Strategic Plan
Strategy Sessions, Second Round
November 2006

Prepared by

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This is the second of three PowerPoint presentations designed for the College's strategic planning process. The first looked at trends outside the College. This presentation looks at data and information about internal trends.

Calendar of Events, Educational Plan

- Today's Strategy Session—Internal Scan Test Preliminary Findings.
- Week of December 4. Review of preliminary Findings and Recommendations. Draft Mission Statement
- Week of January 15. Draft report ready for review. Findings arrayed by existing Cañada College goals, suggested strategies, and success factors. Recommendations for specific institutional action plans to address study findings.
- February 19. Final strategic planning document delivered.
- Mid-March. Synchronization of preliminary college budget and planned activities for alignment with Cañada's strategic plan.
- Late March. Cañada College's budget and planned activities for 2007-2008 linked to strategic plan
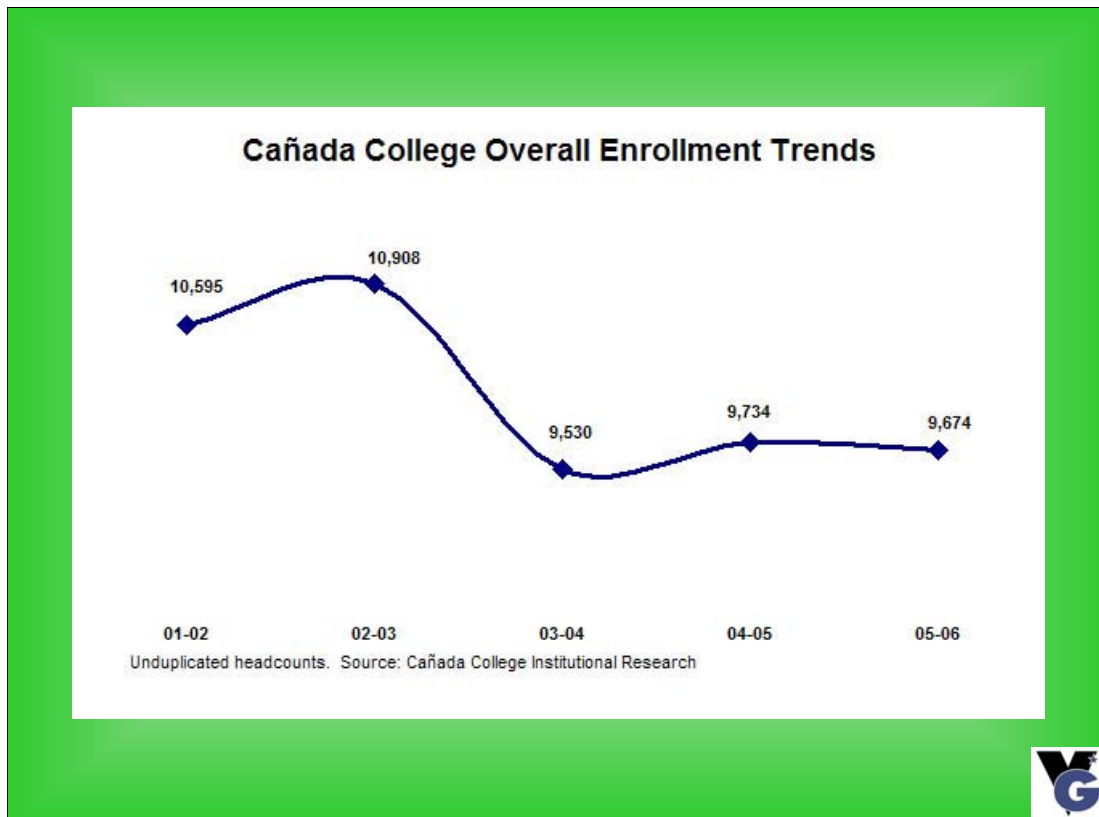
Self explanatory timeline.
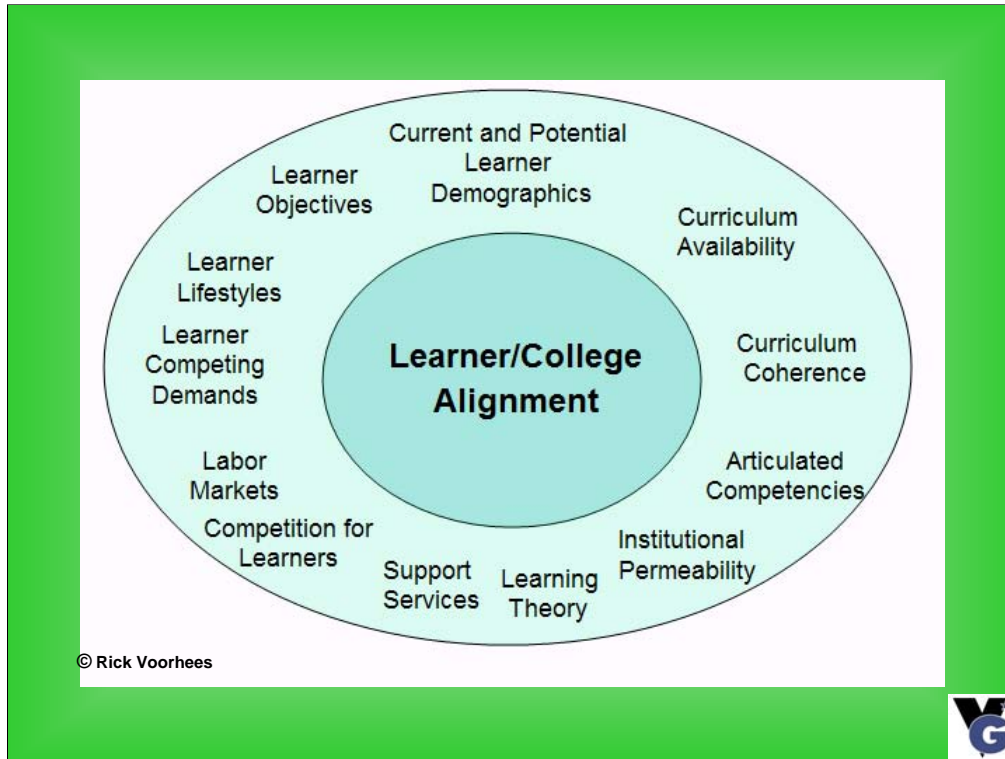
This figure is a hold over from the first strategy session PowerPoint. Adapted by Rick Voorhees, this framework shows the factors that influence whether a college is aligned with its learners.

Who is Served Now?

Trends in Student Demographics

Cañada College Overall Enrollment Trends

These data are unduplicated headcount for the academic years noted. An unduplicated headcount is one individual student who was present throughout the year. For example, one student taking a class in the fall, but no classes in the spring, would count as an unduplicated headcount. At the same time a student enrolled in the fall and the spring would count only once. Unduplicated headcount provides a way of looking at total activity over a year.
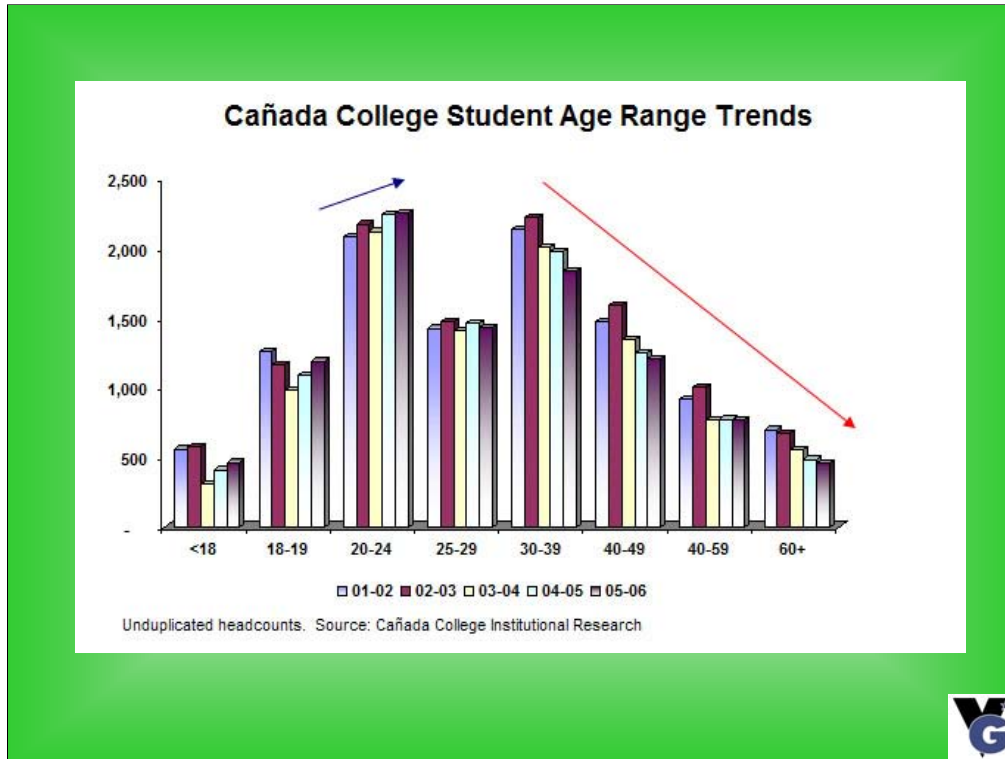
This chart, drawn from College data, shows an upward trend in young students, but not necessarily those right from high school (18 to 19). It also shows a marked decrease in older students attending the College over time
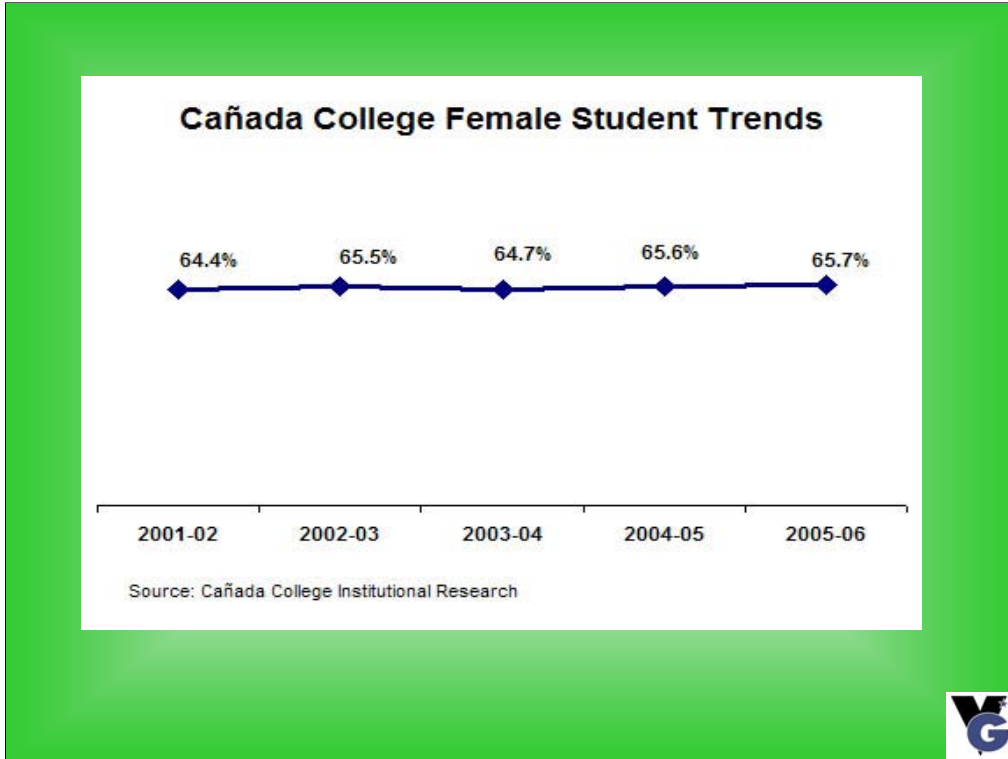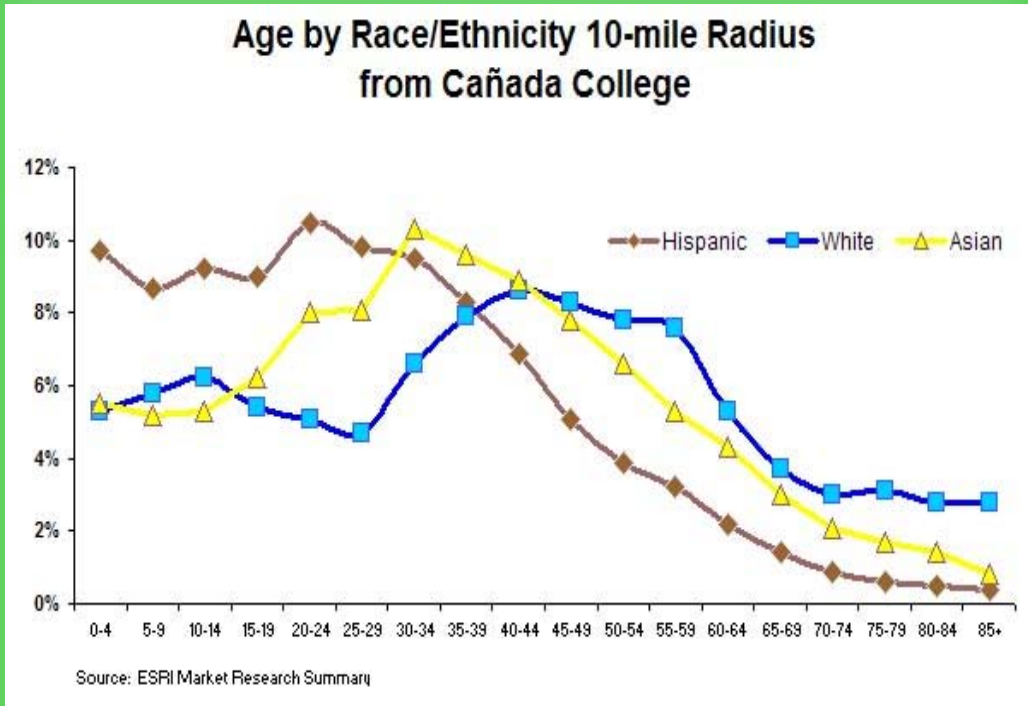
The proportion of female students has not changed over the past five years
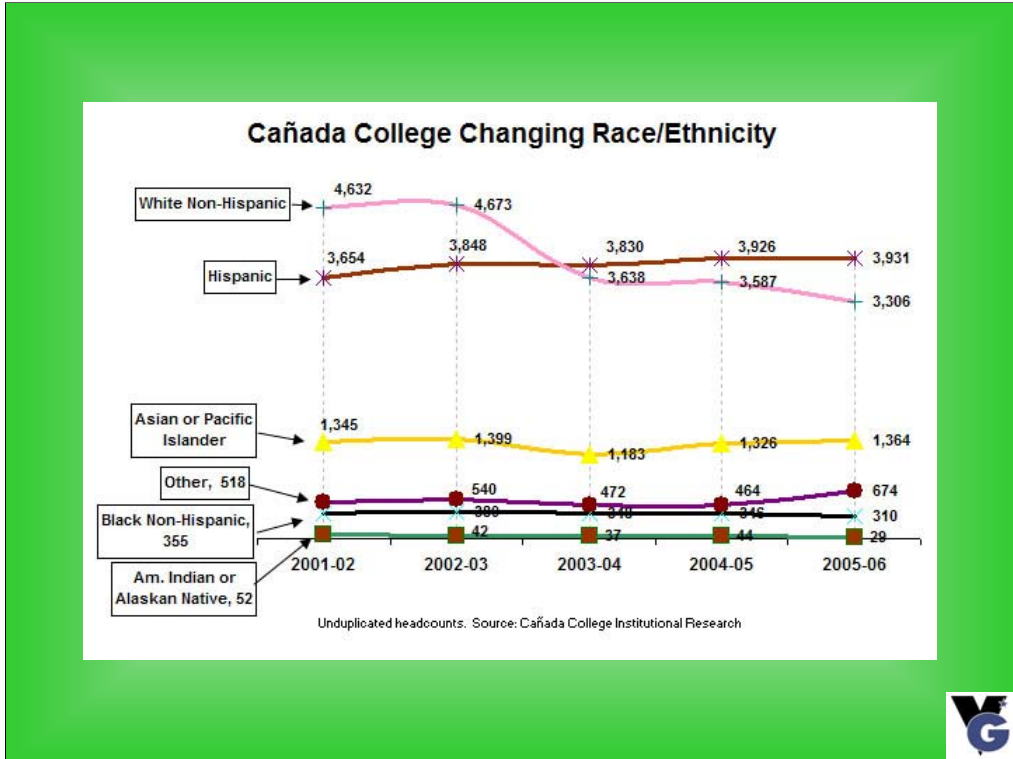
There has been a dramatic drop in white students and an increase in Hispanic students. The increase in the latter has not offset the decrease in the latter.

Age by Race/Ethnicity 10-mile Radius from Cañada College

Source: ESRI Market Research Summary

These data were drawn from ESRI and represent age ranges *within* the three largest race/ethnic categories in a 10-mile radius of a 10-mile radius of Cañada College. More than half of the Hispanic population is younger than 25 to 29. In contrast, more than half of the White population is between 30 to34 and 60 to 64. Asians are proportionately older and have higher proportions in the traditional college-age category (20 to 24) than

| Cañada College Shifts in Race/Ethnicity and Gender 2001-2002 to 2005-2006				
Direction	Race/Ethnicity and Gender	Age Range	Absolute Change	% Change
Upswing				
	Hispanic Female	Total	267	12%
	Hispanic Female	20-24	113	23%
	Asian or Pacific Islander	Total	72	8%
	Asian or Pacific Islander	20-24	66	44%
	Other Females	Total	63	19%
Downswing				
	White Females	Total	-867	-28%
	White Females	30-34	-136	-47%
	White Females	40-44	-114	-40%
	White Females	45-49	-91	-31%
	White Females	18-19	-81	-27%
	White Females	65+	-70	-31%
	White Females	35-39	-68	-28%
	White Females	50-54	-66	-26%
	White Females	60-64	-66	-50%
	White Females	25-29	-63	-22%
	White Females	55-59	-60	-31%
	White Males	Total	-454	-30%
	White Males	65+	-61	-38%
	White Males	30-34	-58	-54%
	White Males	40-44	-57	-58%
	White Males	50-54	-50	-46%
	Asian or Pacific Islander Male	Total	-55	-11%

Note: only categories that changed by 50 students were included in this table. Source: Cañada College Office of Institutional Research
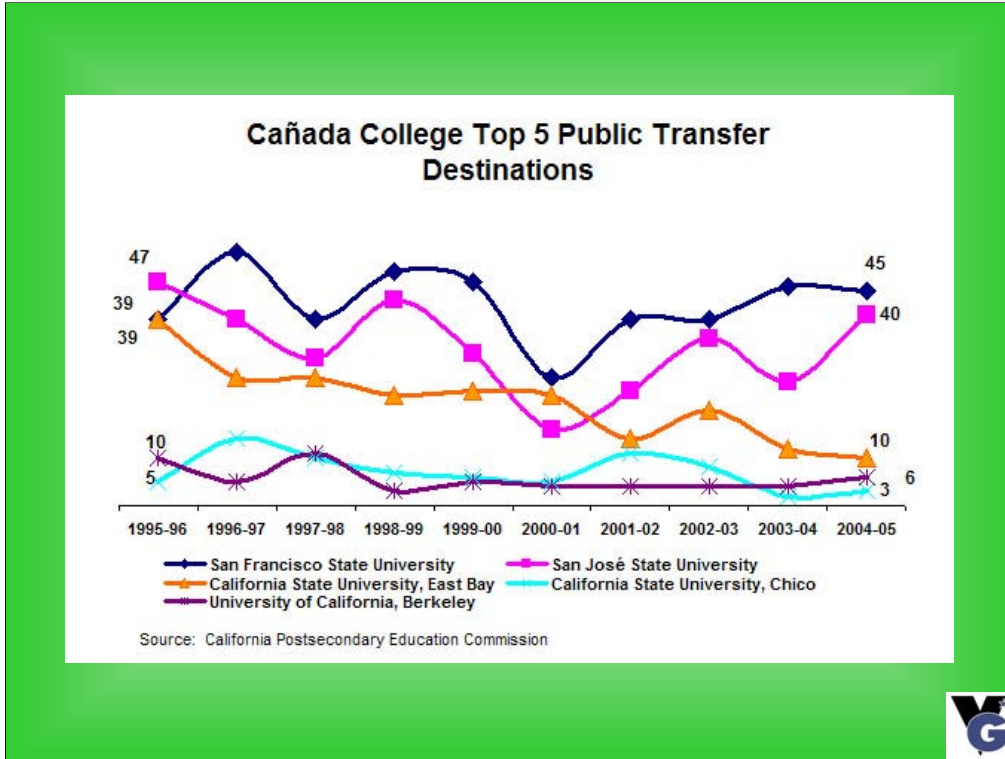
These data depict student segments (race/ethnicity, gender, and age range) for segments that changed by 50 students or more over the past five years. There were other shifts, but these were most significant. As a previous slide indicates, most of the decreases have been among White students across nearly all age categories, especially females. Hispanic females and Asian and Pacific Islander female segments are gaining.
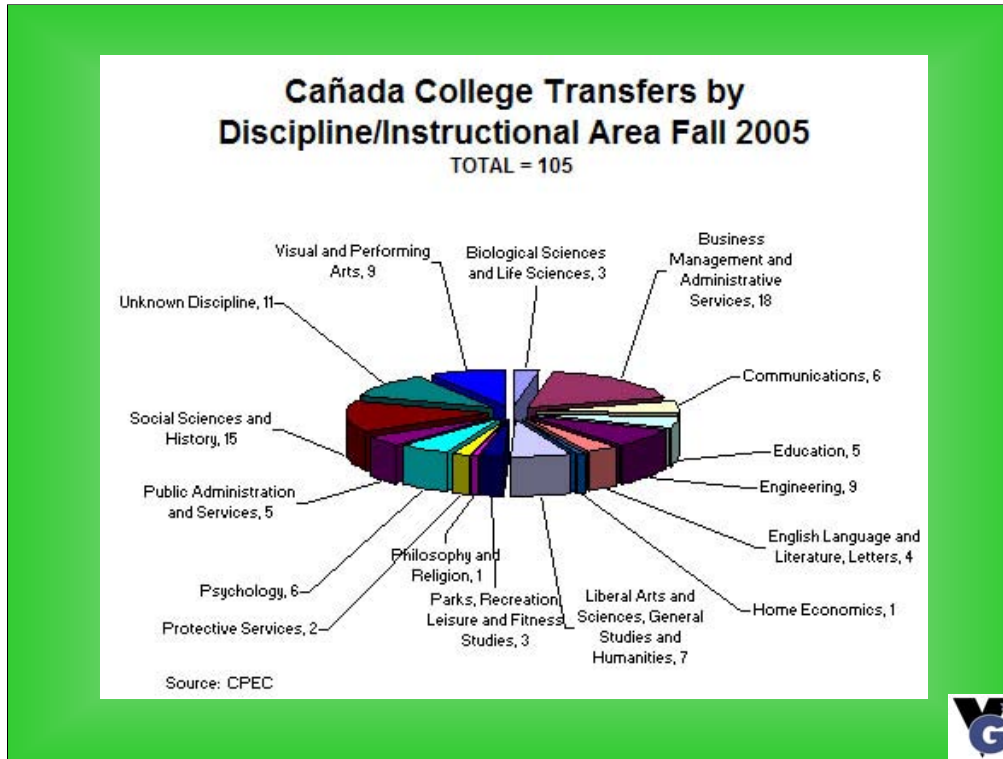
Total Population Density, 2005 With Students
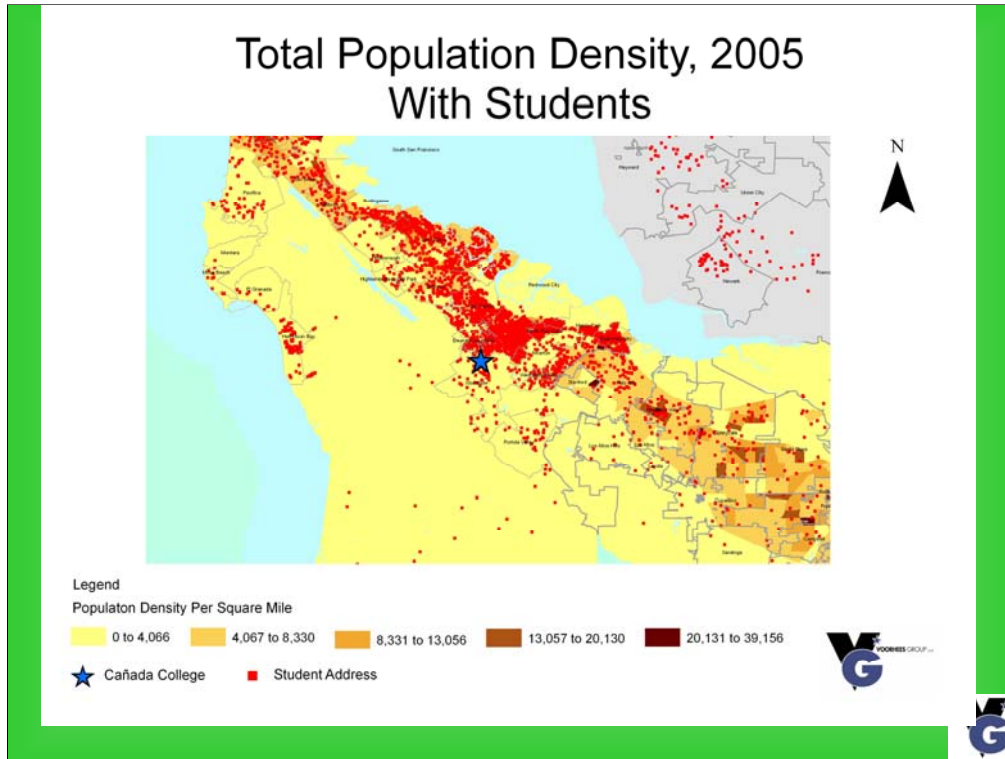
This GIS map shows that the College draws students from the north and east. A sharp drop off occurs to the south.

Cañada College Pell Grant Trends by Race/Ethnicity
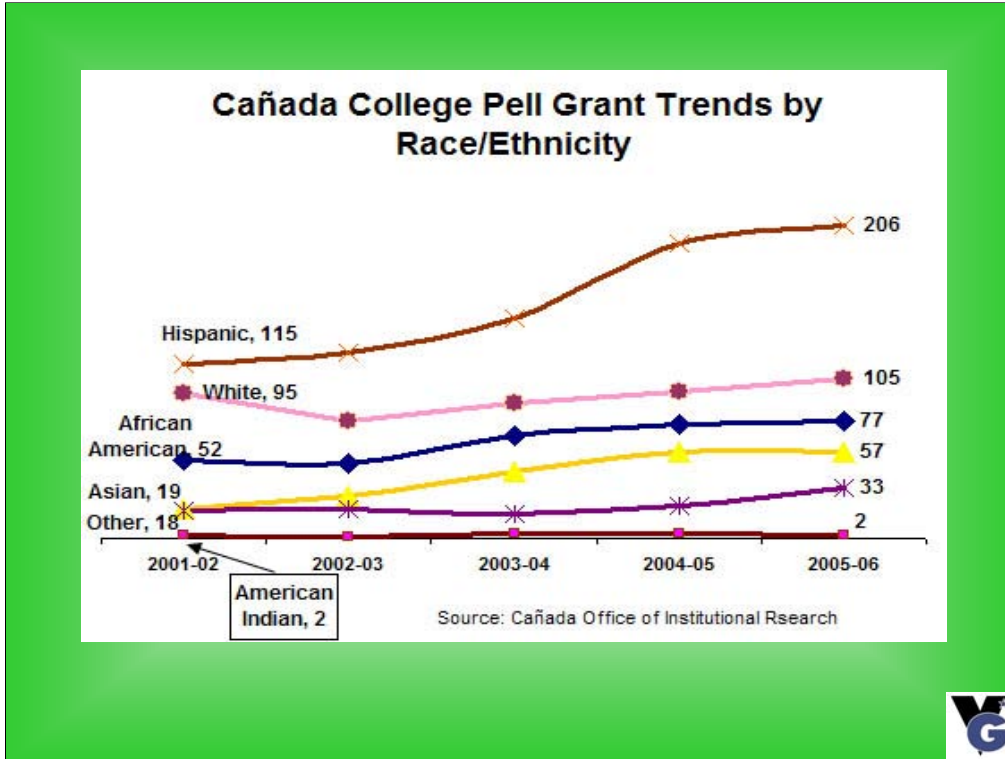
As the proportion of Hispanic students has increased, so, too, has Pell grants awarded to them. Pell grants are tied to student and family incomes.

Cañada College Top 5 Public Transfer Destinations

Source: California Postsecondary Education Commission

These data are for public transfer destination. In California, the private colleges and universities quit reporting these data to the California Postsecondary Education Commission. The largest transfer destination for Cañada students are the two public universities to the north and south, San Francisco State University and San Jose State University.
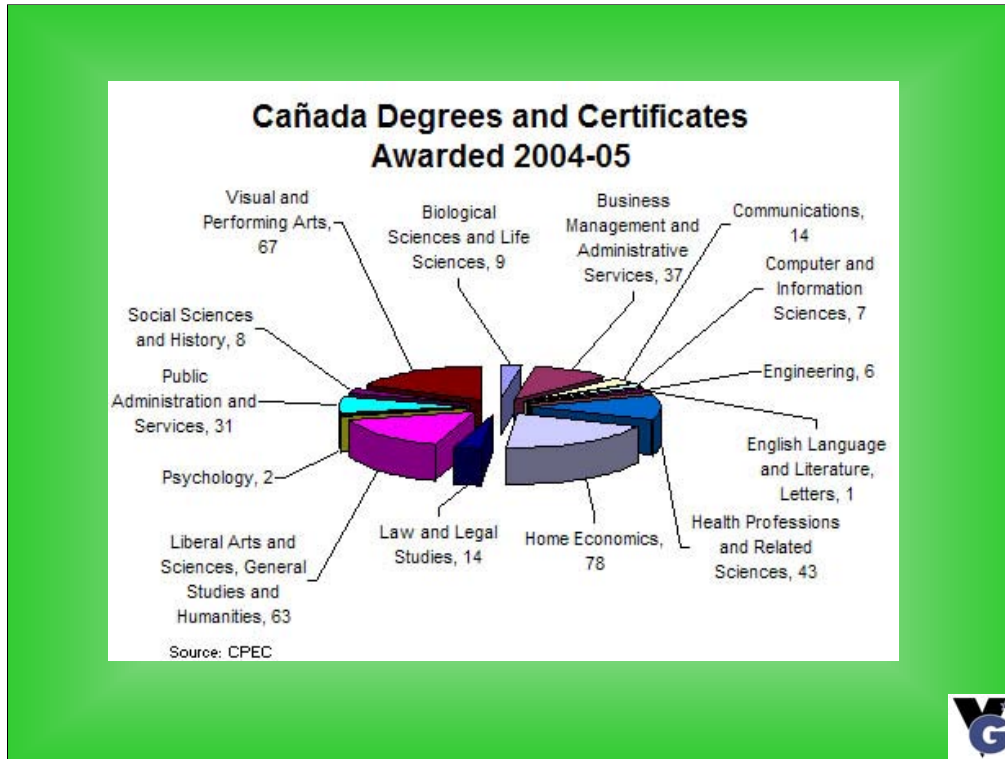
Cañada College Transfers by Discipline/Instructional Area Fall 2005
TOTAL = 105

Visual and Performing Arts, 9
Biological Sciences and Life Sciences, 3
Business Management and Administrative Services, 18
Unknown Discipline, 11
Communications, 6
Social Sciences and History, 15
Education, 5
Engineering, 9
Public Administration and Services, 5
English Language and Literature, Letters, 4
Philosophy and Religion, 1
Home Economics, 1
Psychology, 6
Parks, Recreation Leisure and Fitness Studies, 3
Liberal Arts and Sciences, General Studies and Humanities, 7
Protective Services, 2

Source: CPEC

These data come from the California Postsecondary Education Commission and depict the "broad" areas in which Cañada students enroll upon transfer to public institutions. More precise data are not available. These data indicate no single program dominated by the 105 students who transferred in the last academic year The volume of transfers have been verified by Cañada personnel and cast light on the College's transfer function.

Cañada College Trends in Associate Degrees and Certificates Awarded

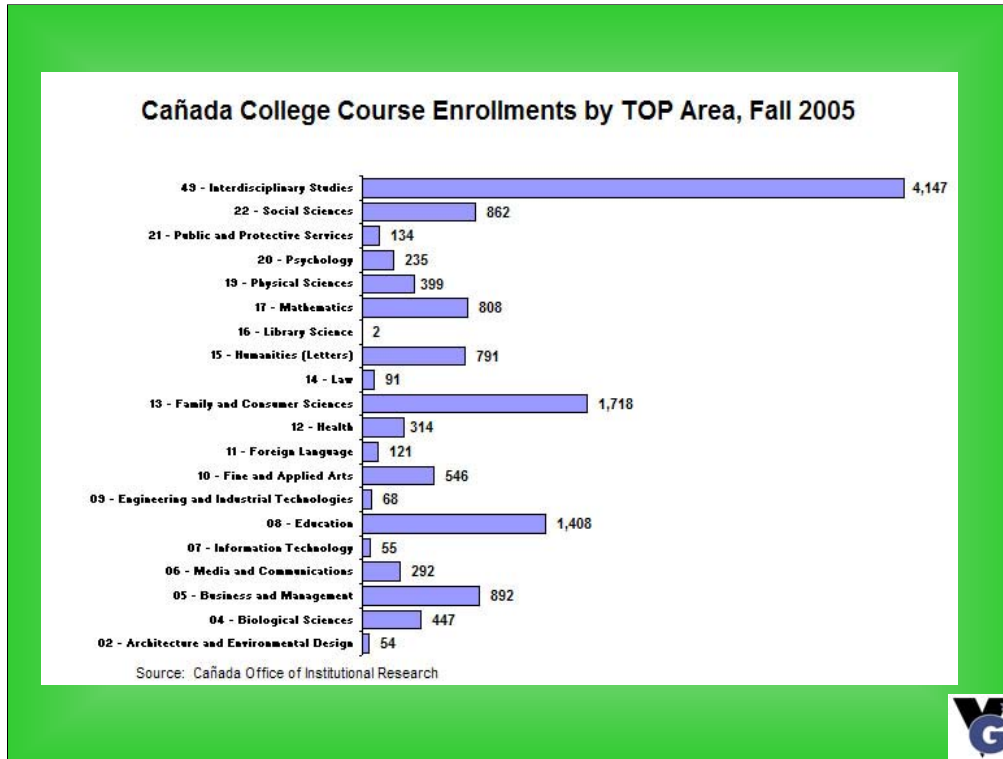| Discipline / Instructional Program	2001	2002	2003	2004	2005
Biological Sciences and Life Sciences		6		4	9
Business Management and Admii	58	54	18	24	37
Communications				8	14
Computer and Information Scienc	4	7	13	20	7
Engineering	3		1	1	6
English Language and Literature,	1	6		4	1
Foreign Languages and Literature	1				
Health Professions and Related S	11	4	6	3	43
Home Economics				87	78
Law and Legal Studies	25	15	16	15	14
Liberal Arts and Sciences, Gener	28	47	41	43	63
Marketing Operations, Marketing	8				
Philosophy and Religion		1			
Physical Sciences		2			
Psychology	2	3	3	4	2
Public Administration and Service	8	8	6	59	31
Social Sciences and History	4	6	5	5	8
Visual and Performing Arts	3	2	3	52	67
Vocational Home Economics	76	79	120		
Grand Total	232	240	232	329	380

These data also come from the California Postsecondary Education Commission and are arrayed broadly by category. More precise data are now available on the College's strategic planning website.

Cañada Degrees and Certificates Awarded 2004-05

Source: CPEC

These data have been updated on the website to depict Cañada graduates by program title.

Cañada College Course Enrollments by TOP Area, Fall 2005

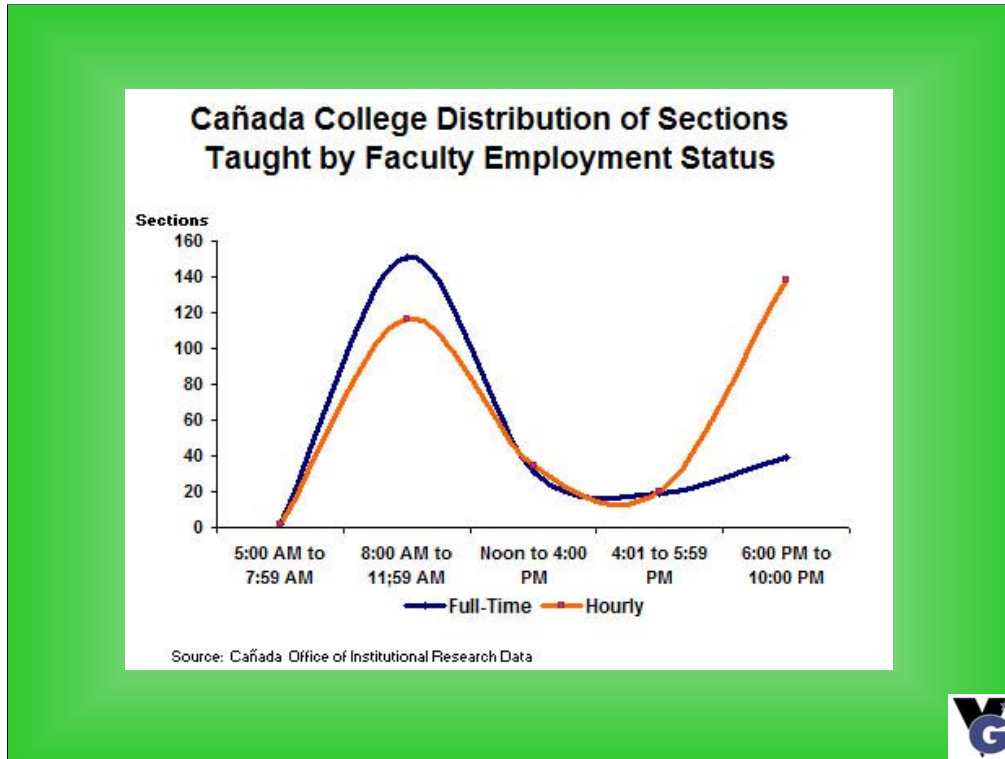Source: Cañada Office of Institutional Research

The next slides are all based on California's Taxonomy of Program (TOP) structure which provides a way of aggregating instructional data in categories. Use of TOP codes in the strategic planning process permits Cañada to disentangle specific programs from one another. Top codes can be presented as 2-digit or 6-digit codes. The former are used (as they are in this presentation) to present information about large parts of the instructional program. 6-digit TOP codes are used to describe a singe program. For instance, the "business prefix" at Cañada includes office technology and business. Breaking them out by their 6-digit TOP codes allows the college to see activity in each area. A TOP code taxonomy may be found on the website.

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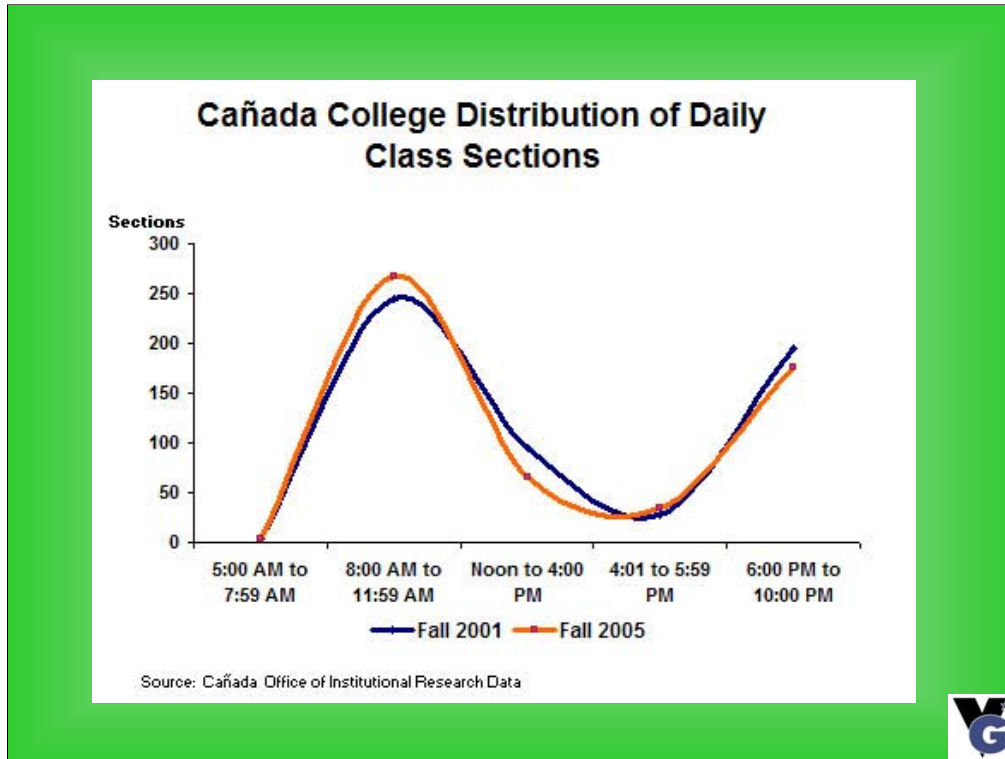
Most Cañada classes are offered at "peak hours" in the morning. Evening enrollments are not as high as peak enrollments. Over the past five years it appears that Cañada has chosen to schedule more of its classes in peak hours and less in the afternoon.
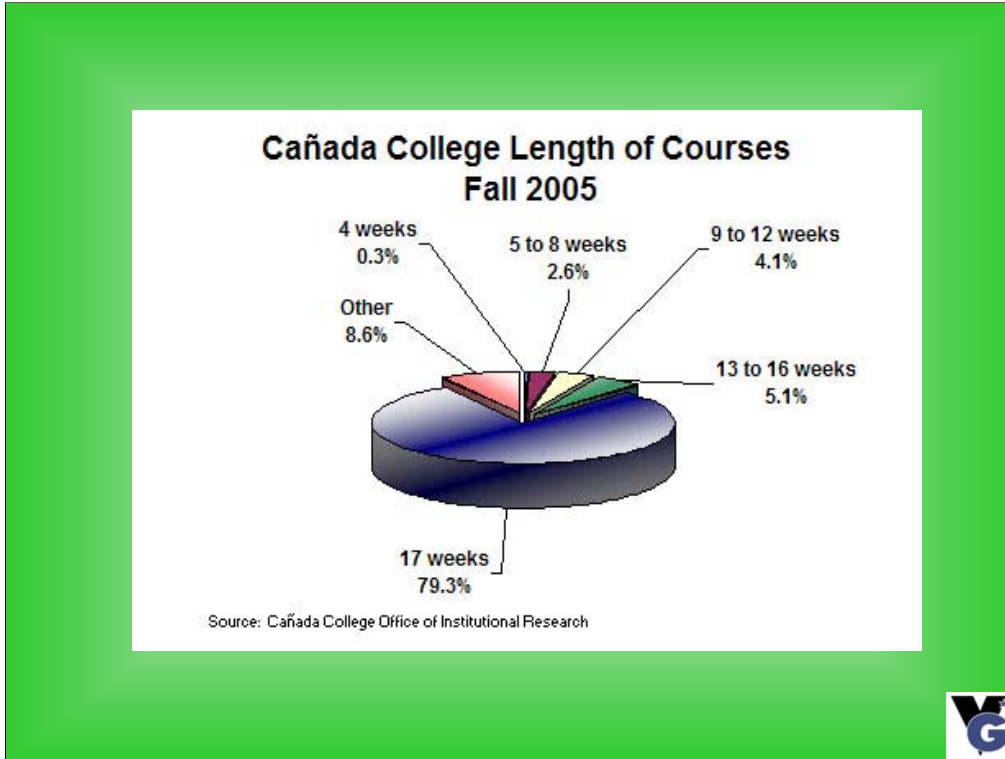
Nearly 8 of 10 classes are scheduled across the standard semester length. At a time when short-term compressed classes are sought by many, especially working adults, this area deserves further discussion.

Cañada College Distribution of Sections Taught by Faculty Employment Status

Source: Cañada Office of Institutional Research Data

The use of part-time faculty is greatest in the evening hours although a significant proportion of "peak" courses are also taught by part-time faculty.
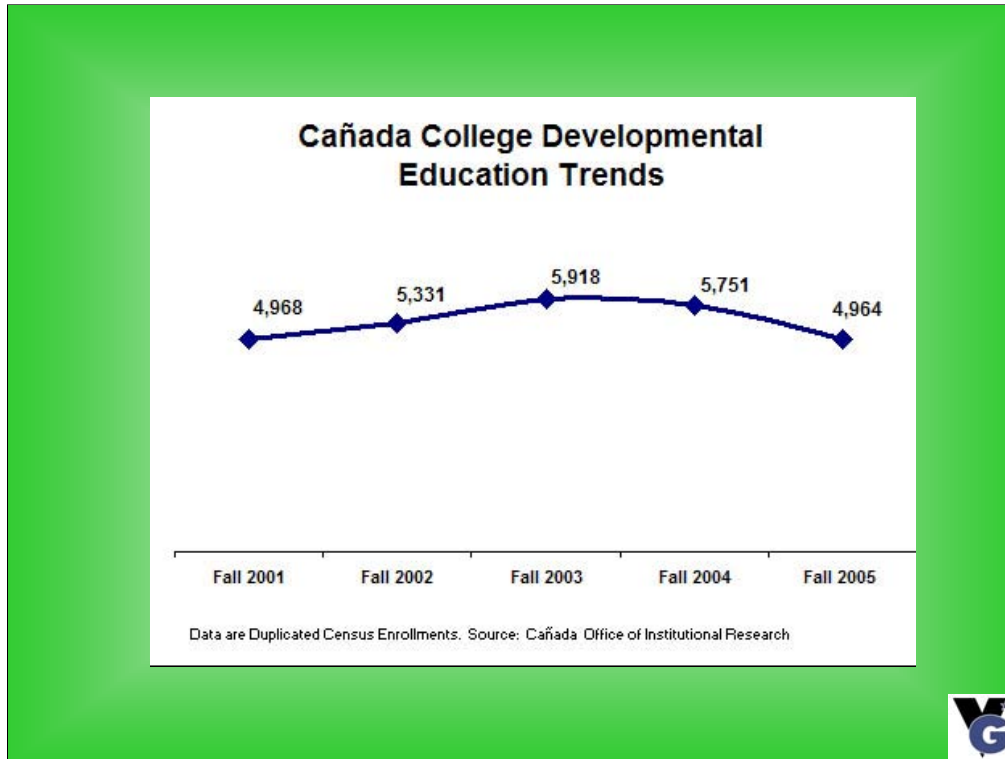
Development education courses (TOP area 49) are in increasing demand in community colleges and throughout higher education. These data indicate either than demand has fallen off at Cañada or the number of classes have been trimmed.
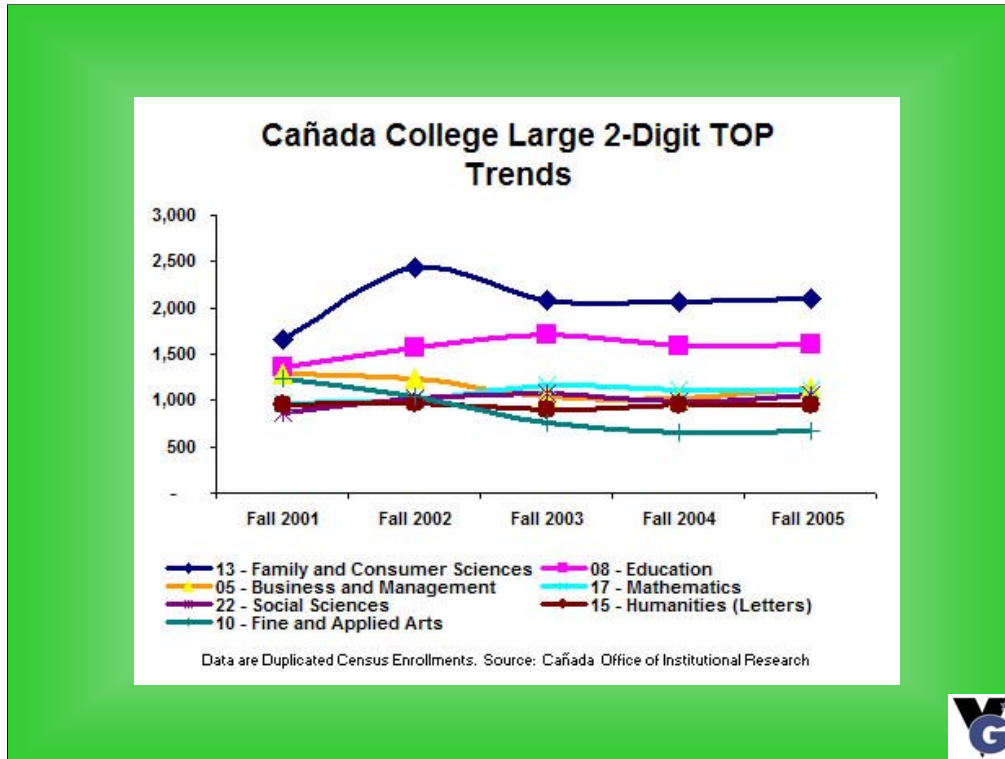
Large TOP areas are those programs enrolling between 500 and 3,000 unduplicated headcount. These data show an upward trend for education (physical education and health education), a plateauing of family and consumer sciences (interior design and fashion merchandising). A complete listing of each program (6-digit TOP codes) can be found on Cañada's strategic planning website.
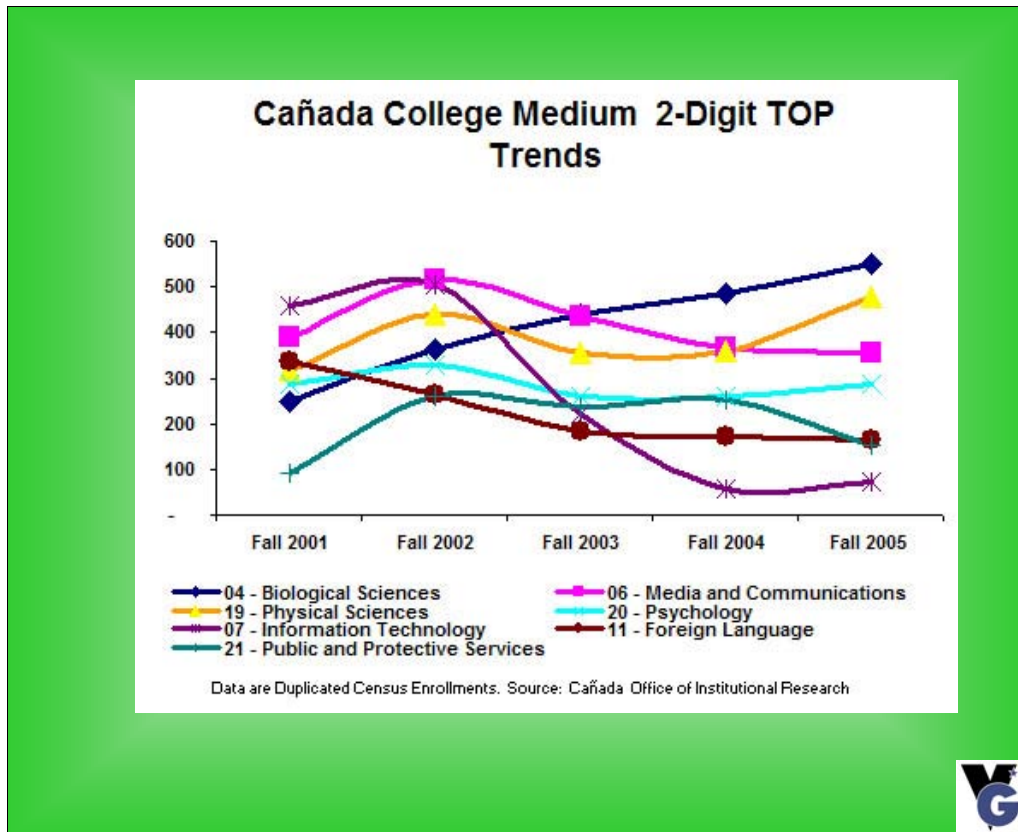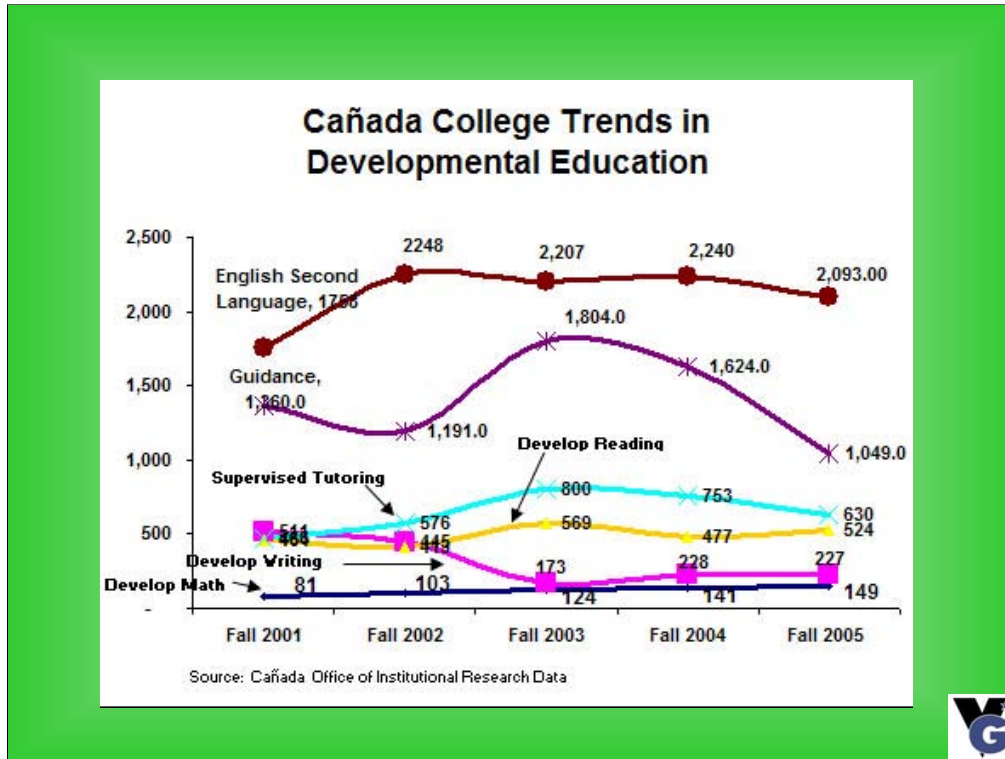
These are medium sized (100 to 500 unduplicated headcount) TOP areas. Biology has shown a sharp increase while information technology and foreign languages have shown decreases. Complete program enrollment by 6-digit TOP code are available on Cañada's strategic planning website.
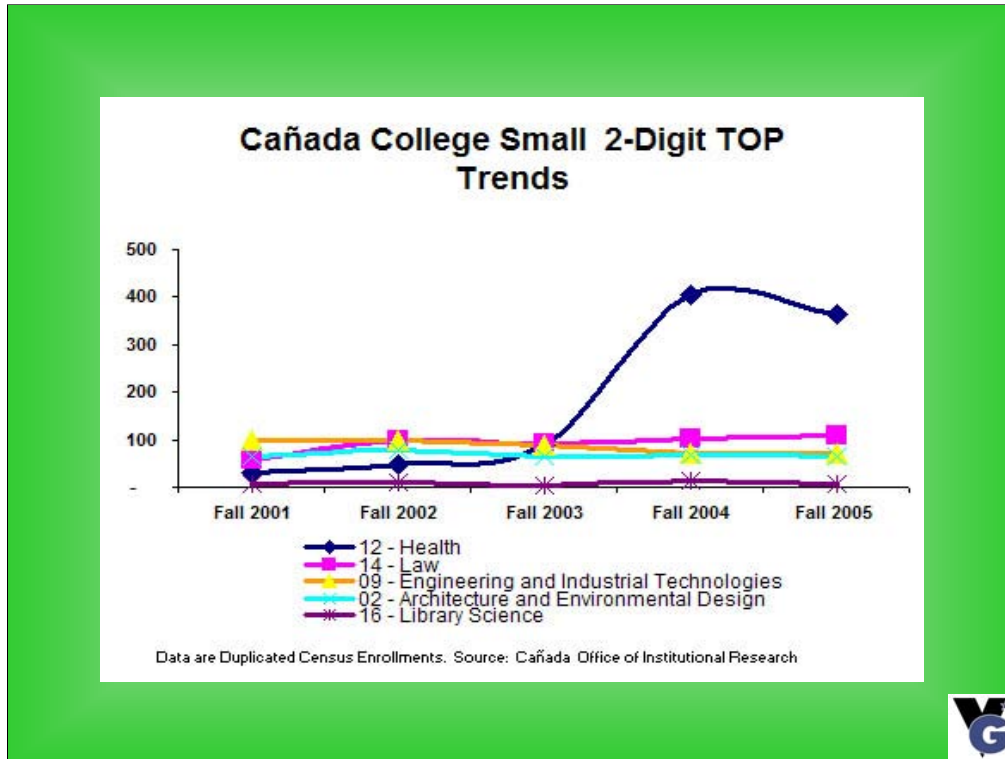
Among small 2-digit TOP areas, health programs appear to have increased the most. Other programs have not changed vastly since 2001. Again, complete program trends (6-digit TOP codes) can be found on Cañada's website.

Cañada College Trends in Developmental Education

Source: Cañada Office of Institutional Research Data

This chart shows more precisely what has happened with developmental enrollments (6-digit TOP codes) since 2001. English as a Second Language is the largest developmental area at Cañada, followed by career guidance courses. Cognitive developmental education (math, English, and reading) appear to be only a fraction of the total developmental effort at the College.

Action Planning and Success Factors

- Most day-to-day decisions don't need action plans.

- The more complex or important the decision, the more an action plan becomes a useful tool.

- Success factors—agreed on ahead of time--help you determine whether you've wasted your time.

Some items to consider as we move through the planning process.

How Can You Help?

- Continue to make suggestions for the Environmental Scan and Planning Assumptions
- Think about what recommendations you would make to your colleagues
- Continue your efforts to create awareness among your colleagues and community members
- Attend the next strategy sessions and the open forum
- Advance your ideas about Cañada future directly and frequently throughout the process

The help of all students, staff, and faculty is needed to ensure the strategic plan can help Cañada move ahead.