



Leadership Retreat

August 8, 2024





Land & Labor Acknowledgement

We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and we respect our 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.

We have a responsibility to acknowledge that we as a Cañada community have benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.

We also recognize the labor upon which this educational institution, state, and country is built.

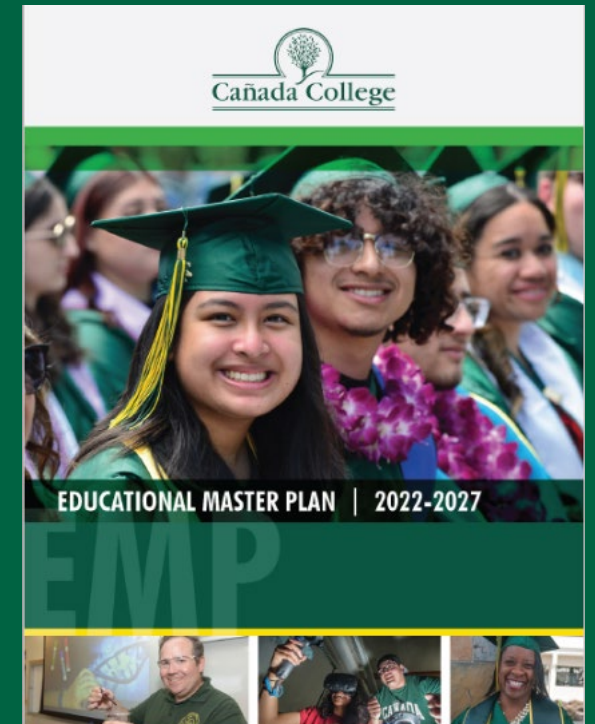
We acknowledge the peoples of African ancestry who were enslaved and forcibly brought to this land, and whose forced labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African diaspora and the continued contribution of their survivors.

We acknowledge the contributions of all immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge their immeasurable sacrifices and work that allow us to gather in this space today.

Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor these truths—by taking responsibility as a college community to continually educate ourselves about these realities, to affirm our commitment to justice through continual action, and to protect and sustain this land.

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



Education Master Plan: 2022-27

<i>Year 1</i> 2022-23	<i>Year 2</i> 2023-24	<i>Year 3</i> 2024-25	<i>Year 4</i> 2025-26	<i>Year 5</i> 2026-27
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Strategic Enrollment Management Plan: 2020-23

Strategic Enrollment Management Operational Plan: 2023-2025

Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 1 2023-24	Year 2 2024-25
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College Committee Plans

- Student Equity & Achievement Plan
- Honors Transfer Program Plan
- Environmental Sustainability Plan (District Plan)
- Online Education Plan
- Professional Development Plan
- Safety Plan (District Plan)
- Technology Plan

Committee plans operationalize and help monitor the implementation of the goals and strategic initiatives established in the EMP and SEM by topic



Strategic Planning
Calendar
2022-27

2020-21 Annual Plan (EMP Priorities)	2021-22 Annual Plan (EMP Priorities)	2022-23 Annual Plan (EMP Priorities)	2023-24 Annual Plan (EMP Priorities)	2024-25 Annual Plan (EMP Priorities)
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← Where we are now





Yuliana Leon Subias
President, Associated Students of Cañada College

initiatives

ASCC





Student voice

- Having more material and information what the Student Senate is
- Promoting ways students can get involved on campus
- Having different in-person opportunities for students to speak about issues or questions they may have

cheaper food

- Discounted meals
- Meal deals





transportation

- we know how many people utilize Lyft, however we are running low on budget.
- Raise money so program can continue!



Break -Out Session:

Goal 1: Student Access, Success, and Completion

Lead Facilitator: Chialin Hsieh, VPI

Axis Title



Total Goal 1 Initiatives: 19



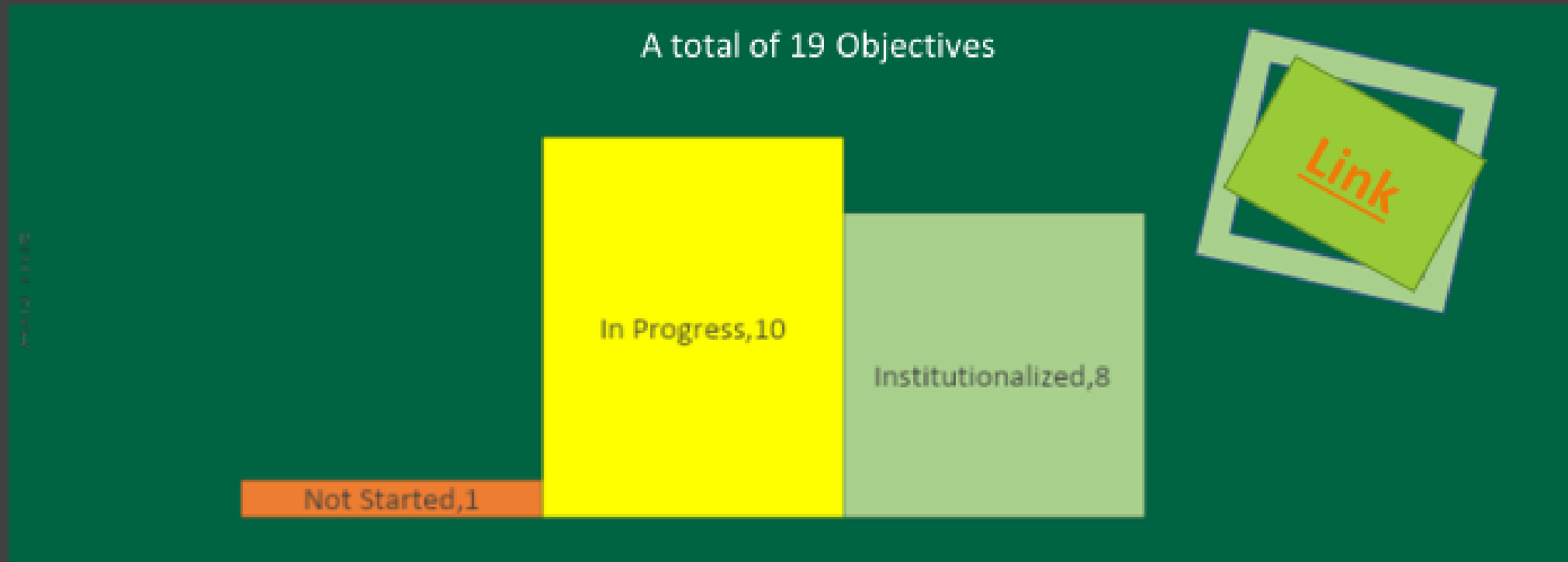
Purpose

The primary purpose of our meeting is to celebrate and update our progress on EMP Goal 1 Student Access, Success, and Completion which aims to reduce barriers to student access and success, and to foster a welcoming and supportive atmosphere at Cañada College.

Break-Out Session:

Goal 1: Student Access, Success, and Completion

Facilitators: James Carranza, Ameer Thompson, Jose Zelaya, Ron Andrade, David Vera, Jasmine Jaciw, Chialin Hsieh



By the end of the meeting, we will...

- have a clear understanding of our current progress
- have valuable input from all team members
- have a focused plan for the upcoming academic year

Agenda

1. Institutionalized Objectives (8 min)
2. Feedback (15 min) Ameer
3. Not Started Objective (1 min) Jasmine
4. Feedback (5 min) Jasmine
5. In Progress Objectives (15 min)
6. Feedback (20 min) James
7. Proposed Prioritized Objectives (2 min) Chialin
8. Feedback (15 min) Ron

Objectives that Are Institutionalized (7)

- 1.1 Make registration easier--David V
- 1.11 Complete implementation of GP essential practices--Ron
- 1.13 Promise for part-time students--Mayra, James, Jose
- 1.3 & 1.16 Create a student-first course schedule so students can complete within 3 years--Ameer
- 1.17 & 1.18 Financial literacy in first-year experience and increase students who submit financial aid applications--David V

Elements of Guided Pathways



- Structured onboarding processes
- Academic maps
- Proactive academic and career advising
- Early alert systems
- Instructional support and co-curricular activities

Soliciting Feedback and Input—Institutionalized Objectives

- Open floor for team members to provide feedback and suggestions.
- Address any concerns or ideas for improvement.

Objective that Are Not Started

- 1.7 Degree/Certificate in Menlo Park and East Palo Alto
 - Priority for this academic year
 - JobTrain partnership continues
 - Interest in an Education & Human Development pathway
 - Interest in College for Working Adults Pathways
 - Medical Assisting articulation agreement
 - Supporting listening sessions

Soliciting Feedback and Input—Not Started Objectives

- Open floor for team members to provide feedback and suggestions.
- Address any concerns or ideas for improvement.

Objective that Are In Progress (11)

- 1.2 Build on the CWA model—James/Jose
- 1.4 & 1.6 Create new degrees, certificates, and short-term stackable certificate programs—Ameer
- 1.5 Develop new KAD programs and certificates—Chialin/Kat
- 1.8 Ensure academic program viability—Ameer/Academic Senate
- 1.9 CVC—Anniqua
- 1.10 Improve WebSchedule—David V
- 1.12 Increase peer mentoring—Ron
- 1.14 Strengthen & scale student affinity programs—Ron
- 1.15 First year experience—Ron
- 1.19 OER ZTC--Sarah/Anniqua : [2024 Canadas Journey in ZTC](#)

Objective that Are In Progress

- 1.12 Increase peer mentoring
 - Added peer mentors for interest areas
 - Organizing college wide training of all peer mentors EOPS, Umoja, ARC, and Interest Areas
 - Planning peer mentor led activities for Fall
- 1.14 Strengthen & scale student affinity programs
 - Improving application process
 - Super registration event sign up
- 1.15 First year experience
 - Developing an Interest Area welcome event for Fall
 - Restoring the community of practice (College REtention Workgroup – CREW)
 - There is no clear “home” for coordinated FYE and there isn’t dedicated funding for activities

Soliciting Feedback and Input—In Progress Objectives

- Open floor for team members to provide feedback and suggestions.
- Address any concerns or ideas for improvement.

Proposed Prioritized Objectives for 2024-25

Identify and agree on 1-2 top priorities for the next academic year:

- Build on the CWA model
- Increase degree and certificate programs available in Menlo Park and East Palo Alto

Soliciting Feedback and Input

- Open floor for team members to provide feedback and suggestions.
- Address any concerns or ideas for improvement.

THANK YOU FOR YOUR FEEDBACK

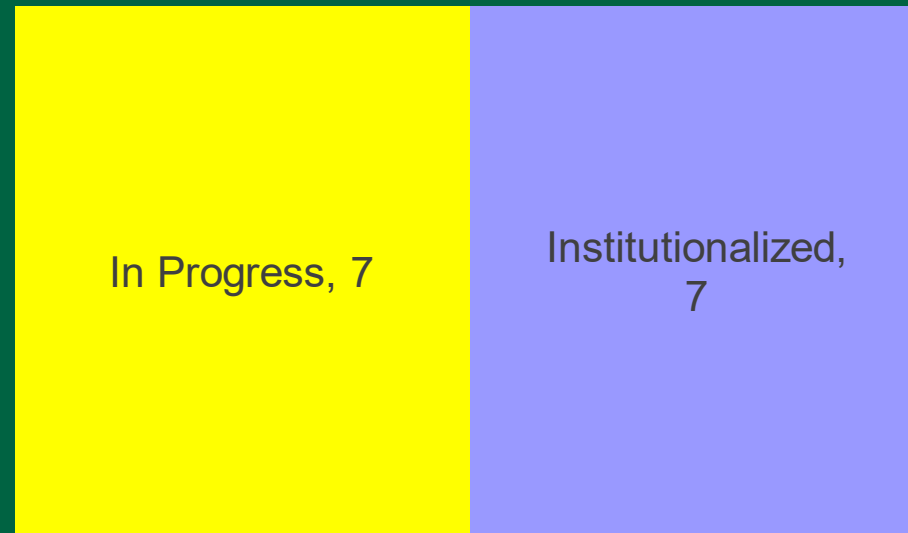


Break -Out Session:

Goal 3: Community Connections

Lead Facilitator: **John Fraire, Interim VPSS**

Axis Title



Total Goal 3 Initiatives: 14



Pop quiz!

How many goals do we have in group 2?

How many have we done in the first three years?

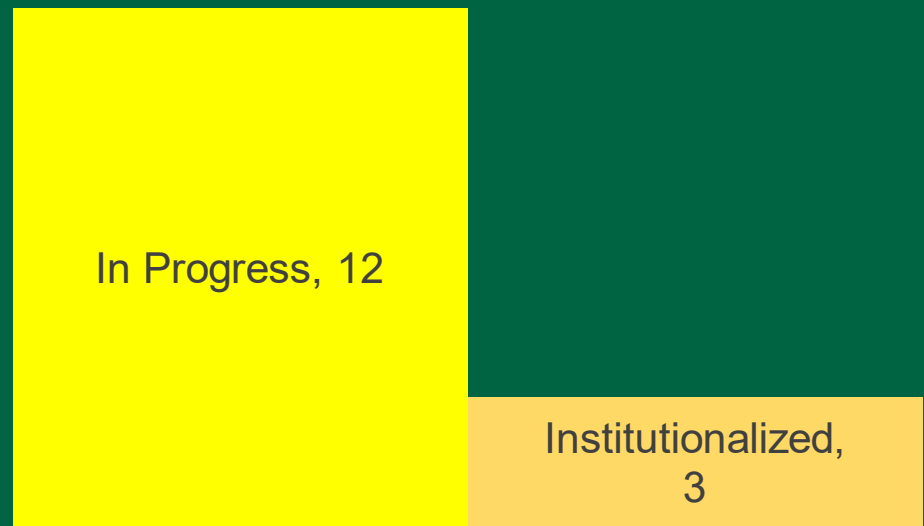


Break -Out Session:

Goal 2: Equity-Minded and Antiracist College Culture

Lead Facilitator: Anniqua Rana, Dean of ASLT

Axis Title



Total Goal 2 Initiatives: 15



Institutionalized Goal: 2.11: Develop the Cultural Center

Since last leadership retreat:

- Hired a new PSC for the Cultural Center - YES MAGGIE!
- TWO permanent locations opened
- 63 Cultural & Heritage Month Events
- 20 Professional Development + Training workshops
- 11 Equity Excursions
- 29 Partnerships with Community & Campus Organizations
- 2,590+ event and training participants to date...and counting!



Progress in Goal: 2.10: Transform Participatory Governance Process

Since last leadership retreat:

- EAPC pilot turns 1 year old
- EAPC took part in creating an equity and anti-racism lens to the College Professional Development Plan completed and approved by PBC on April 17, 2024 (PD Plan 2024-27.docx)
- EAPC moved to approve voluntary equity and antiracism onboarding training in April 2024 to begin in Fall 2024
- EAPC workgroups formed and completed regarding: 1) EAPC mission updates, 2) contract grading equitable grading trainings, 3) ongoing community building with Public Safety EAPC helped to draft and submit Affinity Group district-wide procedures (approved by Chancellor)
- EAPC drafted and submitted Administrative Procedure 2.34.1 (pending approval by District Antiracism Council and Chancellor May 2024)
- EAPC voted to place the Cañada Undocumented Student Advocacy Coalition (CUSAC) under EAPC, replacing the former "Dreamers Task Force" and approved this as an "Operational Group"
- May 2024 - PBC makes EAPC officially permanent!



2.9 Implement a campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that privacy-protected data on incidents are disseminated for analysis, policy improvements, and prevention.

Progress on EMP Strategic Initiative 2.9:

	Outcome: <ul style="list-style-type: none">• 20+ planning meetings and focus groups this Academic Year• September 20, 2023 – Presented draft to PBC, discussion to hold action until more research is done• January 23, 2024 – Presented to EAPC. Unanimous vote to continue EMP 2.9 research and movement• February 27, 2024 - EAPC moved to unanimously approve timeline of action• April/May, 2024 - student focus groups held and data being interpreted• Continuing research, “road shows”, and working towards an EAPC recommendation to roll-out a pilot program for the '24-'25 academic year
Desired Outcomes: Recommendations for implementation to EAPC and PBC	
Timing: Action items to EAPC and PBC in September, 2023 regarding recommended next steps	

2.8 Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Progress on EMP Strategic Initiative 2.8

Work Group Lead: Dean Anniqua Rana	Outcome: College Professional Development Plan completed and approved by PBC on April 17, 2024 (PD Plan 2024-27)
Desired Outcome: Contribute to the draft college-wide professional development plan and recommendations with a focus on social justice and antiracism.	
Timing: Initial recommendations to PBC before the end of the Fall 2023 term. PDPC to prepare and present a draft College and Professional Development no later than Spring 2024.	

Goal 2: Equity-Minded and Antiracist College Culture

EAPC's Top Hopes for 24-25 Goals

2.10	Transform college participatory governance processes	Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.	In Progress	Michiko Kealoha and Kiran Malavade and Dave Eck	Planning & Budgeting Council	Áse Power Consult findings Cañada College Participatory Governance Manual 2021-22
2.7	Provide comprehensive on-boarding for all new employees	Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services.	In Progress	Kim Lopez/Anniqa Rana/Michiko Kealoha/Kiran Malavade	District Antiracism Committee;	Current onboarding does not include antiracism module
2.14	Evaluate academic support programs and practices	Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.	In Progress	Karen Engel / Ron	PBC	Programs evaluated either via the Program Review process or the PRIE Research & Evaluation Plan

Goal 2: Group Work

- Gather in Pairs/Threes
- Review what EAPC has said is their desired top 3:
 - a. What are our initial thoughts on EAPC's rankings?
 - b. What are our roles (individually and collectively) in achieving each of these?
- Look at the larger EMP matrix document
 - a. Are there any other goals that should be moved higher in this year and how can you ensure these goals are met/how you can lead that effort?

Notes (Note: Prof Dev was top talked about)

- ******2.7 - Training**
 - with the training and if we open it up and if people don't want to attend. Can we offer incentives like swag? or certificate?
 - Competitive different swag that motivates people to go
 - Can 2.7 contribute to 2.8? ** What about process to "capture" people eventually?
 - How can supervisor support professional development when it should be ongoing?
 - Can we get "flex credit" equivalent for classified staff?
 - How can we also do this equitably for adjunct?
 - Can it be frequent and regular?
 - Can we get part-timers in this?
 - For example, students assume faculty know about student services resources and so many adjunct may not know because they're teaching at so many different institutions
 - How do we get creative with those to go to training who are not our usual people who get involved in equity?
 - How do we do this training or event? Close for an hour? Intentionally?
 - Feel like this is for me...but I have a line, what do I do?!
 - So interesting that at the welcoming orientation everyone attends they talk about efforts that are important to the district (and focuses on green sustainability) ON DAY ONE
 - On boarding should talk about participatory governance
 - Suggesting that this on-boarding should include students and you do have a voice and what are your rights (can we give a unit or make it a requirement)
 - Are we allowed to mandate student training? what budget do we have to create a system with 1-2 "trainors" and no professional development budget?
 - What's the vocabulary list? What are the words we are expecting them to know?

*means how many groups agreed

Notes 2.10

- For our students: there's a lot of clarification that is needed and all three are necessary
- **Student Senate is in agreeance with 2.10 on how we can collaborate to ensure student voices are a part of this
 - As a classified staff member, this should be in onboarding
 - People who have worked here three years haven't heard of this

Notes 2.14

Do our students see tutoring as easy to access? Or a budget



Break -Out Session:

Goal 4: Accessible Infrastructure and Innovation

Lead Facilitator: Ludmila Prisecar, VPAS

Axis Title



Total Goal 4 Initiatives: 15



LUNCH SERVED
in the Cultural Center

(group photo outside at 1:15!)



Setting College -wide Priorities for 2024 -25

All-group discussion and decision-making

EMP Goal 1: Student Access, Success, and Completion Priorities for 2024-25

EMP Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group
1.2	Build on the CWA model	Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings, to support at least 1,000 part-time students participating in CWA, particularly low income, BIPOC students, per term by 2027.	In Progress	James Carranza Jose Zelaya (combined with EMP 4.3: Evening Hub)	iDeans
1.7	Increase degree and certificate programs available in Menlo Park and East Palo Alto	Increase the number of degree and certificate programs and general education courses at the Menlo Park site and/or other off-campus locations (East Palo Alto) to help students access needed courses and support services closer to home.	Not Started	Alex Kramer Jasmine Jaciw	iDeans
1.15	Create and scale the First Year Experience Program	Create (by 2023) and scale (by 2025) the First Year Experience program for all incoming students, including default course schedules for some first-time cohorts.	In Progress	Ron Andrade, Faculty Leadership	Cabinet

EMP Goal 2: Equity-Minded and Antiracist College Culture Priorities for 2024-25

EMP Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group
2.7	Provide comprehensive on-boarding for all new employees	Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services.	In Progress	Anniqua Rana/Michiko Kealoha	EAPC and Professional Development Planning Committee (PDPC)
2.10	Transform college participatory governance processes	Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.	In Progress	Michiko Kealoha, Gampi Shankar, Alex Claxton	Planning & Budgeting Council and Equity and Antiracism Planning Council, and ASCC
2.14	Evaluate academic support programs and practices	Regularly evaluate all academic support programs and practices to ensure they are effective in closing equity gaps in access, student success and completion. These include but are not limited to: Interest Area Success Teams, the Learning Center, Tutoring (online and in person), the Writing Center, and Peer Mentoring, Library, Math, Word and all other JAMS.	In Progress	Karen Engel	IPC and EAPC

EMP Goal 3: Community Connections

Priorities for 2024-25

EMP Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group
3.2	Reach new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities	Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black/African American.	In Progress	John Fraire Wissem Bennani	SSPC
3.8	Strengthen transfer support services to increase transfers	Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.	In Progress	Max Hartman	Transfer Advisory Group and SSPC
3.11	Create and expand career exploration experiences for students	Create and expand career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year (in each Interest Area), as they choose a program of study and refine their education goals. Close racial equity gaps in access to career development and job placement opportunities.	In Progress	Alex Kramer Ron Andrade Bob Haick	IPC and SSPC
3.12	Double the number of alumni connected to Cañada's Alumni Organization by 2027	Strengthen the emerging Cañada College alumni organization by doubling the number of alumni connected to it by 2027, as well as 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.	In Progress	Megan Rodriguez Antone	Office of the President and the SMCCCD Foundation

EMP Goal 4: Accessible Infrastructure and Innovation Priorities for 2024-25

EMP Number	Strategic Initiative	Strategic Initiative - full text	Status as of Summer 2024	Lead (Name)	Lead Committee, Council, Senate or operational group
4.1	Improve access to campus via public transit, rideshare	Improve access to campus via public transit, shuttles, and additional partners such as Lyft and Cruise.	In Progress	Ludmila Prisecar Adolfo Leiva	Cabinet, ASCC
4.2	Build student housing and a Childcare Center	Build student housing on campus, as well as a Childcare Center to serve students with families.	In Progress	Focus on the CDC with Chialin Hsieh and Alex Kramer as leads	PBC and a CDC Implementation Task Force (to be named)
4.3	Create a hub for evening and weekend students	Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services (an Evening One Stop).	In Progress	Wissem Bennani James Carranza (combined with EMP 1.2: Build on CWA model)	SSPC
4.9	Update and implement sustainability initiatives	Update and implement the College and District sustainability initiatives in response to climate change to reduce the environmental impact of campus-based activities while ensuring uninterrupted, quality instruction at all times.	Not Started	Ludmila Prisecar Susan Mahoney Karen Pinkham	Office of Administrative Services

Next Steps:

- PBC Co-Chairs will report these priorities to the College on Flex Day, August 13, 2024
- Priority leads will convene teams to begin work on these priorities in September and engage the relevant lead committee or Council soon after
- Priority leads will report on progress made this year to PBC in May, 2024)