



Leadership Retreat

August 10, 2023



Land Acknowledgement

We acknowledge that Cañada College sits on the traditional land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and we pay respects to past elders and honor the present community.

Long before Cañada College existed, this area was home to the Ramaytush Ohlone peoples who still have a presence in the Bay Area today.

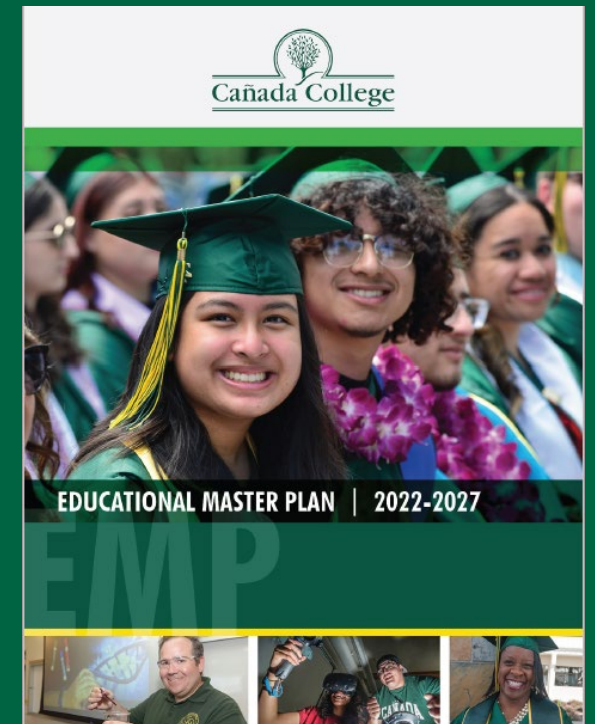
Let us not forget the colonization of this land.

Let us honor the people who have stewarded this land for generations, and let us honor the truth.

Icebreaker

Purpose of the Leadership Retreat

- Bring together leaders from every college constituency group: students, classified staff, faculty, administrators
- Consider our 5-year Education Master Plan:
 - what we've accomplished
 - what we'd like to prioritize accomplishing in the coming academic year
- Begin organizing ourselves for action on our priorities in the coming year



Last Year's "Top 6"

In 2023-24

Make registration easier and increase the % of students applying for financial aid (include discussion of Basic Needs)

Institutionalized as a permanent sub-committee of SSPC with an instructional faculty co-chair, and in 2023-24:
EMP 1.15 create and scale the First Year Experience Program
SEM 3.2.1 Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs.
SEM 3.2.2 Implement new and scale existing proactive strategies for registration support - including training and resources - for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds, District fee structures and processes).
SEM 3.2.3 Scale single-stop registration programs and events to support new and continuing students (e.g., registration workshops, FAFSA workshops, Financial Literacy workshops, Super Saturday).

Create a student-first course schedule (and a campus culture that supports completion in 3 years)

Institutionalized as part of Instructional Deans operational committee, with IPC advising.
Expand in 2023-24 to consider programs completable in the evening and online and in Menlo Park/EPA

Create a hub for evening and weekend students

Remains an active project. Expand to include EMP 1.2 Build on the CWA model. Will CWA be the "cohort" for evening students, regardless of their program of study? How can we monitor which degrees and certificates are available with an evening and online schedule only? Align with services/support.

Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

Merges with the following to become a new "Top 4" set of projects:
1.6 (new, ST, stackable certificates) and
1.7 (degrees and certificates available at Menlo Park and EPA)
3.6 Triple the number of high school students on campus during the summer and on Saturdays during the academic year

Institutionalized Support for Teaching and Learning

Remains an active project. Expand to include:
2.1 Increase support for faculty to provide individualized attention (Umoja practices)
2.2 Increase the use of equity-minded curriculum
2.3 Increase resources for faculty professional development
2.4 Sustain and expand faculty learning communities

Develop the College Cultural Center

Remains an active project. Rename priority: "Create and sustain an inclusive, antiracist, and equity-minded campus culture" and include:
2.9 Implement a campus-wide bias incident reporting system
2.10 Reimagine and transform college participatory governance processes and structures to address equity and antiracism in all integrated planning and resource allocation decisions
2.11 Develop the College Cultural Center (carry forward from 2022-23)

New “Top 4” for 2023-24

Included initiatives...

Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

Merges with the following to become a new “Top 4” set of projects:

- 1.6 (new, ST, stackable certificates) and
- 1.7 (degrees and certificates available at Menlo Park and EPA)
- 3.6 Triple the number of high school students on campus during the summer and on Saturdays during the academic year

Reimagine how we support students’ accessing career opportunities

New “Top 4” set of projects includes:

- 3.10 Centralize and coordinate employer relationships to scale opportunities for students
- 3.11 Create and expand career exploration experiences for students
- 3.12 Double the number of alumni connected to Cañada’s Alumni Organization by 2027 involving more of them in campus activities that strengthen the campus as a center of community life, provide career exploration for existing students, and develop new resources and connections for the College.

Strengthen transfer support services to increase transfers

New “Top 4” set of projects includes:

- 3.7 Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay
- 3.8 Strengthen transfer support services to increase transfers
- 3.9 Implement AB 1111 and 928

Create and sustain an inclusive, antiracist, and equity-minded campus culture

New “Top 4” set of projects includes:

- 2.8 Provide regular professional development that includes implicit bias and antiracism training every 2 years to all employees
- 2.9 Implement a campus-wide bias incident reporting system
- 2.10 Reimagine and transform college participatory governance processes and structures to address equity and antiracism in all integrated planning and resource allocation decisions
- 2.11 Develop the College Cultural Center (carry forward from last year)

Time	Activity	Lead Facilitator(s)
8:30 – 9:00 a.m.	Breakfast	
9:00 – 9:15 a.m.	Welcome <ul style="list-style-type: none"> • Land Acknowledgement • Awesome Icebreaker: “How Well Do You Know Cañada?” 	David Eck, Academic Senate President & Alex Claxton, Classified Senate President
9:15 – 9:25 a.m.	Purpose of the Leadership Retreat & Agenda Overview <ul style="list-style-type: none"> • Status of last year’s EMP Priority Projects • What do we hope to achieve today? <ul style="list-style-type: none"> ○ “Top 4” projects proposed for 2023-24 ○ What has been done to date on each project? ○ What do we need to move each project forward and address challenges? ○ Who needs to be involved and how do we make this happen this year? 	Kim Lopez, College President
9:25 – 9:45 a.m.	Student Priorities for 2023-24	Yuliana Leon Subias, ASCC President
9:45 – 10:00 a.m.	Response from President Lopez	Kim Lopez
10:00 – 11:00 a.m.	Walking Tour on Campus <i>Please bring your walking shoes and/or let us know if you would like assistance visiting various buildings on campus</i>	Manuel Alejandro Pérez, VPSS & Chialin Hsieh, VPI and various
11:00 11:15 a.m.	Introduction to Facilitated Sessions	
11:15 – 12:00 p.m.	Session 1: Create and sustain an inclusive, antiracist, and equity-minded campus culture	
12:00 – 1:00 p.m.	LUNCH <i>Community-building activities Followed by a Group Photo (outside)</i>	

12:00 – 1:00 p.m.	LUNCH <i>Community-building activities</i> <i>Followed by a Group Photo (outside)</i>	
1:00 – 1:45 p.m.	Session 2: Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially for BIPOC communities	Manuel Alejandro Pérez, VPSS & Chialin Hsieh, VPI and various
1:45 – 2:30 p.m.	Session 3: Strengthen transfer support services to increase transfers	
2:30 – 3:15 p.m.	Session 4: Reimagine how we support students' accessing career opportunities	
3:15 – 3:30 p.m.	Next Steps	Kim Lopez
3:30 p.m.	Closure	



Yuliana Leon Subias
President, Associated Students of Cañada College

Student Priorities 2023-2024 (ASCC Initiatives)



President Yuliana Leon & Vice President Chloe Knott



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WIFI



Food

Healthier Food Options

- Discount healthier food options like salads to encourage students to eat healthier
- Protein bars/clean protein bars
- Place healthier food option in high traffic places

Pricing

- Expand on \$3 brown bag meals
- Provide discounts for students who have student body cards
- Find less expensive sourcing



Food	
	Food Prices
	Food Quality
	Food Options
	Sam Cards
	Snacks on Campus
TOTAL FOOD	102



Transportation

Shuttles Between Schools

Provide easy and reliable transportation between Skyline, San Mateo, and Canada.

Carpool app

Create a carpool app for student in the San Mateo Community College District

Clipper Cards

Connect with clipper and find ways we can Potentially work together in helping students get to school

Transportation	
	Bus/Lyft
	Lyft
	Shuttle
TOTAL TRANSPORT	32

Participatory Governance

Student Senate Through Zoom

Advocating for the state to change the Brown Act in order for member to attend virtually if needed

Funding for scholarships

Compensate students for the work they do

Student Life	
	School Spirit (Engagement/Interactions)
	Campus Clubs
	Games for Gameroom
	Student Senate (Accessibility via Zoom)
TOTAL STUDENT LIFE	31

WIFI

Stronger wifi

Update the schools wifi to one that has a stronger connecting

Accessible Wifi


Potentially adding more wifi boxes around campus in places that lack connection to ensure students success in classes

Power	
	Outages
	Wifi
TOTAL POWER	94

Associated Students of Cañada College THANK YOU!

ASCC President Yuliana Leon and Vice President Chloe Knott





Session 1: Create and sustain an inclusive, antiracist, and equity-minded campus culture

11:15am-12:00pm

#6. Develop the College Cultural Center

EMP “Year 1” Accomplishments:

- Now hiring for Director of Equity and Cultural Center Program Services Coordinator
- Identified NEW permanent location
- Draft mission and goals after extensive research

College and/or community partners who are working on this:

- *Student Senate*
- *Student Services Planning Council*
- *Academic Committee on Equity and Success (now the Equity and Antiracism Planning Council)*
- *Faculty Equity Coordinator*
- *Representation includes: students, staff, faculty, and administrators*

Aligned Initiatives:

SEM Strategy 4.1.3: *(new) Develop and launch the Cultural Center facility and set goals for the academic year.*

SEM Strategy 4.1.4: *(new) Onboard and training Cultural Center leadership team (Director, Program Services Coordinator) in alignment with College-wide goals for equity and antiracism.*

Plans for EMP “Year 2”

- Planning and construction for new permanent location
- Identifying and operationalizing temporary space for Director of Equity and Program Services Coordinator
- Finalize* mission and goals for Cultural Center

** This is to be an iterative process as the Center evolves.*

Context-setting:

Equity & Antiracism Planning Council (EAPC),
Cultural Center, and Bias Education Team

[Slide Deck](#)

#1: Create and sustain an inclusive, antiracist, and equity-minded campus culture

EMP Objectives for 2023-24

- 2.8 Provide regular professional development that includes implicit bias and antiracism training every 2 years to all employees
- 2.9 Implement a campus-wide bias incident reporting system
- 2.10 Reimagine and transform college participatory governance processes and structures to address equity and antiracism in all integrated planning and resource allocation decisions
- 2.11 Develop the College Cultural Center (carry forward from last year)

Critical Reflections

as informed by Academic and Classified Senate, 22-23 Work Group Leads, Director of Equity, EAPC chairs, and Faculty PD Leads

Consideration that those in leadership positions are taking part in trainings on equity and antiracism.

Consideration that committees and governance bodies are engaging in critical review of policy/procedure that undermine equity and antiracism.

Commitment to complete and evaluate the EAPC pilot.

Considerations for faculty:

- Language: Asset Framing vs. Deficit Framing
- Equity Minded Syllabus
- Grade Mapping Data Exercise
- Case Studies – Event Analysis

Broad categories with highest levels of interest during Classified PD Needs Assessment:

- supporting diversity, equity, and inclusion in the workplace
- understanding antiracism and your role in it
- cultural awareness and competency

Classified staff are excited for the materials and trainings that EAPC will be sourcing and providing. We would love to see training that is relevant to the myriad of jobs classified staff perform on the campus.


With regards to the implicit bias training, we have heard some discontent with the current training being extremely static. Many people have had the same set of slides and content presented to them when they go for their second or third round of training to maintain their ability to be placed on hiring committees.

Reflection: 2023 - 2024 EMP objectives

Small Group Discussion

1. What are the challenges?
2. What is needed to complete these objectives?

30 min



Session 2: Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

1:00pm to 1:45pm

#4. Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

EMP “Year 1” Accomplishments:

- *Welcome letters to all HS Seniors (English, Spanish, Tagalog)*
- *New staff: 2nd College Recruiter (Focus: BIPOC community in EPA, MP, BH, NFO) and extended temp PSC for full academic year 22-23*
- *Expanded programming and engagement with existing partners*
- *Draft new MOUs with a focus on expanded presence off-campus*
- *Launched new efforts to expand Middle School student engagement*
- *Expanded memorabilia and visibility with community partner*
- *Expanded translation and interpretation in English, Spanish, and Tagalog*

College and/or community partners who are working on this:

- *HS Transition & Dual Enrollment*
- *Outreach & Marketing*
- *Office of VP of Student Services*
- *Office of the President*
- *City of Redwood City*
- *Redwood City Together*
- *Boys & Girls Club of the Peninsula*
- *College Track of EPA*
- *Foundation for a College Education (FCE)*
- *Redwood City Library*
- *Police Activities League (PAL)*
- *Upward Scholars*

Aligned Initiatives:

- **SEM Strategy 4.1.2:** *Build new and strengthen existing community engagement partnerships and relationships with BIPOC and special program populations that the College has not successfully connected with in our service area.*

Plans for EMP “Year 2”

- *Expanded MOUs with additional partners in EPA, Menlo Park, Belle Haven, North Fair Oaks*
- *Explore possibility of single stop registration events at off campus locations*
- *Review existing calendar of outreach and recruitment events for future on-campus and off-campus site locations*
- *Continue expanding middle school student engagement and include early childhood engagement experiences*



#2: Expand Programs and Opportunities

(in NFO, BH, EPA w/emphasis on BIPOC communities)

EMP Objectives for 2023-24

- 1.6 new, ST, stackable certificates
- 1.7 degrees and certificates available at Menlo Park and EPA
- 3.6 Triple the number of high school students on campus during the summer and on Saturdays during the academic year

Critical Reflections

as informed by Academic Senate, 22-23 Workgroup Leads, Job Train College Leads

Internal review and visioning provided key areas people are interested and invested in developing for Cañada (platicas, mobile classrooms, sports showcases, etc.)

Communication with community partners highlighted what they thought we did well and avenues to explore for next year, maintaining these relationships, etc.

Developing relationships with new community partners/businesses and bringing our expertise to their organization/platform

How would the program offerings relate to on-campus or distance education offerings?
Would the program's courses complementing, competing with, or completely different from our existing offerings?

What do we know about student demand?
What data do we have on off-site locations increasing student access?
For existing programs, how many students from off-site locations subsequently enroll Cañada's on-campus or distance education offerings?
For existing *programs*, how many students at the off-site locations had previously taken courses on-campus or through regular distance education offers?

How are students/potential being recruited and/or identified for the programs?

How are faculty being recruited/identified to create or teach the programs? Will there be any challenges in identifying faculty to teach the courses?

What are some of the most successful existing off-site degree/certificate programs at Cañada or at other community colleges?

Cañada College at Menlo Park exists thanks to a grant from the city of Menlo Park. Under this agreement, the college provides educational and career training services to the Menlo Park and East Palo Alto communities. Our office is located in the JobTrain building in Menlo Park, where JobTrain focuses on offering free vocational training to local residents seeking careers in various industries. Many of the students come from marginalized groups and are seeking job assistance.


During the pandemic, an idea emerged: How can we provide job training to students, while also exposing them to college resources and classes that will enhance their careers? With advice from our partners at JobTrain, we developed a menu of short-term, not-for-credit, continuing education courses. These courses equip the community with skills for different industries while exposing them to the support and pathways that they can access by becoming a Cañada College student.

JobTrain has been an amazing partner, and we both recommend each other's programs to our students to form one community of educational career training. We aim to keep expanding and improving these programs to serve the Menlo Park and East Palo Alto communities better.

Reflection: 23-24 EMP objectives
Small Group Discussion

1. What are the challenges?
2. What is needed to complete these objectives?

30 min



Session 3: Strengthen transfer support services to increase transfers

1:45pm to 2:30pm

#3: Strengthen transfer support services to increase transfers

EMP Objectives 2023-24

- 3.7 Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay
- 3.8 Strengthen transfer support services to increase transfers
- 3.9 Implement AB 1111 and 928

Critical Reflections

as informed by Colts U Transfer Center Leads, Curriculum Leads,
and Living the Promise MOU Leads

The singular lower division pathway (CalGETC): Overall, I think this is a positive change for students, especially students who apply for transfer to both UC and CSU campuses.

The singular lower division pathway (CalGETC): Concern to many is the elimination of Area E Lifelong Understanding & Self-Development. This area includes most of our PE courses and CRER courses, among others. I doubt this will change because most colleagues believe that the UC will never accept this Area on a GE pattern. The question for our college is whether we will continue to have an Area E on our local GE pattern. Typically we model our local AA/AS GE pattern after the transfer pattern so that students are not taking courses that they don't need for transfer.

ADT Path Mandate: I support our transferring students receiving 2-yr. degrees, either our local degree or an ADT because, life happens, and some students may never complete a Bachelor's degree. At least they will have a 2-year degree, rather than just an accumulation of units.

The Associate Degrees for Transfer were developed as a pathway for CSU transfer. The courses in the major on the ADT are those required by most CSU campuses, but not always for UC transfer. For example, the Psychology ADT requires MATH 200 Statistics, however most UC campuses require Pre-Calculus, or a Calculus series for Psychology transfer. Many differences exist in STEM majors.

The goal of AB 928 is to create a more seamless pathway for students and for students to be able to decrease their time to transfer. This will definitely benefit more "transfer-ready" students who tend to have a clearer transfer goal, as well as the support and resources. We can see the benefits of all students being placed on an ADT pathway or a local degree.

What is the anticipated impact on 1st generation, part-time students, students who are not part of categorical programs, etc?

This mandate requires the college to place transferring students on an ADT pathway, with some opt out provisions.

Critical Reflections (cont'd)

as informed by Colts U Transfer Center Leads, Curriculum Leads,
and Living the Promise MOU Leads

As a college, we need to develop a process that allows students to opt out of the ADT Path Mandate, if applicable. AB 928 allows opt out for students earning a local degree only (FASH, INTD, MEDA, LEGL, etc.), or students who are UC bound only. One complication is that students sometimes set a goal for UC transfer only, but may end up also applying to a CSU.

Increasing support and strengthening our messaging to students is more crucial than ever. COLTS-U Transfer Center needs to strengthen partnerships with EOPS, UMOJA, Puente, and other programs and Interest Areas to promote a transfer-going culture college-wide. For example, the Honors Transfer Program plans to operate under an "honors is for everyone" ethos. I think we can accomplish the same with transfer!

From a programmatic and grant opportunity lens – how can we strengthen and increase our university partnerships with a focus on ADT pathways?

Living the Promise focus areas:

Increase the number of students who participate in our early college access programs. We will focus on A-G courses, CTE courses and programs for our Adult School population. We will increase the size of our Middle College program as we focus on our BIPOC population.

The target audience this year will be Ravenswood City School District. We will plan tours and other exposure activities that will provide higher education opportunities for the students and families of the Ravenswood City School District.

We will work to increase the number of students who matriculate from SUHSD and enter Cañada College with the focus on attending San Francisco State University and California State University East Bay.

With less courses required under CalGETC, will this translate into less time that students will attend community college? Many first-gen college and part-time students need time to gain important leadership experiences and develop crucial skills that will help them strengthen their transfer applications and succeed at the university.

Reflection: 23-24 EMP objectives

Small Group Discussion

1. What are the challenges?
2. What is needed to complete these objectives?

30 min



Session 4: Reimagine how we support students' accessing career opportunities

2:30pm to 3:15pm

#4. Reimagine how we support students' accessing career opportunities

EMP Objectives

- 3.10 Centralize and coordinate employer relationships to scale opportunities for students
- 3.11 Create and expand career exploration experiences for students
- 3.12 Double the number of alumni connected to Cañada's Alumni Organization by 2027 involving more of them in campus activities that strengthen the campus as a center of community life, provide career exploration for existing students, and develop new resources and connections for the College.

Critical Reflections

as informed by College Career Center & Workforce Leads, Academic Senate, Director with Guided Pathways focus, and College Public Information Officer

INSTRUCTION: Develop low unit (.5 or 1) Careers In XYZ (Science & Health, Business & Accounting, Art, Design & Performance) that can be offered during the summer or late starts. Example NURS 666 CAREER EXPLORATION IN NURSING (1)

Provides an overview of nursing roles, educational requirements, responsibilities, job opportunities, and settings for nursing practice. Includes the historical evolution of current nursing roles, contemporary health care issues, and career pathways available in nursing. Designed for potential nursing majors and non-nursing majors.

STUDENT SERVICES: Increased visibility of programs and services that currently exist. Partner with Career Services to build out Career Exploration modules in the interest area Canvas shells. Can we leverage LAEP on campus? I'm thinking of something like "apprentice" chemistry majors under Roz to get hands on experience with lab materials so that they are better prepared if they want to enter directly into the workforce or apply for lab roles upon transfer. It's a broad interpretation of "research" but it's tied to one of our DHSI outcomes.

PROFESSIONAL ENHANCEMENT: Use an outside speaker (see attached example) to provide culturally relevant career readiness training for students, faculty & staff. A Train-the-Trainer Program for culturally relevant Career Readiness would also give the college internal resources to institutionalize an ongoing program.

Class time is precious however, at least once a semester it would be great if there was time set aside for guest speakers who are working or familiar with the discipline/major that students are learning about. Faculty buy-in with this concept would benefit students and instructors. I am approached by employers all the time for this type of opportunity along with the daily tabling that we already provide.

The College Central Job Board is the best way to have all our employer contacts in one place. The contacts and relationships that other departments on campus have are not necessarily reflected in the employer database. To really centralize campus contacts/relationships it would be nice to have campus departments share that information with the Career Center. We can reach out to employers and encourage them to create an account in the system or get their permission to create one for them. Likewise, the database can be made available to depts on campus so we can reach out to employers for Q&A/info sessions, internships and the like.

Are there discipline-specific guides for faculty on integrating career-related activities within coursework? Whatever happened to the stuff that Guided Pathways collected on career-related coursework examples?

Critical Reflections (cont'd)

as informed by College Career Center & Workforce Leads, Academic Senate, Director with Guided Pathways focus, and College Public Information Officer

What are our departments/faculty's wish list for exposing their students to informational interview/employment/intern opportunities?

Are there guides for any to market internship/apprenticeship opportunities for transfer-focused students? Is there information about how such activities could strengthen students transfer applications?

Are there opportunities for marketing programs or upcoming courses at job fairs or any other career focused events?

Expanding relationships through social media, specifically LinkedIn. We are currently showcasing student and alumni testimonials on Facebook, Instagram, LinkedIn and YouTube and will continue reaching out to grow our collection of testimonials.

Creating an annual alumni event...a regularly scheduled time/place for alumni to re-connect with fellow alums and the CAN employees who supported their success. To build on events that have momentum (or could use an enhancement to build attendance) perhaps link it to the Student Recognition Ceremony or Commencement.

Leverage programs who currently keep in touch with alums: RadTech, STEM, Fashion, Athletics, etc. Build off of existing annual events such as Colt Classic.

Apprenticeship: PRE-COLLEGE: (a) Middle School/High School with interest assessments; (b) Opportunities available in community college; © Explore career options early; (d) Intrusive support in HS for college enrollment; (e) Community outreach; (f) Two paths – career exploration and job reskilling

Apprenticeship: COLLEGE: (a) Portfolio, resume, and interview prep as part of classwork; (b) Industry standard training for high-paying careers; (c) Connecting to industry with guest speakers/site visits; (d) Student Assistants & pre-apprenticeship training – working in studio setting; (e) Apprenticeship and other work-based learning opportunities; (f) Long-term connection to major employers in our area

Reflection: 23-24 EMP objectives

Small Group Discussion

1. What are the challenges?
2. What is needed to complete these objectives?

30 min

Next Steps