adjunct faculty to meet with and work with the departments and divisions on various initiatives that require their participation and input, such as curriculum development, student learning outcomes, assessment cycle work and program review. | \$50,000 | Faculty | Attracting and retaining qualified instructors | |
| Total for CAN Innovation | \$380,080 | | | |