



STRATEGIC PLAN EXECUTIVE SUMMARY

Cañada College began the process of developing a strategic plan in August 2006. This participatory process was structured to assess the College's external environment and internal data to make recommendations on instructional programs and support services to meet the changing demands of the community. The strategic plan also was developed to support the College's accreditation visit by the Western Association of Schools and Colleges scheduled for October 2007.

This strategic plan was driven both by wide participation and by data. Three rounds of strategy sessions with internal and external stakeholders as well as two open Town Hall meetings held on the Cañada campus provided a platform for participants to learn about the College and its operations. Additionally, extensive conversations with College administrators, faculty leadership, and students and contact with local K through 12 educators and community leaders guided the development of recommendations and goals.

Data and information were drawn from Cañada College internal sources, the San Mateo Community College District Offices, California Community College Chancellor's Office, the California Postsecondary Education Commission, the California Department of Labor, and from local, state, and federal databases available through the Internet. Instructional and non-instructional programs were surveyed throughout the fall of 2006 to add to intelligence gathering and to develop a global sense of the College's strengths, challenges, and requirements.

Environmental Scan

Cañada College is operating in an environment in which constant change is the norm. There are a number of paradoxes at work. As a whole the County is remarkably affluent and highly educated, there are locations that are not doing as well. Chief among the factors that influence the College's future are:

- Population growth in San Mateo County will be slower than increases forecast for California. This impacts future enrollment potential for the College and the San Mateo Community College District.

- Most of the population growth in the County will be Hispanic, especially Hispanic youth. Already a Hispanic Serving Institution, it is likely that the College will serve an increasing number of Hispanics in the near future.
- The countywide proportion of older adults is increasing and they are likely to enjoy high household incomes. At the same time, two age segments that are prime consumers of educational opportunities found at community college are decreasing: the traditional-aged college population (20 to 24 years old) and younger working-aged adults (25 to 44 years old).
- While the adult education levels have been increasing in the County since 1990, Redwood City adults are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.
- The Cost of Attendance at Cañada College is more than \$16,500 per year for a full-time student living independently off-campus, a statistic reflecting the high cost of housing in San Mateo County, and about \$5,200 for a full-time student residing with her or his family.
- The median monthly rental price for a 2-bedroom apartment in San Mateo County is \$1,536. Observing the maxim that no more than 30 percent of gross income should be allocated for shelter, it would take \$61,440 annual income to afford this apartment.
- With a few exceptions, the number of high school students in San Mateo County is trending upward, especially the southern portion of the County. At the same time, the number of first-time freshmen entering Cañada College from its feeder high schools has declined slightly.
- More than 19,000 public school students in San Mateo County are classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K through 12 curriculum. There are twice as many English learners enrolled in the Sequoia High School District (n=1,604) as in the San Mateo Union High School District.
- Within a 10-mile radius of Redwood City 84 percent of households have access to the Internet, 72 percent have access in their homes, and 78 percent of all households own a personal computer.
- Community support for Cañada College is strong. Ninety percent responding to a recent survey indicated they would recommend the College to a friend.
- There are currently 59 land-based postsecondary institutions that award Associate degrees and certificates degrees within a 30-mile radius of the College's main campus. Almost all of these competitors are public community colleges.

- With the exception of food preparation workers and other labor-intensive jobs, most occupations in the Bay Area will require high skills, especially in critical thinking, computational, and science-related areas

Current Internal Status

- There is a recent trend toward more full-time students. Most of this growth is not in the recent high school graduate segment. Rather, it is occurring in the 20 to 24 year-old age cohort.
- Cañada has experienced a downward trend in working-aged students, especially those aged 30 and older. This decline has been accompanied by fewer evening and weekend classes.
- The College's proportion of White enrollment has declined by nearly a third over the past five years while the number of Hispanic students has increased slightly. Asian and African-American enrollments have remained nearly level.
- A little more than 100 students transfer each year to public 4-year institutions in California.
- Cañada College receives less state appropriation as a proportion of its total budget than a group of comparator institutions, meaning that the College is more dependent on local appropriations to make up the difference.
- Four of every five courses are available only on a traditional 17-week basis. Few classes are available on the weekend or through self-paced or online modes. The College should consider course availability closely given traffic congestion and preferences among learners of all ages for flexible options.
- Cañada awards about 360 associate degrees and certificates each year.
- Cañada College hosts the first University Center located at a community college in California, a unit intended to increase access to baccalaureate degrees for residents of the southern Peninsula by creating partnerships with 4-year colleges and universities.
- These broad program areas have experienced growth over the past five falls: health (1041%), biological sciences (123%), law (92%), public and protective services (70%), physical sciences (49%), family and consumer sciences (27%), social sciences (22%), education (17%), and mathematics (14%). Several of these growth areas are in the "hard science" areas.
- A handful of broad program areas experienced declines of the past five falls: information technology (-87%), foreign languages (-51%), engineering and industrial technology (-

27%), and business and management (-13%). Given the College's location near Silicon Valley, these findings merit further investigation.

- The developmental, or remedial, education program is the largest at Cañada. Recent enrollment trends in the developmental program are flat. Success in offering a comprehensive remedial program is critical to all other programs.

Future Projections

- There are more than 70 potential programs which Cañada might consider that have no other competitors within a 30-mile radius.
- All of College's existing instructional programs have competitors in a 30-mile radius. Six programs have three competitors.
- Based on analyses of labor markets and current institutional capacities these new programs are strong candidates for consideration: assisted living administrator, cardiovascular technology, construction trades/apprenticeship, environmental science technology, geomatics/GIS, home health aide, homeland security, logistics, occupational therapy assisting, personal training, and teaching assistant.
- Overall enrollment is forecast to grow between 8.6 and 16.6 percent from the years 2010 to 2030, depending on enrollment management options pursued by Cañada College.

Strategic Goals

After considering its environment, current status, and future projections, the College arrived at these strategic goals. The strategic plan also contains strategic actions and measurement strategies, or success factors, under each goal:

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

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

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

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

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

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

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

Goal Eight: Develop and Strengthen relationships with external stakeholders

Goal Nine: Increase student engagement

Goal Ten: Increase professional development opportunities

Revised Mission Statement

In addition to leading to strategic goals, the strategic planning process also led to a revision of the College's mission statement. This statement is designed to provide cohesive focus for internal stakeholders and to educate the community about Cañada's aspirations to serve its service area:

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

Values Statement

The strategic planning process also provided a vehicle for members of the college community to discuss their values and the values that the institution should promote. After a process of deliberation, these values were identified as underlying the College's operations and future.

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community;
- Provide a personal, caring atmosphere.
- Promote student access, success, self-efficacy, and passion for learning

- Encouraging a passion for lifelong learning
- Demanding and insuring excellence in teaching and supporting our students
- Incorporating ethical approaches into all aspects of the educational process;
- Striving to be an innovative college by responding to the changing needs of students, community, and industry
- Practicing the inclusion of shared governance processes in all appropriate aspects of College life.