Strategic Enrollment Plan 2014-2017

Progress Report 2014-2015

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Progress Report 2014-2015

There are 6 goals and 25 objectives in the Strategic Enrollment Plan:

A. Enrollment Management Goals
B. Community Goals
C. Student Success Goals
D. Student Demographic Goals
E. Instructional Program Offerings & Labor Markets Goals
F. New Student Enrollment Pipeline Goals

Deans and responsible parties met on Monday, August 10, 2015 to discuss progress on each objective. Data packets were provided before the meeting for the parties to review in advance. Champions for each goal had also reviewed and signed off on the progresses of each objectives. Each of the planning, instructional, and student service deans who worked on parts of this report gathered input from faculty and others to ensure comprehensiveness of each part of this progress report.

In the most general terms, we can say that the college is making steady progress towards achieving the goals of this Strategic Enrollment Plan. Over all, the achievement was at approximately 75% for the six goals, A through F. The objectives within Goal A show the greatest disparity in progress. Put frankly, this goal and these objectives are the most challenging for the college to achieve. Shifting priorities to improve productivity and achieve change in other quantitative measures has led to difficult decisions that have impacted faculty members' work and caused stress and tension. The instructional deans, faculty leaders, and others are continuing to seek ways to improve processes so that everyone can support the changes that the college is making. The next progress report will show greater success in Goal A, as faculty and administration work collaboratively to achieve all of the goals and their objectives.

Summary of Progress

Progress Report 2014-2015	Planning/ Discussion (25%)	Implementation (50%)	Ongoing (75%)	Complete (100%)
A. Enrollment Management Goals				
1. Load target	√			
2. Analysis of course schedule	√			
3. Criteria for course schedule				√
4. Current HS			√	
5. International students			√	
6. DE—CTE		√		
7. Late-start DE	√			
8. Online degree				√
B. Community Goals				
1. Pathway—job training			√	
2. Marketing material			√	
3. Promote College			√	
C. Student Success Goals				
1. Success rate of Black & Hispanic students			√	
2. Basic skills			√	
3. Monitor DE success			√	
4. Student Engagement Plan		√		
D. Student Demographic Goals				
1. High School Relations Plan			√	
2. High school students enrollment			√	
3. Research on high school graduates				√
4. Evening course offering & expansion of CWA			√	√
5. Research on greying population				√
E. Instructional Program Offerings & Labor Markets Goals				
1. CTE offering			√	
2. Potential new CTE programs			√	
F. New Student Enrollment Pipeline Goals				
1. Application to orientation			√	
2. Application to registration			√	
3. Orientation to registration			√	

A. Enrollment Management Goals: (VPI)

1. Use instructional Program Review to establish section- and program-specific enrollment/load targets. (Gregory)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

> The Office of Instruction has criteria by which it makes decisions regarding enrollment management. This process is effective, albeit outside of the formal program review guidelines. Some of the more critical factors that help delineate the process are as follows:
>
> 1) Block scheduling (all classes are scheduled within predetermined time slots to ensure that we are offering courses at optimal times and effectively utilizing facilities to maximize efficiency).
> 2) Emphasis on degree-applicable courses (the Office of Instruction and the respective instructional deans focus on offering courses that a part of an established degree/certificate programs. The college works through the curriculum committee to inactivate courses that are considered "stand-alone" classes).
> 3) Schedule courses in sequence (in addition to--in most cases--offering the opening courses in a degree in the fall semester and subsequent sequenced courses in the spring semester, we are mindful of the impact of cancelling classes when students need them to complete their program of study).

The completion to date is:
- **planning/discussion 25%**

2. Incorporate an analysis of course scheduling and delivery modes into instructional Program Review. (Gregory)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

> Consider add the question to the program review template "an analysis of course scheduling and delivery modes".

The completion to date is:
- **planning/discussion 25%**

3. Establish criteria for course scheduling. (Gregory)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The college has instituted several measures to ensure that we are scheduling courses in a manner that gives our students great flexibility in section selection, while at the same time making certain that we are not offering more classes than we can reasonably expect to fill. One of the most important steps we have taken involves the deans from the respective divisions working together to fashion scheduling pathways. This is most evident in the English and math schedule construction, as the deans from those areas schedule complementary basic skills English and math courses in a way that allows for students to take each subject at times that do not conflict. Another important step we have taken is to more carefully evaluate the enrollment history for our courses in past semesters so that we can better forecast the number of sections needed for the term. Moreover, we have created a rubric that allows us to track the enrollment in the weeks leading up to the beginning of the term so that we can add/cancel sections to meet student demand. Finally, we continue to adhere to our "block scheduling" model, which allows facilitates scheduling by allowing us to maximize room efficiency.

The completion to date is:
*   **complete 100%**

4. Increase the percentage of current high school students enrolled at Cañada. (Lizette)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The number of concurrent high school students increased by 20% from 752 in 2013-14 to 903 in 2014-15. Middle College saw an increase by 35% increase from 91 students in 2013-14 to 123 in 2014-15.

	2010/11	2010/11	2011/12	2011/12	2012/13	2012/13	2013/14	2013/14	2014/15	2014/15
MCHS Canada	104	36%	104	36%	105	38%	91	34%	123	36%
Non-MCHS	681	64%	730	64%	703	62%	661	66%	780	64%
Total	785	100%	834	100%	808	100%	752	100%	903	100%

Source: SMCCD Warehouse database, table SV_Student_Current_Courses.
Notes: Academic year includes summer, fall and spring terms.

Part of our overall Canada College High School Outreach efforts include High School and Community Presentations which highlight a variety of program and services, including Concurrent Enrollment and the Middle College. If a student is interested in Concurrent Enrollment, the Outreach Debarment will connect interested student to the application process. We also work closely to inform High School Counselors of the concurrent enrollment process. Middle College recruitment occurs at the school level and supported by Middle College personnel.

The completion to date is:
*   **ongoing 75%**

5. Increase the percentage of international students enrolling at Cañada College. (Lizette)
What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The number of international students enrolled at Cañada has increased by 103% since program inception in 2012-13. In 2014-15, 124 international students enrolled at Cañada.

Academic Year	Number of International Students	Percent increase from prior year
2012-13	61	N/A
2013-14	81	32.8%
2014-15	124	53.1%

Source: SMCCD Warehouse database, table SV_Student_Intl.
Notes: Academic year includes summer, fall and spring terms.

The International Student Program works collaboratively with the District Office to project international headcount for each semester and year. They review past enrollment patters and recruitment efforts to update their projections. The current projection for the 2015-16 academic year are: Fall 110 and Spring 130.

The completion to date is:
- **ongoing 75%**

6. Increase the Distance Education course sections, especially in Career Technology and Education (CTE). (Janet)
What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

In spring 2015, there were 76 sections of courses offered online. Of these 10 were CTE courses. This is compared to 67 total courses with 6 CTE in spring 13. So in 2 years, there has been a 9% increase in online sections and a 67% increase in CTE offerings online. (Janet)

Note: Office of Instruction (OI) uses the TOP codes on courses and programs. If the state deems that a specific TOP code is CTE, then OI does also.   For example, the state is using a CTE TOP code for the AS-T in nutrition and dietetics. The degree is a transfer degree by definition, so according to OI it should not have a CTE TOP code, but it does. So, OI will count it as a CTE program (everyone else will not). (Janet does not consider the CIS courses to be CTE since they are specifically targeted to the AS-T in computer science.) However, since the TOP code is marked as CTE, OI codes them as CTE.

The completion to date is:
- **implementation 50%**

7. Increase late-start DE offerings. (Gregory)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The College piloted a late-start online class and found lower success and retention. Many students enrolled in this class to qualify for financial aid after dropping another class that looked too hard. Thus, we do not consider the pilot a success. (Janet)

The completion to date is:
- **complete 100%**

8. Offer online certificate and/or degree programs. (Gregory)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The College offers 9 online degrees programs:

http://www.canadacollege.edu/accreditation/Canada_SubChg_AL_11-17-14.pdf

- Anthropology
- Economics
- History
- Political Science
- Psychology, including AA-T
- Interdisciplinary Studies: Social and Behavioral Sciences
- Interdisciplinary Studies with Transfer: Social and Behavioral Science
- Interdisciplinary Studies: Natural Science and mathematics
- Interdisciplinary Studies with Transfer: Natural Science and mathematics

The completion to date is:
- **complete 100%**

B. Community Goals: (VPSS)

1. Maintain and develop additional academic pathways that lead to job training or transfer in specific fields. (Kim)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Associate Degrees for Transfer (ADT)

Associate degrees for transfer are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. In 2014-15, ADT's were developed and approved in computer science, geography, mathematics, physics and submitted for biology and nutrition and dietetics at Canada College. Canada College currently has the following ADT programs: anthropology, art history, business administration, communication studies, early childhood education, economics, elementary teacher education, English, history, kinesiology, philosophy, political science, psychology, sociology, studio arts and theater arts.

College for Working Adults (CWA)

The College for Working Adults (CWA) is an academic program that allows students to earn three Associates degrees, while working full-time. Classses are held one evening per week and every other Saturday. The CWA curriculum ensures that within three years, students complete sixty transferrable units, their general education, graduation and transfer requirements for admission to a four-year California State University (CSU). The degrees are awarded from the following disciplines: 1) AA in Psychology; 2) AA in interdisciplinary Studies with an emphasis in Social and Behavioral Sciences; and 3) AA in Interdisciplinary Studies with an emphasis in Arts and Humanities. In 2014-15, a part-time retention specialist was hired in the spring semester to assist with student follow-up. Additionally, a full-time counselor and coordinator/instructor were requested through the college hiring process.

GE Thematic Pathways

The GE Pathways is a set of thematically associated courses across the IGETC pattern, CSU GE, and AA/AS GE. Students choose themes that interest them from multiple perspectives which provides course integration that explores an issue from different disciplines. The GE Pathways may also include high impact practices such as; Community Services, Public Lectures, Field Trips and Integrative Teaching on a Common Theme. The following are proposed pathways: Social Justice, Climate Change, Sustainability, Global Studies, Power and Politics and Arts, Media and Culture.

Business, Design and Workforce

In the 2014-15 academic year, the following academic pathways were developed:

- In collaboration with JobTrain and Sequoia Adult School, received successful funding in the C4SCP grant to create and implement a web design certificate administered through JobTrain. The college created an agreement to use with outside agencies to articulate classes that will allow the Web Design students to earn college credit for the classes they take at JobTrain. Once students complete the web design boot camp at JobTrain, they are assisted in finding employment as a web designer and/or continue their academic pathway at Cañada College.

- Active participation in Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. ACCEL is working throughout the region to provide pathways for adult school learners to enter the workforce or complete courses and programs for transfer. Beginning in fall 2015 the college will offer a program to adult school and traditional college students providing the full Cañada ECE certificate in a one year accelerated program. In addition the college will be involved in creating a similar pathway for Medical Assisting. Both these certificates provide direct entry into the workforce as well and courses that can apply to transfer for students who wish to complete a degree.

- Created the Entrepreneurship Center for students as part of the Entrepreneurship and Small Business Program starting fall 2015. A small space has been secured and the instructor provided with .2 release time through Perkins funding, to get the center up and running. The Entrepreneurship Center will be a resource and pathway for students who have the goal of starting their own business. It is, in essence, a lab for business start-ups. Through faculty advising and collaboration with other students and business partners, students will have support in creating their own business ventures.

The STEM Center
The STEM Center at Cañada College aligns all programs and resources focused on students working to transfer to a four-year university to complete a bachelor's degree in a Science, Technology, Engineering and Math (STEM) major. STEM students are all pursuing academic pathways that include Calculus and all lower-division major preparation before transferring as a junior student to a four-year university. The most popular STEM majors pursued by our students are all fields of engineering, computer science, biology and environmental science.   Through the STEM Center, students have opportunities to participate in intensive academic preparation activities such as Math Jam, Physics Jam and supplemental instruction and drop-in tutoring. In addition to participating in the STEM Speaker Series, assistance in applying to NSF and external scholarships and participation in STEM internship partnerships.

The completion to date is:
- **ongoing 75%**

2. Incorporate Cañada's proximity, course selection and affordability into our marketing materials. (Megan)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Messaging points:

- At $46 per unit, Cañada College provides affordable and enriching educational opportunities for the residents of San Mateo County.

- Residents can pursue certificates and degrees for career training or to serve as a transfer gateway to four-year colleges and universities.

- Centralized location in the heart of the Silicon Valley, in between San Francisco and San Jose.

- Offers hundreds of day, evening, and weekend courses in more than 40 quality instructional programs, including sciences, business, multi-media, medical assisting, the arts, and technical training.

- Cañada College also provides extensive basic skills training and innovative student support services in counseling, orientation, certificate and degree planning, transfer assistance, and tutoring.

We have shared the above messaging points through a myriad of communication mediums:

- **Bus ads** that were circulated throughout San Mateo County

- 30-second **commercials** (in English and Spanish) that ran throughout San Mateo County, both on TV and online

- **Print** advertising in local daily and monthly publications, Chamber listings and community event programs:

  - *Spectrum Magazine*
  - *Climate Magazine*
  - *San Mateo Daily Journal*
  - Redwood City Chamber of Commerce Community Guide
  - North Fair Oaks Festival Program

- **Web/social media** marketing: commercials and videos featured on:
  - Cañada College website
  - Cañada College social media channels: Instagram, YouTube and Facebook
  - Social media ads purchased through Facebook

- Face-to-face **meetings and/or presentations** with members of the community:
  - Middle and high schools
  - Adult School
  - Non-profit organizations
  - Elected officials

- o City of RWC
- o Tabling at community events/festivals
- o On-campus tours

- Created **marketing material** to be circulated throughout the community:
  - o Promotional brochures on the College, specific programs and special events
  - o Direct mailers to Redwood City residents that encourage registration
  - o Class schedules displayed both on and off campus. Off campus locations include more than 50 strategic locations throughout Redwood City and San Mateo County:
    - Libraries
    - Community Centers
    - City Halls
    - High Schools
    - YMCA
    - Boys & Girls Club
    - Post Offices
    - School District

The completion to date is:
- **ongoing 75%**

3. Promote our college as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents. (Megan)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Cañada College promotes its services as a resource to the community in several community relations-oriented measures. The College holds on-campus events that invite the community to connect with the College. These events include: Fiesta Cañada -- a celebration of all cultures, Connect to College Night as well as the Changemaker's Awards. The College also holds a strong presence at several community events throughout the County, including the North Fair Oaks Festival, Salsa Festival, San Mateo Pride and the Redwood City Fourth of July Parade and Festival. Lastly, the College holds strong relationships with local community organizations, elected officials, city management as well as school districts and fellow higher education institutions. The College collaborates with these local organizations to partner on ways to better serve the residents of San Mateo County.

The completion to date is:
- **ongoing 75%**

C. Student Success Goals: (VPI)

1. Focus on initiatives that will increase the success of our Black and Hispanic students. (Anniqua)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Initiatives to support Black and Hispanic students include:

- COORDINATED INTRUSIVE WRAP-AROUND SUPPORT by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines where Hispanic and Black students face disproportionate impact.
- PUENTE program reaches out to all students, including a large percentage of Hispanic students, who take English 847 and CRER 137 in the fall semester. They then take English 100 and CRER 110 in the spring semester. During both semesters, Puente students take part in events, such as trips to university campuses, and also receive mentoring from local professionals. Puente students work closely with their Puente counselor until they transfer to a four-year
- BLACADEMIA at Cañada College consists of a group of educators working to improve the academic success of Black students. The BLACADEMIA group addresses issues of concern related to Black students by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The group is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.
- DREAMERS Task Force addresses issues related to immigrant students, with a large percentage of Hispanic students, by educating and training faculty, staff, and students, conducting outreach and raising awareness among campus and community members through printed materials, special events, and workshops. The Task Force is also responsible for acquiring and disseminating accurate information about policy updates and public and community events.
- ACES INQUIRY PROJECTS is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues and though a data-informed process, in collaboration with the office of Planning, Research, and Institutional Effectiveness, create assessable plans to support all students including Black and Hispanic as well as other student groups facing higher rates of disproportionate impact.

The completion to date is:

- **ongoing 75%**

2. Focus on initiatives that will increase the percentage of students who enroll in basic skills courses who place into them and increase the success rates for students who are enrolled in these courses. (Anniqua)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Interventions to support students with Basic Skills needs include:

- COORDINATED INTRUSIVE WRAP-AROUND SUPPORT by counselors, embedded tutors, and retention specialists is provided in ESL, and Pre-transfer Math and English, and other disciplines in ESL, and English/Math Basic skills courses.
- EMBEDDED TUTORING is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.
- LEARNING COMMUNITIES like ESL 400 and Library 100, ESL and ECE, and Puente create communities of learning that support success of students with Basic Skills needs.
- ACADEMIC SUPPORT through Word, Math, and Physics Jams as well as COLTS Academies provide entry-level support for all students.
  - WORD JAM and COLTS Academy are programs that started small and have since expanded. They are serving many basic skills students during the summer and winter break. The Counseling Department also increased their intrusive counseling strategies by having a basic skills counselor visit more sections of basic skills classes. During these visits the counselor informs students about the services given at the Counseling Department.
  - COLTS (Community of Leadership and Transfer Success) Academy 1 is a free 4-day program for first-year incoming students starting at 9 a.m. and ending at 3 p.m. every day. The Academy provides students the opportunity to:
    - Connect – meet fellow Cañada students, faculty, and staff.
    - Lead – learn about leadership opportunities on campus, as well as how to be leaders in their educational journey.
    - Succeed – walk away with a Transfer Success Portfolio equipped with tools and resources for college success.
  - The Academy features fun and interactive workshops, a powerful mix of peer leaders who will be the students' mentors-for-the-day, free academic resources, and an amazing opportunity for students to get a head start on their academic career at Cañada.
  - COLTS Academy 2 is a free 5-day program to support continuing students enrolling at Cañada College. COLTS 2 provides the students with opportunities to:
    - Connect - connect to Cañada academic resources, student support services, and faculty
    - Lead - Learn to be an empowered student in charge of your own success
    - Succeed - walk away with tools and resources to enhance your academic and personal life
  - COLTS 2 features interactive and engaging workshops, various supportive peer leaders, staff, and faculty, free academic resources, and an opportunity to define your college experience.

The completion to date is:

- **ongoing 75%**

3. Monitor and maintain current College Benchmark (2012/2013) student success rates (63%) in DE courses and initiate research to understand why students are not successful. (Chialin)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Since 2010-11, the overall course success rate of all online courses has been steadily improving every year, from 53% to 60% in 2014-15. When compared with online-only courses, hybrid courses have larger increases from 2010-11 to 2014-15 (14% increase for hybrid courses vs. 7% for pure online courses). Moreover, data suggest that students enrolled in hybrid online courses are more likely to be successful than pure online courses (69% vs. 59% in 2014-15).

Academic Year	All Online Course Success Rate	Hybrid Course Success Rate	Online Only Course Success Rate	College Course Success Rate
2010/2011	53%	55%	52%	68.8%
2011/2012	55%	55%	54%	70.2%
2012/2013	57%	64%	56%	69.8%
2013/2014	58%	64%	58%	69.3%
2014/2015	60%	69%	59%	70.1%

Source: SMCCD Warehouse database, table SV_Student_Academic_History.
Notes: Academic year includes summer, fall and spring terms.

Distance Education Advisory Committee (DEAC) has also conducted DE Student Satisfaction Survey each semester and used its finding to improve programs.

The completion to date is:

- **ongoing 75%**

4. Implement the Student Engagement Plan. (Kim)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Please see the Student Engagement Plan Progress Report for details.

The completion to date is:

- **implementation 50%**

D.   Student Demographic Goals: (PRIE)

1.   Implement High School Relations Plan. (Lizette)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

We have developed a comprehensive High School Relations Plan that targets populations from the Sequoia Union High School district. This plan includes bi-weekly visits to the following schools:

- Carlmont High School
- Menlo Atherton High School
- Sequoia High School
- Redwood City Continuation School
- Woodside High School

And monthly visits to the following schools:

- Palo Alto High School
- Half Moon Bay High School
- Hillsdale High School
- Aragon High School
- Mills High School
- South SF High School
- El Camino High School
- Cappuccino High School
- Burlingame High School

These visits include providing faculty, staff, and students with general information about our college including programs and services, majors, degrees and certificate programs, concurrent enrollment, STEM programs and the STEM Center, summer programs like Math Jam, Word Jam and COLTS Academy, as well as informs them of our Upward Bound program. We will use this plan and compare the number of students who enroll and register for classes from this service area to determine if we are meeting our goals.

Sequoia High School District Graduates and Recent High School Graduates Enrolled at Cañada, 2010-11 to 2014-15

High School	2010 HS Graduates	2010-11 Enrolled	2011 HS Graduates	2011-12 Enrolled	2012 HS Graduates	2012-13 Enrolled	2013 HS Graduates	2013-14 Enrolled
Carlmont	448	56	546	40	421	44	492	43
Menlo-Atherton	368	34	405	38	412	36	444	36
Redwood	179	24	167	27	142	19	129	18
Sequoia	301	58	315	59	366	68	412	72
Woodside	343	52	376	76	355	52	354	61
Total	1,639	224	1,809	240	1,696	219	1,831	230

Notes: 1. Enrollment at Cañada each fall includes recent high school graduates enrolling in summer, fall and spring terms of the same academic year. Recent high school graduates is defined as having graduation dates from February 1st of the reporting calendar year to January 31st of the following calendar year. For example, 2010-11 Enrolled includes terms Summer 2010, Fall 2010 and Spring 2011, and only first time students with high school graduation dates between February 1, 2010 and January 31, 2011.

Sources: High school graduates from http://dq.cde.ca.gov/dataquest and enrollment data from SMCCCD Warehouse.

The completion to date is:
- **ongoing 75%**

2. Increase by at least 5% each fall, the percentage of service area High School graduates enrolling at Cañada College. (Lizette)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The percentage of recent high school graduates enrolling at Cañada have been steadily declining since 2010-11. In 2014-15, 11% of graduates from Sequoia Union High School District enrolled at Cañada within a year of graduation.

Academic Year	HS Graduates from 5 Major Feeder High Schools in Sequoia Union	Enroll at Cañada	% of HS students enrolled at Cañada
2010-11	1,639	224	13.7%
2011-12	1,809	240	13.3%
2012-13	1,696	219	12.9%
2013-14	1,831	230	12.6%
2014-15	1,782	198	11.1%

Source: SMCCD Warehouse database, table SV_Student_Current_Courses and http:dq/cde.ca.gov/dataquest
Notes: Academic year includes summer, fall and spring terms.

Coordinated efforts have been put into place to support incoming high school students, one of which is offering retention services to students through the matriculation process. A Retention Specialist contacts students after they have attended orientation and assessment to ensure they have either met with a counselor or have a counseling appointment, as well as ensuring they enroll in coursework. They do this by obtaining a list of students who have participated in orientation and tracks their progress through the orientation, assessment, and registration process.

Each year in April & May, we partner with our local Sequoia High School District to provide targeted orientations to soon-to-be high school graduates. The Priority Enrollment Program (PEP) provides priority registration status to all the students who participate. The PEP involves group orientations outlining how to register, financial aid presentations, a parent component and taking assessment tests in math, English, reading and/or ESL.

Our campus was selected to participate in an assessment pilot program through the Multiple Measure Assessment Project (MMAP) collaborative led by Educational Results

Partnerships' system Cal-Pass and the RP Groups, with the support from the California Community College Chancellor's office. This project allows for incoming high school students to submit high school transcripts, testing data, and/or other non-cognitive variables for placement into English and/or Math. The pilot program will work to develop internal capacity and support necessary to locally implement more robust multiple measures in assessment and placement. We anticipated serving approximately 50 students this academic year, however we have served over 200 multiple measures applications. We will track this first cohort's outcomes to measure effectiveness.

The completion to date is:

- **ongoing 75%**

3. Conduct research to identify the percentage of high school graduates that directly enter four-institutions, bypassing the community college, and the percentage that are not pursuing any form of higher education. (Chialin)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

According to data collected by California Department of Education, in 2009, about 26% of high school graduates in San Mateo County went directly to a public 4-year postsecondary institution, about 32% enrolled at a community college, and 43% did not enroll in a public postsecondary institution. More recent data from the CDE on Sequoia High School Union District indicate that about 59% of the 2014 graduates met the UC/CSU requirements, meaning that they are on-track to attend a 4-year postsecondary institution. Conversely, about 41% (or 807) of the graduates did not meet the UC/CSU requirements.

Nationally, about 42-47% of high school graduates enroll in a 4-year postsecondary institution, about a quarter enroll at a community college, and about one-third do not enroll in any postsecondary institution.

HS Graduates in San Mateo County in 2009	Number	Percent
Going to College	2,985	57.1
4-year	1,339	25.6
CCC	1,646	31.5
Not in public college/or no college at all	2,247	42.9
Total	5,232	

Source: California Postsecondary Education Commission

HS Graduates in Sequoia Union 2013-14	Number	Percent
Total Graduates with UC/CSU requirements	1,177	59.4%

Total Graduates not expected on 4-year track	807	40.6%
Total	1,984	

Source: CDE HS Data 2013-14

Total US High School Graduates 2013	Number	Percent
Enrolled in college	1,961,843	65.9
2-year	708,526	23.8
4-year	1,253,317	42.1
No college	1,015,157	34.1
Total HS Completers	2,977,000	

Source: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2013. (This table was prepared July 2014.)

Total US High School Graduates 2014	Number	Percent
Enrolled in 2-year	706,000	24.6%
Enrolled in 4-year	1,254,000	47.3%
Not in college	907,000	31.6%
Total	2,868,000	

Source: http://www.bls.gov/news.release/hsgec.t01.htm

The completion to date is:
- **complete 100%**

4. Investigate the potential for increasing evening and weekend course offerings and the expansion of the College for Working Adults. (David J)

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The single most important effort to increase our evening/weekend course offering and enrollment is reflected in the growth and ongoing development of the College for Working Adults. CWA is an evening and weekend degree program designed to improve access, retention, degree completion, and transfer for adult students. The CWA curriculum plan allows students to complete up to three Associate degrees in three years while earning 60 transferable units that fulfill all general education requirements. The program currently offers the following degrees: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities. Students attend classes as part of a cohort of adult learners with similar goals and challenges. The cohort model fosters a supportive learning environment and student collaboration inside and outside the classroom. Most CWA courses are offered in a "hybrid format" that combines the benefits of face-to-face instruction with the flexibility of distance learning. The vast majority of CWA students enter the program as new Cañada students and many commute from outside San Mateo County. Although the college offers evening classes, students who work full-time often find it difficult to access all the courses and

services they need (like counseling) after regular business hours. If this program did not exist, most of these students would not be enrolled otherwise at any college. Cañada is currently the only community college on the Peninsula that offers an evening degree program.

For the 2014-2015 academic term, CWA boasted several accomplishments:

- In the 2014-2015 academic year, 89 new students joined the program.
- For the 2015 Spring/Summer term CWA had 25 students graduate from the program with 90% of these students transferring to a four-year college or university.
- CWA has built strong partnerships with more than a dozen state and local government agencies, nonprofit organizations, and private sector employers to provide educational opportunities for their employees.

To further support the expansion of CWA we proposed the following:

- Hire a full-time non-tenure track counselor to meet increased counseling needs. (Fall 2015)
- Hire a full-time non-tenure track faculty member to coordinate and teach in the program. (Fall 2015 or Spring 2016)
- Hire a full-time program services coordinator to provide much-needed administrative support, i.e. student retention, data collection, marketing/outreach, etc. (Spring 2016)

Term	Day (D) or Evening (E)	Census Headcount	Load	Sections	Fill Rates
Fall 2010	D	11,196	622	378	88.60%
Fall 2011	D	11,494	568	418	81.40%
Fall 2012	D	10,956	522	422	76.50%
Fall 2013	D	10,148	505	435	71.80%
Fall 2014	D	9,841	500	435	69.70%
Spring 2011	D	11,107	592	394	82.40%
Spring 2012	D	11,032	531	438	74.30%
Spring 2013	D	10,442	495	431	71.50%
Spring 2014	D	9,704	468	437	69.50%
Spring 2015	D	9,119	469	440	67.20%
Fall 2010	E	6,015	657	210	89.60%
Fall 2011	E	6,085	523	258	74.70%
Fall 2012	E	5,968	477	269	68.80%
Fall 2013	E	5,930	471	273	69.10%
Fall 2014	E	5,832	486	286	64.70%
Spring 2011	E	6,608	592	240	84.80%
Spring 2012	E	6,474	498	279	70.60%
Spring 2013	E	6,337	483	285	68.10%
Spring 2014	E	6,577	457	302	69.00%
Spring 2015	E	6,214	487	295	66.50%

Source: SMCCD Warehouse database, table SV_Term_Section_FTE.
Notes: Academic year includes summer, fall and spring terms.

Term	Day (D) or Evening (E)	Census Headcount	Load	Sections	Fill Rates
Fall 2010	Weekday	15,193	623	535	89.80%
Fall 2011	Weekday	15,388	545	579	82.90%
Fall 2012	Weekday	14,859	506	579	79.40%
Fall 2013	Weekday	13,928	489	572	78.10%
Fall 2014	Weekday	13,315	491	515	80.90%
Spring 2011	Weekday	15,588	579	583	83.50%
Spring 2012	Weekday	15,298	510	602	78.30%
Spring 2013	Weekday	14,546	485	589	76.40%
Spring 2014	Weekday	13,730	458	583	74.60%
Spring 2015	Weekday	12,842	472	534	78.30%
Fall 2010	Weekend	907	593	32	84.80%
Fall 2011	Weekend	862	482	35	69.70%
Fall 2012	Weekend	767	405	32	67.00%
Fall 2013	Weekend	628	475	27	70.20%
Fall 2014	Weekend	566	440	24	74.80%
Spring 2011	Weekend	896	550	30	86.30%
Spring 2012	Weekend	791	510	31	76.40%
Spring 2013	Weekend	901	451	33	77.60%
Spring 2014	Weekend	905	469	35	79.70%
Spring 2015	Weekend	651	420	28	72.70%

Source: SMCCD Warehouse database, table SV_Term_Section_FTE.
Notes: Academic year includes summer, fall and spring terms. Weekend classes meeting only on Saturdays and/or Sundays

CWA Enrollment Trend by Academic Year and Terms	Number of CWA students enrolled
2011-12	**25**
Spring 2012	25
2012-13	**107**
Fall 2012	42
Spring 2013	65
2013-14	**225**
Fall 2013	103
Spring 2014	122
2014-15	**309**
Fall 2014	162

Spring 2015	147
Grand Total	**666**

Source: Cañada College Enrollment Data Dashboard

The completion to date is:
- **ongoing 75%--Expansion**
- **complete 100%--Investigation**

5. Conduct research to identify the lifelong learning needs of the greying population. (Chialin)
   What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

The top 10 subjects in spring 2015 enrolled by Age 50+ students are Fashion, CBOT, ECE, ESL, Interior Design, ART, Fitness, Math, Human Services, and English.

The top 10 courses in spring 2015 enrolled by Age 50+ students are ART 103, FASH 162, COOP 670, FASH 134, FASH 170, INTD 260, HMSV 110, DANC 125.1, ECE 223, HMSV 161, etc.

Top 20 Courses in Spring 2015 Enrolled by Age 50+ Students

Rank	Term	Subject	Course Number	Course Title	Headcount (Age 50+)
1	Spring 2015	ART	103	Eight & Ninet Cent. Art Hist.	34
2	Spring 2015	FASH	162	Advanced Flat Pattern	21
3	Spring 2015	COOP	670	Cooperative Educ./Work Exp.	14
4	Spring 2015	FASH	134	Beginning Millinery	14
5	Spring 2015	FASH	170	French Pattern Drafting	13
6	Spring 2015	INTD	260	Overview of Lighting Design	13
7	Spring 2015	HMSV	110	Intro. to Counseling & Intvng.	11
8	Spring 2015	DANC	125.1	Salsa I	10
9	Spring 2015	ECE.	223	Infant Development	10
10	Spring 2015	HMSV	161	Information & Referral: U.C.R.	10
11	Spring 2015	INTD	250	Profes. Practices for Int. Des	10
12	Spring 2015	CBOT	430	Computer Applications, Part I	9
13	Spring 2015	ECE.	313	Health, Safety and Nutrition	9
14	Spring 2015	FASH	118	Flat Pattern	9
15	Spring 2015	FASH	163	Pattern Grading	9
16	Spring 2015	FASH	199	Costuming for Theatrical Prod.	9
17	Spring 2015	INTD	115	Intro to Interior Design	9
18	Spring 2015	INTD	151	History of Interiors II	9
19	Spring 2015	LEGL	272	Immigration Law	9
20	Spring 2015	CBOT	415	Beg. Computer Keyboarding	8

21	Spring 2015	CBOT	431	Computer Applications, Part II	8
22	Spring 2015	CBOT	472	Beginning Word Processing	8
23	Spring 2015	CBOT	474	Intermediate Word Processing	8
24	Spring 2015	CBOT	474	Intermediate Word Processing	8
25	Spring 2015	FASH	115	Int Clothing Construction	8
26	Spring 2015	FASH	123	Intro to the Fashion Industry	8

Top 20 Subjects in Spring 2015 Enrolled by Age 50+ Students

Rank	Subject	Total Headcount 2014-15
1	FASH	263
2	CBOT	259
3	ECE.	184
4	ESL	177
5	INTD	139
6	ART	115
7	FITN	114
8	MATH	103
9	HMSV	75
10	ENGL	68
11	SPAN	55
12	MART	51
13	LCTR	50
14	HSCI	46
15	HIST	46
16	DANC	40
17	MEDA	40
18	ACTG	37
19	BIOL	36
20	LEGL	33

Note: Includes Summer 2014, Fall 2014, and Spring 2015 terms.

Academic Year	Number of students age 50+
2010/11	1,342
2011/12	1,196
2012/13	1,072
2013/14	1,006

2014/15	953

Source: SMCCD Warehouse database, table SV_Student_Current_Courses.
Notes: Academic year includes summer, fall and spring terms.

Enrollment status of Age 50+ students enrolled in Academic Year: 2014-15	Number of students	Percent of students
Continuing Student	587	68%
First-Time Student	46	6%
First-Time Transfer Student	106	12%
Returning Student	179	9%
Returning Transfer Student	144	5%

Source: SMCCD Warehouse database, table SV_Student_Current_Courses.
Notes: Academic year includes summer, fall and spring terms.

Educational Goals of Age 50+ students enrolled in Academic Year: 2014-15	Number of students	Percent of students
Transfer	157	17%
AA/AS w/o Transfer	85	10%
Certificate w/o Transfer	107	16%
Acquire/Update Job Skills	163	17%
Complete HS Credits	2	0%
Educational Development	178	16%
Formulate Career Plans/Goals	32	3%
Improve Basic Skills	69	8%
Maintain Certificate/License	14	1%
Undecided/Unreported	149	12%
Total	956	100%

Source: SMCCD Warehouse database, table SV_Student_Current_Courses.
Notes: Academic year includes summer, fall and spring terms.

Online enrollment of Age 50+ students enrolled in Academic Year: 2014-15	Number of students	Percent of students
Hybrid	19	1%
Online	140	8%
Web Assisted	46	2%
Not Online	876	89%
Total	1,081	100%

Source: SMCCD Warehouse database, tables SV_Student_Current_Courses and SV_Term_Section_FTE.

Notes: Academic year includes summer, fall and spring terms.

Number of students enrolled and course success rate of Age 50+ students enrolled in Academic Year: 2014-15	Number of students	Course Success Rate
Overall course enrollment	2,277	76%
Basic skills	249	63%
Non-Basic skills	2,028	78%
CTE	926	84%
Total	1,351	72%
Hybrid	19	63%
Online	203	60%
Web Assisted	60	83%
Not Online	1,995	78%
Not Transferable	413	72%
Transferable	1,864	77%

Source: SMCCD Warehouse database, table SV_Student_Academic_History.

Notes: Academic year includes summer, fall and spring terms.

The completion to date is:

- **complete 100%**

E. Instructional Program Offerings & Labor Markets Goals: (VPI)

1. Increase CTE program offerings – target the working adult.
What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

- Continue into the last year for the CAA program for Medical Assisting providing students with the Administrative Certificate in a two semester cohort program
- Worked with JobTrain and Sequoia Adult school in the C4SCP grant creating a web design certificate run through JobTrain. The college created an agreement to use with outside agencies to articulate classes that will allow the Web Design students to get grades and units for the classes they take at JobTrain. Also articulated CBOT classes and transitioned them to the JobTrain program.
- Implementing our CTE Transitions grant, for 2014-2015, we received a total of 451 petitions (up from 269 last year, an increase of 182 petitions, 67%). There were 234 petitions from 4 high schools in the Sequoia Union High School District and 217 petitions from the San Mateo County Union High School District (4 schools). Increases in articulations are attributable to the creation of 9 new articulation agreements, primarily in the MART area, and improved support of the articulation process in the high school classroom (written instructions, in person support, strong relationships with individual instructors).
- Developing the integration of Medical Assisting and ECE programs from the San Mateo Adult School R.O.P. program (which was defunded). Programs will run 2 semester cohorts to complete Cañada certificates in Medical Assisting and ECE starting in Fall 2015.
- Active participation in Adult-Education College and Career Educational Leadership (ACCEL), which is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86.
- Creating the Entrepreneurship Center for students as part of the Entrepreneurship and Small Business Program starting Fall 2015. An small space has been secured and the instructor provided with .2 release time through Perkins funding, to get the center up and running.
- Hired Fulltime ECE retention Specialist to increase ability in ECE program for student success
- Maintain Perkins funding in CBOT, MART and Fashion labs to provide student assistants to increase student success

The completion to date is:
- **implementation 50%**

2. Obtain labor market data to help identify potential new CTE programs, such as in biotechnology, green technologies, and software engineering.

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

New Labor Market data is available through BACCC indicates that a certificate in computer coding would be a strong new CTE program to develop. Jobs for programmers and software developers are predicted at over 1500 per year in our region and is one of the highest paying in-demand jobs for the region. Most courses already exist, it will involve creating the certificate and then a way to schedule the courses to compete with private sector training in a quick completion sequence. A strong marketing program and outreach will need to be developed as well.

In addition, strengthening the Medical Assisting program by hiring a full time faculty member will help expand the program. This will include meeting state and national requirements for future accreditation either through Accrediting Bureau of Health Education Schools (ABHES) or Commission on Accreditation of Allied Health Education Programs (CAAHEP). Labor Market data indicates that the full program (administrative and clinical) is still viable in our region and Cañada is the only school in the district providing clinical training. Medical assistant job openings (new and replacement) are predicted at 180 per year for the region.

The completion to date is:
* **planning/discussion 25%**

F.   New Student Enrollment Pipeline Goals: (VPSS)

1.   Increase baseline Summer/Fall Application to Orientation percentages from 27% to 40%

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Increase baseline Summer/Fall Application to Orientation percentages from 24% to 40%.

The Student Enrollment Pipeline project began by collecting data from summer 2014 and fall 2014 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

- **ongoing 75%**

2.   Increase baseline Summer/Fall Application to Registration percentages from 58% to 65%

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Increase baseline Summer/Fall Application to Orientation percentages from 55% to 65%.

The Student Enrollment Pipeline project began by collecting data from summer 2014 and fall 2014 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

- **ongoing 75%**

3.   Increase baseline Spring/Summer/Fall Orientation to Registration percentages from 81% to 90%

What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.

Increase baseline Summer/Fall Application to Orientation percentages from 74% to 84%.

The Student Enrollment Pipeline project began by collecting data from summer 2014 and fall 2014 to identify the number of students who complete the matriculation pipeline of Orientation, Assessment, Counseling, and Registration. We will continue to track and monitor to meet the Student Enrollment Pipeline goals.

The completion to date is:

- **ongoing 75%**