

Goal3

Strategic Initiative

1. Curriculum Development
2. Equity
3. Inclusion
4. Organizational Structure
5. Professional Development

1. Curriculum Development

1. Clear process for developing educational programs on campus
2. Innovative, creative and research-based programming to better serve our diverse student population
3. Reconsider relevance of many part of our curriculum. As we add new topics, consider alternative context to present existing topics and/or break those existing topics into separate courses or even retire them from the program.
4. Culinary classes. Cafe / commons.
5. Expand sustainability initiative - CTE, curriculum development, energy & waste
6. Bring back the cross-disciplinary project that had one book being read by the entire college community ("One Book, One Community").
7. Establish an interdisciplinary program in Sports Performance that involve the Athletics, Kinesiology, Health Services and STEM departments, allowing a magnet program in this cutting edge area and providing internship opportunities
8. Curriculum development on meta major
9. Multi-campus degree programs. Example: there is student interest in a commercial/popular music program, and, sprinkled across the 3 campuses, there are enough resources (classes, performance ensembles, equipment) to support such a program. However, no individual campus could currently support a program. Faculty on each of the 3 campuses are interested in cooperatively creating a program. Pilot cross-district degree programs, including music. This also supports Goal 1, as it will allow students to pursue academic and career goals not currently available.
10. Hybrid distance education within the district. Could a telepresence/virtual classroom extension be shared across the campuses? For example, it would be quite hard to enroll 20 students in a second semester music theory course here; CSM and Skyline offer their courses despite low enrollments. If there was a live face-to-face section offered at Skyline, it could be offered via Skype or some system (perhaps in the Learning Centers) at CSM and Cañada. Benefit to Cañada students – students could complete an AAT in music without having to drive up and down the peninsula . . . (also serves Goal 1)
11. Launch a Film Studies & Film production program; a cross-disciplinary effort, involving English, Theater, Music, Digital Arts and Animation.
12. Construct classrooms with capacity for two-way interactive video conferencing. Faculty can teach on campus and simultaneously see and interact with students at off-campus locations (East Menlo Park, NFO, Coastside) as well as at sister colleges for enrollment sharing-purposes. This would reduce transportation barrier and better connect the campus with off-site locations.
13. Build an on-campus Child Development Center to serve the academic needs of the ECE/CD and Education students as well as many other majors who will ultimately be working with children. This lab should be considered in budget and planning as any other lab is considered ... a cost of offering a program. Would we send our chemistry students to Target to get their Chemistry Lab experience? Would be send out students to Wikipedia to get their research experience? No - we provide Chemistry labs and a Library! This lab would serve a unique population of students ... primarily women in under -served populations. It is unjust to expect omit this critical lab experience for this population.
14. Build an on-campus Child Development Center to support low income students with the child care support that they need to come to campus and be successful.

15. Build an on-campus Child Development Center to serve the academic needs of the ECE/CD and Education students as well as many other majors who will ultimately be working with children. In addition to serving students, a Child Development Center would serve the staff and faculty who are struggling to make ends meet in this high cost region. While the District has been forward thinking in creating low =cost housing opportunities for staff and faculty. A CDC would help to defray the high cost and lack of availability of high quality early childhood education programs.

16. I propose that the college invest in developing a Dramatic Writing Program through the Theatre Arts Department, that would include writing for the stage, the big screen, and television. No other such program exists in any community college on the peninsula (possibly in the Bay Area, or even California), and could be a major outreach tool for Canada. This would also serve Goal 2 to generate more connection with the community. We need to create exciting, career-oriented courses that could inspire the community to come to us.

2. Equity

1. Create a college-wide climate of equity-mindedness

2. Expand campus programs to serve underrepresented groups.

3. Address equity gaps identified from recent Equity Plan

4. I think that there should be more emphasis on community involvement and equity. We need more visible support for marginalized students to make sure that they are well represented and their existence is welcomed in our institution. We need to ensure that underserved students are well represented on our campus and that it is not just a goal but an entire outlook on how we run our campus.

5.

- EMP and Rise Up students demands can converge
- We cannot just have equity, we need specific objectives/goals in place to assure it
- The goals should not just be about academic success, there should be a goal about supporting students' wellbeing so that they can learn
- It seems implied, but in today's climate we need to be specific, and explicit about what we stand for
- the student demands make sure these are met (prayer room, disability resources, genderless bathrooms, 24hr study room, sanctuary campus, on campus childcare, professional development, etc.)
- equity can't be one objective, it has to be multiple, specific objectives
- we should also should have an objective for diversity studies (women's studies, lgbtq+ studies, african american studies)

6. Numbers need to be looked at not only for the enrollment but the amount of students who are actually still in class at end of semesters. This also includes on-line classes where numbers start out large and at times within 2-3 weeks the numbers are half of what the class started out with or less. Also we need to look at the diversity of each college as that makes a large difference in financial aide. As some of the students at Canada are working 2-3 jobs and trying to better their education as raise a family. Also there are alot whom prefer direct contact with instructors verses on-line. Some of them are not understanding and need further explanation of what is being asked as there is at times a language barrier.

3. Inclusion

1. Plan, develop and provide (staff and fund) an on-campus multi-cultural center

2. more professional development on racism in America and how it affects students in the classroom

3. hire more LGBT+ faculty and build a safer and more inclusive campus through representation

4. LGBTQ+ Center

5. Remind faculty about their jobs and responsibilities they have towards their students such as the code of conduct. Professors have a job when people around them in which are creating an unsafe environment they have to step up and say something.

6. have a specific multi cultural center on each campus to ensure diversity concerns are being addressed by a professional
7. Increase in cultural sensitivity training
8. Increase participation in multicultural campus events.
9. Meditation/Prayer Room
10. easily accessible meditation room
11. A quiet meditation room for religious and meditational purposes.
12. Meditation space on campus. Students need a quiet and private place to de-stress, pray, and nap. We can measure outcomes through surveys, focus groups, and usage statistics.
13. Expand Student Center - Multicultural Center - Prayer & Meditation space
14. more access to movies about diversity education
15. have college sponsored awareness events on marginalized student rights
16. Open meetings for faculties and students to talk about campus issues or concerns
17. Increase in ACES projects (more accessible/ choices for time)
18. Increase in ACES projects (more accessible/ choices for time)
19. Increased resources for language equity (DRC accommodation, counseling); academic tutors who are trained in tutoring students with learning differences
20. more cultural/awareness focus events, ACSS is the only one doing it and it should be a collaboration with the whole campus.

4. Organizational Structure

1. District housing
2. Increase transparency of housing practices for staff/faculty housing.
3. Increase the number of units available for staff/ faculty housing.
4. Collect student feedback on programs/degrees/certificates that are offered at Canada.
5. Develop a College process for institutionalizing grant programming in order to maintain personnel and facilities to continue supporting student success.
6. Our current grants provide a variety of services, including but not limited to: Internships, Customized academic supports (e.g. Embedded Peer Instruction), Professional development, Services for underrepresented students, Academic preparation programs, Transfer support programs, Work-based learning, Dedicated counseling services for specific pathways, Dedicated space and staffing for programs and services
7. Staff childcare on campus
8. Childcare center
9. Faculty/Staff Child Care provided on campus to attract top faculty and staff
10. Enhance enrollment strategies that lead to increase enrollment or maintain enrollment
11. The Proactive Retention Initiative: The college will examine the processes and practices of retaining students. This will require a change in campus culture, an increase in collaboration and will help to reduce redundancy for students and college. (The goal would be to establish a new set of expectations which include: Stable Registration dates, an expectation that the campus will organize and participate in proactive registration activities, employ research-based retention practices in follow-ing up with
12. Develop / incorporate effective communication tools to connect to students where they are at and using effective technology
13. Have professors attend student senate events and/or collaborate with each other (outside of ASCC) to hold events on campus, as it seems like student senate is the only group raising awareness on campus through events.
14. Collaboration among instruction, student services, and budget office to create support for enrollment efforts
15. Improve collaboration between student services and instruction

16. Expand the International Student Center
17. Sustainability awareness among faculty & sustainable facilities improvements
18. Without a process for institutionalization, the College has no mechanism for continuing or scaling up innovative and successful programs.
19. Facilitate instructional and college wide meetings.
20. Green lanes for bikes - off pavement walking paths - signed w (natural) history.
21. Additional satellite campuses (one on the coast, North Fair Oaks, and EPA)
22. Create a climate that promotes health and wellness on campus, such as walking paths, loaner bikes, and healthy food.
23. The re-institution of CIETL as a focus of staff and faculty-planned and implemented of staff and faculty professional development. This initiative would be measurable in terms of more staff and faculty participating in and enthusiastic about professional development.
24. More collaboration with other colleges (CSM, Skyline)
25. Before bringing in new initiatives, make sure there's adequate funding and staffing for what we are CURRENTLY expected to do. This includes salaries that are commensurate with the cost of living in the area for all employees.
26. Technology needs For CTE programs specifically building 13
27. Fair contracts for faculty.
28. Create a climate that promotes health and wellness on campus, such as walking paths, loaner bikes, and healthy food.
29. Have a copy center on campus for students. Many students have special copy needs for large projects (like interior design), color copies, etc.
30. Make parking policies clearer for students, staff, faculty, and the general public.
31. Better way-finding for campus map. The campus can be hard to navigate. More visible numbers on buildings, maps, and names of buildings.
32. Multi-campus degree programs. Example: there is student interest in a commercial/popular music program, and, sprinkled across the 3 campuses, there are enough resources (classes, performance ensembles, equipment) to support such a program. However, no individual campus could currently support a program. Faculty on each of the 3 campuses are interested in cooperatively creating a program. Pilot cross-district degree programs, including music. This also supports Goal 1, as it will allow students to pursue academic and career goals not currently available.
33. Hybrid distance education within the district. Could a telepresence/virtual classroom extension be shared across the campuses? For example, it would be quite hard to enroll 20 students in a second semester music theory course here; CSM and Skyline offer their courses despite low enrollments. If there was a live face-to-face section offered at Skyline, it could be offered via Skype or some system (perhaps in the Learning Centers) at CSM and Cañada. Benefit to Cañada students – students could complete an AAT in music without having to drive up and down the peninsula . . . (also serves Goal 1)
34. Improved website informational architecture so as to facilitate communication across the various groups. Special focus should be placed on engaging faculty, staff, and administrators and informing about the various functions of the different sections of the campus community.

Academic Senate Governing Council

35. Improve employee morale and engagement. Explanation: Our campus morale and employee engagement is low, and we need to invest resources into making ALL employees feel valued, important contributors to the college mission.
36. Develop and improve cross-department communication. Explanation: The college has many silos and communication between departments does not work well much of the time. We need to develop a way to get rid of our silos and 'us vs. them' mentality and work together.

5. Professional Development

1. Measurable outcome: Defined process with clear criteria for institutionalizing grant programming that is vetted and implemented.
2. To increase faculty and staff collaboration for the purpose of student retention by establishing events or activities where they discuss and strategize about students.

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| 3. Faculty Exchange Program - collaborations with other local colleges and/or High Schools |
| 4. Provide faculty professional development and time to develop or modify Open Educational Resources that can reduce the financial barriers to student persistence. Provide professional development and time for faculty to incorporate Adaptive Learning technology which provides personalized instruction based upon students ability to demonstrate learning outcomes. (listed in Goal 1 as well) |
| 5. faculty and staff should have cultural/sensibility training |
| 6. Help people learn how to be better teachers. Provide educational opportunities about the skill of teaching so the wonderful content experts we collect can also be great |
| 7. Trauma informed college (training) |
| 8. Professional Development: Provide professional development opportunities to faculty (e.g. ongoing Flex Day sessions) which address disconnect between educational/social background of most of our faculty (white, 4-year college educated, privileged) and educational/social background of many of our students (POC, community college students, less privileged). This will allow for the creation of ongoing programs and initiatives that more appropriately address actual student needs, rather than student needs as perceived by faculty (this could be assessed by surveying faculty on perceived student needs and students on their actual needs, and then |
| 9. Professional Development Plan that is inclusive of the college vision and mission and individual PD needs |
| 10. Increase multicultural awareness training/professional development opportunities for staff, faculty, and students. |
| 11. faculty and staff can have access to free language classes outside of ones offered |
| 12. Provide on-going professional development opportunities to ensure currency and relevancy in our curriculum and skill set. |
| 13. more update and innovative training |
| 14. Social training for professors so they can not only recognize but be able to talk about important issues that might be affecting students, |
| 15. Communities of practice, a collecting of folks in a particular discipline to share ideas and methods of how they create learning experiences. |
| 16. Initiative to involve college practitioners in the college planning process through a coherent professional learning program. As college professionals we are part of a specific field of human development. We can make ongoing professional learning and participation in improvement processes an expectation of employment. Other professions do not 'assume competence', but expect practitioners to engage with, and contribute to a growing body of knowledge about the profession. |
| 17. Faculty and staff learning opportunities for technological services |
| 18. Staff and faculty should go through culture sensitivity training and/or go through a program that helps them be more understanding of the student dynamic on campus. |
| 19. Programs that support students of LGBTQ+ community and to enhance other people knowledge about the community |
| 20. Initiative to improve the knowledge base of college staff and faculty about the student population and the communities they are part of. Do we know who our students are? What are systematic challenges they face? What are various strengths and assets that we could tap into? What are the most appropriate resources to refer and |
| 21. Integrate cultural awareness into existing opportunities for faculty and staff to development. Including events, training, and other development opportunities. |
| 22. The re-institution of CIETL as a focus of staff and faculty-planned and implemented of staff and faculty professional development. This initiative would be measurable in terms of more staff and faculty participating in and enthusiastic about professional development. |
| 23. In house professional development certificate (online teaching certificate) |
| 24. Professional development on meta major |
| 25. Professional development on cross function team related to meta major |
| 26. Further develop and research GE Pathways in collaboration with ACES Inquiry groups. This would enable us to combine efforts toward meaningful, relevant, and culturally responsive teaching and other shared goals. |
| 27. Link honors and ACES to develop and enhance program and support faculty in their work. This would contribute to the quantity and quality of honors projects. |
| 28. Improving professional development initiatives to create mentorships among faculty, to encourage participation of all faculty in the standard aspects of campus community service. |

29. Create annual 1-2 week summer academies focussed on great teaching, educational leadership, equity, etc. Each year a new cohort of faculty and staff will be trained and can serve as mentors for the next year's "students".

30. Create a network of college-certified coaches to be local experts in assessment, active learning strategies, classroom technology, customer service, effectiveness in leading meetings, team-building.

31. Create a mentorship program for both faculty and staff to develop leadership.

32. Technology literacy workshops for students. Many students need help with things like Word Office programs, Google Drive, etc. We can measure outcomes through pre and post surveys.

33. Strategic Initiative: Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning. Measurable Outcomes: Needs assessment during the Spring of odd years, Year-long programming (calendar of events) based on data from needs assessment data, Space, resources, and funding that support the programming and campus needs, Increase campus response of Strongly Agree to Q17 on the Participatory Governance Survey by 3% each year the survey is distributed.

34. Strategic Initiative: Implement an ongoing college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success. Measurable Outcomes: Expanding and coordinating Communities of Practice with a minimum of 60 different employees participating, A minimum of 3 inter-departmental networking opportunities each academic year with a minimum of 30 different employees participating, A minimum of 3 inter-departmental networking opportunities each academic year with a minimum of 30 different employees participating, Career & personal growth and learning resources for employees, Collective attendance minimum of 90 different employees (outside of Flex Day), On a 3-point Liker-type scale, feedback on all professional learning opportunities will indicate that the sessions are average to meaningful (2.5 average)