

## **Strategic Plan 2007 - 2008 Annual Progress Report**

**Goal 1: Base all curricular and programming decisions on data-driven strategies.**

**Activity 1:** Use data to make informed changes in programs, curriculum, schedules, and student services including a cost benefit analyses.

**Action Plan 1:** Complete the data report using the definitions supplied on page 102 in Basic Skills Handbook.

**May 2008:**

### **GROSS:**

Have requested information on Structured Learning Assistance tutoring, one of this year's BSI initiatives. (Here or in next item?)

**June 2009**

### **Gross:**

**Areas under Academic Support Services planned for and participated in the Student Services Flex Day Retreat. A major focus of the work was identifying connections to data needs, especially in relation to Basic Skills work on campus.**

**May 2008:**

### **TOWNSEND-MERINO:**

1) Using CPEC and ASSIST data the H & SS department revised degrees in History, Political Science, Sociology, Anthropology, Art and Art History, Theatre and Music.

2) Our Crossing Borders Basic Skills Learning Community was informed by research from both our institution and current literature in the area of developmental college education.

**Goal 1: Base all curricular and programming decisions on data-driven strategies.**

**Activity 1:** Use data to make informed changes in programs, curriculum, schedules, and student services including a cost benefit analyses.

**Action Plan 2:** Develop a cohesive set of research questions that allow us to begin tracking identified Student cohorts.

**January 2008:**

**TOWNSEND-MERINO:** I have submitted requests to the research office to examine how student success in developmental English and Reading classes is related to their success in upstream English classes. I have also submitted requests to examine the impact of preparation on success in Social Science classes.

**May 2008:**

### **GROSS:**

1. In collaboration with Instructor Enriquez and Dean Stringer, requested and received data on percentages of Hispanic students declaring STEM majors, placement test results, persistence

and success in Math. Used data to complete a collaborative Minority Serving Institution Engineering Improvement (MSEIP) grant with SF State for \$300,000 per year for 3 years.

2. In collaboration with Dean Stringer and Science instructors, requested and received data on STEM cohorts. Used data to complete a College Cost Reduction and Access Act Hispanic Serving Institutions (CCRAA HIS) grant for \$765,000 year one and \$761,100 year two.

### **May 2009**

#### **Gross:**

Several areas under Academic Support Services met with the Director of College Research, Planning and Student Success to identify research questions for identified student cohorts.

Examples:

- TRiO Student Support Services and TRiO Upward Bound developed questions re success, persistence and retention of its student cohort, and first generation, low-income students and students with disabilities.
- The Library developed questions related to cohorts of students using the Library for Hour by Arrangement and who had received Library Orientations.
- The Learning Center compiled and presented data on various tutoring initiatives. Met with Director to analyze, refine.
- DSPS & EOPS met with Director to identify research questions on students receiving services.

### **May 2008:**

#### **LUCAS-WOODS:**

As part of the SLO Process, SS developed SLO for all programs and departments, identified and created assessment tools, and conducted assessment processes. Then worked with the College Researcher to compile the information. Next steps include analyzing the data, developing action plans from it, and developing additional/new SLOs for next year.

#### **HAYES:**

New Certificates and Degrees created are based on data elements from the CA Employment Development Department, specific employment needs of industry, local businesses, and community based organizations. During the 2007-08 academic year, the Fashion Merchandising Certificate and A.S. Degree were approved by the Curriculum committee. The fall, spring, and summer course schedules produced by the Business, Workforce, & Athletics Division are based on prior semesters' documented data and additional needs that arise during the semester. Also, ECE & ESL faculty got together to review the data on ESL students enrolled in ECE classes and it was decided upon to create a learning community. The learning community will assist the ESL students in being successful and persistent in completing the necessary college coursework for a Certificate, A.S. Degree, and possible transfer to SFSU for a Bachelors of Arts in CAD. The development stage will take place in fall 2008 and the actual implementation will begin in spring 2009.

**June 2009**

**HAYES:**

The ECE/ESL Departmental faculty members with the financial assistance from the First 5 of San Mateo grant were able to add a Learning Community entitled One Childhood, Two Languages during the spring 2009 semester. The goal was to assist second language learners in ECE to acquire English language skills while learning how to communicate effectively with parents, teachers, and children. The researcher is working closely with personnel from the College to develop a cohesive set of research questions that allow us to track student cohorts. The Researcher was able to track the First Year Experience and Crossing Border students along with the ESL population. Also, during the 2008-09 academic year, a review of the students currently in the Human Services program, graduates, contacts, etc. was undertaken to see if it warranted the possibility of offering a Bachelor's degree in Human Services here at Cañada College. After a small group met with personnel from Notre Dame de Namur University to discuss the possibility of offering the Bachelor's program, it became a reality and both Colleges developed a plan to implement the Bachelor's program here at Cañada College for the fall 2009 semester. The Bachelor's degree in Human Services will be offered one evening per week at Cañada College.

**May 2008:**

**TOWNSEND-MERINO:**

Not yet begun.

**STRINGER:**

A cohort of STEM students has been identified and is being tracked. Bart Scott has details for the group of students.

**June 2009**

**STRINGER:**

**I don't know the status of this cohort that Bart established. We have begun tracking the cohort of math students from this summer's math jam.**

**May 2008:**

**HOOD:**

Commissioned Interact Communications to conduct the Student Media Preferences Survey. This helped guide the development of both a marketing and outreach plan for the College. The College needs to identify \$4000 annually to continue with this survey.

**June 2009**

**HOOD:**

**Update 6/23/09: The Student Media Preferences Survey was performed. We have one more year on our contract with Interact Communications. The results of the survey are used to develop both marketing and outreach plans.**

**Goal 2: Develop new programs and strengthen existing programs to meet our community and business needs.**

**Activity 1:** Develop partnerships with Employment Development Department and Workforce Investment Board to investigate employment trends developing the county economy.

**Action Plan 1:** To contact business leaders in the Bay Area to identify where there are employment opportunities and identify the emerging trends in industry and community based organizations.

**January 2008:**

**HAYES:**

Have done initial research on the Economic Modeling Specialists, Inc. website (formerly known as CC Benefits) on employment trends developing within the metropolitan bay area. Will meet with pertinent key personnel during spring 2008 to identify emerging trends in industry. The Chemistry Technician program is currently being developed under the direction of Dr. Jeanette Medina. During this academic year in order to meet the community and business needs the following courses were developed and offered: a) three - one unit ECE courses for the San Mateo County Office of Education personnel and anyone else interested in the topics as professional development. Topics include: Math Strategies for Preschool Teachers, Coaching Skills for ECE Administrators, & Facilitative Leadership. b) a partnership between the County of San Mateo Human Services Agency and Cañada College developed the ECE court mandated parenting courses, one held in Daly City in English and one class held in Menlo Park in Spanish. Also, based on community and business needs was the development and offering of the .5 unit course in Human Services: Understanding the Experience of At Risk Youth.

**May 2008:**

**HAYES:**

The Fashion Merchandise Certificate and A.S. Degree were created based on the strong needs of businesses and the advisory board.

**HAYES:**

Much more work needs to be done in this area during the 2008 -09 academic year.

**HAYES:**

Need to add SPARK – Robert Hood will write on this .....RWC 2020 – Pres. Mohr & Doug’s

**June 2009**

**Hayes:**

During the 2008-09 academic year, the Chemical Technician program was approved by Cañada College’s Curriculum Committee and was endorsed by the Bay Area Community College Consortium Members and has been submitted to the State Chancellor’s Office and we are waiting for final approval. The three instructional deans and faculty experts in the field worked on putting together the following proposals: Surveying, Chemical Technician, ESL/Accounting for summer, and the ESL/Accounting for fall 2009. The four proposals were submitted to the San Mateo County Workforce Investment Board to ascertain some ARRA/WIB funding. Two of the proposals have been submitted

to the WIB ETPL (Employers Training Providers List) wherein students can enroll in the Chemical Technician or Surveying courses. The summer proposal was rejected due to the timeframe of WIB's Board meetings. The fall 2009 ESL/Accounting proposal was approved and will begin in fall 2009. Also, Dr. Janet Stringer is participating on the Regional Water Districts consortium which is being coordinated by the BACCC and she has attended numerous meetings that include in person and conference calls about the water districts' workforce needs and to explore interests in closer collaboration. Cañada College is very interested in being a partner in this region by offering the set curriculum.

Cañada College will continue meeting with the WIB Executive Director and County of San Mateo Workforce Investment Board employees to keep abreast of workforce needs in San Mateo County and upcoming possible partnerships.

**May 2008:**  
**STRINGER:**

Doug Hirzel has met with RHORC about health careers pathways. They do industry investigation about employment and training needs within healthcare systems. Jeanette Medina has also investigated professional development training opportunities among middle and high school science teachers. Another program, previously grant funded, has ended leaving a void in the community for teacher development. We have designed a pilot program to fill this need.

**May 2009**

**Stringer:**

The teacher development program did not get off the ground, but we are still interested in developing a program through a new professional development/continuing education program that the College is trying to get started.

In May we developed and submitted a grant with the SIEW – the union representing the health care industry. We have continued to have conversations with them about their needs for educating their workers.

**May 2008:**  
**HOOD:**

The College has initiated discussions with the community non-profit, SPARK, to conduct a job exploration fair aimed at 6<sup>th</sup> through 8<sup>th</sup> graders.

**June 2009**

**HOOD:**

**Update 6/23/09: To date we have not been able to partner with SPARK. We will continue to try and develop a Middle School job fair during this academic year. Budget reductions have made this project difficult because there is no funding for transportation, food, etc...**

**Goal 2: Develop new programs and strengthen existing programs to meet our community and business needs.**

**Activity 5:** Develop and promote a professional looking College brochure that displays current programs and career pathways.

**Action Plan 1:** Develop a general College brochure (in Spanish and English)

**May 2008:**

**HOOD:**

Working with outside contractors, the Office of Communications has finished an English language version of the brochure. The administration needs to identify approximately \$15,000 every 18 months to replicate this. It is important to update the brochure in a reasonable time span. To produce both a Spanish-language and English-language brochure, the administration should double the on-going costs.

The College printed 10,000 copies of the English-language view-book and they have been well received by high school counselors, parents, and prospective students. It is important to produce both a Spanish-language and English view-book in June 2009.

**June 2009**

**HOOD:**

Update 6/23/09: We continue to use the English-language view-book and it's one of the more important printed pieces we distribute at Outreach events. We are in the planning stages of developing a new English-language view-book for this year. The Spanish-language view-book is cost-prohibitive at this time because of the cost for translation.

**May 2008:**

**HAYES:** Worked with District personnel on the "Find Your Future Here" full color 14 page brochure paid by the District. Need to work with Robert Hood, Public Information Officer.

**June 2009**

**HAYES:**

Worked with Barbara Christensen in updating the Find Your Future Here brochure for the second printing; also worked with Robert Hood, Public Information Officer, and Roberta Chock, Web Mistress on updating marketing materials for dissemination.

**May 2008:**

**GROSS:**

Worked with CSU EB to produce marketing materials for Health Sciences degree, for which they paid costs of reproducing and mailing.

**STRINGER:**

Doug Hirzel has developed marketing material for the health careers program.

**May 2009**

**STRINGER:**

The health careers pathway program is in the final stages of developing a website for career pathways in health services and has developed a website for volunteer opportunities in health care.

**Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.**

**Activity 1:** Increase student recruiting, especially with under-served markets as identified in this plan.

**Action Plan 1:** Instruction Office and Academic Senate to identify a person to investigate and develop a model including courses for an Honors Program.

**January 2008:**

**TOWNSEND-MERINO:**

We just met to develop two new events: a midnight madness application, assessment and registration event on campus and two similar off-campus Super Saturday events, one in EPA and the other in RWC.

**McBRIDE:**

Patty Dilko was identified as the person to lead this effort. She had done significant research about programs, has developed a prospectus, and has made reports to Divisions, management and Academic Senate. She will present a proposal to the college about implementing a plan by the end of the spring semester.

**June 2009**

**Hayes Acting VPI 2008-2009:**

During the spring 2009 semester, Patty Dilko continued to be the Honors Transfer Program Coordinator and there were four Honors Transfer courses offered. The courses were in the following disciplines: Chemistry, Economics, English, and Math.

**DILKO:**

(Completed January 2008) Draft of Honors Scholars Prospectus complete Focus groups begun including: Associated Students; Academic Senate Governing Council; Instruction and Student Services Council: Business, Workforce, And Physical Education Divisions: Identify Honors Program Steering Committee.

**May 2008:**

**DILKO:**

(Projected May 2008) Continued focus groups including: Phi Theta Kappa; Counseling Department; Student Services Managers, Web based student survey, High school student survey (included on District-wide survey tool), Identify Honors Program Faculty Coordinator and Academic Counselor. Join Honors Transfer Council of California and Bay Honors Consortium. Identify faculty who are interested in teaching honors classes. Determine where the Honors

Program should be “housed.” Create Honors Scholars Program logo and inspirational source. Develop Honors Scholars program budget: start-up and ongoing. (Projected December 2008) Develop Honors sections, contracts, and seminar. Develop Honors calendar and timelines. Develop Honors Policies and Procedures: eligibility, contracts, course development guidelines, WebSmart procedures, counseling materials. Develop Honors webpage. Develop Honors Program promotional materials for students, high school counselors, the catalogue, and schedule. (Projected Future) December 2010 apply for admission to the UCLA Transfer Alliance Program.

**August 4, 2009**

### **DILKO**

Honors Program Faculty Coordinator acquired a \$90,000/three year grant from the SMCCCD Chancellor and Trustees to launch the Honors Program. The fall semester of 2008 was committed to course and program development. Under the guidance of the Honors Program Advisory Committee, there were four Honors sections offered in Spring of '09 including an Economics Colloquium, a Chemistry Colloquium, a section of Calculus III, a section of English 100, and one Honors Contract that added up to a total of 10 units. During summer of '09 there were several students who completed Honors Research projects under the supervision of Cañada faculty at prestigious research seminars. The schedule for Fall '10 includes an Arts Seminar, a Transfer Colloquium, an Early Childhood Colloquium, a section of English 100, a Political Science Colloquium, a section of Linear Algebra, and a section of Ordinary Differential Equations that will add up to a total of 14 units. And while spring '10 classes are still being planned, there will be at least 23 units offered.

The Honors Program Coordinator under the guidance of the Advisory Committee completed a number of other tasks. First, they developed and approved a Faculty Handbook which includes guidance on developing courses and advising students. Subsequently they completed and approved a Student Handbook which includes program policies and application processes. These documents will guide the Program in its future development as well as lay the groundwork for application to the UCLA Transfer Alliance Program. In addition they were able to acquire a dedicated study room for the Honors Transfer Program within the Learning Center. This room will become the nexus for information regarding the Honors Program because the Program Coordinator, Honors Counselor and other Honors faculty will hold office hours there. The Honors Program has been fully integrated into the college schedule and catalog, and outreach materials have been developed and produced. Finally, the Coordinator acquired a small grant to update and improve the Honors webpage so that it is useful to students and faculty who are interested in participating. The site should be completed by the end of fall '09. The program is on track to begin the UCLA Transfer Alliance Program application process in December 2010.

**Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.**

**Activity 1:** Increase student recruiting, especially with under-served markets as identified in this plan.

**Action Plan 2:** Develop activities focused on Middle School outreach.

**January 2008:**

**TOWNSEND-MERINO:**

We just met to develop two new events: a midnight madness application, assessment and registration event on campus and two similar off-campus Super Saturday events, one in EPA and the other in RWC.

**May 2008:**

**LUCAS-WOODS:**

SS sponsored and coordinated the May 17<sup>th</sup> Super Saturday recruiting event at the Redwood City Public Library using the full range of enrollment services including application, financial aid, placement testing, counseling and registration. And a similar event, Midnight Madness, is planned for Friday, August 1<sup>st</sup>.

**STRINGER:**

May 14, 2008 Jeanette Medina's NSF grant sponsored a visit to Cañada by middle school students from Central Middle School in San Carlos, CA. Students were part of the GATE program for gifted and talented students. The program was a huge success – based on teacher and student feedback.

**May 2009:**

**STRINGER:**

This program was repeated in May 2009 for the GATE students.

**Goal 5.3.1 – website development for transfer**

**Gross – The grant was funded and the grant manager is working on development of this website.**

**HOOD:**

The College is working with SPARK, a community non-profit, to organize a job fair at the College for local 6<sup>th</sup> through 8<sup>th</sup> grade students.

**June 2009**

**HOOD:**

**Update 6/23/09: See above for update.**

**Goal 3: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.**

**Activity 1:** Increase student recruiting, especially with under-served markets as identified in this plan.

**Action Plan 3:** Expand and deepen recruiting activities for High School.

**January 2008:**

**HOOD:**

To provide recruiters with necessary brochures and recruiting material resources need to be identified. While the Office of Communications has increased production of recruiting materials for the Outreach Office, no ongoing funding has been identified to continue this effort. These efforts have also come on top of current duties performed by the Office of Communications with no reduction in other duties or help to perform these additional duties. Student Services should identify an on-going source of funding to provide support materials for the Outreach Office.

**June 2009**

**Hood:**

**Update 6/23/09:** Because the English-language view-book has been so well received, the Office of Communications is shifting money away from radio and television advertising to fund an updated view-book. The schedule calls for completing in Spring 2010. The view-book will be produced internally and approximately 10,000 copies will be printed.

**RABY:**

Two PEP (Priority Enrollment Program) days are scheduled on April 19, 2008 and April 23, 2008. This program is designed for high school seniors to provide an easy transition from high school to college and includes placement testing, workshops on financial aid and admissions, orientation, a campus tour, and a counseling appointment.

Additional Campus Ambassadors were hired during Spring 2008 and weekly high school visits were scheduled for the following high schools: San Mateo, South San Francisco, Half Moon Bay, Hillsdale, and Aragon.

**May 2008:**

**RABY:**

Super Saturday is scheduled in the community on May 17, 2008. This event will outreach to the Redwood City community and provide placement testing, registration assistance, financial workshops and counseling. The location is yet to be determined.

**RABY:**

A luncheon was held at Cañada College in the new Library for all high school counselors and career services technicians from the Sequoia Union High School District. A general overview of the concurrent enrollment process and updates were provided along with program

presentations by Faculty of various departments. The luncheon was well attended and many of the high school counselors stated that they were impressed with all of the changes that have been happening at the college.

**RABY:**

The Outreach Department increased the number of activities including the following:

- Increased the number of Priority Enrollment Program (PEP), previously called PASS (for graduating seniors) from one event in 2007 to two events in 2008;
- Presented college information to 12 different classes at Sequoia High School;
- Filmed concurrent enrollment announcement for Woodside High School;
- Expanded the area of outreach and visitation to Palo Alto and South San Francisco;
- Increased number of high school tours to include charter schools and special programs for ESL;
- Attended more college fairs from South San Francisco to Cupertino to Half Moon Bay;
- Called students who had applied but not yet taken the placement test, and called students who had completed the placement test but not yet registered.

**RABY:**

Collaborated district-wide to promote the Summer Connection Program (concurrent enrollment) including mailing of brochures, posting flyer, conducting surveys at each of the high schools.

**GROSS:**

Attended Spanish Speaking Parents Information Night at San Mateo High School to provide personalized information on University Center programs.

**June 2009**

**Gross:**

**Having been awarded a J. Russell Kent Exemplary Award (sponsored by the San Mateo County School Boards Associated and designed to recognize and publicize outstanding programs), the University Center furthered development of Center for Teacher Efficacy classes through SF State for local area school teachers focusing on *Differentiated Instruction*, and *Technology in the Classroom*. (Members of the Kent Award Board recommended that the project partners apply for a Golden Bell Award, a statewide award for exemplary projects.)**

**May 2008:**

**GROSS:**

University Center developed Center for Teacher Efficacy classes through SF State for local area Math and Biology high school teachers focusing on *Differentiated Instruction*, receiving excellent evaluations, as well as commitments for additional programs for high school teachers next year.

## May 2008:

### HAYES:

The Career Technical Education program faculty members have worked extensively with the Tech Prep Coordinator in the expansion of recruitment activities with high schools throughout San Mateo County. During the 07-08 academic year, the Tech Prep Coordinator invited the Jefferson High School District and the SSF Unified School District's Fashion Design and Interior Design related students from the USHSD. The Multimedia Department has been teaching for the past two years, a very successful pathway of Multimedia courses at Sequoia High School. The Cañada College faculty member was invited and presented at the "Connecting Academy Pathways with Community Colleges" statewide conference this past March. Also, the Multimedia Dept. held an Open House in May and invited high schools with Multimedia related programs to attend the event.

## June 2009

### HAYES:

During the 2008-09 academic year, the Dean of Business, Workforce, & Athletics worked with the Tech Prep Coordinator in developing a Career Day at Cañada College wherein the students at the Carlmont Academy and the high schools within the San Mateo Union High School District could discover career pathways in Interior Design, Multimedia, Radiologic Technology, Early Childhood Education, Fashion Design, and Medical Assisting.

### **Goal 4: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language.**

**Activity 1:** Create a basic skills taskforce on campus to develop new approaches and strategies with the statewide framework as a reference.

**Action Plan 1:** Develop a series of Professional Development opportunities for faculty and staff which focus on recruitment, retention, and basic skills.

## May 2008:

### LUCAS-WOODS:

SS sponsored and/or participated in numerous professional development opportunities regarding recruitment, retention, and basic skills including the CIO/CSSO Annual Conference, the CSSO Northern Drive-in Conference, the State Chancellor's SS Technical Review Training, the SS Technical Site Visit at Chaffey College, and the State Chancellor's SS Conference in Los Angeles.

### RABY:

Counseling Faculty and Staff have participated in many professional development activities this past year including UC Conference, CSU Conference, International Career Development Conference, CalWORKS Coordinators Conference, Myers-Briggs and Strong Assessment Workshops, Ensuring Transfer Success Conference, Counseling to Type: Helping Students and Clients Through Individualized Career Counseling, Matriculation Conference, Articulation

Conference, Veterans Conference, Foster Youth Conference, Bay Area Career Conference, The Basic Skills training workshop, and the ACT COMPASS workshop.

**RABY:**

The Dean of Counseling and Enrollment Services and two Counseling Faculty gave a presentation on the First-Year Experience at the annual Student Services Conference.

**TOWNSEND-MERINO:**

1) Faculty who are teaching in the Crossing Borders Basic Skills Learning Community participated in a three day retreat to develop integrated curriculum for powerful learning experiences.

2) Basic Skills Task Force has developed a set of recommendations for workshops to be offered in the 08-09 academic year. They will be working with Professional Development and the SLOAC Committee as well in the development of these workshops.

3) Faculty have participated all summer in a series of three seminars supported by the state wide Basic Skills Task Force.

**June 2009**

**CASTELLO:**

1) Faculty and staff participated in a Facebook workshop in January 2009. Faculty who participated received a stipend paid for through Basic Skills.

2) Faculty participated in the follow up workshop to the Fall 2008 For Teachers By Teachers with For Teachers, By Teachers II in March 2009 on teaching and learning strategies that are especially useful with basic skills students.

3) Cañada College hosted and participated in the Basic Skills Spring Regional Conference: Creating and Sustaining Effective Basic Skills Programs in April 2009. The faculty in Crossing Borders and First Year Experience Learning Communities attended and presented at this conference.

4) Faculty participated in a Learning Communities Retreat in June 2009, which was open to all colleges through the Basic Skills Bay Area Network. All the different Learning Communities at Cañada College came together for the first time to share information and data about the ESL and Basic Skills students served by these learning communities and to plan for the 2009-2010 year, which includes a new Crossing Borders English + Reading + Career Learning Community for Athletes and two new Crossing Borders Learning Communities for evening students: College Success in the Evening with English + Career and Reading + Career classes.

5) Faculty and administrators from Cañada participated and presented at the Regional Basic Skills Leadership Conference at San Francisco State University in June 2009.

**Goal 4: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language.**

**Activity 1:** Create a basic skills taskforce on campus to develop new approaches and strategies with the statewide framework as a reference.

**Action Plan 2:** Identify a task force and develop and implement a Basic Skills Strategic Plan.

**January 2008:**

**McBRIDE:**

Basic Skills Task Force met regularly during the Fall semester. A plan was developed using the BSI funding currently available. Major initiatives include the Crossing Borders Learning Communities, hiring a full-time counselor (non-tenure track) providing extra assistance in the Learning Center using instructional aides to help with English and ESL, hiring extra student ambassadors, providing structured learning assistants in four classrooms, providing for professional development, and funding one SOTL Scholar.

**June 2009**

**Hayes Acting VPI 2008-2009:**

During the 2008-09 academic year, there were a total of eight Crossing Border Learning Communities (five in fall 2008 and three in spring 2009). The full-time non-tenure track counselor continued in the program and assisted all students in the program and worked closely with all instructional faculty members.

**TOWNSEND-MERINO:**

Crossing Borders: A College Success Learning Community.

**June 2009**

**CASTELLO:**

- 1.) Summer LEAP was started in the Fall 2008 semester and continued to be designed in the Spring 2009 semester. It is a 2-week program in August to prepare new basic skills college students by offering an intensive Math and English review with counseling support to improve students' placement for the Fall 2009 semester. Data will be collected on this program.
- 2.) At a Flex Day meeting in January, Crossing Borders faculty discussed the students' concern about the number of hours in class for the Crossing Borders Learning Community by making the Wednesday class a hybrid class in which almost half of the classes would be conducted online. One method of creating the online community was to use Facebook. Data is being collected on the success, retention, and persistence of students in this Learning community.
- 3.) Also at the Flex Day meeting in January, Crossing Borders faculty brainstormed a modification to the original learning community to be implemented in Fall 2009. There will be two sections of Making History Crossing Borders Community linking English, Reading, Career, and History classes. Data will be collected on this learning community.
- 4.) The Basic Skills Committee drafted a mission statement.

- 5.) Three more sections of Crossing Borders Learning Communities were developed for Fall 2009: GOALS! Getting Onboard for Athletic and Learning Success created specifically for soccer players but open to all students who are interested in sports literature, and two sections of College Success in the Evening linking English and Reading with Career classes. Data will be collected on this learning community.

### **June 2009**

#### **CASTELLO:**

- 1.) Workshops were developed by the Reading /Writing Lab Coordinator, a History professor and the librarian for students in History classes targeting their textbook reading and note-taking skills and the library research skills. The workshops were offered in the Fall 2008 semester and data was collected and compared to previous semesters. The data showed that students increased their scores on History tests after participating in the workshops.
- 2.) To Be Arranged hours will be used to offer workshops for students in transfer English classes that focus on choosing research topics, using library research databases, summarizing and paraphrasing skills, and citation of sources. These academic skills are necessary for most transfer level courses.

### **June 2009**

#### **CASTELLO:**

- 1.) One new model for the Crossing Borders Learning Communities for Fall 2009 links basic skills English and Reading classes with a transfer level History course, HIST 201, a history course which fulfills several associate degree general education and transfer requirements.
- 2.) The Humanities and Social Sciences faculty have developed two-year curriculum plans for each of their departments to better align curriculum and to ensure that students will be able to take the courses necessary for certificates, degrees, and transfer in a timely fashion. The two-year curriculum plans are being formatted now for distribution in the Division and for counselors.

### **May 2008:**

**GROSS:** Exploring opportunities for bringing the Puente program to the College, which has a proven track record in supporting students in English 836, as well as English 100, contributing to increased transfer rates.

### **May 2009:**

#### **Gross:**

**Academic Support Service Areas, including Library, Learning Center, TRiO Student Support Services and EOPS/DSPS, took active role in developing and implementing the College's Basic Skills Strategic Plan. Examples, SSS Director coordinated the Summer LEAP program, Library staff attended Basic Skills leadership conferences. One Librarian will co-coordinate the Plan next year.**

**Goal 5: Improve the persistence and transfer rate of students enrolled in transferable courses.**

**Activity 3:** Reinforce and promote the image of Cañada College as a successful transfer institution.

**Action Plan 1:** Develop elements of the website which respond to the expectations of students wishing to transfer to Universities.

**January 2008:**

**May 2008:**

**GROSS:**

Included line item in CCRAA HSI grant for proposed Transfer Center website update for \$22,500.

**Goal 5: Improve the persistence and transfer rate of students enrolled in transferable courses.**

**Activity 4:** Create pathways by which students can move through transfer programs in a timely fashion (see Goal 11-4).

**Action Plan 1:** Examine and develop new appropriate curriculum for transfer AA's for articulation with CSU's and UC's.

**January 2008:**

**TOWNSEND-MERINO:**

The departments of Anthropology, History, Sociology, Political Science and Speech had approved in Fall 2007 new AA's and numerous new courses. These changes will allow students to transfer as juniors to most institutions. The departments of Studio Art, Art History, Theater and Music will be asking for approval for all new AA's and new courses by the end of Spring 08. In addition, the Humanities and Social Science division will present three new interdisciplinary AA's in Latin American studies, Humanities, and Social Sciences.

**June 2009**

**CASTELLO:**

- 1.) One new AA degree has received State approval: Latin American Studies.
- 2.) Two updated AA degrees with new emphases received State approval in Spring 2009: Political Science with an Emphasis in Pre-Law, Political Science with an Emphasis in Public Administration and Service, and Anthropology with an Emphasis in Archaeology, Anthropology with an Emphasis in Cultural Anthropology, Anthropology with an Emphasis in Linguistic Anthropology, Anthropology with an Emphasis in Physical Anthropology, and Anthropology with an Emphasis in Visual Anthropology.
- 3.) There are three new emphases for the AA degree in Art which are currently in progress: Art with an Emphasis in General Art, Art with an Emphasis in Art History, and Art with an Emphasis in Studio Art.

4.) Course articulation with CSUs and UCs was approved in Art, History, Music, Political Science, Drama, Sociology.

#### January 2008:

##### HAYES:

The faculty in Business & Accounting are meeting with the College Researcher to obtain specific statistics to analyze if there are consistent patterns that need to be addressed and also other divisional faculty members are reviewing the pathways by which students can move through transfer programs in a timely fashion.

#### May 2008:

##### RABY:

Counseling Faculty worked in collaboration with Faculty from the Humanities and Social Science Division and the Science and Technology Division to create new Inter-disciplinary studies degrees that replace the out-of-compliance University Studies Degrees.

#### May 2008:

##### HAYES:

The faculty in Business & Accounting met with the College Researcher to obtain specific statistics to analyze if there are consistent patterns that need to be addressed and are awaiting the results. The Fashion Design faculty, coordinator, and Dean have been meeting with key SFSU personnel in setting up articulated agreements for a smooth transition from the A.S. in Fashion Merchandising to SFSU's related program.

#### June 2009

##### HAYES:

During the 2008-09 academic year, the faculty coordinators worked with the Dean and key personnel at SFSU, Notre Dame de Namur University, etc. and Cañada College Student Services in trying to secure seamless articulation agreements so students can transfer without any problems.

##### TOWNSEND-MERINO:

All degrees now approved. We will need to monitor transfer rates.

**Goal 6:** In dialog with business and industry, support and strengthen existing workforce programs. Through research and sustained interaction with the business community, pursue new programs and courses which reflect the dynamic occupational and specific needs of the Bay Area economy.

**Activity 1:** Build and maintain relationships with Chambers of Commerce in the Bay Area.

**Action Plan 1:** Developing and maintaining partnerships for Chemistry and Allied Health.

### **May 2008:**

#### **GROSS:**

1. Have continued to work with San Mateo County Human Resources to deliver appropriate, accelerated classes on-site for employees toward an AA, also provided 4 transfer opportunities workshops to them, highlighting Health Science degree.
2. Through the University Center, developed Spanish/English Interpretation Certificate program from SF State to train interpreters, who also receive credits towards Bachelor's in Spanish.
3. Through the University Center, developing Health Science with an Option in Administration from CSU EB, slated to begin fall 08.

### **May 2009**

#### **Gross:**

1. In collaboration with Dean of Business, Workforce Development and Athletics, planned an on-site contract education Business Writing Skills class designed for San Mateo County employee. Also coordinated delivery of appropriate, accelerated classes on-site for employees toward an AA, and provided 3 transfer opportunities workshops to them, highlighting Health Science degree.

### **May 2008:**

#### **STRINGER:**

An advisory board, including industry and educational partners, has been formed for the NSF project. This project is developing specific training opportunities for students to work in chemical or research laboratories. Industry input is critical to the success of this program. The health careers program that Doug Hirzel has been leading is also working closely with RHORC to identify needs in the healthcare industry.

### **May 2009**

#### **STRINGER:**

The chemistry technician program has now been approved by Bay9 and the state. The first class will be offered in the spring of 2010.

### **Goal 7: Increase entrepreneurial actions across the College by seeking new revenue sources.**

**Activity 2:** Increase the support for personnel and non-personnel resources in the development office.

**Action Plan 1:** Employ a College Fund Developer.

### **January 2008:**

#### **MCBRIDE:**

Decided not to move forward with this at this time. The SMCCCD Foundation has offered significant help in fund development. A new director is in place there and she will work with the college to develop resources.

**June 2009**

**Hayes Acting VPI 2008-2009:**

The College community decided not to move forward with this position for the 2008-09 academic year due to the budget crisis. Stephani Scott, Executive Director for the SMCCC Foundation, has worked closely with President Mohr to secure funding for various projects at the College.

**Goal 8: Develop and strengthen external collaborative relationships and partnerships.**

**Activity 2:** Align the Cañada College, High Schools, and Adult School curricula, develop common assessment and develop programming to increase the awareness of students about their career and educational opportunities available at Cañada College.

**Action Plan 1:** Identify faculty to meet with High School and Adult School faculty to align curriculum.

**January 2008:**

**TOWNSEND-MERINO:**

The ESL faculty regularly participate in CAL-PASS meetings and have met with the ESL faculty of San Mateo Union High School district several times. In addition, the ESL faculty regularly meet with Sequoia Adult school leaders and faculty to align curriculum. Writing and Reading Faculty at East Palo Alto Academy are interested in meeting this summer with Cañada faculty to discuss alignment of curriculum. This initiative is still in the discussion phase.

**HAYES:**

College CTE faculty members have been meeting with high school CTE faculty members to review current articulation agreements in place, changes to curriculum between entities, and distribute new flyers and brochures to be disseminated back at each high school's key areas to promote the educational and career opportunities at Cañada College. The Dean will discuss with the Business, Workforce, & Athletics Division faculty, the opportunity to align curriculum in other areas of study and to meet with the adult school faculty members in their respective disciplines.

**June 2009**

**HAYES:**

Continued partnerships with various high schools and ROP in San Mateo County through the Tech Prep Coordinator. Also, the biology faculty at both Woodside High School and Cañada College met, aligned curriculum, and developed an articulation agreement with BIOL 130 – Human Biology, effective spring 2009.

**May 2008:**

**TOWNSEND-MERINO:**

have written a grant to Woodrow Wilson Foundation to support the work with EPAA.

**June 2009**

**CASTELLO:**

- 1.) There were meetings with EPAP administration and faculty to develop schedule of offerings for Fall 2009.
- 2.) There were meetings with EPAA administration and faculty to develop schedule of offerings for Fall 2009. Two Cañada deans attended the Woodrow Wilson Early College Conference in San Francisco with the principal and faculty from EPAA.

**May 2008:**

**STRINGER:**

Doug Hirzel has been working closely with the high schools in the area, particularly East Palo Alto Academy, East Palo Alto Aspire Academy, Woodside, and Carlmont to bring health science classes to the high school. One faculty member has been identified at Woodside, Ernest Lo, who is qualified to teach HSCI 100 and 115.

**May 2009**

**STRINGER:**

The NSF scholarship program for STEM majors has opened doors with the high schools. Faculty have visited almost every upper level math class in every surrounding high school to make students and high school teachers aware of the engineering program, MESA and the scholarship opportunities at Cañada College.

**Goal 8: Develop and strengthen external collaborative relationships and partnerships.**

**Activity 3:** Evaluate existing PreK-16 partnerships and determine how the programs can be improved.

**Action Plan 1:** Evaluate the current University Center program.

**Primary Responsible Person(s):** Jeanne Gross

Report

**Other Responsible Person(s):**

**Timeline:**

December 15, 2007

**January 2008:**

**GROSS:**

The Dean of the University Center is gathering program information concerning enrollment, headcount, graduation, etc. from various departments at San Francisco State University. The College Researcher and Chief Information Officer met with the Dean to discuss a survey instrument to be administered to students in current classes in late April. The items will be included in an evaluative report in May.

**June 2009:**

**GROSS:**

Evaluative report compiled and presented to the College President and Board of Trustees in April 2008. .

**Goal 8: Develop and strengthen external collaborative relationships and partnerships.**

**Activity 7:** Expand partnership opportunities with extended agencies to provide support for Child Development lab/center.

**Action Plan 1:** Create a task force to complete a feasibility study on the Child Development Center.

**Primary Responsible Person(s):**

Tom Mohr

**Success Factor:**

Completed feasibility study

**Other Responsible Person(s):**

**Timeline:**

May 15, 2008

**Goal 9: Build an educational environment that fosters a passion for education, and the leadership and the personal skills necessary for civic engagement/participation.**

**Activity 1:** Develop rigorous academic classes with structure to support the under-prepared e.g. study groups and peer tutoring.

**Action Plan 1:** Develop a collaborative model for intensive and rich tutoring between Social Science faculty and the tutorial center. Social Science Faculty will work with the tutorial staff to develop a model for intensive peer tutoring.

**Primary Responsible Person(s):**

Jean Gross & Katie Townsend-Merino

**Success Factor:**

Improve student success in-class

**January 2008:**

**TOWNSEND-MERINO:**

The History department has pioneered this model. They have recruited tutors who provide tutoring on demand (meetings scheduled via email) and who run student-led workshops on writing successful essays for history classes. The department is presenting its efforts at the March division meeting.

**June 2009**

**CASTELLO:**

1.) The Reading/Writing Lab Coordinator spent the Spring 2009 semester working with faculty, counselors and librarians to create a series of workshops to be offered in the Fall 2009 as To Be Arranged (TbA hours) for ESL, English, and Reading classes. These workshops address a variety of

academic skills including grammar, punctuation, paragraph and essay organization, summarizing, paraphrasing, outlining, and reading study guides.

### May 2008:

#### **GROSS/SABBADINI:**

The Learning Center is collaborating with SS faculty to ensure all SS courses have a tutor who is able to assist the faculty in whatever efforts they need: study sessions, individual tutoring, workshops, etc.

### May 2009

#### **GROSS/SABBADINI:**

The Learning Center has made progress in that faculty have been actively identifying potential student tutors. Accordingly, the Center has tutors for sociology, history, psychology, astronomy, anthropology, and political science, as well as for other subjects. They work directly with the instructor so they know the assignments and test times. Then they conduct review/study sessions or workshops for research papers, etc. The methodology is similar to the tutoring model of Supplemental Instruction or Structured Learning Assistance, but the tutors are not in the classroom. The Learning Center is also trying to increase our visibility and support for the evening classes too.

**Goal 9: Build an educational environment that fosters a passion for education, and the leadership and the personal skills necessary for civic engagement/participation.**

**Activity 3:** Create an environment full of activities and filled with ideas, in particular, controversial ideas such as a global lecture series or panels, a series of high-interest political debates.

**Action Plan 1:** Plan two new activities e.g. lecture series, film series, Theater, debates in the coming academic year.

### June 2009

#### **Gross:**

**Staff Academic Support Services assumed leadership and support positions in planning these events:**

- **Dr. Ron Takaki Lecture**
- **Showing of Color of Fear and workshop**
- **Let's Talk about Race, led by Lee Mun Wah**

### January 2008:

#### **LUCAS-WOODS:**

\*Silent Program: Jewish New Year (Student Activities). \*Humanities & Social Sciences Faculty Lecture Series-Traveling the Silk Route: China, Pakistan and Iran; Theater as a Dynamic Force for

Social Change; Stereotype Threat and the College Classroom. \*International Latino Film Festival (Humanities & Social Sciences)-¿Y tú, cuánto cuestas?/What's Your Price? \*A Day of Change-Doctors without Borders; Relief for Darfur (PreMed Club/Humanities & Social Sciences) \*How to Win a Cosmic War? The War on Terror, Reza Aslan (Humanities & Social Sciences) \*Twilight: Los Angeles, 1992 (Theater Arts Program/Humanities & Social Sciences) \*The Middle East: Cycle of Power (The Anthropology Club/Humanities & Social Sciences & Phi theta Kappa)-History Through the Eyes of Islam, Tamim Ansary; Middle Eastern Politics, Bridgette M'Guinness; Iraq - A Focus on the Middle East, Ayad Al-Qazzaz \*National Coming Out Day - Tough Guise Presentation What Does it Mean to be Masculine (Student Activities) \*United Nations Association Traveling Film Festival - Death on a Friendly Border \*Where Hawaiians Met the Donner Party - Early Immigration into California (Student Services/Library) \*Constitution Day - Jean Jacques Rousseau and Our Constitution: How to Find Scholarly Articles on political Theory (Student Services/Library) \*Dia de los Muertos Altar Building Activity; Sugar Skull Workshop (Student Activities) \*AIDS Awareness Week - Movie "Life Support"; Safe Sex 101 Workshop; HIV Positive Guest Speaker (Student Activities) \*Young Latino Leaders Annual Posado (Student Activities).

### **TOWNSEND-MERINO:**

A Humanities and Social Sciences faculty lecture series was developed and five events have occurred with a slate of nine scheduled. The Political Awareness Club is developing an issue debate series.

### **May 2008:**

#### **LUCAS-WOODS:**

\*Humanities & Social Sciences Faculty Lecture Series. The Relationality of Ethnic Identity Breaking Faith: The Nuremberg Code on US Experimentation in the Cold War Era. \*Black History Month events (Student Activities), Musicia Original de Cuba, African Americans and the Black Diaspora: From King and Du Bois to Obama. Abada Capoiara performance. \*African American Student Luncheon (Student Activities). \*Relationship Abuse Awareness speakers and Forums (Health Center), Interfaith Dialogue: Unity in Diversity (ASCC), Humanities & Social Sciences Faculty Lecture Series: Bridges Not Walls

#### **GROSS:**

The Diversity Committee planned and presented a *M.E.E.T on Common Ground: Respect in the Workplace* training in collaboration with District personnel. On the last day of the training the committee brainstormed with participants concerning forums, presentations, workshops addressing diversity issues for next year. The Committee has met in June, and will meet in July to develop a plan to present to College Council in the fall.

### **TOWNSEND-MERINO:**

The Humanities & Social Sciences faculty are developing a new lecture series with the theme "Crossing Borders" for the 08-09 Academic Year.

**Goal 10: Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.**

**Activity 5:** Develop new professional development activities centered on student support. Collaborate with the other colleges to develop district wide student support meetings as Professional Development activities (see Goal 10-8).

**Action Plan 1:** Develop a series of Professional Development opportunities for faculty and staff which focus on recruitment, retention, and basic skills.

**Funding Source:** Basic Skills fund

**Primary Responsible Person(s):**

Professional Development Coordinator

**Success Factor:**

Completion of Workshops offered May 15, 2008

**January 2008:**

**May 2008:**

**GROSS:**

Student Services had a workshop on Student Services SLO's in the Spring, which focused on professional development in order to create and assess SLO's. Student Services will have a Retreat for SS Supervisors in June focusing on defining and redefining students and their needs in order to develop most effective services and to begin planning for Student Services ongoing professional development.

**June 2009**

**GROSS:**

**Staff of Academic Support Services helped develop and participated in SLO/Program Review focused Flex Day Retreat in the spring.**

**LUCAS-WOODS:**

VPSS met with Region 3 CSSO's to plan regional professional development opportunities and activities for all SS staff. VPSS hosted and participated in District Educational Services and Planning Council Retreat. Financial Aid staff attended numerous trainings statewide. Student Activities Coordinator attended NAFSA Conference on developing student leaders. SS Supervisory Council met in June to do initial review of SLO assessment data and to discuss SS staffing and professional development needs in response to student needs.

**RABY:**

Counseling Faculty and Staff have participated in many professional development activities this past year including UC Conference, CSU Conference, International Career Development Conference, CalWORKS Coordinators Conference, Counseling to Type: Helping Students and Clients Through Individualized Career Counseling, Matriculation Conference, Articulation Conference, Veterans Conference, Foster Youth Conference, Bay Area Career Conference, The Basic Skills Training workshop, and the ACT COMPASS workshop.

## **RABY:**

The Dean of Counseling & Enrollment Services and two Counseling faculty gave a presentation on the First-Year Experience at the annual Student Services Conference.

## **TOWNSEND-MERINO:**

See Page 9.

## **June 2009**

### **CASTELLO:**

- 1.) Canada Basic Skills Coordinator and the Basic Skills Network Mentor presented a workshop on using Facebook to create an online community of learners in January 2009. Faculty and staff participated in workshop and the faculty who participated received a stipend paid for through Basic Skills.
- 2.) Faculty participated in the follow up workshop to the Fall 2008 For Teachers By Teachers with For Teachers, By Teachers II in March 2009 on teaching and learning strategies that are especially useful with basic skills students.
- 3.) Basic Skills Initiative sponsored a presentation by Sandra Alvarez, international human rights activist, called "What are Human Rights?" for the college community in April 2009.
- 4.) Cañada College hosted and participated in the Basic Skills Spring Regional Conference: Creating and Sustaining Effective Basic Skills Programs in April 2009. The faculty in Crossing Borders and First Year Experience Learning Communities attended and presented at this conference.
- 5.) Faculty participated in a Learning Communities Retreat in June 2009, which was open to all colleges through the Basic Skills Bay Area Network. All the different Learning Communities at Cañada College came together for the first time to share information and data about the ESL and Basic Skills students served by these learning communities and to plan for the 2009-2010 year, which includes a new Crossing Borders English + Reading + Career Learning Community for Athletes and two new Crossing Borders Learning Communities for evening students: College Success in the Evening with English + Career and Reading + Career classes.
- 6.) Faculty and administrators from Cañada participated and presented at the Regional Basic Skills Leadership Conference at San Francisco State University in June 2009.
- 7.) Cañada will send a team to the Tillery Institute August 9-12; the focus of the Institute is "Planning for Systemic Change in Implementing the Basic Skills Initiative."

**Goal 10: Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.**

**Activity 8:** Support faculty and staff programs that assist faculty and staff in accomplishing the goals of the Strategic Plan (see Goal 10-5).

**Action Plan 1:** Develop a series of Professional Development opportunities for faculty and staff which focus on recruitment, retention, and basic skills.

**Primary Responsible Person(s):**

Professional Development  
Coordinator and Basic Skills Task Force

**May 2008:**

**TOWNSEND-MERINO:**

See page 9.

**June 2009**

**CASTELLO:**

1)Cañada College hosted and participated in the Basic Skills Spring Regional Conference: Creating and Sustaining Effective Basic Skills Programs in April 2009. The faculty in Crossing Borders and First Year Experience Learning Communities attended and presented at this conference.

2)Faculty participated in a Learning Communities Retreat in June 2009, which was open to all colleges through the Basic Skills Bay Area Network. All the different Learning Communities at Cañada College came together for the first time to share information and data about the ESL and Basic Skills students served by these learning communities and to plan for the 2009-2010 year, which includes a new Crossing Borders English + Reading + Career Learning Community for Athletes and two new Crossing Borders Learning Communities for evening students: College Success in the Evening with English + Career and Reading + Career classes.

3)Faculty and administrators from Cañada participated and presented at the Regional Basic Skills Leadership Conference at San Francisco State University in June 2009.

4)Cañada will send a team to the Tillery Institute August 9-12; the focus of the Institute is "Planning for Systemic Change in Implementing the Basic Skills Initiative.

**Goal 11: Improve number of certificate and degree awards.**

**Activity 4:** Develop career pathways (certificate & AS/AA & transfer) (see Goal 5-4).

**Action Plan 1:** Examine and develop new appropriate curriculum for transfer AA's for articulation with CSU's and UC's.

**Funding Source:**

Carry Over Funds

**Primary Responsible Person(s):**

Deans

**Success Factor:**

10 pathways will be identified

**January 2008:**

**TOWNSEND-MERINO:**

The departments of Anthropology, History, Sociology, Political Science and Speech had approved in Fall 2007 new AA's and numerous new courses. These changes will allow students to transfer as juniors to most institutions. The departments of Studio Art, Art History, Theater and Music will be asking for approval for all new AA's and new courses by the end of Spring 08. In addition, the Humanities and Social Science division will present three new interdisciplinary AA's in Latin American studies, Humanities, and Social Sciences.

**HAYES:**

No action has taken place on this Action Plan 1 from the Business, Workforce, & Athletics Division.

**June 2009**

**Hayes:**

**No action has taken place on this Action Plan**

**May 2008:**

**TOWNSEND-MERINO:**

Using CPEC and ASSIST data the H & SS department revised degrees in History, Political Science, Sociology, Anthropology, Art and Art History, Theatre and Music. The new interdisciplinary degrees were also approved in Latin American Studies, Social Sciences and Humanities. Further work will be pursued in the next Academic Year.

**June 2009**

**CASTELLO:**

**1.) The ESL Department developed a new Certificate of Achievement called Preparation for Academic Scholarship and Success and sent it to the State for approval in the Spring 2009 semester.**

**May 2008:**

**STRINGER:**

**1.** Work in on-going to revise BIOL 130 to add a laboratory experience to align the course better for articulation.

**2.** CSU East Bay has recruited sufficient students to offer the Bachelor's Degree the Health Sciences here at Cañada.

**May 2009**

**STRINGER**

**We have had a new degree in Health Science approved by the curriculum committee. This, plus the interdisciplinary degree with emphasis in natural science, should make it easier for students interested in health careers complete the requirements for an AA degree before transfer.**

**A laboratory course (BIOL 132) has been developed, approved and is on the schedule for fall that is a companion course for Human Biology (BIOL 130).**

**Linda will add – NDNU has begun offering class towards the Human Services degree on campus here.**