

# Substantive Change Application

## Distance Education – 50% of Students or Courses

**Directions:** Complete each section, keeping narratives concise and direct. Should you have any questions, please contact [substantivechange@accjc.org](mailto:substantivechange@accjc.org) and we will be happy to assist you.

Email completed application to [substantivechange@accjc.org](mailto:substantivechange@accjc.org).

<b>Institution name:</b>	Cañada College				
<b>Address:</b>	4200 Farm Hill Blvd Redwood City, CA 94061				
<b>ALO name:</b>	Karen Engel	<b>Phone:</b>	650-306-3145	<b>Email:</b>	engelk@smccd.edu

Select the type of Distance Education approval:

50% or more of all institution’s students enrolled in at least one course offered through distance education

6,782 Total number of students | 5,176 Number of students enrolled in at least one distance education course

50% or more of all institution’s courses offered in the distance education modality

354 Number of courses | 204 Number of courses offered in distance education modality

It is the institution’s responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards<sup>1</sup>. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

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<sup>1</sup> 34 CFR § 602.16(a)

**Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).**

[Our institution's mission](#) statement is: "Cañada College engages and empowers students in transforming their lives and communities through quality education."

Distance education aligns with our College's mission by expanding access to quality education, fostering inclusivity, and promoting lifelong learning. It enables us to reach a diverse student population, including those with geographical or physical constraints, or other commitments, empowering them to achieve their academic and professional goals.

In 2022, Cañada College updated its Mission, Vision, and Values statements as part of the creation of a new, [five-year Educational Master Plan for the College](#) which is dedicated to ensuring the College is able to achieve its Mission and live up to its Vision and Values. This allowed the college community to reflect on and update these statements as well as the [strategic goals of the College](#) in the context of what we had learned during the COVID-19 pandemic with respect to the needs of our distance education students as well as the urgency of our equity and antiracism efforts to ensure that the College is able to live up to its Vision of providing "equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world."

One of the College's four strategic goals, as of 2022, concerns accessible infrastructure and innovation: "College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve."

And several of the College's key strategic initiatives during the 2022-27 timeline of our Educational Master Plan involve distance education:

- 1.3 -- Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities (e.g., **offer courses in multiple modalities**, better align with the District Block Schedule, offer short courses, offer selective courses during non-prime hours) for students given their educational goals.
- 1.9 -- **Strengthen participation in the California Virtual Campus** to help Cañada students' access courses not offered in our District and to gain enrollments in Cañada's online courses by completing all of the college-specific steps needed to participate in the Course Exchange **and providing robust support to online instruction**.
- 2.3 -- **Increase resources for faculty professional development to support new teaching modalities and learning experiences**, especially those that reach underserved current and future students.

- 2.12 -- Ensure the Program Review process effectively identifies equity gaps in both academic and student services programs and provides program leads with the professional development and resources to address them. **Ensure that online programs are evaluated separately from those provided in person and address any bias or discrepancies as soon as possible.**
- 2.14 -- 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.
- 4.10 -- **Ensure all faculty, staff and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities.**
- 4.12 -- **Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.**

The College's Education Master Plan, along with the College's annual program review process, is the primary mechanism driving the continuous improvement of the College and our efforts to achieve our Mission, Vision, and Values.

**Describe how the distance education will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (*Standard 1.3*).**

The review of distance education is integrated into Cañada College's regular program review, integrated planning, and continuous improvement processes. As part of program review, all instructional programs review and evaluate course enrollment, success, and retention data disaggregated by course modality. They also consider disaggregated inter-sectional data: course success by course modality and student race/ethnicity; course success by course modality and gender; course success by course modality and age, for example. The [data dashboards](#) maintained by the Office of Planning, Research, and Institutional Effectiveness (PRIE) allow for this disaggregation in multiple ways and provide an [analysis of equity gaps by instructional modality](#). The PRIE Office prepares data packets for any instructional program undergoing a comprehensive program review in which it includes a summary of [enrollment trends, course success rates, and equity gaps](#) by instructional modality.

The College's Program Review process includes an opportunity for programs, including Distance Education leadership within the Office of Instruction, to request personnel and non-personnel resources consistent with the college mission, their program mission and program goals. Prior cycles of program reviews and resource requests made by Distance Education can be found [here](#).

In addition, the College's Planning & Budgeting Council (PBC) [annually reviews](#) (PBC minutes 2.7.2024) Cañada's [institution-set standards](#) which include metrics related to the enrollment

and course success rates of our online students. As part of that process, the Office of Planning, Research and Institutional Effectiveness (PRIE) calculates and presents data related to those [student populations disproportionately negatively impacted in course outcomes, by course modality](#). This data is also shared with the College's [Distance Education Advisory Committee](#) (DEAC meeting 11-1-23) which is responsible for creating and monitoring the implementation of the College's [Distance Education Plan](#), dedicated to continuously improving the quality of distance education at Cañada.

This continuous monitoring and evaluation and continuous improvement cycle ensures that the College is responsive to student needs, enhances program effectiveness, and drives ongoing enhancement of our distance learning offerings.

**Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (*Standard 2.6*).**

Distance education meets students' needs by offering flexible learning options that accommodate diverse schedules and circumstances. It promotes equitable learning by providing access to education for students who may face barriers to traditional on-campus learning, such as geographical distance, work or family commitments, or physical disabilities.

Since 2020, the College has offered course sections in a variety of instructional modalities: in-person, online synchronous, online asynchronous, and hybrid. As of 2021, the College began offering some course sections in a multi-modal format using cross-listed sections that allow students to choose the course modality that best suits their schedule and preferences. By offering instruction in multiple modalities in a wide range of courses and programs that align with diverse academic and professional goals, the College is striving to ensure students have access to relevant and high-quality education regardless of their location or circumstances.

The best evidence of student need is the modality of instruction students choose when they register, particularly as they register for courses offered in multiple modalities. Student enrollment data by course by modality is monitored daily by the College Vice President of Instruction and all of the instructional deans (see [FTE Tracking Report](#)). Each term, Division Deans consider this data as well as disaggregated course success data by modality when creating the schedule for the following term (for example, see [Science & Technology Division Modality Presentation](#)). By considering disaggregated course success data at the department and even course level by modality, Division Deans and faculty can make adjustments when there is evidence that the needs of some students may not be met. In this way, the College is working diligently to monitor and address any equity gaps by student sub-population by instructional modality.

In spring 2023, the Office of Planning, Research, and Institutional Effectiveness conducted a [student modality preferences survey](#), which helped illuminate student preferences by subject

and type of instruction (e.g., lab, lecture, studio art). Division Deans and faculty inform their scheduling choices using this kind of information to best meet student needs as well.

Cañada College received its [Local POQR Certification](#) in the Spring of 2023, and began quality reviewing (QR) and certifying its online courses in the Fall of 2023. QR courses are highly organized, engaging, fully accessible, equitable and inclusive. They meet student and curricular needs more effectively, therefore promoting equitable learning and achievement.

Quality Online Teaching and Learning 1 (QOTL 1) is an in-house certification program for faculty to learn how to teach online and/or hybrid courses on Canvas. Cañada has been offering this certification program since the Fall of 2017, and we currently have 173 faculty members certified to teach online through QOTL 1 or an equivalent training. At the end of QOTL 1, faculty submit the course that they've built during training and is at least 80% complete. Submitted courses are reviewed based on OEI Course Design Rubric criteria and faculty are provided feedback on finishing and improving their course design.

In the Summer of 2021, we also launched QOTL 2 as a re-certification option for faculty who completed their initial online teaching training more than 3 years ago. QOTL 2 offers faculty a 'Choose Your Own Adventure' format where participants create their own course pathway to include the content that is most relevant to them and their students. This is an advanced online teaching course that focuses on online pedagogy and course design, as well as equity and inclusion. We currently have 31 faculty re-certified through QOTL 2 or an equivalent training.

The College Curriculum Committee and curriculum review process also ensures that the College's distance education modalities meet student and curricular needs and promotes equitable student learning and achievement. The College's [Curriculum Handbook](#) contains the [specific requirements](#) for any course that will or may be offered as hybrid and/or online. These courses must have a completed and approved distance education (DE) supplement as part of its CurricUNET entry.

During the College's Comprehensive Program Review process, instructional programs are required to review disaggregated student outcomes data by course and instructional modality. The process includes program responses to questions such as: "The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps?" (See example from the [English Department](#), pg. 13, response to Question 8C). Each program then receives feedback on their program review assessments and plans for improvement from their peers in the Academic Senate and the Instructional Planning Council. The English Department's peer feedback from Fall 2023 can be found [here](#)).

The College continues to strive to meet the needs of its diverse students and ensure equitable student learning and achievement across student groups and instructional

modalities. It does so through thoughtful course scheduling, faculty professional development, and regular comprehensive program and curriculum review.

**Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).**

The College designs and delivers equitable and effective services and programs for distance education students by closely monitoring and evaluating the experiences online students have. Every student services program at Cañada has information on [their websites](#) describing the hours and modality of services they provide. Also, via the [Student Success Link](#) (the CRM tool the College uses), students can choose to make online appointments for a variety of services and they have access to their Success Team and other key personnel so that they can message them directly for help. Many services also have a “contact us” form or link so that students or community members can connect online with college personnel.

All Cañada student services programs have Service Area Outcomes (SAOs) which they evaluate every year to ensure equitable and excellent outcomes. For example, the Admissions and Records Office surveys all of those who contact them via their “[Contact Us](#)” page each year to evaluate how well those students and community members were served and how the Office can improve. The Office disaggregates the results by modality and by student subpopulation to better understand any possible equity gaps and how they can address them. Services post and share the results of their SAO assessments in the Nuventive platform and as part of the Student Services Planning Council’ annual program review process (see SSPPC minutes from [2.14.24](#) and [1.24.23](#)).

In this way, Cañada has implemented a comprehensive, effective, online student services support system. This includes:

- **Counseling and Advising:** Providing virtual counseling and advising services to help students navigate academic and personal challenges, set goals, and plan their educational journey.
- **Personal Counseling:** Provide 24/7 online personal counseling support for students with a vendor partnered through our Personal Counseling Center.
- **Tutoring:** Offering online tutoring services to assist students with course material and enhance their learning experience. Accudemia is used to connect students with Learning Center services

- **Library Services:** Providing access to digital libraries, online resources, and research support to ensure students have the necessary materials for their studies.
- **Technical Support:** Offering technical support for online platforms and tools to help students overcome any technological barriers.
- **Accessibility Services:** Ensuring that all materials and platforms are accessible to students with disabilities, and providing additional support as needed.
- **Career Services:** Offering virtual career counseling, job search assistance, and networking opportunities to support students' career goals.
- **Admissions & Records:** Provide access to online forms, departmental contact information, and Zoom appointments to support student navigation of key processes like applying, matriculating, and submitting academic petitions
- **Financial Aid** provides virtual services such as: access to online forms, using contact form for general FA questions and setting up appointments for financial aid application assistance, and using Chatbot for assistance.
- **SparkPoint** provides virtual financial coaching and financial education to students and the community. Support includes virtual one-on-one financial coaching (budgeting, savings, credit card building and repair), assistance with CalFresh, food and housing resources, and community services.
- **VROC** provides virtual assistance to veterans and military connected individuals. Support includes assisting prospective and current veterans with matriculation, accessing veterans benefits and connecting them with support services on campus.

All of these college student services are designed to be accessible, responsive, and tailored to the needs of distance education students, promoting their success and well-being throughout their academic journey.

**Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors** (*Policy on Distance Education and Correspondence Education*).

We offer faculty pedagogical resources and support for designing and developing courses with robust regular and substantive interaction elements. These support resources include:

- [QOTL 1 & QOTL 2](#) In-House Online Teaching Certification Courses - These facilitated courses include hands-on work on how to meet and exceed Regular and Substantive Interaction (RSI) requirements and ensure quality online interactions. Course participants create a complete online course that gets reviewed by the DE Team for quality, accessibility and RSI. Training materials are updated regularly to meet changing federal requirements and student needs. Cañada’s DE Team is also involved in training facilitation.
  - The courses both teach faculty the elements of the [CVC-OEI Online Course Design Rubric](#) and involve course builds being reviewed with the rubric.
- [Local POCR Process](#) - Cañada’s online courses can now enter an in-depth review process, in which faculty align their course to all the criteria of the [CVC-OEI Online Course Design Rubric](#). This process elevates course quality, accessibility, and enhances all aspects of RSI.
- Instructional Design Support: The college funded a full-time faculty Instructional Designer position that began in the Fall of 2023. This position offers instructional design support to faculty via workshops, individual and small group consultations, and just-in-time pedagogical resources and support via email, in-person and virtual meetings.
  - [Instructional Technology & Design Support](#)
  - [Instructional Technology & Design Newsletter](#)
  - [Cañada Faculty Resource Repository - Student Engagement Resources](#)
  - [Past Flex Day Workshops](#)
- [Professional Development](#) - Faculty also have access to professional development funds and attend online teaching training and conferences where topics that support Regular and Substantive Interaction are covered.

In the near future, we plan to update our Distance Education Board Policy to more clearly define Regular and Substantive Interaction expectations for online courses for our faculty.

**Describe how the institution authenticates students in distance education courses** (*Policy on Distance Education and Correspondence Education*).

The College authenticates students in distance education courses through methods like secure login credentials (username/password), multi-factor authentication, proctored exams, and monitoring IP addresses. San Mateo County Community College District Administrative Procedure 4105 ensures this gets communicated to students via the College’s course



registration portal: WebSmart. Cañada also posts this information on its [College Policies website](#).

During the 2023-24 academic year, the District has gone to extra lengths to identify and try to address a surge in fraudulent actors seeking to enroll and access financial aid. The District Office creates and shares lists with the Financial Aid Office, Registrar, and faculty of students whose identity and actual participation in online instruction should be verified (see Course Connections for Fraud Reporting). Instructional Deans and Academic Senate leaders remind faculty at the start of term to verify each of their students.

During the 2023-24 academic year, the District enacted the following strategies to mitigate financial aid-related fraud and authenticate students:

- ITS extracted data and looked for fraud "identifiers."
- ITS added "Identity Verification holds" to stop disbursement and future registration.
- The College required students to confirm identity prior to the release of funds and "Identity Verification holds."
- The College reported suspected Title IV (FA) fraud to the U.S. Department of Education's Office of Inspector General (OIG)
- The Dean of Enrollment Services reminded faculty to drop inactive (non-attending) students by the census date. (See Spring 2024 Email from Enrollment Dean)
- The Dean of Enrollment Services led a College Flex Day session on August 17, 2021 along with the Academic Senate President, Vice President of Student Services, Registrar, and Financial Aid Director entitled "Enrollment and Student Rosters: A Joint Effort of Student Services and Faculty" (see Enrollment Rosters Flex Presentation August 2021)

**Describe how the institutions employ qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).**

The San Mateo County Community College District sets high expectations for all of its employees (see [Board Policy 3.15 Employment Requirements](#)). This is operationalized through the District's [Administrative Procedure 3.15.3 Faculty Hiring](#) as well as through the District's contracts with [AFT](#) and [CSEA](#). SMCCCD Human Resources manages a regular performance evaluation process for all employees. This is operationalized in [Board Policy 3.20 Evaluation of Faculty](#) and [Board Policy 5.56 Classified Professional Supervisory Employees: Evaluation](#) as well as for other employment classifications.

The District's [Equal Employment Opportunity \(EEO\) Plan](#) for 2021-24 elucidates the District's commitment to diversity, equity, inclusion, anti-racism, and belonging as well as equal, fair, and accessible employment opportunity.

The District Information Technology Services (ITS) department is a centralized service for all three colleges dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting Cañada College as directed, with local technology initiatives, projects, and planning.

At the College level, the [Distance Education Advisory Committee](#) and the [Technology Committee](#), and the [Professional Development Planning Committee](#) are coordinated by the [Academic Support and Learning Technology Division](#).

Faculty, staff, and administrators employed by the college are expected to eliminate barriers and create an equitable learning environment for students regardless of the modality of teaching and communication. In addition, regular professional development opportunities for faculty, staff and administrators are created through Flex activities and the Faculty Teaching and Learning Lounge.

To lead these efforts, a full-time Instructional Designer and Instructional Technologist work closely with the DEAC and Flex Day Coordinator in collaboration with the District DEAC and Technology Committees.

The College DEAC committee collaborates with the SMCCCD Distance Education Advisory Committee ([March Agenda](#)) This committee is currently working on updating [SMCCCD Distance Education Strategic Plan 2024](#), completing CVC-OEI Home College Membership, and expanding the District's Technology & Apps for Teaching & Learning.

**Describe the institution's [2024](#) fiscal resources to support and sustain the distance education modality (Standard 3.4).**

Provide a budget showing evidence the institution has the capacity to maintain distance education.

The [2023-24 SMCCCD Annual Budget](#) illustrates the resources and capacity the College has to build and sustain excellent distance education.

The College's fiscal resources to support and sustain the distance education modality include budget allocations for technology infrastructure, faculty and staff training, student support services, and program development. Additionally, the College also allocates funds to provide support for marketing and recruitment efforts to attract online students. Funding also is allocated for research and development of innovative teaching methods and technologies to enhance the online learning experience.

The College's on-going budget includes funds for:

Personnel Support:

- A full-time Instructional designer faculty position
- A reassigned time faculty Distance Education Coordinator at .4 FTE
- A reassigned time faculty Teaching and Learning Coordinator at .4 FTE, and
- A reassigned time faculty SLO/PLO Assessment Coordinator at .4 FTE.

Academic Support Services:

- A comprehensive Library technology lending program
- Learning Center with personnel resources (including tutoring) to support students success in various modalities

The College's most recent financial audit can be found [here](#).

**Describe the institution’s physical resources, including if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).**

Cañada provides all full-time faculty with laptops and since 2021, the college has invested funds in creating classrooms equipped with cameras and microphones to provide space for faculty to teach in a variety of distance education modalities. In 2022, the College invested more than \$1.1 million in HEERF funds to convert 13 classrooms for multi-modal instruction or face to face and synchronous online teaching capabilities (see [PBC minutes and presentation from 11.2.2022](#)). The College also has 29 classrooms that house a Neatboard which facilitate multi-modal meetings and instruction. (See Neatboard inventory [here](#))

The College’s annual [program review and resource request cycle](#) allows program-specific personnel to identify and justify additional hardware and software needs specific to their program. Each year, Divisions, Senates, and ultimately the Planning and Budgeting Council prioritize [personnel](#) and [non-personnel resource requests](#) of all kinds and make recommendations to the College President according to clear processes and procedures.

Cañada also now has two faculty training spaces for providing pedagogical and technological teaching training: Room 9-154, the Faculty Teaching & Learning Center and Lounge, and Room 13-337, the Instructional Technology & Design Support Center.

In addition, the College offers the following virtual and physical resources to support distance education:

- Library Resources: The College provides access to [digital libraries, e-books, online journals, and databases](#) to support research and study for online students. In addition, the Library provides [laptops, hotspots, and calculators](#) for students for the semester.
- Support Services: Physical spaces for student support services, such as a welcome center, counseling, [tutoring support](#), and technical support, which is also available online.

In 2022, in response to the direction provided during its Educational Master Planning process, the College informed the District’s development of a new [Facilities Master Plan](#) which emphasized the development of a multi-modal campus and repurposing classrooms and student access to study areas for remote learning (pp. 38-40).

**Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).**

Cañada offers faculty a variety of technology resources to facilitate teaching and learning in distance education modalities. These resources include:

- [Canvas](#) - Cañada’s Learning Management System (LMS) where all of our online courses are offered and accessed.
- [Zoom](#) - Our online video conferencing tool that faculty use to offer synchronous online classes, online office hours, and optional online course meetings.
- Online Collaboration Tools - Cañada offers a variety of online collaboration tools that faculty may use to connect with students online, like [Pronto](#), our chat and video tool that’s integrated into Canvas.
- [Labster](#) - Faculty can provide online labs and virtual simulations within Canvas using Labster.

Cañada Faculty can get technology support from:

- [ITS](#) - General software, hardware and District application questions and issues.
- [Instructional Technology & Design Support](#) - Pedagogical and Canvas support for teaching across modalities.

We are in the process of outlining our objectives and activities for increasing faculty and student access to technology and support in our [Technology Plan 2024-27](#) and [DE Strategic Plan 2024-27](#) .

The SMCCCD District Information Technology Services Strategic Plan includes the goal of “Continue to improve the information technology infrastructure to provide reliable and high-performance access to the network and online services.” [See SMCCD ITS Strategic Plan - 2019-2024](#) pg. 3

**Describe how the institution’s decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).**

The College's decision-making structures support innovation and equitable student outcomes in distance education in a number of critical ways. As described in the College’s [Participatory Governance Manual](#), the Distance Education Advisory Committee (DEAC) and Technology Committee are two key college-wide Committees. As described in the College’s [Compendium of Participatory Bodies](#), these Committees are responsible for creating, monitoring, and evaluating the College’s distance education and technology plans in a manner that is inclusive and brings in all college constituency groups.

Both the [College Distance Education Strategic Plan 2024-27](#) and College [Technology Plan 2024-27](#) are data-driven, ensuring that these plans, strategic objectives, and actions rely on reliable, disaggregated data and analytics to inform decisions about program improvements, resource allocation, and student support services to enhance equitable student outcomes.

Canada’s [integrated planning and budgeting processes](#) and [calendar](#) ensure that there is broad-based engagement and participation in program planning and resource allocation decisions, including those related to technology and distance education. The College’s annual [program review and resource request cycle](#) allows program-specific personnel to identify and justify technology, PD, and other needs in order to fulfill the College mission, as well as their specific program goals. Each year, Divisions, Senates, and ultimately the Planning and Budgeting Council prioritize [personnel](#) and [non-personnel resource requests](#) of all kinds and make recommendations to the College President according to clear processes and procedures.

This continuous improvement cycle encourages programs to be innovative as they strive to address inequities in student outcomes. Every resource request must answer critical questions related to how the resource will help address equity gaps. In recent years, investments in NEAT boards, multi-modal classrooms, professional development for online teaching and learning, as well as enhancements to scale Zero Cost Textbooks and Open Educational Resources have been [prioritized](#).

The DEAC and Technology Committees collaborate to focus on the college’s technology and Distance Education effort and guide the campus in the following areas:

**Technology**

- **Access**
  - In collaboration with the district, the college prioritizes hardware, software, platforms, hotspots needed by staff and students. The college provides access through the [Tech Loan Program](#). In addition, tech usage support is provided through the Library, [Learning Center](#) and [District](#).

- **Professional Development** for faculty, staff and administrators in Flex Day and Division meetings
- **Assessment**
  - To ensure the DEAC and Technology Plans are relevant to the college needs, the committees collaborate with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to survey the campus and students with respect to their technology needs. PRIE is currently working with Associated Students at Cañada College to survey students about their experience with WiFi on campus in order to identify gaps in service. District ITS is also involved in this research.

### Distance Education

- **Professional Development** for faculty is provided through [POCR](#), [QOTL](#), [ZTC](#), and OER (in collaboration with the [Library](#)). Regular updates are provided to DEAC and Technology Committees and other shared governance groups (see [December 2022 DEAC meeting minutes](#)) In addition, information about professional development is provided through the following sources: [Newsletter](#), [Countdown to Course Launch Checklist](#), [Online Teaching Guides](#), [Non-Instructional Canvas](#), [QOTL 1](#), [QOTL 2](#), [Accessibility](#), [RegularSubstantive Interaction \(RSI\)](#), [FAQs](#), [Get Support](#)

### District Strategic Emphasis on Online Excellence

In addition to College decision-making structures in support of distance education, one of the [San Mateo County Community College District’s Strategic Plan](#) four goals is to “Promote Innovation and Excellence In Instruction To Support Student Learning And Success.” Nearly every strategy listed under [this District goal](#) emphasizes ensuring that colleges have an excellent learning and student support environment online:

- Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short-term classes; intersession classes; cohort classes; and continuing, corporate and community education.
- Promote strategic development of online education to increase the development and delivery of quality, fully online certificate and degree programs.
- Ensure instruction is delivered in multiple modalities, including in-person, hybrid, and hyflex, to increase access to higher education and meet the needs of different student populations.
- Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.
- Increase technology use in the classroom and develop the overall District technology infrastructure to support innovative practices in teaching and learning.
- Integrate technological systems to ensure a seamless and efficient experience for students, faculty, and staff.

- Ensure student and academic support services are accessible to all students in the online environment.
- Support innovation and excellence by increasing the availability of data and information to inform the effectiveness of programs and interventions designed to increase student success, equity, and achievement.
- Foster an environment that continues to attract and retain highly qualified and dedicated faculty, staff, and administration that share the District's values of equity and social justice.
- Accelerate the development and adoption of Open Educational Resources (OER) and expand Zero Textbook Cost (ZTC) course offerings for students across all modalities.
- Goal 2 includes: Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans.



## Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).

[SMCCD Board Policy 2.35 Use of District Communications Systems](#)  
[SMCCD Administrative Procedure: 2.35.1 Access to District Email](#)

[SMCCD Board Policy 7.01 Admissions and Concurrent Enrollment](#)  
[SMCCD Administrative Procedure: 7.01.1 Admission of Students ; 7.01.2 Admission of Concurrent Enrollment High School Students, Middle College High School Students, Other Young Students, and Non-immigrant Visitor Students ; 7.01.3 International Students ; 7.01.4 Students in the Military](#)

[Cañada College On-line Catalog: https://catalog.canadacollege.edu/current/](#)

[Cañada College Mission, Vision, Values: https://canadacollege.edu/about/](#)

[Cañada College Degree Offerings, Academic Calendar: https://canadacollege.edu/academics/](#)

[Cañada College Financial Aid, Admissions: https://canadacollege.edu/student-services-and https://canadacollege.edu/student-services/programs.php](#)

[Cañada College Outreach: https://canadacollege.edu/outreach/](#)

- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

All policies are found on [this page](#) with connections to more specific policy around [conduct](#), and [grievance](#). The [Student Grievance Process](#) is also detailed in our [catalog](#). Our administrative procedure regarding Title IX can be found [here](#).

- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
  - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
    - [No federal audits have been conducted at Canada College.](#)
  - Evidence of timely corrective action taken in response to any Title IV audits or program reviews
    - [Cañada goes through an internal audit on an annual basis with a company called CWDL. Although they essentially review the district's finances, they also incorporated a financial aid file review that includes our return of title IV completion, satisfactory academic progress appeals, student loan file completion, and disbursements of our federal and state aid. Cañada has not had a finding or corrective action needed from](#)

the auditors. Please find attached the last five financial statement reports from the internal auditors – Please note: in 2019 and 2020 the district used a different vendor named Crowe.

- Please find attached the most recent cohort default rate for Cañada’s student loan borrowers (2018-2020). Currently, each letter is confirming that no sanctions will be taken against our campus as our cohort default rates for each year was very low. However, we do have a default prevention plan in place. Cañada currently contracts with Student Connections to help us with our outreach efforts to get in contact with student borrowers. Each month, Student Connections obtains data from the Department of Ed for students who are in “grace period” or “in danger of being in default.” Since the pandemic, Cañada has not used this servicer since loan payments were paused back in early 2020. However, Cañada has reconnected with them to restart our partnership. Please find attached a copy of the recent contract

See [Policy on Institutional Compliance with Title IV](#)