

Academic Senate Governing Council Special Meeting

Strategic Plan

Thursday, October 05, 2006

In Attendance: Patty Dilko, Martin Partlin, Katie Schertle, Paul Roscelli, Jenny Castello, Denise Erickson, Monica Malamud, David Clay, Doug Hirzel, Tom Mohr, Maggie Souza, Sharon Finn, Rick Voorhees, Arturo Hernandez, Bart Scott

1. Meeting Called to Order: 2:55 p.m.

2. Strategic Plan Discussion:

Issues regarding the Strategic Plan from a Faculty point of view:

- Consider the college-age population: top 20% can get through the standard college format (3 hrs./week = 3 units...)
- Who else is serving that top 20%?
- When this process is completed, will faculty have a clear understanding what our community wants from us with respect to the “traditional” student (i.e. transfer-oriented)?
- Mobility of community college students in the area: Cañada seems to have a loss recently.
- We need to talk to student leaders/focus groups: what are their perceptions? Why do they choose the CCs they do?
- Are there special niches we could address that other institutions aren't?
- Each fall about 600 students come to us straight out of high school.
- Are there certain socio-economic groups which choose certain colleges in this area over others? Why?
- How do other demographics affect the choice of colleges (e.g. age, race, language background, citizenship/residency documentation, etc.)?
- Certain trends in enrollment suggest that community colleges should be prepared for larger numbers of underprepared students.
- How does an institutional emphasis on one particular population/type of student affect the overall success of the college?
- Historically, ESL has initiated outreach with other programs to create pipelines from ESL to traditional transfer programs. Response to these outreach attempts has been inconsistent.
- How do we arrange our schedule? Do we offer a broad spectrum of course offerings but a limited number of each of them, or do we focus on depth and offer several sections of a few basic course offerings?
- Some traditional, transfer-oriented students can't graduate from Cañada because of limited course offerings; therefore, they opt to attend CSM or other colleges.
- One solution is to build schedules in blocks, e.g. two-years at a time, the problem of overlapping sections of required courses in different disciplines won't happen.
- For full-time faculty to take on any NEW initiatives for courses/scheduling/program changes, our current workload must be considered. Once new priorities are established, current workloads **MUST** be allowed to change in order to address these new priorities. Some duties/responsibilities will have to be relinquished in favor of others.

- Cañada isn't really a 2-year college in practical terms. Most students take about 5.5 years to get their "two-year" degrees. (This can be attributed in large part to the part-time jobs so many of our students have.)
- We need much more data about the population trends of the campus.
- Cañada has historically had the "oldest" population in the district. Why?
- We need to consider the "values" of our college. What is our overall goal? Do we only serve students who are "cost-effective" or do we provide for others in our community who may cost more to recruit and teach.
- Previous Strategic Plans need to be considered and incorporated into this current effort.
- Some programs at Cañada are making an effort to develop curricula that address the needs of multiple groups of students. Current articulation agreements restrict this effort somewhat.
- Hard budget data is necessary to make these discussions more effective.
- A Load of 525 is the approximate break-even number for a given department.
- This load number doesn't reveal what it would cost to grow other departments. We need big picture budget numbers in order to make effective growth plans.
- Sufficient time needs to be allotted for new courses to "take hold."
- Stronger links to the community at large must be forged in order for us to have more successful recruitment efforts.
- We need to establish our image in the community rather than letting them do it for us.

What would be the best thing the Strategic Plan could give the college?

- Options
- Clear follow-up plans
- Numbers/data upon which to base our efforts at growth and improvement
- A discussion about the potential of the 15-week semester
- Information about matriculation we currently don't have
- Feedback from parents about what they want; are we in line with their needs/wishes for their children?
- A clearly defined College Mission Statement against which we can judge our success: Who are we and who do we want to be?
- Feedback from teachers
- A community-wide survey to see what their perceptions of us are and to share with K-12 institutions

Next Step: In November a college-wide survey will be conducted to elicit our perspectives about who we are as an institution and what our goals are.

A website will be made available to give an overview of the whole Strategic Plan process with information about our mission and values and a timeline of the process.

3. Meeting Adjourned 4:25 p.m.