



Cañada College

2008 - 2012 Educational Master Plan

September 30, 2008

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COMMUNITY COLLEGE
DISTRICT**

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Cañada College Organizational Chart

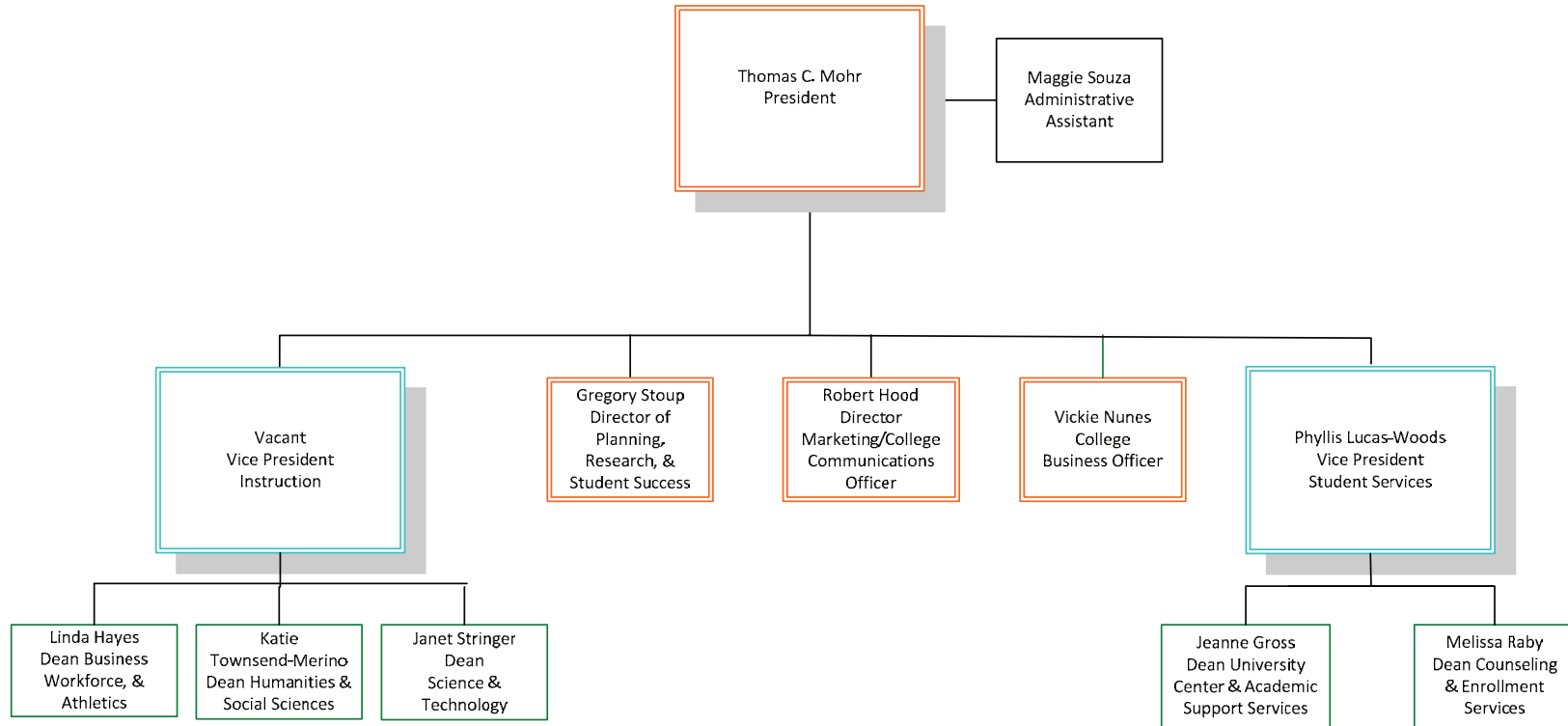


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Letter from the President

Planning has always been an important matter at Cañada College. The community served by the College provides a complex set of educational needs, ranging from basic skills development and English language acquisition to advanced technical training and preparation for transfer to universities throughout America. Further, the economy of the county the College serves is knowledge-based and globally competitive and requires a skilled workforce that has access to ongoing training that is state of the art in appropriate fields and infused with the advantages of modern technology. Extensive planning is all the more critical in an environment of very constricted resources where decisions must be based on a full, detailed analysis of demographics, changes within the business community and economic patterns and developments that drive the requirements for workforce training and employability.



Every aspect of college operations is studied and evaluated in relation to the mission of the College. Each component of the college operations is integrated into an Educational Master Plan which members of the college community should view as informing them of the “what and why” of day-to-day operations and perhaps most importantly, how every component of college operations relates to the instructional programs and goals of the College. Program reviews, technology plans, budget allocations etc. all correspond with one another and focus together on the vision and strategic goals of the College. The Master Plan is the basis for construction and remodeling of college facilities and future financial planning. It is a continual, never-ending process and will be studied and updated annually.

I am grateful for the full participation of faculty and staff. Their input has been fulsome and their involvement in master planning is an important indication of their commitment to making the College the best it can be. The Educational Master Plan is the vehicle by which we together carry Cañada College forward to a bright and productive future.

Thomas Mohr
President Cañada College





Section One: Planning Context

THE PLANNING CONTEXT

The development of the Educational Master Plan is a direct outgrowth and a natural progression from the Strategic Plan of Cañada College, brought forward by means of an extensive and inclusive process conducted during the years of 2006 and 2007. The Strategic Planning Committee was an expanded version of the Planning and Budget Committee and truly representative of every component of the college. The committee was diligent in determining that there were multiple opportunities across the college for input through the processes of Shared Governance, Town Hall Meetings, division meetings, All College meetings and technology-based communication. The committee itself utilized bi-weekly Planning and Budget Meetings and facilitated retreats, on and off campus, and three rounds of strategy sessions with internal and external

stakeholders. An experienced, well known consultant on planning advised the committee through each stage of the planning process. Data and information utilized by the committee was drawn from Cañada College internal sources, the California Community College System Office, the California Post-Secondary Education Commission, the California Department of Labor, and from county, state and federal databases. The 2008 Cañada College Educational Master Plan (“EMP”) serves to link and integrate planning sub-units, including but not limited to: educational master planning, program reviews, facilities planning and financial planning and enrollment planning. This overarching document has been developed in response to the 2006 College Strategic Plan, the District’s 2008 Strategic Plan, the 2007 Accreditation Self Study and related

Team Reports. It provides specific direction and parameters for the implementation of instructional programs and support service activities relating to all aspects of the College.

The Educational Master Plan will assist the College in assessing the current instructional program and support services and to project the future needs of these programs and services through the year 2012. The Plan provides direction for improving the College instructional programs and support services to students and the community, and supports the College in fulfilling its mission (see mission statement inset). The development of the Educational Master Plan helps meet the following specific needs of the College:

- Integrating educational and planning components, including instruction, student services, human resource and fiscal planning of the College into a long-range plan that will support faculty and staff, facility development and decision making for the future;
- Incorporating the needs of instructional and support services as identified in program review;
- Identifying appropriate fiscal and human resources to support the projected needs of the programs;
- Serving as a baseline for identifying future facility and equipment needs for the instructional programs and support services;

Specifically, the master planning process has included the following major activities:

Assessing the College and its service area:

- Conducting data research on the historic growth of student enrollment and Weekly Student Contact Hours (WSCH);
- Reviewing the current fiscal stability of the district and review the potential for developing a long-term strategy for supporting the recommendations included in the 2007 Strategic Plan;

- Completing a physical capacity analysis — determining the viability of the physical space to support the current program of instruction and support services;
- Assessing the internal environment of the College relative to the current composition/profile of the students served; and
- Conducting an external environmental scan — viewing the College in relationship to its service area and both regional and national aspects of its external environment.

Developing a process to support the projected instructional and support services needs of the College:

- Surveying faculty, staff, administrators and students relative to the needs of the college;
- Conducting a section-level analysis of the current program of instruction;
- Creating a baseline curriculum that reflects current WSCH values by discipline/program and/or division; and
- Integrating the qualitative input with the quantitative data to develop a series of program recommendations for the instructional program and support services.

College Mission

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 contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.¹

¹ Cañada College website. Retrieved on May 22, 2008, at <http://www.canadacollege.edu/about/mission.html>.

Defining the capacities for WSCH generation in the future and determining the needs for space and human staffing through year 2012:

- Creating a WSCH generation forecast by discipline/program and relative to the program of instruction for the future;
- Quantifying the college’s total space needs (in assignable square feet/ASF) for the future; and
- Evaluating space needs for consistency with Title 5-Administrative Code standards of the State.

ACCREDITATION COMPLIANCE

In addition to the rationale for master planning presented above, there is an ancillary, yet a very important, need to also ensure that the College continues to be a fully-accredited institution. In response to this need, an eleven member accreditation team visited Cañada College October 22-25, 2007 for the purpose of evaluating the College’s request to reaffirm its accreditation. After the site visit and a review of all documentation, the Accrediting

Commission for Community and Junior Colleges of the Western Association of Schools and Colleges issued a warning to the College in a letter dated January 31, 2008. For reference, a warning is issued when the Commission determines that an institution has pursued a course of action or lack of action which deviates from the Commission’s eligibility criteria in meeting accreditation standards. As stated in the Commission’s letter, the College is now required to complete a Follow-up Report to the Commission by October 15, 2008 addressing the recommendations for the College identified in the January 31, 2008 warning letter. The first recommendation was initially identified by the 2001 evaluation team and was again cited in the 2007 review to “build upon its

strategic planning efforts to develop an Educational Master Plan.” The other recommendations stated in the warning letter address the development and documentation of a process for the completion of Student Learning Outcomes (SLOs) and the development of a staffing plan for student support services. In response to the Commission’s



recommendations and as part of the newly implemented master planning process, the College has 1) completed the development of an Educational Master Plan (2008) 2) developed an institutional process for determining Student Learning Outcomes and Assessment and 3) developed a Student Services Staffing Plan. Cañada College has ensured that the college planning process is fully integrated with the overall strategic planning process for the District. In an effort to meet the recommendations of the Accrediting Commission, the faculty, staff and administration of the College have worked closely and tirelessly with the consulting team to develop an Educational Master Plan that will not only meet the long-term planning needs of the College and the District, but will also be in compliance with planning standards established by the commission.

2007 COLLEGE STRATEGIC PLANNING PROCESS

Two major outcomes came to fruition as a result of the planning project: (A) The articulation of the Cañada College Mission and Values statements; (B) The delineation of eleven major strategic goals that serve as the springboard for this plan and for the College to develop specific strategies, actions with measureable outcomes.

1. Base all curricular and programming decisions on data driven strategies.
2. Develop new programs and strengthen existing programs to meet community and business needs.
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.
4. Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.
5. Improve the persistence and transfer rate of students enrolled in transfer classes.
6. Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.
7. Increase the entrepreneurial actions by seeking new revenue sources.
8. Develop and strengthen external collaborative relationships and partnerships.
9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.
10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.
11. Improve the number of certificate and degree awards.

These eleven broad college goals have been adopted by the College and have further been expanded in this Educational Master Plan with specific strategies, action plans, measurable outcomes called success factors, and timelines for achieving the objectives.

Going forward, the Educational Master Plan as a dynamic document will remain flexible enough to adjust to new issues and needs that may arise, which will guide decision-making at the institution for years to come. This is particularly important given the highly volatile nature of the fiscal and budgetary environmental milieu within which the state's community colleges are currently (2008-09) operating. In the larger perspective, the Educational Master Plan should be considered a perpetual work-in-progress, which will require annual review for relevance with the dynamics of changing economic, political, demographic, and job-market conditions.



Framework of the plan

The administration, faculty and staff of both the San Mateo County Community College District (SMCCCD) and Cañada College have developed a number of data-rich, planning documents as a foundation for a comprehensive Educational Master Plan. These studies and documents include, but are not limited to: the San Mateo County Community College District 2006 Facilities Master Plan (Steinberg Architects); the Cañada College Environmental Scan—October 2006; Enrollment Projections for Cañada College_(Voorhees group)- January, 2007; the Strategic Plan for Cañada College- April, 2007 (Voorhees Group); and the Student Survey Report- February, 2008.

The wealth of data, insightful analysis and projections give the College Strategic Planning Committee an opportunity to “jump-start” the process of developing a comprehensive Educational Master Plan for

the College. The team has concentrated its efforts on updating and revising key data, but more importantly, linking and integrating the key elements of the existing data/information mosaic with recommendations from the college program review process. The goal is to produce a series of baselines from which forecasting of future programs of instruction, student support services, staffing formulas, annual budgets, and the space requirements to support the college mission so that the needs of future students can be achieved.

The framework section of the Cañada College Educational Master Plan provides information on the College’s planning process, planning calendar, and a planning structure that the College has carefully followed.

CAÑADA COLLEGE PLANNING PROCESS

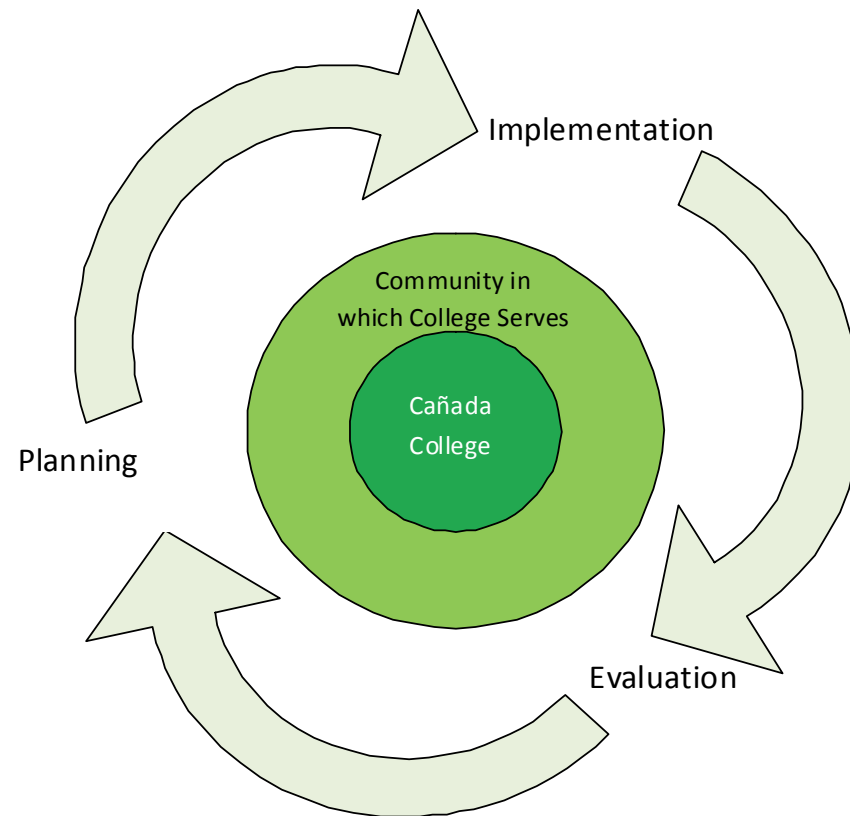
The Educational Master Plan is characteristically encyclopedic in that it contains databases and analyses which describe the institution within the context of multiple settings and attempts to forecast future conditions and needs. There is synergism between the more comprehensive EMP and what may be sharply focused multiple strategic plans developed by the College, such as those which translate mission and goal statements into action plans in instruction, student services, technology, energy conservation, and the like.

The planning process cycles through three components: Planning, Implementation and Evaluation, which are generally regarded as the model for modern planning (see diagram). The progression to the

development and iteration of Cañada’s Educational Master Plan has involved the gathering, examining, understanding, and quite importantly, the integrating of all the planning mechanisms wherever and however they have occurred in the College. Data from multiple sources of county, state and the nation has been garnered anew and infused into the Educational Master Plan. New emphasis has been assigned to the evidence and recommendations of the Program Reviews, a foundational element of the Educational Master Plan and the springboard of all division and department planning.

The implementation of the plan relies again on shared governance process to set priorities, develop reasonable timelines, and identify action plans and measurable outcomes.

The evaluation of the plan is the direct product of maintaining a culture of inquiry, honest self-assessment and a comprehensive analysis of both the formative and summative progress and accomplishment of the plan.



As mentioned earlier, the Strategic Planning Goals (“Strategic Plan”) developed by Cañada College (October, 2007) provides a major foundation for the larger and more inclusive Cañada College Strategic Plan. It has as its base the revised Mission Statement (March, 2007), statement of core values (Value Phrases) adopted in April, 2007 and a series of eleven goals which focus largely on curriculum and instruction issues in the context of student demographics, community and business needs, service area economic trends, staff development needs and the established curricular mission of providing quality transfer, career and basic education.

The 2008-2012 Educational Master Plan builds upon the 2007 Strategic Plan by incorporating program and services review data and integrating with various planning processes. It provides the College with a planning calendar, planning structure, specific strategies and a process for implementing and evaluating the Educational Master plan.



Following is information on the College Planning Calendar, College Planning

Structure and detailed descriptions of the elements in the Planning Structure.

PLANNING CALENDAR

The College’s Educational Master Plan is developed for a six year cycle. The 2008-2012 Educational Master Plan operates in a shorter, four-year cycle for reasons explained

in the Planning Context section. Planning priorities are reviewed annually and reported to the College council through the Planning and Budget Committee and then to the entire college. The goals and objectives as

stipulated in the EMP are measureable and generally are acted upon during the new academic year. The structure for this process is reflected in the table below:

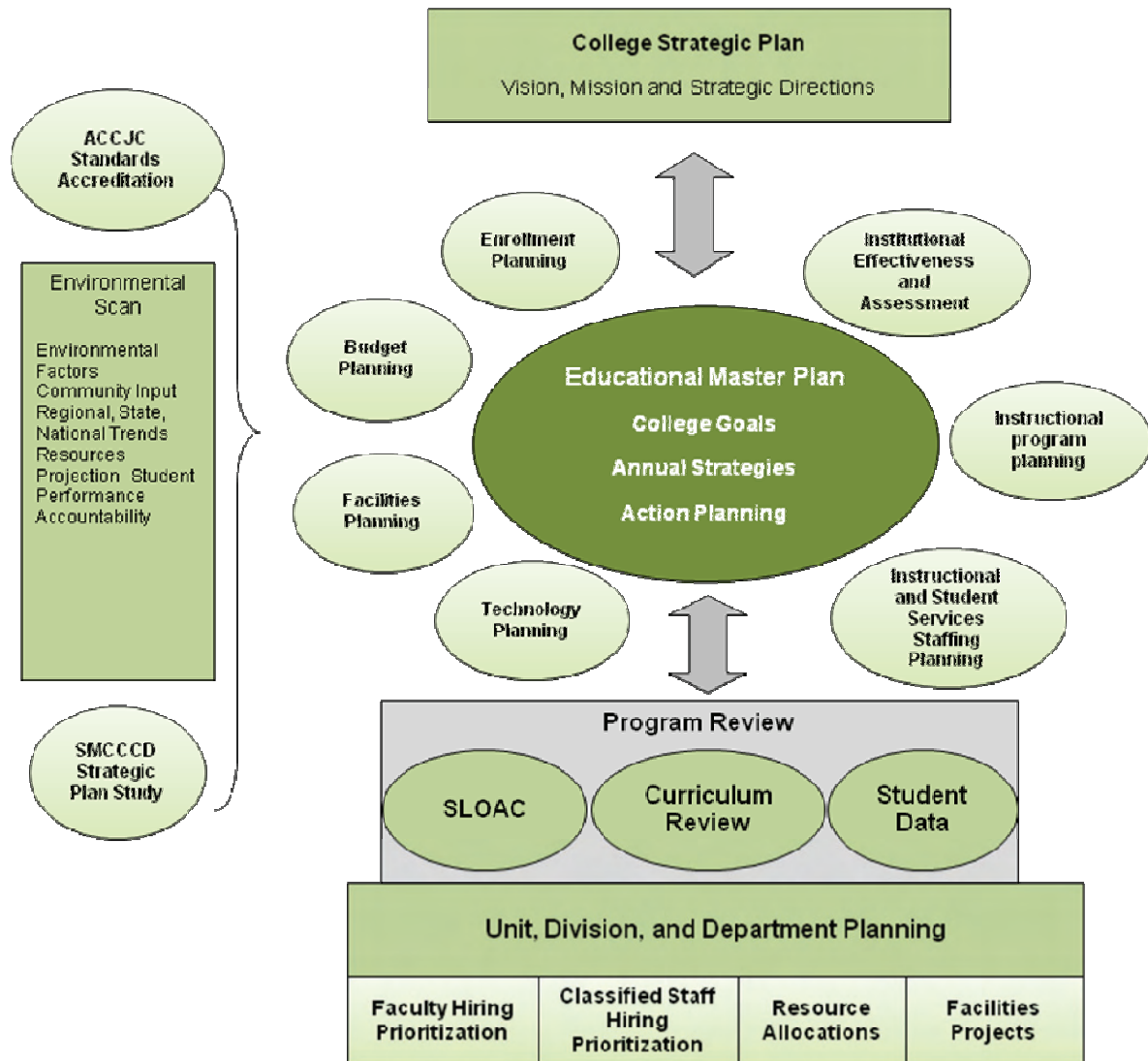
CAÑADA COLLEGE PLANNING CALENDAR						
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Accreditation	Oct. 2008 Progress Report due	Oct. 2009 Progress Report due	Oct. 2010 Mid Term Report due		Self Study	Fall 2013 Comprehensive Team visit
SMCCCD District Strategic Plan	Implement Plan		Environmental Scanning	Planning Assumptions and Recommendations	Implement Plan	
Cañada College Strategic Plan	Implementing 07-08 Strategic Plan	Implementing 07-08 Strategic Plan	Implementing 07-08 Strategic Plan	Review/Modify Strategic Plan		
Cañada College Educational Master Plan	Approving Educational Master Plan October 2008	Implementing Educational Master Plan October 2008	Implementing Educational Master Plan October 2008	Update College Educational Master Plan		
Program Review	Staggered, 6 year recurring cycle for each department					
Facilities Master Plan (FMP)	Update FMP					
District Technology Master Plan (TMP)	Adopt TMP				Update District TMP	
District Resource Allocation Plan	Reviewed and evaluated		Reviewed and evaluated			
College Student Equity Plan		2005 Plan Revision	Implement Plan			2009 Plan Revision
College Technology Plan	Implement Plan		Revise Plan	Implement Plan		

Source: Cañada College; Draft as of 6/9/08

CAÑADA COLLEGE PLANNING STRUCTURE

Cañada College’s planning efforts are anchored to its mission, vision and strategic direction and are centered on its Educational Master Plan. The Educational Master Plan specifies broad college goals, strategies, and action plans that are linked to, among others, the college’s facilities, staffing plans and program reviews. As a college within the San Mateo Community College District, Cañada’s master planning efforts closely interact with the strategic plans of the District and are appropriately synchronized with district-wide planning efforts. Common among all planning efforts are the commitment to a culture of evidence, shared governance, college-wide participation and leadership transparency.

One of the key elements of the planning process at the College is the integration of the various planning processes at the College level and the district level. The accompanying structure diagram illustrates



the major planning initiatives and how they integrate with each other.

In the remaining portion of this section, the key elements in the planning structure will be explained starting with Program Reviews.

PROGRAM REVIEWS

At Cañada College, Program Reviews are the foundation for planning at the program and department levels and are developed and assessed following a six year cycle. Every program will provide an update every two years. Requests for acquisition of new faculty and staff or other resources must be justified within the Program Reviews. SLOs and their assessments are an important part of the Program Review analysis.

Departments undergoing program reviews start with analysis of 5-year program trends in load and enrollments provided by the Office of Planning, Research and Student Success. The analysis is assisted with additional quantitative data from the service areas and the industry. In addition, qualitative data where applicable, is infused

into the analysis. Upon conducting the data analysis, the department uses a rubric developed and approved by the college faculty to complete a full report. The report identifies strengths and weaknesses of the program, key recommendations, program goals and focus, and description of program offerings. The entire process culminates in a college wide presentation.

Taken as a whole, the College's program review addresses faculty or classified hiring needs, resource utilization and demands, as well as facilities needs. The recommendations from program review will be integrated by the proposed Instructional Planning Council and Student Services Planning Council and then brought to the College Council for prioritization, resource determination and allocation.

As an example, Coop Education and Paralegal have recently completed their program reviews. Highlighted recommendations from Coop Education include "developing partnerships with

business and industry for possible internships for students", "updating the program website", and "researching for online orientation."

Paralegal program review recommendations include "access to Lexis and enhanced access to the campus library as well as a law library", "hire a full-time coordinator for the program to focus on internships and marketing the program to the legal community", and "assisting the students in finding employment as Paralegals."

All program review documents are accessible via the internet at:

http://canadacollege.net/inside/program_review/index.html

Student Learning Outcomes and Assessment

The College faculty are proud of the work they have done thus far in articulating and assessing Student Learning Outcomes pertaining to the General Education degree, and they understand the benefit of continuing to revise and modify SLOs and assessments—and are already appreciating

the necessity of the SLO cycle. Indeed, since one of the recommendations of the Student Learning Outcomes and Assessment Cycle (SLOAC) is to re-examine the definition of “program,” they anticipate that this will entail a further revision of both the Outcomes and Assessments of the College’s General Education program.

As the efforts and timeline reveal, Cañada College has made an institutional commitment to infusing SLOAC into the life of the College. The College has committed many resources toward this effort: a faculty SLOAC Coordinator with 40% release time; administrative support from the Office of Instruction; a Director of Planning, Research and Student Success; remuneration for adjunct faculty for their efforts towards this initiative, and funds for Instruction and Student Services retreat workshops. The College community as a whole, including both Instruction and Student Services, has embraced the Student Learning Outcome process.

On March 28, 2008, Instruction held an SLO “Summit.” In one day, close to 130 faculty members worked with their respective departments and produced at least one SLO per course with appropriate assessment for over 260 courses. The percentage of courses with SLO’s increased from 20% to 39%, and identification of assessments rose from 1% to 35%. As a follow-up to this SLO activity, the first in-service day for the fall semester slated for August 15, 2008, was devoted to additional instructional SLO development. In addition, the College conducts assessment workshops multiple times per semester, a user friendly website, and an electronic newsletter to inform faculty and staff of SLOAC activities.

The SLOAC website can be found at

<http://www.canadacollege.edu/inside/slo/index.html>

This chart lists the six General Education Degree Level Student Learning Outcomes. The courses listed beneath each outcome are those REQUIRED courses that students

must choose from in order to earn their degree.

SLO Progress for Courses in FALL '08 Schedule or TAUGHT Spring '08		
	<i>Number of Courses</i>	<i>Percent of Courses</i>
Courses Offered in Fall 2008	364	100
Fall 2008 Courses with SLO's	232	64%
Courses Taught Spring '08 with Assessment Data	55	11%
Courses Taught Spring '08 with Reflection Data	50	10%

General Education Degree Level Student Learning Outcomes

Apply basic knowledge of the arts, math and sciences to solve everyday problems and comprehend ideas of others	Use communication skills and technology to interact and express ideas in a diverse society	Find, evaluate, document and use ideas derived from a variety of information sources.	Use critical and constructive thinking for solving problems and making informed decisions on ethical issues	Cultivate a set of values for personal and civic life as a responsible participant in a global community	Recognize and evaluate practices that contribute to lifelong wellness
ART 100, 101, 102, 103, 104, 125, 126, 127, 201, 204, 214, 301 DRAM 141, 142, 151, 152 MUS 132 PHYS 210, PHYS 250, PHYS 260, PHYS 405 CHEM 100, CHEM 112, CHEM 192, CHEM 210, CHEM 220, CHEM 234, CHEM 235, CHEM 237, CHEM 238, CHEM 410 GEOL 100, GEOL 110, GEOG 100 NSCI 100 OCEN 100, OCEN 101 ASTR 100, ASTR 101, ASTR 110 ANTH 125, ANTH 350 BIOL 100, BIOL 103, BIOL 110, BIOL 130, BIOL 225, BIOL 230, BIOL 240, BIOL 250, BIOL 260, BIOL 310 HSCI 100, HSCI 104, HSCI 105, HSCI 108, PALN 100	SPCH 100, SPCH 105, SPCH 120 ANTH 360, ANTH 370, ANTH 105, ANTH 110, DRAM 101, DRAM 140, FILM 110, MUS 115, MUS 240, MUS 250, FREN 139, 140, 161, 162 SPAN 110, 111, 112, 120, 130, 131, 132, 140, 150, 152, ENG 400, 110, 165, 836, PLSC 103, 150, HIST 245, HIST 422, HIST 245 ART 100, 125, 126, 127, 201, 204, 214, 301	BIO 100, BIO 110, BIO 130, PLSC 130, PLSC 150, PLSC 170, PLSC 200 ECON 100, ECON 102, ECON 200 HIST 102, HIST 242, HIST 245, HIST 319, HIST, 315, HIST 421, HIST 422, LIT 101, 111, 142, 143, 151, 152, 200, 231, 232, 233, 251, 252, 266	PHIL 100, PHIL 240, PHIL 300, PHIL 240, PHIL 300 PLSC 150, PLSC 130, PLSC 200, PLSC 170, PLSC 103 BIO 100, BIO 110, BIO 130 ECON 100, ECON 102, ECON 200	PLSC 150, PLSC 130, PLSC 200, PLSC 170, PLSC 103, PLSC 210 ECON 100, ECON 102, ECON 200 HIST 102, HIST 242, HIST 245, HIST 319, HIST, 315, HIST 421, HIST 422 ANTH 360, ANTH 370, ANTH 105, ANTH 110 BIO 100, BIO 110, BIO 225 FILM 110	HSCI 100, HSCI 104, HSCI 105, HSCI 108, HSCI 430 BIO 130, BIO 260, BIO 240, BIO 310, BIO 110, BIO 260 HMSV 100, HMSV 264 MUS 115, MUS 202. PHIL 100, PHIL 240, PHIL 300 PSYC 100, PSYC 106, PSYC 110, PSYC 340 ANTH 110, SOCI 100, SOCI 105, SOCI 141

STUDENT SERVICES SLO / PLANNING AND ASSESSMENT

Student Services held its SLO/Assessment retreat on March 14, 2008. Forty-five people participated including at least one representative from every program/department except MESA, which reports to the Science/Technology Division. Student Services chose to develop Student Learning Outcomes centered on the crucial themes of their work: Critical Thinking, Communication (oral, written or technological), Self-efficacy/Self-advocacy, and Personal/Community Responsibility. These themes align with specific Institutional SLOs. Each program chose a theme to assess during the 07-08 cycle, and groups began formulating SLOs for their respective areas.

For the initial cycle, Student Services decided for every program to use a rubric as the assessment tool. After a larger discussion about Bloom’s Taxonomy, and affective, cognitive, and psychomotor domains, the groups developed the rubrics. The retreat

Program	Mission Statement	SLO written	Assessment Matrix Developed	Assessment Completed	Report Written
A & R	X	X	*X	X	
Career Services	Embedded in Counseling	X	*X	X	
Counseling	X	X	*X	X	
DSPS	X	X	*X	X	X
EOPS	X	X	*X	X	X
Financial Aid	X	X	*X	X	
Health / Wellness	X	X	X	X	X
Learning Center	X	X	*X	X	X
Library	X	X	*X	X	X
Matriculation (Testing)	X	X	*X	X	
MESA	X	X	X	X	X
Outreach		X	X	**X	
Psychological Services		X	X	X	
Student Activities	X	X	X	**X	
Transfer Center	Embedded in Counseling	X	X	X	X
TRiO SSS	X	X	*X	X	X
TRiO Upward Bound	X	X	X	X	X
UC & Academic Student Support	X	X	X	X	X

* Spanish translation included

** Due to the survey focus, there were a limited number of surveys completed. Their results were not included in the 07/08 SLOAC Results document.

evaluations were very positive. Ninety-five percent of participants indicated that they learned more about SLOs, understood how to assess them in their own areas, and saw the value of engaging in the process. A quarter of participants felt they would have liked more time.

The entire College has embraced Student Learning Outcomes Assessment Cycle. On March 28, 2008, there was an SLO Summit. In one day, close to 130 faculty members worked with their respective departments and were able to produce at least one SLO with an assessment for over 260 courses. Courses with SLO's went from 20% to 39%, with assessments rising from 1% to 35%.

As a follow-up to this SLO activity, there was also another day devoted to SLO development at the first in-service day for the fall semester slated for August 13, 2008.

The academic senate is taking a leadership role in the development of the SLO's. When measured against the "Rubric for Evaluating Institutional Effectiveness" published by the

ACCJC October 10, 2007, Cañada has moved past the "Awareness" stage and is actively involved in the "Development" stage. Given this focus, it is expected that Cañada will meet the 2012 goal of "Proficiency" as outlined in the rubric.

COLLEGE TECHNOLOGY PLAN

A College Technology Committee meets quarterly to assess the technology services it provides to all aspects of instruction, support services and business operations of the College.

The Technology Plan of the College is intended to act as a compass, giving direction to the technology decisions of the College and ascertains that technology use assists in the fulfillment of the vision of the College. Technology is implemented both to enhance and improve instruction and provide ways for the College to perform its operations in business, research and student services more efficiently and effectively. The technology environment is dynamic and ever changing. A good technology plan

references, on a continual basis, the vision of the college, examines how technology is applied to fulfill the vision and ascertain how new technology advances learning and adds to the efficient operation of college programs and necessary supportive infrastructure. Fulfilling the vision of the College sets forth the assumption that the College will strive to be beyond the normal curve in identifying and applying new technology solutions in every aspect of conducting its educational mission.

There are seven Strategic Goals outlined in the College Technology Plan. These goals are intended to link into the District Technology Plan and to provide focused direction for the College. The goals outline the college effort to increase student access to transcripts, to enhance the safety of the campus with new technological solutions, to improve teaching and learning by delivering instruction in a variety of modalities, to ensure that the district network infrastructure is secure and reliable, and to improve communication with students,

faculty, staff, alumni and the general public. In order to achieve these goals, the technology needs of the College will be fully integrated to the budget planning process and developed in compliance with Section 508 guidelines. The charge for implementing these goals and assessing progress towards them will be focused with a newly created Technology Advisory Committee composed of College representatives and district technology liaison personnel.

The Technology Plan is a living document providing guidance for the acquisition and application of technology in a continually changing teaching and learning environment. The Technology committee will review the plan a minimum three times a year and ensure that it is understood throughout the College community and that it is implemented in a timely manner. The Cañada College Technology Committee will ascertain that its plan informs and is integrated with the San Mateo Community College Strategic Plan.

INSTRUCTIONAL AND STUDENT SERVICES STAFFING PLAN

Cañada College studies and acts upon its needs for new faculty and staff twice yearly. Specific needs are presented to a committee composed of Executive Level Management, College Deans, and representatives of the Classified and Academic Senates. Each need based upon Program Review and other principles associated with the Strategic Directions and Goals of the College is given a priority ranking and provided to the President for consideration and action. The priorities and the decisions concerning them are presented to Shared Governance bodies and then to the entire College by means of an Open Forum.

ENROLLMENT PLANNING

Enrollment management in a multiple college district occurs at two levels:

The College works with the district office to estimate its potential FTES and WSCH/FTEF each year. Once the three colleges have submitted their FTES plans,

the District Office coordinates the plans with the colleges based upon anticipated State funding for the next year. In recent years there has been enough funding for FTES capacity that the colleges could adopt their goal as requested.

Once the college-level goal for FTES and WSCH/FTEF is authorized, the College begins the detailed allocations and adjustments for the divisions/departments for each semester and summer school. The College has identified the need to strengthen this internal allocation process to ensure it is based on program reviews and student demand in that year. There is also an expressed need for additional education about how the process works so the college community is clear on the allocation and accountability process for both the FTES and WSCH/FTEF.

BUDGET PLANNING

After the Governor and the Legislature of the State finalize the state budget, Cañada College is made aware of its allocation for the new fiscal year by means of the District Budget Allocation Process. With the assistance of the Budget and Planning Committee, the College identifies budget priorities that emanate from the Goals of the Educational Master Plan and spending put forward that is within the framework of the funding allocation available.

Budget requests intended to supplement discretionary budgets, staffing and facilities improvements are reviewed by the Planning and Budget Committee and by the Administrative Council before being recommended to the President for approval.

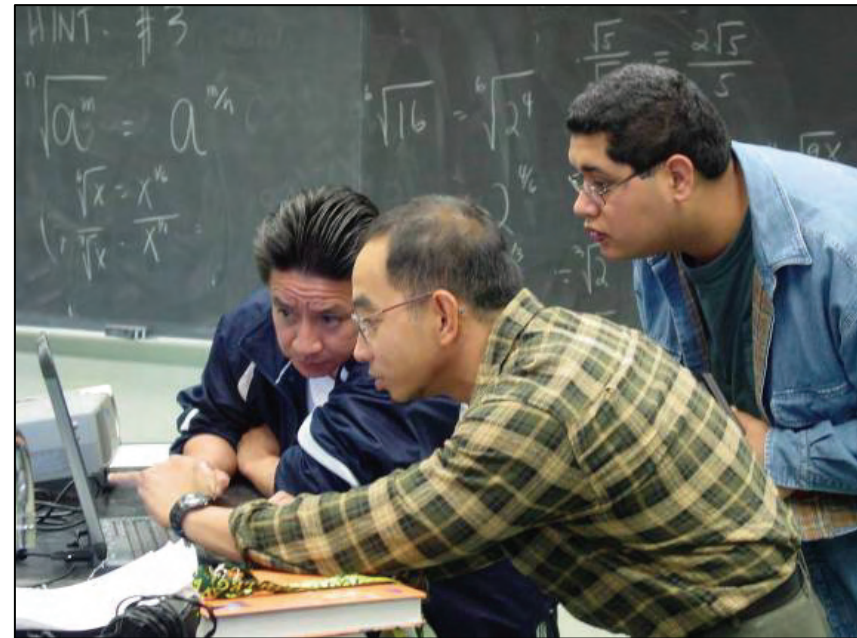
ACCJC ACCREDITATION STANDARDS

Each spring the College reviews the progress made on the Accreditation Self Study Report, Planning Agendas and the recommendations received from WASC/ACCJC, and ascertain that they are

appropriately incorporated into the Strategic Priorities of the College and consequent actions. It also considers how each operation of the College appears to be doing in relation to each of the WASC/ACCJC standards and reports to the Shared Governance bodies of the College where it needs to begin work to improve agreement with those guidelines.

Accreditation - Status Report

One of the core functions of the College is to offer accredited classes for its students. Without this accreditation by the WASC/ACCJC, the students would not be able to transfer classes to other universities. As such, the College devotes a great deal of



attention to full compliance with the accreditation standards. The College conducted its self study during the 06-07 academic year. As a result of that self study, the College identified 59 “planning agendas” (although there is some overlap in the various planning agendas, this is an ambitious plan for improvement as measured by the sheer quantity of the planning items). The full text of this report is found at:

<http://canadacollege.net/inside/accreditation/report.html>

When the accreditation team visited the College in October 2007, it issued a 53 page report with 5 college-based recommendations and 3 district office-based recommendations. The full report can be viewed at:

<http://canadacollege.edu/inside/accreditation/index.html>

After the team report was submitted to the Commission, the Commission was concerned enough in several areas that they placed the College on a “Warning” status in their letter of January 31, 2008. In that letter, three of the visiting team’s recommendations were identified for the full attention of the College. These recommendations were focused on college issues while another three focused on district office/Board of Trustees issues.

In response to this letter, the College immediately focused on the critical issues the Commission identified. A consulting firm, Maas Companies, was contracted to assist the College in developing the College’s

Education Master Plan. The College is coordinating the response to the Commission by the formation of an Accreditation Liaison Committee, focusing on 1) the development of an Educational Master Plan, 2) the institutionalization of a SLOAC (Student Learning Outcomes Assessment Cycle) process across the College, and 3) the development of a Student Services Staffing Plan.

It should be noted that the Accreditation Oversight Committee will be provided within the many planning activities conducted by the College Planning Council, ensuring full attention to accreditation standards reporting and implementation.

DISTRICT STRATEGIC PLAN INTERFACE

The Board of Trustees is actively engaged in a district-wide strategic planning process. There is a district-wide committee consisting of broad representation from the colleges and the district office staff that has been formulating recommendations for this

strategic plan over the last year. The plan was reviewed in its draft form at the June 11 Board of Trustees meeting. The factual information, Planning Assumptions, and Recommendations can be viewed on the College website. The college educational master planning process and the district strategic planning process are closely linked as there are 5 members of the Cañada master planning committee who sit on the district committee. The Board of Trustees will evaluate the recommendations over the summer and early fall 2008, with final action anticipated in late fall 2008.

In the next section of the EMP, both an external environmental scan and an internal environmental scan have been prepared to assist the College in evaluating the current status of its instructional programs and support services as well as information to assist in the long-term (Year 2012) projection of future needs of the College.



Section Two: Environmental Scan

Planning Assumptions

A number of planning assumptions that served as the basis for the eleven broad college goals were identified during the College's strategic planning process. The planning assumptions were the result of structured and thorough analysis of the data collected from many sources (see Strategic Plan). Additional data collected for the environmental scan in 2008 required for Educational Master Plan, prompted the College to review the planning assumptions in the Strategic Plan and to develop new ones. Further, the College also reviewed the planning data and planning assumptions developed by the District Strategic Plan and applied those that have immediate implications for the College. The planning assumptions below represent a

combination of these three planning initiatives and are integrated into the college planning process reinforcing and supporting both the College and the District Plans in the completed Educational Master Plan.

Demographics

As the county population age shifts, curriculum and programming changes that address the educational and social needs of the population, and student recruitment and retention strategies will have to change accordingly for the college.

Students of color will represent a higher proportion of Cañada'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 Cañada will grow.

Cañada's share of the high school market appears to be declining and the demographic projections predict fewer incoming high school graduates. Cañada will need to develop partnerships and new market niches to grow enrollment. Student recruitment and retention will continue to grow in importance.

Education

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 being "digital natives" (computer literate) will expect more technology at Cañada College.

To meet local needs, Cañada's mission will need to be comprehensive and to include the transfer and general education function as well as the career and technical education function. Cañada should continue its commitment to reach under-served

populations and to respond with appropriate services and programs.

Student success and retention will be strengthened by partnerships among the various segments of education: K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrated learning, and College Connection initiatives all support student success.

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. Cañada will need to raise resources from traditional streams as well as to develop new ones.

The College will need to investigate the changing patterns of certificate and degree attainment at the college. It will also have to analyze shifts among transfer institutions.

Because of the increasing demand for distance education, accommodating class schedules, facilities and alternate

instructional delivery systems need to be planned and implemented, to meet student needs

Facilities, Human Resources and the Community

The College will continue to employ technology to enhance teaching and learning in creative and cost-effective ways and maintain pace with emerging technology in all facets of the organization.

Improvements to facilities and equipment throughout the College will enhance programs and attract students, faculty and staff. 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 the College. They should be well-equipped to parallel technological advances, and to match a

variety of learning activities and teaching modalities.

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 in planning and offering programs and services.

The College needs to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the College and the varied level of student preparedness. One effective means to fundamentally influence the teaching and learning environment is

through the support of faculty and staff professional development.

Employees require continuous training and development to deliver effective teaching and learning and to remain current regarding efficient operational processes, policies and procedures.

Accountability

Public scrutiny of educational institutions will continue. Student learning outcomes and assessments need to be an integral part of planning and operation of educational institutions.

The ability to creatively address the cost of programs and accountability for student performance will be high priority for the district and the college.

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 southern San Mateo County and the region in new ways.

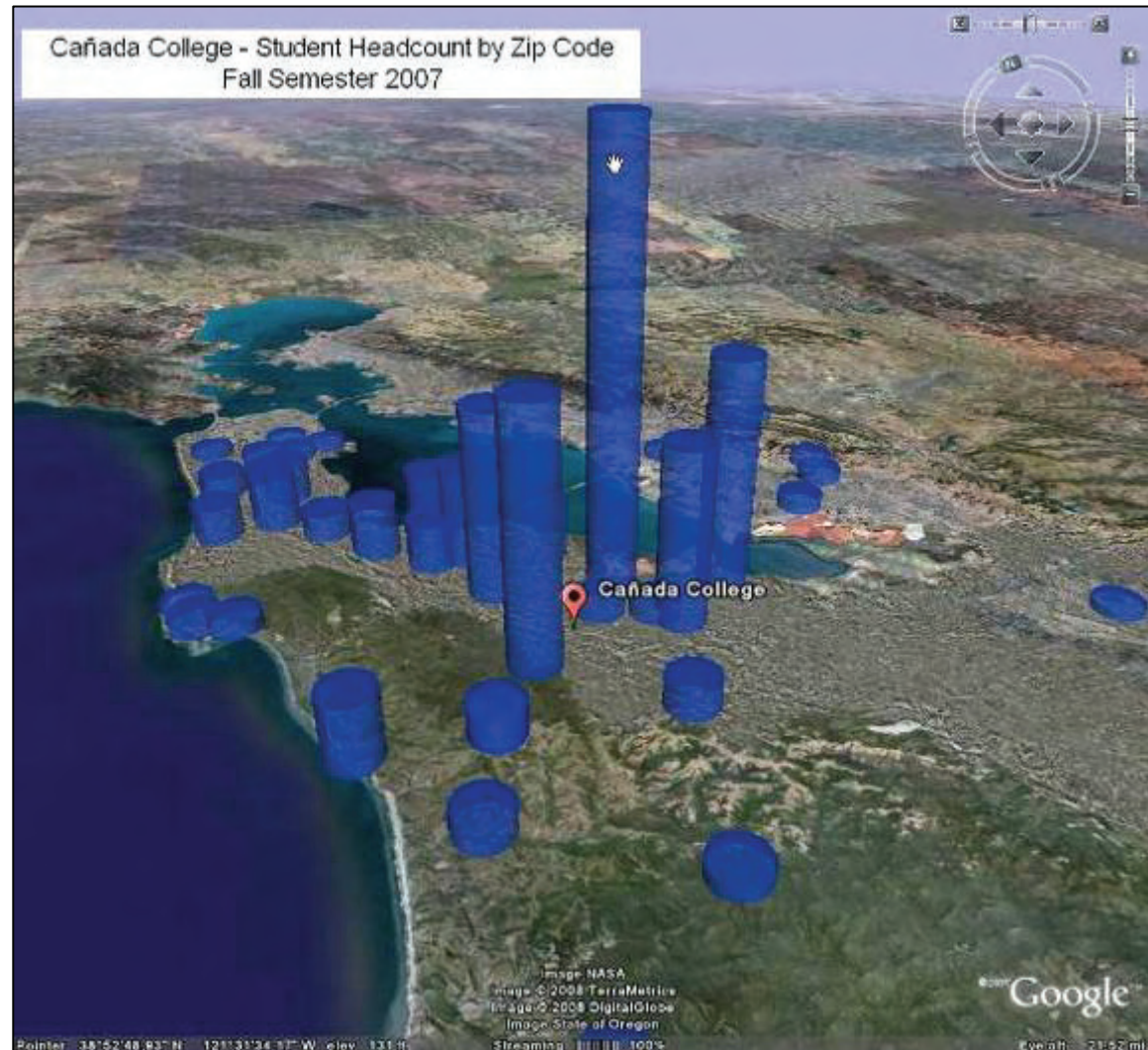
Planning documents and information should be clear, concise, coherent, and available to all major stakeholder groups. All plans should contain "success factors" for strategies that are developed so that stakeholders can measure progress.

External Environmental Scan

THE SERVICE AREA

Cañada College was established in 1968 as a part of the three-college San Mateo County Community College District (SMCCCD). It enrolls approximately 6,300 students. The College is located on 131 acres in the western part of Redwood City, near Highway 280. The College services a population in an area which includes, but is not limited to southern San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay and Pescadero. In a broad sense, the College potentially serves the entire San Mateo County, with an approximate population of 725,000.

The national, regional and local trends and conditions described below will have an influence on the future direction of the



College’s programs, curriculum, support services, and overall operations.

The Cañada College “effective service area” was determined by analyzing where the students attending Cañada College reside. For the fall 2007 semester, the student origins by zip code are plotted on the accompanying map as well as presented in the following table.

Various geographical areas were tested for how comprehensively they represented the service area. Ultimately, it was determined that the College service area is best represented as a circular area with a 10-mile radius with the College at the center. This 10-mile service area encompasses (by zip code) more than 80% of the enrollments at Cañada College.

The majority of the students enrolled at the College come from six cities: Redwood City, East Palo Alto, Menlo Park, San Carlos, Belmont, and San Mateo. Together, they make up close to 70% of the total student population in fall 2007.

CAÑADA COLLEGE - HEADCOUNT BY ZIP CODE OF RESIDENCE					
ZIP	CITY/TOWN	STUDENTS	ZIP	CITY/TOWN	STUDENTS
94061	Redwood City	989	94020	La Honda	24
94063	Redwood City	928	94536	Fremont	22
94062	Redwood City	524	94086	Sunnyvale	22
94303	East Palo Alto	522	94112	San Francisco	20
94025	Menlo Park	401	94301	Palo Alto	19
94070	San Carlos	390	94587	Union City	18
94002	Belmont	239	94038	Moss Beach	18
94403	San Mateo	232	94544	Hayward	18
94401	San Mateo	172	94041	Mountain View	18
94404	Foster City	146	94022	Los Altos	17
94019	Half Moon Bay	143	94116	San Francisco	17
94010	Burlingame	123	95051	Santa Clara	16
94402	San Mateo	110	94040	Mountain View	16
94080	S. San Francisco	96	94545	Hayward	15
94065	Redwood City	91	94134	San Francisco	15
94066	San Bruno	87	94026	Menlo Park	14
94044	Foster City	66	95014	Cupertino	13
94028	Portola Valley	61	94024	Los Altos	13
94030	Millbrae	60	94124	San Francisco	13
94015	Daly City	55	94110	San Francisco	12
94306	Palo Alto	50	94541	Hayward	12
94027	Atherton	33	94060	Pescadero	11
94043	Mountain View	32	95125	San Jose	11
94014	Daly City	31	94085	Sunnyvale	10
94560	Newark	31	95112	San Jose	10
94064	Redwood City	29	94037	Montara	10
94018	El Granada	27		Other	614

Source: Cañada College Office of Institutional Research, includes zip codes with 10 or more students

SNAPSHOT OF THE SERVICE AREA

The following pages include a site map and a thumbnail sketch of the 10-mile service area demographics.

This geographical area (the 10-mile service area) has a population of 515,588 according to the most recent census figure. The population is growing at an annual rate of 0.413% - a rate somewhat below the statewide average of 1.31%. The annual rate of growth of median household income is 3.39%. This demographic marker outpaces the statewide growth rate of 3.12% and that of the nation at 3.29%. The analysis further discloses that households in the service area are growing at a rate of 0.36%, a rate that is significantly slower than the statewide average (1.22%). The fact that population is growing faster than households indicates that the average household size is growing.



Households by Income

The majority of households in the service area have incomes ranging from high to very low. Over 21.0% of all households in the 10-mile radius earn less than \$50,000 annually, and 9.0% earn less than \$25,000. However, 53.6% of households have incomes greater than \$100,000 annually. The largest percentage of upper income households is in the \$200,000+ category (21.8%), and that category is projected to grow by 8.9 percentage points over the next five years. These upper income households will substantially increase over the next five years, in contrast to the low income categories where the percentage of households will decrease.

The College service area has a Median Household Income of \$107,378, Average Household Income of \$161,551 and Per Capita Income of \$61,981 – data which are consistent with other areas of San Mateo and neighboring counties.

CAÑADA COLLEGE - DEMOGRAPHIC AND INCOME PROFILE - 10 MILE RADIUS						
Summary	2000		2008		2013	
Population	501,327		515,588		526,239	
Households	191,037		196,100		199,629	
Families	120,704		123,685		125,152	
Average Household Size	2.55		2.56		2.56	
Owner Occupied HUs	112,191		118,861		118,397	
Renter Occupied HUs	78,846		77,239		81,232	
Median Age	36.7		38.0		39.1	
Trends:2007-2012 Annual Rate						
	Area		State		National	
Population	0.41%		1.33%		1.23%	
Households	0.36%		1.23%		1.26%	
Families	0.24%		1.20%		1.05%	
Owner HHs	-0.08%		0.96%		1.07%	
Median Household Income	3.39%		3.04%		3.19%	
Households by Income						
	2000		2007		2012	
	Number	Percent	Number	Percent	Number	Percent
< \$15,000	13,694	7.2%	9,005	4.6%	7,285	3.6%
\$15,000 - \$24,999	11,727	6.1%	8,592	4.4%	6,355	3.2%
\$25,000 - \$34,999	13,566	7.1%	8,711	4.4%	6,777	3.4%
\$35,000 - \$49,999	21,661	11.3%	14,978	7.6%	9,727	4.9%
\$50,000 - \$74,999	32,146	16.8%	27,836	14.2%	27,779	13.9%
\$75,000 - \$99,999	25,427	13.3%	21,737	11.1%	20,683	10.4%
\$100,000 - \$149,999	32,747	17.1%	36,328	18.5%	38,572	19.3%
\$150,000 - \$199,999	15,884	8.3%	26,178	13.3%	21,149	10.6%
\$200,000+	24,411	12.8%	42,735	21.8%	61,300	30.7%
Median Household Income	\$77,142		\$107,378		\$126,846	
Average Household Income	\$115,229		\$161,551		\$205,338	
Per Capita Income	\$44,617		\$61,981		\$78,488	

Source: ESRI BIS Data Systems; analysis by Maas Companies, Inc.

Age Profile

The age group that is traditionally targeted by a community college is individuals between the ages of 18-24 years old. The 15-19 year-old age segment currently comprises 6.5% of the population and is projected to decrease slightly to 6.3% by 2012. The data shows that the 20-24 year-old age group comprises 6.7% of the 2008 population. This group is projected to grow to 7.5% of the population by 2012.

The percentage of the population over 55 years old is projected to grow from the current level of 24.0% to 25.9% by 2013. Growth in the 20-24 and 55 and over age segments will provide additional opportunities for enrollment growth at the College.

A decline of 2.4% is expected in the 35-44 year-old age segment over the next 5 years. The other age segments show little change through 2012 as a percentage of the overall population.

CAÑADA COLLEGE - POPULATION AGE AND RACE/ETHNICITY PROFILE - 10 MILE RADIUS						
Population by Age	2000		2007		2012	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	32,206	6.4%	31,910	6.2%	32,795	6.2%
5 - 9	32,530	6.5%	31,024	6.0%	28,848	5.5%
10 - 14	29,727	5.9%	32,735	6.3%	29,794	5.7%
15 - 19	28,566	5.7%	33,581	6.5%	33,107	6.3%
20 - 24	30,489	6.1%	34,694	6.7%	39,459	7.5%
25 - 34	82,330	16.4%	70,366	13.6%	73,211	13.9%
35 - 44	86,242	17.2%	79,818	15.5%	69,157	13.1%
45 - 54	70,809	14.1%	77,833	15.1%	83,603	15.9%
55 - 64	44,626	8.9%	58,637	11.4%	65,336	12.4%
65 - 74	30,792	6.1%	30,598	5.9%	35,671	6.8%
75 - 84	24,082	4.8%	22,739	4.4%	21,917	4.2%
85+	8,929	1.8%	11,651	2.3%	13,342	2.5%
		2000				2008
Race and Ethnicity	Number	Percent	Number	Percent	Number	Percent
White Alone	342,924	68.4%	320,418	62.1%	306,833	58.3%
Black Alone	18,087	3.6%	18,095	3.5%	17,910	3.4%
American Indian Alone	2,038	0.4%	1,992	0.4%	1,950	0.4%
Asian Alone	66,673	13.3%	85,642	16.6%	98,169	18.7%
Pacific Islander Alone	5,763	1.1%	6,041	1.2%	6,142	1.2%
Some Other Race Alone	45,826	9.1%	56,132	10.9%	62,757	11.9%
Two or More Races	20,017	4.0%	27,269	5.3%	32,479	6.2%
Hispanic Origin (Any Race)	96,852	19.3%	119,596	23.2%	134,321	25.5%

Source: ESRI BIS Data Systems; analysis by Maas Companies, Inc.

Ethnicity

Caucasians comprise the largest percentage in the 10- mile service area (62.1%), followed by Hispanics (23.2%). The percentage of Asians living in the service area is 16.6%, African Americans constitute 3.5%, Pacific Islanders comprise 1.2% and Native Americans represent 0.4%. 16.2% of the population is of some other race or of two or more races.

The percentage of Hispanics will continue to increase from 23.2% in 2008 to 25.5% in 2012. The percentage of Asians will also increase (from 16.6% in 2007 to 18.7% by 2012). Over the same time period, the populations of Caucasians and African Americans will decline (as percentages of the population and in raw numbers. Caucasians will demonstrate the greatest decline of 13,585, an almost one-for-one relationship with the Hispanic increase.

Cañada College in a National Perspective

As a community college committed to offering comprehensive programs and services, the goals of Cañada College are similar to its counterparts throughout the nation. However, the ‘comprehensiveness’ of the curriculum is being weighted towards the basic skills component due to the rising demands for this type of instruction, particularly from the expanding underprepared students at Cañada College.

In the fall of 2006, the largest program enrollment (1,733) was ESL, followed by basic mathematics (1,113) and English (1,001).

In addition to the basic skills needs of underprepared students, the next most significant national issue

impacting the College is the economic climate of the region. Recession, unemployment rates, tight credit and inflationary trends in basic necessities and commodities are creating new challenges for the College, which will require carefully planned responses during this cycle of tight fiscal constraints. A particularly troubling development in this regard is the recent admission by Sallie Mae, the quasi-government corporation responsible for generating and placing packages of federally-



insured student loan securities with investors, that they are currently unable to generate a ‘profitable’ product (Wall Street journal, April 18, 2008). With liquidity so highly limited, post-secondary students will be left with very limited resources to fund their educational programs. The impact on Cañada College and other segments of higher education could have severe results—several scenarios follow:

- Major reductions in the flow of post-secondary students to the higher cost institutions, with a potential redirect to lower cost community colleges;
- A shift in the community college student population to a better prepared, higher social economic status (SES), transfer-oriented cohort, interested in a broad general education curriculum at the expense of basic skills.

In short, the composition of new entering post-secondary students could materially alter the mix of curricular offerings, subsequently operationally altering the mission of Cañada College.

Cañada College in a Statewide Perspective

The California economy and the state’s current budgetary crises have a direct influence on Cañada College, both from an impact on the overall economic conditions in the service area and the direct effects of reduced resources for community college spending. Recent budget shortfalls have resulted in significant reductions and unpredictable changes in programs and services throughout the state.

The statewide annual increase in the college-age population of 1.5-2.0% is projected to remain constant for the next decade. Additionally, the statewide participation rate for those eligible for post-secondary education remains one of the highest in the nation. However, for Cañada College and San Mateo County, a different picture is unfolding – fundamental shifts are occurring among age categories that run counter to statewide trends. For example, from 1990 to 2004, the proportion of residents aged 25-44 decreased from 35.9% to 29.8%, while the

proportion of 45-64 year old persons increased from 20.4% to 27.1%. The prime college age cohort (20 to 24 year old) decreased from 7.2% to 5.2%.

Clearly, the continuation of these trends suggests a potential bifurcation of the curriculum--- enlarged basic skills programs to serve younger immigrants and native students, and an older segment of the population with potential needs for non-credit community service programs, retraining programs and lifelong learning curricula.

In retrospect, the most significant bill passed by the California legislature that affected community college funding was Proposition 13 in 1978. This legislation diminished property tax rates by 57% and resulted in a dramatic reduction in the amount of property tax revenue available for cities, counties, and especially for schools. In 2000, Proposition 39 amended the California Constitution to allow school and community college districts and county offices of



education to issue bonds for construction, reconstruction, rehabilitation or replacement of facilities and to authorize property taxes higher than the existing 1% annual growth rate limit to repay bonds. A major caveat of Proposition 39 was the lowering of the vote

requirement on a relative percentage basis. As a result, Proposition 39 allows community college districts to approve bond funding with 55% of the voter consent as opposed to the 66.6%.

In assessing the future impacts that the state of California could have on Cañada College, it is clear that funding will be most impactful. As stated previously, funding formulas for community colleges are presently in a state of flux as budget shortfalls have produced reductions and unpredictable funding levels. While formulaic mechanisms are in place for capital budgets, escalating costs in construction have caused the state to rethink how the gap can be narrowed between what the state allows and the actual (marketplace) cost of construction. Additionally the competition for available state dollars through statewide initiatives (bonds) is becoming very intense.

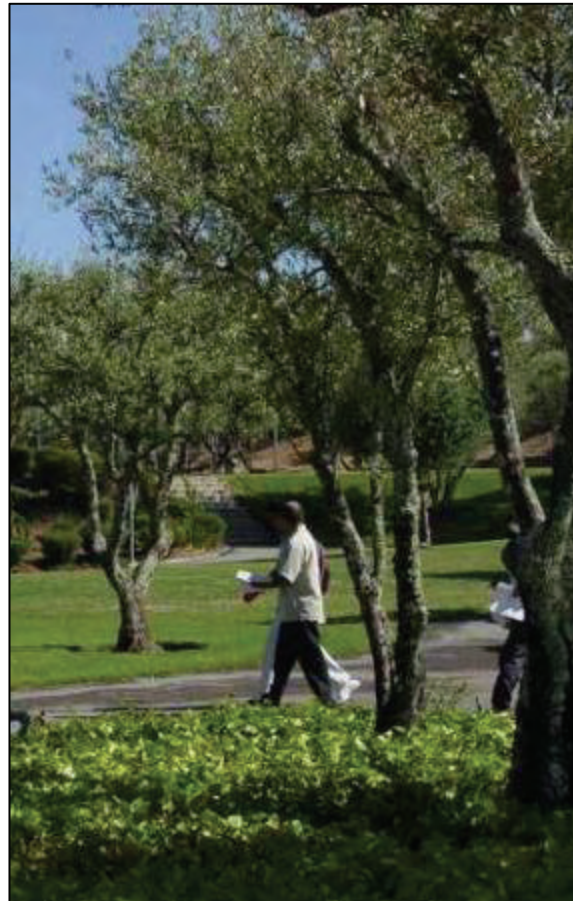
In the 2006 fall election, state voters passed Proposition 1D. This authorized the state to sell bonds totaling \$10.4 billion to fund repair and upgrade of educational facilities for K-12, state colleges, universities and community colleges. Of this total, \$1.5 billion is designated for the state's community colleges.

It is indeed gratifying that Cañada College and the San Mateo County Community College District have successfully taken the initiative to secure capital construction monies through local bond measures. Bond-funded projects for Cañada College through A and C measures total \$65,224,054.

The state's decision to raise and then reduce tuition fees (currently \$20/unit) for community colleges created yet another challenge for the District. Across California, community colleges saw a decline in student enrollment when fees were increased. However, the fee reduction has erased that decline, and 2007-08 Full-Time Equivalent Students (FTES) indeed grew.

The overall economic climate of the State of California and the annual budget debate regarding spending priorities made the budget process an annual challenge for all community colleges districts. The last several state budgets have been more favorable to the community college system in comparison to previous years. With a

stronger economy and a Governor and legislature committed to funding all community colleges equally for courses taught regardless of campus location or district, there is hope for future fiscal



stabilization on which to base financial planning.

Cañada College in a Local / Regional Perspective

Cañada College is one of the smallest community colleges in the Bay Area, committed to the comprehensive model as stated in its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education classes, professional-technical programs and basic skills.

In the fall of 2005, the student body was 43% Hispanic, 34.8% Caucasian, 7.7% Asian and 3.1% African American. In 2008, the diversity picture has not changed materially, with only fractional reductions (Caucasians) and increases (Filipino, Pacific Islanders and other non-white). Nearly 66% of the students were female.

Cañada College students have the lowest educational level of any of the three Colleges in the SMCCCD. Approximately 14% of the

students have not graduated from high school, compared to 4.4% at Skyline College and 2.8% at the College of San Mateo. Less than a quarter of the students at Cañada College have had college prep classes in English and Math in high school. Approximately 80% of all Cañada students work at least 20 hours per week. In fall 2008, the basic skills component of the College garnered the largest enrollment: a total of 3,847 students in ESL, Mathematics, and English courses.

Despite the educational challenges imposed by its small size and pressure for a large basic skills commitment, the College has historically been rated as one of the best community colleges in Northern California in transferring students to four-year colleges and universities. Student Right to Know data from the California Community College System Office indicates that the Cañada transfer rate of 40.4% compares favorably with the statewide average of 17.0%¹.

University Center

In 2001, Cañada College opened the University Center. Students can earn bachelor's degrees from several local universities in nursing, child and adolescent development, or liberal studies. The University Center also offers several certificate programs from the Cañada campus. The programs are developed in association with four-year colleges and universities, and faculties from those institutions teach all of the classes.

Specialty Programs

In fall 2006, the College introduced a new 3-D Animation and Video Game Arts program, the only program of its kind offered by a community college in the Bay Area. Developed in consultation with local industry leaders, this program provides students with a low-cost alternative to earning an education that can help them begin to work in the video game industry. The new program joins and complements existing certificates in graphic design, web

design, and the newly developed digital photography certificate.

Library/Learning Resources & Student Services Center

To meet the needs of students, SMCCCD built a new Library and Student Resources Center at Cañada College that opened in the summer of 2006. The 71,000 square-foot building houses a state-of-the-art library that is open to the public, a student learning center, and a One-Stop Student Services Center that includes admissions and records, cashier services, financial aid, counseling, EOPS, testing and the transfer center. In addition, every room in the building has access to a wireless computer network and many of the meetings and classroom spaces are "smart." For the first time since the College was originally opened in 1968, all student services are located in one building.

Workforce Characteristics of the Local Region

The Bay Area has a much larger concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. 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. The county’s unemployment was lower than that of the state at a little below 4% in 2006 and 2007. It seems to move in parallel to that of the state. 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.

SAN MATEO COUNTY EMPLOYMENT BY SUB-AREA			
AREA NAME	LABOR FORCE	UNEMPLOYMENT	
		NUMBER	RATE
San Mateo County	384,500	15,300	4.0%
Atherton	3,300	100	2.4%
Belmont	14,900	500	3.4%
Brisbane	2,200	100	6.5%
Broadmoor CDP	2,100	100	5.8%
Burlingame	16,200	500	2.9%
Daly City	54,700	2,700	5.0%
East Palo Alto	12,900	1,300	9.8%
El Granada CDP	3,500	100	2.9%
Foster City	16,900	500	2.9%
Half Moon Bay	6,400	300	4.9%
Hillsborough	4,800	100	1.5%
Menlo Park	16,300	500	3.2%
Millbrae	10,100	200	2.2%
North Fair Oaks CDP	7,800	600	8.2%
Pacifica	22,800	1,000	4.6%
Redwood City	42,600	1,700	4.0%
San Bruno	22,700	800	3.4%
San Carlos	15,900	400	2.7%
San Mateo	50,900	1,600	3.1%
South San Francisco	32,100	1,600	4.9%
West Menlo Park CDP	1,900	100	4.3%

Source: California Employment Development Department, Labor Market Information

San Mateo County

In a survey of local CEOs, 43% of Bay Area CEOs planned to increase their workforce by the end of 2006 while 48% maintained current levels. The most activity occurred in San Mateo County, where 57% of respondents enlarged their workforce and only 4% cut back, the best ratio in nine counties. At the same time, executives indicate having trouble finding new employees in the nine counties and an even harder time attracting them from outside the region due to the cost of housing.

SAN MATEO COUNTY INDUSTRY EMPLOYMENT



Just two years after the 2006 survey, the economic picture has undergone massive change marked by a recessionary slow-down statewide. A similar survey taken today would garner a significantly more cautious and measured outlook regarding workforce issues.

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%).

Forty-two percent (n=148,003) of San Mateo County’s work-age residents commute to jobs outside the county. Of this number, almost 72,000 commute to San Francisco County; 40,000 commute to Santa Clara County; and 33,000 commute

to Alameda County. An almost identical number of workers commute to San Mateo County (n=147,283) as commute to work outside of the county. Forty-three thousand commute from San Francisco County; 40,000 commute from Santa Clara County; and 33,000 commute from Alameda County.

It is estimated that traffic congestion in the San Francisco-Oakland area resulted in 72 hours of extra travel time for peak 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. The latter statistic is nearly identical to the cost of tuition and fees to attend Cañada College.

Redwood City

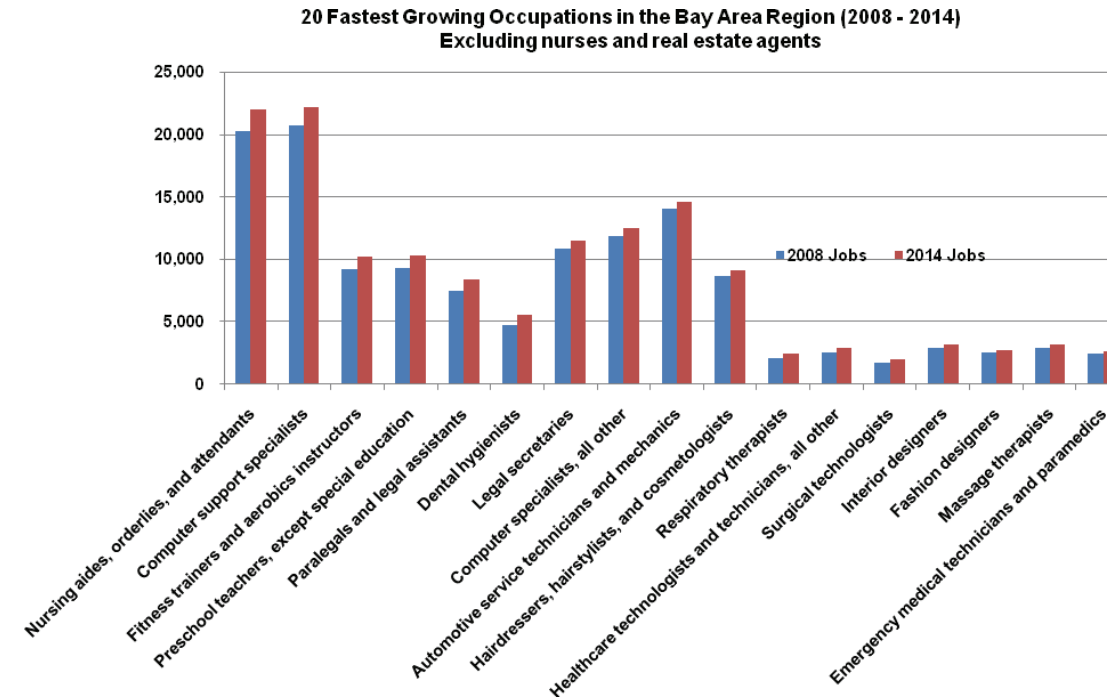
Workers living within a ten-mile radius of Cañada College are predominantly “white collar”: management/business/financial accounts for 22.6% of the workforce while professionals (21%), sales (11%), administrative support (11%) and services (12%) account for the remainder of white collar employment. Blue collar employment

accounts for 12% of the total and includes construction (5%), transportation and material moving (35%) and production (3%).

The area surrounding Cañada College continues to develop as a center for high technology. Recent hiring in Silicon Valley indicates the beginning of a rebound.

Projected annual growth rates through 2014 for the San Francisco, San Mateo and Redwood City high demand occupations suggest that three major occupational clusters will emerge as leaders in employing both professional and paraprofessional/technical personnel: Electronic communications networks and systems—annual growth projected at 9.7%; Health professionals (researchers, care givers, etc.)—annual growth projected at 9.5%; Biological and medical research professionals—annual growth projected at 9.1%.

Clearly, these projections have implications for the preparation of both transfer and professional-vocational-technical students. Basic foundational curricula in the biological



and physical sciences, mathematics and electronic/internet programs will require expansion and continual re-development to stay current with the evolving professional opportunities in the region.

Despite future growth projections, some local companies have experienced painful reductions. For example, Oracle Corporation in Redwood City announced plans in mid-February 2006 to eliminate

2,000 jobs, or about 3.5% of its workforce. More recent economic contractions both nationally and regionally will have a complex and as yet undefined outcome. Currently in 2008, many jobs in the technology sector appear secure, with even some moderate expansion, while contractions in employment in the financial and service sectors are likely to continue.

External Environmental Scan Implications for the College

Taken as a whole, demographics in the long term in San Mateo County appear to be running counter to national and statewide trends. Locally, fundamental shifts in age cohorts, particularly in the prime college age cohort could have an impact on the pattern of curricular offerings, producing a bimodal program, i.e. heavy basic skills offerings for young immigrant and native groups and a simultaneous increase of curricular response to the expanding cohort of older residents of the area.

Juxtaposed to the demographic trends are the current economic and fiscal conditions of recession, tight credit and general inflation, which may increase the flow of transfer students to the College simply due to economics and lack of government-insured student loans. The pressure of a large increase of transfer-oriented students would certainly alter the mix of curricular offerings, materially expanding the general education/transfer curricula. In addition, a

secondary effect of the increase of the transfer cohort might include the need to expand the roles and operations of the University Center, with a significant expansion of the degree programs offered.



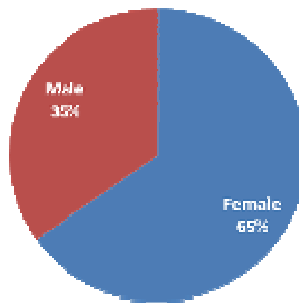
Internal Environmental Scan

Student Characteristics

This section focuses on students who attend Cañada College by providing a sketch of their age and gender, ethnicity, and their college attendance patterns.

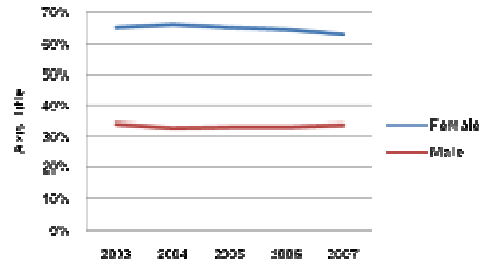
Gender Distribution

CAÑADA COLLEGE ENROLLMENT BY GENDER



Females comprise 65% of the Cañada College student body. This female to male ratio is significantly above state community college averages of 52:48. Since 2004 the ratio has declined slightly.

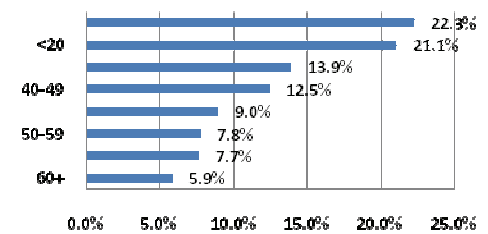
CANADA COLLEGE ENROLLMENT BY GENDER



Age Segmentation

Students enrolled at Cañada College tend to be younger and/or older than statewide enrollments. Students who are in the 18-24 year age group, considered the prime enrollment market for most community colleges, have the greatest percentage share of the student body, comprising 43.4%. Students over 30 years of age constitute the second largest age cohort, representing 42.9%. The smallest age cohort is the 25-29 year group, representing 13.9% of the student body. Clearly the student population demonstrates a bimodal age structure.

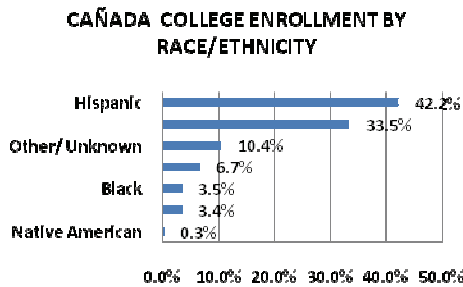
CAÑADA COLLEGE ENROLLMENT BY AGE



Student Race/Ethnic Origins

The Cañada College student population presents an interesting contrast relative to the race/ethnic characteristics of the 10-mile service area. The College has successfully attracted a greater percentage of Hispanics (42.2%) than the population of Hispanic residents in the service area (23.7%). The Caucasian segment is the second largest percentage of the student body (33.5%)—under-representing the service area population (63.8%). The Asian (6.7%), Filipino (3.4%), African American (3.5%) and Native American (0.3%) segments of

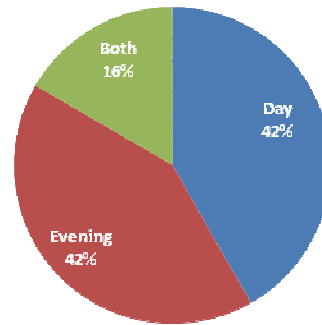
the student population are much smaller than the relative percentages in the service area populations.



Time of Day Distribution

Currently 42% of the students attend during the “day-time only” at Cañada College. The second largest percentage, representing 41% of the students, take evening courses, while students taking a combination of day and evening classes represent 17% of the student population.

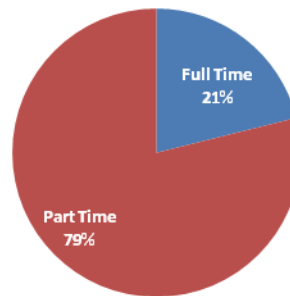
CAÑADA COLLEGE ENROLLMENT BY TIME OF DAY



Student Load Patterns

Students who are taking 12 or more credits (full-time students) account for only 21% of the College enrollments. The majority of

CAÑADA COLLEGE ENROLLMENT BY UNIT LOAD



students (79%) attend the College on a part-time basis (with fewer than 12 credits). This student load pattern has changed little over the past five years. This high proportion of part-time students is common throughout the California community college system as the majority of students attending classes also work at one or more jobs.

High School Graduates Enrollment Rate

By numbers, Sequoia Union High School District is the largest feeder district for Cañada, producing double the number of first-time freshmen than the San Mateo Union High School District. A decade ago, these districts sent the same number of students to Cañada. Using the most recent high school graduates enrollment data available, the high schools sending the largest number of graduates (over 20 students) to Cañada are Sequoia High, Woodside High, Carlmont High, Menlo-Atherton High, and Redwood High.

CAÑADA COLLEGE AREA HIGH SCHOOLS				
HIGH SCHOOLS	05-06 HS ENROLLMENTS	05-06 HS GRADUATES	# ENROLLED	RATE
HALF MOON BAY HIGH	301	267	25	9.4%
PILARCITOS HIGH	22	5	0	0.0%
JEFFERSON HIGH	292	235	0	0.0%
OCEANA HIGH	113	96	0	0.0%
TERRA NOVA HIGH	318	303	1	0.3%
THORNTON HI/ALTERNATIVE ED CEN	90	63	0	0.0%
WESTMOOR HIGH	430	393	1	0.3%
PESCADERO HIGH	21	18	1	5.6%
ARAGON HIGH	364	348	9	2.6%
BURLINGAME HIGH	355	344	11	3.2%
CAPUCHINO HIGH	278	238	3	1.3%
HILLSDALE HIGH	268	228	9	3.9%
MILLS HITH	344	327	4	1.2%
PENINSULA HIGH	157	72	2	2.8%
SAN MATEO HIGH	351	326	8	2.5%
CARLMONT HIGH	480	422	32	7.6%
MENLO-ATHERTON HIGH	448	359	26	7.2%
REDWOOD HIGH	173	63	21	33.3%
SEQUOIA HIGH	363	264	80	30.3%
WOODSIDE HIGH	389	312	54	17.3%
BADEN HIGH	13	4	0	0.0%
EL CAMINO HIGH	307	277	9	3.2%
SOUTH SAN FRANCISCO HIGH	339	303	4	1.3%

STUDENT ACHIEVEMENTS

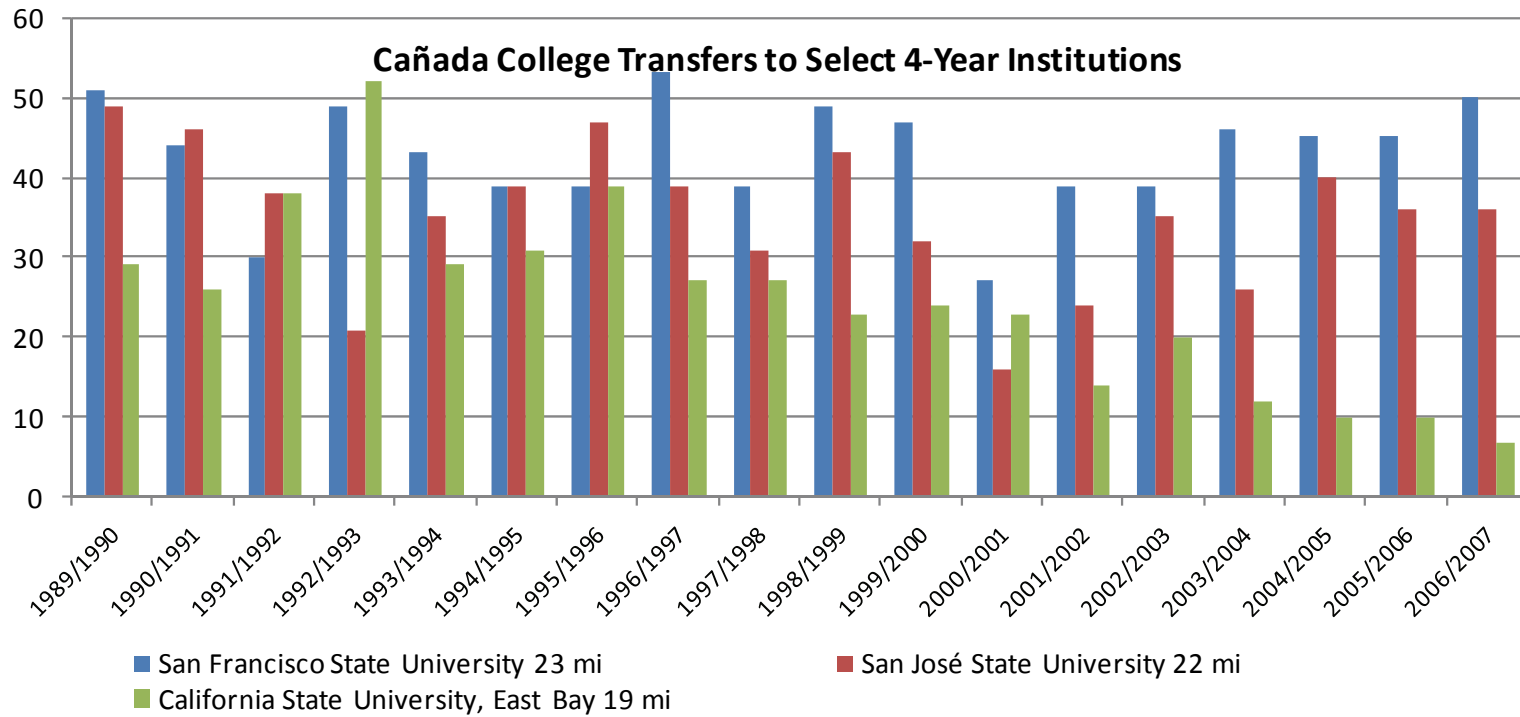
Transfers

Counting the number of transfers, San Francisco State University has replaced San Jose State University as the top destination for Cañada transfer students over the last two decades. Transfers to California State University–East Bay have declined steadily over the same time.

In its most recent data release, the System Office reported that there could be anywhere between 30% to 50% additional transfers if data from non-UC and CSU institutions were included. For example for 2005-06, Cañada’s total number of transfers should be 218 (78 transferring to non-UC/CSU 4-year institutions and 140 to UC/CSU), which is an increase of 56%.

Degree and Certificates

Both Associate of Sciences and Certificate awards have seen steady increase over the past 5 years. Associate of Arts awards have not made significant gains.



Success and Retention

The College overall success rate in all courses has been slightly above 70% and the retention rate in the low 80s percentages. Detailed analysis of success and retention rates by programs can be found in the section “Review of Instructional Programs”.

QUALITATIVE INPUT FROM COLLEGE CONSTITUENCIES

In addition to the quantitative data collected and/or received from existing college data bases, the master plan committee spent a significant amount of time securing qualitative input. The method for obtaining this input was accomplished through a “hard copy” survey instrument distributed to the

different constituency groups at the College. Both qualitative and quantitative data were merged then linked with extant results of previous surveys and the projected facility needs contained in the College’s strategic plan to help validate the College’s view of future needs. Results of the qualitative data collected are presented in synopsis form in this section of the EMP.

Synopsis of the Survey

The survey was distributed to the faculty, staff and administrators at Cañada College from March 27, 2008 through April 4, 2008. The survey was developed through a collaborative effort by the consulting team and Cañada College personnel. The survey presented an opportunity for the college community to participate in the planning process, which resulted in valuable information and insight. The comments and opinions expressed in the survey are a vital component in the development of the Educational Master Plan for the College. It should be noted that the survey was not conducted in accordance with statistical polling practices. Rather, the survey was intended to provide supplemental background data with respect to the master planning effort being undertaken at the College. The students participated in a separate survey at the College and that survey will be summarized independently.

Respondents identified themselves on their surveys as either adjunct faculty, full-time

faculty, staff or administrators.. One hundred and thirty (130) surveys were completed and returned for compilation and analysis. Staff responses comprised the largest percentage share at 35%. The 46 classified staff participating in the survey represented almost half of the total classified personnel employed at the College. The 44 adjunct faculty members were the next highest response group at 34%. From the 73 full-time faculty members, 36 responded which accounted for 28% of the total survey, while administrators accounted for the remaining 3% of the total received.

Respondents were representative of all divisions and units of the college.

Survey Results Summary

The summary report follows the same format as the questionnaire. Responses have been presented in narrative form. The narrative summarizes the most prevalent responses for each item, highlighting those

that best represent the essence of input received.

What is the distance of your commute to campus (one way)?

What is your typical driving time to campus (one way)?

With the College situated a short distance from the 280 Freeway, the question was presented to better understand the time and distance people spend commuting to the college. The responses indicate that college personnel are residing in the surrounding college service area and therefore with few exceptions, have a short commute to the college. The survey reveals 52% of the



respondents live within 15 miles of the campus, and 33% of the respondents live within that distance take less than 15 minutes to reach the College. Another 30% indicated they live between 15-30 miles from the college, and 38% indicated that the commute requires 15-30 minutes. Only 18% responded that their commute is greater than 30 miles, and of that, 27% maintained that this distance required 30 minutes to an hour to commute to the College. The adjunct faculty respondents were the largest number with the longest commute for distance and time.

How important is it for the campus to adopt environmentally sustainable (“green”) design concepts?

The concept of having environmentally friendly buildings that use less energy and are more economically efficient has grown beyond desired concept to an important necessity in the construction industry, and particularly, in the planning for community colleges. The survey reflects this attitude and expectation of the 123 individuals that

responded to this question. Forty-nine percent (49%) stated it was extremely important to adopt a “green” design concept and 43% indicated it was important. Only 1 respondent stated it was unimportant and 3 individuals indicated that the issue was not a priority.

How do you feel about the campus aesthetics (design of buildings, landscaping, etc.)?

How do you feel about the technology system on campus?

How do you feel about your personal working conditions (classrooms, labs, offices, etc.)?

These three questions generated similar responses from all the segments represented. Twenty-eight percent (28%) rated “Excellent” for campus aesthetics in the design of the buildings, landscaping, etc, 24% rated “Excellent” for technical systems, and 32% rated Excellent for personal

CAÑADA COLLEGE - STAFF COMMUTE PROFILE					
	<15 miles	15-30 miles	> 30 miles	Total	
Total	64	37	23	124	
Percent	52%	30%	18%		
	<15 minutes	15 - 30	30 - 60	>1 Hr	Total
Total	42	49	35	2	128
Percent	33%	38%	27%	2%	

working conditions Fifty-seven percent rated “Very Good” for campus aesthetics, 55% rated technology systems as “Very Good” , and 42% rated personal working conditions as “Very Good”.

Less than 10% rated all three areas as “Average” or “Fair” and only 2 respondents felt the design of buildings and landscaping was “Poor”. Only one respondent regarded the technological systems as “Poor” and three selected the lowest rating for their personal working conditions. Overall, there

was a positive response in these areas for the College.

What is the College best known for (in the service area)?

This question focused on the college image in the community as perceived by employees. The responses cited the following:

- An inviting small college setting
- Strong focus on serving Hispanic students’ needs
- Unique programs such as the University Center
- Supportive faculty / staff

What future action(s), if implemented, would have an immediate positive impact on the College?

This question was presented with the intent of revealing some current weakness at the College or another way of validating the questions on strengths and weaknesses on college-wide issues. The responses to this question were very broad with no single answer consistently stated by any of the three responding segments. There were,

however, numerous comments from all segments regarding more financial support, making efforts to enhance the students’ college experience either by adding courses or signature programs, expanding student life opportunities and more creative ways to market the college. The list below best summarizes the answers to the question in rank order.

- Stabilize or increase funding sources
- Enhance college experience
- Additional courses and faculty
- Increase current “Signature Programs” curriculum
- Student life activities
- More emphasis on marketing the College

What are the strengths of the College’s academic programs and/or support services? That is, what has gone well?

The respondents cited the following:

- Small college environment
- The University Center

CAÑADA COLLEGE MOST IMPORTANT COLLEGE-WIDE ISSUES		
FACULTY	ADJUNCT FACULTY	STAFF
Need for More Full-Time Faculty	Need for More Full-Time Adjunct	Need for More Full-Time Staff
More faculty hiring	More faculty hiring	Need for more staff
Increase/marketing Salary/benefits for employees	Student retention	
Child care center	Increase outreach / marketing	Child care center
Growth	Cost of books/supplies	Budget
Student retention	Child care center	Expand Univ. Center Budget
	Student retention	Cost books supplies

- Signature Programs (Fashion, Nursing, Health)
- ESL Programs / outreach to Hispanic students
- Learning Center
- Faculty / Staff

What are the weaknesses of the College’s academic programs and/or support services? That is, what has not gone well?

The respondents cited the following:

- Lack of Early Childhood Education lab
- Marketing / outreach
- Limited course offering (evenings, weekends, on-line)
- Limited number of full-time faculty
- Vocational programs
- Lack of student life activities

Select no more than five (5) of what you believe are currently the most important college-wide issues.

Upon inquiring about the strengths and weaknesses of the Colleges as seen in the eyes of the respondents, the survey proceeded to probe further to obtain a clear sense of priority.

Their responses were expanded to include a sixth issue because each segment responded that the most important college-wide issue was additional hiring in their respective areas. The most important college-wide issues shared by all three segments were



student retention and establishing a childcare center. Other common responses were the budget, cost of books and supplies, and increased outreach and marketing. See the table for a summary of responses.

Cañada College is great or could be great if...

The responses to this survey question repeated the strengths and weakness listed prior in the survey with no new areas explored. The comments on the environment at the College were strongly favorable in regards to faculty, staff, or as

one respondent stated, “We are the glue.” of Cañada College.

Student Survey Report

Over the past year, Cañada College has surveyed students and prospective students independent of and prior to the planning process to better understand both their long term and short term academic goals, impediments to these goals and how they view the service they receive from the college. Lifestyles, communication patterns and their perceptions of the College were also examined as part of the student surveys conducted. The following is a summary of those efforts.

Noel-Levitz Student Campus Climate Survey

More than 600 students participated in the Noel-Levitz Survey this past year to measure current students’ attitudes about Cañada College. The survey, conducted in 2006-2007, provided the College with a listing of strengths and challenges in comparison with other community colleges. The Noel-Levitz

Survey demonstrated that students generally have a favorable perception of the College. The services at the College that students deemed important were generally viewed favorably. More than 41% of students surveyed said they would enroll again at the College. Another 35% said they would *probably* enroll again. This is a positive reflection on the College.

Student Media Preferences Survey

During the past two fall semesters, nearly 500 Cañada students have participated in an online national study of community college students and their media and communications preferences. The most important aspect of the survey was learning about ways in which the students want to communicate and interact with the faculty, academic counselors and the institution as a whole. For example, 72% stated they would prefer to receive information about the College through the website. In addition, 49% of the students stated that location was

the biggest factor in choosing Cañada College.

Additional Surveys

In addition to these major surveys, the College engaged students and prospective students in focus groups aimed at specific student populations. The Humanities and Social Sciences Division conducted focus groups involving English as a Second Language (ESL) students. Individual interviews were conducted to determine ESL students’ short and long term goals and aspirations and obstacles they confront in achieving those goals. This was an extremely important research project, as ESL students are a large component of the student population and it is critical to find ways to mainstream these students from ESL into transfer and degree programs.

The Marketing Department also conducted focus groups in the five Sequoia Union High School District schools to determine how prospective students view Cañada College. More than 50 students were surveyed about

the strongest influences in their college decision-making process, as well as other area community colleges and community colleges in general.

The College connected with current and prospective students to better understand their perceptions of the College and how it can provide better services. The report of this extensive student survey is entitled “Student Survey Report” and is dated February 3, 2008. It is available in the Appendix portion of the Master Plan for further review.

CURRENT PROGRAM OF INSTRUCTION

Cañada College offers over 40 instructional programs. Many of them are unique to the community, in great demand, and are well enrolled. Based on the fall 2007 data, the program of instruction at Cañada College had the following characteristics:

- Net Credit Sections 665
- Headcount 6,693
- Semester FTES 2,042
- WSCH 61,266

CAÑADA COLLEGE - PROGRAM OF INSTRUCTION - FALL SEMESTER 2007						
DEPARTMENT	NET SEC	ENR	ENR/ SEC	WSCH	SEM FTES	WSCH/ LOAD
Accounting	10	235	23.5	719	24	275
Anthropology	7	213	30.4	629	21	421
Architecture	2	59	29.5	264	9	529
Art	14	317	22.6	1,199	40	314
Astronomy	4	156	39.0	690	23	769
Biology	30	778	25.9	5,437	181	494
Business	10	176	17.6	550	18	441
Career and Personal Develop	15	321	21.4	498	17	293

CAÑADA COLLEGE - PROGRAM OF INSTRUCTION - FALL SEMESTER 2007						
DEPARTMENT	NET SEC	ENR	ENR/ SEC	WSCH	SEM FTES	WSCH/ LOAD
Chemistry	8	175	21.9	1,240	41	469
Comp. Bus. Office Technology	37	608	16.4	1,732	58	521
Computer Information Science	4	42	10.5	132	4	265
Dance	11	268	24.4	734	24	604
Developmental Learning Skills	1	7	7.0	3	0	N/A*
Drama	6	53	8.8	217	7	237
Early Childhood Education	28	822	29.4	2,439	81	426
Economics	6	106	17.7	442	15	296
Engineering	4	48	12.0	289	10	276
English	40	1,018	25.5	4,794	160	427
English Second Language	68	2,057	30.3	9,027	301	397
Fashion Merchandising	17	376	22.1	1,249	42	374
Film	1	19	19.0	57	2	N/A*
Geography	1	23	23.0	69	2	277
Geology	1	10	10.0	30	1	N/A*
Health Science	15	247	16.5	370	12	278
History	13	418	32.2	1,282	43	396
Human Services	10	224	22.4	595	20	320
Interior Design	20	426	21.3	1,585	53	388
Learning Center	18	796	44.2	1,092	36	N/A*
Library Science	1	12	12.0	6	0	51
Literature	4	101	25.3	309	10	310
Management	2	12	6.0	38	1	N/A*
Mathematics	45	1,348	30.0	6,626	221	525
Medical Assisting	17	294	17.3	815	27	361
Multimedia, Cañada	16	273	17.1	1,221	41	361
Music	9	213	23.7	809	27	550
Oceanography	2	50	25.0	152	5	306
Paralegal Studies	7	116	16.6	360	12	293

CAÑADA COLLEGE - PROGRAM OF INSTRUCTION - FALL SEMESTER 2007						
DEPARTMENT	NET SEC	ENR	ENR/SEC	WSCH	SEM FTES	WSCH/LOAD
Philosophy	6	151	25.2	465	16	311
Phys Ed - Fitness	45	790	17.6	2,830	94	678
Phys Ed - Individual Sport	3	33	11.0	99	3	530
Phys Ed - Team Sport	12	146	12.2	707	24	462
Phys Ed - Varsity Sports	4	90	22.5	806	27	347
Phys Ed Adaptive/Corrective	6	99	16.5	243	8	216
Physical Education - Theory	3	4	1.3	8	0	98
Physics	5	90	18.0	664	22	370
Political Science	8	157	19.6	642	21	322
Psychology	10	295	29.5	911	30	406
Radiologic Technology	7	101	14.4	1,091	36	371
Reading	12	402	33.5	2,035	68	533
Real Estate	2	36	18.0	119	4	238
Sociology	7	204	29.1	619	21	414
Spanish	18	233	12.9	1,299	43	423
Speech Communication	6	173	28.8	533	18	357
Student Government	1	17	17.0	34	1	205
Grand Total	665	15,569	23.4	61,266	2,042	430

Source: Cañada College Office of Institutional research; analysis by Maas Companies, Inc. *N/A indicates that no FTE was reported for the given section

The support services of the College help with student success and fulfillment of the comprehensive mission of the College. In the following section, both instructional and support services of the College are discussed in greater detail by reviewing their program

mission, productivity data and student success/retention rates.





Section Three: Review of Programs and Services

Instructional Programs

REVIEW OF THE INSTRUCTIONAL PROGRAMS

Consistent with its mission, which is “...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...,” the college is committed to offering degree and certificate curricula in these identified areas of study.

To fulfill the mission, faculty at the College regularly reviews the college curriculum, ensuring that it is responsive to the changes occurring in the dynamic industry and in the



global economy. Accordingly, faculty make curriculum modifications to adapt to such change. The Educational Master Plan is meant to provide faculty with the resources and information.

The plan integrates with regularly scheduled program reviews that allows for a balanced, fiscally sound, well-articulated and comprehensive instructional program.

In the sections that follow, brief summaries are provided for the instructional programs of the college as well as 5-year fall-to-fall program level operational data (WSCH and Load) and student success data (success and retention rates). The summaries and analysis of the instructional program are presented by sub-dividing the instructional programs into twelve groups based on their perceived logical commonalities. The grouping does not reflect the department or divisional structure of the College but rather how a lay person would view the instructional programs and support services of the

College. The grouping of the programs is as follows:

Physical and Life Sciences

- Biology
- Chemistry
- Engineering
- Physics

Visual and Performing Arts

- Art/Art History
- Speech
- Theatre/Theatre Works Summer Program
- Music

Language Arts

- English
- Reading
- Literature
- English As A Second Language
- CBET (Community-based English Tutoring)
- Spanish

Social Sciences

- Anthropology
- Geography
- Political Science
- Philosophy
- Psychology
- Sociology
- History
- Economics

Business and Computer Science

- Accounting
- Business Administration
- Business/Corporate Meeting Planner
- Business Management
- Computer Business Office Technology (CBOT)
- Computer Information Science
- Computer Information Technology
- Real Estate
- Paralegal

Allied Health

Health Science BS Degree with CSEB
Registered Nursing-BS with
SFSU/University Center
Medical Assisting
Radiologic Technology

Mathematics

Interdisciplinary Studies

Emphasis in:
Arts and Humanities
Natural Science and Mathematics
Social and Behavioral Science
Latin American Studies

Workforce Development

Early Childhood Education (ECE)
Fashion Design
Human Services
Interior Design
Multimedia Art and Technology

Basic Skills

Developmental English
Reading
Mathematics
English as a Second Language



Counseling
Learning Communities

Physical Education and Athletics

Physical Education (Team Sports,
Individual Sports, & Fitness)
Athletics (Varsity)
Dance

The brief summary for each group and the 5-year trend analysis of program WSCH, load and student success data is intended to facilitate discussions for planning with a deeper level of understanding of each program. For an in depth assessment of a particular program, see the Program Review document for that program at:

http://canadacollege.net/inside/program_review/index.html

Program review schedule for instruction programs can be found in the Appendix section.

Physical and Life Sciences

The College offers a comprehensive program in the natural and physical sciences primarily dictated by the current general (education) curriculum of the College and the level of student enrollment. The current level of offerings can absorb the anticipated growth in student enrollment over the next five years. If there is an increase in student enrollment there will need to be a corresponding need to expand the number of sections of certain courses. The availability of laboratory space will need to be closely monitored as that will be the determining factor regarding the number of sections of class that can be offered and, in turn, the maximum enrollment that can be achieved in the biological sciences and health occupation programs.

The Biology program WSCH has been increasing steadily since 2003 from 2,905 to 5,437 in 2007. It has the highest load in the Physical and Life Sciences Group and is higher than the College overall. The student success rate peaked in fall 2003 and has been trending down to 70.9% in fall 2007. In the most recent semester of fall 2007, the student retention rate has returned to close to being the highest in the past 5 years at 84.5%. Both the student success and retention rates of the Biology program are higher than the College overall.

The Chemistry program has had a load that has shifted from a low of 432 to the current high of 585, with a WSCH that has almost tripled; this is higher than the college load. In addition, except for Fall 2004, the success and retention of students has been relatively stable in the mid 80's and high 80's, respectively.

The Engineering program has cycled in growth during the last 5 years. While the program grew from '03 – '05, both the

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WSCH and LOAD have substantially decreased to '03 levels, below the college averages. The success and retention rates of the Engineering program were at their peak during Fall '05 (86.1/94.4) but have fallen Fall 07 to 68.1/76.6, sometimes higher than the college average, sometimes lower..

The Physics program has a trend towards growth with a commensurate increase in LOAD, but is below the college average. Success rates have been stable at around 70% with the retention rate of 80%.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Physical and Life Sciences

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Biology	2,905	3,530	3,951	5,292	5,437	-	21.5 %	11.9 %	33.9 %	2.7 %	705	729	691	696	615
Chemistry	444	802	1,075	1,054	1,240	-	80.6 %	34.0 %	-2.0 %	17.6 %	505	456	507	432	585
Engineering	275	383	502	320	289	-	39.3 %	31.1 %	-36.3 %	-9.7 %	423	485	598	381	344
Physics	444	431	619	451	664	-	-2.9 %	43.6 %	-27.1 %	47.2 %	347	337	484	352	461
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Canada College Office of Institutional Research, analysis by Maas Companies, Inc.

Physical and Life Sciences

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Biology	77.8 %	75.5 %	70.1 %	70.6 %	70.9 %	84.4 %	85.0 %	81.5 %	81.1 %	84.5 %
Chemistry	86.2 %	69.8 %	85.2 %	84.3 %	82.9 %	92.3 %	83.0 %	85.9 %	87.4 %	89.0 %
Engineering	73.2 %	85.7 %	86.1 %	84.8 %	68.1 %	87.8 %	85.7 %	94.4 %	89.1 %	76.6 %
Physics	72.1 %	80.0 %	86.4 %	93.9 %	79.5 %	80.9 %	83.1 %	88.9 %	95.5 %	83.0 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Visual and Performing Arts

Student and community interest in the visual and performing arts, both as a career choice and for enrichment and life-long learning, will continue to stabilize the College's Art Program. As this interest grows, there will be a need for modern art studios and

facilities to house art exhibitions, lectures and cultural activities. Many of the current Art course sections are offered concurrently and several are offered alternately during the fall and spring semesters. The curriculum will need on-going revision to delete and add programs. The "Theatre Works" summer program is an example of a new program

that is reaching out to the community. Similar innovative programs of study need to be developed in art and music to attract the atypical student to the program. Flexible scheduling will be a key element in attracting students due to the competitive nature of these programs at adjacent colleges.

The Art program has experienced some growth with the 07 WSCH at the highest in the 5 years at 1199, while the LOAD has remained lower than the college average. The success and retention rates are both higher than the college average, the success rates have remained fairly stable with an average of 80% and the retention rates have increased to 90%.

The Speech Communication program has had stable WSCH over the 5 year period. The LOAD has been between around 450 –

500, somewhat below the college average. The success and retention rates have widely varied but have remained above the average success and retention rates for each year (except '05 retention).

The Theatre program has decreased in WSCH and is 217 in Fall 07. The load also has decreased and is below the college average at 297 during Fall 07, the high of 461 was prior to the cutting of the program. The success and retention rates are higher than the college averages, with success in the

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high 70% and retention increasing to near 90%.

The Music program has quadrupled in WSCH to 809 during Fall 07, with the LOAD increasing to well beyond the college average. The success rates have trended downward and are in the 50%, below the college average. In addition the retention rates are generally lower than the college averages, widely ranging from 92.8% to 68%.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Visual and Performing Arts

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Art/Art History	1,038	1,150	1,184	1,068	1,199	-	10.8 %	3.0 %	-9.8 %	12.3 %	424	412	424	383	392
Speech Communication	538	505	479	518	533	-	-6.1 %	-5.1 %	8.1 %	2.9 %	448	505	479	432	444
Theatre Arts - Drama	535	361	329	141	217	-	-32.5 %	-8.9 %	-57.1 %	53.9 %	461	388	291	235	297
Music	224	196	283	488	809	-	-12.5 %	44.4 %	72.4 %	65.8 %	560	490	354	414	686
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Visual and Performing Arts

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Art/Art History	80.4 %	78.1 %	74.0 %	81.9 %	73.9 %	87.5 %	87.2 %	84.0 %	90.4 %	91.7 %
Speech Communication	82.4 %	75.5 %	63.4 %	73.3 %	65.5 %	91.2 %	81.6 %	75.2 %	88.8 %	84.8 %
Theatre Arts - Drama	78.3 %	74.4 %	76.7 %	78.7 %	76.9 %	85.0 %	79.1 %	90.7 %	89.4 %	86.5 %
Music	72.2 %	61.2 %	53.0 %	57.4 %	82.2 %	87.0 %	81.6 %	68.2 %	78.3 %	86.9 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Language Arts

During the next five to ten-year period, there will be an escalating need for improved oral and written communication skills, both socially and in the work place. This will result in an on-going increase in new sections and course offerings using the typical semester length scheduling mode as well as programs scheduled using a short-

term or flexible schedule for program delivery. Interfacing and coordinating the traditional English program with the ESL program will be critical so as to provide a curriculum ladder approach for non-native speakers. Another program niche will be to introduce through literature, the customs and values of a society to foreign students and the ethnic minority. It will be critical

that a balance between basic skills, ESL and traditional English courses be achieved so as to provide a comprehensive base for students to achieve their desired educational goals.

Due to the on-going growth of the community's Hispanic population and the subsequent necessity for public and private employers to need Spanish-speaking

employees, current and new Spanish course offerings will need to be added within the next five to ten-year period. In all likelihood, this will require additional instructional staff.

One of the challenges facing the college will be to maintain a balanced curriculum and, at the same time, meet the needs of students who are under-prepared for college level courses. This challenge must be addressed in a systematic fashion such that the overall curriculum of the college continues to support a comprehensive college. The assessment of how the college is accomplishing this goal will need to be part of the institution's enrollment management program.

The English program has experienced steady growth over the past 5 years and had a WSCH of 4,794 during Fall 07. The LOAD has also steadily grown to 531 and now matches the college LOAD average. The success rates are above the college average

and have decreased to 67.3%. The retention rates are fairly stable over the past 4 years (81 – 83%) and are generally lower than the college averages.

The Reading program has shown a steady increase in WSCH to 2, 035 in Fall 07 and has consistently had a higher than college average LOAD in the high 600's. The success rates have varied widely from 57% to 68%, for about half the years tracked it is above the college average and half are below. Retention rates have also varied, though not as widely, from 75% to 80%; for half the years tracked this has been above the college average.

The Literature program has doubled its WSCH growing from 152 in Fall '03 to 309 in Fall 07. The LOAD was trending upward until Fall '06, but has dropped to 386 in Fall 07. The success rates have remained above the college average and have fluctuated in a non-systematic manner from 72% to 85%. The retention rates have also consistently

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been higher than the college averages, again, non-systemically ranging from 80% to 91%.

The ESL and CBET (Community-based English Tutoring) programs have generally decreased in size from WSCH from 10,446 in Fall '03 to 9,027 during Fall 07. The load has fluctuated across years and remained generally below the college average. The success and retention rates, with the exception of '05, are below the college averages. The success rates declined from 68% to 60% and the retention rates varied non-systemically and are now at around 80%.

The Spanish program has shown steady growth in WSCH from 910 in Fall '03 to 1299 in Fall 07, the load has increased to just below the college average at 526. Except for Fall '04 the success and retention rates are lower than the college average. The success rates have moved downward to 56% and the retention rates have also moved generally downward to 74%.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Language Arts

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
English	4,021	4,143	4,351	4,864	4,794	-	3.0 %	5.0 %	11.8 %	-1.4 %	479	504	513	532	531
Reading	1,723	1,745	1,970	1,927	2,035	-	1.3 %	12.9 %	-2.2 %	5.6 %	600	679	704	671	663
Literature	152	201	240	307	309	-	32.2 %	19.4 %	27.9 %	0.7 %	380	335	400	512	386
English Second Language	10,446	9,752	9,429	8,022	9,027	-	-6.6 %	-3.3 %	-14.9 %	12.5 %	475	522	459	421	494
Spanish	910	906	1,002	1,147	1,299	-	-0.4 %	10.6 %	14.5 %	13.3 %	440	484	484	478	526
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Language Arts

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
English	72.9 %	71.6 %	67.5 %	67.3 %	66.7 %	83.3 %	82.5 %	82.2 %	81.5 %	81.0 %
Reading	66.7 %	57.1 %	65.4 %	60.1 %	62.3 %	80.6 %	75.8 %	78.4 %	78.0 %	77.8 %
Literature	76.1 %	85.7 %	80.8 %	72.7 %	74.0 %	80.4 %	87.3 %	91.0 %	88.9 %	90.0 %
English Second Language	69.3 %	65.7 %	63.1 %	60.3 %	61.8 %	82.9 %	85.2 %	81.6 %	79.9 %	78.6 %
Spanish	67.0 %	65.3 %	60.5 %	56.1 %	67.4 %	75.3 %	78.2 %	74.1 %	74.4 %	84.1 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Social Sciences

The curricular offerings in the social sciences need to continue to be in balance with the overall offerings of the college. As the college student enrollment grows, so should the enrollment in the instructional programs in this area. The ability to recruit students to

the transfer program of the college is directly correlated to the course offerings in the social science area. As part of the enrollment management plan, students need to be counseled and advised regarding the core courses they must complete to transfer to a four-year institution. This is also the

area of the curriculum where part-time students can be encouraged to take an additional class or two to become a full-time student. If the college is to grow in enrollment, this is a key instructional area that must be promoted. Atypical scheduling and alternate delivery systems such as on-

line classes, must be explored and expanded as a viable method of increasing enrollment in these programs.

The Anthropology program has generally increased in growth with a WSCH in Fall 07 of 629 and LOAD just below the college average at 524. The success and retention rates have all been higher than the college average, with the success rates trending downward to 71% and the retention rates stable at 87%.

The Economics program has small non-systematic fluctuations in WSCH and in Fall 07 were 442. The load has also fluctuated non-systemically and ranges from 372 and 493, lower than the college average. Retention and success rates are below the college average with the success rates ranging from 43% to 71% and the retention rates having stability at around 80%.

The Geography program has experienced an increase in WSCH from 42 to 69. The load has trended upwards also, though is still below the college average at 345. The

success rates vary non-systemically from 23.5 to 76.5% and are above the college averages about half the time. The retention rates are above the college average and for Fall 07 was 96%.

The History program has experienced non-systematic changes in WSCH and has a relatively stable Fall '03 WSCH of 1282. The load has been trending upward and in Fall 07 was somewhat below the college average at 493. The success rates in History have non-systematic variation and half the time are above the college average and half are below, ranging from 60% – 66%. The retention rates have been trending upward to 83.8% in Fall 07 and are just below the college average.

The Philosophy program has experienced a small increase in growth over 5 years with a WSCH in Fall 07 of 465 with a fairly stable load at 388, lower than the college average.. The success rates have a small trend downward with the Fall 07 success rate of 68.7%; slightly below the college average.

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However, the retention rates are either at or above the college average in the high 80%'s.

The Political Science program has experienced a steady increase in WSCH nearly doubling in size. The load has systematically increased from 254 in Fall '03 to 401 in Fall 07, below the college average. About half the time the success rates are higher than the college average and vary non-systematically from 61% to 79%. Except for Fall '03 the retention rates were higher than the college average in the mid 80%'s.

The Psychology program has experienced small growth in WSCH and in Fall 07 was 911. The load has fluctuated non-systematically and in Fall 07 was 506, below the college average. The success rates are below the college average and have varied from 56.3% to 70.1%. The retention rates are, half the time, either at or above the college average in the mid 80%'s.

The Sociology program lost WSCH one year and has made steady increases since with a

Fall 07 WSCH of 619, the load has a similar trend with a Fall 07 load below the college average of 516. The success rates vary non-

systematically and are above the college average more than half the time and in Fall 07 was 65%. The retention rates are above

the college average for every year except '03 and in Fall 07 were 88%



CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Social Sciences

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Anthropology	585	511	511	490	629	-	-12.6 %	0.0 %	-4.1 %	28.4 %	585	511	511	490	524
Geography	42	51	51	82	69	-	21.4 %	0.0 %	60.8 %	-15.9 %	210	255	255	410	345
Political Science	356	488	605	577	642	-	37.1 %	24.0 %	-4.6 %	11.3 %	254	349	336	361	401
Philosophy	384	434	532	436	465	-	13.0 %	22.6 %	-18.0 %	6.7 %	384	434	380	363	388
Psychology	784	788	878	929	911	-	0.5 %	11.4 %	5.8 %	-1.9 %	560	563	488	516	506
Sociology	695	479	487	607	619	-	-31.1 %	1.7 %	24.6 %	2.0 %	579	479	406	506	516
History	1,215	1,162	1,336	1,315	1,282	-	-4.4 %	15.0 %	-1.6 %	-2.5 %	434	415	445	470	493
Economics	414	372	446	493	442	-	-10.1 %	19.9 %	10.5 %	-10.3 %	414	372	446	493	368
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Social Sciences

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Anthropology	77.3 %	75.8 %	71.1 %	71.2 %	74.6 %	88.1 %	87.9 %	87.3 %	87.7 %	96.0 %
Geography	57.1 %	23.5 %	76.5 %	72.0 %	69.6 %	71.4 %	70.6 %	100.0 %	100.0 %	95.7 %
Political Science	61.3 %	70.3 %	66.5 %	71.1 %	79.0 %	72.1 %	85.5 %	79.7 %	88.7 %	86.7 %
Philosophy	77.8 %	71.8 %	72.7 %	71.4 %	68.7 %	84.9 %	86.6 %	90.1 %	90.0 %	84.4 %
Psychology	70.1 %	63.0 %	65.8 %	56.3 %	60.2 %	87.0 %	83.5 %	82.9 %	84.0 %	87.0 %
Sociology	75.2 %	66.5 %	62.3 %	67.5 %	64.9 %	86.0 %	84.8 %	81.8 %	88.8 %	87.6 %
History	60.5 %	66.6 %	70.5 %	64.0 %	66.0 %	74.9 %	79.3 %	84.0 %	83.9 %	84.1 %
Economics	58.3 %	59.5 %	43.1 %	51.7 %	61.0 %	79.5 %	81.8 %	79.4 %	80.5 %	84.8 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Business and Computer Science

The traditional, 2-year, community college business curriculum is no longer viable as a standalone entity. Rather, a blending of the traditional courses with the technology needs of area employers is what is being requested of colleges. The curriculum in business and computing systems rises and falls with the dynamics of growth or recession in the Silicon Valley area. The industry is constantly changing and with those technological changes comes needed changes in the curriculum. Basic computer training will continue but such courses must be augmented with specialized courses designed to specifically address the latest technological advancement in the computer industry. The most viable way to address this area of curriculum is to develop training partnerships with major employers in the area. The college cannot do it alone. It needs the partnerships to be successful. Such partnerships will require innovation on the part of the college in terms of

scheduling, curriculum content and modes of delivery of the training program.

In addition to the typical computing classes, there continues to be a marketing niche for computer-based accounting programs. Accounting has become a major area of employment as employers are beginning to realize that the administrative functions of their companies are depended on fast, accurate accounting procedures, and the monitoring of all business activities. This is another instructional program that can be offered through alternate delivery systems including online programs at the students' workplace.

The integration of computing systems into the curriculum of other fields within the general business area is also a viable area for the college to pursue. Specifically, classes in real estate, paralegal studies, are areas where alternate instructional delivery systems, such as on-line programs, at a variety of locations, at unique times of the day and night present a viable option. Traditional scheduling is

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not the norm. Rather, accelerated schedules and rapid response to employer needs is the key to success.

The Accounting program has more than doubled its WSCH from 322 to 719 in Fall 07. The load has varied non-systematically and had a peak of 455 in Fall 03 but has decreased to 342 in Fall 07. The success rates are generally below the college average, but have trended upward with a Fall 07 rate of 72%. The retention rates have either been at or exceeded the college average and were 84% during Fall 07.

The Business programs have significantly decreased their WSCH from 2619 during Fall '03 to 550 in Fall 07. The load has varied non-systematically from a high of 642 to 523 and was 550 during Fall 07 and exceeds the college average.. The change in WSCH is largely due to the CBOT program being removed from Business (see immediately below). The success rates are consistently higher than the college average and vary non-systematically from 71% to 79%. The

retention rates are generally close to the college average and are sometimes higher and sometimes lower, in Fall 07 the retention rate was 84.2%.

The CBOT program has had a small decrease in WSCH over the past three years and in Fall 07 was 1732. The load has trended upward exceeding the college averages for all years and was 649 in Fall 07. The success and retention rates exceed the college averages; the success rate has moved upward from 72.3 to 84.6 and the retention rates average in the upper 80%.

The Computer Information Systems program has experienced non-systematic changes in WSCH since 2003, and during Fall 07 was WSCH was 132). The load has also non-systematically varied and is during Fall 07 was 330. The success rates are higher than the college averages about 1/3 of the time and during Fall 07 was 61.9%. The retention rates are also higher than the college average about 1/3 of the time and for Fall 07 was 81%.

The Real Estate program had WSCH growth for two years, followed by two years of large decreases and the Fall 07 WSCH was 119, lower than the college average. The load followed a similar pattern and has steadily decreased lower than the college average to 298 in Fall 07. There have been non-systematic changes in success and retention with both of those factors exceeding the college averages somewhat less than half the time. The success rates have varied from 57% to 85% (varying higher and lower than the college averages) and the retention rates have varied from 77% to 89%.

The Paralegal program has had relatively steady WSCH ranging, non-systematically from 294 – 360. The load has trended downward from a high of 510 to the load in Fall 07 of 364, again lower than the college average. The success rates except for Fall 05, have been higher than the college average (Fall 07: 73%) and for four of the five years the retention rates have also been higher than the college average with stable 86% and are generally higher than the college average.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Business and Computer Science

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Accounting	332	408	623	638	719	-	22.9 %	52.7 %	2.4 %	12.7 %	455	340	389	425	342
Business	2,619	2,247	532	550	550	-	-14.2 %	-76.3 %	3.4 %	0.0 %	462	523	497	632	550
Comp. Bus. Office Tech.	0	0	1,931	1,734	1,732	-	N/A	N/A	-10.2 %	-0.1 %	0	0	617	619	649
Computer Info. Science	149	113	171	70	132	-	-24.2 %	51.3 %	-59.1 %	88.6 %	219	565	317	194	330
Real Estate	185	310	304	158	119	-	67.6 %	-1.9 %	-48.0 %	-24.7 %	925	775	760	395	298
Paralegal Studies	306	339	353	294	360	-	10.8 %	4.1 %	-16.7 %	22.4 %	510	408	406	338	364
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Business and Computer Science

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Accounting	61.5 %	64.9 %	70.4 %	68.9 %	72.2 %	79.5 %	92.2 %	82.8 %	82.9 %	84.6 %
Business	74.3 %	72.5 %	79.0 %	71.6 %	71.5 %	83.3 %	85.6 %	85.2 %	79.6 %	84.2 %
Comp. Bus. Office Tech.			72.3 %	75.8 %	84.6 %			85.6 %	88.1 %	92.3 %
Computer Info. Science	69.6 %	52.8 %	70.0 %	59.4 %	61.9 %	69.6 %	66.7 %	76.7 %	68.8 %	81.0 %
Computer Info. Tech.			53.8 %	76.2 %				69.2 %	81.0 %	
Real Estate	85.7 %	74.2 %	57.1 %	72.3 %	61.8 %	89.3 %	86.5 %	76.9 %	89.4 %	79.4 %
Paralegal Studies	83.7 %	78.0 %	77.4 %	78.7 %	73.6 %	87.0 %	88.0 %	85.8 %	86.5 %	86.4 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Allied Health

The need for allied health professionals continues to be one of the greatest challenges facing health care agencies in the greater San Francisco/San Jose area. Every college in the area that offers programs in this area of the curriculum is overwhelmed with applications from prospective students.

The problems colleges encounter in offering these programs are three-fold:

1. The instructional cost of the training to the college
2. The available of laboratory and clinic facilities to use for training.
3. The shortage of qualified instructors for the programs.

Given these problems, the college needs to explore innovative, cost-effective ways to offer these programs. Presently, the college is offering training in two areas utilizing partnerships with other educational institutions. The RN/BSN program with San Francisco State University and the Bachelor's in Health Science with an option

in Administration program with CSU East Bay are both creative ways of providing health care instruction in a cost-effective manner. The college has added an administrative and a full-time faculty position in this area and is actively exploring "Career Ladder" opportunities for students. To this end, the college, in consultation with the other colleges in the district and the area, needs to review the current health occupation programs being offered and determine what programs, if any, need to be offered to meet the needs of area residents and if there is a need, to designate a college to develop those programs such that the financial burden is distributed in an equal manner to all colleges. To be successful, new allied health programs must be developed as a partnership with other educational and health care entities so that the financial burden is distributed to all involved. Fiscally, this is the only way such programs can survive. Data is only presented for the programs that are actually taught by

Section Three: Review of Programs and Services

Cañada College faculty and not the BA programs.

The Medical Assisting Program has steadily increased WSCH for the past four years and was 815 for Fall 07. The load has remained fairly steady and was 450 for Fall 07, lower than the college average. The success rates were all higher than the college average, varying non-systematically the Fall 07 rate was 71.5%. The retention rates varied non systematically and ranged from 77% to 85%, with 79.5 in Fall 07, half the time these rates were above the college average.

The Radiologic Technology program has had a stable WSCH and was 1091 during Fall 07. The load has had small variations and was 462, lower than the college average, for Fall 07. The success and retention rates were always higher than the college average, trending upward and in Fall 07 were 100% and 100%, respectively.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 – 2007
Allied Health

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Medical Assisting	0	702	701	776	815	-	N/A	-0.1 %	10.7 %	5.0 %	0	444	435	446	450
Radiologic Technology	853	1,063	1,086	1,065	1,091	-	24.6 %	2.2 %	-1.9 %	2.4 %	442	434	438	413	462
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Allied Health

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Medical Assisting		78.0 %	80.8 %	73.1 %	71.5 %		81.2 %	84.7 %	77.2 %	79.5 %
Radiologic Technology	83.0 %	98.1 %	98.0 %	100.0 %	96.0 %	84.1 %	98.1 %	98.0 %	100.0 %	98.0 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Mathematics

Mathematics is one of the college's most impacted programs. Modern instructional changes require the integration of computers and learning systems as a part of the overall instructional delivery system in this area. The program will need to keep pace with the new technological and other changes in mathematics and at the same time, maintain the quality and integrity of the program's

offerings. Mathematics is an area of the curriculum that can be taught in a very efficient manner to optimize the WSCH/FTEF ratio for the college and, at the same time, is a part of the general education and transfer program of the college. The offerings in mathematics need to increase in a manner similar to the overall growth of the institution. A very strong, viable mathematics program is also a solid support based for the programs in physical

science and technology. The mathematics curriculum is another program that can be successfully offered via alternate instructional delivery systems including learning centers using self-paced /individualized learning and on-line instruction.

The Mathematics program has had WSCH that trends upwards with a high in Fall 07 of 6626. The load, always higher than the

college average, has also trended upward to a high in Fall 07 of 654. The success rates, always lower than the college average, are

fairly stable and in fall 07 was 86.8%. The retention rates, except for fall '03, are lower than the college average, but have trended

upward in recent years. In fall 07 the success rate was 78.8%.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Mathematics

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Mathematics	5,908	5,692	5,913	5,853	6,626	-	-3.7 %	3.9 %	-1.0 %	13.2 %	579	614	620	589	654
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Mathematics

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Mathematics	56.9 %	55.5 %	54.3 %	58.1 %	56.8 %	72.4 %	73.2 %	73.5 %	75.5 %	78.8 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Interdisciplinary Studies

The curriculum in Interdisciplinary Studies has been grouped into three major sub-divisions:

1. Arts and Humanities
2. Natural Science and Mathematics
3. Social and Behavioral Sciences

The Interdisciplinary program has been developed to allow students an opportunity

to explore various general areas of study and, at the same time achieve an Associate Degree and/or transfer to a four year institution. In many ways, the program is the “exploration” curriculum for students who are trying to determine what area of study best meets their skills and interest. As noted above, there are three areas of emphasis that a student can select based on

the student’s general interest. The program can serve as a major marketing and recruitment tool for the college in that it allows students to enroll in college in a transfer program, yet still have the option of determining what specific field of study they wish to pursue. These programs are also an excellent avenue for counselors to review with students who know they want to

transfer to a four-year school but are unsure of their major.

Also listed in this area of the curriculum is the Latin American Studies program which was designed to integrate already currently offered courses in an AA package that articulates with several local four-year universities. A knowledge of Latin American history, culture, society, and politics has become crucial for anyone who seeks to understand contemporary United States and its place in the world. Globalization has intensified the historical, cultural, economic, and political linkages that connect the College to Latin America. Latino immigration is transforming the identity of the College, as an Hispanic Serving Institution, and of the country. Cañada College has now developed an interdisciplinary Latin American Studies program as an essential component in its attempt to produce global citizens. These are all new curricular programs and no data has yet been collected regarding these programs.

Workforce Development

The category of Workforce Development has been used to group the following instructional programs:

4. Early Childhood Education (ECE)
5. Fashion Design
6. Interior Design
7. Human Services
8. Multimedia Art and Technology

The course offerings in the Early Childhood Education program are designed to allow the students to achieve a certificate and/or associate degree in ECE/Child Development. It is a program for those who wish to work in a childcare or ECE facility. Over the past decade, research has shown that high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments. Cañada's program will need to continue to modify and update course offerings and program design as result of the acceleration of professionalization in the

Section Three: Review of Programs and Services

field. The college does not have a childcare facility on site which would serve as a laboratory for the program. Such laboratory experiences must be completed at area child care centers. Given this limitation and the competitive nature of the ECE programs at neighboring institutions, it is projected that the enrollment in the program will remain relatively stable during the next ten-year period. The number of student enrollments will increase due to the increase in the single family parent, the under-employed population in some regions of the college's service area, and the newly implemented regulations at the County and State levels. The continued growth of the program evokes the need to explore the opening of a dedicated facility for child care as a teaching laboratory.

Fashion Design and Interior Design are programs that appeal to identified segments of the growing, diverse population in the college service area. These programs are attractive to these students and provide an entry to higher education and future



employment in the greater San Francisco Bay area. The programs will continue to grow at a rate commensurate with the overall increase in student enrollment at the college. On-going modifications to the curriculum will need to occur to continue to attract students.

The Human Services program is a partnership training program with state and county departments of mental health, rehabilitation, vocational rehabilitation and human services, and community based organizations. The program is designed to train personnel to provide human services to

area families in need. In service training programs are also an option for the college to pursue with the agencies. Given the diverse population in the college's service area, this program provides employment opportunities within the area for many individuals and, as such, is a program that has merit. However, the enrollment in the program will be limited and growth will be dependent on state funding for the identified human services.

The Interior Design Department offers courses designed for individuals interested in preparing for careers in the professional fields of interior design. Included in the program are a transfer program, an AS degree, and four certificate programs. The Kitchen & Bath Certificate is endorsed by the NKBA, National Kitchen & Bath Association. The AS degree in conjunction with the residential and commercial design or kitchen and bath certificate meets the minimum qualifying requirements for the American Society of Interior Designers (ASID) allied membership. Completion of

the Kitchen & Bath Certificate prepares students for the AKBD (Associate Kitchen & Bath Design) exam and the CKD (Certified Kitchen Designer) and CBD (Certified Bath Designer). The Multimedia Art and Technology program prepares students for entry level positions as graphic designers, production art designers, web designers, 3D animators, and production assistants in animation, video and multimedia product development such as game development, interactive CD presentations and digital video and audio. Employment opportunities are excellent in both the technology and entertainment fields. Marketing is the key to future growth of the program as employers must be made aware of the program and the skills of its graduates. It is anticipated that as graduates are placed in the field, more and more students will be attracted to the program. Future employment opportunities should be excellent. A constant monitoring of the latest innovations in technology and the integration of those concepts into the

curriculum will be critical for the long-term stabilization of the program.

The Early Childhood Education program has had non-systematic small changes in WSCH which was 2459 in Fall 07. The load has been generally increasing to one that is near the college average at 531 during Fall 07. The success rates were higher than the college average for all but one year and have trended upwards the past two years to 80.4% in Fall 07. The retention rates were all higher than the college averages and ranged from 86% to 91%.

The Fashion Design program has non-systematic changes in WSCH that was 1249 in Fall 07. The load has also varied non-systematically, but is relatively stable and was below the college average for Fall 07 at 466. The success rates were all below the college average and ranged from 55% to a high of 79.5% in Fall 07.

The Human Services program had a three year downward trend in WSCH but in Fall 07 regained some losses with a Fall 07

Section Three: Review of Programs and Services

WSCH as 595. The load had declined and then grew in a similar pattern to 399 in Fall 07, lower than the college average. The success rates were always higher than the college average and have trended downward, in Fall 07 the rate was 78.6%. The retention rates have all been higher than the college averages and was 85% in Fall 07.

The Interior Design program had some non-systematic changes in WSCH but is relatively stable, during Fall 07 the WSCH was 1585. While the load had a downward trend for several years, it increased in 07 to 485, below the college average. The success and retention rates are always higher than the college averages and in Fall 07 the success rate was 83.9% and the retention rate was 88.1%.

The Multimedia Art and Technology program has experienced upward trends in WSCH with a decline from 06 – 07, in Fall 07 the WSCH was 1221. The load pattern was similar with a lower than average load in Fall 07 of 449. The success rates were lower

than the college averages and in Fall 07 the rate was 67.2%. The retention rates were

fairly stable around the college average and were 81.2 % in Fall 07.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007
Workforce Development

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Early Childhood Educ.	2,655	2,446	2,515	2,285	2,439	-	-7.9 %	2.8 %	-9.1 %	6.7 %	493	507	456	454	531
Fashion Design	1,207	1,130	1,062	1,336	1,249	-	-6.4 %	-6.0 %	25.8 %	-6.5 %	532	457	404	475	466
Human Services	711	686	403	360	595	-	-3.5 %	-41.3 %	-10.7 %	65.3 %	484	373	373	298	399
Interior Design	1,469	1,644	1,615	1,451	1,585	-	11.9 %	-1.8 %	-10.2 %	9.2 %	523	525	476	428	485
Multimedia Art & Tech.	830	1,077	1,232	1,347	1,221	-	29.8 %	14.4 %	9.3 %	-9.4 %	446	470	476	520	449
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Workforce Development

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Early Childhood Education	83.9 %	75.6 %	76.9 %	78.4 %	80.4 %	88.6 %	86.1 %	88.0 %	86.6 %	91.3 %
Fashion Design	55.1 %	76.8 %	60.4 %	79.5 %	79.5 %	58.4 %	83.0 %	64.2 %	84.2 %	89.1 %
Human Services	86.7 %	83.9 %	84.8 %	82.8 %	78.6 %	95.6 %	94.1 %	88.1 %	86.8 %	85.0 %
Interior Design	80.0 %	87.1 %	73.0 %	83.5 %	83.9 %	82.4 %	91.0 %	78.3 %	90.8 %	88.1 %
Multimedia Art & Tech.			64.9 %	68.2 %	67.2 %			77.9 %	83.1 %	81.2 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Basic Skills

The level of offerings in the basic skills area should remain in proportion to the future growth of the college. The diversity of the potential student population will require that many students begin their education at this level. However, the current strategy of “main streaming” those students into the regular curriculum of the college is critical for the long-term growth in student enrollment and the fiscal stability of the college. This is a primary source of students for the college. As such, they must be counseled and mentored to allow for them to progress and achieve their educational goals. The basic skills program is the first step. It cannot be the last step if the college is to be successful in meeting the needs of residents within the service area. The development of the Crossing Borders Learning Communities program is an example of an innovative approach to meeting the needs of students in this area of study. The integration of student support services for students in the basic skills

program is critical. The college must actively assist these students in upgrading their academic skills and enrolling in college-level courses

The Reading program has shown a steady increase in WSCH to 2,035 and has consistently had a higher than college average LOAD in the high 600's. The success rates have varied widely from 57% to 68%, for about half the years tracked it is above the college average and half are below. Retention rates have also varied, though not as widely, from 75% to 80%; for half the years tracked this has been above the college average.

The ESL and CBET (Community-based English Tutoring) programs have generally decreased in size from WSCH from 10,446 in Fall 03 to 9,027 during Fall 07. The load has fluctuated across years and remained generally below the college average. The success and retention rates, with the exception of 2005, are below the college averages. The success rates declined from

Section Three: Review of Programs and Services

68% to 60% and the retention rates varied non-systemically and are now at around 80%.

The developmental English course program has increased in WSCH each semester ending in Fall 07 with 2,035. The load has increased each Fall and in Fall 07 was 605, above the college average. The success rates are lower than the college averages (except for Fall 03) and are fairly stable with a rate of 62.4% in Fall 07. The retention rates have been higher than the college average for the last three years and was 76.2% for Fall 07.

The developmental Math program has trended upward and the WSCH for Fall 07 was 4185. The load has systematically increased ending in Fall 07 at 682, above the college average. The success rates have been lower than the college averages for the past five years and have varied from 50% - 53%. The persistence rates have also been lower than the college average for the past five years, but have systematically increased each year ending Fall 07 with a rate of 77.7%.

The College Success Skills courses, taught by counseling, have generally trended upward in WSCH and in Fall 07 were 191. The loads have varied non-systematically, but have

been relatively stable and were 410 for Fall 07, under the college average. The success rates are generally at or above the college average and ended Fall07 with a rate of

70.6%. The persistence rates are also generally at or above the college average and were 85% in Fall 07.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007

Basic Skills

SUBJECT	WSCH					% CHANGE					LOAD				
	2003	2004	2005	2006	2007	02-03	03-04	04-05	05-06	06-07	2003	2004	2005	2006	2007
Reading	1,723	1,745	1,970	1,927	2,035	-	1.3 %	12.9 %	-2.2 %	5.6 %	600	679	704	671	663
Developmental English	1,632	1,699	1,983	2,250	2,459	-	4.1 %	16.7 %	13.5 %	9.3 %	510	520	561	553	605
Developmental Math	3,842	3,434	3,518	3,892	4,185	-	-10.6 %	2.4 %	10.6 %	7.5 %	571	592	607	656	682
English Second Language	10,446	9,752	9,429	8,022	9,027	-	-6.6 %	-3.3 %	-14.9 %	12.5 %	475	522	459	421	494
Counseling	112	103	133	203	191	-	-8.0 %	29.1 %	52.6 %	-5.9 %	419	386	399	380	410
COLLEGE TOTALS	56,367	55,820	58,317	57,524	61,452	-	-1.0 %	4.5 %	-1.4 %	6.8 %	532	535	524	507	535

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

Basic Skills

SUBJECT	SUCCESS RATES					RETENTION RATES				
	FA03	FA04	FA05	FA06	FA07	FA03	FA04	FA05	FA06	FA07
Reading	66.7 %	57.1 %	65.4 %	60.1 %	62.3 %	80.6 %	75.8 %	78.4 %	78.0 %	77.8 %
Developmental English	69.3 %	62.8 %	60.6 %	63.1 %	62.4 %	82.1 %	81.7 %	77.7 %	79.2 %	76.2 %
Developmental Math	53.0 %	50.4 %	50.4 %	53.2 %	50.7 %	69.5 %	71.1 %	72.1 %	74.6 %	77.7 %
English Second Language	69.3 %	65.7 %	63.1 %	60.3 %	61.8 %	82.9 %	85.2 %	81.6 %	79.9 %	78.6 %
Counseling	63.4 %	71.8 %	74.2 %	68.1 %	70.6 %	81.3 %	80.6 %	86.4 %	87.8 %	85.0 %
COLLEGE TOTALS	62.4 %	71.9 %	63.4 %	70.4 %	70.3 %	70.5 %	84.5 %	74.7 %	83.6 %	84.7 %

Physical Education and Athletics

The curricular offerings in physical education will grow proportionately with the growth in student enrollment. One area of future growth will be in the area of wellness/fitness. Scheduling the wellness/fitness classes in a creative manner to meet the needs and schedule of working adults will be a key to success of these programs. Due to costs and the duplication of athletic teams with the other colleges in the district, it is anticipated that the level of intercollegiate athletic programs for both men and women at the college will be limited.

The Varsity Sports program has a WSCH that has trended upward with a high in Fall 07 of 806. The load, lower than the college average has also experienced an upward trend ending in Fall 07 at 806. The success rates have generally trended upward and are higher than the college average and were 94.3% in Fall 07. The retention rates were

also higher than the college average and were 94.3% in Fall 07.

The Team Sports program has experienced a generally downward trend in WSCH ending in Fall 07 with 707. The load has also trended downward but with a higher than average loads and ending Fall /07 with 575. The success rates were higher than the college average and were 89.6% in Fall 07. The retention rates were also higher than the college average and were 89.6% in Fall 07.

The Fitness program has experienced a downward WSCH trend, ending Fall 07 with 2830. The loads have also trended downward, but are substantially higher than the average load at 845 in Fall 07. The success rates have generally been higher than the college average with the exception of Fall 07 which had a rate of 69.9%. The retention rates were higher than the college averages and have trended upward ending Fall 07 with 89.8%.

Section Three: Review of Programs and Services

The PE Individual Sport classes have a very small WSCH which was 8 in Fall 07. The load has decreased and was down to 14 in Fall 07. The success rates were higher than the college average and were 93.9% in Fall 07. The retention rates were also higher than the college average and were 93.9% in Fall 07.

The Dance program experienced two years of declining WSCH followed by two years of increasing WSCH ending Fall 07 with 734. The higher than college average load has steadily increased to 749 in Fall 07. The success rates were, with the exception of Fall 04, higher than the college average and in Fall 07 was 74.2%. The retention rates were all higher than the college average and in Fall 07 was 90.8%.

The instructional programs were then analyzed according to their relative growth over the past five years. The following table shows the various instructional programs of the College in descending order of growth over the past five years. Programs that

started less than five years ago were evaluated according to their growth since inception. The data from the College's

research office shows that Music, Chemistry, Accounting, and Literature have grown over 100%, followed by Biology, Health Sciences,

Political Sciences, Geography, Oceanography, and Physics that have grown by 50% to 100%.

CAÑADA COLLEGE - PROGRAM TRENDS 2003 - 2007 - IN DESCENDING ORDER BY 5-YEAR GROWTH RATE											
SUBJECT	2003		2004		2005		2006		2007		TOT % CHG
	WSCH	WSCH	WSCH CHG%	WSCH	WSCH CHG%	WSCH	WSCH CHG%	WSCH	WSCH CHG%		
MUSIC	224	196	-12.5%	283	44.4%	488	72.4%	809	65.8%	261%	
CHEMISTRY	444	802	80.6%	1,075	34.0%	1,054	-2.0%	1,240	17.6%	179%	
ACCOUNTING	332	408	22.9%	623	52.7%	638	2.4%	719	12.7%	117%	
LITERATURE	152	201	32.2%	240	19.4%	307	27.9%	309	0.7%	103%	
BIIOLOGY	2,905	3,530	21.5%	3,951	11.9%	5,292	33.9%	5,437	2.7%	87%	
HEALTH SCIENCES	198	258	30.3%	284	10.1%	455	60.2%	370	-18.7%	87%	
POLITICAL SCIENCE	356	488	37.1%	605	24.0%	577	-4.6%	642	11.3%	80%	
GEOGRAPHY	42	51	21.4%	51	0.0%	82	60.8%	69	-15.9%	64%	
OCEANOGRAPHY	96	57	-40.6%	202	254.4%	179	-11.4%	152	-15.1%	58%	
PHYSICS	444	431	-2.9%	619	43.6%	451	-27.1%	664	47.2%	50%	
MULTIMEDIA ART	830	1,077	29.8%	1,232	14.4%	1,347	9.3%	1,221	-9.4%	47%	
SPANISH	910	906	-0.4%	1,002	10.6%	1,147	14.5%	1,299	13.3%	43%	
PHYS ED-VARSITY SPORTS	570	646	13.3%	541	-16.3%	722	33.5%	806	11.6%	41%	
ARCHITECTURE	204	218	6.9%	202	-7.3%	192	-5.0%	264	37.5%	29%	
RADIOLOGIC TECHNOLOGY	853	1,063	24.6%	1,086	2.2%	1,065	-1.9%	1,091	2.4%	28%	
COOPERATIVE ED/WORK EXP.	588	616	4.8%	614	-0.3%	642	4.6%	741	15.4%	26%	
PHILOSOPHY	384	434	13.0%	532	22.6%	436	-18.0%	465	6.7%	21%	
ENGLISH	4,021	4,143	3.0%	4,351	5.0%	4,864	11.8%	4,794	-1.4%	19%	
READING	1,723	1,745	1.3%	1,970	12.9%	1,927	-2.2%	2,035	5.6%	18%	
PARALEGAL STUDIES	306	339	10.8%	353	4.1%	294	-16.7%	360	22.4%	18%	
PSYCHOLOGY	784	788	0.5%	878	11.4%	929	5.8%	911	-1.9%	16%	
MEDICAL ASSISTING	-	702	N/A	701	-0.1%	776	10.7%	815	5.0%	16%	

CAÑADA COLLEGE - PROGRAM TRENDS 2003 – 2007 – IN DESCENDING ORDER BY 5-YEAR GROWTH RATE											
SUBJECT	2003		2004		2005		2006		2007		TOT % CHG
	WSCH	WSCH	WSCH CHG%	WSCH	WSCH CHG%	WSCH	WSCH CHG%	WSCH	WSCH CHG%		
ART	1,038	1,150	10.8%	1,184	3.0%	1,068	-9.8%	1,199	12.3%	16%	
MATHEMATICS	5,908	5,692	-3.7%	5,913	3.9%	5,853	-1.0%	6,626	13.2%	12%	
INTERDISCIPLINARY STUDIES	1,469	1,644	11.9%	1,615	-1.8%	1,451	-10.2%	1,585	9.2%	8%	
ANTHROPOLOGY	585	511	-12.6%	511	0.0%	490	-4.1%	629	28.4%	8%	
ECONOMICS	414	372	-10.1%	446	19.9%	493	10.5%	442	-10.3%	7%	
HISTORY	1,215	1,162	-4.4%	1,336	15.0%	1,315	-1.6%	1,282	-2.5%	6%	
ENGINEERING	275	383	39.3%	502	31.1%	320	-36.3%	289	-9.7%	5%	
ASTRONOMY	660	570	-13.6%	690	21.1%	560	-18.8%	690	23.2%	5%	
FASHION DESIGN	1,207	1,130	-6.4%	1,062	-6.0%	1,336	25.8%	1,249	-6.5%	3%	
SPEECH	538	505	-6.1%	479	-5.1%	518	8.1%	533	2.9%	-1%	
DANCE	767	525	-31.6%	552	5.1%	631	14.3%	734	16.3%	-4%	
EARLY CHILDHOOD EDUCATION	2,655	2,446	-7.9%	2,515	2.8%	2,285	-9.1%	2,439	6.7%	-8%	
COMPUTER BUSINESS OFC TECH	-	-	N/A	1,931	N/A	1,734	-10.2%	1,732	-0.1%	-10%	
SOCIOLOGY	695	479	-31.1%	487	1.7%	607	24.6%	619	2.0%	-11%	
COMPUTER INFO SCIENCE	149	113	-24.2%	171	51.3%	70	-59.1%	132	88.6%	-11%	
FITNESS	3,256	2,940	-9.7%	3,210	9.2%	3,023	-5.8%	2,830	-6.4%	-13%	
ESL	10,446	9,752	-6.6%	9,429	-3.3%	8,022	-14.9%	9,027	12.5%	-14%	
HUMAN SERVICES	711	686	-3.5%	403	-41.3%	360	-10.7%	595	65.3%	-16%	
LEARNING CENTER	1,435	1,287	-10.3%	1,134	-11.9%	894	-21.2%	1,092	22.1%	-24%	
PHYS ED-TEAM SPORTS	1,023	983	-3.9%	997	1.4%	873	-12.4%	707	-19.0%	-31%	
REAL ESTATE	185	310	67.6%	304	-1.9%	158	-48.0%	119	-24.7%	-36%	
PHYSICAL ED-ADAPTIVE	400	303	-24.3%	277	-8.6%	233	-15.9%	243	4.3%	-39%	
MANAGEMENT	75	9	-88.0%	28	211.1%	22	-21.4%	38	72.7%	-49%	
CAREER & PERSONAL DEVELOPMENT	1,015	920	-9.4%	699	-24.0%	542	-22.5%	498	-8.1%	-51%	
THEATRE ARTS	535	361	-32.5%	329	-8.9%	141	-57.1%	217	53.9%	-59%	
LIBRARY SCIENCE	-	16	N/A	3	-81.3%	15	400.0%	6	-60.0%	-63%	
PHYSICAL EDUCATION	29	23	-20.7%	22	-4.3%	-	-100.0%	8	N/A	-72%	
INDIVIDUAL SPORTS	460	57	-87.6%	90	57.9%	87	-3.3%	99	13.8%	-78%	
BUSINESS	2,619	2,247	-14.2%	532	-76.3%	550	3.4%	550	0.0%	-79%	
GEOLOGY	151	145	-4.0%	71	-51.0%	9	-87.3%	30	233.3%	-80%	
COMPUTER INFO SYS	86	-	-100.0%	-	N/A	-	N/A	-	N/A	-100%	
TOTAL	56,367	55,820	-1.0%	58,317	4.5%	57,524	-1.4%	61,452	6.8%	9%	

Source: Cañada College Office of Institutional Research, analysis by Maas Companies, Inc.

PROGRAM COMPETITORS ANALYSIS

The above analysis of program productivity and success and retention data provides a thorough review of program operations and outcome. However, many other factors external to an instructional program including competition from similar programs offered by other post-secondary institutions and the ebb and flow of the demand of industry directly impact program vitality.

External competition, loosely defined as institutions that are 2-year or less than 2-years, comes from 57 institutions that are located within driving distance from the College. According to the Voorhees Group’s research, close to half (23) of them are sister community colleges. The rest of the 34 institutions offer similar education programs and courses that belong to the traditional community college market share. However, the community colleges enroll over 95% of the 318,000 students, by far are enjoying the largest market share among these

INSTITUTIONAL TYPE	COLLEGES	ENROLLMENT	%
PRIVATE FOR-PROFIT 2-YEAR	8	6,179	1.9%
PRIVATE FOR-PROFIT LESS THAN 2-YEAR	11	4,420	1.4%
PRIVATE NOT-FOR-PROFIT 2-YEAR	4	2,475	0.8%
PRIVATE NOT-FOR-PROFIT LESS THAN 2-YEAR	8	887	0.3%
PUBLIC 2-YEAR	23	302,460	95.1%
PUBLIC LESS THAN 2-YEAR	3	1,644	0.5%
GRAND TOTAL	57	318,065	

institutions. The competition then is mostly among the community colleges.

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 cyber market space since the Internet does not respect boundaries.

A database with programs offered by the 2-year institutions has been posted to Cañada’s website. This study was performed by visiting online 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.

Existing Program Niches

The table below depicts the existing Cañada programs for which there is moderate competition (zero to five competitors), medium competition (6-10 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 with moderate competition. When taking into account other program factors, such as cost,

enrollment and market demand, the competitor analysis can be used to conceptualize Cañada College’s current market niche. In the Planning for Growth and Success section, the results of this conceptualization are discussed.

Program	Competitors	Program	Competitor	Program	Competitor
Physical Therapist Assistant	1	Business Computer Specialist	8	Medical Coding/Billing Specialist	11
Biomedical Engineering Technology	2	Economics	8	Nursing	11
Executive Secretary/Information Systems	2	Engineering, general	8	Computer Information Science, General	12
Radiologic Technology	2	Medical Transcription	8	English	12
Fashion Merchandising	3	Philosophy	8	Mathematics	12
Film Studies	3	Speech Communication	8	Music	12
Fashion Design	4	Computer Office Specialist	9	Physics	12
Interior Design	4	History	9	Psychology/behavioral science	12
Allied Health	5	Legal Assistant/Paralegal	9	Biology	13
Architecture	5	Political Science	9	Foreign Languages	13
Business Computer Programming	5	Real Estate	9	Graphic Arts Technology	13
Computer Repair	5	Sociology	9	Chemistry	14
Dance	5	Early Childhood Education	10	Medical Assistant	14
Human Services	5	English as a Second Language	10	Art - General	15
Theater Arts	5	Geography	10	Administrative Assistant	16
Astronomy	6	Information Technology Support	10	Multimedia Design and Web Technology	16
PC Support	6	Physical Education, General	10	Office Management	18
Social Studies	6	Art - Photography	11	Accounting	19
Liberal Arts	7	Computer Science, General	11	Business Administration/Management	19
Anthropology	8	Marketing	11		

Support Services

As part of the educational master planning process, it is essential that the college review not only the instructional offerings of the college but also the student support services that will assist students in achieving their educational goals. A fundamental planning assumption is that the college will provide the necessary level of support services to assist students in attaining their educational objectives.

Student success is dependent not only on the quality of the classroom experience but also the support services the student receives while enrolled at the College.

Students who avail themselves to the support services offered by the College will greatly enhance their educational experiences and significantly improve their overall learning experience at the College.

In this section are brief summaries of the current student support services provided by the College.

Program review schedule for student services can be found in the Appendix section.

Each brief summary is intended as an overview, not a detailed assessment. For an in-depth assessment of a particular program, see the required federal or state reports or the Program Review document for that program.

Consistent with the growth in the instructional programs will be the need for corresponding student support services for both full-time and part-time students enrolled in day and evening classes on the primary campus as well as at off-site locations. To better examine the need for student support, a Student



Services Report/Staffing Plan has been developed by Student Services faculty, staff and administrators with broad collegial review and input from a college-wide review committee. This Plan provides the framework for continued analysis of support services needs for students, and will be evaluated, monitored, and revised annually.

Admissions and Records

Admissions and Records continues to seek better ways to serve the diverse student population of the College. Current and projected future services include:

- Automated, online registration procedures
- Automated student access to schedules, grades and availability of classes
- Provision for distribution of bilingual information to students
- Computerization and on-line access for all student permanent records
- Staff development and continued in-service training
- Ongoing review of application and enrollment procedures

- Regularly updated equipment to effectively and efficiently assist students in meeting their needs for services

- Campus ATM services

As the instructional programs continue to grow with the projected overall increase in student enrollment over the next five to ten years, there will be an increase in the number of applications, incoming transcripts and enrollment verifications, and certificate and degree evaluations for graduation. In addition, an increase in course sections means an increase in faculty, especially new adjunct faculty who are unfamiliar with policies and procedures of the College. Admissions and Records staff assists these faculty members on a regular basis with such tasks as well as with census data submission, final grades, and positive attendance.

Section Three: Review of Programs and Services

Alternate Media Center

The Alternate Media Center, housed within the Learning Center, is part of the Disabled Students Programs & Services. The Alternate Media Center produces instructional materials (textbooks, course materials, schedules) in alternate formats for students with disabilities and provides training for students on the use of this equipment by an Alternate Media Specialist. The strength of the service is that it is well integrated within the Learning Center and collaborates with the TRiO Student Support Services program and the MESA Program to make alternate technology available to all eligible students.

Given the anticipated rise in special populations, as well as the increased awareness of possible services by students and the community, requests for alternate media services will continue. Since the demand for this service is already high, it will need to be carefully monitored, with the strong likelihood that staff increases may be necessary. Staff in this area will also need to

continue seeking and receiving advanced training in order to stay current.

CalWORKS Program

California Work Opportunity and Responsibility to Kids (CalWORKS) is a support service designed to help Students who receive TANF (Temporary Aid to Needy Families). The program works closely with EOPS/CARE and Counseling to ensure that students are provided with appropriate support and information as they prepare for employment. Maintaining close relationships with case workers is critical to student success. The Environmental Scan suggests that gaps between high income families and low-income families will increase. This may put additional pressure on participants to make rapid progress, so additional strategies may be needed to streamline the educational efforts of students, such as ensuring their educational plans are relevant and practical.

CARE Program

The Cooperative Agencies Resources for Education (CARE) Program provides single parents receiving public assistance with child care, transportation allowances, books, tutoring, counseling, and other related services. Increased outreach efforts are planned in order to enroll and serve additional students. Given the anticipated economic challenges that participants may face, coordinating resources between programs that serve first-generation, and low-income students will be critical. Efforts are already underway to address targeted support groups.

Career Center

The Career Center provides comprehensive career resources and activities for enrolled Cañada College students. The resource library provides information about job descriptions, salary studies, future career trends and emerging occupations. The Center sponsors a variety of career workshops, as well as career expos to provide students the opportunity to establish

Section Three: Review of Programs and Services

networks with local employers. As the economy becomes more challenged, job placement takes on greater significance for students. And the need to assist them in obtaining part and full-time employment becomes an imperative. Projected needs for future career services include computerized job placement programs, integrated computing systems, and better coordination of the Career Services Program with the Counseling and Workforce Departments. The Center is integrally linked with the comprehensive counseling and advisement services provided by the College.

Counseling

The Counseling Department is designed to assist students in all aspects of their development as students. The Department's aim is to help students establish obtainable goals and gain information about courses and programs to be successful at accomplishing their personal and academic goals. Students are assisted in developing an individual Student Educational Plan (SEP),

which is their guide to achieving their academic goals. All students are required by the College to have a SEP once they have completed 15 units at the College. Assistance with students' personal and social concerns is also available.

Counseling support is a critical component of student success. These services will become increasingly more important as student enrollment increases especially when students are underprepared for college level work. With the current decline in the economy, many more dislocated employees will be returning to college to discover a new career path for themselves. Thus, Career Counseling will also be an essential part of this process.

Disabled Student Program and Services

Disabled Student Services and Programs (DSPS) provides students who have documented disabilities with reasonable accommodations as defined by the Americans with Disabilities Act (ADA) and academic support, including alternate media

services through the Alternate Media Center. As more individuals and the various community and State agencies become more aware of the current and projected services offered by the Disabled Student Program and Services, the disabled student population will increase. Linkages to tutorial and the classroom-based instructional programs will be critical.

Section Three: Review of Programs and Services

To accommodate this projected growth and to better coordinate services, the DSPS Program will be part of an expanded and remodeled Health and Wellness Center.

Extended Opportunity Programs & Services (EOPS)

EOPS is a program for educationally and economically disadvantaged students designed to help students overcome some of



the barriers that first generation and non-traditional college students face in their pursuit of a college education. EOPS provides financial assistance, assistance in applying for financial aid, tutoring, counseling, guidance classes, orientation to college, transfer assistance to a university and other related services. The Program collaborates with other Student Services and with Instruction to increase student success.

Financial Aid

The majority of financial aid assistance available at the College involves programs which do not have to be repaid, and in most cases, is awarded primarily or solely based on financial need. The major programs of this type available at the College include the Board of Governor Fee Waiver (BOGFW), which waives the enrollment fee for California residents; the Federal Pell Grant which is a direct grant payment to the student to meet college and educationally related living costs; Federal Supplemental Education Opportunity Grant (SEOG),

which is a direct grant payment drawn on a limited college allocation for students demonstrating the greatest need; Academic Competitiveness Grant (ACG) which is a direct grant payment to students who are U.S. citizens, complete a rigorous high school curriculum and are Pell eligible; TEACH Grant which is a new federal forgivable loan grant for students that plan to teach in highly needed subjects for four years within the first eight years of graduation; CAL Grant which is a direct grant payment for California residents requiring grade point average verification and meeting established income and asset ceilings. Loans that must be repaid for tuition and textbooks are also available from the Financial Aid offices. In addition to grants and loans, a general scholarship program, which recognizes and honors outstanding achievement and provides student financial assistance, is available to new, continuing, or transferring students.

Section Three: Review of Programs and Services

Health Services

A variety of services are available: information and consultation on health problems, evaluation of symptoms, over-the-counter medications, personal health counseling, first aid, health-oriented programs, assistance with referrals for medical and dental care, psychological services, and arrangements for emergency care and student insurance. All Health Services are free and confidential and available to both day and evening students on either a drop in or appointment basis. To accommodate this projected growth and to better coordinate services, the Health Center will be part of an expanded and remodeled Health and Wellness Center.

Learning Center

The Learning Center is designed to provide a positive learning environment that integrates technological resources and learning assistance services to support student learning across the curriculum. The Learning Center provides a wide range of individualized college credit, self-paced

courses in study skills, vocabulary, grammar, spelling, and writing. Assistance is offered by an instructor, aide, or tutor. Both non-degree and degree credit courses are available. The Center coordinates extensively with faculty and staff so that programming is relevant to on-going changes in curriculum.

Since the staff provide support across the curriculum and need to be technologically savvy, professional development needs are high and should continue to be included in the plan for professional development.

Additional support is provided by Computer Labs, Math Labs and a College Reading and

Section Three: Review of Programs and Services

Learning Association (CRLA) certified Tutorial Center. The college fully supports tutoring so that students may receive two hours per week per subject of free tutoring assistance. Tutoring is offered both individually and in small groups on both an appointment and drop-in basis. The Center works closely with faculty and other support programs to offer workshops and assistance across the curriculum.

Library

The Library is the “information center” of the campus. The Library supports the educational mission of the College by acquiring and maintaining information resources by supporting instruction, and by assisting students to develop information competency skills through individualized assistance and through a one-unit course in conducting research. Additionally, the Library provides orientations and partners with classroom faculty to develop bibliographic instructional sessions that develop research skills relevant to specific



courses. Given the increasingly diverse student population, with high needs for personalized assistance in research and information competency skills, increased enrollment will require additional assistance to students. Seeking creative solutions to the academic literacy needs of students, the Library is making additional efforts to make new, deeper connections with instructional programs and will be exploring additional opportunities to participate in learning communities and other innovative programs.

MESA Program

The Math, Engineering, and Science Achievement/Community College Program (MESA/CCP) provides economically disadvantaged and underrepresented students with opportunities to transfer to a four year university and pursue successful careers in mathematics, engineering, science and computer science. The program includes Academic Excellence Workshops, specialized academic counseling, field trips and opportunities for scholarships and

internships for eligible students and coordinates with other special populations targeted programs.

Outreach

The Outreach Office develops and coordinates outreach services for the high schools. The primary goal of the office is to inform the local high schools and the community about education services, vocational and transfer programs, and to facilitate the application process at the College. The recruitment efforts utilize faculty and staff, current students, and alumni to increase the College's accessibility to potential students through presentations, workshops, Educational Fairs, visits to local high schools and campus tours.

In addition, Outreach services play an integral role in the promotion of off-campus courses and programs. As these atypical course offerings increase, Campus Ambassadors will be necessary to provide advertising and marketing information as

Section Three: Review of Programs and Services

well as registration and orientation assistance to this student population.

Psychological Services

Given the multiple personal challenges facing students, many of whom are first generation, low-income, and speak a first language other than English, many students need psychological counseling and support. Accordingly, the College has brought back limited psychological counseling services. An adjunct faculty member provides such counseling and supervises interns who provide additional counseling services. Along with Health Services and Disabled Student Programs and Services, this service will be part of the new Health and Wellness Center included in the Facilities Master Plan. The demand for all of these sensitive and critical services should be carefully monitored and increased as the need arises.

Recruitment

While the demographic trend of traditional college age students has decreased in general as well as in the local service area, the

College has set as a priority, a balance of age groups in the student population. This necessitates an effort to increase the proportion of traditional college age students on campus, in spite of being over cap for the general student population. This focus comes as a result of, among other things, a desire to revitalize the student activities and services associated with a community college which both support and are supported by this age group. This effort will require the achievement of goals established by the President's Office. Some of these goals include Liaison with the High Schools, Community Image/Strengthening Fiscal Capabilities, Identifying and Recruitment of Adult Learners and Internal Communication. To meet the needs of area high schools students, there needs to be close cooperation between the President's Office, the faculty and instructional support staff and the student services staff.

Student Activities & Student Government

The Office of Student Activities offers a learning environment outside of the classroom and provides services, activities, and information which promote student leadership development; encourages student participation in campus life (i.e. clubs, student government, volunteer activities, events, etc); and supports student success in leadership roles and processes. The Office of Student Activities provides information about student clubs and organizations, plans campus activities, advises and trains the student government leaders, and distributes student identification cards.

Associated Students of Cañada College Student Senate

The Student Senate of Cañada College is a dedicated and diverse group of representatives from the student body. The Senate exists to be the voice and link between the administration and students. Senators serve and provide students with information, activities, funding, and new

Section Three: Review of Programs and Services

ideas in order to improve the College experience.

Remodeled and new spaces and equipment have been planned to accommodate the projected program needs.

Transfer Center

The Transfer Center provides services for students interested in transferring to four year institutions.

Typical services provided include:

- Providing career counseling and academic advisement.
- Assisting a diverse student population in preparing for transfer and/or careers.
- Providing computer access to academic records and to requirements for transfer to any California four-year college or university

There is a Transfer Advisory Board on which members of various Student Services serve, along with four-year representatives to plan for increased service effectiveness.

As the interdisciplinary and other transfer programs continue to grow, the ability to counsel and advise students appropriately is

essential. With the economy shifts, more and more students will begin their educational careers at the community college level with the intention of transferring to California State Universities, University of California, and private and out-of-state colleges and universities. As services increase, the Transfer Center will require state-of-the-art computer stations, additional study carrels and well versed faculty and staff. Staff development for transfer Counselors and staff will become more critical as the knowledge required for each of these different entities increases.

TRiO Programs

The TRiO Student Support Service program and TRiO Upward Bound Programs are federally-funded Program targeted toward first generation, low-income students and students with disabilities. The Upward Bound Program prepares high school students to complete their high school education in order to complete a degree from a four-year college or university. The

Student Support Services Program provides personalized academic support for Cañada students to assist them in earning their AA/AS and/or transfer to four-year colleges or universities. The staff of these programs collaborate with other Student Services to maximize the effectiveness of resources. The need for accountability continues to rise, so staff need to continue networking with TRiO professionals in the State and nationally to remain aware of changing requirements and standards.

Veterans' Support

As new legislation and initiatives develop in support of Veterans, there will be an increase in the number of recently discharged service men and women attending the College.

Cañada College is approved to certify Veteran students under the G.I. Bill who are pursuing their AA/AS degree, an approved transfer program, or a certificate of completion. Eligible Veterans have ten years from the date of separation from active duty

Section Three: Review of Programs and Services

to use their educational benefits. Veterans receive six units of academic credit in recognition of military service. Veterans receiving educational benefits are subject to academic standards for continuing eligibility.

Because Veteran students have specific guidelines to follow and require additional orientation and counseling support, they receive one-on-one orientation, individualized support, and semester-by-semester guidance regarding their Student Educational Plan from two specially trained Counselors.

BASIC SKILLS INITIATIVE

The Basic Skills Initiative, as state funded program, was instituted to provide funding to improve the success, retention and degree completion of underprepared students. A college wide task force was convened in Fall 2007 to develop a plan for the funds received by the state. In spring 2008 a standing committee of faculty and staff, along with a coordinator with 3-units release time was established to continue the work.

Cañada is committed to connecting faculty from all areas of instruction and student support in an effort to promote learning and success for its Basic Skills students.

First Year Experience Program

With the goal of improving student success and retention this Program for first year students provides a different approach to traditional course offerings. The program links a college success/orientation class with counseling support to basic skills classes in English, reading, mathematics and ESL.

Instructors in the linked courses work as a team, coordinating assignments, exams and other class activities in their specified courses. Students also work in a group or “cohort” to take the linked classes with the intent that, in this environment, the students are better able to connect and apply information and learning from one course to another.

The College will need to continue to devote time, personnel and resources to address the success and retention dilemma and develop

possible solutions for the College and the students who enroll but lack basic skills.

Crossing Borders Program

In the fall of 2008, Cañada College will introduce a new campus-wide curriculum program called Crossing Borders. Students will have the opportunity to fulfill two classes in one to expedite the completion of required prerequisite courses through the support and integration of instruction and academic counseling. Each set of combined courses are structured into a “learning community without borders” with every student having an assigned counselor and academic support services provided throughout the process. This program has been the result of a collaborative effort within the College after extensive research, interviews and planning to assist students in achieving their academic goals.

SUMMARY OF REVIEW OF PROGRAMS AND SERVICES

The College is determined to strive for education excellence by offering a full array

Section Three: Review of Programs and Services

of courses that transfer to universities as general education requirements, despite its relative small size. The University Center offers bachelor's degrees in nursing, business administration, liberal studies, and child and adolescent development in addition to teaching credentials and accelerated executive master's degree in business administration.

The Middle College High School program allows students from the Sequoia High School District to earn their diploma and also gain college credits. College classes are also available to students at Sequoia High School through Cañada's Upward Bound Program at that school. Cañada professors also teach courses at East Palo Alto Academy School and East Palo Alto Phoenix High School.

The College opens doors to learners via (or through) 40+ instructional programs, satisfying their need for transfer, career change and lifelong learning. The College positions itself strategically to accommodate

the unique needs of the community through constant adaptation to the changing demographics and industry demands. Whether a student needs to start a new career by first learning English or to enroll in personal enrichment classes, the dedicated

faculty and staff of the College provide them with an outstanding curriculum, the state-of-the-art classrooms and accommodating support services to meet their needs.

The College makes every effort to retain students and to make their learning a

Section Three: Review of Programs and Services

positive life-changing event and a highly successful one. This includes being highly respectful toward the cultural and ethnic backgrounds of students, constructing the most technologically equipped facilities, and continually reinventing its curricula.

Looking beyond the immediate horizon, there are many opportunities and challenges. The demands from learners, the changing demographics of the service area, the unpredictable fiscal outlook, and heightened global competition all converge to exert enormous pressure on the institution. As the College projects its trajectory, careful planning is of the highest priority. As enrollments steadily climb, newer and more spacious facilities are brought online, the College needs to consider many factors in order to meet the needs of learners and to address deepening public accountability. In the next section, the College will consider the projected trends in enrollments, FTES, facilities, and the related demands on program and services offerings.





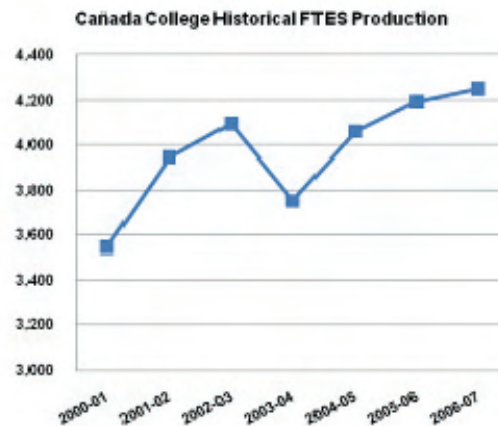
Section Four: Planning for Growth and Success

The knowledge gained and input assimilated via the assessments of the internal and external environments of the College, the current and projected demographic information, the input from the faculty, staff, administrators/managers and students, and the projected methods for instructional delivery are invaluable in the process of determining future capacities. These elements will be the touchstones used for both viewing and forecasting the future program of instruction and support services and, ultimately, for determining space needs.

FTES AND ENROLLMENT TRENDS

Over the past seven years, the number of full-time equivalent students has grown at the College by 20%. FTES increased from 3,546 in the 2000-2001 academic year to 4,255 in the 2006-2007 academic year. This

growth was interrupted by a decline during the 2003-2004 academic year.



Source: SMCCCD Strategic Plan (2008-2014)

During the same period (2000-01 to 2006-07), the growth curve of headcount is less upwardly linear and has appeared to be somewhat tapering off.

KEY ELEMENTS FOR FUTURE CAPACITIES

The most crucial elements include, first of all, strengthening the existing curriculum and instructional programs. Teaching and learning is front and center in the College’s operations. Building capacities and related activities should start at the curriculum and instructional program levels. Additionally, facility capacities, resource allocations, service delivery and plan implementation are all important elements to be considered.

Curriculum and Instructional Programs

The current programs of instruction are characterized as follows:

Unduplicated, credit-enrollments of approximately 6,693 students

WSCH - Credit weekly student contact hours of 61,266

FTES – Full-time equivalent students of 2,042 for a given semester.

This “baseline” will be used as the initial benchmark for forecasting future capacities of the College.

The existing program of instruction provides a snapshot in time (i.e. the 2007 fall semester) against which future growth can be forecast.

Looking ahead for the next five years, curricular content will most likely not undergo wholesale changes or deviate far from where it is today. The existing program of instruction, therefore, provides a solid foundation from which the future program of instruction can be determined.



In the table below, a number of programs have been identified as viable for further strengthening. These programs once strengthened will provide solid footing for

the College to improve its overall program offerings and to increase enrollments. In addition, the College may consider new programs and services as market demand

changes and funding outlook improves. Some of the programs may include Assisted Living, Cardiovascular Technology, Construction Trades/Apprenticeship,

Strengthening Existing Program Matrix	
Program Area	Desired Outcome
Business	Respond to current labor market demand and bring up enrollment.
Computer Business Office Technology	Respond to current labor market demand, refresh curriculum and delivery options.
Computer Information Technology	Refresh curriculum, potentially integrate with other disciplines.
Developmental Classes in English, Reading, and Mathematics	Develop basic skills competencies and connect with high schools.
Digital Video Technology	Aggressively recruit students and cement partnerships with current employers.
Distance Education Options	Respond to District Distance Education Strategic Plan goals. Develop a schedule of programs that will increase online offerings, especially in the general education areas and targeted occupational areas.
Early Childhood Education	Respond to current labor market demand. Expanded enrollments and graduates. Re-establish a Childcare Center on the campus through adding enrollment and on-site learning experiences.
English as a Second Language	Strengthen efforts to encourage students' progression to Cañada's college-level programs.
Fashion Merchandising	Recognize the upscale retail nature of San Mateo market. Increase the number of graduates, tighter connections with retailers and design industry.
Foreign Languages	Expand menu of offerings, including the possibility of establishing one or more Asian languages.
Radiological Technology	Expand program.
Transfer Program	Refresh existing articulation agreements while creating new agreements. Establish new programs through the University Center.

Environmental Science Technology, Geometrics/GIS, Home Health Aide, Homeland Security, Logistics, Occupational Therapy, Personal Training/Fitness Instructor, and Teacher Assisting. When considering any of these new programs, careful planning is needed and thorough considerations must be given to reviewing marketing data, facilities demand, and demand on support services.



Capacity for Future Growth

One of the most important elements for determining future capacity is growth of the population base – “natural growth.” In the case of Cañada College, growth of the population has slowed since 2000. The growth rate for the College service area is below the state average. Presently, the annual rate of growth for the population is 0.32% for the College’s effective service area. For the next ten-year period, the College will need to find creative ways to increase enrollments since relying on natural population growth alone will not be enough.

However, the College can expect that there will be an upward trend for the prime age group target – 20 to 24 year olds. The demographic data currently shows an increase in this age group segment over the next five years. At the same time, there will

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be steady increases in the 45 to 64 year old age group.

The effects of these trends will start to be noticed sometime around the year 2012. From this point on to the year 2020, the College will need to become even more creative in its efforts to attract new students to the campus. One strategy might be to include more compacted or accelerated classes, (e.g., 8 week sessions). This was a theme mentioned by students responding to the online survey.

Many of these students will probably be older. Classes for retraining older workers and for retirees should be considered. The prospects for growth in the future, overall, are modest.

Weekly Student Contact Hours (WSCH)

Changing trends on community college campuses across the state have often had the effect of creating higher levels of student enrollment but decreasing the amount of time that a student spends on-campus using the facilities. The gauge for measuring the

need for space has shifted accordingly. Where institutions once used enrollments to measure future needs for facilities, today's measurement centers around the number of hours that a student spends on campus pursuing his/her education. This measurement is referred to as contact hours – the number of hours a student is engaged in the program of instruction at the institution. This is the only measurement that accurately determines the total student demand on facilities. It is the key to determining the future program of instruction and the future capacities of the College.



GROWTH RATE TARGETS FOR WSCH AND ENROLLMENT

To address the capacities for future WSCH and enrollment growth, a planning model was created. The model relied on credit-WSCH as the primary measure for determining growth. Projections were made out to the year 2020, with a benchmark at 2015.

Given the indicators that were used to form the baseline curriculum, the annual rate of growth of WSCH and student enrollments was projected to be 2% at the College through 2015 slowing to 1.5% through the year 2020.

With all of the factors and key planning elements taken into consideration, credit-WSCH generation was projected to increase for Cañada College from the fall 2007 level of 61,266 to 71,783 in 2015 and to 77,331 by 2020. Unduplicated, credit-enrollment, over this same period of time, was projected to grow from the current levels of 6,693 at the College to 9,101 by 2020.

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The most important outcome of the forecasting process was to assure that when a certain level of WSCH was achieved, the College had designated (or will have constructed) new or remodeled, facilities in place to meet the space demands for academic and support services. The forecasting model that was used for the College meets this test in all regards.

PROFILE OF THE FUTURE PROGRAM OF INSTRUCTION

Space needs for the future cannot be determined without first determining the capacity of the future program of instruction. To achieve this, Cañada College's current program of instruction was used as the basis for the future forecast.

The projections for the future program of instruction were not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. It was assumed that the curriculum would change relative to its content over the next twelve years. The more important consideration

and assumption, however, was that there will be a curriculum of some sort and that it will have a certain number of class sections, enrolled students, credit-WSCH, lecture hours and laboratory hours. While the program of instruction could be forecast forward using a generic curriculum and similar results obtained, the existing program of instruction at the College offered the most current and accurate form for the forecasting process.

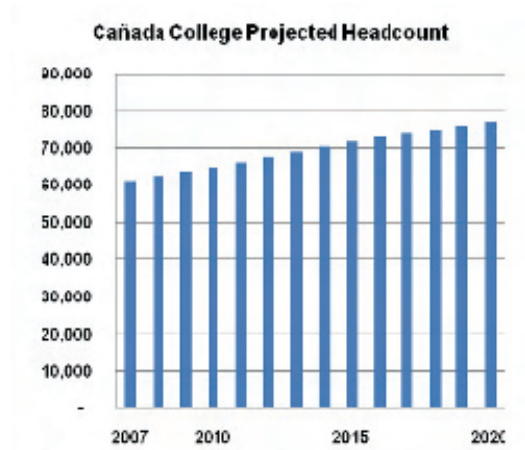
The College’s forecast of its future programs of instruction also relied heavily on several references and planning documents. Some of the more critical documents reviewed include:

- The 2007 San Mateo County Community College District, Report 17 ASF/OGSF Summary and the Capacities Summary, a facilities inventory recorded annually with the State Chancellor’s Office.
- The 2007 San Mateo County Community College District, 5-Year Construction Plan.
- The 2007 fall semester data reports depicting sections offered, WSCH generated, lecture/lab ratios, seat-count

and full-time equivalent faculty loads as provided via Cañada College, Office of Institutional Research.

- The Maas Companies database, containing data and information from 80 community colleges throughout the state of California.

The following chart illustrates the projected WSCH generation at the College through the year 2020 based on the tiered annual growth model.



The following pages contain the forecast for WSCH generation by instructional division of the College.

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PROJECTIONS FOR THE FUTURE

While the macro projections for college growth are in the table on the following pages, the program projections are not as clearly delineated. The College is considering adding a program FTES projection to the Program Review template so that multiyear program projections can be anchored in the Program Review document and tested with the college-wide goals and capacity for growth.

CAÑADA COLLEGE FTES GROWTH SCENARIOS		
YEAR	Plan Growth Model	3% Growth
2006-07	4,255	4,255
2007-08	4,319	4,383
2008-09	4,384	4,514
2009-10	4,449	4,650
2010-11	4,516	4,789
2011-12	4,584	4,933

Source: Strategic Plan (2008-2014), analysis by Maas Companies

A tentative five-year projection of FTES reflecting the previously described growth model would result in 329 additional FTES to be housed in five years. If the College were to grow at 3% per year for the next 5 years, then 4,933 FTES would have to be housed.

PROFILE OF FUTURE PROGRAM OF INSTRUCTION

The following table depicts the current and projected program of instruction organized by Discipline/Program of the College. The years 2015 and 2020 were used as benchmark years for the projections. As previously mentioned, the model uses a growth projection of 2% per year through the year 2015 and a 1.5% annual growth rate thereafter.

The data in the table is intended for stimulating conversations. For this purpose, the projections are allowed to be linear, but actual planning conducted at the program levels must take into consideration of additional factors that act as either impetus or restraints. While the overarching goal is to

maintain growth, programs will encounter ups and downs in their enrollments, budgets, and industry demands.



CAÑADA COLLEGE - PROGRAM OF INSTRUCTION BY TAXONOMY OF PROGRAMS INSTRUCTIONAL DIVISION - FALL SEMESTER 2007															
DEPARTMENT	2007 ACTUALS					2015 PROJECTED					2020 PROJECTED				
	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES
Accounting	10	719	719	-	24	12	842	842	-	28	13	907	907	-	30
Anthropology	7	629	617	12	21	8	737	723	14	25	9	794	779	15	26
Architecture	2	264	193	71	9	2	309	226	83	10	3	333	244	89	11
Art	14	1,199	822	377	40	16	1,404	963	441	47	18	1,513	1,037	476	50
Astronomy	4	690	338	352	23	5	809	396	413	27	5	871	427	445	29
Biology	30	5,437	2,405	3,032	181	35	6,370	2,817	3,553	212	38	6,863	3,035	3,828	229
Business	10	550	392	158	18	12	644	459	185	21	13	694	495	199	23
Career & Personal Develop	15	498	492	6	17	18	584	577	7	19	19	629	621	7	21
Chemistry	8	1,240	443	797	41	9	1,453	520	933	48	10	1,565	560	1,005	52
Comp. Bus. Office Tech.	37	1,732	911	821	58	43	2,029	1,067	962	68	47	2,186	1,150	1,036	73
Computer Info. Science	4	132	63	69	4	5	155	74	81	5	5	167	80	87	6
Cooperative Education	6	461	-	461	15	7	540	-	540	18	8	581	-	581	19
Dance	11	734	-	734	24	13	860	-	860	29	14	926	-	926	31
Developmental Lrng. Skills	1	3	-	3	0	1	4	-	4	0	1	4	-	4	0
Drama	6	217	132	85	7	7	254	155	99	8	8	274	167	107	9
Early Childhood Education	28	2,439	2,181	258	81	33	2,857	2,555	302	95	35	3,078	2,752	325	103
Economics	6	442	286	157	15	7	518	335	183	17	8	558	360	198	19
Engineering	4	289	92	197	10	5	338	108	230	11	5	364	116	248	12
English	40	4,794	3,654	1,140	160	47	5,617	4,282	1,335	187	50	6,051	4,613	1,439	202
English Second Language	68	9,027	8,198	829	301	80	10,577	9,605	972	353	86	11,394	10,348	1,047	380
Fashion Merchandising	17	1,249	1,010	239	42	20	1,463	1,183	280	49	21	1,576	1,274	302	53
Film	1	57	-	57	2	1	67	-	67	2	1	72	-	72	2
Geography	1	69	69	-	2	1	81	81	-	3	1	87	87	-	3
Geology	1	30	-	30	1	1	35	-	35	1	1	38	-	38	1
Health Science	15	370	307	63	12	18	433	360	73	14	19	467	388	79	16
History	13	1,282	1,282	-	43	15	1,502	1,502	-	50	16	1,618	1,618	-	54
Human Services	10	595	465	130	20	12	697	545	152	23	13	751	587	164	25
Interior Design	20	1,585	1,179	406	53	23	1,856	1,381	476	62	25	2,000	1,488	512	67

CAÑADA COLLEGE - PROGRAM OF INSTRUCTION BY TAXONOMY OF PROGRAMS INSTRUCTIONAL DIVISION - FALL SEMESTER 2007															
DEPARTMENT	2007 ACTUALS					2015 PROJECTED					2020 PROJECTED				
	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES	NET SEC	TOT WSCH	LEC WSCH	LAB WSCH	SEM FTES
Learning Center	18	1,092	55	1,037	36	21	1,280	64	1,215	43	23	1,378	69	1,309	46
Library Science	1	6	-	6	0	1	7	-	7	0	1	8	-	8	0
Literature	4	309	309	-	10	5	362	362	-	12	5	390	390	-	13
Management	2	38	23	15	1	2	45	27	18	1	3	48	29	19	2
Mathematics	45	6,626	4,462	2,165	221	53	7,764	5,228	2,536	259	57	8,364	5,632	2,732	279
Medical Assisting	17	815	621	194	27	20	955	728	227	32	21	1,029	784	245	34
Multimedia, Cañada	16	1,221	626	595	41	19	1,430	734	697	48	20	1,541	790	751	51
Music	9	809	668	141	27	11	947	782	165	32	11	1,020	843	178	34
Oceanography	2	152	152	-	5	2	179	179	-	6	3	192	192	-	6
Paralegal Studies	7	360	307	53	12	8	422	360	62	14	9	455	388	67	15
Philosophy	6	465	465	-	16	7	545	545	-	18	8	587	587	-	20
Phys Ed - Fitness	45	2,830	46	2,784	94	53	3,316	54	3,262	111	57	3,572	58	3,514	119
Phys Ed - Individual Sport	3	99	-	99	3	4	116	-	116	4	4	125	-	125	4
Phys Ed - Team Sport	12	707	-	707	24	14	828	-	828	28	15	892	-	892	30
Phys Ed - Varsity Sports	4	806	-	806	27	5	945	-	945	31	5	1,018	-	1,018	34
Phys Ed Adaptive/Corrective	6	243	-	243	8	7	284	-	284	9	8	306	-	306	10
Physical Education - Theory	3	8	3	5	0	4	10	4	6	0	4	10	4	6	0
Physics	5	664	375	289	22	6	778	439	339	26	6	838	473	365	28
Political Science	8	642	492	150	21	9	752	576	176	25	10	810	621	190	27
Psychology	10	911	829	82	30	12	1,067	971	96	36	13	1,150	1,046	104	38
Radiologic Technology	7	1,091	161	930	36	8	1,278	189	1,090	43	9	1,377	203	1,174	46
Reading	12	2,035	1,585	450	68	14	2,385	1,857	527	79	15	2,569	2,001	568	86
Real Estate	2	119	119	-	4	2	139	139	-	5	3	150	150	-	5
Sociology	7	619	556	63	21	8	725	651	74	24	9	781	702	80	26
Spanish	18	1,299	896	404	43	21	1,522	1,049	473	51	23	1,640	1,131	510	55
Speech Communication	6	533	533	-	18	7	625	625	-	21	8	673	673	-	22
Student Government	1	34	34	-	1	1	40	40	-	1	1	43	43	-	1
TOTAL	665	61,266	39,566	21,700	2,042	779	71,783	46,358	25,425	2,393	839	77,331	49,941	27,389	2,578

Source: Cañada College Office of Institutional research; analysis by Maas Companies, Inc.

FACILITY FOR GROWTH

A Facilities Master Plan was developed for Cañada College in 2006. Approximately 140 million dollars has been provided for new buildings and remodeling for the Cañada campus from two major bond measures approved by the citizens of the county. Progress on the Facilities Master Plan and the advent of any new facility needs are reviewed annually by the College in conjunction with the Construction and Maintenance Department of the district.

CURRENT PROJECT LIST

The voters of San Mateo have approved two major Prop 39 Measures to allow the College to make considerable improvements to its facilities. These improvements have a direct and lasting benefit for the students, faculty and staff at the College. Because of the extensive renovations and new construction at Cañada, there are improved facilities for instruction and student services throughout the College.



Following are project lists for projects under Measure A and Measure C.

CAÑADA COLLEGE PROJECT LIST - MEASURE A - AS OF MARCH 31, 2008						
Location	PROJECT NAME	Project List Reference	Budget	Expenditure as of 03/31/2008	Commitments	Balance
MEASURE A PROJECTS						
DW	Project Requirements/Compliance	I, II, III	2,828,343.78	1,545,575.43	169,662.94	1,113,105.41
DW	CIP2 Management Expenses	I, II, III	4,957,882.98	2,713,073.27	238,100.32	2,006,709.39
DW	Technology Upgrades	II.C/D/E	300,000.00	0.00	0.00	300,000.00
DW	Payoff of Facilities Lease Obligations	III.J	31,296,944.76	31,296,944.76	0.00	0.00
DW	Energy Efficiency Projects	I.N	793,723.00	693,723.00	0.00	100,000.00
DW	FF&E Showroom	II.F	126,850.14	103,588.70	0.00	23,261.44
DW	Safety & Security Cameras	I.H	950,000.00	27,008.36	71,813.14	851,178.50
DW	Contingency	I, II, III	56,485.19	0.00	0.00	56,485.19
DW	Small Projects	I.H	378,626.64	249,765.49	40,680.90	88,180.25
DW	Infrastructure Upgrades	I.H	6,432,924.00	428,013.39	302,374.38	5,702,536.23
DW	Halon Fire Suppression	I.H	70,000.00	7,183.93	55,415.07	7,401.00
DISTRICT-WIDE PROJECT TOTAL			48,191,780.49	37,064,876.33	878,046.75	10,248,857.41
Cañada	Bldg 13 Modernization	I.H	2,976,000.00	7,528.22	0.00	2,968,471.78
Cañada	Bldg 16/18 Modernization	I.H	4,202,097.00	1,404,112.28	1,707,943.81	1,090,040.91
Cañada	Bldg 7 FMC	I.H	2,506,426.00	645,085.18	1,363,837.96	497,502.86
Cañada	Bldg 5/6 Modernization	I.H	6,287,000.00	103,218.69	703,007.82	5,480,773.49
Cañada	Bldg 1 Modernization	I.H	1,973,000.00	10,811.93	0.00	1,962,188.07
Cañada	Bldg 8 Admin Renovation	I.H	1,449,464.00	135,453.59	171,884.38	1,142,126.03
Cañada	Valve Replacement	I.H	67,076.00	25,000.00	0.00	42,076.00
Cañada	CAN Concession Stand	I.H	482,390.00	52,388.20	0.00	430,001.80
Cañada	Bldg 3 Modernization	I.H	833,334.00	231,924.39	9,258.27	592,151.34
Cañada	Gateways, Circulation & Parking	III.K	9,613,333.00	618,259.89	238,158.90	8,756,914.21
Cañada	Quad Water Feature	I.H	255,000.00	242,482.96	7,535.30	4,981.74
Cañada	CAN Exterior Building Signage	I.H	45,000.00	0.00	0.00	45,000.00
Cañada	Athletic Facilities Upgrade Ph2	I.H	2,975.00	2,975.00	0.00	0.00
CAÑADA COLLEGE PROJECT TOTAL			30,693,095.00	3,479,240.33	4,201,626.44	23,012,228.23

CAÑADA COLLEGE PROJECT LIST - MEASURE C - AS OF MARCH 31, 2008						
Location	PROJECT NAME	Project List Reference	Budget	Expenditure as of 03/31/2008	Commitments	Balance
MEASURE C PROJECTS						
DW	General Bond Expenses		211,700.01	209,700.01	0.00	2,000.00
DW	Project Requirements/Compliance	Footnote 1	13,924,122.77	13,160,362.28	611,667.75	152,092.74
DW	Energy Efficiency Projects	I.T.1 THRU 6	17,381,628.43	17,281,628.43	100,000.00	0.00
DW	Central Plant	I.T.3	14,362.00	14,362.00	0.00	0.00
DW	Property Acquisition (Pacific Heights)	III.D.2	16,440,348.00	16,440,348.00	0.00	0.00
DW	KCSM Digital Project	II.E	5,160,000.00	4,912,267.68	117,468.33	130,263.99
DW	Geotechnical Services	I.B	118,127.37	118,127.37	0.00	0.00
DW	Fire Alarm Upgrade Ph. II	I.G	189,000.00	189,000.00	0.00	0.00
DW	CEQA Compliance	I.B.-F/L/M/R-V	56,038.36	56,038.36	0.00	0.00
DW	Teledata Upgrade	II.A THRU C	4,655,075.00	3,975,483.91	494.64	679,096.45
DW	Computer Maintenance Mgmt System	II.D	250,000.00	29,729.33	0.00	220,270.67
DW	CIP1 Contingency		456,680.65	0.00	0.00	456,680.65
DISTRICT-WIDE PROJECT TOTAL			58,857,082.59	56,387,047.37	829,630.72	1,640,404.50
Cañada	Bldg 3 Fine Arts	I.O/P/Q	3,253,513.16	3,247,730.30	5,045.00	737.86
Cañada	Bldg 6 Library	I.O/P/Q	23,668.39	23,668.39	0.00	0.00
Cañada	Bldg 9 Learning Resource Center (new)	II.A.1	9,089,648.00	8,605,522.29	132,463.91	351,661.80
Cañada	Space Programming	III.D.2	377,348.13	338,339.49	19,402.10	19,606.54
Cañada	Exterior Walkway Lighting	I.T.2	279,328.15	269,355.99	0.00	9,972.16
Cañada	Swing Space	III.D.2	62,471.60	62,471.60	0.00	0.00
Cañada	Bldg 17 Sciences	I.O/P/Q	176,768.24	176,768.24	0.00	0.00
Cañada	Utility Infrastructure Upgrade	I.L/M/T.1&2; II.B	1,920,780.38	1,915,245.38	5,535.00	0.00
Cañada	Bldg 13 Academic Classrooms	I.O/P/Q	932,204.92	932,204.92	0.00	0.00
Cañada	Bldg 5 Student Center	I.O/P/Q	701,346.59	701,346.59	0.00	0.00
Cañada	Fire/Life Safety	I.G-H/T.1; II.B/D	538,982.50	538,982.50	0.00	0.00
Cañada	Bldg 2 Bookstore	I.O/P/Q; II.H/J	1,057,769.00	799,124.36	23,329.22	235,315.42
Cañada	Bldg 22 CDC/Academic Classrooms	I.O/P/Q; II.H/J	1,659,122.94	1,556,930.04	0.00	102,192.90
Cañada	Bldg 18 Sciences	I.O/P/Q	7,185.51	7,185.51	0.00	0.00
Cañada	Wayfinding Signage	I.N	123,662.06	123,662.06	0.00	0.00
Cañada	Bldg 1 Physical Education	I.O/P/Q	137,274.15	137,274.15	0.00	0.00
Cañada	Landscape Upgrades	I.R.S	2,705,335.30	2,705,335.30	0.00	0.00
Cañada	Parking/Sidewalk Upgrades	I.M	1,383,972.22	1,383,972.22	0.00	0.00
Cañada	Bldgs 16,17,18 Sciences	I.O/P/Q	6,897,412.77	3,187,575.70	3,621,481.94	88,355.13
Cañada	Bldg 8 Administration	I.O/P/Q	496,774.89	496,774.89	0.00	0.00
Cañada	Bldg 3/13/18 Summer '04 Classroom Renovation	I.O/P/Q; II.C/H	474,644.78	474,644.78	0.00	0.00
Cañada	ADA Accessibility Plan	I.I/J/L/M/N/Q.	31,120.56	31,120.56	0.00	0.00
Cañada	Emergency Building Repairs	I.A,C-F,J,T1-4	95,515.48	0.00	0.00	95,515.48
Cañada	Zone Controls	I.T.5,6	859,344.96	859,344.96	0.00	0.00
Cañada	Access Controls	I.Q	571,570.34	547,150.36	0.00	24,419.98
Cañada	Classroom Smart Technology	II.B/C/H/J	181,356.63	181,356.63	0.00	0.00
Cañada	Construction Management		442,494.40	442,494.40	0.00	0.00
Cañada	Bldgs 20 and 21	II.J	50,343.04	50,343.04	0.00	0.00
CAÑADA COLLEGE PROJECT TOTAL			34,530,959.09	29,795,924.65	3,807,257.17	927,777.27

Source: San Mateo County Community College District, Office of Facilities Planning, Maintenance and Operations

ACADEMIC SPACE PROFILE FOR 2015

The following tables depict the program of instruction when WSCH reaches 71,783 for a given semester. As stated earlier, this is based on an annual growth rate of 2% from the 2007 level.

CAÑADA COLLEGE - 2015 PROGRAM OF INSTRUCTION PROFILE							
DEPARTMENT	NET SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	12	842	28.07	842	-	398	-
Anthropology	8	737	24.57	723	14	342	21
Architecture	2	309	10.30	226	83	107	213
Art	16	1,404	46.81	963	441	455	1,135
Astronomy	5	809	26.96	396	413	187	1,061
Biology	35	6,370	212.35	2,817	3,553	1,333	8,278
Business	12	644	21.48	459	185	217	237
Career & Personal Development	18	584	19.46	577	7	273	18
Chemistry	9	1,453	48.43	520	933	246	2,399
Comp. Bus. Office Tech.	43	2,029	67.63	1,067	962	505	1,231
Computer Info. Science	5	155	5.17	74	81	35	139
Cooperative Education	7	540	17.98	-	540	-	1,387
Dance	13	860	28.67	-	860	-	-
Developmental Lrng. Skills	1	4	0.12	-	4	-	10
Drama	7	254	8.47	155	99	73	256
Early Childhood Education	33	2,857	95.24	2,555	302	1,209	647
Economics	7	518	17.27	335	183	158	275
Engineering	5	338	11.28	108	230	51	1,014
English	47	5,617	187.24	4,282	1,335	2,025	2,858
English Second Language	80	10,577	352.57	9,605	972	4,543	2,497
Fashion Merchandising	20	1,463	48.77	1,183	280	559	600
Film	1	67	2.23	-	67	-	172

CAÑADA COLLEGE - 2015 PROGRAM OF INSTRUCTION PROFILE							
DEPARTMENT	NET SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Geography	1	81	2.69	81	-	38	-
Geology	1	35	1.17	-	35	-	90
Health Science	18	433	14.44	360	73	170	157
History	15	1,502	50.08	1,502	-	711	-
Human Services	12	697	23.23	545	152	258	326
Interior Design	23	1,856	61.88	1,381	476	653	1,018
Learning Center	21	1,280	42.65	64	1,215	30	3,124
Library Science	1	7	0.23	-	7	-	10
Literature	5	362	12.08	362	-	171	-
Management	2	45	1.49	27	18	13	22
Mathematics	53	7,764	258.79	5,228	2,536	2,473	3,804
Medical Assisting	20	955	31.84	728	227	344	486
Multimedia, Cañada	19	1,430	47.68	734	697	347	1,491
Music	11	947	31.58	782	165	370	425
Oceanography	2	179	5.95	179	-	84	-
Paralegal Studies	8	422	14.07	360	62	170	93
Philosophy	7	545	18.17	545	-	258	-
Phys Ed - Fitness	53	3,316	110.53	54	3,262	26	-
Phys Ed - Individual Sport	4	116	3.87	-	116	-	-
Phys Ed - Team Sport	14	828	27.60	-	828	-	-
Phys Ed - Varsity Sports	5	945	31.49	-	945	-	-
Phys Ed Adaptive/Corrective	7	284	9.48	-	284	-	-
Physical Education - Theory	4	10	0.32	4	6	2	-
Physics	6	778	25.93	439	339	208	870
Political Science	9	752	25.08	576	176	273	264
Psychology	12	1,067	35.58	971	96	459	144
Radiologic Technology	8	1,278	42.61	189	1,090	89	2,332
Reading	14	2,385	79.49	1,857	527	879	1,355
Real Estate	2	139	4.64	139	-	66	-
Sociology	8	725	24.18	651	74	308	111
Spanish	21	1,522	50.75	1,049	473	496	709
Speech Communication	7	625	20.82	625	-	295	-
Student Government	1	40	1.33	40	-	19	-
TOTAL	779	71,783	2,393	46,358	25,425	21,928	41,278

Source: Cañada College Office of Institutional research; analysis by Maas Companies, Inc.

Academic Space Profile for 2020

The following tables depict the program of instruction when WSCH reaches 77,331 for a given semester. As stated earlier, this is based on an annual growth rate of 1.5% from the 2015 level.

CAÑADA COLLEGE - 2015 PROGRAM OF INSTRUCTION PROFILE							
DEPARTMENT	NET SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	13	907	30	907	-	429	-
Anthropology	9	794	26	779	15	368	23
Architecture	3	333	11	244	89	115	230
Art	18	1,513	50	1,037	476	491	1,222
Astronomy	5	871	29	427	445	202	1,142
Biology	38	6,863	229	3,035	3,828	1,436	8,918
Business	13	694	23	495	199	234	255
Career & Personal Develop	19	629	21	621	7	294	19
Chemistry	10	1,565	52	560	1,005	265	2,584
Comp. Bus. Office Tech.	47	2,186	73	1,150	1,036	544	1,326
Computer Info. Science	5	167	6	80	87	38	150
Cooperative Education	8	581	19	-	581	-	1,494
Dance	14	926	31	-	926	-	-
Developmental Lrng. Skills	1	4	0	-	4	-	10
Drama	8	274	9	167	107	79	275
Early Childhood Education	35	3,078	103	2,752	325	1,302	697
Economics	8	558	19	360	198	171	296
Engineering	5	364	12	116	248	55	1,092
English	50	6,051	202	4,613	1,439	2,182	3,079
English Second Language	86	11,394	380	10,348	1,047	4,894	2,690
Fashion Merchandising	21	1,576	53	1,274	302	603	646
Film	1	72	2	-	72	-	185
Geography	1	87	3	87	-	41	-
Geology	1	38	1	-	38	-	97
Health Science	19	467	16	388	79	183	169
History	16	1,618	54	1,618	-	766	-
Human Services	13	751	25	587	164	277	351
Interior Design	25	2,000	67	1,488	512	704	1,097
Learning Center	23	1,378	46	69	1,309	33	3,365
Library Science	1	8	0	-	8	-	11

CAÑADA COLLEGE - 2015 PROGRAM OF INSTRUCTION PROFILE							
DEPARTMENT	NET SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Literature	5	390	13	390	-	185	-
Management	3	48	2	29	19	14	24
Mathematics	57	8,364	279	5,632	2,732	2,664	4,098
Medical Assisting	21	1,029	34	784	245	371	523
Multimedia, Cañada	20	1,541	51	790	751	374	1,606
Music	11	1,020	34	843	178	399	457
Oceanography	3	192	6	192	-	91	-
Paralegal Studies	9	455	15	388	67	183	100
Philosophy	8	587	20	587	-	278	-
Phys Ed - Fitness	57	3,572	119	58	3,514	28	-
Phys Ed - Individual Sport	4	125	4	-	125	-	-
Phys Ed - Team Sport	15	892	30	-	892	-	-
Phys Ed - Varsity Sports	5	1,018	34	-	1,018	-	-
Phys Ed Adaptive/Corrective	8	306	10	-	306	-	-
Physical Education - Theory	4	10	0	4	6	2	-
Physics	6	838	28	473	365	224	937
Political Science	10	810	27	621	190	294	285
Psychology	13	1,150	38	1,046	104	495	156
Radiologic Technology	9	1,377	46	203	1,174	96	2,512
Reading	15	2,569	86	2,001	568	946	1,460
Real Estate	3	150	5	150	-	71	-
Sociology	9	781	26	702	80	332	119
Spanish	23	1,640	55	1,131	510	535	764
Speech Communication	8	673	22	673	-	318	-
Student Government	1	43	1	43	-	20	-
TOTAL	839	77,331	2,578	49,941	27,389	23,622	44,468

Source: Cañada College Office of Institutional research; analysis by Maas Companies, Inc.

Space Requirements: All Programs and Services of the College

Based on the growth projections for credit-WSCH and student enrollment (headcount), the following table is presented for the benchmark years 2015 and 2020. These projections take into account all facility needs of the College – academic space as well as space for support services.

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (Appendix C) and the College's current space inventory (*the San Mateo County Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2007*) the Cañada College shows no net need for space through the year 2020. There are space needs however in certain specific space categories. These facilities needs may be realized by the remodel or reconstruction of existing spaces that are overbuilt on campus.

The State Chancellor's Office monitors five space categories for funding consideration/support. These categories are classroom, laboratory, office/conference, library/LRC and instructional media (AV/TV). An analysis of the College's total space needs shows that by the year 2020 (when credit-WSCH reaches 77,331 in a given semester) the College will need additional space in two of the five categories (library and AV/TV).

Additional space needs will also be in evidence for the discretionary support service spaces of clinic/demonstration, physical education, assembly/exhibition, merchandising and data processing. A synopsis of the College's future space needs follows.



CAÑADA COLLEGE - SPACE ALLOCATION REQUIREMENTS PER TITLE 5 STANDARDS				
SPACE CATEGORY	DESCRIPTION	CURRENT ASF	ASF 2015	ASF 2020
0	INACTIVE	3,778	-	-
100	CLASSROOM	27,050	21,928	23,622
210-230	LABORATORY	38,737	41,278	44,468
235-255	NON CLASS LABORATORY	9,824	455	490
300	OFFICE/CONFERENCE	31,642	20,334	20,622
400	LIBRARY	19,403	25,359	27,003
520-525	PHYS ED (INDOOR)	22,669	35,000	35,000
530-535	AV/TV	6,109	11,631	12,086
540-555	CLINIC/DEMONSTRATION	818	8,252	8,780
610-625	ASSEMBLY/EXHIBITION	19,843	7,842	8,448
630-635	FOOD SERVICE	8,961	4,705	5,069
650-655	LOUNGE/LOUNGE SERVICE	1,753	3,206	3,454
660-665	MERCHANDISING	2,760	6,754	7,160
690-695	MEETING/RECREATION	2,953	2,611	2,813
710-715	DATA PROCESSING/COMP	570	5,000	5,000
720-770	PHYSICAL PLANT	11,299	10,230	10,801
800	HEALTH SERVICES	90	1,200	1,200
TOTAL		208,259	205,785	216,015

Source: Cañada College Office of Institutional research; San Mateo County Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, §57028

Net Space Needs 2020

Based on the projections, the following table provides a more detailed analysis of space needs for the year 2020 or more accurately, whenever WSCH reaches 77,331. Based on the current space inventory, the College requires an additional 7,756 ASF of space by the year 2020. The College will require additional space in several space categories. These are indicated as positive numbers in the right column of the table. Facilities may be converted from one space category to another through remodel or reconstruction.

Of the space categories showing net space needs, 7,600 ASF will be needed in library space and 5,977 ASF will be needed in AV/TV space. The College is overbuilt (has more space than it requires) in the categories of office, classroom, assembly/exhibition and food service.

CAÑADA COLLEGE - TOTAL SPACE REQUIREMENTS - YEAR 2020				
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	2020 TITLE 5 QUALIFICATION	PLUS/MINUS DIFFERENCE
0	INACTIVE	3,778	0	(3,778)
100	CLASSROOM	27,050	23,622	(3,428)
210-230	LABORATORY	38,737	44,468	5,731
235-255	NON CLASS LABORATORY	9,824	490	(9,334)
300	OFFICE/CONFERENCE	31,642	20,622	(11,020)
400	LIBRARY	19,403	27,003	7,600
520-525	PHYS ED (INDOOR)	22,669	35,000	12,331
530-535	AV/TV	6,109	12,086	5,977
540-555	CLINIC/DEMONSTRATION	818	8,780	7,962
610-625	ASSEMBLY/EXHIBITION	19,843	8,448	(11,395)
630-635	FOOD SERVICE	8,961	5,069	(3,892)
650-655	LOUNGE/LOUNGE SERVICE	1,753	3,454	1,701
660-665	MERCHANDISING	2,760	7,160	4,400
690-695	MEETING/RECREATION	2,953	2,813	(140)
710-715	DATA PROCESSING/COMP	570	5,000	4,430
720-770	PHYSICAL PLANT	11,299	10,801	(498)
800	HEALTH SERVICES	90	1,200	1,110
-	TOTAL	208,259	216,015	7,756

Source: Cañada College Office of Institutional research; San Mateo County Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, §57028



Total Cost of Ownership

As part of its institutional master planning process, Cañada College and the San Mateo County Community College District (SMCCCD) are committed to developing a systematic, college and district-wide approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a district-wide process for the on-going assessment of future programs, services and facilities. Preliminary discussions have suggested that the concept of “Total Cost of Ownership” (TCO) may be a viable approach to addressing this concern.

DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true,

effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years). The one-time costs or capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

PURPOSE OF THE PROCESS

The College and District intend to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the district. The basis for this

procedure shall be the concept of Total Cost of Ownership (TCO) as it is typically used in areas such as information technology, governmental cost assessments and corporate budget analysis.

The purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in the district is evaluated and, at the same time, to establish a quantitative, data base that will assist the district and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities.

OBJECTIVES TO BE ACHIEVED

The objectives to be achieved by the development of this procedure are as follows:

1. Establish an agreed upon systematic procedure for the evaluation of existing and proposed college facilities.
2. Utilize the concept of “Total Cost of Ownership” (TCO), to develop a process

for the evaluation of facilities that can be integrated into the overall TCO program of the district.

3. Develop a procedure for the assessment of existing and proposed facilities that utilizes existing data from college files as well as information from the state-wide files of the Community College Chancellor's Office.
4. Ensure that the database developed for the procedure is compatible with current state reporting systems such as Fusion.
5. Design the prototype system in a manner that allows the college to annually update the information in the system and add additional data elements as may be needed as part of the institutional planning and budgeting process.

APPROVAL PROCESS

The facilities planning module is a portion of the overall Total Cost of Ownership planning model that must be developed by the district. As such, it must be integrated into the overall planning system and ultimately approved through the district/college's shared governance process.



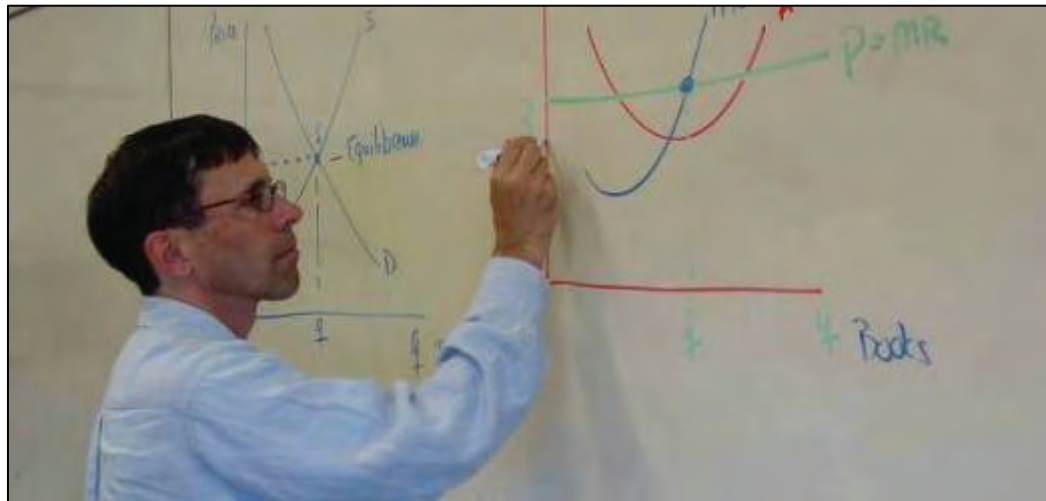
INFRASTRUCTURE / UTILITY SYSTEMS

In addition to the capital construction cost for facilities, the district must also construct major infrastructure improvements throughout the project site/college campus. As part of the total cost of ownership, each building must assume a proportionate share of the infrastructure capital improvement

costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus. In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value cost of a campus-wide system has been estimated at \$29,800,000. The breakdown of

Section Four: Planning for Growth and Success

costs by major category is shown in the following table. The table below provides the College with an outline of the information that will be needed to implement a Total Cost of Ownership (TCO) analysis for any proposed, new, or remodeled facilities.



CAMPUS-WIDE INFRASTRUCTURE CAPITAL IMPROVEMENT COST	
Electricity	\$3,900,000
Water	\$2,700,000
Gas	\$1,300,000
Data/Communications	\$5,500,000
Sewer/Storm Drains	\$4,400,000
Roads, Parking, Landscaping	\$7,100,000
Grading, Misc. Improvements	\$4,900,000
TOTAL	\$29,800,000

SUMMARY OF PLANNING FOR GROWTH AND SUCCESS

Vitality and viability, taken together, define the charted waters of success. For the next 6 to 12 years, the College should consider maintaining the growth momentum while carefully adjusting curriculum and program offerings. Change in instructional programs need to be embraced by faculty and staff, relying upon trends, projections and other evidence, and fully utilizing program reviews as their primary vehicle.

These efforts alone will not guarantee the completion of planning, implementation and the ultimate success. Many elements affecting the success of the College must also be considered. Space utilization and total cost of ownership, among others, should all be factored into the growth planning equation.



Section Five: College Goals, Strategies & Plan Implementation

The Educational Master Plan is of the utmost importance to the college campus because it is not only a comprehensive documentation of evidence but also a blueprint for action. The previous four sections of the EMP document the progression from data to analysis to projected enrollments and space requirements. This last section, Section Five, contains the core of the plan: eleven broad college goals, strategies for reaching the goals, success factors for each strategy, and specific assignment of responsibility and resources that support the implementation of the plan. This section is self-contained and will be widely shared and carefully evaluated after the plan is adopted for implementation.

Therefore, it is useful to provide a few explanations to the key elements of this section, namely goals, strategies, and success

factors. In addition, a description of implementation and evaluation of the plan is provided.

Goals – these are purposefully broad and overarching. They provide a general sense of the high aspiration that applies to all or a large part of the college community. The goals typically remain stable over the life of the Educational Master Plan from 2008 to 2012.

Strategies – these are more specific than the goals and are grouped under the goals. They represent ways the College will take to reach the goals. They also give directions to inform and direct various levels of planning efforts. They engender dialogue about priorities high and low and are reviewed and revised on a yearly basis.

Success Factors – these are potential outcomes of the strategies. They are SMART – Specific, Measurable, Achievable, Realistic and Timetabled. In addition to the success factors, the College will use additional means to measure the success of the strategies, such as the annual plan evaluation, overall institutional effectiveness, and other means involving surveys.

Action Plans – they represent the transition from a strategy to a plan of action. Action plans are projects or initiatives that are aimed at moving forward on a strategy. They usually come from specific college functions which may involve multiple departments and personnel. A description of an action plan should include desired outcomes, milestones (timelines), related cost estimates, responsible parties, funding sources, and are linked to various unit and program review.

The Eleven Broad College Goals

1. Base all curricular and programming decisions on data driven strategies.
2. Develop new programs and strengthen existing programs to meet community and business needs.
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.
4. Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.
5. Improve the persistence and transfer rate of students enrolled in transfer classes.
6. Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.
7. Increase the entrepreneurial actions by seeking new revenue sources.
8. Develop and strengthen external collaborative relationships and partnerships.
9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.
10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.
11. Improve the number of certificate and degree awards.

**STRATEGIC PLAN 2007 – 2008 ANNUAL
PROGRESS REPORT**

Goal 1: Base all curricular and programming decisions on data-driven strategies.			
Activity 1: Use data to make informed changes in programs, curriculum, schedules, and student services including a cost benefit analyses.			
Action Plan 1: Complete the data report using the definitions supplied on page 102 in Basic Skills Handbook.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Regular funding	Primary Responsible Person(s): College Researcher	
	Success Factor: Comprehensive Basic Skills report	Other Responsible Person(s): ISSC/Administrative Council	
Timeline: August 20, 2007			
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing
Goal 1: Base all curricular and programming decisions on data-driven strategies.			
Activity 1: Use data to make informed changes in programs, curriculum, schedules, and student services including a cost benefit analyses.			
Action Plan 2: Develop a cohesive set of research questions that allow us to begin tracking identified Student cohorts.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Regular Funding	Primary Responsible Person(s): College Researcher	
	Success Factor: Research questions	Other Responsible Person(s): ISSC/Administrative Council	
Timeline: September 30, 2007			
<i>Report Status</i>	<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing
Goal 2: Develop new programs and strengthen existing programs to meet our community and business needs.			

Activity 1: Develop partnerships with Employment Development Department and Workforce Investment Board to investigate employment trends developing the county economy.			
Action Plan 1: To contact business leaders in the Bay Area to identify where there are employment opportunities and identify the emerging trends in industry and community based organizations.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>		Funding Source: Reassigned time	Primary Responsible Person(s): Linda Hayes and faculty
Timeline: April 20, 2008		Success Factor: Report/Statistics	Other Responsible Person(s):
<i>Report Status</i>	<input type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Ongoing
Goal 2: Develop new programs and strengthen existing programs to meet our community and business needs.			
Activity 5: Develop and promote a professional looking College brochure that displays current programs and career pathways.			
Action Plan 1: Develop a general College brochure (in Spanish and English)			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input checked="" type="checkbox"/> Ongoing: <input type="text" value="\$15,000"/>		Funding Source: \$26,000 is set aside for this purpose from Student Growth funds	Primary Responsible Person(s): Robert Hood
Timeline: October 1, 2007		Success Factor: A completed brochure	Other Responsible Person(s):
<i>Report Status</i>	<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Ongoing

Goal 2: Develop new programs and strengthen existing programs to meet our community and business needs.			
Activity 5: Develop and promote a professional looking College brochure that displays current programs and career pathways.			
Action Plan 2: Following the development of Career Pathways (see Goal 5-4, 11-4), create appropriate marketing materials.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Funding from carry over.	Primary Responsible Person(s): Deans and appropriate faculty.	
Timeline: May, 2008	Success Factor: Marketing materials in place.	Other Responsible Person(s):	
<i>Report Status</i>	<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.			
Activity 1: Increase student recruiting, especially with under-served markets as identified in this plan.			
Action Plan 1: Instruction Office and Academic Senate to identify a person to investigate and develop a model including courses for an Honors Program.			
Estimated Cost: <input type="text" value="\$9,000.00"/> <input checked="" type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Release Time	Primary Responsible Person(s): Marilyn McBride	
Timeline: December 30, 2007	Success Factor: Person and model identified	Other Responsible Person(s):	
<i>Report Status</i>	<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.			
Activity 1: Increase student recruiting, especially with under-served markets as identified in this plan.			
Action Plan 2: Develop activities focused on Middle School outreach.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Funding from Special Events	Primary Responsible Person(s): Tom Mohr	
Timeline: May 15, 2008	Success Factor: 3 activities (students & parents)	Other Responsible Person(s):	
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing
Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.			
Activity 1: Increase student recruiting, especially with under-served markets as identified in this plan.			
Action Plan 3: Expand and deepen recruiting activities for High School.			
Estimated Cost: <input type="text" value="\$10,000"/> <input type="checkbox"/> One Time: <input type="text"/> <input checked="" type="checkbox"/> Ongoing: <input type="text"/>	Funding Source:	Primary Responsible Person(s): Melissa Raby	
Timeline: May 15, 2008	Success Factor: 3 additional activities (students & parents)	Other Responsible Person(s): Robert Hood	
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Goal 4: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language.			
Activity 1: Create a basic skills taskforce on campus to develop new approaches and strategies with the statewide framework as a reference.			
Action Plan 1: Develop a series of Professional Development opportunities for faculty and staff which focus on recruitment, retention, and basic skills.			
Estimated Cost: <input type="text"/> <input checked="" type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>		Funding Source: Staff Development Funds and Basic Skills allocation	Primary Responsible Person(s): Professional Development Coordinator and Basic Skills Task Force by means of recommendation
Timeline: May 15, 2008		Success Factor: Completion of workshops offered	Other Responsible Person(s):
<i>Report Status</i>	<input checked="" type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing
Goal 4: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language.			
Activity 1: Create a basic skills taskforce on campus to develop new approaches and strategies with the statewide framework as a reference.			
Action Plan 2: Identify a task force and develop and implement a Basic Skills Strategic Plan.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>		Funding Source: Basic Skills Fund	Primary Responsible Person(s): Marilyn McBride, Phyllis Lucas-Woods, Academic Senate
Timeline: May 15, 2008		Success Factor: Strategic Plan and some completed activities	Other Responsible Person(s):
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Goal 5: Improve the persistence and transfer rate of students enrolled in transferable courses.			
Activity 3: Reinforce and promote the image of Cañada College as a successful transfer institution.			
Action Plan 1: Develop elements of the website which respond to the expectations of students wishing to transfer to Universities.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>		Funding Source: Time for Roberta Chock and assistance from the District	Primary Responsible Person(s): Tom Mohr
Timeline: December 30, 2007		Success Factor: New information on the web	Other Responsible Person(s):
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing
Goal 5: Improve the persistence and transfer rate of students enrolled in transferable courses.			
Activity 4: Create pathways by which students can move through transfer programs in a timely fashion (see Goal 11-4).			
Action Plan 1: Examine and develop new appropriate curriculum for transfer AA's for articulation with CSU's and UC's.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>		Funding Source:	Primary Responsible Person(s): Deans
Timeline: May 15, 2008		Success Factor: 10 pathways will be identified	Other Responsible Person(s):
<i>Report Status</i>	<input type="checkbox"/> Complete	<input checked="" type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Goal 6: In dialog with business and industry, support and strengthen existing workforce programs. Through research and sustained interaction with the business community, pursue new programs and courses which reflect the dynamic occupational and specific needs of the Bay Area economy.			
Activity 1: Build and maintain relationships with Chambers of Commerce in the Bay Area.			
Action Plan 1: Developing and maintaining partnerships for Chemistry and Allied Health.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Grant funds	Primary Responsible Person(s): Victoria O'Donnell	
Timeline: May 15, 2008	Success Factor: List of industry partnerships	Other Responsible Person(s): Jeanette Medina and Doug Hirzel	
<i>Report Status</i>	<input type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input checked="" type="checkbox"/> Ongoing

Goal 7: Increase entrepreneurial actions across the College by seeking new revenue sources.			
<i>This Goal has been pre-empted by the SMCCC Foundation which has employed a Fund Developer who is developing more than one-third of their time to fundraising for Cañada College.</i>			
Activity 2: Increase the support for personnel and non-personnel resources in the development office.			
Action Plan 1: Employ a College Fund Developer.			
Estimated Cost: <input type="text"/> <input type="checkbox"/> One Time: <input type="text"/> <input type="checkbox"/> Ongoing: <input type="text"/>	Funding Source: Approximately \$90,000 from the General Fund	Primary Responsible Person(s): Tom Mohr	
Timeline: October 30, 2007	Success Factor: Employment accomplished	Other Responsible Person(s):	
<i>Report Status</i>	<input type="checkbox"/> Complete	<input type="checkbox"/> In Progress	<input type="checkbox"/> Ongoing

Master Plan Implementation

The Cañada College community understands that clear, coherent communication throughout the college concerning the established planning processes of the College and the goals and proposed actions emanating from that effort are critical to productivity of those plans. The College will

utilize at once, and regularly, every communication vehicle available to it so that all faculty, staff, students and their leaders are aware of the directions taken and strategies applied by means of the Educational Master Plan. The Shared Governance process is central to the college community understanding the basis for planning and is the basic platform for ongoing communication about how plans are derived and the means allowing for most frequent opportunity for input as the planning cycle unfolds. The Shared Governance structure of the College will be followed to be certain that the Educational Master Plan is properly vetted throughout every component of the college. The College will rely on the entities depicted in the Planning Implementation Entities to provide the

oversight for the plan implementation. The newly proposed elements of the Shared Governance structure, Instructional Planning Council and Student Services Planning Council, will be brought before the Planning and Budget Committee and the College Council. The Planning and Budget Committee has begun its annual analysis of the Progress Reports of actions taken on the College Goals which were identified and brought forward by the Strategic Planning process. A summary report of the progress achieved on each goal will be brought before the College Council.

With the establishment of the Office of Planning, Research and Student Success and the appointment of the College Researcher, the research agenda of the college will be formulated to provide for the measurement of success factors which on a yearly basis allow the college to evaluate its progress and,



through analysis, to determine any appropriate modification of actions which support goals and strategies.

Divisions and departments have embraced annual planning with Program Reviews including SLO analysis as the foundation of that process. Recommendations from these annual assessments are shared with other planning committees. Each year's division and department goals and plans must reference and be connected with the goals of the Educational Master Plan. Yearly requests for funding of either faculty or program are accompanied by the coherent connection with the EMP and demonstrate the supporting data, often elucidated by the assistance of the Research Office. Presentations of the Division plans and the requests forthcoming from them are presented to the College through the Shared Governance process twice yearly.



Master Plan Evaluation

In an effort to improve institutional effectiveness, the College should review and update the Educational Master Plan on an annual basis and use it as the foundation document to update all related institutional plans such as plans assessing student learning programs and services, technology services, human resources, facilities and budget. These plans need to be integrated and linked to support the mission of the

College and, at the same time, reinforce the strategies included in the District's Strategic Plan.

The Program Review process and format should be reviewed, redefined and shared with the faculty to ensure consistency in data collection and formatting and assisting in the master planning process of the College.

In addition, the College needs to continue to develop the Student Learning Outcomes (SLO) within a specific timeline for each area or program and incorporate the SLO's into the College planning process with the intent to ultimately use them as a basis to plan and implement institutional improvements to courses, programs, degrees and services.

MASTER PLAN EVALUATION PROCESS

The Planning, Research and Student Success Office should lead the efforts in developing an evaluation plan and in guiding all evaluative activities resulting in an annual report. The Planning, Research and Student Success Office should work closely with the College's Master Planning Committee in articulating the purpose of evaluation, identifying criteria to be used, designing evaluation procedures, selection of data, and in drafting the final report. The evaluation results must be made formally to the College Council and reflected in the updates of the Educational Master Plan, so that the plan is continually reviewed, adjusted, and reinvented.

As part of an overall district and college master planning process, the College should conduct master plan evaluation on a yearly basis with emphasis on both formative



(process) and summative (outcome) assessment.

FORMATIVE EVALUATION

The formative evaluation of the master plan will start with the process and the various entities responsible for the development and implementation of strategies and action plans. Forums and surveys will be used to gather feedback in regards to participation, commitment, communication, and leadership types of issues. The outcome of formative evaluation will include a review of the process and recommended actions.

SUMMATIVE EVALUATION

Simultaneously, the summative evaluation is conducted by collecting and reviewing key performance indicators that are associated with the plan strategies and success factors. The data collection process and data elements collected will be recommended by the Planning, Research and Student Success Office to the Master Plan Steering Committee for adoption. In future years, the

same set of criteria will be used for consistency. The outcome of summative evaluation will include trend and performance data as well as analysis. The evaluation results will be shared with different groups on campuses. Opportunities

will be provided to the entities for contextual information regarding significant changes in their performances.







Section Six: Appendices

Appendix A – Glossary of Terms

Academic Calendar Year:

Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale: $175 \text{ days} \div 5 \text{ days per week} = 35 \text{ weeks} \div 2 \text{ primary terms} = 17.5 \text{ week semester}$.

$175 \text{ days} \times 3 \text{ hours} = 525 \text{ hours}$ – which equal one (1) full-time equivalent student.

Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).

ADA:

Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan:

That part of the Facility Master Plan that defines the current and proposed capital improvements the College will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory:

See 'Space Inventory'

API (Academic Performance Index):

The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit <http://www.cde.ca.gov/ta/ac/ap/>.)

ASF:

Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas, and restrooms).

Budget Change Proposal (BCP):

A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD:

Computer Assisted Design

California Community College System Office:

The administrative branch of the California Community College system. It is a state agency which provides leadership and technical assistance to the 109 community colleges and 72 community college districts in California. It is located in Sacramento and allocates state funding to the colleges and districts.

Capacity:

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/load Threshold Ratios (AKA “Cap Load(s)”):

The relationship between the space available for utilization (square footage that is assignable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs:

See ‘Capital Projects’.

Capital Outlay Budget Change Proposal (COBCP):

A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects:

Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

Carnegie Unit:

A unit of credit; a student’s time of 3 hours per week is equivalent to one unit of credit.

CCFS:

320 (“The 320 Report”): One of the primary apportionment (funding) documents required by the state. It collects data for both credit and noncredit attendance. Three reports are made annually; the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full-time equivalent students.

Census:

An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term.

Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA:

The Division of the State Architect (DSA) determines California’s policies for building design and construction. It oversees K-12 schools and community college design and construction. Its responsibilities include assuring that all drawings and specs meet with codes and regulations.

EAP (Early Assessment Program):

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their

senior year. (For details, visit <http://www.calstate.edu/EAP/>).

Educational Centers:

A postsecondary institution operating at a location remote from the campus of the parent institution which administers it and recognized by the Chancellor’s Office as a Center.

Educational Master Plan:

A part of the college’s Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the facilities master plan.

Enrollments (Unduplicated):

A student enrollment count (also referred to as “Head Count”) based on an Individual Student Number or Social Security Number that identifies a student only once in the system.



Environmental Impact Report:

In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect on the environment then an EIR must be prepared. It provides detailed information about a project’s environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities:

All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.

Faculty Loads:

The amount of “teaching time” assigned/appropriated to a given instructional class— i.e. lecture or laboratory, to a given semester, or an academic year (2 semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full-time equivalent faculty; a “full



faculty load.” Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan:

The Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems). It identifies regulations impacting those facilities and deficiencies and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities, deficiencies of those criteria and defines a plan of correction. It draws on information contained in the educational master plan.

Final Project Proposal (FPP):

The FPP identifies the project justification, final scope and estimated costs of all acquisitions, infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds

detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governor's to determine whether the project has met the criteria for state funding.

Five Year Capital Construction Plan (5-YCP): See ‘Annual Five Year Construction Plan’.**FTEF:**

An acronym for “full-time equivalent faculty.” Used as measure by the state to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES:

An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also

used as a student workload measure that represents 525 class (contact) hours in a full academic year.

GSF:

An acronym for “gross square feet.” The sum of the floor areas of the building within the outside faces of the exterior walls; the “total space” assignable and non assignable square feet combined.

Hardscape:

Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP):

A document which provides information such as project costs, type of construction involved, relevance to master plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the educational and facility master plans and the 5-YCP. It is used to determine a project’s eligibility for State funding before districts make significant

resource commitments into preparing comprehensive FPPs.

Lecture:

A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the “Carnegie unit”; a student’s time of 3 hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory:

A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan:

An extensive planning document which covers all functions of the college or district. Master plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets and a comprehensive plan of action and funding.

Middle College:

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College,

students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>.)

Punch List:

The items in a contract that are incomplete. If a job is designated as substantially complete for purposes of occupancy then those remaining items to be completed or resolved form the punch list.

Report 17:

See Space Inventory Report.

Schedule Maintenance Plan:

See Annual Five-Year Scheduled Maintenance Plan.

Service Area:

SMCCCD service area is concomitant with the San Mateo County boundaries. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

SLOAC:

The Student Learning Outcomes and Assessment Cycle.

Space Inventory Report: (Or “REPORT 17”):

A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for Capital Outlay Projects (IPP’s, FPP’s), Five-Year Construction Plan, space utilization of the college or district and projecting future facility needs.

Key Components of Space Inventory:

Room Type (room use category):
Identifies room by use or function.

ASF (assignable square feet)

GSF (gross square feet)

Stations

STAR Test

Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each

subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>).

Strategic Plan:

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.

TOP/CSS Code:

Rooms or space are assigned for a particular use and function or a specific discipline or service. The state has a numeric code, a four-digit number that identifies the “type” of use that is supported by a particular

room/space. (see TOP Code(s)) Space Utilization: Assumed by most faculty/staff on-campus to mean the level or degree to which a room is utilized – the room’s capacity, vis-à-vis the percentage of the capacity that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom-laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOP Code(s):

The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is

reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of state purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

Total Cost of Ownership (TCO):

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true,

effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).

WSCH:

An acronym for “Weekly Student Contact Hours.” WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF:

Represents the ratio between the faculty’s hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The state productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching 5 sections of Sociology, each section meeting

for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching 3 sections of Biology, each section meeting for 6 hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 student = 450 WSCH/FTEF).



Appendix B – State Title 5 Standards

OVERVIEW

A combination of factors was used to arrive at future capacity requirements. These included identifying a future program of instruction, determining the amount of credit-WSCH generated, ascertaining the current space holdings of the District, and applying quantification standards outlined in Title 5 of the California Administrative Code. Title 5 standards define the tolerance thresholds for space.

PRESCRIBED STATE SPACE STANDARDS

The California Code of Regulations, Title 5 (Sections 57000-57140) establishes standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served (or some variant thereof, e.g., weekly student contact hours), produce total capacity requirements

that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing and future capacity requirements are summarized in the following tables.

Each component of the standards identified is mathematically combined with a commensurate factor (see table below) to produce a total assignable square foot (ASF) capacity requirement for each category of space.

PRESCRIBED SPACE STANDARDS		
CATEGORY	FORMULA	RATES/ ALLOWANCES
CLASSROOMS	ASF/Student Station	15
	Station utilization rate	66%
	Avg hrs room/week	34.98
TEACHING LABS	ASF/student station *	*
	Station utilization rate	85%
	Avg hrs room/week	23.37
OFFICES/CONFERENCE ROOMS	ASF per FTEF	140
LIBRARY/LRC	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
INSTRUCTIONAL MEDIA AV/TV	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

Source: California Code of Regulations Title 5, Chapter 8

Standards for Lecture Space

The determination of lecture assignable square feet (ASF) is based on the size of the College. Colleges generating 140,000 WSCH or more are allowed a factor of 42.9 ASF/100 WSCH.

Standards for Laboratory Space

Listed in the following table are the Title 5 state standards used to determine assignable square footage (ASF) for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

ASSIGNABLE SQUARE FEET FOR LABORATORY SPACE			
TOP CODE DIVISION	CODE	ASF/STATION	ASF/100 WSCH
Agriculture	0100	115	492
Architecture	0200	60	257
Biological Science	0400	55	233
Business / Mgt.	0500	30	128
Communication	0600	50	214
Computer Info. Systems	0700	40	171
Education/PE	0800	75	321
Engineering Tech/Industrial Tech	0900	200	321 to 856
Fine/Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health Science	1200	50	214
Consumer Ed/Child Development	1300	60	257
Law	1400	35	150
Humanities	1500	50	214
Library	1600	35	150
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public Affairs/Services	2100	50	214
Social Science	2200	35	150
Commercial	3000	50	214
Interdisciplinary	4900	60	257

Source: Maas Companies - Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

NON-STATE SPACE STANDARDS

The State provides standards for utilization and planning for more than 60% of all types of spaces on campus. Capacity estimates for those remaining spaces – representing approximately 40% – are based on a combination of factors including the size and/or nature of the institution. Standards for the remaining types of spaces are presented in the following table. These standards were determined based on a national study of space and on approval of the State Chancellor's Office.

SPACE DETERMINATION FOR NON-STATE STANDARD FACILITIES		
CATEGORY OF SPACE	BASIS	ASF/ FACTOR
Non-class Laboratory	0.095ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5-35,000
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF per Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 – 6,000
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: Maas Companies & State Chancellor's Office

PROGRAM REVIEW SCHEDULE – INSTRUCTIONAL PROGRAMS

CAÑADA COLLEGE - PROGRAM REVIEW SCHEDULE			
DISCIPLINE	DIVISION	PREVIOUS REVIEW	NEXT REVIEW
Accounting	Business, Workforce & Athletics	2005-2006	2011-2012
Anthropology	Humanities & Social Sciences	2005-2006	2012-2013
Art	Humanities & Social Sciences	2000-2001	2007-2008
Astronomy	Science & Technology	2005-2006	2011-2012
Biology	Science & Technology	2003-2004	2009-2010
Business Administration	Business, Workforce & Athletics	2005-2006	2011-2012
Business Information Technology	Business, Workforce & Athletics	2004-2005	2010-2011
Business Management	Business, Workforce & Athletics	2004-2005	2011-2012
Business/Office Technology	Business, Workforce & Athletics	2004-2005	2010-2011
Counseling	Counseling & Enrollment Services	2005-2006	2011-2012
Chemistry	Science & Technology	2005-2006	2011-2012
Computer Information Science	Science & Technology	2002-2003	2008-2009
Cooperative Education	Business, Workforce & Athletics	1996-1997	2007-2008
Early Childhood Education	Business, Workforce & Athletics	2002-2003	2008-2009
Economics	Business, Workforce & Athletics	2005-2006	2011-2012
Engineering	Science & Technology	2005-2006	2011-2012
English	Humanities & Social Sciences	2004-2005	2010-2011
ESL	Humanities & Social Sciences	2004-2005	2010-2011
Fashion Design	Business, Workforce & Athletics	2005-2006	2011-2012
Foreign Language	Humanities & Social Sciences	2005-2006	2011-2012
Geography	Science & Technology	2005-2006	2011-2012
Health Science	Science & Technology		2007-2008
History	Humanities & Social Sciences	2006-2007	2012-2013
Human Services	Business, Workforce & Athletics	2002-2003	2008-2009
Interior Design	Business, Workforce & Athletics	2006-2007	2012-2013
Learning Center	University Center & Academic Support Svcs	2002-2003	2008-2009
Library	University Center & Academic Support Svcs	2002-2003	2008-2009
Literature	Humanities & Social Sciences	2004-2005	2010-2011
Mathematics	Science & Technology	2003-2004	2009-2010
Medical Assisting	Business, Workforce & Athletics	2004-2005	2010-2011
Multimedia	Business, Workforce & Athletics	2006-2007	2012-2013
Music	Humanities & Social Sciences	2001-2002	2007-2008
Paralegal	Business, Workforce & Athletics	1996-1997	2007-2008
Philosophy	Humanities & Social Sciences	2006-2007	2012-2013
Physical Education and Athletics	Business, Workforce & Athletics	2004-2005	2010-2011
Physics	Science & Technology	2005-2006	2011-2012
Political Science	Humanities & Social Sciences	2006-2007	2012-2013
Psychology	Humanities & Social Sciences	2006-2007	2012-2013
Radiologic Technology	Science & Technology	2006-2007	2012-2013
Reading	Humanities & Social Sciences	2004-2005	2010-2011
Sociology	Humanities & Social Sciences	2006-2007	2012-2013
Speech	Humanities & Social Sciences	2006-2007	2012-2013
Theater Arts	Humanities & Social Sciences	1997-1998	2007-2008

PROGRAM REVIEW SCHEDULE –STUDENT SERVICES

CAÑADA COLLEGE - STUDENT SERVICES PROGRAM REVIEW CYCLE			
DISCIPLINE	DIVISION	PREVIOUS REVIEW	NEXT REVIEW
Admissions & Records	Counseling & Enrollment Services	2008-2009	2014-2015
Counseling/Matriculation Assessment Orientation Outreach Transfer	Counseling & Enrollment Services	2007-2008	2013-2014
Disabled Students Programs & Services (DSPS)	University Center & Academic Support Services	2008-2009	2014-2015
Extended Opportunity Programs & Services (EOPS)	University Center & Academic Support Services	2008-2009	2014-2015
Financial Aid	Student Services	2008-2009	2014-2015
Health Services	Student Services	2007-2008	2013-2014
Learning Center	University Center & Academic Support Services	2002-2003	2008-2009
Library	University Center & Academic Support Services	2002-2003	2008-2009
Psychological Services	Student Services	2007-2008	2013-2014
Student Activities	Student Services	2007-2008	2013-2014
TRiO Student Support Services	University Center & Academic Support Services (began 2004)		2009-2010
TRiO Upward Bound	University Center & Academic Support Services (began 2003)		2009-2010
University Center	University Center & Academic Support Services (began 2001)		2009-2010

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¹ Data per SMCCCD Strategic Plan (2008-2014)

- ACCJC Letter of Warning
<http://www.canadacollege.edu/inside/accred-oversight/Warning%20Letter.PDF>
- 2007 Accreditation Self-Study
<http://www.canadacollege.edu/inside/accreditation/index.html>
- Accreditation Oversight Web Page
<http://www.canadacollege.edu/inside/accred-oversight/index.html>
- California Community College System Office
<http://strategicplan.cccco.edu/>
- California Department of Labor, and from county, state and federal databases
http://wikis.ala.org/godort/index.php/California#California_State_Agency_Databases
- California Post-Secondary Education Commission
<http://www.cpec.ca.gov/>
- Cañada College Environmental Scan—October 2006;
<http://www.canadacollege.edu/inside/strategicplanning/docs/environmental-scan.pdf>
- Cañada College Follow Up Letter to ACCJC
<http://www.canadacollege.edu/inside/slo/index.html>
- Canada College Strategic Plan Web Page (we cite using these sources)
<http://www.canadacollege.edu/inside/strategicplanning/index.html>

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- College Council Webpage
http://www.canadacollege.edu/inside/college_council/index.html
 - College Student Equity Plan
<http://www.canadacollege.edu/inside/institutional-reports/Student-Equity-Plan-0405.pdf>
 - College Technology Master Plan
<http://www.canadacollege.edu/inside/ed-master-plan/Technology-Plan-Draft-06-25-08.pdf>
 - Enrollment Projections for Cañada College_(Voorhees group)- January, 2007;
<http://www.canadacollege.edu/inside/strategicplanning/docs/enrollmentprojections01.07.pdf>
 - Facilities Master Plan http://www.smccd.edu/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf
 - Faculty/Staff Survey Administered by Maas – data is included in the Educational Master Plan – will copy data and post to website
 - Noel-Levitz Survey
<http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
 - Planning and Budget Web Page
<http://www.canadacollege.edu/inside/planning-budget/index.html>
 - Program Review Webpage
http://www.canadacollege.edu/inside/program_review/index.html
 - San Mateo County Community College District 2006 Facilities Master Plan (Steinberg Architects);
http://www.smccd.net/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf
 - SMCCCD Strategic Plan <http://www.smccd.edu/accounts/smccd/departments/educationservices/ssp/resources.shtml>

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- Strategic Plan for Cañada College- April, 2007 (Voorhees Group);
<http://www.canadacollege.edu/inside/strategicplanning/Strategic-Plan-by-R-Voorhees-04-07.pdf>
 - Student Media Preferences Survey – to see this document, please contact Robert Hood, Director of Marketing for Cañada College at hoodr@smccd.edu
 - Student Survey Report- February, 2008.
<http://www.canadacollege.edu/inside/institutional-reports/StudentSurveyReport-02-08.pdf>

