STRATEGIC PLAN
for
CAÑADA COLLEGE

prepared by
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CONTEXT FOR STRATEGIC PLANNING

Located in the southern portion of the San Francisco Peninsula, in Redwood City, Cañada College is a public Associate degree granting institution. The College is located at 4200 Farm Hill Boulevard in Redwood City and is equidistant from San Francisco and San Jose. One of three campuses of the San Mateo County Community College District, the College opened its doors in 1968. The College is physically situated on a hill in the west part of Redwood City overlooking Highway 280. In fall 2006, Cañada offered off-campus classes in Menlo Park and in Half Moon Bay.

Cañada College's share of total District enrollment is nearly one-quarter while the College of San Mateo and Skyline College constitute 44 and 33 percent of the district's total enrollment, respectively. The district is governed by a five-member District Board of Trustees that operates independently from County government and whose membership is elected at large by County voters every four years.

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world's high technology companies including Adobe Systems, Apple Computer, Cisco Systems, DreamWorks Animation, Google, eBay, Sun Microsystems, and Yahoo! The boundaries of Silicon Valley are not easily fixed; it is more a regional state of mind than a geographical location. The result is that intellectual capital in the Peninsula is considerable, lending itself to new products and innovations including the Bay Area's emerging biotechnology industry.

Taken as a whole, San Mateo County is remarkably affluent and well-educated. Median family incomes ($88,763) outstrip both California ($58,327) and the nation as whole ($53,692). Forty-three percent of adults already possess a bachelor's degree. The escalating demand for housing produced a median house price of more than $730,000 in 2005 in Redwood City. These statistics, however, belie a more complete picture of the challenges facing both the county and the College.

There are pockets within San Mateo County where median family incomes are less than $20,000 annually and where fewer than 5 percent of adults have earned bachelor's degree. Nearly 6 percent of the county's population lives under the poverty line, with no discretionary income, including 5 percent of those aged 65 and older. Most of this demographic is Hispanic. The continuing divide between "haves" and "have-nots" spells both opportunity and obligation for Cañada College. Geographic Information System (GIS) maps appended to this report (Appendix A) depict pockets, or Census Tracts, within a 10-mile radius of the College that can be used to target existing and future programming that matches changing demographics.

Cañada College enrolled a student body that is 43 percent Hispanic, 35 percent White, 7 percent Asian, 3 percent African American, 3 percent Filipino, and 0.3 Native American in the fall of 2005. Projections developed for this strategic plan show that the College will experience even more diversity in its service area in coming years owing to rising birthrates in minority populations.

Cañada College offers more than 60 associate degree and certificate programs. More than 600 course sections were offered in fall 2005. Nearly all sections were offered on the College's main campus on Farm Hill Road. Changes in programming and emphasis have had profound effects on the composition of Cañada's student profile as documented later in this report.

In August 2006 the College issued a request for proposals to develop a strategic plan. This plan was to assess Cañada College's environment and to make recommendations on instructional programs and support services to meet the changing demands of the community. The Strategic plan is also intended as a precursor to, and support for, the forthcoming accreditation process in which the College was engaged. It also may serve as a forerunner to a broader district wide plan to be created in the future. The College contracted with Voorhees Group LLC in September 2006 to assist in the development of this plan.

The process of facilitating this plan consisted of three rounds of strategy sessions with internal and external stakeholders as well as 2 Town Hall meetings held on the Cañada campus. Additionally, extensive conversations with College administrators, faculty leadership, and students and contact with local K through 12 educators and community leaders guided the development of the recommendations presented as the last section of this report. Data and information were drawn from Cañada College internal sources, the California Community College Chancellor's Office, the California Postsecondary Education Commission, the California Department of Labor, and from local, state, and federal databases available through the Internet. Instructional and non-instructional programs were surveyed throughout the fall of 2006 to add to intelligence gathering and to develop a global sense of the College's strengths, challenges, and requirements. Collectively, these data and information-gathering processes converge in this document.

Cañada College was successfully re-accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC) in 2000. Four recommendations arose from the visiting team's report. Each of these recommendations support the development of data-driven decision making and planning: 1) Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the College's mission and goals; 2) Cañada College should fully develop its research capability with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making; 3) Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent ongoing support from the district; and 4) Cañada College should refine and strengthen communication, information sharing, and formal professional development of instructional and student services faculty and staff by providing a variety of professional development opportunities throughout the year.

Cañada is now preparing a Self-Study report for District Board of Trustees approval in the summer of 2007. This Self-Study will then be forwarded to ACCJC in September in preparation for the Accreditation Team site visit in October.

Integration of the Strategic plan with Existing Planning

This Strategic plan offers a framework and focused guidance for Cañada College as it faces the future, but does not replace the need for operational and academic planning. This is particularly true in the development of new instructional programs where this Strategic plan can assist in evaluating present programs and in making recommendations about new programs at the time it was created, but cannot substitute for the professional judgement and further research required to optimally align programs with the needs of learners.

Current planning activity at the College is guided by members of its Planning and Budgeting Committee including faculty, staff, and administrators drawn across the college. The Planning and Budgeting Committee recently has become an active part of the College's governance structure. This present strategic plan and the goals it forwards was developed in conjunction with this Committee. During its deliberations, the Strategic Planning Committee decided that the values below would guide the process.

Strategic Planning Values

- Diversity
- Student Access and Success
- Collective Wisdom
- High Standards, High Quality Teaching, High Expectations of Students
- Personal Caring Atmosphere
- Progressive Change - Forward Moving
- Integrity, Honesty
- Student Centered
- Community Inclusiveness
- Model College
- Leadership That Values Inclusiveness
- Empowerment
- Environment Passionate About Education
- Consistency of Vision
- Life-Long Learning

Facilities Master Planning

Two recent bond elections passed by the voters of San Mateo County. In November 2001, the voters of San Mateo County passed Measure C, authorizing the District to issue $207 million in general obligation bonds to fund facilities capital improvements. An additional $100 million in other funding was secured from various sources, including redevelopment funds, State Chancellor's Office program funds, grants, donations, fees, and other miscellaneous funding sources, resulting in a construction program valued at $307 million. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional $468 million in general obligation bonds to continue to execute facilities capital improvements.

In 2006 the San Mateo County Community College District updated its 2001 Facilities Master Plan. The outcome of that eight-month planning process is the 2006 Facilities Master Plan. The second phase of the capital improvement program will be comprised of projects identified in that plan.

Statewide Strategic Planning

In 2004, the California Community College System Office began a comprehensive strategic planning process with the purpose of improving student access and success. In January 2006, the Board of Governors of the California Community Colleges unanimously adopted the final draft of the Strategic Plan. Included are five strategic goal areas: (1) college awareness and access; (2) student success and readiness; (3) partnerships for economic and workforce development; (4) system effectiveness; and (5) resource development.

College Strategic Recommendations in 2003

The College published a report in 2003 that consisted of collective recommendations of the Strategic Planning Committee. These recommendations were forwarded by the former Strategic Planning Committee and offered six recommendations for the academic environment, two for workforce development, two in professional development, one in student life, and four in student services. Additionally, this document made recommendations for the district. The recommendations found in this report are reflected in this document although they may not appear verbatim. The present strategic plan furthers the foundation established by the 2003 report but makes further progress by creating accountability for the action strategies it proposes. It is intended that the identification of action priorities under each goal and success factors, or ways of measuring progress, herein will provide evidence of accomplishment as well as a mechanism for refining and modifying future strategies. Finally, the present strategic plan calls for operational planning which clearly links the College's resources to action priorities.

Program Review

The College also engages in program review of all instructional and student services programs on a six-year cycle. Coordinated by the College's Curriculum Committee, this process is conducted over a 14-month period and culminates in the preparation of a final report that integrates data acquisition with analysis of each program's strengths and challenges. All instructional programs utilize three year's data on enrollment, performance, and the ratio between weekly student contact hours (WSCH) and faculty full-time equivalent (FTE) assigned to that program.

Integration

This plan presents a framework for Cañada College to approach its future. It does not replace the planning work that precedes it nor is it the end of the planning journey. Rather, it seeks to compliment and build upon past accomplishments by assessing the College's

environment and making recommendations on instructional programs and support services that will meet the changing demands of its stakeholders. The lens used in this Strategic plan, then, focuses on a longer time horizon than yearly planning and, in so doing, provides the College with fresh directions to consider. Finally, Voorhees Group LLC intends that the substantial use of data and actionable information in this report will set a new foundation for rational planning at Cañada College in years to come.

Current and Completed Construction

Context for this Strategic plan may also be found in the substantial efforts to improve the campus through capital construction. Measure C permitted the College to address longstanding facilities issues. Measure A will allow the College to do even more in the next several years.

Past Construction

In 2003 the main theater and flex theater at Cañada College were renovated to bring them up to date technologically, esthetically, and to bring them in line with the Americans with Disability Act (ADA). The main theater's upgrades included renovated seats, a reconfigured stage, and improved sound and lighting systems. In addition to technological upgrades, the flex theater's catwalks were updated and a new flexible seating system was installed.

Renovations of Buildings 3 and 18 were completed in the summer of 2004, resulting in the nursing laboratory, a project funded by Sequoia Hospital, being located in Building 18 and the fashion design program relocated in renovated space in Building 3. Also completed during that summer were renovations to classrooms in Building 13 including cosmetic and acoustical treatments. Eighteen other classrooms in this building were updated with paint, flooring, window upgrades, whiteboards and new furnishings.

Building 22 was completed in fall 2003, providing two 1,100 square foot classrooms, two 900 square foot classrooms, and several smaller teaching spaces. All classrooms are Smart Classrooms, equipped with the current tools in teaching technology. Smart technology was also added to eight large classrooms throughout the College in summer 2003 as part of classroom renovations including floor finishes, ceilings, and paint.

Miscellaneous Construction. Various ramps on campus were brought into ADA Accessibility code requirements in fall 2004 including installation of concrete installation, asphalt paving and striping, and minor landscaping. Renovation of athletic facilities began in the spring 2004 including renovation of the softball field including provision of future spectator areas and parking, and renovation of th natural turf. The football and baseball fields upgrade includes synthetic turf. Other upgrades include renovation of the existing track. Fire alarms were upgraded throughout the campus in spring 2005, brining the campus into current code compliance.

<u>Construction in Progress</u>

At this writing, the new Building 9 is scheduled for completion in the summer of 2007. It will house the library and learning resource center. The present library, located on the lowest level of Building 5 and 6, is small and difficult to access. Building 9 will become a new campus entrance that will tie Buildings 16, 17 and 18 together. It also will provide new elevator access to the campus quad located some three stories below.

Buildings 16 and 18 are presently undergoing upgrades including restrooms and signage. Planned also are roof repairs, classroom renovations, and new entrances. The result of interior renovations will be the consolidation of teaching facilities for existing programs.

<u>Questions Addressed by the Strategic Plan</u>

Specific tasks and questions that the College asked to be addressed during this Master Plan process include:

1. Help Cañada College to understand the populations and subpopulations that it is not now serving.
2. What will be the projected need for community college programs and services for the next ten years? And, beyond?
3. How can Cañada College meet needs for education through programs, support services, organizational development, technology, staffing, and marketing?
4. What programs and services will Cañada College need to develop to meet the varied needs of locations within San Mateo County?
5. Conduct a series of staff and community focus groups throughout the County to assess unique needs and preferences for current and new programs.
6. Collect and analyze information external to the College including the County's pre K through 12 education sector, economic development organizations, competitor higher education institutions, and state government employment projections.
7. Provide Cañada College with an analysis of future demand for programs and services as well as an assessment of institutional capacity to meet that demand. Included here are: a. How responsive are current credit career and technical programs and noncredit programs to business/industry needs? b. What new programs need to be developed to meet emerging workforce needs? c. What programs must be downsized or altered to meet workforce needs? d. To what extent do support services meet current student needs as well as future needs? e. Is the organizational structure of Cañada College developed to carry out program expansion?
8. Develop projections for student enrollment, existing programs, support services, and educational delivery systems in existing locations and in new centers.
9. What practices and strategies will Cañada College need to develop to meet customer needs for education through 2015?
10. What planning and assessment processes are necessary for the College to meet its obligations to citizens of San Mateo County? How can Cañada College most effectively integrate its planning and budget setting processes?

11. Develop a final report combining analyses and projections into a comprehensive strategic plan for Cañada College and recommend steps to embed goals within the College's operational and budgeting cycles.

ENVIRONMENTAL SCAN

Population Trends

San Mateo County

- San Mateo County's racial and ethnic composition is undergoing marked change. From 1990 to 2004 the proportion of the county's White population decreased from 71.9 percent to 58.8 percent. The county's Black population decreased by half from 5.4 percent to 2.5 percent. Asians increased from 15.5 percent to 22.4 percent of the county's population. Citizens identifying themselves as "some other race" increased from 5.4 percent to 11.0 percent. Persons of Hispanic or Latino ethnicity increased from 17.6 to 21.9 percent over this time.[1]

- Population will increase statewide by 41.3 percent from the year 2000 to 2030. San Mateo County's predicted growth rate (14.6%) is about one-third of California's forecasted growth. Of Bay Area Counties, only Alameda (40.5%) is expected to keep pace with overall state growth.[1]

- Fundamental shifts are occurring among age categories in San Mateo County. From 1990 to 2004, the proportion of residents aged 25 to 44 as a share of the county's population decreased from 35.9 percent to 29.8 percent while the proportion of 45 to 64-year-old increased from 20.4 percent to 27.1 percent. The 20 to 24-year-old age range--a prime college-going cohort-- decreased from 7.2 percent to 5.2 percent.[2]

- Although San Mateo County's median family income statistic exceeds both the California and United States average, wealth is not distributed evenly throughout the County. According to GIS available as part of this project maps there are pockets of extreme wealth in the area surrounding the college as well as pockets of little wealth.[3]

- Eight percent (8.3%) of persons under the age of 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6 percent .[4]

- In the gap between aging baby boomers and "echo boomers" (those born between1982 and 1995) will impact San Mateo County in fundamental ways by 2030. Offset by strong growth among Hispanics, these age ranges nonetheless will experience steep declines in overall numbers 34-35 (-13.8%), 35-39 (-14.8%), 40-44 (-13.6%), and 45-49 (- 11.9%). Declines are steepest among Whites and somewhat less pronounced for Asians.[5]

- San Mateo County is experiencing a downturn in the number of young adults. Nationally, two-thirds of the 50 largest metropolitan areas had fewer young adults in 2000 than in 1990. These cities now realize that they've done little to appeal to the labor force that will shape their economic future: educated 25- to 34-year-olds.[6]

- Two-thirds (66%) of the 57,500 immigrants to the United States residing in the Bay Area in 2003-04 were from Asia. Other regions included Europe (9.2%), Mexico (9.3%),

Central America (5.8%), Africa (2.6%), Oceania (1.7%), Canada (1.3%), and the Carribean (0.3%). The top five countries were: China, PR (9,074), India (8,755), Phillippines (6,590), Vietnam (4,660), and El Salvador (2.067).[7]

- English was the predominant language of six of 10 San Mateo households in 2004. Other languages spoken at home include Spanish (17.6%), Asian (14.9%), and other Indo-European (5.0%). By language group, these households reported that they spoke English "less than well": Spanish (46.7%), Asian (38.8%), and other Indo-European (25.6%).[8]

- Eight percent of the population of San Mateo County aged 16 to 64 report a disability.[8] Cañada college will need to continue to provide appropriate assistance to students who enroll with disabilities.

Redwood City

- The proportion of Hispanics under the age of 14 are roughly double the proportion of Whites and Asians within a 10-mile radius of Cañada College. In contrast, the proportion of Whites aged 50 or more exceed the proportion of Asians and doubles the proportion of Hispanics.[9] [10]

- The immediate area surrounding the College is wealthier than outlaying areas. Median household income is highest in a two-mile radius of Cañada College (2005 = $184,724) than it is in a 10-mile radius ($151,955).[11] Both figures are considerably higher than household incomes typically associated with community college attendance on the national level.

- Psychographic research shows that about 87 percent of the lifestyles within a 10-mile radius of Cañada to be dominated by affluence and upscale tastes. One segment, termed "high society," is active--financially, civically, and physically. They watch little television, participate in public activities, and are active users of the Internet. A second segment, "upscale avenues," are also well educated with above-average earnings, but prefer to live in denser housing developments. The third affluent segment is known as "solo acts," a lifestyle that well-educated, working professionals who either attend college or already hold a degree. This group has considerable discretionary income and few commitments; they travel extensively abroad.[12]

- Another important psychographic segment for the College is "global roots," accounting for about 7 percent of lifestyles that are especially marked by diversity. These households are young with modest incomes and tend to rent in multi-unit dwellings. Half of all households have immigrated to the United States within the past 10 years and are dominated by the presence of children. These households are less likely to have home PCs but just as likely to use cell phones.[13]

- A small segment of lifestyles with a 10-mile radius of the College includes "retirement communities," a group with lower than average median incomes and who tend to watch television more than use the Internet.[14]

Employment

National

- In the United States, it takes two incomes to provide the standard of living that one income provided 30 years ago.[15] Work time, family time, and traffic congestion all conspires to impact community college attendance by working-age adults.

- An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.[15]

- Nearly 80 percent of all new jobs created to 2012 in the United States require an Associate's degree or less. The predominate mode of training employees is "on the job training," suggesting that community colleges need to partner closely with private employers to provide efficient training programs. In the main, eight of 10 new jobs do not require a bachelor's degree.[16]

- The ways in which Americans work are shifting dramatically. Leading this shift is the nearly 38 million Americans in many diverse fields who create for a living, known as the "Creative Class." The rise of the Creative Class, now thought to number more than 30 percent of the total U.S. workforce, has and will continue to produce fundamental economic change.[17] In 2006, it is also more than likely that the jobs associated with the Creative Class may be outsourced to overseas destinations, thus impacting Cañada College's interface with the job pipeline.

California

- There are marked differences in the California workforce. Among working-age adults, about 52 percent of Hispanics/Latinos do not have a high school credential, compared to 8 percent of whites. At the other end of the spectrum, only 12 percent of working-age Hispanics/Latinos have a college degree, compared with 46 percent of working-age whites.[18]

- If, as could occur, the average educational level of the California workforce declines, California's personal income per capita is projected to drop from $22,728 in 2000 to $20,252 in 2020—a decline of 11 percent or $2,476 (in inflation-adjusted dollars), the largest drop in the nation. This projection reverses a trend that saw the state's per capita income grow by 30 percent from 1980 to 2000.[19]

- Counting related-service jobs, manufacturing in California accounts for 3.5 million jobs, or more than 30 percent of all jobs in the state. However, approximately one million California manufacturing jobs are "up for grabs" as employers debate moving their operations to other states or offshore. California's competitive advantage may lie in its location near the point of sale for many products and even more to a high-skilled workforce.[20]

- California, the average manufacturing job paid $53,700 in 2003, a full 33 percent more than the average service sector job salary of $40,700.[21]

- The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. And its percentage of computer, math, and engineering jobs is twice the national average. Some 37% of its adult residents have at least a bachelor's degree, compared to 24% nationwide, and one in six has a graduate or professional degree. Core skills include building and managing global businesses, innovating in products, services and business models, and creating new industries.[22]

San Mateo County

- Forty-three percent of Bay Area CEO's are planning to increase their workforce by the end of 2006 while 48 percent will maintain their current levels. The most activity is occurring in San Mateo County, where 57 percent of respondents will enlarge their work force and only 4 percent will cut back, the best ratio in the nine counties. At the same time, executives indicate that they experience trouble finding new employees in the nine counties and an even harder time attracting them for outside the region due to the cost of housing. [23]

- In comparison with California, San Mateo County is home to a significantly higher proportion of managers and professionals (42.2 v 35.3%) and fewer blue collar workers (6.3 to 11.3%).[24]

- Forty-two percent (n=148,003) of San Mateo County's work-age residents commute to jobs outside the county. Of this number, almost 72 thousand workers commute to San Francisco County; 55 thousand commute to Santa Clara County; and nearly 15 thousand commute to Alameda County.[25]

- An almost identical number of workers commute to San Mateo County (n=147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40 thousand commute to Santa Clara County; and 33 thousand commute to Alameda County.

- It is estimated that traffic congestion in the San Francisco-Oakland area resulted in 72 hours of extra travel time for peak period travel in 2003, up from 30 hours in 1982. The total annual cost of congestion is calculated at $2.6 billion or $631 per person.[26] The

latter statistic, $631, is nearly identical to the cost of tuition and fees to attend Cañada College.

<u>Redwood City</u>

- Workers living within a 10-mile radius of Cañada College are predominately white-collar: management/business/financial accounts for 22.6 percent of the workforce while professionals (21%), sales (11%), administrative support (11%), and services (12%) account for the remainder of White Collar employment. Blue Collar employment accounts for 12 percent of the total and includes construction (5%), transportation and material moving (3%), and production (3%).[27]

- Recent hiring in Silicon Valley indicates the beginning of a rebound. A survey of CEO's of technology firms indicates that more than half (56%) expect hiring to be better in 2006 than in 2005 (37%).[28]

- Oracle Corporation in Redwood City announced plans in mid-February, 2006, to eliminate 2,000 jobs or about 3.5 percent of its workforce.[29]

<div align="center"><u>Housing</u></div>

<u>San Mateo County</u>

- Median house prices in San Mateo County continue to increase. In 2000, the median price was $469,200. By 2004 the median price was $678,433, an increase of 44.6 percent more than four years.[30] Signs are, however, that a slowdown in the housing market may be looming; Bay Area home sales plunged in January 2005 to the lowest level in five years.[31]

- The median monthly rental price for a 2-bedroom apartment in San Mateo County is $1,536. Observing the principle of not paying more than 30 percent of gross income for shelter, it would take $61,440 annual income to afford this apartment.[32]

<u>Redwood City</u>

- The median price for a single family home in Redwood City was $730,500 in 2005.[33]

<div align="center"><u>Education Levels</u></div>

<u>Nationwide</u>

- Opportunities in the middle class are shrinking for those without college. In 1967 almost half of families headed by high school dropouts, and 70 percent of those headed by high school graduates, were in the middle class. By 2004, only a third of dropouts' families

and half of high school graduates' families were still in the middle class. Virtually all who had left had fallen below $28,000 mark defining middle class. [34]

California

- More than a sixth of the young adults (18- to 24-year-olds) in California have less than a high school education. This group, estimated to number 980,000, is larger than the share of new students predicted to enter the state's community college system as a result of Title Wave II.[35]

- Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1 percent ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.[36]

San Mateo County

- The education level of the adult population has been on an upward trajectory in San Mateo County since 1990. By 2004 there were fewer proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 is 43.3 percent compared to 31.3 percent in 1990. Both statistics are significantly higher than corresponding California and national statistics.[37]

Redwood City

- According to 2005 Census estimates, Redwood City adults are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.[38]

Secondary Schools

National

- At the national level, only 68 percent of ninth graders graduate from high school in four years, and only 18 percent complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for white and Asian-Pacific Islanders.[39]

Statewide

- Nearly 40,000 first-time freshmen admitted to the California State University System–60 percent of all first-time freshmen-- require remedial education in English, mathematics or

both. The system has set a goal of reducing the proportion of first-time freshmen who need remedial help to10 percent or less by fall 2007.[40]

San Mateo County and Redwood City

- With few exceptions the number of high school students in San Mateo County is trending upward, especially the southern portion of the County. Sequoia Union High School District experienced 17 percent growth from 1995-96 to 2004-05; during the same time San Mateo Union High School District grew by 5 percent. In rank order those high schools nearest to Cañada College: Carlmont +35 percent, Menlo-Ahteron +18 percent, Sequoia +17 percent, Woodside +6 percent, and Redwood High -20 percent. The overall county growth in secondary enrollments is in pace with statewide growth for this period (16%).

- The number of first-time freshmen entering Cañada College from feeder high schools since 2000 has declined slightly.[41]

- Few differences in college readiness exist among high school juniors from the two districts adjacent to Redwood City who voluntarily sit for the CSU System's Early Assessment Program. Sixty-six percent of Sequoia Union High juniors qualified as ready for college-level mathematics while 69 percent of San Mateo Union High School were. The gap between readiness for college-level English was consistent; 32 percent of Sequoia District students were qualified while 34 percent of the San Mateo Union District juniors qualified. Statewide percentages for college mathematics was 56 percent and English was 25 percent.

- More than 19,000 public school students in San Mateo County are classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K through 12 curriculum. There are twice as many English learners enrolled in the Sequoia High School District (n=1,604) as in the San Mateo Union High School District. [42]

- There was a gap between Sequoia Union High School District (721) and San Mateo Union High School District (772) in API (Academic Performance Index) in 2005. Both districts exceed their negotiated target.

- Early college models in use by leading community colleges have shown great promise in increasing the number of low-income students who will access higher education. Expansion of this model bears serious consideration by Cañada College and its partner secondary schools.[43]

Community Colleges

National

- Nationwide, community colleges are meeting unprecedented demand for their services in the face of flattened traditional public financial support, forcing them to seek new revenue streams to maintain and expand programs.

- Most students whose parents have had high levels of postsecondary education attend community colleges for the purpose of transferring to a 4-year college. In contrast, first-generation community college students tend to attend to improve job skills and obtain an associate degree.[44]

- First-generation community college students are more likely to be women, older than traditional college age, employed full time, and to support dependents living at home.[45]

- Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs. In the 2003-4 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised $122.4 million, up from the $93.3 million raised by 86 community colleges surveyed the year before.[46]

- There is a rising demand for a host of services that community colleges can provide. There is already unmet demand for instruction in English as a second language, and it will be further fueled by an expanding immigrant population, which has reached the highest proportion of the U.S. population in three-quarters of a century.

Statewide

- The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.[47]

- Enrollment by first-time freshmen aged 19 and younger is trending upward in California community colleges[48]

- It is estimated that California community colleges turned away some 175,000 students in 2003-4 during the state's fiscal crisis -- and resulting budget cuts and tuition increases. Community colleges experienced a 1.7-percent reduction in their state appropriations in 2003-4.[49]

- California community colleges received a 12.4 budget percent increase in 2005-06 over the previous year, more than double the public appropriations to the University of California and California State University systems.[50]

- Fifty-nine postsecondary institutions at the two-year level or less are located within a 60-mile radius of Redwood City. These include 28 public institutions, 11 not-for-profit schools, and 20 for-profit providers. Community colleges are by far enjoy the largest market share among these institutions by enrolling more than 300,000 students compared to nearly 13,000 for all other providers.[51]

<u>Higher Education and Public Policy</u>

- The Western and Southern states, which are experiencing rapid growth in their college-age populations, will have ballooning numbers of qualified students clamoring at the doors of two-year colleges for access to higher education. This has already happened in California.

- Between 2004 and 2010, California is expected to see demand for higher education rise by more than 700,000 students--roughly comparable to total college enrollments in Illinois. Capacity questions for the state's community colleges, in particular, could worsen because of California State University's decision to cap enrollment, a first for the system.[52]

- A recent report estimates that 1.5 million students who would probably have been awarded Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28 percent of low-income students.[53] The potential for Cañada College to recruit students who may not realize that they can receive Pell Grants should not be overlooked as a way to increase enrollment, especially among minority groups.

- Just over one-half (52 percent) of all undergraduates are independent students and represent roughly two-thirds of community college students (64 percent) and part-time students (67 percent) in American Higher Education. The needs of these students–who are considered by the federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.[54]

- Of the 20 million students enrolled at degree-granting colleges in 2015, one out of 10 now attends a for-profit college. That 10-percent market share is more than double the 4-percent figure of a decade ago.[55]

- Abolishment of the federal 50-percent rule which heretofore has prevented any college that enrolls more than 50 percent of its students at a distance or provides more than half of its courses via distance education from participating in federal student-aid programs will spur a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cybereducation. [56]

- Nationwide, the numbers and percentages of community college transfers students are higher at higher at elite 4-year institutions than at their private counterparts. Overall, however, access for community-college transfers is quite limited at public institutions. Data suggest a median enrollment rate of community-college transfer students at elite public institutions of less than 4 percent.[57]

- The Bush Administration recently recommended a $500 million cut in federal funds for vocational education in 2006-7, from $1.3 billion to $800 million. Excluded are $105 million tech-prep education state grants, five million for tech prep demonstration funds and $23 million for incarcerated youth education.[58] Lack of tech-prep funds, in particular, will disadvantage community college efforts to reach into secondary schools.

- Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities and hiring practices.

- The Spellings Commission has recommended standardized testing for college students. The testing would be meant to measure the quality of higher education in the United States.

Technology and Learning

- Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

- It is estimated that five million college students are now taking courses online.[59]

- Almost 40% of schools offering face-to-face associate's degree programs also offer them online.[60]

- Online enrollments reached a mark of 2.35 million students in 2004, the most recent year for which figures are available.[61]

- The overall percent of schools identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in

Associates degree institutions where 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003. [62]

- Institutions that put full programs online are four times as likely to perceive that they've had overwhelming success in eLearning than institutions focused at the individual course level.[63]

- Today's teenagers are unlike any previous generation in their exposure to technology: 100 percent use the internet to seek information, 94 percent use the internet for school research, 41 percent use email and Instant Messaging to contact teachers and schoolmates about school work, 81perent email friends and relatives, 70 percent use Instant Messaging to keep in touch and 56 percent prefer the internet to the telephone.[64]

- Also known as "Millennials," children born between 1982 and 2002, approach learning in new ways. Their preference is to learn: with technology, with each other, online, in their time, in their place, and by doing things that matter.[65]

- The $100 laptop computer now promised for developing countries will drive down further the cost of wireless educational networking in the United States. Florida is now considering a statewide purchase of these laptops for their community college students.

- The use of cellphones by students is widespread. Students use them to check voice mail, send text messages, and generally to stay in touch with friends and family. Cellphones have the capacity to do much more in an educational environment, however. Cutting edge colleges and universities provide interfaces so that students can check grades, check the availability of study rooms, and see transportation and event schedules.[66]

- There is clear evidence of a digital divide based on education. Twenty-nine percent of American adults who have not graduated from high school have access to the Internet, compared with 61 percent of high school graduates and 89 of college graduates.[67]

- The digital divide is also reinforced by age. Twenty-six percent of Americans aged 65 and older go online, compared with 67 percent of those of those aged 50-64, 80 percent of those aged 30-49, and 84 percent of those aged 18-29.[68]

- Race also influences the digital divide. Fifty-seven percent of African-Americans go online, compared with 70 percent of whites.[69]

Redwood City

- Estimates of technology use by households in a 10-mile radius of Redwood City include: 84 percent of households have access to the Internet, 72 percent have access in their homes, and 78 percent of all households own a personal computer.[70]

PLANNING ASSUMPTIONS

Planning assumptions use the information from the environmental scan to establish a foundation for the Strategic plan. The assumptions developed below will help guide Cañada College's efforts to respond to and manage changes in its internal and external environments.

- Planning is a necessity for the college to approach its future. All planning activity will place the needs of students and potential learners first.

- Learners entering Cañada College in coming years increasingly will seek course choice and convenience, in addition to a quality education experience. Many of these learners will be "digital natives." They will be computer literate and expect more from technology at Cañada College.

- Students of color will represent a higher proportion of the college's population in the future, and their needs and interests must be considered fully and addressed appropriately.

- The proportion of disabled learners seeking services from the college will grow.

- The college's share of the high school market appears to be declining and the demographic projections predict fewer available adult learners. The college will need to develop partnerships and new market niches to grow enrollment. Student recruitment and retention will continue to grow in importance.

- Although San Mateo County is affluent and well-educated, there are places within its borders where the opposite is true. The growing divide between "haves" and "have-nots" particularly in the southern portion of San Mateo Counties will continue to challenge Cañada College.

- Planning documents and information will be clear, concise, coherent, and available to all major stakeholder groups. All plans should contain "success factors" for strategies that are developed so that stakeholders can measure progress.

- Cañada College will need to become increasingly entrepreneurial to meet the demands that will be placed on the institution especially if state dollars do not keep pace with those needs. The college will need to raise resources from traditional streams as well as to develop new partnerships.

- Cañada College will need to continue to document and share outcomes measurements in the format that is required by the state, but will also need to demonstrate its contributions to the health of southern San Mateo County and the region in new ways.

- To meet local needs, the college's mission will be comprehensive and will include the transfer and general education function as well as the career and technical education

function. The college will continue is commitment to reach under-served populations and to respond with appropriate services and programs. It will also embrace the community to meet documented needs.

- New facilities will need to be constructed and existing facilities renovated to accommodate student need. However, maximizing present facilities with creative scheduling and course content should be a priority. When new facilities are constructed they will need to be scalable to meet the needs of learner population and the teaching styles utilized at Cañada College. They should be well-equipped to parallel technological advances, and to match a variety of learning activities and modes.

CURRENT STATUS

This section of the report examines the current status of College operations from the perspective of students currently served and demographic trends within the College's service area.

Enrollment History

Cañada College's recent headcount enrollment is trending downward in student headcount while full-time equivalent students (FTES) appear to be leveling. Over the past two full academic years, the relationship between the number of credit hours and number of students has shifted, suggesting a trend toward more full-time students (Figure 1). Both headcount enrollment and FTES reached a peak in 2002-03. The College reports that cutbacks in state appropriations after the 2002-2003 year resulted in corresponding decreases in the number of class sections taught by adjunct faculty, especially in the evening hours. Overall, the San Mateo County Community College District experienced a 2.5 percent decline in FTES in 2004-05, making enrollment growth a priority.
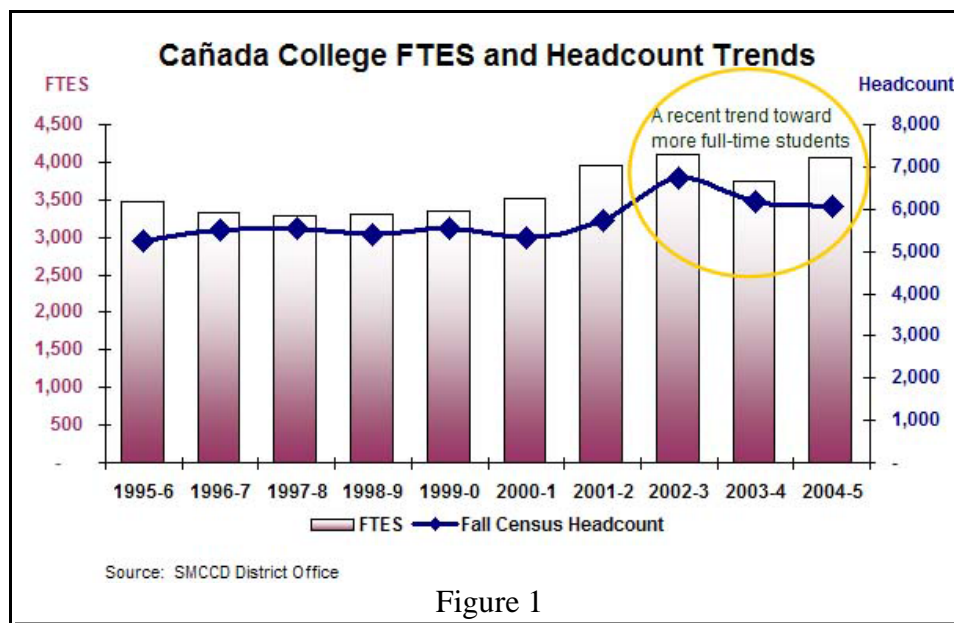
Figure 1

A trend toward full-time student status is good news for the College's general education and transfer programs that are offered primarily during the day. However, the recent shift away from older students, most of whom enroll for evening hours and on a part-time basis is cause for concern (see Figure 2). At a time when the adult population in San Mateo County is undergoing a sharp decline in the 25 to 44-year-old cohort and a corresponding increase in the 45 to 64-year-old category, the declining number of nontraditional students may indicate that the College is not serving the entire community. The trend away from part-time attendance, therefore, is worth further examination as it applies to the availability of current classes, those programs planned for

the future, and the preferences of these learners for convenience and compressed delivery options. Figure 2, in combination with Figure 1, suggests that the trend toward full-time enrollment is fueled not by students directly from high school, but by students aged 20 to 24.
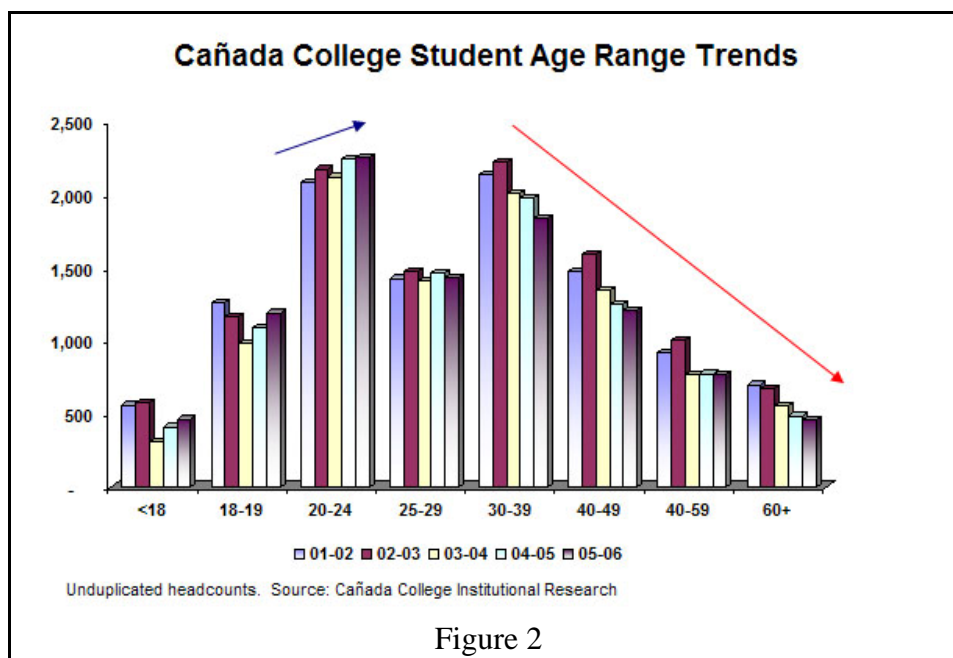
Figure 2

Student Gender and Race/Ethnicity

Overall, the proportion of female to male students has remained remarkably constant over the past ten academic years (about 65% female, 35% male, Figure 3). In contrast, overall race/ethnicity shifts at Cañada College over the past decade have been more striking (Figure 4). This racial and ethnic shift is fundamental to the College's future and is further illustrated in detail in Appendix B and in the enrollment projections prepared for this strategic plan (Appendix I).

It is likely the College will become even more diverse over the next decade, given the changes in race/ethnicity among the younger population within a 12-mile radius of the main campus (Figure 5). Hispanics represent the largest share of the younger population from which the College will draw in succeeding years. In contrast, Whites appear currently constitute the largest share of the population aged 50 and above, but will be displaced over the next two decades by Hispanics and Asians.
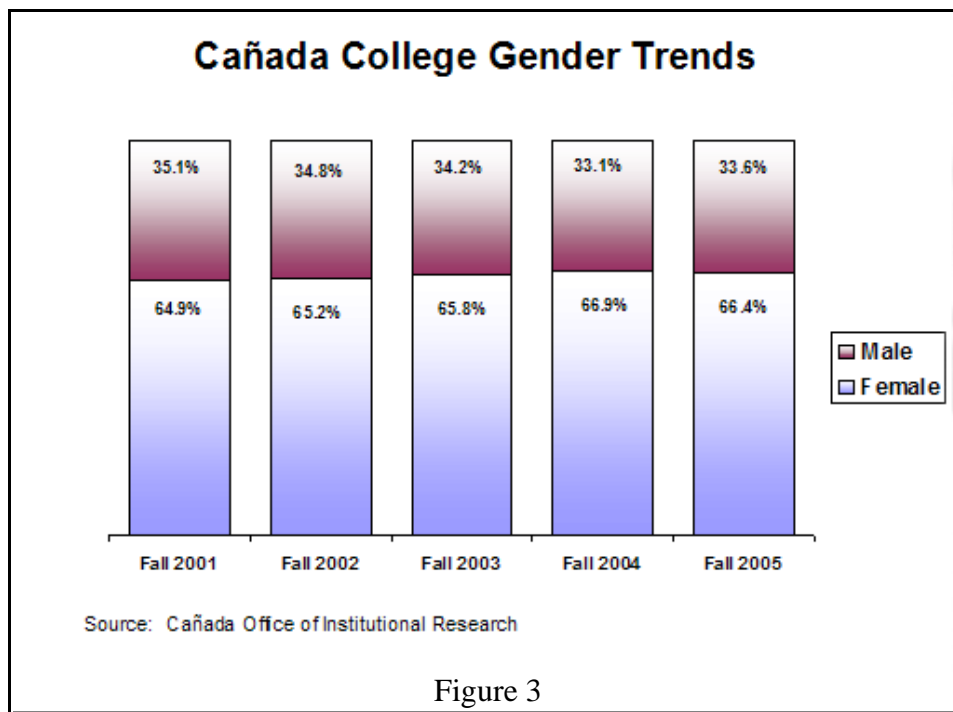
Figure 3
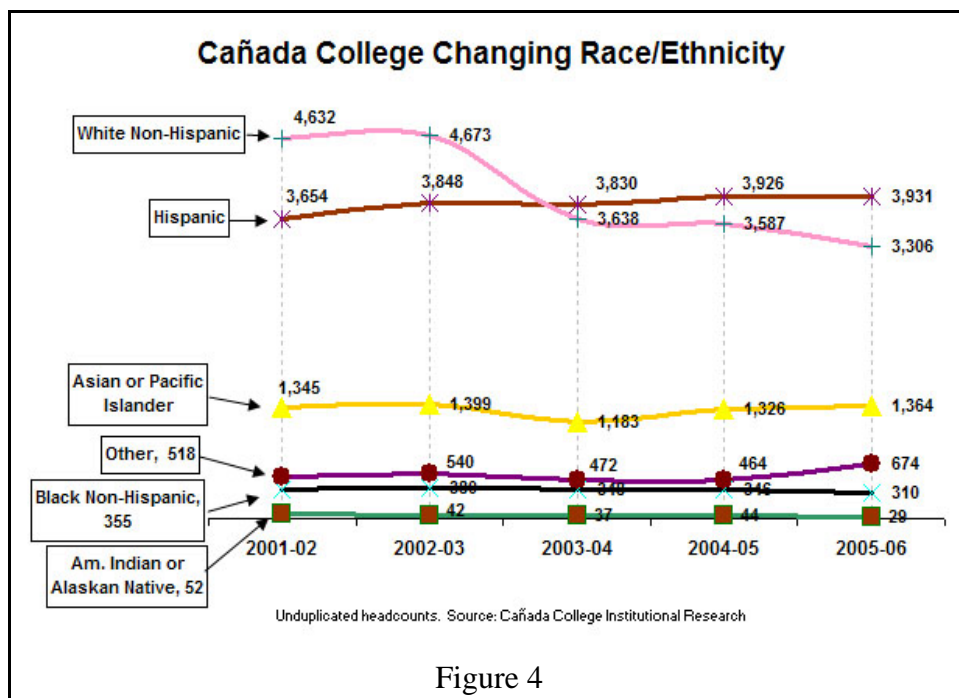
Figure 4

Viewing the combination of demographic factors over the past five academic years can provide a more precise overview of directions that the College is heading. Appendix B illustrates that the College has made significant gains in Hispanic students, especially those aged 20 and older, while significant declines have occurred in White students across nearly all age ranges.
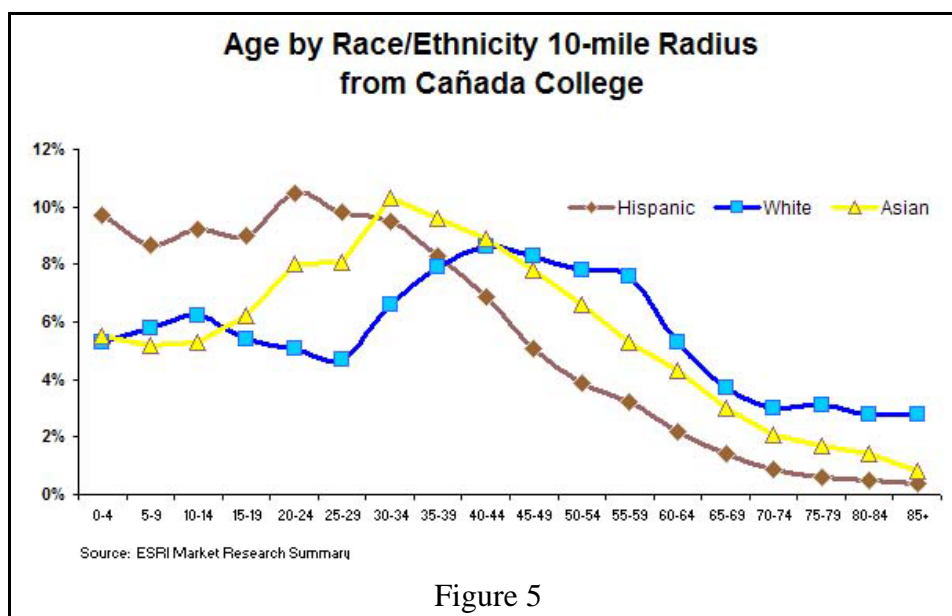
Figure 5

Secondary Schools

Sequoia Union High School District is the largest feeder district for the College, producing double the number of first-time freshmen than originate from the San Mateo Union High School District in 2005-2006 (Figure 6). A decade ago, these districts sent the same number of students to the College. The growth in students from Sequoia Union has been sharp over this time.

The college-going rate, expressed as the proportion of seniors who enter public higher education in the fall immediately after their senior year, for the Sequoia Union High School District has increased since fall 1996 (Figure 7). The number of graduates produced by the Sequoia District appears to be trending upward. Since this district sends the most students to the College, this upward trend is encouraging. During this same time, the San Mateo District's college-going rate is trending downward.
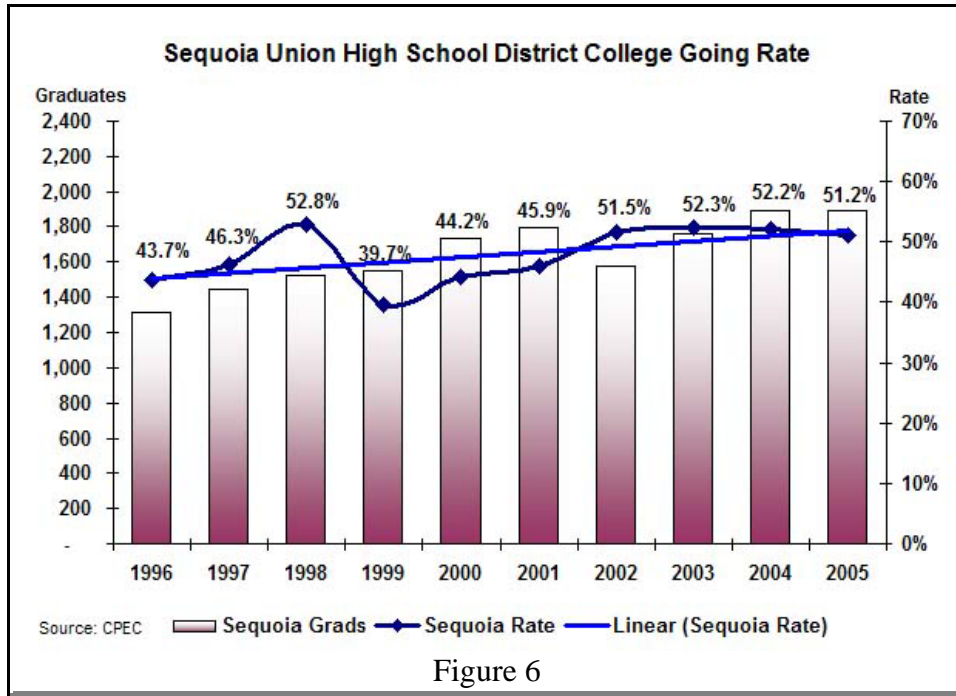
Figure 6
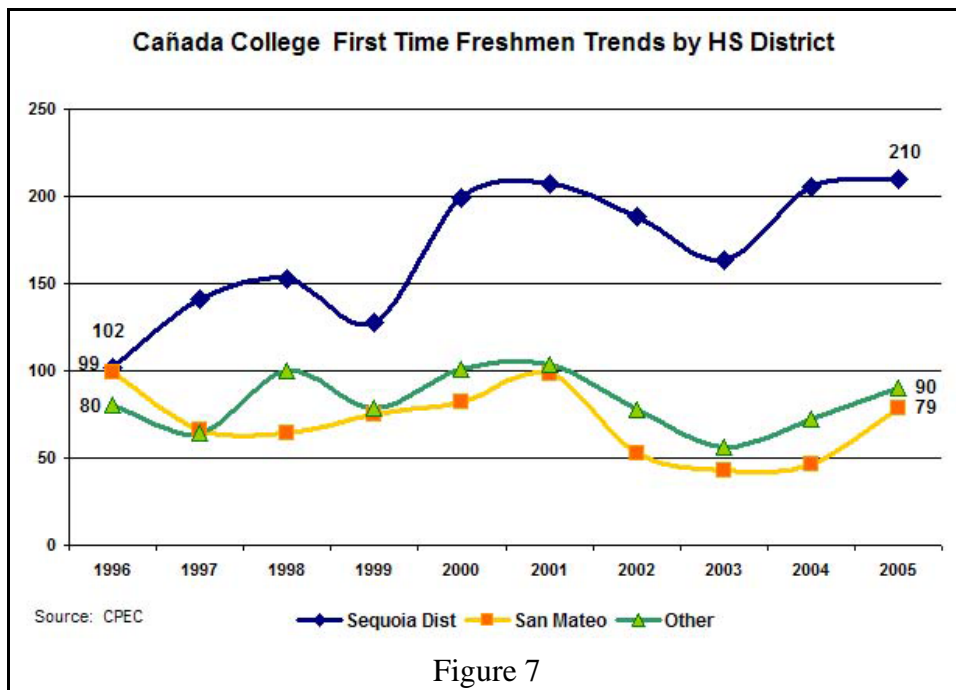
Figure 7

Transfer Students

Over the last decade, San Francisco State University has replaced San Jose State University as the top destination for Cañada transfer students (Figure 8). Transfer to California State University–East Bay has declined steadily over the same time.
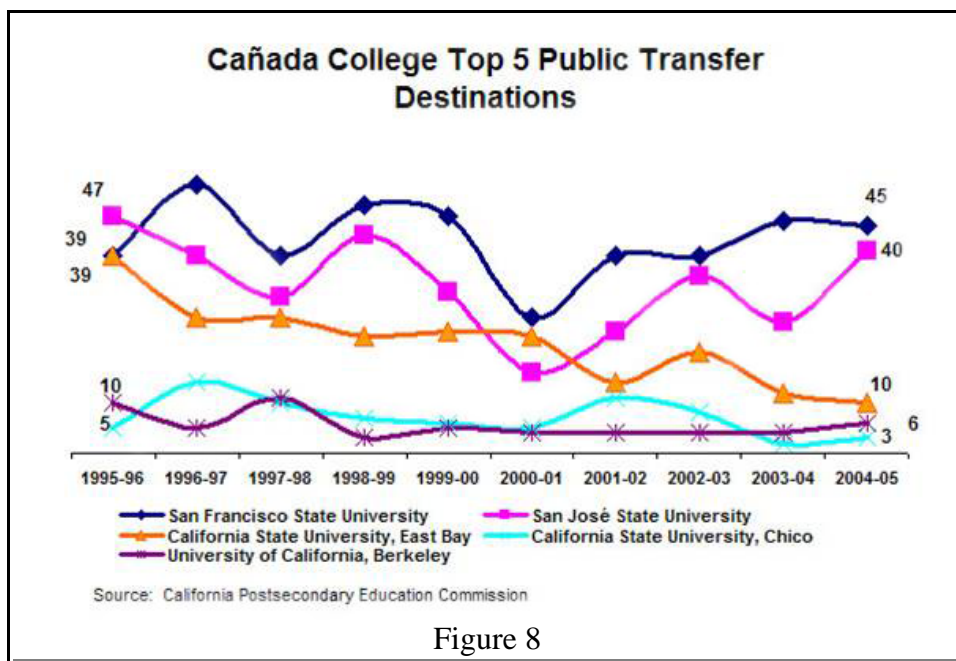
Figure 8

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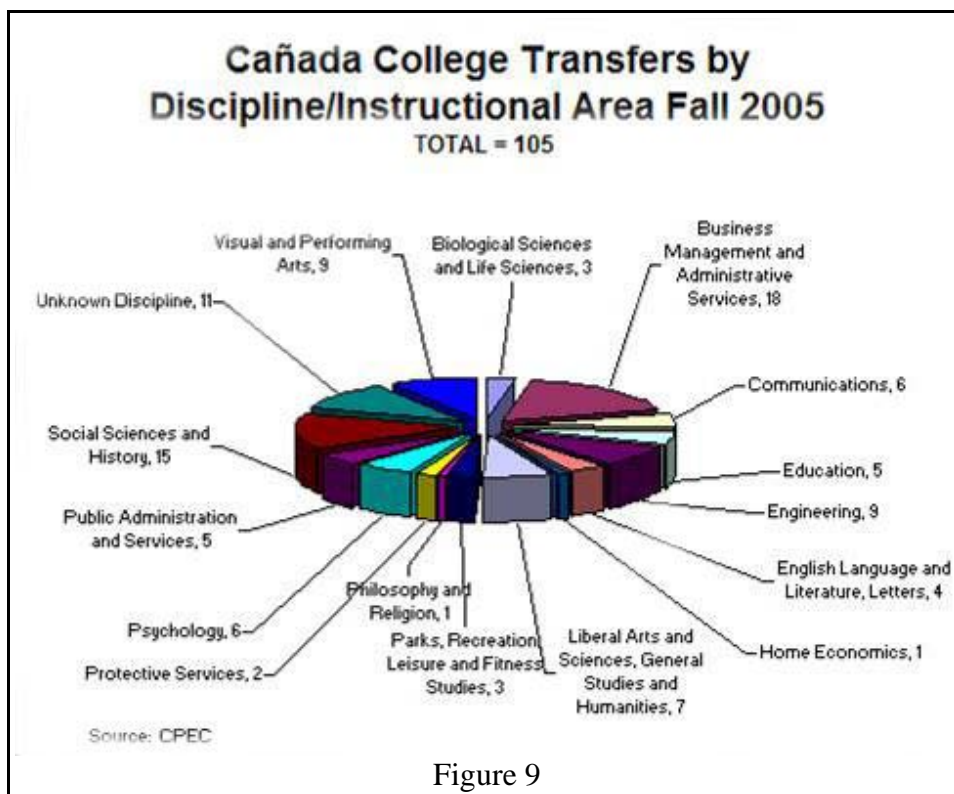
Figure 9

Cost of Attendance and Financial Aid

One prevalent myth across in higher education is that California community colleges are free, or so low in cost that any prospective student can afford to attend. That may have been true several decades ago, but the total financial outlay (known as Cost of Attendance and including tuition/fees, books, living expenses, and transportation) is now significant, especially for low-income students and their families. In fact, California community colleges are slightly more expensive for students than the national average (Figure 10).

Figure 10
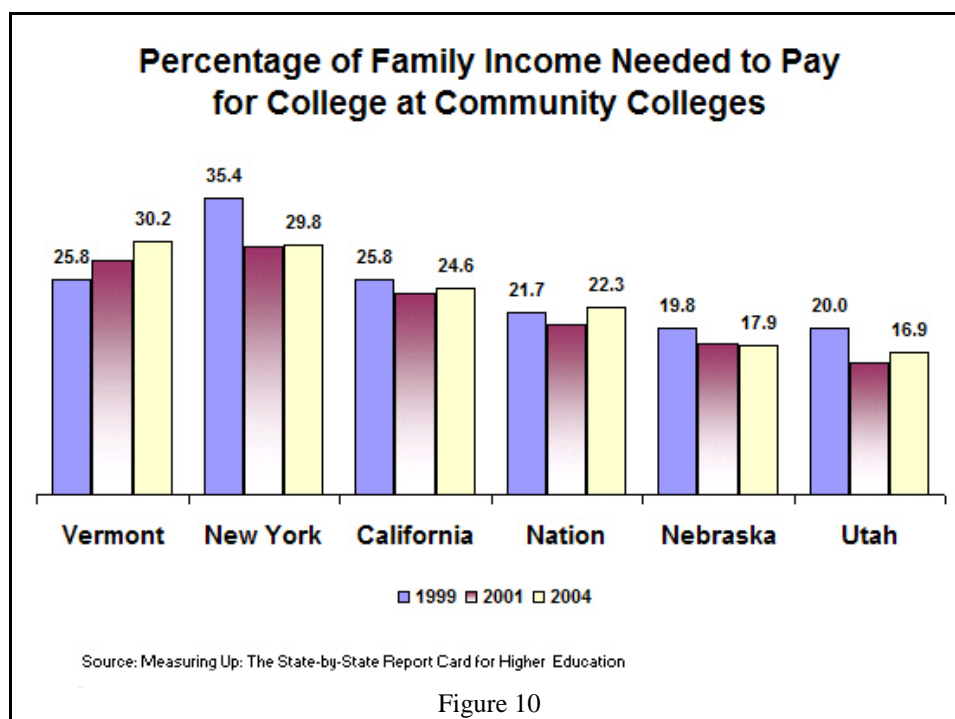
The Cost of Attendance at Cañada College is more than $16,500 per year for a full-time student living independently off-campus, a statistic that undoubtedly reflects the high cost of housing in San Mateo County, and about $5,200 for a full-time student residing with her or his family (Table 1). Student enrollment fees in the District have increased 42 percent since 2003-2004.

Table 1 Cañada College Academic Year Prices for Full-Time, First-Time Undergraduate Students			
Expenses	2003-04	2004-05	2005-06
Tuition and fees			
In-state	$458	$458	$652
Books and supplies	$1,224	$1,260	$1,260
Living arrangement			
Off-campus			
Room and board	$11,430	$11,430	$11,430

Table 1 Cañada College Academic Year Prices for Full-Time, First-Time Undergraduate Students			
Other expenses	$3,486	$3,486	$3,486
Off-campus with family			
Other expenses	$3,576	$3,576	$3,576
Total Expenses, In-State Students			
Off-campus	$16,598	$16,828	$16,828
Off-campus with family	$5,258	$5,488	$5,488
Source: National Center for Education Statistics, College Opportunities On-Line			

A student's Cost of Attendance can be offset, in part, by financial aid for eligible students. Fifty-three percent of Cañada's students received some form of financial aid in 2005-2006. Low-income students qualify for need-based aid including the federal Pell Grant and the state's Board of Governor's Fee waiver (Table 2). Few Cañada College students appear to pursue loans to finance their educations.

Table 2 Financial Aid Awarded at Cañada College, 2005-2006		
	Students[1]	Total Aid
State Grants		
Cal Grants	85	$94,196
CARE Grant	7	5,300
EOPS Grant	10	650
Other Grants	33	30,008
Federal Grants		
Pell Grant	480	1,076,261
Supplemental Educational Opportunity Grant	214	82,500
Board of Governors Waivers		
TANF Recipient Status	80	15,938
Social Security Recipient Status	1	312
Income Standards	3,088	910,585
Financial Need	495	155,116
Other Federal Aid		
Work Study	26	92,234
Total	4,519	$2,463,100
Source: California Postsecondary Education Commission. [1]Since students may receive more than one type of financial aid, headcount figures are duplicated.		

Budgets and Resources

Where indicated, the tables in this section utilize data taken from the Integrated Postsecondary Data System (IPEDS) collection and Peer Analysis System operated by the National Center for Education Statistics. Institutions report these data to IPEDS annually, but

there is no oversight for data after they have been submitted to the federal government. Therefore, although these data have importance, their lack of external verification suggests that they should be approached as indicators of the concepts represented, and not regarded absolute fact. Cañada College revenues and expenditures are summarized in Table 3.

Table 3 Cañada College Revenues and Expenditures FY 2005	
Revenue	**Dollars**
Tuition and fees, after deducting discounts and allowances	$ 1,782,716
Federal operating grants and contracts	1,521,846
State operating grants and contracts	2,552,452
Local/private operating grants and contracts	513,768
Sales and services of auxiliary enterprises	1,394,942
Total operating revenues	7,765,724
Federal appropriations	-
State appropriations	2,859,467
Local appropriations, education district taxes, and similar support	11,217,106
Capital Appropriations	1,012,728
Total all revenues and other additions	$ 24,435,082
Expenditures	
Instruction	$8,328,257
Research	-
Public Service	-
Academic Support	1,032,967
Student Services	2,245,826
Institutional Support	2,121,294
Operation and Maintenance of Physical Plant	622,907
Auxiliary Enterprises	1,736,306
Other Expense Deductions	7,945,942
Total Expenses	$25,175,664
Source: IPEDS Peer Analysis System	

IPEDS data also were used make financial comparisons between Cañada and 5 community colleges in California.[1] Table 4 offers comparisons of revenues and expenses for 2004-2005.

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[1] The comparison group used throughout this report includes: College of Alameda, Gavilan College, Mendocino College, Porterville College, and Folsom Lake College. These colleges are comparable in size and to Cañada. Cañada College, and the College of San Mateo were also included in the comparison group since they are in the same district. All comparison institutions report their data to IPEDS according to GASB standards thereby permitting reasonable comparisons. While size and budgets are the first consideration when selecting comparative institutions, other selection criteria might include student demographics, size of total budgets, and specialized programing. A more detailed peer analysis is a direction the College may wish to pursue to confirm the initial data presented here.

Table 4 Comparison of Key Financial Factors		
Factor	Cañada College Value	Comparison Group Median
Core revenues, total dollars	$23,040,140	$22,091,154
Tuition and fees as a percent of core revenues	7	7
State appropriations as percent of core revenues	12	21
Local appropriations as a percent of core revenues	47	30
Government grants and contracts as a percent of core revenues	19	20
Other revenues as a percent of core revenues	14	14
Core expenses, total dollars	$25,052,737	$26,023,001
Instruction expenses per FTE	$3,682	$2,987
Academic support expenses per FTE	$457	$640
Student services expenses per FTE	$993	$893
Institutional support expenses per FTE	$938	$894

Table 4 indicates that Cañada College receives less state appropriation as a proportion of its total budget than comparative institutions, meaning that the College is more dependent on local appropriations to make up the difference. Cañada also exceeds the comparison group median for instructional, student service, and institutional support expenses per FTE student.[2] At the same time, academic support expenses appear lower than at peer institutions. For reasons noted above, however, these data should not be regarded as the final word for those interested in knowing the root cause of these differences. Rather, they should be treated as a starting point for further understanding strategic financial choices. Finally, Cañada College does not report expenditures for institutional scholarships and grants in FY 2004; sixteen of the 26 comparators reported such expenditures. Future revenue raising on behalf of the College could carefully examine the possibility of creating institutional scholarships as a way to target future enrollment. It is also clear that additional entrepreneurial activities are imperative if the College is to fulfill its basic mission of providing quality instruction.

Faculty Resources

During the Fall 2005 semester, 241 full- and part-time faculty taught 611 class sections. Fifty-three percent of the class sections were taught by part-time faculty; 47 percent by full-time faculty (Figure 11). The evening hours make heaviest use of part-time faculty (Figure 12). Figure 13 demonstrates that the largest majority of the College's curriculum is available only on a traditional 17-week basis. Proportionately fewer classes are available in compressed formats that may better match the needs of working adults.

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[2]According to the National Association of College and University Business Officers (NACUBO), Instruction includes faculty salaries, equipment and supplies, and secretarial support. Academic Support includes libraries, galleries, educational media, academic computing support, academic administration, academic personnel development, and course and curriculum development. Institutional support includes executive management, fiscal operations, general administration, administrative computing support, public relations, and development.

25

Figure 11

Figure 12

Cañada College Length of Courses Fall 2005

4 weeks 0.3%
5 to 8 weeks 2.6%
9 to 12 weeks 4.1%
Other 8.6%
13 to 16 weeks 5.1%
17 weeks 79.3%

Source: Cañada College Office of Institutional Research

Figure 13
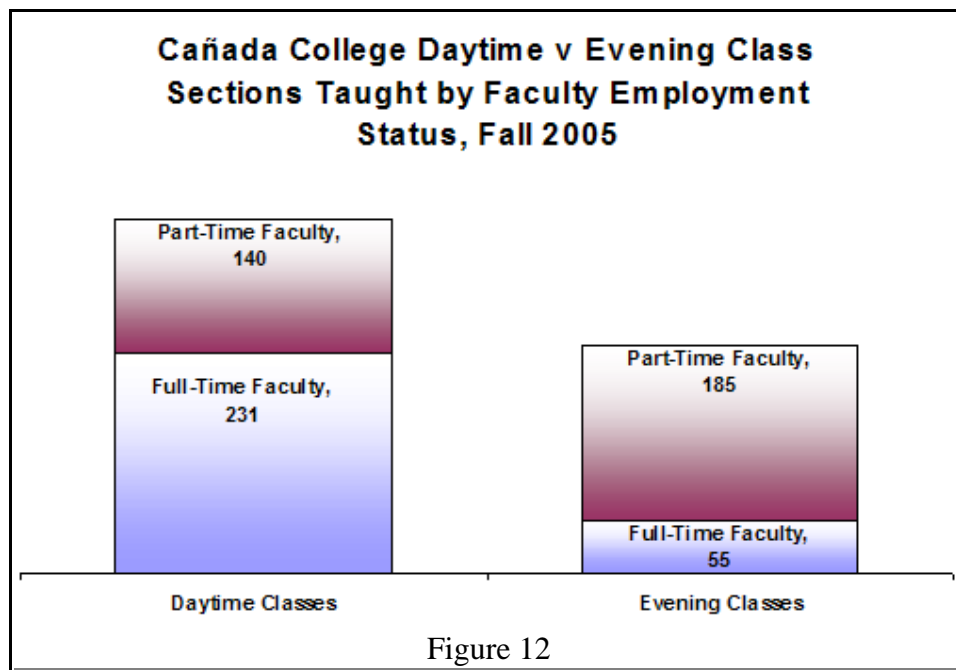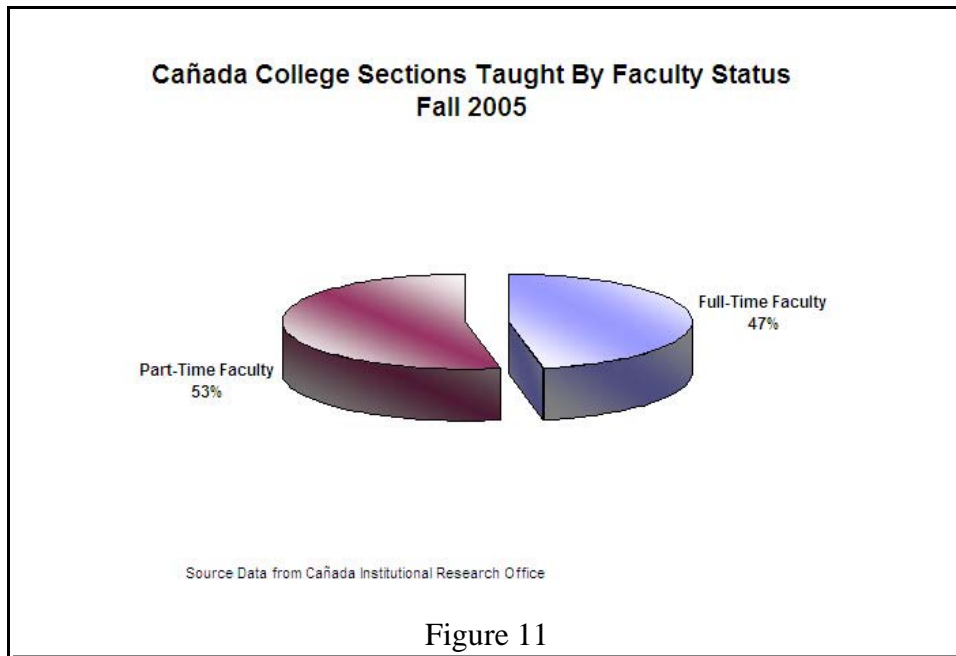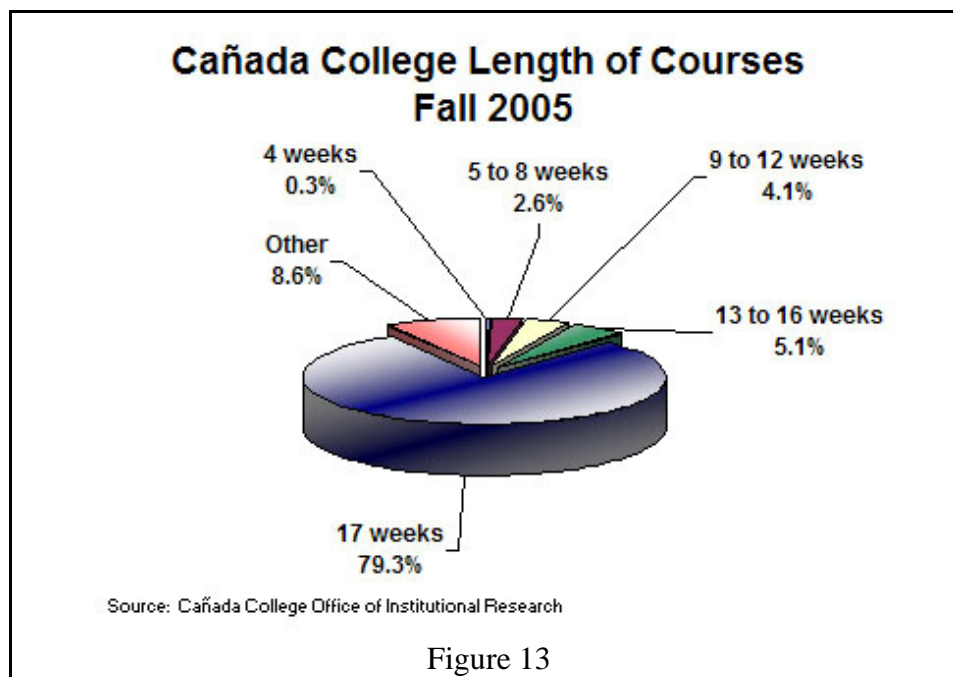
Table 5 indicates that faculty productivity, or load, has been increasing at the College in recent years. In the fall of 2005, load approached the statewide benchmark of 525 across the total instructional program.   Internal program review data show that load by program ranges from 245 to 1,003 in fall 2005.

Table 5					
Cañada College Instructional Productivity and Efficiency					
Term	WSCH	Sections	FTES	FTEF	Load
Fall 2001	51,155.1	656	1,705.2	108.9	469.7
Fall 2002	57,140.8	660	1,904.7	114.8	497.7
Fall 2003	56,221.6	590	1,874.1	106.2	529.6
Fall 2004	55,578.5	588	1,852.6	104.4	532.6
Fall 2005	58,120.8	611	1,937.4	111.2	522.7

Source: Cañada College Institutional Research Office

Census: Number of duplicated headcount at final census.
End of Term Enrollment: Number of duplicated headcount at the end of the term.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity.
Sections: Total number of sections offered per semester

Degrees and Certificates Awarded

Cañada College awarded 230 Associate degrees and 213 certificates in 2005-2006 (Appendix C). Degrees in the liberal arts area have increased since 1999-2000 while degrees in business administration have declined. The leading certificate-granting areas were Early Childhood Education, Fashion Merchandising, and Interior Design.

Table 6 depicts the number of degrees and certificates awarded at comparative institutions and the ratio of fall enrollment to total awards. Canada's ratio is second highest in this group, meaning that in 2004-2005, Cañada College's students did not complete formal awards at the same rate as other, comparative institutions. This is an area that the College will want to continually research to determine whether this represents a trend.

College	Fall 2005 Enrollment	Associate Degrees Awarded 2004-05	Certificates Less than One Year	Certificates between One and Two Years	Total Degrees and Certificates	Ratio
Cañada College	5,551	175	131	53	364	15.3
College of Alameda	5,238	261	87	68	416	12.6
Gavilan College	4,854	223	65	0	288	16.9
Mendocino College	4,355	317	42	6	365	11.9
Porterville College	3,814	203	135	15	353	10.4
College of San Mateo	10,447	375	291	189	855	12.2
Cañada College	7,947	409	451	33	893	8.9
Folsom Lake College	6,337	420	133	12	565	11.2

Table 6
Comparisons, Degrees and Certificate Awarded

Source: Data provided to U.S. Department of Education's Integrated Postsecondary Education System by Each College

Middle College

The College has operated a Middle College in conjunction with the Sequoia Union High School District since 2001. This program provides select high school students the opportunity to start college courses while satisfying high school graduation requirements. Participants receive free tuition and textbooks. All courses are held at Cañada College.

University Center

Cañada College hosts the University Center a unit intended to increase access to baccalaureate degrees for residents of the southern Peninsula by creating partnerships with 4-year colleges and universities. The University Center hosts these programs in conjunction with San Francisco State University: Executive Masters in Business Administration, Business, Child and Adolescent Development, and Nursing. SFSU also currently offers certificates in teaching

reading at the postsecondary level and Spanish/English interpretation. The University Center also hosts the Center for Teacher Efficacy, a partnership between Cañada College and SFSU to provide professional development opportunities for current teachers in surrounding school districts. California State University at Monterey Bay currently offers a Bachelor's of Arts in Liberal Studies. At the time this plan was created, Cañada administrators were in negotiation with California State University East Bay to create other baccalaureate degree opportunities.

The power of this center is illustrated by its nursing program. Cañada College offers lower division coursework required for transfer to the SFSU nursing program and other accredited nursing programs but does not host its own nursing program. Other partners in the University Center program include the Sequoia Health Care District and Sequoia Hospital. The program is a mechanism to address the nursing shortage in the Bay Area and in the southern portion of San Mateo County. The program provides an additional forty places annually and administrators report potential student demand is nearly triple the capacity.

The nursing model could be extended to other programs requiring a bachelor's degree and for which employers were willing to partner with the College. Included here may be programs in health care management, biochemistry, and clinical laboratory technology. Still other bachelor's degrees are possible and Cañada will want to respond thoughtfully to these potentials by relying on analyses of current programs in the area and market demand.

Other Special Programs

Cañada provides diverse support for diverse learners. These programs include California Work Opportunity and Responsibility to Kids (CalWORKS) for welfare recipients; Disabled Students, Extended Opportunity Programs and Services (EOPS) a state-funded program designed to assist economically and educationally disadvantaged students with financial assistance and support; Math, Engineering, & Science Achievement (Known as at the Cañada College as CANMESA); and the Common Ground Project, a peer conflict resolution program designed to provide students with practical information and skills to approach and resolve interpersonal conflicts. These programs are a critical part of the fabric of the College as it focuses on services for students of color, low-income, and disabled students. In addition, various student clubs and organizations support diversity on campus.

Program Vitality

In recent years, instructional programs have trended both upward and downward, as they do at every higher education institution in response to both internal and external realities. Table 7 depicts fall semester trend data for instructional areas as defined by 2-Digit TOP Codes.[3] These data capture the academic history of Cañada College across these terms. Appendix D provides trend data by course prefix. Caution should be applied in interpreting this information for several reasons. First, small programs may be influenced by enrollment swings involving a handful of students. Second, the current construction, as noted above, may play a role in

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[3]The Taxonomy of Program (TOP) Codes are used in California to categorize instructional programs. Developmental courses--including remedial classes, ESL, and personal development courses--appear under the "49" TOP Code

fluctuations. Third, these data are for fall terms and, although fall is the "bellwether" term at most colleges, the data in Table 7 do not include enrollment for courses that may have been offered in the spring or summer terms. At the same time, and with these cautions, these data represent key information for this strategic plan and for future academic planning.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
Table 7 Census Course Enrollments by 2-Digit TOP Codes						
02-Architecture & Environmental Design	66	78	65	69	64	-3%
04-Biological Sciences	247	363	438	487	551	123%
05.Business & Management	1,286	1,239	1.039	1,023	1,123	-13%
06–Media and Communications	388	515	436	366	356	-8%
07–Information Technology	460	504	222	59	60	-87%
08–Education	1,366	1,579	1,717	1,593	1,604	17%
09–Engineering and Industrial Tech	100	98	89	73	73	-27%
11–Foreign Language	336	264	183	171	166	-51%
12–Health	32	47	88	404	365	1041%
13–Family and Consumer Sciences	1,660	2,428	2,082	2,063	2,102	27%
14–Law	57	99	93	102	109	91%
15–Humanities (Letters)	953	977	894	953	952	0%
16-Library Science	6	10	5	13	7	17%
17–Mathematics	979	1,013	1,163	1,104	1,113	14%
19-Physical Sciences	320	438	355	361	476	49%
20-Psychology	286	330	259	260	287	0%
21–Public and Protective Services	90	259	237	252	153	70%
22–Social Sciences	866	1,015	1,085	990	1,058	22%
30-Tourism	13					n/a
49–Developmental Education	4,996	5,327	5,896	5,748	4,922	-1%
Grand Total	15,711	17,637	17,124	16,754	16,180	-1%

Program Increases

Table 7 indicates significant increases (enrollment gains of 10% or more) in these program areas: health (1041%), biological sciences (123%), law (92%), public and protective services (70%), physical sciences (49%), family and consumer sciences (27%), social sciences (22%), education (17%), and mathematics (14%). These data signal an increase in "hard" sciences that accompany dramatic gains in the health area, spurred by program enrollments in radiological technology and a recently established program in medical assisting. Likewise, the paralegal program and human services (found under public and protective services) programs have experienced significant growth. Other program areas with significant growth under these 2-digit TOP codes include chemistry and physics (physical sciences), multimedia (under media and communications), political science and sociology (under social sciences), and nutrition (under family and consumer sciences). More detail on trend enrollments for individual programs may be found in Appendix D.

Program Decreases

During the time that certain 2-Digit TOP areas were increasing a handful of areas were significantly decreasing (enrollment declines of 10% or more). These include: information technology (-87%), foreign languages (-51%), engineering and industrial technology (-27%), and business and management (-13%). These areas appear to offset the gains in programs above that prepare learners to compete in a global economy. The information technology area is in steep decline because courses in networking and general information technology were not offered in the fall of 2005 while programming courses were in sharp decline. In the foreign languages area, French and Italian are no longer offered and Spanish enrollment is declining. No courses in Asian languages are offered. Course enrollment declines in computer infrastructure and support contribute to the decline in engineering and industrial technology. Last, in the in the business and management area, real estate program enrollments have increased but do not offset declines in business, business management, and office technology programs. More granular detail is available in Appendix D. The College will want to take a long look at the reasons for these declines to determine whether this is a pattern that can be reversed.

Developmental Education Courses

The developmental education area is the largest single instructional area at the College. Enrollments in developmental education courses are relatively flat, overall, at Cañada College (Table 8). Further, enrollments in developmental English, reading and mathematics appear modest relative to overall enrollment at the College, running counter to what is known about the levels of preparation for high school graduates and adult literacy, in general, in California and nationally. While enrollment in developmental mathematics and reading have increased over time, even given relatively low proportion of the College's total enrollment that these areas represent, developmental English has not kept pace. English as a Second Language class enrollment is the largest single area within developmental education and is also trending upward.

Table 8 Cañada College Headcount Trends in Developmental Education						
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Change Fall 2001 to Fall 2005
Developmental Reading	464	413				13%
Developmental Writing	511					-56%
Developmental Learning Skills	47	48	12	24	39	-17%
English as a Second Language	1,758					19%
General Work Experience					46	n/a
Career and Personal Development	1,360	1,191				-23%
Job Seeking/Changing	7	13	9	11	18	157%
Living Skills	49	49	45	42		n/a
Developmental mathematics	81					84%

Table 8 Cañada College Headcount Trends in Developmental Education					
Skill Development	217		143	196	143	-34%
Supervised Tutoring	466	576	800	753	630	35%
Technical Communication	6	4	10	12	4	-33%
Grand Total	4.966	5.327	5,896	5.748	4,922	-1%

Source Data from Cañada College Office of Institutional Research. Headcount are duplicated since students may have been enrolled in more than one class across these areas.

Current Status of Distance Education

Distance education is a broad term that has been used to incorporate a variety of learning modalities and delivery options. In its most common use, distance education refers to the use of technology to facilitate learning that is independent of time and place. Other descriptors appear in the literature to describe this phenomenon and include, for example, eLearning, online courses, electronic instruction, and distributed education. This plan uses the term distance education as a metaphor for technologically-enabled learning options that are can be embedded in face-to-face learning experiences as well as techniques used to deliver learning to students at a distance from the campus. New technologies propel distance education and make possible new ways of teaching students.

According to its spring 2007 schedule, Cañada College will offer 14 online courses and three hybrid (mixed online and traditional classroom) courses, representing about 3.6 % of its total courses for that term. Mounting traffic congestion, the learning preferences of the Millennial Generation, the convenience sought by working adults, the abilities to free up classroom space on campus, and competition in the online learning marketplace strongly suggest that the College should look for ways to increase its distance education offerings. Such a path also has great value for traditional classes as technological options become integrated throughout an entire curriculum. All distance education efforts need not be totally online. Many community colleges report that mixed mode, or hybrid classes, are popular with student and meet standards for rigor. At this writing the District is convening a committee working to expand distance education alternatives for students, an initiative that should pay dividends to Cañada.

Scheduling of Courses

It is common across higher education institutions that courses are scheduled for peak times in the morning and again in the evening to accommodate working adults and other students for whom morning attendance is not possible. While this pattern is typical of most colleges, it does not maximize the capacity of the College during non-peak hours. The format, scheduling, and delivery strategies for classes and programs should be revisited at Cañada College. Focus group research could be employed with current students to determine whether they would attend classes in the afternoon hours and what types of learning options they prefer. Similarly,

Figure 14
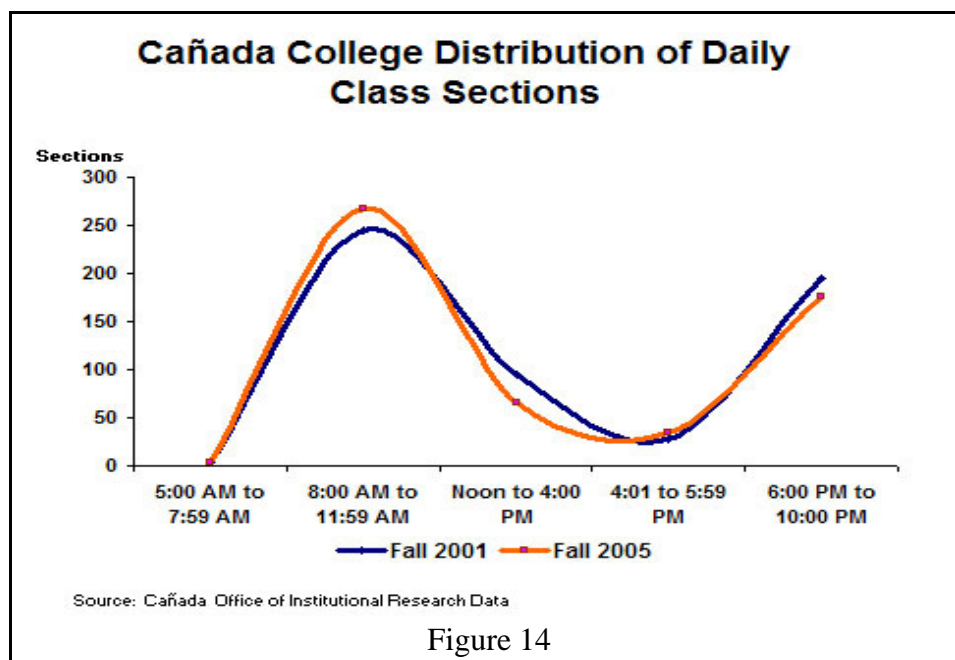
prospective students might be surveyed to determine their potential availability and desired learning modes, including preferences for asynchronous learning options.

There is much instructional capacity for face-to-face instruction that now exists from noon through 6:00 p.m. and on weekends (Figure 14). Program health can also be traced to availability of classes at times other than the traditional daytime hours. Over the past five falls, Cañada College offered fewer evening classes starting at 6:00 p.m. as morning classes that start between 9:00 a.m. and 10:00 a.m. This trend appears to be widening since fall 2001. In fall 2005, 39 percent of all courses were offered in the evening hours.

Appendix E depicts the proportion of classes by discipline area that were available to students in the evening hours. These programs were unavailable in evening hours during that term: cooperative education, developmental learning skills, engineering, geography, library science, music, physical education (individual sport, varsity sport, and adaptive/corrective, theory), physics, and radiological technology. These programs were available exclusively in the evening hours: computer information technology, film, health science, management, and real estate. More than half of the classes in these discipline areas were available: paralegal studies, business, astronomy, dance, human services, physical education (team sport), English as a Second Language, accounting, early childhood education, and fashion merchandising.

Community Survey

The current strategic planning process included a limited survey of selected community groups including the Redwood City Chamber of Commerce, neighborhood gatherings of Hispanic parents, Rotary Club members, and school district professionals. While this effort provided some information, the low number of responses (n=25) in proportion to the number of adults in the College's service area, suggests the need for a wider survey drawn from a random sample. At the same time, a preliminary picture taken from community leaders emerges from these returns and can provide a preliminary glimpse of their perceptions.

- Nearly 90 percent would recommend Cañada College to a friend or family member.
- More than half of the respondents indicated they would be interested in taking a class at Cañada. They were split between college-level courses and courses for personal interest.
- About two-thirds would be interested in taking a class online.
- There is strong support for the College's credit courses and degree programs as well as keeping access affordable. The transfer function was similarly important.
- The role of the College as an educational leader that would, link school districts and other higher education institutions received strong support.
- Respondents' interests range from flamenco dance, fundraising, investing, Italian conversation, marketing, nonprofit leadership, organic gardening, real estate, study abroad, website design.
- The need to provide state-of-the art technology for students as well as online courses was generally viewed as a top priority.
- Several respondents suggested that the College create a speakers series similar to De Anza or Foothill Colleges.
- Many respondents see a need for residents to complete a baccalaureate degree without leaving Redwood City (the University Center model).

PROJECTED NEEDS FOR COMMUNITY COLLEGE PROGRAMS

This section of the Cañada College Strategic plan focuses on the match between present and future programing. Research from several sources is reviewed that highlights local, California, and national job markets. Labor market information is used as a framework to examine the current mix of programs, including which programs should be strengthened and those that appear not to meet student and labor market needs. Also included in this section are the results of a competitor analysis in which programs offered in a 30-mile radius of the main campus are identified, thereby providing a road map indicating where Cañada College might find new program opportunities. This section concludes with analyses of the current and recommended state of instructional programs at the College.

Future competition will be keen. There are currently 59 land-based postsecondary institutions that award Associate degrees and certificates degrees within a 30-mile radius of the College's main campus. The largest set of competitors are also community colleges. Private providers operate in niche markets and charge students more than does Cañada College. They also offer programs ranging from short-term training of several weeks in duration to full degree programs. This has important implications for Cañada College since, in general, adult students rank quality and convenience ahead of cost, a potential reason why consumers are willing to pay more for learning that is of short duration and/or convenience.

Competition for students also is heightened by the number of distance education providers that have entered the educational marketplace in the last decade. A recent report placed the number of students in the United States participating in distance education provided by both 4-year and 2-year institutions at more than three million.[4] Distance education opportunities are not just offered by 4-year and 2-year institutions, however. Although precise figures are unavailable, numerous learning enterprises in the for-profit sector run parallel to traditional postsecondary providers, providing alternative routes to certification, especially in information technology. It is estimated that 1.2 million certifications are earned annually throughout the World. None were earned though traditional courses of study or through a traditional institution of higher education.[5]

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[4]U.S. Department of Education, National Center for Education Statistics. Distance Education at Degree-Granting Postsecondary Institutions: 2000–2001, NCES 2003-017, by Tiffany Waits and Laurie Lewis. Project Officer: Bernard Greene. Washington, DC: 2003.

[5]Adelman, C. A Parallel Postsecondary Universe: the Certification System in Information Technology. U.S. Department of Educational Research and Improvement, 2003.

Learner and College Alignment

When weighing the impact of existing and planned programs Voorhees Group LLC first recommends that colleges examine the alignment between programs and learners. That alignment is characterized as Figure 15 and is drawn from field work with a number of community colleges across the United States. The learner is placed in the middle of all institutional actions so as to systematically examine a range of factors that impact equilibrium or

Figure 15
Source: R.A. Voorhees
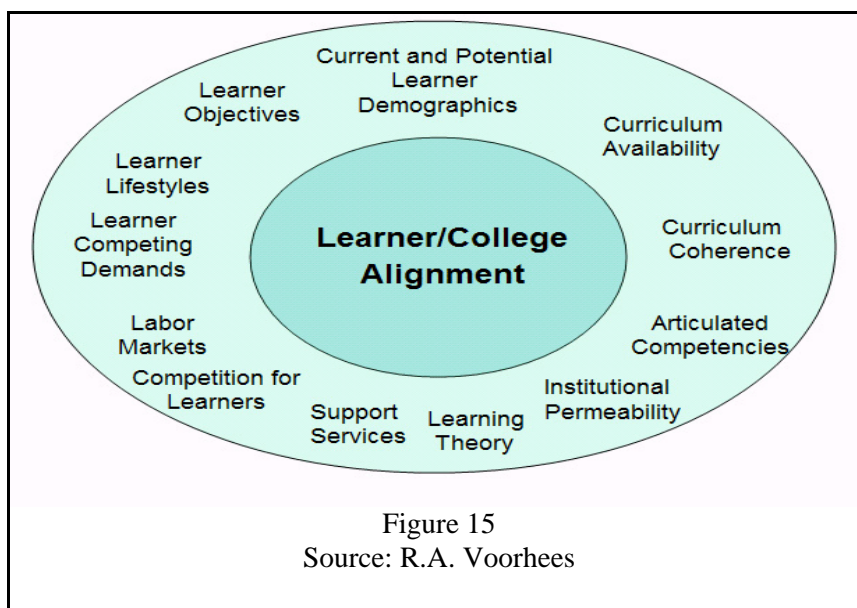
alignment. The purpose is to allow colleges to identify, develop and/or refine, implement, and evaluate current and proposed programs. It provides a framework for looking at the curriculum broadly as well as a mechanism for examining individual programs in depth. Each of these components will have been addressed on a macro level for Cañada College in the course of this Strategic plan.

Statewide, Local, and National Labor Markets

Cañada College is rooted in southern San Mateo County. It also serves wider labor force needs in the Bay Area, statewide, nationally, and globally. As more jobs move from America's shores, it is critical that Cañada College prepare its graduates to compete in a global, knowledge-based economy.

Statewide Trends

      Statewide labor market forecasts to 2012 are very favorable for community college programs. Most occupational growth will occur in health-related occupations including physical therapy aides and assistants, dental hygienists and assistants, occupational assistants and aides, fitness trainers and aerobics instructors, home-health aides, respiratory technicians, and other healthcare technologies. In fact, the demand in these areas is greater than the demand for healthcare professionals under whom these occupations will work. Appendix F displays the top 100 fastest growing occupations in California through to the year 2012.

Local Employment Trends

      Because of the large labor market in the Bay Area, there is consistency in the types of occupations that will be in most demand with statewide projections. With the exception of food preparation workers and other labor-intensive jobs, most occupations will require high skills, especially in critical thinking, computational, and science-related areas (Table 9). Appendix G displays the fastest growing occupational areas in the San Francisco Metropolitan area, including San Mateo County, by the level of education required for entry into those jobs.

Table 9 **Occupational Employment Projections, 2002-2012** **San Francisco Metropolitan Statistical Area** **(Marin, San Francisco, and San Mateo Counties)**		
Occupational Title	**Annual Job Openings**	**Median Hourly Wage**
Total, All Occupations	27,463	$19.81
Management Occupations	1,750	$48.31
Computer and Mathematical Occupations	1,293	$39.98
Architecture and Engineering Occupations	594	$34.77
Life, Physical, and Social Science Occupations	649	$33.80
Community and Social Services Occupations	369	$18.67
Legal Occupations	247	$47.97
Education, Training, and Library Occupations	1,076	$23.16
Arts, Design, Entertainment, Sports, and Media Occupations	543	$26.10
Healthcare Practitioners and Technical Occupations	1,096	$34.08
Protective Service Occupations	885	$19.31
Food Preparation and Serving Related Occupations	4,381	$9.23
Building and Grounds Cleaning and Maintenance Occupations	890	$12.61
Personal Care and Service Occupations	631	$12.44
Sales and Related Occupations	3,885	$14.89
Office and Administrative Support Occupations	4,220	$17.60
Farming, Fishing, and Forestry Occupations	39	$9.25
Construction and Extraction Occupations	1,035	$26.70
Installation, Maintenance, and Repair Occupations	746	$23.29
Production Occupations	913	$14.01
Transportation and Material Moving Occupations	1,129	$13.72
Note: Data for San Mateo County is not available. Source: California Employment Development Department, Retrieved March 22, 2006, at http://www.labormarketinfo.edd.ca.gov		

National Employment Market Trends

The national job outlook forecast also confirms the critical nature of community college training to the United States economy. Again, the majority of the fastest growing occupations can be found in the health field, an inevitable consequence of an aging society.   Of the programs found in Table 10, Cañada College offers paralegal and medical assisting. Other opportunities appear in this table but caution should be exercised in their pursuit; consultation with the competitor analysis found in this report, contact with local employers, and other ways to access knowledge about local labor markets should precede program planning.

	Change			
Title	Number	%	Quartile Rank of Earnings	Most significant source of postsecondary education or training
Home health aides	350	56.0	VL	STOJT
Personal and home care aides	287	41.0	VL	STOJT
Physical therapist aides	15	34.4	L	STOJT
Medical assistants	202	52.1	L	MTOJT
Dental assistants	114	42.7	L	MTOJT
Hazardous materials removal workers	12	31.2	H	MTOJT
Preschool teachers, except special education	143	33.1	L	PVA
Physical therapist assistants	26	44.2	H	AD
Dental hygienists	68	43.3	VH	AD
Forensic science technicians	4	36.4	VH	AD
Veterinary technologists and technicians	21	35.3	L	AD
Diagnostic medical sonographers	15	34.8	VH	AD
Occupational therapist assistants	7	34.1	H	AD
Cardiovascular technologists and technicians	15	32.6	H	AD
Paralegals and legal assistants	67	29.7	H	Associate degree

Table 10
Fastest Growing National Occupations, 2004 to 2014 Requiring an Associate Degree or Sub-Associate Training

Note: Numbers in Thousands.   STOJT = Short-term on-the-job-training; MTOJT= Moderate-term on-the-job-training; PVA = Postsecondary vocational award, AD = Associate's degree. Source: Bureau of Labor Standards http://www.bls.gov/emp/emptab21.htm

Hot Community College Programs

Another touchstone for Cañada College are those programs identified by the American Association of Community Colleges as strong growth programs within community colleges (Table 11). These occupational fields are somewhat more broad than those depicted in earlier tables and include several programs now in place at Cañada College including general programs in business, computer science, and computer networking. Table 9 indicates, however, that the College's capacities in these areas have declined.

Table 11 American Association of Community Colleges Top 15 Hot Programs, For-Credit and Noncredit		
Program	**% of Programs in All Community Colleges**	**Average Starting Salary**
1. Registered Nursing	19.6%	$38,419
2. Law Enforcement	5.7%	$31,865
3. Licensed Practical Nursing	5.1%	$27,507
4. Radiology	4.6%	$35,612
5. Computer Technologies	3.7%	$35,469
6. Automotive	3.5%	$32,498
7. Nursing Assistant	3.1%	$16,754
8. Dental Hygiene	2.9%	$35,956
9. Health Information Technology	2.6%	$26,578
10. Construction	2.5%	$34,414
11. Education	2.4%	$30,810
12. Business	2.2%	$31,366
13. Networking	2.1%	$35,938
14. Electronics	1.7%	$32,734
15. Medical Assistant	1.7%	$22,953
Source: McPhee, S. Hot Programs at Community Colleges. American Association of Community Colleges. Retrieved March 21, 2006, at http://www.aacc.nche.edu		

Program Competitor Analysis

There are 62 two public and private institutions that compete with Cañada College for students within a 60-mile radius of its main campus including six public two-year or less institutions, five not-for-profit two-year institutions, 10 for-profit two-year institutions, three public less than two-year institutions, nine private not-for-profit less than two-year institutions,

and 10 private for-profit less than two-year institutions.   Not only are public two-year institutions the most numerous in this catchment area, they dominate enrollments (Figure 16).

The local educational environment is dominated by public community colleges (Figure 16). Competition arises not just from these institutions, but also from 4-year institutions in both the for-profit and nonprofit sectors and from distance education competitors. There are 67 public or private, 4-year institutions offering a minimum of a bachelor's degree located in a 60-mile radius from Cañada College, bringing total competitor institutions to more than 120. It is not possible to estimate the number of distance education providers beyond those land-based institutions that compete in the cybermarketspace since the Internet does not respect boundaries. The recent federal "deregulation" of distance education will permit institutions–chiefly for-profit institutions-- that heretofore have not been active in online education to accelerate their efforts.

Figure 16
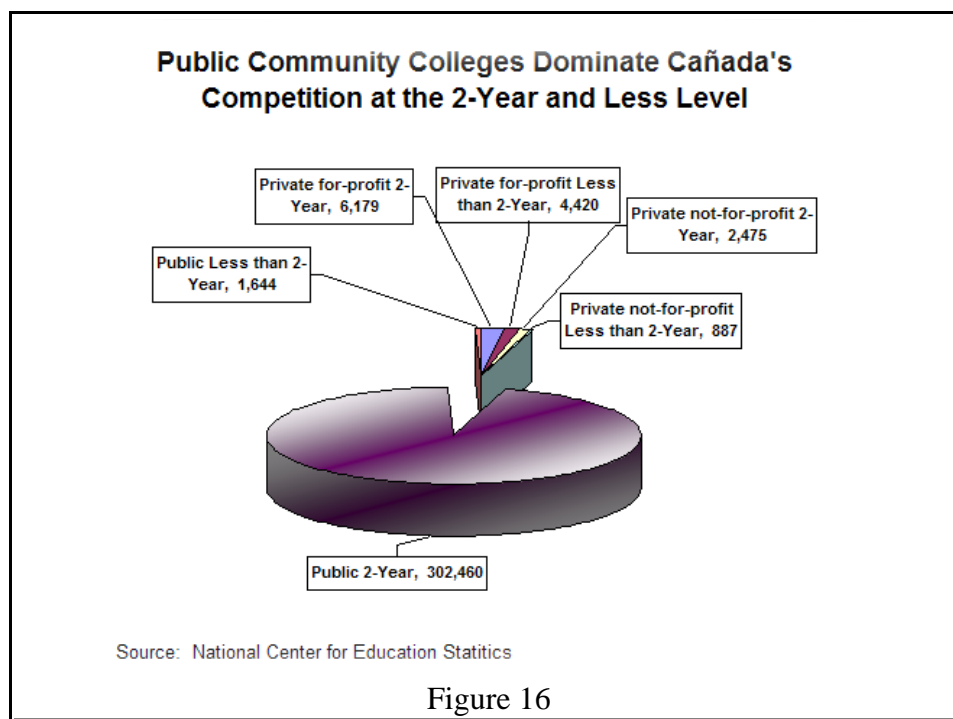
Appendix H contains the those institutions with whom Cañada competes that are located within a 30- mile radius of the Cañada College campus. A database with programs offered by these institutions has been posted to the College's website. This study was performed by visiting on-line catalogs of each of these institutions to determine which programs they offered to the public and by comparing this information to the programs found in the current Cañada College catalog to form a competitor analysis. An obvious place to grow future enrollment is through programs for which there is no or little competition. These are of two types in the tables which follow, existing Cañada College programs and potential Cañada College programs.

Cañada College's Existing Program Niches

Tables 12, 13, and 14 depict those existing Cañada programs for which there is moderate competition (zero to five competitors), medium competition (six to 10 competitors), and substantial competition (more than 10 competitors). No existing Cañada program is immune from competition within a 30-mile radius. The best competitive advantage is found among those programs listed in Table 12 and less of a competitive advantage for programs found in Table 13, and relatively little competitive advantage for those programs found in Table 14. Collectively these tables can be used to conceptualize Cañada College's current market niche.

Table 12 Existing Cañada College Programs with 0 to 5 Competitors in a 30-mile Radius	
Program	**Competitors**
Physical Therapist Assistant	1
Biomedical Engineering Technology	2
Executive Secretary/Information Systems	2
Radiologic Technology	2
Fashion Merchandising	3
Film Studies	3
Fashion Design	4
Interior Design	4
Allied Health	5
Architecture	5
Business Computer Programming	5
Computer Repair	5
Dance	5
Human Services	5
Theater Arts	5

Table 13 Existing Cañada College Programs with 6 to 10 Competitors in a 30-mile Radius	
Program	**Competitors**
Astronomy	6
PC Support	6
Social Studies	6
Liberal Arts	7
Anthropology	8
Business Computer Specialist	8
Economics	8
Engineering, general	8
Medical Transcription	8
Philosophy	8
Speech Communication	8
Computer Office Specialist	9

Table 13 Existing Cañada College Programs with 6 to 10 Competitors in a 30-mile Radius	
Program	**Competitors**
History	9
Legal Assistant/Paralegal	9
Political Science	9
Real Estate	9
Sociology	9
Early Childhood Education	10
English as a Second Language	10
Geography	10
Information Technology Support	10
Physical Education, General	10

Table 14 Existing Cañada College Programs with more than 10 Competitors in a 30-mile Radius	
Program	**Competitors**
Art - Photography	11
Computer Science, General	11
Marketing	11
Medical Coding/Billing Specialist	11
Nursing	11
Computer Information Science, General	12
English	12
Mathematics	12
Music	12
Physics	12
Psychology/behavioral science	12
Biology	13
Foreign Languages	13
Graphic Arts Technology	13
Chemistry	14
Medical Assistant	14
Art - General	15
Administrative Assistant	16
Multimedia Design and Web Technology	16
Office Management	18
Accounting	19
Business Administration/Management	19

Potential New Programs

The same reasoning used to identify niche programs can also be used to segment potential programs that Cañada College might pursue. The pool of programs from which the following tables were drawn include programs drawn from Voorhees Group LLC's previous work with

community colleges in other states as well as programs that have been suggested in emerging occupational areas in the community college literature. Table 15 depicts those potential programs for which there is no competition in a 30-mile radius of the Cañada Campus. These programs represent opportunities for the College with a strong competitive advantage.

Table 16 depicts potential programs for which there is some competition, while Table 17 displays potential programs for which there is greater competition and Table 18 depicts substantial competition. Accordingly, the College is advised to concentrate program development on those programs in Table 15 first and secondly on those programs found in Table 16. Programs that are found in Tables 17 and 18 are possibilities, but the market is saturated for these programs. Programs should be pursued only after substantial research has determined that a competitive advantage or market niche for the College can be created.

Table 15 Potential Postsecondary Programs for Cañada College to Consider No Competitors in a 30-mile Radius	
Potential Program	**Competitors**
Air Cargo Agent	0
Alternative Medicine	0
Appliance Repair	0
Applied Management	0
Assisted Living Administrator	0
Atmospheric Science and Meteorology	0
Automotive Service DaimlerChrysler	0
Automotive Service Ford	0
Automotive Service Ford ASSET	0
Automotive Service General Motors ASEP	0
Automotive Service Management Technology	0
Bail Bonding	0
Banking and Finance	0
Basic X-Ray Technician	0
BICSI Installer Level 1 Certification Training	0
Business Administration: Non-profit Mgmnt	0
Cancer/Tumor Registrar	0
Cardiovascular Technology	0
Central Service Technician (Health)	0
Certified Flight Instructor	0
Chemical Engineering	0
Crime Scene Technology	0
Dental Hygiene Sonography Specialist	0
Dietetics	0
e-commerce	0
Finance	0
Fire Sprinkler System Technology, Apprentice	0
Funeral Services	0
Heavy Equipment Operations, Apprentice	0
Hemodialysis Technician	0

Table 15
Potential Postsecondary Programs for Cañada College to Consider
No Competitors in a 30-mile Radius

Potential Program	Competitors
Histologic Technology	0
Human Resources	0
Insurance	0
Intravenous Therapy	0
Logistics and Materials Management	0
LPN Supervisor Course	0
Marine Technology	0
Mathematics and Statistics	0
Meteorology	0
Midwifery	0
Mortgage Finance	0
Music Business	0
Native American Studies	0
Nuclear Engineering Technology	0
Nuclear Medical Technology	0
Occupational Safety and Health Technology	0
Occupational Therapy	0
Passenger Service Agent	0
Patient Care Assistant	0
Photographic Technology	0
Physician Assistant	0
Printing	0
Private Investigation Services	0
Professional Aviation	0
Professional Pilot Technology	0
Public Safety Telecommunications	0
Religious Studies	0
Sign Language Interpretation	0
Statistics	0
Stockbroker	0
Teacher Assisting	0
Teller Operations	0
The Oracle Academy	0
Video Game Design	0
Vision Care Technology	0
Vitaculture/Enology	0
Warehousing & forklift	0

Table 16
Potential Postsecondary Programs for Cañada College to Consider
1 to 2 Competitors in a 30-mile Radius

Program	Competitors
American Studies	1
Archaeology/Archaeology technology	1
Art - Printmaking	1

Table 16 Potential Postsecondary Programs for Cañada College to Consider 1 to 2 Competitors in a 30-mile Radius	
Program	**Competitors**
Art Direction	1
Aviation	1
Aviation/Airway Management and Operations Adm	1
Botany	1
Business Technology	1
Cable Systems	1
Civil Engineering Technology	1
Commercial Art	1
Commercial Vehicle Driving	1
Computer Industry Certification	1
Court Reporting	1
Customer Assistance Technology	1
Data Communication Systems Technology	1
Dental Technology	1
Entrepreneurship	1
Footwear Design	1
Forestry	1
Gay, Lesbian, & Bisexual Studies	1
GED	1
Geomatics/Global Information Science	1
Hazardous Materials Management and Waste	1
Import / Export Specialist	1
Intl Business, Trade, and Tax Law	1
Laser and Optical Technology	1
Linguistics	1
MCSD Preparation Course	1
Medical Laboratory Technician	1
Microprocessor Systems	1
N+ Certification	1
Nursing Assisting/Home Health Aide	1
Oceanography	1
Physical Education, Aquatics	1
Physical Education, Coaching	1
Project Management	1
Radiation Therapy Technology	1
Recording Arts Technology/Technician	1
Restaurant Management	1
Sonography	1
Speech Pathology and Audiology	1
Sports Medicine	1
Textile Design	1
Translation/Interpretation: English/Spanish	1
Veterinary Technology	1
Wood Science and Wood Products	1
A+ Certification	2
Art - Sculpture	2
C++ Programming	2

Table 16	
Potential Postsecondary Programs for Cañada College to Consider	
1 to 2 Competitors in a 30-mile Radius	
Program	**Competitors**
Carpentry	2
Computer-assisted Design	2
Costume Design	2
Dental Hygiene	2
Film Production Technology	2
Hospitality Administration	2
Industrial Management Technology	2
i-Net+ Certification	2
Legal Office Management/Secretarial	2
MCSA (Microsoft Certified Systems Administrator)	2
MCSA Certification	2
Mechanical Engineering Technology	2
Microsoft Office User Specialist	2
Microsoft Solutions Developer	2
Oracle Database Administrator	2
Oracle Database Developer	2
Park and Leisure Studies Management	2
Phlebotomy	2
Retail Management	2
Security guard	2
Substance Abuse and Addiction Studies	2
Telecommunications	2
Transportation/Transportation Mgmnt	2
Visual Communication	2

Table 17	
Potential Postsecondary Programs for Cañada College to Consider	
3 to 10 Competitors in a 30-mile Radius	
Program	**Competitors**
African American Studies	3
Agriculture	3
Air Conditioning, Refrigeration & Heating	6
Aircraft Maintenance Technician	5
Anthropology	8
Architectural Design and Construction Technology	4
Asian Studies	3
Automotive Collision Repair and Refinishing	4
Automotive Diagnostics	8
Automotive Service Technology	9
Basic skills education	4
Biotechnology	4
Broadcasting	5
Building Construction Technology	4
Business Supervision and Management	7

Table 17	
Potential Postsecondary Programs for Cañada College to Consider	
3 to 10 Competitors in a 30-mile Radius	
Program	**Competitors**
Chicano/Latin American Studies	5
Cisco Network Associate	5
Cisco Networking Academy	5
Computer Aided Design Assistant	5
Computer Animation and Design	4
Computer Electronics Technology	8
Corrections	3
Cosmetology	8
Creative Writing	5
Culinary Arts	4
Desktop Publishing and Digital Imaging	7
Education Programs, pre Transfer	5
Electrical Technology	5
Emergency Medical Services	3
Environmental Science Technology	4
Ethnic Studies	6
Family and Consumer Sciences	4
Filmmaking	5
Fire Science Technology	5
Fitness Management	4
Florist	3
Geology	8
Health Information Management	4
Homeland Security	3
Horticulture	4
Hotel and Resort Management	3
Humanities	9
Industrial Electronics Technology/Technician	4
International Business	4
International/Global Studies	5
Java Programming	5
Labor Studies	3
Landscape Technology	3
Law Enforcement Officer	7
Library and Information Technology	4
Machining	5
Manufacturing	5
Massage Therapy	7
MCP Certification	3
Medical Secretary	10
Microsoft Database Administrator	3
NCLEX: State Board of Nursing Review	3
Nutrition and Dietetic services	4
Pharmacy Technician	5
Respiratory Care	3
Small Business Management	3
Surgical Technology	4

Table 17 Potential Postsecondary Programs for Cañada College to Consider 3 to 10 Competitors in a 30-mile Radius	
Program	**Competitors**
Telecommunications Engineering Technology	5
Theater and Entertainment Technology	3
Tourism and Travel Services Marketing Ops	5
Welding Technologies	3
Women's Studies	4

Table 18 Potential Postsecondary Programs for Cañada College to Consider More than 10 Competitors in a 30-mile Radius	
Program	**Competitors**
Computer Programming	11
Dental Assistant	11
Health Services Administration/Office	12
Mass Communication / Journalism	12
Computer Network Administration	13
Criminal Justice	13
Computer Networking and Security Management	14

Existing Programs to Strengthen

Analyses of emerging demographics, labor market projections, competition, and enrollment trends leads to conclusions about which programs the College already operates that ought to be strengthened (Table 19). This strengthening can be accomplished in joint efforts by program faculty and instructional administrators to pursue curricular enhancements based on competencies, alterations to class scheduling, delivery formats, creation of classes that more closely meet labor market demands, and in hiring qualified part-time faculty to add additional classes in new locations. Increased enrollment in classes will grow programs by providing additional resources to the College.

Table 19 Cañada College Existing Programs to Strengthen		
Program Area	**Rationale**	**Desired Outcome**
Business	Program has lost enrollment over the past five years. Could be a match to labor market demand in the Bay Area.	Upward swing in enrollment.
Computer Business Office Technology	Office jobs are predicted to be in demand in Bay Area. Program enrollments have trended downward since 2001-2002.	Refresh curriculum and delivery options.

Table 19
Cañada College Existing Programs to Strengthen

Program Area	Rationale	Desired Outcome
Computer Information Technology	Enrollment has been declining. Few 2nd semester courses offered to build on core areas.	Refresh curriculum, potentially integrate with other disciplines.
Developmental Classes in English, Reading, and Mathematics	Enrollment appears low, given the experiences of other community colleges in the United States. Further, the transition that California is now making to "high stakes" secondary testing will require more activity if Cañada pursues those who fail this test.	Development and articulation of basic skills competencies bridging high school graduation requirements.
Digital Video Technology	New program with growth potential. Proximity to high tech animation studios.	Aggressive recruitment of students and cementing of partnerships with current employers.
Distance Education Options	Not a separate program, but a format that has seen accelerated growth across the United States, especially in community colleges. In addition to online offerings, engagement in distance education produces other learning options across the entire curriculum as well as professional development opportunities for faculty.	Development of a schedule of programs that will increase online offerings, especially in the general education areas and targeted occupational areas.
Early Childhood Education	Labor market demand especially in light of the potential success of the Preschool for All initiative.	Expanded enrollments and graduates. Re-establishment of a Childcare Center on the campus could add enrollment and on-site learning experiences.
English as a Second Language	Steady enrollment by Hispanic students seeking to expand English literacy skills.	Progression to the College's college-level programs is desirable.
Fashion Merchandising	San Mateo County is noted for upscale retail and affluent consumer purchases, especially for apparel.	More graduates, tighter connections with retailers and design industry.
Foreign Languages	Multilingual characteristics of Bay Area and its role as a trade center suggest that programs could be re-vitalized. Further, foreign travel is expanding among upscale residents.	An expanded menu of offerings, including the possibility of establishing one or more Asian languages..
Physical Therapy Assistant	Strong national, regional, and local demand. Only 1 other competitor program and therefore represents a strong niche for the College	Program expansion.
Radiological Technology	Strong demand with only 2 other competitors. Also represents a niche program for Cañada.	Program expansion.

Table 19 Cañada College Existing Programs to Strengthen		
Program Area	**Rationale**	**Desired Outcome**
Transfer Program	Total yearly transfers to public universities appears low given total headcount enrollment	Refresh existing articulation agreements while creating new agreements. Establishment of new programs through the University Center.

Recommended New Programs

Developing new programs is neither easy nor inexpensive. The foregoing data and information in this Strategic plan point to potential programs that Cañada College will want to consider (Table 20). It is beyond the scope of the present plan, however, to recommend when and if these programs should be made available. Rather, there are strong indications that the programs below will have few current competitors, strong connections to local and regional labor markets, and, in most instances, strong ties to existing Cañada programs.

It is recommended that high costs programs be developed only in conjunction with business, industry, or public sector partners. Several of the recommended programs can be built from existing programs and by combining faculty expertise. There are also programs that would be new endeavors for the College and ought to be pursued most logically when there are, or slightly ahead of, strong partnerships, especially in the medical field. All of these suggestions require further development and should be used only as a starting point in a rational process of program development. The College should also prepare for the introduction of other programs not on this list but which emerge as new opportunities that were unidentified by this Strategic plan. As the work of academic planning unfolds at Cañada College, it is important that new program development be focused on several programs each year while attention is given to strengthening the existing programs identified earlier.

Table 20 Cañada College Recommended New Programs		
Program	**Rationale**	**Cost**
Assisted Living Administrator	An aging Baby Boom population eventually will require more assisted living.	Moderate.
Cardiovascular Technology	Emerging community college program with no competitors in a 30-mile radius. More than 4,000 will be employed in California by 2012.	High initial equipment cost and cost for maintaining clinical rotations.

Table 20 Cañada College Recommended New Programs		
Program	**Rationale**	**Cost**
Construction Trades/Apprenticeship	Strong demand for new home and commercial construction as well as remodeling and seismic retrofitting.	Space and equipment costs could be offset by one or more industry partners.
Environmental Science Technology	Forty percent growth rate in California predicted to 2012. Nearest program is in Cupertino. Emerging interest in green technologies, especially as they have become more affordable.	Moderate start-up costs.
Geomatics/GIS	Number of professionals using GIS a part of their job approaches 1,000,000 worldwide. Numbers are growing 15 percent annually	High initial outlay for equipment. Cost of technology is coming down.
Home Health Aide	Only two competitors in 30-mile radius. Emerging growth area as Baby Boomers pursue home care options.	No foreseen high initial costs. May fit well with current Medical Assistant program.
Homeland Security	Continues as a growth area after 9/11. Two competitors in 30-mile radius.	Medium (tied to existing administration of justice program)
Logistics	In an global environment, the Bay Area will continue to lead in shipping and transportation of goods, including the cost of managing inventory. Only one competitor in a 60-mile range, Contra Costa College	Medium. Would require engagement of industry partners and researching the potential articulation with 4-year college and university partners.
Occupational Therapy Assistant	No competition in 30-mile radius. 53.8 percent growth rate from 2002 to 2012.	Equipment costs could be shared with PT assisting and/or sports medicine.
Personal Training/Fitness Instructor	High anticipated growth rate in California.	No new equipment costs beyond technology needed for state-of-the art fitness testing.
Teacher Assisting	No known competitors in 30-mile radius. Job outlook not documented, but such positions are suggested by the federal "No Child Left Behind Act." Potential synergies with Early Childhood Education and with the Center for Teacher Efficacy.	Low cost.

Potential New and Expanded Initiatives

This section of the Strategic plan discusses broad initiatives that Cañada College might pursue. These initiatives should operate at a macro level since they do not fall exclusively in the domain of one, or even a handful of, instructional or student service programs. They also will require a strong partnership between student services and instruction. Their successful pursuit

will shape the total College over the planning period and will, in turn, effect all instructional and student support programs. While these initiatives are presented separately, they are interrelated.

Developmental Skills and ESL

Nationally, an increasing number of students now enter college without all to tools necessary for success. Those figures approach 80 percent of new students but their success rates, as measured by attainment of the Associate's degree, are only in the single digits. The success of these learners, many of whom are students of color, first-generation, and/or low-income students, will determine the long-term viability of Cañada College's transfer and vocational programs. Bluntly, these programs cannot succeed unless students are moved through required developmental skill classes in an expeditious, yet quality manner.

Preliminary outcome data. Research by Cañada College undertaken in concert with this strategic plan indicates that more than half of all new students enroll in English as a Second Language classes while under one-third also enroll in one or more remedial classes in reading, English, or mathematics. This research indicates that the persistence of developmental students from fall to fall is about 68 percent. ESL students persistence is about half of that. Among race and ethnic categories, Whites and Asians have the highest fall to fall persistence rate (60% and 52%, respectively) while Hispanic and Black rates are considerably less (39% and 33%). These findings are similar to national data produced by the Achieving the Dream initiative and provide a starting point for Cañada to examine programs in the developmental area with the goal of preparing higher proportions of students for entry into career or transfer programs.

There is little organized competition outside the public community college sector for programs that prepare learners for success in the College classroom, meaning that most of the burden falls upon public community colleges. No programs that were compensatory in nature were located in for-profit providers in the course of the competitor analysis performed for this study. This should come as no surprise, given the costly nature of these programs and the tendency for proprietary schools to "embed" remedial education within instructional programs. Other opportunities lie in recent changes in high school graduation requirements. Now, students aged 16 to 18 years may, with their parent's permission, choose to take the California High School Proficiency Exam and, if successful, may leave high school with the legal equivalent of a high school diploma. This option has not yet created a track record. However, it may well be that the skills certified by this option may be insufficient for success in the traditional college curriculum. Cañada College should be prepared for students who will require even more intense remedial help to access higher education.

The College has chosen to embed developmental education within respective instructional departments, rather than to create a separate entity. This spreads the importance of developmental education throughout the College and allows competencies to become integrated throughout instructional programs. It also minimizes the chances that developmental education is the responsibility of a single unit, or silo, within the College.   On the other hand, proportionately small enrollments suggests a mismatch with what is known about secondary school preparation and college entry, at least nationally. This may be a function of lack of awareness of the program and its benefits or increased activity by other providers. These trends bear watching, especially as

the College expands its efforts with K through 12 districts in line with the recommendations offered by this report.

Distance Education

More than 97 percent of the courses offered at Cañada are delivered face to face in the classroom although there are also a small number of hybrid, or mixed mode, classes offered in addition to online only classes. Throughout the strategic planning process considerable interest was expressed by faculty, staff, and students in expanding the number of non-traditional delivery course offerings to meet the needs of current and potential learners. This mix would include online and hybrid (blended) courses. Hybrid courses mix technological delivery with traditional face-to-face instruction. Although not limited to the hard sciences, they have been found to be particularly effective in classes requiring the development sequential skills and competencies. Their use in general education classes is also widespread in community colleges. Expansion of these learning opportunities will directly influence the future of enrollments at the College, providing it with much more flexibility than it currently has in scheduling learning options. These options should influence plans for facility renovation and expansion.

Distance education is not a total solution to the early morning and evening capacity issues faced by the College. Increased movement toward distance education will determine the complexion of the institution's learning menu which, in turn, will impact the types of learning environments that are required to meet educational needs. Distance education also has transformative value as a platform from which the College can evaluate the effectiveness of its all curricula and to engage its faculty in new teaching paradigms. At the same time, competition for on-line community college students is sharp.

Distance education expansion also will mean better opportunities for Cañada College students to access on-line content to supplement their classes and, in some cases, to replace those classes. Traditional textbooks are becoming more expensive every year and even though they are updated frequently, may not always contain the most recent developments in their field. Multimedia presentations, blogs, chatrooms, access to learning objects, the use of search engines to quickly locate content, and other technology tools offer many advantages, including dollar savings, increased instructional efficiency, greater accessibility, and enhancing learning opportunities in a format that engages today's digital natives. An excellent resource for the College to consider is the *Best Practices for Electronically Offered Degree and Certificate Programs* ratified by eight regional accrediting commissions.

Evidence throughout this report suggests that today's Cañada Students are not the same learners that populated the College in the early 1970's. Regardless of their academic preparation for college-level work, young students have spent their entire lives surrounded by technology. It is estimated that the average college grad has spent less than 5,000 hours of their lives reading, but more than 10,000 hours playing video games (not to mention 20,000 hours watching TV).[6] Computer games, email, the Internet, cell phones and instant messaging are integral parts of their

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[6]Marc Prensky. "Digital Natives, Digital Immigrants" On the Horizon (NCB University Press, Vol. 9 No. 5, October 2001).

lives. As waves of technology continue to penetrate society, students of all ages increasingly will expect that Cañada College provide access to technology and that their courses be similarly technology-friendly. Cañada College has no choice but to engage both existing learners and new markets with distance education that matches learner preferences for time, format, and delivery.

Noncredit and Not-for-Credit Classes

In California, the terms "noncredit" and "not-for-credit"convey separate meanings. According to the California Community College Chancellor's Office, noncredit education provides adults the opportunity to earn a high school diploma or a general equivalency diploma (GED), increase literacy skills, learn English, learn to read and write, gain American citizenship, become an effective parent, and learn specific job skills. Noncredit classes are eligible for state apportionment, or reimbursement. Not-for-Credit classes, on the other hand, are non-reimbursable activities that are associated with providing training to businesses and industries but can also include classes in the areas of community education and personal enrichment. Not-for-credit classes need to be totally self-supporting since the state provides no reimbursement when they are offered.

Cañada College does not offer noncredit classes in adult education and all not-for-credit classes are coordinated throughout the District by its Office of Community Education located on the College of San Mateo campus. Both noncredit and not-for-credit classes may be service opportunities that the College would want to pursue especially in low-literacy areas (noncredit) and in contract training (not-for-credit), especially for businesses and industries whose employees may be more interested in skill acquisition than in earning college credit. Similarly, the College might consider a range of not-for-credit classes and programs directed at older citizens in its service area, an emerging demographic. Not-for-credit classes that may be especially attractive for Cañada College are in the area of entrepreneurship including starting businesses, franchising, and writing a business plan Noncredit, or adult education, classes could be offered in cooperation with Community Based Organizations many of whom are already engaged in assisting adult learners but who may lack the curriculum and ability to translate their courses seamlessly with the College.

Pre K through 16 Linkages

Closing the participation gap in higher education especially for low-income students and students of color is a Cañada College problem, a California problem, and a national problem. The dimensions of this fundamental issue cannot be described by standardized test scores alone. Aggregate test scores appear to be heavily influenced by demographics and by the percent of students defined as "poor" by the federal government. Instead, the problem best is described by the wasted human potential that arises when individuals do not complete each level of education along the route to higher education. Because students are particularly vulnerable to dropping out at transition points, especially during the first year of college, the needs of high school students must be addressed with seamless curricula and support services that help students transition into college and career.

National efforts such as the First-Year Experience program can bring further expertise to bear in assisting students making a transition to the College. On an allied front, national research also indicates that partnerships with higher education institutions that result in greater future participation need to start much earlier that the 11th or 12th grade. Cañada already operates a successful Middle College program. To supplement that work and to provide an even deeper ladder into the public schools, the College should consider engaging prospective students and their parents at the 5th and 6th grade level.

Any activities that bring about or strengthen collaborative relationships between and among families, middle schools, high schools, postsecondary institutions and business/industry should be pursued with vigor. In recent years it appears that dual enrollment programs with area high schools have declined. There also exists one early/middle college model in the County. Both are vehicles for low-income and minority secondary students to see higher education as within their reach. In particular, the early/middle college model creates a five-year, seamless, accelerated program for secondary students to complete college Associate degree concurrently with a high school diploma.

This early/middle college model makes college affordable to disadvantaged students by combining funding sources, reducing repetition in the curriculum, and eliminating the need for remediation at the College level. The process of awarding two degrees in five year's time means that the early/middle college model is much more than simply offering one or two courses at secondary schools under the "dual enrollment model." It means, instead, refashioning the education process to provide a total multifaceted, multi-leveled education experiences for secondary students. The College also may wish to investigate ways to expand on its early/middle college model off its campus.

Cañada College should be able to respond to the implementation of "high stakes" testing in secondary schools. The spring 2006 high school graduating class was the first that needed to pass the California High School Exit Exam (CAHSEE) to receive a diploma. One of the primary concerns of this test is the potential detrimental effect it may have on English as a Second Language learners. Those that fail may constitute an increasing population for Cañada College, particularly if the College were to offer test preparation and/or courses that lead to a GED. Similarly, students must also successfully complete specific courses, earn a certain number of academic credits, and meet other district or school-specific requirements to receive a diploma. Students who do not meet these standards can alternatively attend adult school to earn a diploma or purse a General Education Diploma (GED).

Strategic Enrollment Management

To prepare to meet the challenges of rapidly changing demographics in its service area, Cañada College will want to elevate its current efforts in enrollment management to the strategic level. This strategy will involve establishing enrollment goals and establishing procedures to reach these goals. In as much as institutional marketing is not merely publicity of programs, strategic enrollment management is not simply recruiting students. Rather, the retention of students so that they meet their goals at the College should carry as much emphasis as recruitment. Strategic enrollment management involves close collaboration between instruction

and student services in these areas: long-range planning, academic program development, marketing and recruitment, retention, and career planning and placement.

The scenarios developed in the enrollment projection model prepared for this plan provide a framework for setting strategic enrollment goals. The GIS maps provided in this plan also can help guide the specific locations for implementing marketing and recruitment activities. The College is already engaged in significant retention strategies, including, among other efforts, learning communities, the Extended Opportunity Programs and Services (EOPS), and offering early registration to students who have completed an individual strategic plan.   All staff interviewed in the course of this Strategic plan process appear to be sensitive to students and their needs. There is also an expressed willingness to implement new procedures to help students and to provide longitudinal research that identifies student retention patterns by student demographics and experiences within the College. Collectively, the building blocks are in place for strategically enhancing current enrollment management efforts.

Student Support Services

Cañada College's array of student support services will need to grow even wider over the next several years as other initiatives are developed. The need for further integration within instructional divisions also is likely to increase. Similarly, if more nontraditional students are attracted to the College because of enrollment management efforts, the volume of needed support services will increase, especially in the evening hours and on weekends. Added emphasis on term-to-term and year-to-year retention will also spell increased activity in student support services. Note that responsibility for retention cannot be solely the responsibility of student support services; rather, the focus should continue to be on identifying the roles for increasing retention across the entire campus and pursuing a collaborative agenda.

New initiatives will create new opportunities for student support services especially in distance education and K through 12 outreach. If the decision is made to accelerate the use of online only course sections, for instance, student services will need to think through processes for electronic registration, advising, and learning support in conjunction with instructional divisions. The K through 12 agenda will provide opportunities for student services, for example, to expand outreach to secondary and middle schools, to provide data on student success at Cañada College of former students to secondary schools, and to help secondary schools to understand the factors that accompany Cañada student success.

FUTURE ENROLLMENTS

Cañada College faces fundamental choices about its future. Pushing the boundaries of its traditions, the College now faces the reality of an increasingly diverse population base and advancing changes in technology. Therein lies great opportunity.   There are also other challenges on the horizon. Part of that future will be determined by the success of students who will not be able to easily cross the threshold to the College's transfer programs and/or high skills programs without remedial help. At the same time, it is critical that the College's core transfer programs maintain their viability while the College concomitantly with the pursuit of new

opportunities. This report culminates in a series of recommendations, strategies, and success factors that will serve the College to implement this strategic plan. To pursue this ambitious work will require an understanding of future enrollments and the resources required to serve them.

Appendix I contains the entire enrollment projection report prepared for this strategic plan. This report projects future fall enrollments using population projections for San Mateo County, San Francisco County, Santa Clara County, and other counties from which Cañada College draws students and the College's current market share within these jurisdictions by race/ethnicity and age. In addition to the baseline scenario this report depicts, four additional scenarios were developed to model the effect of deliberate institutional enrollment management strategies. Table 21 summarizes the effect of the scenarios explained below.

Table 21 Effect of Enrollment Management on Future Growth, Years 2010 to 2050					
	2010	2020	2030	2040	2050
Scenario A	9,758	10,495	10,598	10,453	10,751
Scenario B	9,788	10,580	10,806	10,770	11,187
Scenario C	9,809	10,649	10,895	10,895	11,354
Scenario D	9,918	10,956	11,424	11,611	12,297
Scenario E	9,949	11,055	11,596	11,858	12,623

Scenario A assumes that the current shares that Cañada College enrolls by race/ethnicity, age, and county of origin remain fixed at their Fall 2005 levels. That is, Scenario A models the effect of continuing current marketing and enrollment management strategies. As such, it is a "status quo" model that requires no new efforts on the part of the College but results in only modest enrollment growth through the projection period. This is the result of the general flattening of the current demographics served by Cañada College predicted for southern San Francisco County. Simulation B increases the shares of Hispanic students population ages 15-24 through 2050 by two percent every 10 years. As previously noted, the Hispanic subgroup is the largest growing segment in the College's service area. Scenario C calls for the College to increase its enrollment of all students ages 15 to 24 by two percent every 10 years. Scenario D provides for a two percent increase in the share of working adults, those individuals aged 25-49, a subgroup that is prone to attend community colleges to increase employment skills. The fifth simulation Scenario E, focuses on increasing enrollment of individuals aged 50 and greater, a segment that has experienced significant enrollment declines at Cañada in recent years. Figure 17 is a visual depiction of these enrollment choices.

Cañada College Enrollment Forecast Scenarios

Scenario E: Increase All Adults Aged 50 and Greater

Scenario D: Increase All Adults Aged 25 to 49

Scenario C: Increase All 15 to 24 Year-Olds

Scenario B: Increase Hispanic 15 to 24 Year-Olds

Scenario A: Status Quo

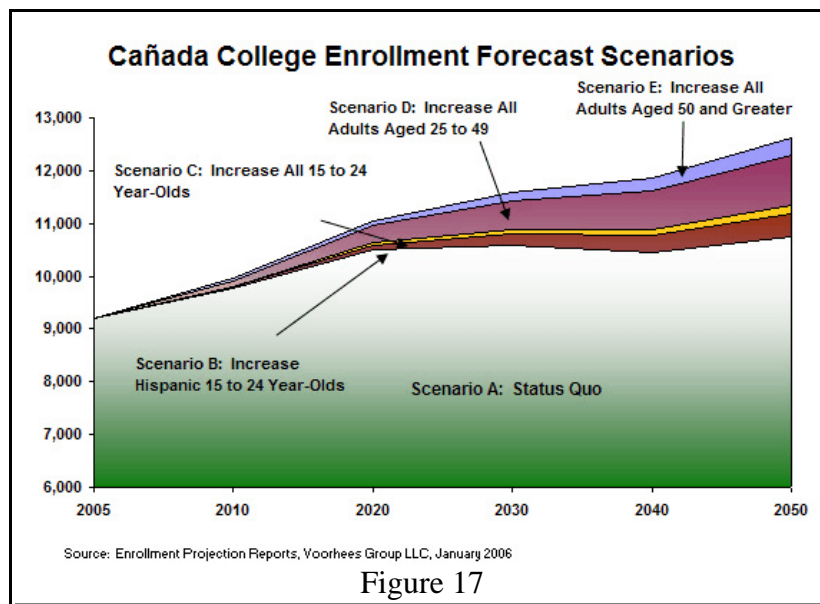Source: Enrollment Projection Reports, Voorhees Group LLC, January 2006

Figure 17

MISSION AND VALUES REVIEW

An activity fundamental to this strategic planning process was a review of the College's mission and values statement undertaken by the Planning and Budgeting Committee. After a process of campuswide review, these statements were adopted.

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contribute to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Values Statement

As a student-centered community college, Cañada is committed to the following core values:

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community;

- Provide a personal, caring atmosphere.

- Promote student access, success, self-efficacy, and passion for learning

- Encouraging a passion for lifelong learning

- Demanding and insuring excellence in teaching and supporting our students

- Incorporating ethical approaches into all aspects of the educational process;

- Striving to be an innovative college by responding to the changing needs of students, community, and industry

- Practicing the inclusion of shared governance processes in all appropriate aspects of College life.

OPERATIONAL PLANNING AND BUDGETING TO SUPPORT STRATEGIC PLANNING

This section of Cañada's strategic plan deals with the internal processes that can drive the goals and recommendations that follow. To achieve these goals requires solid information that is continuously monitored, a visible planning process, and a clear link to institutional budgeting. It also will need to be inclusive. Several of the recommended strategies in the succeeding section will require additional dollars although many can be reached through redirecting of existing resources. To be successful the College will need to ensure that all stakeholders understand its strategic goals as well as the process for bringing actions forward that support those goals.

Ten goals are recommended for Cañada College through the year 2015. Cañada's process should be "rolling" to signify that room exists for modification in strategies and success factors in response to changing circumstances and demand. The time horizon for this process is three years. The backbone of the strategic plan–its 10 goals--is expected to remain consistent from year to year but opportunities, unforeseen events and monitoring of the College's progress may mean that components of the plan are revised from year to year. Accordingly, the process outlined below would commence immediately and would result in a three-year plan for the 2007-2008, 2008-2009, and 2009-2010 years.

During the 2007-2008 year, progress would be monitored according to the success factors developed in the initial planning process. Necessary modifications would be made to strategies and success factors based on resources, successes, and current conditions. At the conclusion of this process, strategies and success factors for the "new" third year (2010-2011) would be developed and "rolled" forward. This process will permit the strategic plan to be a living part of Cañada's culture while ensuring that it remains viable.

Defining Strategies and Success Factors

This report makes use of the terms "strategies" and "success factors" to support Cañada's recommended goals. Strategies are those actions that support Cañada's goals. They may be new activities or existing activities. In either case, there is a clear link between their implementation and the College's ability to reach a given goal.

A success factor is linked to strategy and provides an unambiguous method for determining whether a strategy is successful. Success factors are measurable and tangible; although they may be developed from interactions among groups of employees, the process of attending meetings is not, in itself, a success factor. Recommended strategies and success factors to implement this Education Master Plan are found in the next section. They are intended as advice for Cañada College and are subject to modification as circumstances dictate and as other solid ideas emerge. Careful consideration of success factors on a continuous basis will tell Cañada's decision-makers whether a given strategy is fruitful and, ultimately, whether that strategy ought to be modified or even continued. Strategies themselves can be changed through the annual planning process.

Bottom Up Planning

The president's cabinet should be the oversight body for implementing Cañada's new strategic plan. Voorhees Group LLC recommends that planning start at the unit level. Each supervisor should develop strategies and success factors to support college-wide goals in conjunction with all employees and students. The more persons that are involved at the campus level, the more comprehensive and efficient Cañada's actions become.

The task is not simply to gather every possible strategy and associated success factor for presentation to the cabinet. Rather, the task is to work with employees and students to bring forth the best strategies to support the eight strategic goals. The cabinet should work in conjunction with the College's Planning and Budgeting Committee to determine which strategies should be pursued within a given year. Voorhees Group LLC recommends that the College limit itself to the pursuit of no more than three major goals each year.

Operational v. Strategic Planning

There is a wide difference between activities that are day-to-day (operational) and those that are truly strategic in nature. Not everything that is done at Cañada on a day-today basis is strategic. The previous strategic plan was a clear advance for the College but contained activities that a continuously improving organization would do as a matter of course. Few of these activities involved making conscious choices about the future of the College by aligning institutional budgets or providing a way of measuring progress.

Strategic Choices

It should be the cabinet's role to distinguish those strategies that have sustainable impact across the whole institution and those that simply reflect good work that ought to be pursued as a matter of course by a continuously improving college. This level of planning requires managers to consider all activities within their units, what they contribute to Cañada, and whether all activities should continue. Accordingly, the goal in this process is to act strategically while continuing to pursue excellence in current operations.

Budget Links

The link to budgeting process is critical. Although Cañada enjoys solid financial footing, its resources are not unlimited. In the context of the institutional planning process, all managers need to take a very long look at costs and specify the resources that are necessary to accomplish each strategy. Managers should carry the burden of identifying a budgetary source for recommended strategies, where dollars are necessary to accomplish a given strategy. Experience suggests that many strategies can be 74 accomplished by reallocating present resources and/or by creating new resources through entrepreneurial activities.

Planning Calendar

Voorhees Group LLC recommends a rolling three-year planning process to support Cañada's strategic plan. This process will conclude each year through the College's budgeting and planning cycle to form a collective, district-wide response to the Master Plan's eight goals. All strategies should be refreshed each year in conjunction with the planning and budgeting process. The process is envisioned as a cycle with the approximate target dates specified below for each year.

March 1, senior administrators present strategies and success factors for the next year to the Planning and Budgeting Committee for consideration.

March 15, Planning and Budgeting Committee holds hearings.

April 1, the Planning and Budgeting Committee and the Cabinet determine which strategies and success factors will comprise the College's plan for the next year. Actions are communicated back to all stakeholders along with an evaluation of the current year's strategies.

May 1, the Cabinet finalizes budget for the next fiscal year including the dollars that are matched to strategies.

May 15, annual plan including goals, strategies, and success factors is published with specific responsibilities affixed.

July 1, new fiscal and planning year begins

November 1, campus and stakeholder input meetings commence. Review plan and make recommendations about strategies and success factors for current year and for year two and three.

Other Planning and Budgeting Advice

The College will need to be very judicious in the number of strategies that are pursued. The College should consider a very limited set of goals and strategies (perhaps no more than three or four goals, for example) that are truly pivotal. This does not mean that if strategies do not make the annual plan that they are unimportant. Careful attention to which strategies are truly strategic and which are operational will serve the College well as a dividing point. When these decisions are made, it is critical to convey the strategic nature of how strategies and success factors were culled to all parties involved in the planning process. Stakeholders in planning should not lose sight of the value of this process if strategies that are near and dear to them are not acted upon immediately. Rather, the message to all employees is that this process is inclusive and serves as an open avenue for all employees to become engaged in strategy. Ultimately, those strategies that survive the annual process reflect the College's collective judgment and expertise, the very essence of strategic planning

RECOMMENDATIONS, SUGGESTED STRATEGIES, AND SUCCESS FACTORS

Based on the data and information collected herein and the College's progress in strategic planning, Voorhees Group LLC recommends that Cañada College pursue the goals, strategies, and success factors presented below. These draft statements and strategies are intended to invite discussion while providing a focus for moving forward in the current strategic planning process.

As the Cañada community reviews these statements and suggested priorities, it is critical to separate strategy from operational planning. The College currently benefits from operational planning that includes day-to-day planning. There are many activities that a good college good college will pursue in the name of operational excellence, but which may not be strategic in nature. A strategic activity is intended to provide a "tipping point" that can trigger change. Accordingly, a strategic plan provides direction for operational planning while focusing on larger issues occurring over a longer period of time.

Success factors provide Cañada College a mechanism to know whether quantitative or observable progress is being made toward its goals. They are the measurable part of strategic planning that helps the campus communicate the extent to which progress is being made and whether strategies are effective. They tell stakeholders whether strategies need to be refined, modified, or eliminated during an annual review. Success factors will need to be modified as the College adopts new strategies or modifies existing strategies. These steps will create a culture of inquiry that support a student agenda.

Goal One: *Base all curricular and programming decisions on data-driven strategies*.

    a. Rationale

        Cañada has a deep history of caring service to students. However, its service to key age groups and market segments should be expanded to provide wider access and opportunity throughout its service area. While there is understanding of the students presently served by the College, there is less knowledge about those citizens who are not currently served.

        Like all organizations, the College's overall performance can be enhanced in ways that ensure tighter alignment between its operations and the needs of current and prospective learners. Such a course requires establishing and nurturing a culture of inquiry that permeates the College and establishes the critical importance of using data to evaluate progress.

        In its pursuit of excellent service to students and because of the present strategic planning process, Cañada College has begun to develop longitudinal data about student success. These data are key to improving programs and ensuring that all programs promote student success. When coupled with recent strategic planning data developed for this study, the College will have a rich tool to track its progress over time. These efforts should continue to be supported and expanded.

    b. Suggested Strategies (to be developed/refined by operational planning):

        1. Continuously analyze changes in student demographics, preferences, and attitudes as well as social, economic, technological, and demographic changes in the College's Service Area. Make appropriate, immediate shifts in the curriculum, student services programming, and programming, and course schedules.

        2. Identify cohorts of students and track their progress through the institution and afterward. Use longitudinal data the demonstrates how students are progressing toward their goals in the program review processes.

        3. Develop an on-line fact book that describes trends in student demographics and success rates.

        4. Partner with other nonprofit agencies to harvest key data about potential student needs and trends.

        5. Market directly to those segments that could benefit by participation. General publicity is helpful, but targeted marketing to specific individuals or groups (market segments) based on their needs and the programs and services provided by the College is critical.

6. Survey potential and existing students and faculty about scheduling options and delivery options. Interviews conducted during the strategic planning process indicates that students support an increased menu of afternoon and weekend offerings, two time periods during which the College has substantial capacity. Students also expressed considerable interest in expanded on-line learning alternatives. These findings should be supported by other evidence.

7. Provide increased data and training on how to use that data for program managers including deans, directors, and their assistants. Review that data periodically to ensure that it meets the managers' needs.

8. Use data to make informed decisions about deployment of key resources, especially in the personnel areas.

9. Continue to develop an electronic degree audit system to improve student access to key information and to allow greater efficiencies.

c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

1. Availability of an on-line fact book.

2. Document and periodically publish updates for College stakeholders providing evidence of changes in college operations that result in increased student success.

3. All institutional publications reflect a consistent message that the College is focused on students in all operations. Further, these publications contain student outcome data that depict post-Cañada experiences of students including transfer destinations and placement rates in employment.

4. All staff and full-time faculty have participated in a student success-centered awareness activity by the end of the 2007 calendar year.

5. Institutional planning and decision making, curricula development and delivery, and outcomes assessment/evaluation will include the analysis of student productivity, demographic trends of enrolled students and the service area, and existing and emerging needs for educational and training services in southern San Mateo County.

6. Periodic publication of a matrix that relates each of the College's programs to the market segments that they address.

7. Ten (10) percent increase in the number of classes offered on-line each year to 2015.

8. Ten (10) percent increase in classes offered Saturdays and Monday through Friday in the 12 p.m. to 5 p.m. time block each year to 2015.

Goal Two: *Develop new programs and strengthen existing programs to meet community and business needs.*

a. Rationale.

This strategic plan has identified those programs that represent competitive advantages for Cañada College and those new programs that might be implemented that also appear to have a competitive advantage. These information sources should be used to align programs in view of market realities. Ensure that external stakeholders understand what these changes mean for the County's changing workforce. Recent development of the animation program is an excellent example of responding to new markets segments and, because of its technical nature and industry support, may lead to other opportunities as a market niche. Another example is the emerging home care giver certificate.

The objectives that learners seek vary widely and to satisfy those objectives they choose learning models that match their interests, available time, and resources. An increasing truism in American higher education is that talent knows no boundaries. Learners, including adults who commute to work in ever more congested conditions, are increasingly cautious about how they allocate their time. Development of alternative formats (compressed, 5 week, 8 week, Saturday) for courses as well as accelerated alternative, on-line delivery strategies (Internet, hybrid, technology-enabled) will help Cañada meet learner needs and can ease the land-based scheduling burden while helping to alleviate crowded campuses. Pending acquisition by the San Mateo Community College District of a course management system will permit this flexibility in both traditional courses and those offered at a distance..

b. Suggested Strategies (to be developed/refined by operational planning):

1. Develop an academic plan that includes a schedule of prioritized new programs for development based on competitor analyses and upon feedback from industry contacts and supplementary market research.

2. Strengthen existing programs that already possess a competitive advantage.

3. Continually scan local labor markets, transfer trends to 4-year colleges and universities, labor market research, and business/industry contacts to contribute to organizational intelligence about program potential.

4. Establish interdisciplinary programs that result in expanded learning opportunities for students. These could be matched to market segment needs and provide integration of skills.

5. Express existing courses in competencies and share these competencies with current and prospective learners as well as employers. Use the language of competencies to drive college-wide discussions of learner needs.

6. Pursuit of competency-based learning models does not mean re-inventing the wheel. Cañada should consider relying on the Secretary's Commission on National Standards (SCANS) repository as well as it should consider participating in learning object repositories. Synergies can be reached with recent work at the College in expressing general education competencies and the other recommendations in this plan to revisit remedial competencies.

7. Create identified program linkages between the College's lower-division courses and programs and new offerings at the University Center.

8. Research potential collaborations with the Opportunity Industry Center West that may result in career ladder opportunities for low-skilled, low-literacy adults.

c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

1. Two new or modified programs available for enrollment in the 2007-2008 academic year.

Goal Three: *Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's service area.*

a. Rationale.

The College's service area reflects the racial and ethnic diversity that will sweep the United States over coming decades. Hispanics and Asian populations are younger than Whites. At a time when median household income continues to rise in San Mateo County, there are pockets of poverty within the Cañada College service area. These are opportunities for the College as are the rising age of house owners. The College's rate of service among categories of persons of Color vary and can be improved substantially. Since the College is—for some key constituents--geographically isolated, the College should take more classes directly to the community.

b. Suggested Strategies (to be developed/refined by operational planning):

1. Increase student recruiting, especially in the key underserved markets identified in this plan. The College currently has no recruiter; it could make good use of more personnel in this area.

2. Target 18 to 24 year-olds of Color to increase their participation. Ensure that College services and programs are assisting them to meet their goals.

3. Target older adults (aged 25 and over) to increase their participation rates by matching College courses and programs that match their interest, availability, and preferred learning modes.

4. Establish a childcare center based on a business model that is self-sustaining. Use this center as a vehicle to provide educational opportunities for students in the Early Childhood Education program.

5. Where appropriate, offer classes and programs at off-campus sites. Middle schools and high schools in cooperating school districts may provide space at no cost to the College.

6. Celebrate the College's demographics in public forums, including accelerated marketing. Seek to educate stakeholders about Cañada's role as a nexus in promoting diversity.

7. Link with Community Based Organizations (CBO) to share expertise and resources. Examples in the College's service area include the Youth Development Initiative which seeks to engage low-income youth in further educational opportunities. Other CBO's also work with immigrant populations and may be potential partners for English as a Second Language instructional opportunities and student recruitment.

8. Intensify efforts to locate, recruit, and retain a diverse faculty and professional staff not simply by advertising alone, but by networking with professional and trade associations, and by "growing our own" future professionals by actively supporting promising students of Color to pursue further education that leads to future professional employment at Cañada.

c. Success Factors (Visible measures of goal attainment. To be developed in operational planning: specific activities, responsible parties, and target dates)

1. Increase the number of students of color.

2. Increase the proportion of older adults.

3. Increase the proportion of faculty and staff drawn from non-white ethnic groups to match the demographics of the College's service area.

Goal Four: *Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language students*

    a. Rationale.

        An increasing number of students entering Cañada will require one or more remedial courses to succeed in subsequent college-level work. These students will require extra help in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College's transfer and career and technical programs. It is likely that the College will be doing more in this area, rather than less. Moving current and future students through required remedial sequences in an expeditious manner while maintaining quality outcomes is a critical task.

    b. Suggested Strategies (to be developed/refined by operational planning):

        1. Review enrollments in developmental education in closer detail to determine the reasons for enrollment trends. It would be helpful for future strategy to know whether leveling in program areas is based on greater competition from other providers, changes in placement scores, the effect of secondary school reform, or other issues.

        2. Share the progress of developmental students with the secondary schools that they attended immediately before their enrollment at Cañada College.

        3. Nurture a culture of inquiry in which data and best practices that drive success in the remedial program are easily available. Routinely study, and act upon, the factors that promote success of remedial completers in transfer courses.

        4. Articulate the competencies required at each stage of the remedial curriculum. More clearly identify any gaps between the Remedial curriculum and the "regular" curriculum.

        5. Similarly, identify the gaps between successful performance on K-12's California High School Exit Examination (CAHSEE) and those competencies measured by the COMPASS test used by Cañada to place students in appropriate math, English, and reading classes. Make parents and K-12 more aware of these gaps to stem false expectations about college and to identify strategies that can help high school juniors, seniors, and/or dropouts prepare more adequately for college entry.

        6. Host parent meetings to discuss college success, especially reaching out to parents of middle school students, in particular among low-income and minority serving schools.

c. Success Factors (Visible measures of goal attainment. To be developed via operational planning: specific activities, responsible parties, and target dates)

> 1. Publish and act upon student progression data through remedial curricula and onward through college-level classes.

> 2. A written report that illustrates the gap between Remedial competencies, the CAHSEE , and Cañada's college-level curriculum. Periodic updates to that report.

Goal Five: *Improve the persistence and transfer rate of students enrolled in transferable courses*

a. Rationale.

> Transfer programs are crucial tot he future of the College and provide a route for students who aspire to the baccalaureate degree. Given the number of students who transfer each year to public 4-year institutions, it appears that Cañada's role as a transfer provider should be strengthened and the number of students seeking transfer could be increased.

b. Suggested Strategies (to be developed/refined by operational planning):

> 1. Continue to develop partnerships with 4-year colleges and universities (both public and private) in the Bay Area and beyond that result in clear pathways for Cañada students to complete all lower-division requirements at the College prior to transfer.

> 2. Aggressively recruit new baccalaureate programs to be located in the College's University Center.

> 3. Refresh current articulation agreements and market them on the College's website.

c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

> 1. A five (5) percent increase in the number of students transferring to public 4-year colleges and universities each year through 2010.

> 2. Increased promotional material available to students that explain transfer options.

> 3. Increase the number of on-campus advising workshops that focus on transfer preparation.

Goal Six: *Improve the success, retention, persistence, and employment outcomes of students enrolled in workforce programs*

    a. Rationale.

        This strategic plan identifies both existing and potential niche markets for career and technical (workforce programs) that could increase both the number of students and the employability of graduates.

    b. Suggested Strategies (to be developed/refined by operational planning):

        1. Work to increase the number of career and technical program graduates.

        2. Survey career and technical program graduates to determine where they are employed and how their experiences at Cañada helped them to either maintain or advance in their jobs.

        3. Develop new programs that are consistent with workforce needs while either modifying or eliminating programs that research determines do not match labor market needs..

    c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

        1. Increase the number of career and technical students graduating or transferring to 4-year institutions by five (5) percent annually through 2010.

        2. Increase the percentage of graduates finding employment in the field for which they were prepared by five (5) percent annually through 2010.

Goal Seven: *Increase entrepreneurial actions across the College to provide new revenue sources*

    a. Rationale.

        While state assistance and fees provide predictable support for Cañada College to meet current operations, revenue from these sources provides little flexibility to meet new challenges. The goals proposed by this plan as well as other realities that Cañada will face will require additional resources. Recruitment and retention of increasing numbers of low-income and minority students while meeting the needs of current students, for example, cannot be accomplished without recognition of additional cost. Enhancements and alterations to curricula also are not inexpensive. To meet these challenges, Cañada will need to develop current opportunities and seek new pathways to increased revenue. The College presently is seeking to hire a development director, a promising start to creating the necessary base to take on new initiatives.

b. Suggested Strategies (to be developed/refined by operational planning):

 1. Increase the number of grant proposals to external agencies, especially to the National Science Foundation and private foundations to supplement its successful proposals to Title IV federal TRIO programs and Title V programs.

 2. Become more aggressive in providing short-term, focused training opportunities for employers in San Mateo County. Such activities may not generate large sums of revenue but can extend the College's existing networks in ways that help it identify other opportunities

c. Success Factors (Visible measures of goal attainment. To be developed via operational planning: specific activities, responsible parties, and target dates)

 1. Successful submission of funding proposals for Title IV grants and contracts

 2. An ongoing environmental scanning process is in place to identify funded opportunities in San Mateo for which the College could compete.

 3. Revenue from entrepreneurial activities such as contracting with certain industries for specific training and education programs increases by 10 percent each year.

Goal Eight: *Develop and Strengthen relationships with external stakeholders*

a. Rationale.

 Cañada College should increase its efforts to connect with the wider communities and stakeholder groups throughout the San Mateo County. These include public schools, other community colleges and 4-year institutions, Chambers of Commerce, Community Based Organizations, and other entities that seek to advance education for all citizens. Reaching out to all of these audiences can draw the College closer to its roots as a full-service institution while providing for future enrollment growth.

 Public secondary and elementary school districts have developed a strong working relationship. A proportion of the Sequoia Union High School District graduates enter Cañada immediately after graduation. At the same time, the secondary school dropout rate in SUHSD is significant. All public schools will grapple with new "high stakes" testing standards.   Both parties should address these issues through combined efforts. Joint efforts to penetrate more deeply middle and high schools that serve minority and low-income students and their families will also pay dividends in coming years.

b. Suggested Strategies (to be developed/refined by operational planning):

1. Invite service organizations, Community Based Organizations, school Parent and Teacher Organizations, and others to use the campus periodically as a meeting location. Use these meetings to explain the role of Cañada in helping the community develop toward its goals.

2. An expanded early/middle college effort would increase both the high school graduation and higher education participation rates of low-income and minority high school youth. Such work should seek to systematically educate students as young as 6th grade and their parents about college opportunities and necessary preparation.

3. Conduct regular faculty-to-faculty and administrator-to-administrator meetings to align curriculum, develop common assessments, and to develop programming to increase the awareness of students about their career and further education opportunities available at Cañada College.

4. Pursue ongoing contact with secondary schools to share information about competencies required for student success at Cañada.

c. Success Factors (Visible measures of goal attainment. To be developed via operational planning: specific activities, responsible parties, and target dates)

1. A measurable increase in the number of community groups invited to campus.

2. Presentations are made each year by College faculty and staff to students in all the middle schools in the San Mateo County

3. Faculty from Cañada and teachers from the local high schools meet regularly to discuss curriculum alignment issues, particularly in math and English disciplines.

Goal Nine: *Increase student engagement*

a. Rationale.

Research has established a clear link between community college success and the extent to which students are engaged in the life of the institution. This engagement includes active learning strategies managed by faculty as well as the creation of opportuities for students to become involved in out-of-class activities including organizations and leadership development.

b. Suggested Strategies (to be developed/refined by operational planning):

1. Consider routine use of the Community College Survey of Student Engagement (CCSSE), a nationwide project to assess the extent to which students are engaged and where colleges might make improvements to accelerate that engagement.

2. Consider surveying staff and faculty with the Community College Inventory to determine perceptions about where barriers to student success lie. This effort could produce further data-driven discussions about where to direct effort.

c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

1. Increase overall student engagement as measured by CCSSE by five (5) percent through fall 2008.

Goal Ten: *Increase professional development opportunities*

a. Rationale.

The demands placed on staff and faculty are unlike past demands. Students have changed while advances in teaching and learning have increased rapidly. Through this strategic planning process, Cañada has embarked on a journey of continuous improvement that will require that all employees increase their capacity to contribute to the College's future.

b. Suggested Strategies (to be developed/refined by operational planning):

1. Conduct workshops for staff and faculty that focus on community college learners and how their motivations, abilities, and preferences have changed over the past decades.

2. Utilize those parts of the College that are engaged in developing best practices in serving learners to share their techniques and knowledge.

3. Engage faculty in professional development aimed at using learning platforms and embedding instructional technology in courses. Identify learning competencies, the unbundling of course content tied to these competencies, and the reuse of this unbundled content (learning objects) in other courses, both credit and non-credit.

c. Success Factors (Visible measures of goal attainment. To be developed: specific activities, responsible parties, and target dates)

1. A ten (10) percent increase in the number of professional development activities provided for all employees

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