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*Accrediting Commission for
Community and Junior Colleges*

EXTERNAL EVALUATION REPORT

Cañada College

4200 Farm Hill Boulevard

Redwood City, California 94061

**A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges**

**This report represents the findings of the External Evaluation Team that
visited Cañada College on October 21, 2013 through October 24, 2013.**

Pamela T. Luster, Chair

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Summary of the Report

A team of 12 community college professional educators visited Cañada College October 21 through October 24, 2013, for the purpose of reaffirmation of accreditation through evaluation of the College's performance relative to the Accreditation Standards and its compliance with Eligibility Requirements and Commission policies, to make recommendations for quality assurance and increasing institutional effectiveness, and to submit a recommendation to the Accrediting Commission regarding the College's accredited status. The team members prepared for the visit in advance by reviewing the Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness and preparing a draft report of their conclusions regarding the College's response to the recommendations from the most recent quality and effectiveness reviews, their initial impression of assigned Standards, Eligibility Requirements, and policies, and their overall opinion of the Self Evaluation Report. The Team chair and Team assistant also conducted a pre-visit to the college on September 5, 2013 to arrange team logistics and meet the leadership of the college. In the weeks preceding the visit, the Team Assistant communicated requests from Visiting Team Members for additional evidence, which was provided in a timeline manner.

In addition to the Evaluation Team assigned to the College, the Accrediting Commission for Community and Junior Colleges adopted a practice for multi-college districts or systems to ensure that observations, findings, and recommendations pertaining to the district or system are consistent in the reports for all institutions of the district. Accordingly, a lead chair was appointed to coordinate the District aspect of the visits to the three Colleges of the San Mateo County Community College District. The lead chair and team assistant formed a "District Team," which was composed of two representatives from each of the three institutional Evaluation Teams, for this purpose.

At the start of the visit, the District Team conducted meetings and interviews with several members of the SMCCCD Board of Trustees, the District executive and management team members, and members of the governance leadership of the District. The District Team met with the Chancellor later in the visit when he returned to the site. The District Team also reviewed pertinent documentation provided in the three Colleges' Self Evaluations and in the evidence files, as well as other materials and data that were shared with the Team both before and during the visit.

Although the College and District staff went out of their way to support the on-site evaluation process, three complications in the visit posed challenges.

First, the College Self Evaluation Report, while complete in its description and presentation of facts, did not include any self-identified improvement plans to address the needs identified in the document, causing the Team and the District Team to rely more heavily on other

documents and evidence to close the gap between the identified problem and the plan to correct it.

Second, the District Chancellor was off-site for the first two days of the visit and, although available by telephone, was not available to interact with the District Team and others on-site until the final days of the visit.

Third, the District challenged the interview requests of the District Team, preferring to add additional individuals in all interviews involving District staff due to stated concerns about the Accrediting Commission.

Although the Team and District Team worked around these complications, it is recommended as an improvement in preparing for future evaluation visits that:

- a summary of plans to address problems identified in the College's Self Evaluation be included either in the document itself or as an addendum;
- that the District Chancellor be on-site for the duration of the visit; and,
- that the District respect the purview of and fully cooperate with the exact requests of the District Team for interviews with specific individuals in the organization.

Introduction

Cañada College opened for instruction in September 1968 in Redwood City, California, and is a member of the California Community College System. It is one of three accredited colleges in the San Mateo County Community College District. The college is located on 131 acres in the western part of Redwood City and is conveniently located next to the Interstate 280 freeway. The College takes its name from Cañada Road, which winds its way through the valley to the west of the campus. The Spanish word *cañada* means 'ravine'.

The San Mateo County Community College District serves the entire county of San Mateo. Cañada College serves primarily the southern third of the county; however students from throughout the county attend classes at the college. The primary service area for the college is, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero. It is one of only three federally-designated Hispanic Serving Institutions in the San Francisco Bay Area.

There is also some sharing of students among College of San Mateo, Skyline College and Cañada College—where students take classes from more than one college—depending on student needs for specific courses or scheduling. In a broad sense, the community served by Cañada College is the entire 424 square miles of San Mateo County with a population estimated to be 739,311 in 2012. Cañada College is one of the smallest community colleges in the Bay Area, enabling it to meet its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing instruction in transfer and general education classes, professional and technical programs, and basic skills.

During the 2012-2013 academic year, the College enrolled 10,271 unique students and had 4,544 full-time equivalent students (FTES). The student body, as reported by the Chancellor's Office DataMart, is multi-cultural with Hispanic students as the largest single group at 42.9%; white, non-Hispanic students comprise 31.0%, Asians 9.0%, Filipinos 3.5%, African-Americans 3.8%, Pacific Islanders 1.7%, American Indian/Alaska Natives 0.2%, other, unknown and multi-ethnic 4.6%.

Like all of the California Community College institutions, Cañada College is an open-enrollment institution, designed to welcome students of all ages and backgrounds to higher education. A large number of Cañada College students come from the East Palo Alto and North Fair Oaks communities. In East Palo Alto, 52% of adults over 25 do not have a high school diploma and only 10% have a bachelor's degree or higher. In North Fair Oaks, 47% of adults do not have a high school diploma. Given these statistics, as taken from City-data.com in 2012, it is easy to see why so many Cañada students are first-generation college students.

Team members found the College's Self Evaluation Report to be clear, well organized and complete. Chart and tables where appropriate were well utilized to provide visual documentation on student achievement, planning and organizational facts. The Responses to

the Recommendations of the Previous Accrediting Team are complete and contain sufficient evidence. Additionally, the College provided electronic access to all database and internet sites containing information on student learning outcomes, student achievement, curriculum and planning documents. Some of these items were more difficult to find, however the College was helpful in guiding readers to their destinations.

Missing from the College Self-Study are any self-identified improvement plans. This was a challenge for the Team overall as the College embedded areas of improvement within the narrative, but did not call out any actions to improve. When asked why this was the case, it was suggested that the College's were advised District-Wide to omit these sections. In the future it would be helpful for the College to identify areas of self-improvement rather than have Teams struggle to distil them from the overall narrative.

The Team appreciated the preparation of the College for the Evaluation Visit. The Team was welcomed warmly and provided with everything it needed to conduct the visit. Students, staff, faculty and administrators were engaged and involved throughout the visit creating an open and collegial atmosphere.

Commendations/Recommendations

College Commendations:

1. The team commends the college for imbuing a culture of inclusion by fostering a high level of participation in the decision making process leading to outstanding collegiality and collaboration among the faculty, staff, students, and administration.
2. The team commends the college on the high level of engagement of the students in the Center for Student Life and Leadership which is evidenced through their involvement and knowledge of all shared governance committees, an active and well trained student council, and their participation in services that facilitate their success such as Beating the Odds, the Student Ambassador Program, and various on-campus student leadership opportunities.
3. The team commends the College for creating and fostering a culture of collaboration among faculty, classified professionals, and students that promulgates a rich, interactive, and relevant learning environment for underrepresented students in STEM disciplines.
4. The College is to be commended on the Center for Innovation and Excellence in Teaching and Learning (CIETL) for bringing the college together in dialogue to support student learning. CIETL provides more than leadership in faculty development; it is the heart of the college, affording a place for all members of the College community to engage in conversation about student learning.

District Commendation

1. The Team commends the District on its strategic planning, especially its foresight in planning to become a Basic Aid or "Community-Supported" Community College District. The SMCCCD planned for the funding modification that has stabilized and materially enhanced the revenue sources for the District. In addition, the District was successful in passing a Parcel Tax which provided a significant and stable revenue stream for five years. The District also carried out the difficult budget reductions that were necessary to adjust to the state's severe fiscal crisis, without employee layoffs. Strong leadership, planning, and decisions have enabled the District not only to stabilize in better financial times but also to prosper due to enhanced revenue. As a result, the District has enabled the Colleges of the District to move forward in serving students with additional classes, counseling, and other educational opportunities.

Recommendations

College Recommendations to Correct Deficiencies

College Recommendation 2

In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (2.A.2.e)

College Recommendations for Improvement

College Recommendation 1

In order to improve institutional effectiveness the college should record the robust dialogue that exists at the College between planning councils and governance groups, particularly the exchanges that relate to planning and resource allocation outcomes and processes. (I.B.4)

District Recommendations for Improvement

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

Evaluation of Institutional Responses to Previous Recommendations

Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities, and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards 1B2, 1B3, 1B6, 1B7, IIA1a, IIA1b, IIIC2, IIID1a, IVA5, IVB2, and IVB2b).

It is evident that the College responded with vigor to Recommendation 1 by completely overhauling its planning processes. The precise language of the recommendation was to develop an Educational Master Plan—perhaps too precise a recommendation, but one that certainly spurred the College on to several improvements in its college wide planning beyond the development of an Educational Master Plan.

The College has produced two Educational Master Plans since the last site visit, with both based on substantial research and data, and both engaging the College's broadly-based constituent groups. The first Educational Master Plan was created in alignment with, and using findings from, the existing Strategic Plan employing the services of an outside consultant to facilitate the process. The resulting Educational Master Plan integrated with, and gave greater direction and credibility to, the College's program review process. The Educational Master Plan became the nexus for integrating program planning for academic and student services, technology, human resources, facilities, and budget, all aligned to support the College Mission.

Of particular note is the subsequent ripple effect of the College's development of the 2008-2012 Educational Master Plan. As a part of developing the 2012-2017 Educational Master Plan in 2011, the College did a comprehensive review of all plans and planning processes, including the process it used to create the 2008-2012 plan. The results of this effort were substantial: creation of a new Environmental Scan; development of General Education Learning Outcomes; new Strategic Goals and Objectives; identification of the College's four Strategic Directions; revision of the College's Mission, Vision, and Values; and creation of an integrated planning calendar. Additionally, improvements were made to Program Review, refining both the process and content of Program Review.

Extensive input from various constituent bodies was solicited and reviewed in the creation of both Educational Master Plans, and it was the feedback from these groups that provoked the review of college wide planning. That the College has completed two Educational Master Plans substantiates the ongoing nature of the planning processes, and the significant review of the 2008-2012 Educational Master Plan and the attendant new planning structures give

evidence that the College conducts sufficient assessment to close the loop in its planning cycles.

The College has addressed the recommendation, corrected the deficiencies, and meets the Standards.

Recommendation 2

To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees and services. (Standards IB1, IIA1c, IIA2a, IIA2b, IIA2e, IIA2f, IIA2h, IIA2i, IIB4, IIC1c, and IIC2.)

Much work has been done on the SLOs since the 2007 visit; numerous examples given in the self-study demonstrate ideal effects of SLOs development and assessment. The college has demonstrated effective development, implementation, and assessment of Student Learning Outcomes (SLOs) that has helped the institution reach “proficiency” status.

The Center for Innovation and Excellence in Teaching and Learning (CIETL) offers workshops in the mechanics of assessment as well as providing forums for the discussion of learning outcomes. There appears to be great interest in e-portfolios as a method of Program Learning Outcomes (PLOs) and Institution Level Outcomes (ILOs) assessment. It was noted repeatedly in the Self Study that program level assessment efforts are in beginning stages. Those that have completed a cycle (such as the Counseling Program) provide a good model. There is strong evidence that the College is engaged in a robust campus wide dialogue including all constituencies in utilizing ePortfolios as an assessment tool for ILOs.

The college has implemented a TracDat database to capture, store, and retrieve SLO data. The TracDat application is used across the campus for both Instruction and Student Services areas. The TracDat database allows wide dissemination and collection of SLO assessment data. SLO work is also guided by a faculty Student Learning Outcomes and Assessment Coordinator along with a Student Learning Outcomes Advisory Committee (SLOAC).

SLOs are identified for each course as part of the curriculum development process and reflected in course outlines of record (CORs). CORs are reviewed by discipline and department faculty and then submitted to the college’s curriculum committee for review and approval.

SLO assessment plans are presented and reviewed through Annual Plans/Program Reviews. These plans are also reviewed by the Instructional Planning Council and routed to other

appropriate shared governance committees for action such as the Planning and Budgeting Council. In spring 2013, the college began a pilot program utilizing ePortfolios that involved students from different disciplines to assess learning outcomes, especially at the institution and program levels.

Cañada College's Self Evaluation has a detailed description and multiple examples of progress in developing student learning outcomes, measuring them, and using the results of measurement to plan and implement improvements for Student Support Services. Student learning outcomes have been created for the eight Student Services areas, and all have reported assessments, analysis of results, and recommendations for improvement. These are input through TracDat, documented in each area's Annual Plan/Program Review, and discussed at the Student Services Planning Council. Recommendations from this council go to the College Planning and Budget Council, where decisions are made for institutional improvement, including resource allocation. All descriptions of processes and actions in the Self Evaluation are supported by evidence such as planning documents, meeting minutes, and institutional information provided to the college community via the web.

The Library and Learning Center have developed Student Learning Outcomes, and assessment methods have been implemented for all of their courses and programs. Course and program outcomes are linked to institutional outcomes. As evidenced by TracDat, Library and Learning Center course and program outcomes assessment results have been posted at least annually since 2010. Assessment procedures also require results to be reported in the Annual Plans/Program Review as well as the Comprehensive Program Review.

Student Learning Outcomes and assessment now provide the foundation for decision-making at the College and are used by the Library and the Learning Center in two ways. One is to assess the achievement of SLOs specific to the related courses (the Library credit course and the Learning Center tutor training course). The other is to assess how these services support the course, program, and GE outcomes of the College.

There is evidence of institutional dialogue about student learning and student achievement, as well as about institutional processes for evaluation and plans for improvement. It is not evident as to how this dialogue is captured and communicated throughout the College community. Cañada has made great strides organizing its shared governance system, establishing a college-wide planning mechanism (the Annual Plan/Program Review reports), and integrating information about student learning and achievement into its planning. The College presents strong evidence that the initial responses to the recommendation are continuing.

The college has addressed this recommendation, corrected the deficiencies, and meets the Standards.

Recommendation 3

To increase institutional effectiveness, the team recommends that the college provide support for faculty, staff, students, and administrators through the development and implementation of consistent processes for the delivery of distance education. (Standards II.A.1.b, II.A.2.d and III.C.1.a)

It is evident that the College has created a support structure that promotes effective online learning environments. The College has actively utilized the Center for Innovation and Excellence in Teaching and Learning (CIETL) to pilot, evaluate, and support innovative teaching and learning practices (4 different workshops scheduled in September deal with use of technology). Training services are also available through a district program, Structured Training for Online Teaching (STOT). This recommendation has also been met through the development of a Distance Education Handbook (which includes guidelines for regular and effective contact) and the hiring of a full-time Instructional Designer to help in curriculum design and best practices for distance education.

Evaluation of online teaching and learning is in the early phases of implementation. The college Curriculum Committee evaluates and approves Course Outlines and Records and Distance Education Supplements to ensure that regular and effective contact is provided. Distance education courses are also reviewed by the Instructional Designer/Distance Education Coordinator, or by a member of the college Distance Education Advisory Committee (DEAC). Faculty are also provided access to a Distance Education Handbook, Rubric for Online Instruction, Regular and Effective Contact Guidelines, and Distance Education Accessibility Guidelines.

Evidence demonstrates that the College has expanded Student Support Services for distance learning. For instance, there is an online "ASK Cañada" link on the homepage, an easily accessed Distance Education webpage, and from there, an easily identifiable link to the Distance Education Student Services, which includes an e-counselor. Recent surveys have indicated that the vast majority of students taking online classes are local and also taking face-to-face classes. While the need for extending online Student Services is not currently pressing, the College continues to pursue its Student Services goals related to Distance Education in anticipation of gradual expansion of DE offerings.

The Library continues to support DE courses through the online access to multiple sources of information, including databases and e-books. It continues to explore the expansion of electronic information and the challenges this transition brings. The Library and Learning Center provide instruction related to information competency.

The college has addressed this recommendation, corrected the deficiencies, and meets the Standards.

Recommendation 4

To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services. (Standards II.B.3.a, II.C.1.a, II.C.1.b, II.C.1c, III.A, and III.A.2)

This recommendation focused specifically on Student Services and is addressed in depth in the Self Evaluation with a chart of the results from a Student Services retreat to address the barriers and inequities noted in the recommendation. The development of the Student Services Planning Council and the use of Annual Plans/Program Reviews for identifying issues and for planning reflect a concerted effort by the college to make significant changes. The College has made a significant investment to enhance counseling resources by, expanding evening and weekend support services, increasing previous FTE of 6.5 to 10.0, which provides 18 counselors, and through the development and execution of online services that support advising, academic planning and request for support services. For example, students can request the evaluation of transfer credit via the web. Even though students don't use many of these services to a great degree because they use the on the ground services, the college did fulfill the recommendation to provide alternative delivery in a variety of areas. Based on the Self Evaluation and information available to students on the well-designed website, the improvements are ongoing.

Since 2007, the Library and Learning Center staff has increased. Using Measure G and grant funds, two librarians and a library support specialist were added to the library. The Learning Center added a Writing Coordinator and Instructional Aides. Additionally, service hours have been extended. As a result, students have received greater access to services and materials.

This recommendation also focused specifically on some deficiencies in the student and learning support services provided for evening, weekend, Spanish-speaking, and online students. Through additional funding, the Library has addressed this recommendation by hiring more staff, including a Spanish-speaking librarian and a library assistant with expertise in technology. The additional staff members have allowed the library to remain open more weekday hours and on Saturdays, as well as enhance its online e-book and Spanish language book collections; continued expansion in both areas remains an important goal. The Learning Center has also extended its hours, allowed for online appointment scheduling, and offered

more support for ESL students. The establishment of the Library and Learning Center in a new building shows that expansion of resources and access are a priority for the College.

The college has addressed this recommendation, resolved the deficiencies, and meets Standards.

Recommendation 5

To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1, IV.B.1.e, IV.B.1.j, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)

The evaluation team found significant evidence of assessment of institutional effectiveness. Cañada College has developed and implemented a systemic evaluation of its decision-making processes. Since its last site visit in 2007, significant changes have occurred. As a result of annual evaluations, the processes have been adjusted based on an analysis of what has worked and what did not. The College's Participatory Governance Handbook outlines the hiring justification process. Staffing needs within division and departments are primarily identified through Annual Plans/Program Reviews, with Comprehensive Program Reviews being performed every six years. The process of identifying needed positions is integrated with the overall planning process and the participatory process. The Self Evaluation provides evidence that support the integration of physical resource planning with institutional planning. The Facilities Master Plan and the Annual Program Reviews are utilized to assess effective use of physical resources and use the results of the evaluation as a basis for improvement. The facilities master planning initiatives undertaken by the District in 1997, 2001, 2006 and 2011 reflect the needs and priorities outlined in Cañada College's Educational Master Plan and/or Strategic Plan, and are a part of the participative and iterative process. District facilities planners meet weekly with the President's Cabinet to review and strategize on facilities planning issues. This collaboration ensures that Physical Resource planning is integrated with institutional planning.

The Self Evaluation Report provides evidence to validate that Technology Planning is integrated with institutional planning. Surveys are conducted on an annual basis, as well as dialogue during various shared governance meetings to assess the effective use of technology and to use the information for improvement. As evidenced by the Educational Master Plan, the Technology Plan and the District Strategic Plan for Information Technology, and annual plan/program reviews, technology planning is integrated with institutional planning. Cañada College's Educational Master Plan which includes a mission statement, four strategic directions/goals, and 25 goals/objectives, is presented each fall to the Planning and Budgeting Council that revises its mission and goals as necessary. In the budget and hiring process, the College relies on the elements of the master plan to provide direction to expend

resources. The Planning and Budgeting Council oversees the planning and budgeting process and timelines; activities are described in the College's Participatory Governance Manual. The decisions made by the Planning and Budgeting Council are broadly communicated through open meetings, posted meeting minutes, email and through division discussions of Planning and Budgeting Council decisions. It is a complex process of consultation requiring a respect for divergent opinions, a sense of mutual respect and a willingness to work together for the good of the College.

Cañada College creates an environment for empowerment, innovation, and institutional excellence by creating funding opportunities for individuals and programs. In a Campus Wide Survey conducted in 2012, 64% of the campus community felt that they were encouraged to be creative and come up with new ideas for improvement, and the same percentage agreed that their ideas for improving their unit were taken seriously. All employees are encouraged to contribute to the Annual Plan/Program Review for their departments and programs. New ideas are met with open and optimistic attitudes, and creative solutions are actively solicited. The President interacts effectively with administrators, faculty, classified staff, and students concerning the successes or weaknesses of programs.

In January of 2012, the College adopted a revised mission, vision and value statements along with strategic directions to guide its work. The College has integrated these elements into the plans by linking resources to the implementations plans.

The college has addressed this recommendation, resolved the deficiencies, and meets Standards.

Recommendation 6

The team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c)

To address this recommendation, a District Performance Evaluation Task Force was developed in collaboration with District Administration, District Academic Senate, and the Federation of Teachers. The Vice Chancellor, Human Resources and Employee Relations, in consultation with the president of the San Mateo Community Colleges Federation of Teachers and the president of the District Academic Senate, has conducted discussions concerning the incorporation of student learning outcomes into the faculty evaluation process. The Task Force comprised of four faculty, one college president, and the vice chancellor for human resources was established to work on the process.

The Performance Evaluation Task Force agreed: to have the student learning outcomes in (1) the evaluation in the faculty Self Evaluation; and, (2) the Dean's assessment of the faculty. The group developed descriptors of what to consider in evaluating faculty.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

Recommendation 7

In order to fully meet standards regarding district evaluation procedures, the team recommends that while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standards IV.B.1 and IV.B.1.j)

The evaluation team confirmed that the District has a clearly defined policy for selection and evaluation of the college presidents. The Board of Trustees added Board Policy 2.03, College President in June of 2008 to address employment of the College Presidents. Evaluation of college presidents is conducted in accordance with this new policy and has continued since that time on a regular basis. The Chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each president in a closed session meeting each year. This evaluation is based upon the college goals that are developed by the presidents each year and approved by the Chancellor.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

Recommendation 8

In order to fully meet accreditation standards and improve effectiveness, the team recommends that:

a) The board should regularly evaluate its "Rules and Regulations" and revise them as necessary. (Standard IV. B.1.e)

b) The district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standard IV.B.3.g)

The District, in collaboration with the colleges, regularly reviews all Board policies and administrative procedures. In 2008, the Board of Trustees adopted the amended version of Board Policy 2.06, which establishes a six-year schedule for review of each of the eight chapters in policies and procedures. The District also contracted with the California Community College League for its Policy and Procedures Update Service. This service

provides a model set of policies and a regular update service. This service will be consulted for all reviews of the policies and procedures. As of spring 2013, all Board policies have been reviewed at least once in the last six years as required in Board Policy 2.06.

The District and the three colleges regularly review and update the delineation of functions chart to make certain it remains current, accurately reflecting what is happening. The Function Map was developed in spring 2010 using broad-based input from College and District staff. The map identifies for each operation whether the leadership and oversight of a function is primarily with the District or the colleges and further identifies where any secondary responsibility or shared responsibility exists. The document was reviewed by the College Planning Council in May 2010.

An extensive review was again conducted in spring 2013 using a representative group working with the District. The College's Planning and Budgeting Council, along with the key participatory governance groups, provided input to the document, and the comments were shared with the district group review process. This review is now scheduled to take place on a regular basis.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

Eligibility Requirements

1. Authority

The evaluation team confirmed that Cañada College is public, two-year community college authorized to operate as an educational institution and to award degrees by the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the San Mateo County Community College District. The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

2. Mission

The evaluation team confirmed that Cañada College's educational mission is clearly defined and is reviewed periodically through the college governance process and the San Mateo County Community College District Board of Trustees, according to Board policy. The current mission statement was last reviewed and revised during 2011 and adopted by the college in January 2012. The mission is published in the current catalog and on the Cañada College website.

3. Governing Board

The evaluation team confirmed that Cañada College is one of three colleges in the San Mateo County Community College District with a functioning governing board responsible for the quality and integrity of all three colleges in the district. The Board of Trustees is comprised of five elected trustees and one non-voting student trustee. The terms for elected trustees are four years and are staggered so that there are always at least two returning trustees after each election. The student trustee is elected annually by the student senates of the three colleges.

The team confirmed that the Board of Trustees makes policy for the district, and is an independent policy-making body responsible for reflecting constituent and public interest in Board activities and decisions. The majority of the Board members have no employment, family, ownership, or other personal financial interest in the institution.

4. Chief Executive Officer

The evaluation team confirmed that the Cañada College President has delegated authority from the Chancellor of the San Mateo County Community College District to lead and direct College operations. The San Mateo County Community College District appoints the Chancellor as the Chief Executive Officer; the Chancellor oversees the College Presidents.

5. Administrative Capacity

The evaluation team confirmed that Cañada College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose.

6. Operating Status

The evaluation team confirmed that Cañada College is operational and actively serves students seeking certificate and degree completion.

7. Degrees

The evaluation team confirmed that Cañada College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The degrees and majors offered by Cañada College are listed in the catalog and online.

8. Educational Programs

The evaluation team confirmed that Cañada College courses and programs are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements and, when combined with the general education component, represent two years of full-time higher education academic work.

Further, the team confirmed that course outlines of record and degrees have student learning outcomes, which are achieved through class content, assignments, and activities. All course outlines have been carefully reviewed. Student learning outcomes are used in all courses to assess effectiveness of the instruction and to improve the learning

9. Academic Credit

The evaluation team confirmed that Cañada College awards academic credit based on accepted practices of California Community Colleges under California Code of Regulations and Title 5. Credit is awarded for courses using the Carnegie standard unit.

10. Student Learning and Achievement

The evaluation team confirmed that programs offered at Cañada College have defined student learning outcomes. These student learning outcomes are regularly assessed by a variety of methods. Coordinated by department and discipline faculty, every course, regardless of mode of delivery or location, follows the course outline of record and the defined student learning outcomes. All degree programs have program level learning outcomes; the College has defined learning outcomes for general education, which are the same as those for the institution.

The College has established its own standards and goals for student achievement outcomes; they are reviewed and assessed regularly, meeting the eligibility requirement to establish standards of student achievement.

11. General Education

The evaluation team confirmed that degree programs offered by Cañada College integrate general education to ensure breadth of knowledge and to promote intellectual inquiry. Degrees contain requirements for competency in writing, reading and mathematical skills. The institution's general education requirements are reviewed regularly with the most recent review resulting in alignment with CSU degree programs where available. The College has defined learning outcomes for general education. The quality and rigor of these courses is consistent with the academic standards appropriate for higher education in California (Title 5, section 55806).

12. Academic Freedom

The evaluation team confirmed that Cañada College has adopted an Academic Freedom Statement. (Board Policy 6.35) The District's faculty have the right to express their informed opinions that relate, directly or indirectly, to their professional activities, be these opinions expressed in the classroom, elsewhere on campus, or at college-related functions; protects and encourages the free exchange of ideas.

13. Faculty

The evaluation team confirmed that Cañada College has a sufficient core of qualified faculty with full-time responsibility to the institution. The 74 full-time faculty and 193 part-time meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the faculty handbook and the San Mateo County Community Colleges Federation of Teachers contract. Faculty carry out program review, annual program plans, curriculum review and update, and develop and assess student learning outcomes.

Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections. In 2008, the District and the San Mateo County Community Colleges Federation of Teachers adopted a Memorandum of Understanding with provisions for evaluation of faculty teaching distance education classes.

14. Student Services

The evaluation team confirmed that Cañada College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Each

new student (unless exempted) is required to participate in college orientation, assessment for admissions, appropriate course placement, and academic/career and personal counseling.

15. Admissions

The team confirmed that Cañada College adheres to admissions policies consistent with its mission as a public California community college and is compliant with Title 5 California Education Code and Code of Regulations. Information about admissions requirements is available in the catalog, in the schedule of classes, and on district and college websites.

16. Information and Learning Resources

The evaluation team confirmed that Cañada College provides access to sufficient print and electronic information and learning resources through its library and learning center and programs to meet the educational needs of its students. The library is staffed to assist students in the use of college resources. Wireless internet is available throughout the campus, and internet access is available through computers in the Library and Learning Center, without charge to students. Cañada College is committed to enhancing its learning resources, regardless of location or delivery method. The College partners with the Peninsula Library System to provide a broad range of access to information.

17. Financial Resources

The evaluation team confirmed that Cañada College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The College has a funding base, financial resources, and plans for financial development that are adequate to support its mission and educational programs and ensure financial stability.

The funding comes from the District through a district allocation system based on criteria agreed upon by the presidents of the colleges and the Chancellor and is approved by the Board of Trustees. Additional funding is obtained either directly or indirectly through the district from grants, vocational funding sources and special allocation.

18. Financial Accountability

The evaluation team confirmed that The San Mateo County Community College District undergoes an annual external financial audit for the District and the three colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. More than eight years' worth of District audits show no financial audit adjustments and no major findings. The Board of Trustees reviews any audit findings, exceptions, letters to management and other recommendations made by the audit firm.

19. Institutional Planning and Evaluation

The evaluation team confirmed that Cañada College is in a constant state of review and improvement by systematically evaluating how well the college is meeting its goals and outcomes. The College is actively engaged in integrated strategic planning, and through assessment and improvement, endeavors to ensure quality and excellence to all students served. The institution has an Educational Master Plan, Strategic Plan, Student Equity Plan, and Technology Plan, all of which are available to the public on the college website, as well as a Participatory Governance Manual; the College actively participated in the creation and maintenance of the District Facilities Master Plan. Each year the planning processes are reviewed and suggestions made, if deemed necessary, for improvement of institutional structures or planning processes—always with a focus on student achievement of their educational goals and student learning.

Each department completes an annual plan and every six years completes a comprehensive review and plan. These comprehensive reviews and plans are also available via a link on the Inside Cañada website. Included in these reviews and plans are the assessments and reflections of student learning outcomes.

20. Integrity in Communication with the Public

The evaluation team confirmed that information is published in the catalog, on the website, and in course schedules. These documents, along with other appropriate publications, publicize accurate and current information about the institution, including the mission, vision and goals, academic calendar, courses to be conducted, degrees and certificates offered, admissions, student fees, financial aid, learning resources, graduation requirements, costs and refund policies, available learning resources, grievance procedures, sexual harassment policies, academic regulation, including academic honesty, nondiscrimination policy, academic freedom statement, acceptance of transfer credits, names and credentials of faculty and administrators, names of Board of Trustees, and all other items relative to attending the institution.

21. Relations with the Accrediting Commission

The evaluation team confirmed that Cañada College, and the San Mateo County Community College District comply with all ACCJC/WASC requirements and Accreditation Standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer and communicates any changes in its status. The College complies with Commission requests, directives, decisions and policies, and makes complete and accurate disclosures

Compliance with Commission Policies

The team reviewed each of the following Commission policies to ensure that Cañada College is in full compliance.

Policy on Distance Education and on Correspondence Education

The team found evidence that the college has an established policy on Distance Education and Correspondence Education. (Standard II.A)

Policy on Compliance with Title IV

Examination of financial aid documents and interviews with financial aid personnel indicate that the default rate for the college approximates 12.5 percent (2011 2-year rate) and 10.2 percent (2010 3-year rate) reflecting the college's ability to manage default rates. The team found evidence of the college/district policy for compliance with Title IV. (II.B)

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The team found evidence of college wide policy regarding to Advertising, Student Recruitment and Representation in the college catalog.(Standard II.B.)

Policy on Institutional Degrees and Credits

The team found of evidence of sufficient content, breadth and length of academic study, student learning outcomes, assessment of institution-set standards for student learning and achievement.(Standard II.B)

Policy on Institutional Integrity and Ethics

The team found evidence of ethics policies that are adopted by the Board of Trustees and all constituents groups related to the college. (Standard IV)

The team found evidence that the college and district:

Reports all policy and practice regarding mission, education programs, fees, financial aid, transcripts, accurately to the public and its constituents. (II.B.3)

Has established policies for academic honesty, hiring processes, and due process. (II.B.3, III.A)

Demonstrates integrity and honesty in its interactions with students. (II.B.3)

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The college does not have any contractual relationships with these organizations.

Policy on Student and Public Complaints against Institutions.

The team found evidence of college policies regarding student complaints, and reviewed all complaints filed in the office of the Vice President of Student Services. Standard (II.B.2.c)

Standard I – Institutional Mission and Effectiveness

Standard IA – Mission

General Observations

The College has developed and implemented sufficient planning processes that reflect integration, an on-going cycle of assessment and improvement, a reliance on data, significant and widespread dialogue, and—importantly—acceptance throughout the college community. Interaction with faculty and staff on the topics of mission and planning revealed enthusiasm. There was a general feeling of accomplishment as the College has responded well to recommendations from the past visit.

The College has a mission statement that was reviewed and revised in 2011-2012 as a part of a more extensive planning process, defining the purpose of the College and aligned with its diverse student population; committed to students' learning needs. The mission is operationalized through the Educational Master Plan, integrating academic services, student services, and instruction and informed by program review.

Significant resources and data are made available through the Office of Planning, Research, and Institutional Effectiveness, affording college planning groups a clear picture of the diverse composition of the students that are served by the College. Rich data is used to inform planning and program review, and there is evidence that—in response to this data—academic and student services have been reviewed and new programs have been created to align with the College's diverse and changing demographics. It is clear that the College has invested a good deal of resources, synthesizing past, current, and future data and demographic needs, in order to understand and create a unique institutional identity.

Of particular interest is the College for Working Adults. The College identified a unique cohort of students within the district whose educational needs were not being satisfactorily met and, through a comprehensive and participatory process aligned with the College mission, developed evening and weekend, cohort-based learning communities. The model and initial assessments appear promising, and a comprehensive assessment of the program is scheduled for spring 2014.

Another notable program is the Career Advancement Academy, directing unemployed and underemployed students to careers in allied health. The program has enabled students to obtain short term certificates designed to prepare them for entry level positions in allied health, and the College relates that there have been positive comments about the program from the medical community. Data on job placement was unavailable for the program.

Findings and Evidence

The College demonstrates that its student learning programs and services align with the mission and with the student population. There is substantial integration between academic services and student services. The diversity of the district and the College's student body is addressed by the mission. (I.A.1)

The mission statement was revised as a part of the development of the current Educational Master Plan and was approved by the Board of Trustees in June 2012. This is the second review and revision to the mission in the past five years, and another review is scheduled in 2016. These regular reviews involve all participatory governance groups and are part of a clearly defined, on-going planning process. Widespread involvement in reviewing and revising the Mission Statement also included faculty, staff, and students through ten public forums—the “Week of Listening”—held in March 2011. (I.A.2, I.A.3)

The Educational Master Plan is the College's comprehensive planning document, intended to serve as the guide for all other college plans, including the Strategic Plan. The Strategic Plan provides annual direction to the implementation of all the college plans. All college plans, including program review, are informed by, and support, the mission.

The College's program review process provides individual departments, programs, and services opportunity to develop and assess short- and long-term goals consistent with the College mission. The objectives of program review are clearly specified and incorporate an analysis of, and a response to, data; alignment of program goals with the College's strategic goals; specific plans for program improvement; and assessment of program outcomes. Notably, the program review calls for an annual assessment of the program review process. The Annual Review of Participatory Government is a venue wherein all planning processes, including program review, are assessed and improvements are recommended. This process assessment of program review has occurred and has provoked improvements to the process.

The College states that a recent revision to the program review process sought to align the centrality of the mission and resource allocation. To that end, the College requires that resource requests demonstrate alignment with the mission. Such requests emerge from program review and must show relevant connections to the Mission as well as support from the data that resources are needed. Requests are forwarded to the Instruction Planning Council, the Student Services Planning Council, or the Administrative Planning Council for consideration. A mandatory aspect of defending a request before one of the planning councils is to link the request to furtherance of the College Mission; similarly, requests forwarded to the Planning and Budgeting Council for possible inclusion in the budget are prioritized based on supporting data and alignment with the Mission.

The College has clearly worked to ensure that the mission is central to all that the College does. The mission is integral to the planning process and to resulting college plans; the

mission is the touchstone for program review; in procedure, the mission is an essential component of resource requests and resource allocation. The College has effectively utilized the Mission Statement to identify Institutional Learning Outcomes (ILOs). (I.A.4)

The College has had a systematic student learning outcome and assessment cycle since 2007, one that involves not only instruction and student services, but administrative services, degree and certificate programs, and institutional learning outcomes, as well. Course level SLOs are assessed and reported every year as a part of program review. Program level learning outcomes, particularly those related to degrees and certificates, are still in the development stage for determining and implementing appropriate assessment methods. The College relates that initial assessments of Program Learning Outcomes (PLOs) were more focused on implementation of PLOs rather than on the impact of the PLO on student learning and achievement. The College has devoted significant professional development resources to refining program level assessments and has begun the process of implementing them. Institutional Learning Outcomes (ILOs) are the final piece of the SLO assessment process. In 2013, two surveys—the Student Institutional Learning Outcomes Survey and the Employee Voice Survey—were administered to measure ILO performance. Both surveys contain data, including data from graduates that support the College’s effectiveness in striving to achieve its ILOs.

Conclusions

The college has accomplished its goals for supporting its student population as expressed in its mission by synthesizing past, current, and future data and demographic needs. The four pathways created as a result are worthy of note, as is the STEM center which encourages Hispanic students to enter the STEM fields, and the Word and Math Jam programs. It is quite clear that Cañada has spent time understanding and creating their institutional identity.

In line with this mission and identity, two additional innovative programs—the College for Working Adults and the Career Advancement Academy—are worth noting. Both give every appearance of meeting identified student needs and provoking student success. As yet, however, there is not sufficient data to verify this assumption; however, the college could disaggregate student achievement for both of these unique programs in order to assess their success and their ability to meet student needs.

Conclusions

The college meets the standard.

Recommendations

None

Standard I – Institutional Mission and Effectiveness

Standard IB- Institutional Effectiveness

General Observations

The College has aligned with the principles of the Association of American Colleges and Universities (AACU) Liberal Education and America's Promise (LEAP) initiative. The College exhibits LEAP's core values in identifying essential learning outcomes, investing in high-impact educational practices, conducting authentic assessments, and ensuring inclusive excellence. The creation of Center for Innovation and Excellence in Teaching and Learning (CIETL) has proven to be an important institutional investment that has helped the College to realize these core values.

Widespread and inclusive dialogue characterizes the College. This dialogue occurs in multiple venues and focuses on student learning and student achievement. The College has created a genuine culture of inquiry. Significant data addressing student learning and achievement is provided by the Office of Planning, Research, and Institutional Effectiveness, and this data is widely shared with the college community. Additionally, the College has established its own standards for student achievement against which the data is compared. These student achievement standards were established after widespread dialogue among all college constituents utilizing small group discussion in open public forums. Analysis of, and response to, the data are a regular component of the program review process. In May 2012 the Academic Senate passed a set of resolutions supporting the priority of student learning outcomes and their assessment.

Findings and Evidence

Two particularly noteworthy developments came out of institution wide dialogue about assessing and improving learning outcomes. One was the creation of the Center for Innovation and Excellence in Teaching and Learning (CIETL), a program designed to provide professional development activities focused on improving teaching and student learning. The other was restructuring how student services does program review, shifting program review from individual department reviews to common-service-based reviews, emphasizing and assessing how certain student services are delivered across departments. This structure looks at the effectiveness of services as received from a student perspective rather than from the silos of the individual departments delivering the service. For instance, the assessment office, counselors, and Admissions and Records combine for a common program review focusing on successfully meeting the needs of students as they navigate through key college admissions processes. These are but two examples of how the College engages in, and responds to, dialogue about continuous improvement of student learning and institutional processes. (I.B.1)

The College is goal-driven and has established four strategic goals, supported by 25 measurable outcomes, to be implemented following 67 strategic activities. These goals have arisen from robust research addressing internal college data, external community information, and emerging trends within the district. This research revealed four key areas wherein the College deemed it could be more effective: completions; persistence and success rates of select demographic groups including basic skills students; closer connections to the local community; and stewardship of the environment. It is these areas of improvement the strategic goals address.

The College has demonstrated an effective response to the Commission's recommendation to develop an Educational Master Plan that reflects an integrated planning process that is tied to reflective program reviews that incorporate student learning outcomes and achievement data analysis. There are clear ties between to the 2008-2013 District Strategic Plan and the 2012-2017 Educational Master Plan. The College's Mission also draws directly from these plans in striving to improve teaching and learning, completion, community connections, and global and sustainable awareness.

Goals from the strategic plan are mission driven and are clearly integrated throughout the College's major plans. The College has an on-going cycle for assessing the progress of each of its plans and its planning processes through the Annual Review of Participatory Governance. (I.B.2)

The College has developed a comprehensive planning and assessment structure that provides Annual Plan/Program Reviews each year, along with Comprehensive Program Reviews on a six-year cycle. New program development is outlined in the Participatory Governance Manual. Programs Reviews are vetted through the appropriate planning council—Instructional Planning Council (IPC) for instruction, Student Services Planning Council (SSPC), or the Administrative Planning Council. Instructional program reviews are also presented to the Curriculum Committee. Further, program reviews are presented in open forums where the campus community is invited to attend and ask questions

Program Review is used as one means of assessing progress toward achieving department-specific goals and also has a separate but similar process for evaluating institution set standards. These processes come together and inform the various integrated plans and, ultimately, budget development and resource allocation. Decisions are data driven, and the process is on-going. The College is committed to the principle that planning drives the budget, and to that end has strategically combined the planning council and the budget committee as a singular Planning and Budgeting Council (PBC). The PBC serves as the integrating governance group that makes recommendations to the president for resource requests generated by program review. (I.B.3)

Planning at the College involves all constituent groups, and the College is proactive in encouraging widespread participation at all levels: faculty, staff, and students. As a part of its environmental scan, the College conducted a community assessment survey and incorporated the community feedback into the planning process.

Resource needs, including personnel, are identified through the program review process and are evaluated by the appropriate planning council. Requests for faculty hiring are passed on to the Academic Senate after review by the IPC; the Academic Senate establishes priority rankings for faculty position requests before the requests are sent on to the president. The process provides that all resource allocation requests be sent to the planning councils, but there is no evidence of discussion about resource allocation regarding physical and technological needs requested on the annual program reviews. Improving institutional effectiveness in achieving the mission of the College is the stated goal of college planning and, appropriately, one set of outcomes from the program review process was to change planning processes and to reconstitute governance bodies to make planning and program review more effective. (I.B.4)

. The college utilizes several sources of data to assist in the assessment of outcomes of institution-set standards. Data sources include student achievement data, learning outcome data, and Annual Plan/Program Review data. Data is organized in a manner to better study performance and achievement gaps. For instance, the College's Student Equity Plan disaggregates these metrics by number of units attempted in the first term, student age, ethnicity, gender, day/evening status, and primary student goal. Programs may also submit department-specific research requests of the Office of Planning, Research, and Student Success as a part of program review to assess their own progress in reaching institution-set standards. The College has contracted with E-visions to create a data dashboard that will allow faculty to create their own queries and initiate research independent of the college research staff.

The College effectively uses and communicates assessment results of student learning and student achievement of institution-set standards. Most of the communication is to internal constituents, but the College is exploring ways to be more transparent and to better communicate assessment results to the public. The College does currently use its Web site to disseminate this information but is looking to do an even better, yet appropriate, job. The 2013 Employee Voice Survey reveals that 81 percent of college staff agrees that communication of assessments is adequate. There is no mention of opinion expressed by external constituents. (I.B.5)

The resource allocation process at the College was reviewed in 2012 and is scheduled to be reviewed each year. During the spring 2013 review, changes were implemented to improve both the hiring process and the way requests are communicated to specific departments. Both of these changes resulted in improvements to the planning and resource allocation process.

The College has an Annual Review of Participatory Governance to assure "...the participatory governance and decision-making processes (planning, program review) will be evaluated regularly." The participatory governance manual outlines a standard process and regular timelines for assessing all college plans. Minutes reflect inclusive dialogue and specific outcomes from the assessments, along with implemented improvements. Both plans and planning processes are subject to this annual review. (I.B.6)

The College uses the annual plan/program review process to assess instructional programs, student services, library, and instructional services. The annual plan/program review is, itself, regularly reviewed by the Governance and Process workgroup through the Annual Review of Participatory Government. This review is the result of robust dialogue within and among the Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, and the Planning and Budgeting Council, and its focus is to assess and improve the College's planning processes, including program review. There is evidence that improvements have been made to multiple planning processes as a result of this review, particularly improvements to the Educational Master Plan process and to Annual Plan/Program Review. (I.B.7)

Conclusions

The College has improved its planning and planning processes, and has established institution-set standards. Evidence reveals that planning is centered on the Mission; involves college wide dialogue; is supported by extensive data; is regularly assessed; and leads to improvements that focus on student learning and achievement.

To further support the College's planning processes; the assessment of Program Learning Outcomes must be advanced to achieve sustainable improvement. Additionally, the College does well with its pursuit of college wide dialogue: however, it should be capturing feedback from the local community and then incorporating those responses into the planning process.

The work of planning is constant and is continually implemented, assessed, and improved. The college demonstrated robust dialog to the visiting team; however, providing a record of the dialog and resource decisions could be better communicated.

The College meets the standard.

Recommendations

College Recommendation 1

In order to improve institutional effectiveness the college should provide a record of the robust dialogue that exists at the College between planning councils and governance groups, particularly the exchanges that relate to planning and resource allocation outcomes and processes. (I.B.4)

Standard II – Student Learning Programs and Services

Standard IIA – Instructional Programs

General Observations

Cañada College offers 63 Associates' degrees and 40 certificates. It is evident that the college has a deep commitment to providing students from diverse backgrounds access and support to high-quality programs that further educational goals in the areas of transfer, career/technical, basic skills, and lifelong learning. The college also provides access to a University Center where students earn bachelor's degrees in Allied Health, Business Administration, Child Development, Human Services, Nursing, Psychology, and Spanish/English interpretation. The institution also hosts a Middle College that provides the opportunity for approximately 100 junior and senior year high school students to pursue college-level education.

There has been significant work done at the College to meet the Accreditation Standards. It appears that efforts have been continual, rather than sporadic, in nature, and there has been an emphasis on providing documented procedures to make College processes and decision-making transparent. The Integrated Planning Calendar allows the college community to know what decisions are being made, by whom, and when.

The Participatory Governance Manual and the Curriculum Handbook provide processes by which new courses and programs are created. The Curriculum Handbook gives guidance to faculty and documents the processes that are followed for course development. Qualified faculty play the lead roles in developing courses and in their assessment. There is a clear philosophy on general education courses for degrees, which align with the Institutional Learning Outcomes (ILOs) and CSU GE requirements. There are core areas of study for degrees and certificates. There are articulation agreements in place. The process for development of new courses seems clear, but new program development is a bit vague, especially in determining how fields of study are chosen for programs. Course development is done through the curriculum committee, but program development is through the Academic Senate. Also, the College definition of "program" is not clearly defined in the document.

The College has an emphasis on data-driven decision-making, and the data packets that are provided for program review are well constructed and detailed. Especially useful are the questions intended to help writers analyze the data presented. SLO assessment data is collected through TracDat.

There are a variety of teaching methodologies used at the College, including online instruction. Distance Education guidelines exist to define regular and substantive contact between faculty and students. There is support for professional development of faculty, both

in online and other methods of instruction, through The Center for Innovation in Excellence in Teaching and Learning (CIETL).

CIETL serves as a central unifying entity on the campus, engaging members of the College community in the improvement of teaching and learning. It is highly visible on campus, both in terms of its central location and in its presence in distributing and coordinating information on critical instructional and student service initiatives. CIETL offers workshops on improving instruction, such as teaching methodologies, technology training, assessment training, and work with ePortfolios. However, they do much more than traditional faculty development; bringing together faculty and staff to discuss Basic Skills projects, student learning outcomes assessment, and ePortfolio development.

CIETL has initiated a series of “Conversations with Colleagues” that focus on topics that are of interest to the community, such as academic standards, research for measuring institution-set standards, and cheating. New orientations for all employees, faculty and staff, are held in CIETL, as are many committee meetings. CIETL has also sponsored Faculty Inquiry Networks that have led to the development of learning communities, such as one combining specialized ESL and math classes. CIETL assesses its activities through regular surveys and by gathering information from faculty on FLEX days so that their offerings are of interest and well-attended.

Findings and Evidence

The College has done a remarkable job developing pathways such as College for Working Adults, Career Advancement Academy, and programs such as the Multi-Media Art and Technology to accommodate the needs of its student populations and to respond to the local employment demand. The College has made great strides in understanding the community—both internally and externally- and in initiating pathways and programs which address the needs of the students. (II.A.1.a)

The Office of Planning, Research and Institutional Effectiveness utilizes external and internal data scans to support assessment of educational needs. In addition, comprehensive five-year data packets are provided for use as part of the Annual Plan/Program Review Process. Data are provided to identify enrollment patterns and course offerings, college efficiency, student performance profile, student enrollment, student goal orientation, student demographics, and education attainment level. (II.A.1.a)

The college has created a Comparison of Student Performance in Face-to-Face and On-line Courses that ranges from 2008/09 to 2011/12. It is not evident that further disaggregated data analysis has been performed to identify student learning and achievement in distance education courses (II.A.1.a).

The college's Student Performance and Equity Dashboard highlights 16 indicators related to student success. The college has presented current data, benchmarks, and goals for 19 areas. The college had also administered a Noel-Levitz survey to measure student satisfaction. According to the spring 2010 Noel-Levitz survey, Cañada students reported satisfaction higher than the national average on 61 of 70 items in the survey. (II.A.1.a)

Through the curricular process, appropriate delivery methods and modes of instruction are addressed. These delivery modes are not determined through a formal evaluation of students, but through individual instructor reflection and informal agreements in academic divisions about which type of courses should be offered through distance education (II.A.1.b).

The college Curriculum Committee evaluates and approves Course Outlines of Record and Distance Education Supplements to ensure that regular and substantive contact between faculty and students is provided. Distance education courses are also reviewed by the Instructional Designer/Distance Education Coordinator, or by a member of the college Distance Education Advisory Committee (DEAC). Faculty are also provided access to a Distance Education Handbook, Rubric for Online Instruction, Regular and Effective Contact Guidelines, and Distance Education Accessibility Guidelines. The creation of Center for Innovation and Excellence in Teaching and Learning (CIETL) to pilot, evaluate, and support innovative teaching and learning practices has helped further the college's mission of providing a, "...learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals..." (II.A.1.b)

Cañada College's distance education (DE) course offerings have risen from 21 in fall 2012 to 41 in spring 2013. As stated in the Self Evaluation Report, the college relies on the expertise of faculty to determine if DE is an appropriate mode of instruction. The college Curriculum Committee evaluates and approves methods of instruction for all courses. The college provides faculty with several resources for DE course development. Faculty also have access to a number of training opportunities through CIETL. The College's Instructional Designer/Distance Education coordinator also provides direct support. It is evident that the institution has made a meaningful investment in developing administrative and support structures that support instruction.

Guidance for providing regular and effective contact between instructor and students in the online environment is found in the Distance Education Handbook. Evaluation of distance education is in the beginning stages. There is a well-defined strategic plan for 2012-2013, with measurable goals. The Substantive Change proposal for Distance Education provided data on success and retention rates for students meeting face-to-face, online only, and both face-to-face and online. This analysis showed that online only students were not as successful as those taking face-to-face or both formats. (II.A.1.b)

State Authorization for DE courses and programs being offered across State lines has become an important concern for colleges. The Executive Vice Chancellor at the District has notified the state regulators in those identified states to obtain any required authorization for a public out-of-state community college to deliver online courses to residents of those states. The College and the District are diligently pursuing authorization in accordance with the regulation and the deadline for compliance” (II.A.1.b).

The college has also made significant progress in the areas of integrating Student Learning Outcomes (SLO) within Course Outlines of Record (COR) and program review. The program review template asks that a minimum of 3 program SLOs be listed, including assessment tools.

The college has developed clear and effective structures for developing, evaluating, and assessing student learning and achievement outcomes. As previously mentioned, the TracDat database serves as an effective tool in supporting outcome assessment collection and collaboration. It is clear that several workshops are held during the year to support faculty in the development and assessment of learning outcomes. Student success metrics are an integral part of the Annual Program Plan/Program Reviews by are reviewed by the Instruction Planning Council and Curriculum Committee.

The College is measuring course SLOs through TracDat and has completed a cycle of assessment of program SLOs. The report mentions that indirect assessment of programs is being accomplished through the mapping of course SLOs to program SLOs and gives two good examples of how degrees and certificates are awarded based on achievement of student learning outcomes (Engineering and Fashion Design). Another example was provided to show how SLO review was used to make changes in the ESL program.

The College’s pilot ePortfolio assessment project also provides a unique method of measuring student perspectives associated with program learning outcomes. The TracDat database serves as the central repository for SLO data capture, storage and retrieval. It is apparent that SLO assessment and communication is widespread across the college community. The development of ePortfolios for program and ILO assessment seems to be gaining traction at the College, and there is some indication that dialogue is taking place among the programs that are using this assessment method. Of the three program reviews provided, one (Music) showed a degree of thoughtful dialogue on program learning outcomes. (II.A.1.c)

The quality of instructional courses and programs, collegiate and developmental, is assured through the curricular process (which includes training for curriculum committee members), and program review. Almost all curriculum appears to be updated at least every six years in the comprehensive program review process. However, at least two programs, Radiologic Technology and Paralegal have core courses that have not been updated recently.

The College states that it is at the “Proficiency” level of progress with Student Learning Outcomes. The evidence provided supports this: courses, programs, and other services have identified learning outcomes and these outcomes appear to have been assessed. It is evident that initial SLO, PLO, and ILO assessments have been completed and are continuing. The College has provided workshops to teach faculty how to create good SLOs and to develop valid assessment plans. Since the last visit, the college has made significant progress in the areas of integrating Student Learning Outcome (SLO) assessment with course development/modification and program review. As a result of faculty and committee dialogue about identifying needs for change and improvement around effective assessments, the newly initiated ePortfolio assessment project provides a unique method of measuring student perspectives associated with program learning outcomes. (II.A.1.c)

The TracDat database serves as the central repository for SLO data capture, storage and retrieval. TracDat allows dissemination and collection of SLO assessment data. SLO work is also guided by a faculty Student Learning Outcomes and Assessment Coordinator along with a Student Learning Outcomes Advisory Committee (SLOAC). It is evident that Faculty are actively assessing SLO data. The College has successfully established a culture of inquiry in regards to SLO, PLO, and ILO assessments. Continued assessment cycles and college wide communication will be needed to help entrench pervasive, reflective practices in curriculum and program development.

Course Outlines of Record (COR) were reviewed in a random sampling of CurricUNET. The team discovered a number of courses that had not been updated in over 6 years, the cycle that the college has established for course review. While SLO’s had been inserted into older course outlines, the CORs were still out of date. (II.A.2.a)

Advisory Committees exist for CTE programs, Honors, and Basic Skills programs at Cañada College. The Self Evaluation report lists 12 CTE programs having advisory committees and there is an Advisory Committee Handbook that details the roles and responsibilities for the committees. The development of meeting agendas and minutes are detailed in the handbook. However, minutes for these meetings are not widely available, and the College supplied only one set of meeting minutes for 10 of the committees when asked. In addition, the Handbook states that Advisory Committees will evaluate their effectiveness at the final meeting of each academic year. However, no evidence was provided to demonstrate that this process is occurring. (II.A.2.b)

The College has an established process for curriculum review and program review that considers breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all programs. The discussion of each course and program via the Curriculum Committee, Academic Senate, and the Annual Plan/Program Review process further enhances the quality of instruction. (II.A.2.c)

Interviews with administrators, faculty, and staff and a review of the College catalog and Strategic Plan reflect a commitment to teaching methods that are responsive to the broad range of learners at the College. The instructional designer, a position recently converted to a full 1.0 FTE, the CIETL, STEM, learning communities, STOT, and @One demonstrate an ongoing culture of curricular flexibility that promotes innovation and supports the needs of the College community. (II.A.2.d)

The college has a developed curriculum review and approval process. The Curriculum Committee Handbook provides clear guidance for faculty in creating, modifying, and updating courses to ensure currency and relevancy in courses and Course Outline of Record (COR). Curriculum committee members receive regular training on curricular processes and the committee has streamlined the approval processes so that the information is accessible to the community and continually updated. It is required that all Course Outlines of Record provide a justification of how a new or modified course aligns with the college's mission. Course and program quality control are reviewed and assessed through an Annual Plan/Program. (II.A.2.e)

Instructional programs that lead to degrees, certificates, employment, and transfer are in place and align with the College mission, assured through the curriculum justification statement in the Curriculum Handbook. This document also details the processes that are intended to ensure currency of courses and programs. A comprehensive review of CORs in CurricUNET revealed that several CORs were out-of-date and exceeded the College's stated six-year cycle (e.g., Paralegal). This fact was noted in the Paralegal annual program review, but it appears that there are no processes to address courses that fall out-of-cycle in maintaining currency.

Cañada College has developed a program review process that is annually submitted with comprehensive reviews being submitted on a six-year cycle for both academic and non-academic programs. It provides a venue for the reporting and discussion of SLOs. New program development is outlined in the Participatory Governance Manual. Program Reviews are vetted through the Instructional Planning Council and then presented to the Curriculum Committee. Program Reviews are presented in open forums where the campus community is invited to attend and ask questions. (II.A.2.e)

Achievement of student learning and program effectiveness is measured in program review through two modalities; analysis of student performance metrics, and assessment of student learning outcomes and program learning outcomes. As previously mentioned, the Annual Plan/program Review document requires faculty, "to demonstrate that course student learning outcomes are being assessed and the results are used to improve teaching and learning." There is robust –and enthusiastic--dialogue about innovate ways to measure student progress such as ePortfolios. The evidence suggests an institutional culture that has, in a short time, created extensive dialogue about learning outcomes across the College.

Through open forums, workshops, and CIETL, learning outcomes have been explained and discussed and continue to remain a priority within the institution.

The College evaluates its programs and services for quality through the program review process. Instructional program review templates were available that show that the major components of annual program review include the program mission and expected learning outcomes, a review of curricular offerings, program level data, action plans, and resource requests. Access to annual program reviews for the 2012-2013 academic year are available for review on the college website, along with feedback on the reviews. Feedback is given with a rubric form. If there was negative feedback on program reviews, it was not evident what action is taken to help improve. There is a great deal of data available in program review packets, and the questions included are helpful in generating discussion and analysis of the data.

It is evident that the College community enjoys a robust culture of dialogue and consensus building which takes place as program reviews move through the levels of College governance to resource allocation and prioritization. The conversations with individual faculty, deans, and committee members reinforce a culture of cooperation among programs and divisions and sharing of resources in advancement of the mission rather than a culture of competition for resources. However, not all aspects of the link between Program Review and allocation are completely clear. Documentation detailing how and when allocation decisions are made, documented, and transmitted back down the chain to originators is not consistently evident.

Cañada College has created an effective system to evaluate and guide institutional improvement. The core elements utilized within this framework are SLO/PLO/ILO assessment, program review and planning, and resource allocation. These elements all combine to further institutional planning (II.A.2.f).

The College has no programs that require common course or program exams. (II.A.2.g)

The team found evidence that the college awards credit based on student achievement of institution-set outcomes, and that the credit for each course is consistent with Title V curriculum guidelines. (II.A.2.h-i)

The team found evidence of general education learning outcomes that are aligned with the college institutional learning outcomes. Coursework is assigned to these outcomes through the curriculum review process. Faculty has primacy in this process and determines the appropriateness of each course in the general education curriculum. (II.A.3.a-c)

The College publishes a catalog that is reviewed regularly that clearly describes courses, programs, degrees and certificates. The College website appears to be maintained and up to date. The college's catalog provides clear information concerning general education learning outcomes, degree programs, transfer education, and CTE certificates and degrees. The college catalog also provide clear information related to transfer of credit policies, articulation agreements, academic integrity and student codes of conduct (II.A.4, II.A.5)

The team found evidence of clear and accurate information regarding transfer of credit, and program discontinuance; the college catalog to provides prospective and current students, constituents and the public electronic and hard copy information. (II.A.6)

Cañada College has also demonstrated a commitment to promoting academic freedom and faculty codes of conduct. There are Board Policies that are related to Academic Freedom and student academic honesty. In addition there is a statement on Academic Integrity on the College website as well as a Student Code of Ethics. (II.A.7)

The College websites publishes a statement on Academic Freedom on its website and upholds the Board of Trustee's Policy 6.35. Further, the website has a general statement on Academic Integrity that describes examples of academic dishonesty and the consequences of violating the policy. (II.A.7.b)

The college does not require conformity to specific codes of conduct or seek to instill specific beliefs or world views. (II.A.7.c)

The College does not currently offer curricula in foreign locations. (II.A.8)

Conclusion

Cañada College has effectively created a robust and dynamic culture of inquiry where faculty, classified professionals, administrators and students consistently endeavor to achieve the College's Mission to provide a, "learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals..."

The College has effectively created support structures such as CIETL that help to promote effective online learning environments. Current and expanded use of student achievement and outcome data will help guide faculty and staff in continually improving online and face-to-face learning environments.

The college has demonstrated a significant amount of quality work in developing, mapping, and assessing SLOs. The College has also made significant progress piloting and adapting PLO and ILO assessment tools. Several outcome assessment tools are now in place and actively utilized. The creation CITEL and SLOAC are important resources to further these efforts. There is strong evidence the College is committed to professional development. Funding and other resources are provided to help provide a continuing culture of inquiry.

The team found that the college does have a system in place to require Course Outlines of Record be updated within the required 6-year cycle, however it has not followed the process successfully. Recent documentation shows that the college is moving forward to correct this deficiency; however the deficiencies did exist at the time of the team visit. The majority of CORs out of compliance were found in CTE programs, which according to the curriculum guidelines would be updated more often.

The college does not meet all sections of the Standard.

Recommendations

College Recommendation 2

In order to meet the Standards, the College needs to review and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (II.A.2.a, II.A.2.e)

Standard II – Student Learning Programs and Services

Standard IIB – Student Support Services

General Observations

To support the learning and success of its students, Cañada College offers a comprehensive array of student services that are delivered through various programs and departments on the main campus. Due to a recent reorganization (approved 2011-2012), these services have been structured into eight student-focused program areas: 1) Assessment, Orientation and Registration; 2) Articulation and Transfer; 3) Financial Literacy; 4) Counseling; 5) Career Services; 6) Student Support; 7) Student Life; and 8) Wellness. The services provide assistance to students, including those with special needs, with admissions and registration, placement testing, orientation, academic advising, personal and career counseling, financial aid, transfer assistance, TRIO Support Services, health screening, cultural and diversity opportunities, student activities, and other opportunities that develop student leadership potential. The programs are aimed at serving the ethnically diverse student body of the region particularly the rapidly growing Hispanic population which is roughly 45% of the student body. Assessment for course placement occurs on campus for math, English and English as a Second Language. Most of the services are located in the relatively new Building 9 (opened in 2007) which serves as a one-stop service center.

Any student who has been accepted at the college may enroll in DE sections and is deemed able to benefit from these programs. The Self Evaluation Report indicates that student demographic information is disaggregated for the DE population, as is student achievement data. There is evidence to suggest that the particular student service needs of distance learners have been discussed and have been taken into consideration through the implementation of online services in the area of financial aid, orientation, counseling, advising, and education planning.

The College publishes a schedule of classes and College catalog that is accurate and current. Information includes requirements for admission, major policies affecting students, and locations or publications where other policies may be found. The catalog is published annually and is available online. The class schedule is available in both print and web format. The printed schedule of classes contains course descriptions that are identical to those found in the catalog. Revisions are made when approved and are electronically posted online and broadly conveyed to the college community.

The College is committed to providing students with an environment that supports personal and civic responsibility through their active participation in student governance, campus clubs, student activities, and College committees. Currently there are 21 registered student clubs reflecting student engagement in a broad range of co-curricular areas.

Considerable attention has been given to the programs and departments in Student Services since the last accreditation. Two results of this attention are the newly planning council, the Student Services Planning Council, and the integration of Student Services plans with all other college-wide planning processes. The evidence suggests that the college as a whole has accepted the concept of regular and consistent assessment as a core institutional process and has designed a comprehensive program review process and has established procedures for ongoing assessment through Noel-Levitz and CCSSEE, and plans for needed improvement through Annual Plans/Program Reviews.

The Self Evaluation Report provides a reflective overview of each support service and its connection to one of the eight program areas. In addition to student support services, there is a variety of academic support services that are housed in the Learning Center and more fully described in Standard IIC. While descriptive summaries were rather extensive, accompanied by clarifying charts and diagrams, the Self Evaluation sections were brief; the college had no "actionable improvement plans" for this portion of the Standards.

Findings and Evidence

Based on a review of the college catalog, class schedule, the College website and other College publications and brochures, interviews with students, and evidence provided by faculty and staff, the team confirmed that the College offers its students a wide array of student services that respond to diverse needs and support the College's mission regardless of location or means of delivery. Each of the student support service units has a mission that is aligned with that of the college and strives to deliver high quality services that are characterized by concern for student access, progress, and success. Of particular note is a very active Outreach Department that uses data regarding the community and student population to support college-wide recruitment efforts for a variety of students. In addition, the College has a highly dedicated group of faculty, including 18 counselors (10 FTE) -- representing a substantial increase from the 6.5 FTE in 2007-- and staff who deliver timely supportive services to students.

Additional evidence of student learning outcomes, assessment, and the ongoing use of the results to plan and implement improvements for the eight Student Services areas was also validated. TracDat serves as the repository for the Annual Plan/Program Reviews, all of which are discussed at the Student Services Planning Council. Recommendations from this council go to the College Planning and Budget Council, where decisions are made for institutional improvement, including resource allocation. All descriptions of processes and actions in the Self Evaluation Report are supported by evidence such as planning documents, meeting minutes, and institutional information provided to the college community via the web. (II. B)

Examination of financial aid documents and interviews with financial aid personnel indicate that the default rate for the college approximates 12.5 percent (2011 2-year rate) and 10.2 percent (2010 3-year rate) reflecting the college's ability to manage default rates. District wide support for a reconciliation specialist provides evidence of broad dialogue through the Business Process Analysis and that the results were used for improvement.

College wide forums, department meetings, regularly scheduled College committee meetings, student government meetings, and planning council meetings have provided opportunities for on-going dialogue about student access, progress, learning, and success. The team found evidence that the College's program review framework for instructional programs, student support services, and administrative services provides a solid foundation for critical dialogue on the adequacy, responsiveness, and effectiveness of student support programs and processes by collecting and analyzing quantitative and qualitative data. The team found a number of programmatic and procedural changes and improvements that have resulted from on-going research, data analyses, and program reviews such as providing expanded support for students enrolled outside of the traditional times or main location.

Since the 2007 recommendations, increased staffing for both classified and counseling faculty have yielded positive results in terms of expanded evening and weekend hours and service delivery for counseling, learning support, and other services, as well as improved online access for these and other services. Additionally, two of the four series of Success Learning Communities are web assisted providing at least one hour of instruction online. (II.B.1)

The catalog, both as hard copy and the PDF version available online, includes: the official identifiers for the institution, the mission statement, course/program/degree offerings, the academic calendar, a statement of academic freedom, descriptions of available student financial aid and learning resources, and information about administrators/faculty/governing board members. Information about accreditation and authorization are included as is contact information for filing complaints. (II.B.2)

Major policies affecting students are clearly delineated in the catalog and are translated into Spanish. Policies and procedures for all of the indicated topics are found in various sections of the catalog including one titled, College Policies. There is a lengthy statement in the catalog regarding academic dishonesty and the associated sanctions and the expectation of academic integrity is clearly described.

Issues of academic freedom, student financial aid, and available learning resources for DE students are addressed by the same means as for traditional education students. DE sections are identified in the schedule of classes by a descriptive header. The catalog provides a complete listing of all online courses on single easy-to-find page. The interaction between faculty and students is via the Moodle course management system. (II.B.2)

The catalog likewise contains detailed information on admissions requirements, student fees and other financial obligations, and requirements related to degrees/certificates/graduation/transfer. The admission policies, admission requirements, and fees appear to be the same for traditional programs and for courses offered in DE mode. The topic of Distance Education is easily found in the index of the catalog and terms are defined in the schedule of classes for hybrid, online or web assisted. There is no indication of required or suggested preparation. (II.B.2.a-b)

Student complaint processes are clearly defined in the catalog. All student complaints were reviewed and followed the college policies for grievance and complaints. (II.B.2.c)

The team found evidence that the institution researches and identifies the learning support needs of its students and provides the array of comprehensive student support services expected of a fully functioning community college. The annual budget request process, which is directly tied to performance indicators and proposed outcomes, provides the student services staff and administrators an opportunity to request resources to support operations. The allocation of significant financial resources to remodel Building 9, which houses all student support services, is evidence of the College's commitment to more effectively serve the support needs of students. The building consolidates most student service support programs in a central location to improve access for students. Since many students participate in more than one support service, the close proximity of all support services in the central location has been well received. (III.B)

The College evaluates information from a variety of sources such as external scans surveys, assessment instruments, College research, student focus groups, as well as the nationally benchmarked instrument of the Community College Survey of Student Engagement, and program review to understand the support needs of students and to provide the basis for designing new programs and/or revamping existing programs. These findings are illustrated in the Dashboard and are also a topic of discussion at the Student Services Planning Council, Instructional Planning Council and Planning and Budget Council. The most recent student services program review documents the CCSSE results and includes a discussion of some of the findings. (II.B.3.a-c)

The college has institution-set standards for diversity as part of its mission statement and goals. The college regularly assesses these standards through both direct and indirect assessment and reports the outcomes college wide. (II.B.3.d) The team found evidence of policies in place for student record retention, backup of files, and student release of records. (II.B.e-f)

While the Self Evaluation provides adequate evidence to support its description and gives several strong examples to show the relationship between assessed needs and College action towards improvement, how the support needs of Distance Education students are determined,

documented, and specifically addressed appears to be lacking. There is no evidence to support, for example, how the College assesses the effectiveness of all of its online services such as e-counseling and Websmart to assure equitable access. These areas, for example, are not addressed in the Noel-Levitz Student Satisfaction Survey or other student satisfaction surveys. (II.B.4)

Conclusions

The team finds that the student support services units of Cañada College have made significant progress toward the identification, evaluation, and documentation of student learning since the last accreditation review. The College has established an institutional framework with support from existing organizational structures to support student services planning as evidenced in its Participatory Governance Manual. Leadership groups have accepted responsibility for implementation, and faculty and staff are fully engaged. As reported in the Self Evaluation Report, this endeavor is a work in progress given the implementation of TracDat in 2010 yet is increasingly becoming widespread and institutionalized. Although student learning outcomes exist for each of the units, ongoing systematic assessment linked to the achievement can only strengthen the continuous improvement process and enhance support for student learning.

A similar need for focused attention exists in providing expanded services to distance education students because although participation is low at the present time, given the moderate but slow growth in this modality, continuous dialogue in this area as a potential initiative may optimize enrollment in the service area.

The team finds that the student support service units have overcome many of the challenges described in the report of the last accreditation site visit and finds that the College now benefits from a stable and cohesive leadership team, and a college community that is both eager and enthusiastic about continuous improvement. Student service personnel who were interviewed indicate that they have been busy delivering high quality services and are proud of their role in executing the College's Master Plan.

The team finds that there is a strong desire within student services to provide excellent student focused support services to the students of Cañada College.

The College meets this standard.

Recommendations

None

Standard II – Student Learning Programs and Services

Standard IIC – Library and Learning Support Services

General Observations

Cañada College provides a variety of library and learning support services to meet the diverse needs of its student population. The Learning Center and Library are located on the second and third floors, respectively, of the relatively new Student Services building, providing a strong connection between Student Services and student learning support. These facilities are attractive, well utilized and maintained, with art and cultural displays throughout the interiors to create a welcoming, comfortable environment. The Self Evaluation Report addresses each of the Standards accurately and comprehensively. Although there were no actionable improvement plans listed for any of the standards, self evaluation comments and supporting documentation discussed plans for further action.

Findings and Evidence

The college provides library and learning support services reflective of the breadth and depth of the college curriculum and the diverse needs of its students. The library has a print collection of 49,431 volumes, 93 subscriptions to print periodical, 417 Spanish titles, 1614 textbooks on reserve, 43 proprietary databases, 77 public computers, 12 iPads, and six laptops for student use. Some computers have adaptive technology, which provides access to information resources for persons with disabilities. The library collection is further enhanced by access to 100,000 electronic books that are available for on-campus, off-campus, and Distance Education (DE) use. Furthermore, the library's print and electronic collections are augmented by over 859,000 titles and databases available to the college through its partnership with the Peninsula Library System. A user authentication system allows remote users access to these resources.

The Learning Center provides many instructional support services including: peer and staff tutoring, Supplemental Instruction, a dedicated STEM support area, a writing center, instructional modules, and self-paced courses. In addition, the Learning Center has 145 computers and instructional software as well as online, CD, and VHS resources. A textbook collection, headphones, and calculators are also available. Students in DE courses have access to external sites that support writing, math, and English Language Learners. They can also make appointments online to meet with a tutor, with directions to do this in both Spanish and English. This approach works for the majority of DE students since almost all also take face-to-face courses. (II.C.I)

In accordance with the Library Collection Development Policy, and relying on the professional expertise of faculty, librarians, and learning support services professionals, the library selects and maintains materials based on the college curriculum. The library works

with the Curriculum Committee to contact every faculty member submitting new or updated course outlines regarding resources needed. The librarians also meet with programs undergoing program review to obtain input regarding print and electronic resources in specific disciplines. Staff, faculty, and students may also submit suggestions for materials via email or in person using online forms. Within budgetary constraints, the library is challenged to maintain traditional print collections but is pursuing the expansion of e-books. (II.C.1.a)

Information competency directly addresses three of the four college general education/institutional learning outcomes and instruction is a key function of the Library. The Library provides instruction through a one-unit library credit course (LIBR100, Introduction to Information Research) and through orientations integrated into courses throughout the curriculum, which often occur in a dedicated computer lab in the Library. The library credit course is taught primarily as part of a learning community with ESL 400, Composition for Non-Native Speakers of English, or Sociology 100, Introduction to Sociology. In addition, library instruction has been provided for courses taught in Spanish. Course-integrated orientations are also provided in the Library Guides that accompany courses offered face-to-face, hybrid, and online, which allows for information competency instruction for DE students. (II.C.1.b)

The Learning Center provides instruction for tutors and instructional support for students. Learning support occurs through tutoring by peers and instructional aides; noncredit, self-paced courses such as LCTR 139-The Research Paper A-Z; and services of a Writing Coordinator. All new tutors are required to complete LCTR100, Effective Tutoring Practicum. Upon completion of the course, the College Reading and Learning Association certification may be obtained. In addition, technology training is provided at point-of-need for students. (II.C.1.b)

Both the Library and the Learning Center provide access for students, day and evening throughout the week. The library is open 63 hours per week including evening and Saturday hours. All students, including DE and off-site students, have 24-hour/day access to electronic databases, Library Guides, e-book collections, and the Peninsula Library System online catalog. The Learning Center is open 59 hours per week, including evening hours, Monday through Friday, with math tutoring available on Saturdays 10:00 a.m. to 2:00 p.m. in the Library. The Learning Center website provides information regarding resources and services including links to current tutor schedules. Students can make appointments with tutors online and contact librarians for a research appointment. Given the fact that almost all DE students take face-to-face classes as well, current tutoring options are adequate. (II.C.1.c)

The library facility and equipment are maintained by Facilities and Information Technology Services staff. Anti-theft devices including security strips, security cables and locks, security cameras, and GPS with tracking capabilities for iPads are in place to protect materials and equipment. (II.C.1.d)

The library collaborates with a number of sources for library services and resources. These include the Peninsula Library System and its Pacific Library Partnership. This partnership is negotiated by the District. The library also obtains services and resources from Community College Library Consortium, OCLC, and Califa Group. The library has formal agreements with the San Mateo County Genealogical Society to house their genealogical resources and with the Peninsula Library System. These services and resources are evaluated at least annually and utilization data are maintained. (II.C.1.e)

The 2009 Comprehensive Program Reviews for the library and Learning Center, as well as Annual Plan/Program Reviews for 2010-2013 all document implementation of their program evaluation process. Moreover, in 2011, in concert with the Office of Planning, Research and Student Success and the Vice President of Instruction, librarians revised the Annual Plan/Program Review Template to better reflect the scope of their services. Within the annual plan/program review process, the library uses student learning outcomes and program learning outcomes to assess the following areas: instruction, reference, library collection, the website, and library space. Assessment methods include: pre-post testing, collaborative assessment with information competency rubrics, student surveys, faculty surveys, student focus groups, and utilization data. An analysis of assessment results led to improvement/changes in services, collections, instruction, facilities, and the library website. The library has also identified the need for and requested a library administrative position. The Learning Center also reviews its mission, goals, and objectives each year. Student learning outcomes and program learning outcomes are assessed for the Learning Center courses and the learning assistance program. Assessment methods include observation, tutor utilization data, and a reflective essay by tutors. In addition, the tutoring program regularly assesses the success, retention, and persistence of students tutored. (II.C.2)

Conclusions

The college meets this standard. Processes for evaluating the Library and Learning Center's effectiveness in supporting student learning outcomes are ongoing and well documented. The College demonstrates that the Library and Learning Center currently meet the needs of all students. It has created foundational online support options and will be prepared as the College expands its DE offerings.

Recommendations

None

Standard III – Resources

Standard IIIA – Human Resources

General Observations

The San Mateo County Community College District which is comprised of three colleges serving the county of San Mateo includes College of San Mateo, Skyline College and Cañada College. The San Mateo County Community College District is responsible for human resource functions and policies for the College. The District has policies and procedures in place and communicates them with the College on a regular basis. The District works collegially with Cañada College to review and update Human Resource policies and procedures as needed. The policies in place ensure that the College hires adequate numbers of staff that are qualified and meet the demographic needs of the College community which it serves.

The District bargains collectively with three employee organizations: San Mateo Community College Federation of Teachers (AFT Local 1493), California School Employees Association Chapter 33 (CSEA Chapter 33), and American Federation of State, County, and Municipal Employees Local 829, Council 57 (AFSCME Local 829). The District has recently concluded negotiations with all three bargaining units.

During the period since the previous accreditation review, the District, the three Colleges, and the AFT have endeavored to address Standard III.A.1.c, which specifies that “Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.” In order to make progress, and by the mutual agreement of the parties, a District Performance Evaluation Task Force was established that was empowered to resolve this issue, along with other evaluation matters.

Findings and Evidence

The San Mateo County Community College District Office of Human Resources (DOHR) provides the functional structure and staffing for the district’s three colleges as it pertains to human resources. The DOHR provides support services to meet the needs of the colleges. The District Office of Human Resources works closely with Cañada College to ensure that employees are qualified in their respective areas in order to support the student learning programs and student service units of the college.

Hiring committees are provided training and receive a training handbook from the District Office of Human Resources which includes the district’s hiring process, policies and procedures for hiring new faculty, classified staff, and administrators. A staff member from the DOHR provides orientation to all hiring committee members and serves as a resource on each committee. The District’s hiring policies are established to treat all employees

equitably. The policies promote equal access, equal employment opportunity, and equal and fair treatment of staff. Staff training is available to all staff on an ongoing basis. The College and the District evaluations of staff are systematic and are the evaluation criteria found in district Board Policies and Procedures as well as in negotiated bargaining unit contracts of which there are three. Promoting diversity through the hiring process is a value of Cañada College and is identified in the College's Educational Master Plan. (III.A.I)

Screening committees are responsible for reviewing a candidate's supporting documentation of their qualifications from an electronic applicant tracking system to verify minimum qualifications or equivalency for permanent hires. The DOHR provides a second verification of each of the candidate's documentation. The qualifications for adjunct faculty hires are validated by the dean of the division making the hire. Screening committees review job descriptions and job announcements to ensure that they are accurate for the position and contain the duties and responsibility required of the position. The applicant packet includes a requirement for a candidate diversity statement which provides information to the screening committee on the topic of diversity to assist Cañada College in meeting its goal of hiring faculty and staff that understand and represent the highly ethnic and socio-economic demographics of the community that Cañada College serves. The College has clear criteria for hiring employees who possess the appropriate education, training and experience to support student learning and service programs of Cañada College. The Office of Human Resources works with the selection committee to identify the most effective methods of recruitment to obtain a highly diverse and qualified pool of applicants. All position announcements are posted on the Registry of California Community Colleges, Edjoin, and InsideHigherEd.com. Committees also suggest if appropriate, other advertising vehicles such as placing announcements in professional journals or community publications to attract broader pools. Three to four faculty participate on screening committees for new faculty positions. They play a key role on screening committees to identify the needs of the college, and the experience and expertise required of the candidates in the specific disciplines. Deans and the Vice President of Instruction identify faculty to serve on screening committees. Cañada College uses the District's Classified Management Selection Procedures and Guidelines for the selection of classified and management positions. (III A.I.a)

The District has written procedures for evaluations of all Cañada College employees. The District's Board Policies and Procedures govern the evaluation processes and are defined in collective bargaining contracts for the different categories of employees. All personnel are evaluated on a regular basis. Tenured faculty are evaluated at least once every three years. Adjunct faculty are evaluated in the first semester of services and at least once every six regular semesters after the first semester using the same evaluation tools as used for full-time faculty. A new evaluation tool was introduced in the summer of 2013 to evaluate faculty teaching distance education. The tool will be fully implemented in the spring of 2014. All supervisory, confidential, professional, and classified employees are evaluated annually. The

DOHR coordinates the evaluations and notifies managers of due dates for evaluations. (III. A. I. b)

As a component of faculty evaluations, student learning outcomes are addressed. The District and the Performance Evaluation Task Force are working towards the legal inclusion of student learning outcomes in the faculty evaluation process without including the attainment data from the outcomes. The District Performance Evaluation Task Force includes student learning outcomes in both the faculty Self Evaluation and the Dean's assessment of faculty. The District has a policy on professional ethics as well as a code of professional ethics for all employees. The Associated Students of Cañada College also has a code of ethics for the students. (III.A.I.c, III.A I.d)

Cañada College has 74 FTEF (full-time equivalent faculty) and 193 FTEF adjunct faculty. Over the past three years full-time faculty have been hired and four additional full-time faculty will be hired for the 2013-2014 year. The new faculty hires possess the appropriate education, training, and experience to provide and support the student learning programs of Cañada College. (III.A, III.A.2.)

The District's Participatory Governance Council participates in developing policies and procedures. Personnel policies and procedures are reviewed and updated regularly. The District's internet provides access to personnel policies and procedures. The Vice Chancellor of Human Resources and Employee Relations conducts monthly manager forums to review and discuss the application of policies throughout the district. The policies and procedures are designed to provide equitable and fair treatment to all personnel. District personnel records are maintained in securely locked areas. Access to electronic files is strictly limited. (III.A.3, III.A.3.a, III.A.3.b)

Cañada College is an equal opportunity employer, and the Equal Employment Opportunity policy statement is included in all job announcements. Included in the District Board Rules and Regulations of the San Mateo County Community College District is its policies on equal employment and recognition of diversity of cultures, ethnicities, language groups, and abilities as represented in its surrounding communities and student body. The college has several programs, classes, and events that support diversity and equity on campus. Cañada College has "Social Justice" events that include workshops and lectures that provide the venue for discussion of issues about diversity and social justice. Diversity is supported through academic freedom guaranteed by Board Policy. Cañada College's hiring processes follow the Equal Employment Opportunity policy. The District Human Resources Department assesses information on employment equity and diversity for all District personnel on an annual basis. The District policies and procedures, in addition to employee representation by their respective unions and Academic Governing Council; students by the Associated Students of Cañada College, provide for advocacy and fair and equitable

treatment of faculty, staff, administrators, and students. (III.A.4, III.A.4.a, III.A.4.b, III.A.4.c)

Cañada College provides professional development activities for faculty, staff and administration. Professional development needs are included in the Annual Plan/Program Review documents submitted by each department. Funding for professional development comes from a variety of sources, including General Fund resources, Measure G tax revenue, the President's Innovation Fund, Basic Skills, The Trustees Fund for Program Improvement, and grant and categorical funding. Faculty and classified staff collaborate with the college administration for college-sponsored professional development activities. (III.A.5)

The Trustee's Fund for Program Improvement is a District fund that is allocated to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The Center for Innovation and Excellence in Teaching and Learning (CIETL) established in 2009, oversees all professional development that is focused on teaching and learning. CIETL has many development opportunities for faculty, staff and administrators to continually update their knowledge and competency in all areas of teaching and learning. The 2013 Employee Voice Survey resulted in 78% of 131 participants expressing that there were sufficient opportunities for continued professional development. 89% felt encouraged to be creative and come up with new ideas and improvements. (III.A.5.a, III.A.5.b)

Cañada College's Participatory Governance handbook outlines the hiring justification process. Staffing needs within division and departments are primarily identified through the Annual Plans/Programs Reviews, with Comprehensive Program Reviews being performed every six years. Generally new positions are requested one a year unless there is an unexpected vacancy. The process of identifying needed positions is integrated with the overall planning process and the participatory governance process. (III.A.6)

Conclusions

Cañada College employs qualified personnel in appropriate numbers to uphold and serve the student learning programs of the College. As new resources become available the College has in place a plan to hire more full time faculty. The College operates under District policies and procedures for Human Resource matters. Evaluations are in place and are conducted systematically. Hiring committees are well trained and supported by the DOHR. Staff development trainings are many for all staff at Cañada College supported by District and College resources. The Center for Innovation and Excellence in Teaching and Learning provides professional development in all areas of teaching and learning at the College.

The College meets the standard.

Recommendations

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

Standard III – Resources

Standard IIIB – Physical Resources

General Observations

The Self Evaluation provides much evidence to support that there are sufficient physical resources to maintain and support the integrity and quality of Cañada College programs and services. The first measure is through the individual Annual Plan/Program Review Process. Other measures for guiding facilities planning include the 2012-2017 Educational Master Plan and the District Facilities Master Plan. A campus sustainability committee was also established through the participatory governance process to develop and implement sustainability plans.

In regards to supporting the integrity and quality of programs and services, the Self Evaluation outlines the Distance Education Plan at the College, as well as Division Deans for ensuring that any need at off-campus sites and through distance deliver modes are supported at the division level. It is unclear; however, in how the educational experience of students at off-campus sites are measured and whether their experience is actually the same as the students on the main campus.

Findings and Evidence

Cañada College through several measures, assesses and validates that its Physical Resources, including facilities and equipment, are sufficient to meet student demand while achieving institutional, program, and student learning outcomes. Some of the measures include the Annual Plan/Program Review Process. Within this process, Physical Resources, including facility and equipment requests are addressed based on goals and needs of the department or program and are consistent with the program learning outcomes. The two other measures for guiding facilities planning at Cañada College are the 2012-2017 Educational Master Plan and the District Facilities Master Plan. The facilities of the San Mateo County Community College District are maintained following a stringent preventive maintenance program and tracked using a computerized maintenance management system. The Districts preventive maintenance program ensures that its facilities are operating as required to support the programs and services of Cañada College. The San Mateo County Community College District provides sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Planning for major projects is guided by the SMCCCD 2011 Facilities Master Plan, and is aligned with recommendations articulated in the campus master plans. (Standard III.B.1)

The College provided evidence that outlines all of the plans that help the campus build, maintain, upgrade or replace its physical structures to support its programs and services. The passage of two separate bond measures in 2001 and 2005 in the amount of \$675 million

provides the majority of funding for the capital construction program. It appears, however, that Cañada College only realized \$141 million out of \$675 million. In essence, Cañada College was awarded 21% of the total. Nevertheless, the evidence does support that Cañada College has the processes, mechanisms, programs and protocols to plan, build, maintain, and upgrade or replace its physical resources. The planning process is also used to secure resources in areas of need or deficiency. Its administrators, faculty, staff, and students work in concert with the District Office to develop a Facilities Master Plan and a five-year Capital Construction Plan that are consistent with the priorities and goals set forth in Cañada College's Educational Master Plan.

The District has been engaged in a comprehensive Capital Improvement Program (CIP) since 2001. The development of the SMCCCD Facilities Master Plan, along with campus Facilities Master Plans for each of the three Colleges, has provided the District with the framework for its two, successful capital bond measures, passed by the voters in the amount of \$675 million, and has served as the basis for a possible, future bond measure. Maintenance of existing facilities is assured through the Facilities Management program review, assessments, and operational processes. (III.B.1.a)

Cañada College provides much evidence to validate its responses as to how it meets this standard. The college meets State and Federal Americans with Disabilities Acts (ADA) students as it relates to their facilities on the main campus and all of their off-site locations. The College and District have a multitude of mechanisms that ensure the accessibility, safety, security, and healthfulness of learning and working environments. As part of the Capital Construction Program, newly constructed facilities and existing facilities that are renovated are made compliant with ADA codes. Accessibility improvements to Cañada College include enhancement and new construction of wheelchair ramps and handicapped parking spaces, tiered seating removal in Building 17, and replacement of door knobs in renovated areas. The College designates a high level of importance to the safety of its facilities. Cañada's Safety Committee meets monthly to facilitate disaster preparedness activities, to review recent accident and injury accidents, to conduct safety inspections, and to promote safety on campus. There are a number of activities and procedures that demonstrate the College's commitment to safety such as a stringent safety training program for employees at highest risk for industrial accidents and a construction safety program. The College is proactive and responsive to safety and security issues. In 2012 and 2013, the campus community participated in two lockdown drills per academic year, both day and evening. These efforts have made significant progress in enhancing safety across campus. The District ensures the safety of its physical resources through its District's Facilities and Public Safety staff, District Safety Committee, and the Facilities Safety Task Force. The District, along with the campuses, has conducted multiple facilities and safety-related assessments and has implemented changes when needed in response. Emergency preparedness and other safety-

related training and drills are also conducted regularly. Campus climate data indicates employees and students are satisfied with the College's facilities. (III.B.1.b)

The Self Evaluation Report provides evidence to support how they address facility planning challenges. The District's and College's Facilities Master Plans along with Cañada College's Educational Master Plan provide a good framework and guiding principles that result in a thorough assessment of challenges affecting campus facilities. Long-term capital planning at the College is performed via the District Facilities Master Plan, and includes regular updates of college facilities conditions in the State Chancellor's Office Facilities Deficiencies Database, as well as annual updated of the five-year construction plan. The District facilities master planning cycles have occurred in 1997, 2001, 2006 and 2011. The facilities master planning initiatives always begin with a review of the Educational Master Plans and/or the Strategic Plan to ensure that Physical Resources support institutional goals. The collaborative planning process provides a framework for marshaling the support and expertise necessary to bolster programs and services through the efficient allotment of the College's Physical Resources. (III. B. 2) The 2003, the District engaged a consultant to conduct a physical survey of the campuses. The data was entered into the California Community Colleges Chancellor's Office Facilities Database, allowing facilities planners at the District to create reports on facilities condition indices, to plan projects, to maintain a space inventory, and to track funding of approved projects. This database is regularly updated as conditions change. (III.B.2)

The Self Evaluation Report provides evidence that long-range capital plans clearly support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment. Long-range capital planning is prepared in a collaborative process involving the District's Facilities Planning Maintenance and Operations Department in conjunction with Cañada College constituent groups consisting of faculty, staff, and students. Because long-range capital planning follows the learning and program themes, as well as principle guidelines and recommendations outlined by the College's Educational Master Plan, these recently completed capital projects enhance the educational experience, safety, efficacy, and beauty of the institution.(III..B.2.a.) Long-range capital plans are guided by the Facilities Master Plan, and are updated as funding becomes available. When developing long-range capital improvement plans, the District considers all components of the overall cost such as architectural design, construction, equipment costs, and total cost of ownership. (III.B.2.a)

The Self Evaluation Report provides evidence that support the integration of physical resource planning with institutional planning. The Facilities Master Plan and the Annual Program Reviews are utilized to assess effective use of physical resources and use the results of the evaluation as a basis for improvement. The facilities master planning initiatives undertaken by the District in 1997, 2001, 2006 and 2011 reflect the needs and priorities outlined in Cañada College's Educational Master Plan and/or Strategic Plan in place, and are

a part of a participative and iterative process. District facilities planners meet weekly with the President's Cabinet to review and strategize on facilities planning issues. This collaboration ensures that Physical Resource planning is integrated with institutional planning. (III.B.2.b.) Facilities planning for major capital projects are guided by the SMCCCD Facilities Master Plan. The most recent plan is the 2011 Facilities Master Plan priorities are aligned with the planning assumptions and recommendations articulated in campus Educational Master Plans. Planning for physical resources, including equipment, is integrated into the institutional planning processes. (III.B.2.b)

Conclusions

The current Physical Resources are sufficient to support effective utilization and continued quality necessary to support Cañada College's Programs and Services. Current plans are also underway to address future needs and are detailed in the District Facilities Master Plan. The San Mateo County Community College District has provided facilities and facilities support to its three College campuses that would be a source of pride for any community college. The master planning process in place at the District is a collaborative process integrating campus planning for the delivery of educational programs, for providing an environment conducive for student learning, and addressing safety and code requirements. The San Mateo County Community College District and its three Colleges should be commended for their efforts in building campus facilities to meet their respective educational missions.

The College meets the Standard.

Recommendations

None

Standard III – Resources

Standard IIC – Technology Resources

General Observations

The Self Evaluation Report provides evidence to validate that technology is used effectively to support student learning. The Technology Plan is designed to ensure student success and preparation in technical communication skills. Technology planning is integrated with institutional planning.

As evidenced by the current Cañada College Technology Plan, revised 2011, the College conducted a review and revision of its technology plan. There is evidence to support that the San Mateo County Community College District (SMCCCD) uses technology effectively to support student learning programs and services. Instructional and student support technology is centralized at the District-level with a close, customer-service working relationship with the Colleges to address campus needs. The District offers a variety of technology services, professional support, facilities, hardware, and software to enhance the effectiveness of college operations. These include desktop and media support, personnel/student data support, network/phone/server support, and web services.

The District Information Technology Services Department is responsible for the Enterprise Resource Planning (ERP) system. SMCCCD has been employing the Banner software system for over a decade. The District is experienced with this cross-functional, integrated application and has effectively employed the human resources, financial, and student modules of the system. Technology resource infrastructures and software are in place for the effective delivery of distance education. The District has established consistent and standardized aspects of instructional technology for instructional personnel at all three Colleges through the SMCCCD Strategic Plan for Information Technology 2012-2016.

The District Information Technology Services is responsible for the technological infrastructures and software essential for the effective delivery of distance education. The Center for Innovation and Excellence in Teaching and Learning (CIETL) provides training for faculty and staff in the effective utilization of technological resources. In addition, the Distance Education Coordinator assists distance education faculty with planning online courses. The Distance Education Handbook outlines specific processes and procedures related to distance education.

A variety of technological resources are used to support student learning program and services and to improve institutional operations. As evidenced by the Self Evaluation Report, these include: smart classrooms; internet-connection for personnel workstations; public and private Wi-Fi; web-based scheduling, registration and matriculation; my.smccd.edu provides email for all students; and various student services platforms for student records keeping and

management. In addition, the Technology Plan, the Educational Master Plan and the Information Technology Strategic Plan evidence the interconnectivity of the institutional planning process.

Findings and Evidence

The College works closely with the District Information Technology Department to evaluate current technology used and determines what needs are required by faculty and staff members. Technological needs are identified through the annual plan/program review process. In addition, as evidenced by a technology request form, faculty and staff may also submit requests for technology outside of the annual plan/program review process. The President's cabinet reviews the recommendations of the prioritized lists of the Instructional Planning Council, Student Services Planning Council, and Administrative Planning Council. The District Information Technology Service also corroborates with colleges regarding technology needs to ensure technology supports the needs of learning, teaching, college-wide communications, research, and operational systems. (III. C. I.)

The College provides evidence via the Educational Master Plan, Technology Plan and the District Strategic Plan for Information Technology to support its claim that information technology services provided by the District enhance the effectiveness of the college in meeting student learning needs. The district offers a variety of technology services, professional support, facilities, hardware and software to enhance the effectiveness of college operations. These include: desktop and media support; personnel/student data support; network/phone/server support; and web services. (III..C.1.a)

The Self Evaluation Report provides evidence to support the claim that the College provides quality training in the application of its information technology to students and personnel. The College assesses the need for information technology training through surveys and workshops. The college has established technology training opportunities for faculty, staff, and students. The Center for Innovation and Excellence in Teaching and Learning coupled with the Distance Education Coordinator have been instrumental in providing training for faculty in the effective use of technology in instruction. Workshops, online tutorials, and Structured Training for Online Teaching (STOT) have been offered. Additionally, a Distance Education Handbook has been produced. As evidenced by the college website, examples of online training for students include My.Smcccd Tutorials and Student WebAccess Tutorials.(III..C.1.b.)

The Self Evaluation Report provides evidence that the College, working with the District Information Technology acquires, maintains and replaces technology systematically to assure effectiveness for student learning. The College working with the District Information Technology Services systematically plans, acquires, maintains and upgrades technology infrastructures for the enhancement of its programs and services. As outlined in the Self

Evaluation Report, the district established instructional technology standards and guidelines to facilitate maintenance, acquisition, and cost estimating of audio/visual systems as well as communication and network technologies. (III.C.1.c.)

The College provides evidence via the Technology Plan and the college's Technology Advisory Committee to continually maintain an updated database of all equipment used at Cañada College. Individual and College-wide surveys are conducted to measure employee and student satisfaction with current technologies and services. Improvement, however, could be pursued in maintaining currency of the spreadsheet maintained by Information Technology and making it available to the college's Office of Instruction. This office maintains inventory of all district-owned desktops, laptops, tablets, and peripheral services used by Cañada faculty and staff. The District Information Technology Services in collaboration with the Cañada College Technology Advisory Committee meet annually to assess and re-evaluate minimum requirements for technology used by administrators, faculty, staff, and students in their programs and services. Information Technology Services works with the college to set priorities for technology within budgetary constraints. (III.C.1.d.)

Cañada College provides evidence to validate that Technology Planning is integrated with institutional planning. Surveys are conducted on an annual basis, as well as dialogue during various shared governance meetings to assess the effective use of technology and to use the information for improvement. As evidenced by the Educational Master Plan, the Technology Plan and the District Strategic Plan for Information Technology, and annual plan/program reviews, technology planning is integrated with institutional planning. Surveys have been conducted to evaluate the effective use of technological resources and improvements have been made. However, as the college expands its use of assessment results, additional methods for evaluating the effective use of technological resources should be explored. In addition, stronger alignment of technological resource allocations with assessment results may be required as well as the establishment of measurable goals and benchmarks. (III.C.2)

Conclusions

The college utilizes a variety of technological resources throughout the breadth of its programs, services, and administration. Policies and procedures ensure its inventory, maintenance, replacement, and upgrading. The effective utilization of technological resources is evaluated. The Self Evaluation outlines a number of plans such as The District Facilities Master Plan, Educational Master Plan, Sustainability Plan, Custodial Program Review, Grounds Program Review, Technology Plan, and the District Strategic Plan for Information Technology Plan to validate its claims. Much evidence is also provided to show that Physical Resources Planning and Technology Planning are integrated with Institutional Planning. A number of measures are identified to assess the effective use of technology and to use the information for improvement.

The College meets the Standard.

Recommendations

None

Standard III D. Financial Resources

General Observations

As the result of reducing its expenditure budget during California's severe fiscal crisis, pursuing revenue enhancement measures, and carrying out careful planning, the San Mateo County Community College District is in a strong and healthy financial position. The District holds reserves in excess of the reserve level required by the California Community Colleges Chancellor's Office and general accounting practices. The District's 2012-2013 beginning balance was \$19,601,580, which includes a contingency reserve of \$5,884,069. The passage of a parcel tax measure, Measure G, provides additional resources for District and College initiatives, including greater student success support through the addition of class sections and counselors. The District manages and plans for its long-term liabilities as well as its short-term liabilities. The District employs a Resource Allocation Model that serves as the expenditure plan. This model is integrated with District and College planning processes that are grounded in the participatory governance process under the leadership of the College President.

Findings and Evidence

As one of three colleges in the San Mateo County Community College District, Cañada College serves 4,544 full-time equivalent students and has a General Fund budget of 17,817,705. The college had \$5,128,058 in restricted funds as of July 1, 2012 and \$3,293,459 budgeted in Measure G Parcel Tax funds.

An annual assessment of probable financial resources begins at the District level. The District Committee on Budget and Finance includes representatives from all three Colleges in the District. The committee is responsible for making recommendations and evaluating resource allocation policies and budget processes. The committee considers budget assumptions; reviews revenue sources; prepares budget scenarios for short- and long-term planning, and integrates the District strategic plan into the budget.

The District's Resource Allocation Model was developed by the District Committee on Budget and Finance approximately six years ago. It was vetted by District and College representatives prior to being formally approved by the District Participatory Governance Committee. The Resource Allocation Model serves as the vehicle for allocating resources for ongoing expenditures such as personnel and benefits, and addresses long-term liabilities, including post-retirement medical benefits, and allocates funding for District priorities identified in the District Strategic Plan. The Resource Allocation Model is an FTES-based model. The model is reviewed by the District Committee on Budget and Finance annually and changes are made as needed.

The District Executive Vice Chancellor is currently working with the District Committee on Budget and Finance to create a new Resource Allocation Model which will incorporate San Mateo County Community College District's new Basic Aid ("community support") status, address Redevelopment Agency revenue, and the sunset of Measure G, the parcel tax. The assessed value of property in the San Mateo County Community College District increased 6% in 2013-2014, which will provide the District with more property tax revenue in which to operate the District. Further increases are projected for the future.

Cañada College's Educational Master Plan which includes a mission statement, four strategic directions/goals, and 25 goals/objectives, is presented each fall to the Planning and Budgeting Council who revises its mission and goals as necessary. In the budget and hiring processes, the College relies on the elements of the master plan to provide direction as to how to expend resources. The Planning and Budgeting Council oversees the planning and budgeting process and timelines for these activities. These processes and timelines are described in Cañada College's Participatory Governance Manual. Financial planning at the college is integrated with institutional planning. The decisions made by the Planning and Budgeting Council are broadly communicated through open meetings, posted meeting minutes, email and through division discussions of Planning and Budgeting Council decisions. (III.D1, III.D1.a)

The College President and the College Budget Officer provide regular updates to the College Planning and Budgeting Council about State allocations and District allocations. The San Mateo Community College Chancellor and Executive Vice Chancellor also provide budget information to all District employees as well the Executive Vice Chancellor makes presentations about the District Allocation model and Budget. (III.D.1.b)

The District and Cañada College plan for long-term debt, short-term debt, and future liabilities. The College sets planning priorities based on their Educational and Facilities Master Plans as well as their Technology Plan and Strategic Plan. Short-term plans are flexible and are adjusted according to the level of resources in a given year. Expenditures are restricted and reduced in times of revenue shortfalls and declines and are increased when new additional new becomes available and is allocated to the College. (III.D.1.c)

Services offered to the Colleges of the San Mateo County Community College District by the District include facilities maintenance and operations, information technology support, public safety, purchasing, payroll, accounting, banking, insurance, and human resources. By centralizing these operations, greater resource efficiencies are achieved for the District and the Colleges that it serves. The most recent example of this took place in 2009 when the public safety function was centralized. One Director oversees all of the college public safety operations and assigns staff based on student population. Twenty-four-hour coverage is possible with this new centralization without additional staff. Similarly, with facilities operations, centralization has proven to be more efficient and coordinated. The three

Colleges collectively reduced their budgets by \$2 million, thereby enabling the augmentation of the District facilities and operations budget for on-going preventive maintenance at the Colleges. (Standard III.D.1.b, III.D.1.d)

The District Chancellor along with the District Executive Vice Chancellor communicates budget information throughout the District. Through the District Committee on Budget and Finance to the College Budget and Planning Committee, budget and resource allocation data and information are communicated. Presentations are made on a monthly basis through the participatory governance committees regarding budget updates. Budget information is available on the District's web site and also communicated at each public Board Meeting by the Chancellor and the Executive Vice Chancellor. At the beginning of each academic year, the Chancellor addresses the District and College staffs and provides updates on the status of the budget. (Standards III.D.1.d, III.D.2, III.D.2.a)

The College Planning and Budgeting Council is the committee that oversees the budget and planning process. The Instructional Planning Council, the Administrative Planning Council and the Student Services Planning Council all participate in the planning and budgeting process that follows and subscribes to the College Educational Master Plan, the College Instructional Program Plan, and the College Student Services Program Plan. They respond to ACCJC recommendations, and facilitate the accreditation plan. Faculty, staff, and students all participate in the planning and budgeting process and program review process. The College has four representatives on the District Committee on Budget and Finance. Evidence of these meeting and the collaboration between the District and the Colleges are in the meeting minutes on the District Committee on Budget and Finance website. College planning and budgets are based on their mission and goals. (III.D.1.d)

Cañada College uses the District's Banner financial accounting and administrative system. Access to the system's data is limited based on an internal control approval process which limits the exposure to changing data inappropriately. Approval to view data but not change data is available to staff. All journal entries are approved the College Business Office and the District approves all transfers between funds. The Purchasing and Procurement system have controls in place to limit expenditures to the approved budget. Both detailed and summary financial reports may be run at any time for whatever accounts the user desires. Or the user may view the screens on-line without printing a report. All managers and division staff are trained to review Banner budget reports. Each manager has access to all accounts, both restricted and unrestricted for which they are responsible. The District Executive Vice Chancellor makes reports to the Planning and Budgeting Council each year regarding the budget and responds to questions from the College community. Budget information, fiscal conditions and financial planning is available through the notes and agendas of the Planning and Budgeting Council on the Cañada website.

The College President and the College Budget Officer review relevant budget reports and discuss fiscal implications with the College Planning and Budgeting Council. The College has a system for position planning and prioritization. The process is integrated with the Annual Plan/Program Review process and planning activities throughout the campus. The annual Plan/Program Review documents contain information on the needs requiring financial support, staffing, equipment, and facilities. These are summarized as part of the budgeting process. Financial planning is integrated with institutional planning through the annual plan and program review and assessment.

Seventy one percent of Cañada's 2012-213 unrestricted budget was allocated to directly support student learning. Student Services costs were budgeted a 19.34% and the remaining 9.46 of the budget provides direct and indirect support to student learning programs and services. Much of the budget, 96% percent is allocated to personnel costs. (III.D.2.a)

The college seeks grants from various sources. A process is in place to assure that grants and auxiliary expenditures are in line with Cañada College's mission and goals. Cañada College has been very successful in their grant writing as evidenced by their grant awards. Total 2013-2014 specially funded programs budget for Cañada College is \$7,300,000 which is substantial when compared to their General Fund budget of \$18,600,000. The College Business Office reviews and approves all grant proposals and externally funded programs before review and approval by the District's Business Office. Annual externally managed audits cover all of the funds of the District and College, including grants and auxiliary accounts. The College Business Office oversees the Associated Student clubs and accounts and assures that they operate and comply with the College's established policies and procedures. A District Business and Finance Officers Group meet monthly to review business process across the district. The College Internal audit Group reviews internal control procedures over all funding sources and expenditures which includes grants and other externally funded programs. This group performs reviews of internal controls on a regular basis and report the result of their audits to the group. An annual external audit is made of the District and College finances. There have been no internal controls or financial audit findings in the last six years. Compliance findings have been addressed annually. (III.D.2.d, III.D.2.e, III.D.3.b)

Cañada College's 2-year Cohort Default Rate for 2010 is 7.6% on 39 borrowers entering repayment and three defaulting within the two-year monitoring period. The college requires students to complete entrance counseling each year and exit counseling at the end of their program to help keep the default rate low. The Financial Aid Office staff counsels students individually when approaching their loan limit. The Cañada Financial Aid Office worked with the District to create the San Mateo County Community College District Default Prevention and Management Plan for Federal Direct Loans. This is included in the Financial Aid Policies and Procedures Manual. (III.D.3.f)

The District budgets and plans for payment of long-term debt, short-term debt and future liabilities. The District established both a revocable and an irrevocable trust fund for post-retirement benefits to cover the cost of medical insurance costs for retirees. The District has set aside \$43 million toward its \$126 million retiree liability. Setting aside these funds towards the District's long-term liability has helped the District in many ways, including a strong credit rating. In fact, the San Mateo County Community College District holds the highest bond credit for Community Colleges in the State, largely due to its strong financial and management practices. The District uses the California Community Colleges Sound Fiscal Management Self-Assessment check list as a barometer for the fiscal health of the institution and as a guide to maintain long and short-term fiscal stability. The Board of Trustees has developed 37 District policies that outline sound financial practices to be followed by the District and colleges. These policies are reviewed and revised as necessary on a regular basis. (Standard II.D.1.c, III.D.3.c, III.D.3.d, III.D.3.e)

The District has also pursued entrepreneurial projects of a fiscal benefit nature. The SMCCCD constructed faculty and student housing on two of its College campuses: "College Vista" and "Cañada Vista." The District issued Certificates of Participation for the construction for these two projects and later defeased that debt with proceeds from General Obligation bonds. The income from the housing units is an on-going source of funds and is deposited to the District Capital Outlay fund for future capital outlay projects. (III.D.1.b, III.D.3.g)

The District prepares three-year financial projections and works with the Colleges on their allocations. The District uses its reserves to avoid large expenditure reductions in any one year. The District has sufficient funds to meet its needs and for emergencies. The District's ending balance has ranged from 14% to 18% over the last four years. Parcel tax revenue and redevelopment tax revenue in addition to the revenue derived from its recent Basic Aid status recently have greatly enhanced the financial strength and stability of the District. (III.D.)

A District Long Range Instructional and Institutional Equipment Planning Team was formed in 2011 to assess the condition of existing equipment and technology at the three campuses. The District allocates \$400,000 to each college for a five-year period to enable the Colleges to purchase and replace classroom equipment. The District Information Technology unit finances the upgrades and changes to the College's instructional labs. The District Information Technology staff works with the college staff to determine what instructional labs need upgrading and the most appropriate technology to upgrade to. (III.D.1.c, III.D.3.c, III.D.3.e)

The District uses the Banner financial accounting system to record financial transactions. Inherent in the system are approval controls. Various reports and queries can be run on the Banner system. The District has an internal audit committee that reviews and audits procedures such as cash handling, use of purchasing cards, conference and travel, and asset

tracking. An independent CPA firm conducts an annual audit on all of the District's financial records. The annual audits are presented to the Board of Trustees. The audits have resulted in no financial findings in the last six years. There have, however, been a few compliance findings on programs, with follow-up conducted by District and College staff. (III.D.2.a, III.D.2.b, III.D.2.c, III.D.3.h)

The District Executive Vice Chancellor makes budget reports to the Colleges and answers questions regarding the budget allocations to the Colleges. (III.D.1.b)

The District prepares tentative, final, and mid-year financial reports on the budget. The budget is distributed to the Colleges and posted on the District website. The budget reports are presented to the Board of Trustees and are published online. (III.D.1.b)

The voters of San Mateo County passed a parcel tax in 2009 which annually provides over \$7 million in additional funding for the three Colleges in the San Mateo County Community College District. The District's primary use of the parcel tax revenue is to provide funding for student services and to offer additional class sections. The District also passed two general obligation bonds for construction and facilities upgrades at all three colleges, totaling \$675 million. A bond measure Citizens' Oversight Committee is in place to review the activities of the general obligation bond projects. (III.D.1.b)

Risk management is a function of the District. The District procures insurance for property, casualty, employee liability to protect College and District assets from losses. The District has established a reserve for worker's compensation claims that are incurred but not reported and has an actuarial study made every two years to substantiate reserves and set rates. The District oversees public safety at all three Colleges. The District offers on-going training programs for faculty, staff, and students to increase awareness of risk and to protect the safety of staff and students. The District collaborates with the San Mateo County Sheriff's Department, Woodside Fire Department, and Redwood City Police. (III.D.3.a)

The Cañada College Financial Aid Office worked with the District to create the San Mateo County Community College District Default Prevention and Management Plan for Federal Direct Loans. This is included in the Financial Aid Policies and Procedures Manual. (III.D.3.f)

Contractual agreements are consistent with the mission and goals of the Colleges of the SMCCCD. Contracts are reviewed by both the College Business Office and the District. Contracts are let for services consistent with the contracting college mission and goals. Policies and procedures regarding contracts are developed and implemented in compliance with the California Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and the Executive-Vice Chancellor and their designees are authorized to sign contracts for the District. (III.D.3.g)

Conclusions

Cañada College and the SMCCD meet Standard III.D. The College and the District hold high reserves. The District resource allocation model allocates resources for ongoing expenses and addresses long and short term liabilities. Resource allocation is tied to the District Strategic Plan. The District provides services in the way of facilities operations, information technology, purchasing, payroll, accounting, banking, insurance, risk management and human resources. External Audit reports have not addressed any financial or internal control findings for the last three years. The District is not responsible for any long term debt payments from the General Fund.

Recommendations

None

Standard IV – Leadership and Governance

Standard IVA- Decision Making Roles and Processes

General Observations

Cañada College incorporates a structure of collaborative governance, systematically engaging all its internal constituents in the discussion of the College's operation and future. This culture of collaborative governance is not only supported by the campus community, but has been ingrained into the College's culture. There is a positive relationship between the attitude of employees and their inclusion in such discussions. The long-term stability of the core faculty has created stability in the college. The team observed that college leaders are committed to advancing improvement and embracing the culture of collaborative governance. (IV.A.1)

The San Mateo County Community college District (SMCCCD) governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated leadership responsibilities of the governing board, Chancellor, and College Presidents. The governing board for the District fully supports the Chancellor and provides him the resources to be effective in his position (IV.A.1). Board members also interact with the three College presidents at retreats, Board meetings, and other meetings and solicit their input on important decisions that affect the District and their individual Colleges. (IV.A.2)

The Board has in place a policy (2.08) that ensures effective participation by all College constituency groups. Additionally, the District, through Policy 2.05, established a District Academic Senate (DAS) with faculty representation from all three Colleges that provides an avenue of communication between the Governing Board and District faculty for recommendations agreed upon by all individual College Academic Senates. Board policy 2.05 also defines the Board's role on the California participatory governance 10+1 areas of academic and professional matters and relies primarily upon the faculty at the three Colleges for input on those areas with which faculty have primacy. (IV.A.2.b)

Furthermore, Board Policy 2.08 established the District Participatory Governance Council (DPGC) which "ensures faculty, staff, and students the right to participate effectively in District and College governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration." The council is composed of 20 representatives, including 5 Faculty, 5 Administrators, 5 Classified, and 5 students from across the 3 Colleges. Membership on the committee also includes members from each of the respective bargaining groups. The Chancellor is responsible for addressing and forwarding DPGC recommendations to the Board. (IV.A.2.a)

The team found that the Board of Trustees encourages collaboration with student government organizations and student leaders, respecting the input of the student trustee serving on the Board. Additionally, the College supports an active and well-funded student government organization that is led by motivated students. Students are encouraged to participate on all campus committees and are respected members of such committees. (IV.A.2)

The Board develops goals at an annual retreat that is attended by the Chancellor, District staff, and the individual College Presidents as well as being open to the public. The Chancellor, District staff, and College Presidents are responsible for disseminating the goals developed at the retreat to the individual Colleges.

The Board makes public its agendas and meeting minutes as well as Board Policies and Administrative Procedures on a public website. Additionally, the Board has a regular special topics agenda item on "Innovations in Teaching, Learning and Support Services," where individual Colleges can highlight best practices and new programs in presentations to the Board. (IV.A.3)

The Board formed the San Mateo County Community College District (SMCCCD) Accreditation Coordinating Council to support the accreditation process district-wide and to keep the governing board apprised of accreditation progress and activities. Regular presentations are made to the Board on accreditation activities. (IV.A.4)

The Board is responsible for the annual evaluation of the Chancellor, established by administrative procedure 2.02.2. The College Presidents are also evaluated annually under Board Policy 2_09 and Administrative Procedure 2.09.1 Categories of Employment: Evaluation. Furthermore, District services departments engage in program review to regularly evaluate their integrity and effectiveness. (IV.A.5)

Findings and Evidence

Cañada College recognizes that ethical and effective leadership throughout the organization enable the institution to identify institutional values, set and achieve goals, learn and improve. The District's Participatory Governance Manual provides a framework for the institutions' decision-making processes. College leaders recognize and utilize the contributions of its leadership team and staff throughout the organization for continuous improvement. The District has a supportive and inclusive environment as evidenced by their numerous committees and efforts to seek input throughout the organization. The planning process facilitates decisions that support student learning programs and services and improve institutional effectiveness. (IV.A)

Cañada College has created an environment for empowerment, innovation, and institutional excellence by using a collaborative decision-making process focused on implementing college initiatives to achieve excellence in all areas of operations. Successful initiatives have

been implemented that pertain to teaching and learning, student service programs, business operations, community outreach, and shared governance entities within the college. Individuals are encouraged to bring forward ideas for institutional improvement and the president instituted an all-college monthly meeting for students, faculty, staff, and management personnel. The college held focus group meeting to solicit ideas and provide regular updates to faculty, staff, students, and administrators during the revision of the Educational Master Plan 2012-2017 and posted it on their website. Board Policy 2.05 describes its policy to recognize the Academic Senate and Board Policy 2.08 recognizes district employees and student representatives when adopting policies and procedures that have significant institutional wide implications in which they are involved. (IV.A.1)

The decision making philosophy at the institution described in the manual is one that provides for information and recommendations to flow from the individual standing committees and other recognized groups through the Planning and Budget Council or directly from the Academic Senate for certain academic issues to the president of the College. Committees make recommendations and forward those recommendations to the Planning and Budget Council, which reviews, and sends recommendations directly to the college president. There is broad representation of faculty, staff, students, and administrators participating within the decision making process model at the institution. (IV.A.2)

The Academic Senate, including the Curriculum Committee, through evidence such as committee minutes, confirms that defined roles exist for participation in strategic planning, tenure review, faculty hiring, budget development, and policy review. The Senate recommends faculty members who have submitted an application to serve on various committees to college shared governance and other campus committees. The evidence describes that faculty have seats on all committees such as hiring committees, technology committee, budget committee, facilities committee, retention and matriculation committee, student services, and district committees. (IV.A.2.a)

Representatives of staff, students, and administration actively participate on the shared governance committees and the District Participatory Governance Committee. (IV.A.2.b)

A review of the board policies, minutes of the Board of Trustees, and various committees of the College minutes substantiated that the governing board, administrators, faculty, staff, and students work for the good of the institution. The Participatory Governance Manual specifies appropriate roles of faculty in areas of student educational programs and services planning. Board policy 1.05 states, "A Student Trustee shall be recognized as a full member of the Board" with an advisory vote and no authority to participate in Board closed sessions. The student shall be recognized as full members at meeting by allowing them to make and second motions of the Board. Student members are entitled to participate in discussion of issues and receive all materials presented to member of the board except for closed session. (IV.A.3)

The SMCCCD Functional Organization of the District-College Relationship, published October 15, 2013, provides an overview and “map” of the functions, roles, and relationships between the governing board, District Operations, and the individual Colleges (IV.A.3). Interviews with District staff further defined the relationship between the Board, the District, and the individual Colleges. Many services are centralized with the District, such as Human Resources, Information Technology, Safety, and Facilities but maintain a management presence at the individual Colleges as well.

Both the College and the District assert that the College advocates and demonstrates honesty and integrity in its relationship with external entities. The College submitted two follow-up reports (2008 & 2009) and a midterm report (2010) including issues related to this Standard. The College submitted the regularly schedule midterm report in 2010, which was accepted by the Commission and commended for continuous improvement to improve its institutional quality. The College disseminated the report to College staff, students, administrators, and public. The College has attempted to respond to previous recommendations made by the Commission and provided ample information for the team visit. (IV.A.4)

The College and the District have recognized the need to assess its processes and procedures affecting the effectiveness of the institution as well as student achievement. Through participatory governance the College and the District are able to consider effectiveness issues in a collaborative manner resulting in programs that enhance student achievement. The College continues to evaluate and modify its systems for continuous improvement. (IV.A.5)

The Board members interviewed affirmed that they conduct an annual self-evaluation that is publicly discussed at an open Board meeting. There does not seem to be a policy in place that outlines this process but the minutes for February 22, 2012 Board meeting does provide documentation that the Board engaged in an open discussion of their self-evaluation. The District Human Resources office provided a copy of the form used by the Board to evaluate the Board’s effectiveness and the form is also used to evaluate the Chancellor (IV.A.5).

Summary reports of surveys conducted District-wide as part of a program review process for Information Technology Services and Accounting, Payroll, Purchasing, Human Resources, and Facilities were provided in addition to the actual surveys. The summary reports provided responses from the represented service areas on each of the survey questions. Although District staff members were aware of the surveys, it was not clearly apparent in some of the interviews with District staff regarding how they used the survey results to improve practices. The summary reports for the surveys are available on the District website. (Standard IV.A.5)

There has been a vacancy on the Governing Board for six months since a member of the board resigned due to ill health. Board members acknowledged that they tried but were unsuccessful in reaching agreement on an individual to appoint to the position even though

there were twelve applications. Thus, the vacant seat will be decided by election in November 2013 (IV.A.4).

Interviews conducted with three members of the five-member Governing Board provided evidence that the Board actively engages with the individual Colleges to solicit their input in their decision-making processes. Board members affirmed that they felt they were kept well informed about accreditation activities. They acknowledged reviewing several drafts of each individual Colleges' Self Evaluation Report and receiving the final versions for approval. (IV.A.4)

Furthermore, Board members and the Chancellor are actively involved in communicating to the public regarding the educational quality of the programs and services provided and overall institutional effectiveness of the SMCCCD. The public's positive regard for the District is evident by the parcel tax approved by voters within the District service area that provided needed financial resources in a time of declining revenue. (IV.A.4).

Finally, after interviewing Board members and the Chancellor, it was evident to the Team that they have a close and mutually-supportive working relationship. This relationship has afforded the District the ability to move forward on several District Strategic priorities. (IV.A.1)

Conclusions

The college has demonstrated through its participatory governance structures and decision-making processes that it is able to identify institutional values, identify, and achieve goals, learn, and improve effectiveness. Minutes, committee reports and commitment to action documents demonstrate collegial participation of representatives from faculty, staff, students, and administrators.

The District meets the Standard.

Recommendations

None

Standard IV- Leadership and Governance

Standard IV.B.-Board and Administrative Organization

General Observations

Cañada College is one of three colleges in the San Mateo County Community College District, and the District is governed by a Board of Trustees consisting of six trustees, five of whom are elected at large by the citizens of the county, and one of whom is a student trustee elected by student representatives of the three Colleges. Currently one of the Trustee seats is vacant following the resignation of one of the publicly-elected Trustees for health reasons. Most of the trustees have served on the Board for many years, the most recently elected non-student member having been elected ten years ago. The chancellor supervises the presidents of each of the three Colleges and a district office staff including several vice chancellors and other support staff. The chancellor has served as CEO of the District since 2001, and the president of Cañada College has served as the institutional CEO for 10 months. (IV.B, IV.B.3.e)

Board policies numbered 1.00 through 1.70 describe the duties and responsibilities of the Board of Trustees. Evidence, including discussions with the Board of Trustees, a review of board minutes, and discussions with district and college staff supports the Self Evaluation Report's assertion that the Board of Trustees is fulfilling its responsibilities to represent the public interest, establish the necessary policies, and monitor the performance of the district and the chancellor. Board policy describing the duties and responsibilities of the chancellor are contained in the Board's policies numbered 2.00 and 2.02. The duties and responsibilities of college presidents are described in Board policy numbered 2.03. Matters coming before the Board are previously reviewed through the district's participatory governance process and are usually in a form ready for board adoption when presented to the trustees. (IV.B.1.d, IV.B.3.a)

Changes to the District's Delineation of Functions Map have been proposed and are under discussion. In addition, collective bargaining agreements have been ratified setting new terms for employee compensation. The District Strategic Plan is currently being updated. (Standard IV.B.3.a, IV.B.3.g)

Findings and Evidence

The SMCCCD Board of Trustees is responsible for governing and setting direction for the entire District, including the assurance of financial stability, responsibility for the quality of programs and services, and for the effectiveness of student learning. The Board is independent, and the individuals and constituencies of the College communities clearly respect the authority of the Board. The team found evidence that the Board, upon reaching a decision, works together as a

whole to support the decision and works together to improve the District. There is a policy for selecting the chief executive (2.02.1), and a set of policies and procedures that is posted on the District website. One of these, 6.01, is a philosophy and purpose policy that makes reference to the educational mission of the District and establishes a process for regular review of "Core Values and Principles." The 2012 "reaffirmation" of this policy makes reference to the educational/learning purpose of the institution. The Board has set clear, up-to-date, and ambitious goals for itself. The Board also has policies outlining its duties and responsibilities, its philosophy and purpose, mission, values, and principles. The SMCCCD Strategic Plan and Mission combined with the Board's annual goals provide additional guidance regarding the Board's role in assuring program quality, institutional integrity, and the effectiveness of student learning programs and services. Specific policies with regard to Educational Programs and Students Services also inform their efforts to ensure institutional quality. (IV.B, IV.B.1, IV.B.1.a, IV.B.1.b)

For the Board's five publicly-elected seats, there is policy in accordance with statute regarding the election process and timelines to ensure staggered terms of office. Under the California Voting Rights Act, requiring a determination regarding redistricting, the Board is considering the creation of a geographic-area representation board model in lieu of the current at-large election method, and has determined to resolve this question after the Trustee vacancy is filled by election. (IV.B.1.a)

As a publicly-elected governing board, the trustees are representative of the public interest. Moreover, the Board invites public input through its public comment sections on regular meeting agendas. Board members are actively involved in a variety of community organizations as well as serving on this District's Board. In addition to the statements made in the institutional self-evaluation, a sampling of recent Board minutes confirms that the Board acts in concert. District team members attended a meeting of the Board of Trustees and observed their thorough discussion of community opinions needs regarding the three Colleges of the District. (IV.B.1.a)

Board Policy 2.02 states, "The chancellor may delegate any powers and duties entrusted to him/her by the Board (including the administration of the colleges), but will be specifically responsible to the Board for the execution of such delegated powers and duties." Board policy 1.10 identifies that the Board has the responsibility "To monitor institutional performance and educational quality" as well as to assure the "fiscal health and stability" of the District. The team found in the Board minutes, Board actions and discussions evidence of how the Board has fulfilled these responsibilities. The Board regularly reviews data concerning student achievement and the fiscal matters of the District. The Board has adopted and regularly updates Board policies and procedures concerning the Board's organization and operation. Board minutes provide evidence of the Board acting in a manner consistent with their Board policies. (IV.B.1.c, IV.B.1.d, IV.B.1.e)

Because the SMCCCD is a public institution, none of the Board members has a financial interest in the institution. The Board has appropriate policies concerning conflict of interest, Board ethics, and related matters. All board members submit conflict of interest statements annually, and there is no evidence of conflicts of interest on the Board, nor of any undue influence or pressure. The long tenure of the current Board members, the Board agendas and minutes, and the Board's "Core Principles and Values" document provide evidence that the Board functions as an independent policy-making and final decision-making body. The stability of the Board also would indicate that members serve the public interest and act consistently with the Board policies regarding Board behavior and ethics. (IV.B.1.c, IV.B.1.h)

The Board has ultimate responsibility and authority for achievement of the institution's mission. It publishes bylaws and policies on its website, along with contact information so that members of the public may inquire about policies and actions of the Board. (IV.B.1.c, IV.B.1.d)

The Board establishes policies consistent with the District's mission. The Board is clearly committed to institutional effectiveness and has policies and processes consistent with this commitment. The Board is informed about specific data regarding student success through documents and reports provided at Board meetings. The Board receives monthly reports from the College presidents. An on-site review of SMCCCD reports indicates that these reports contain updates on new programs, facilities, activities, as well as accounts of individual student and employee success. The Board reviews financial statements regularly and receives quarterly updates on the financial health of the District and a mid-year budget report. The Self Evaluation Report indicates that enrollment reports are presented each semester to the Board and refers to the Board's support of an integrated strategic planning model that incorporates an institutional research component. (IV.B.1.b)

The Board's policy on trustee roles and responsibilities indicates that trustees should be knowledgeable of the mission of community colleges, and that they should "engage in ongoing development." It also indicates that they should commit "to a trustee education program that includes new trustee orientation" and to "study sessions ... and other activities that foster trustee education." Numerous study sessions have occurred recently, but the Board does not have a formal, codified program for board development or new member orientation. The Board in its self-evaluation discussion in March 2013 discussed that during the recent financial crisis Board travel was held to a minimum, but now, as the budget situation is improving, the members should again take part in such learning opportunities. New Board members are encouraged to attend the CCLC New Trustee Orientation program, and Board members indicated to the team that they plan to ensure that the new trustee will be provided a program of orientation. Evidence provided to the team indicates that trustees have participated in relevant conferences and feel that they should undertake more of these professional development activities. (IV.B.1.f)

The Board's awareness of, and commitment to, the accreditation standards is reflected in part by the alignment of their self-evaluation instrument with the Standards of Accreditation. According to Board policy, each board member completes a self-evaluation form that examines 10 areas of governance. Tabulated results are then shared with the Board and discussed at a public Board meeting. The most recent Board self-evaluation was conducted in March 2013. With few exceptions, the Board routinely conducts its self-evaluation on an annual basis. (IV.B.1.g)

Board policy (1.35) for Board Member Conduct, also spells out standards of good practice for board members and includes a description of remedial action the Board can take if a member violates the policy. Board minutes reflect the Board's practices follow the requirements of this policy. (IV.B.1.h)

Through study sessions at Board meetings and documents, the Board has become knowledgeable about the Standards of Accreditation and the efforts made by the Colleges to address the standards and fulfill recommendations. The District has a coordinating council chaired by the vice chancellor for educational services and planning, which has ensured there are ample opportunities for the Board to be informed about the College's progress and about the accreditation process generally. The Board receives regular reports on the College's accreditation-related processes and approves all accreditation-related documents. All Board members received and reviewed a copy of the ACCJC PowerPoint presentation "Accreditation and Trustee Roles and Responsibilities" and the updated *Guide to Accreditation for Board Members* in September of 2012. They also participated in an extensive Trustee Training Session on accreditation in February 2013. Conference attendance has provided other opportunities for Board members to learn about accreditation. (IV.B.1.i)

Board policy 2.02 and 2.03 indicate that in the case of a vacancy for the position of chancellor or president, the Board shall establish a search process to fill the vacancy. The Board followed its policy with the recent employment of the president of Cañada College. The Board also has a policy that establishes the process for selecting the District chancellor, and another policy that includes a method of evaluation of the chancellor. The Board also has established a comparable policy for the method of evaluation for each of the College presidents. The team verified that these policies have been fully and consistently implemented. The Board also has written procedures for selecting and evaluating the district chancellor, who is the chief executive officer of the District. Due to the chancellor's long tenure, there has not been a need to implement the selection process since 2001. The Board has used the evaluation process, with evaluative discussions having occurred as recently as September 2013. The chancellor is evaluated based on goals mutually agreed upon by the Board of Trustees and the chancellor, together with an established instrument. (IV.B.1.j)

Board policy 8.02 delegates administrative authority to the chancellor to supervise general business procedures to assure proper administration of property and contracts, the budget,

audit and accounting of funds, the acquisition of supplies, equipment and property, and the protection of assets and individuals. It appears that the Board abides by this delegation of authority and that they are properly engaged at the policy level. The team concluded that the Board has fully delegated responsibility to the chancellor for administering and overseeing the operation of the District. Interviews during the team visit indicated that there is no sense of Board micromanagement of the chancellor or other administrators that would impede the normal decision-making processes for both the District and the College. (IV.B.1.j)

Board policy 8.02 authorizes the chancellor to delegate his powers and duties to authorized personnel. The policy also states that the presidents of the Colleges are responsible to the chancellor for the development of all aspects of the educational and student services programs of and for the administration and operations at their Colleges. Board policy 2.0 states that each president, as the College chief executive officer, is responsible for implementation of District policies at the College. (IV.B.2)

The team found that despite only being on the job as college president for a period of 10 months, the president has assumed his role in providing leadership in planning, organizing, budgeting, personnel, and institutional effectiveness. The president provides stability and fosters an environment of trust and cooperation. The president is responsible for institutional and academic leadership. According to the self-evaluation, the goal of the president is to work towards fulfillment of the college's mission and strategic. The president provides the leadership in planning, organizing, budgeting, selecting, and developing personnel and assessing institutional effectiveness to achieve the college's mission. The president uses the participatory governance process to foster open discussions and timely decision-making within a number of councils, committees, task forces, and the academic senate. (IV.B.2)

The president delegates authority to his vice presidents and has an administrative structure appropriate for the size and scope of the college. The team found that, even during the short tenure of the president, he has engaged in planning, oversees the operation of the college, and is evaluating the administrative structure and staffing to reflect the institution's purposes, size, and complexity. He delegates authority to the vice president of academic affairs and a vice president of student services where appropriate. (IV.B.2.a)

The Self Evaluation Report provides evidence to support the claim that Cañada College maintains a strong culture of participatory governance planning led by the president. There is also evidence that supports that the Educational Master Plan drives the annual efforts of the college. Team interviews and evidence supported the statements that the college has a strong culture of participatory governance including student leaders. The team found the student leaders to have a detailed understanding of the processes and issues facing the college. The president serves on District committees and gives reports to the chancellor and the district management members. The president directs the implementation of statutes, regulations, and

governing board policies through meeting with his vice presidents, attending participatory governance committees. (IV.B.2.b)

The president meets individually with the presidents of the academic senate and associated students and on an ad hoc basis with representatives of the classified staff union. He also communicates with the College community via opening-day addresses, all-College meetings, the dissemination of his monthly Board reports, and a weekly bulletin and email. A review of several of these communications indicate that he uses these opportunities to highlight happenings and people on campus and to share information and data related to three broad goals he has for the College. Observations of the president's interactions with other college personnel indicate that he is approachable and well respected. (IV.B.2.b)

The Self Evaluation Report provides evidence to support that the president assures that all statutes, regulations, and policies are implemented appropriately. The team found through interviews that the president consults with his vice presidents, District staff, the chancellor, and other college bodies to ensure compliance with Board policies. (IV.B.2.c)

The president, with the cooperation of the vice presidents and business officer, effectively controls the budget and expenditures of the college. The president consults with the College's Planning and Budget Committee, District staff and the chancellor, and other key college groups to manage budget expenditures and develop budget projections. The president, working within the participatory governance process, has full authority to propose a college budget to the chancellor and Board of Trustees. This ensures that an open and accountable process is developed to include the college's Planning and Budget committee and other relevant constituencies, incorporating clear guidelines. (IV.B.2.d)

The Self Evaluation Report provides evidence to support that the college president works and communicates effectively with the communities served by the institution. The president has initiated interaction with Chamber of Commerce, City Councils, and Civic Leaders. The team found that the college president is also becoming actively involved with local school district personnel. (IV.B.2.e)

In 2007, the District Shared Governance Council created the District's first functional mapping document. In 2008, the District convened a Delineation of Functions Review Committee (DFRC) to assume responsibility for updating this map as needed. A review of minutes indicates that the 2007 document has been reviewed in 2010 and in 2013. However, it appears that the 2013 document has not yet been officially adopted by the Chancellor's Council, due to concerns about the mapping at one or more of the Colleges. (IV.B.3.a)

A review of the District's website and documents indicates that the District provides centralized support for the College in the areas of business services, facilities planning and operations, public safety, human resources and employee relations, educational services and planning, information technology services, auxiliary services, and community and

governmental relations. The visiting team reviewed documents indicating that various District functions have evaluated their services, including Facilities Planning and Operations, Facilities Maintenance and Operations, Administrative Services, and Auxiliary Services. There is no documentation, however, describing the review process and timelines for the ongoing review of all District services. (IV.B.3.b)

Documents and interviews with District personnel indicate that the District implemented its current Resource Allocation Model in 2006-07. This model has been evaluated and modified based on recommendations made by the District Committee on Budget and Finance (DCBF). Currently approximately 85% of the District's resources are provided to the Colleges and 80% of the District's revenues are allocated based on set formulas. The District budgeting process is responsive to the needs of the Colleges as identified by program review. Now that the District is a Basic Aid district, the DCBF is considering a revision of the Resource Allocation Model that would provide a base-funding component and not only include FTES criteria but also the use of outcomes-based incentives in the distribution. (IV.B.3.c)

The College and District expenditure processes and procedures provide adequate financial control mechanisms. The District has established a College Internal Audit Group to review and revise procedures for expenditure processes that do not flow through Banner, and to verify that expenditures are legitimate expenses. District audits have produced no adverse financial findings, and the District has a positive ending balance and necessary reserves. Finally, the District has Bond and Measure G Citizens' Oversight Committees to ensure these dollars are spent appropriately. (IV.B.3.d)

The chancellor provides the College presidents with the full responsibility and authority for all aspects of the educational and student services programs and for the administration and operations at their Colleges. The chancellor also holds the presidents accountable for their performance through the annual administrative performance evaluation process. A review of the evaluation instrument shows that this evaluation is based primarily on the degree to which the [resident has achieved his or her stated goals. The chancellor's interactions with the College presidents during meetings and his review of information presented in their monthly Board reports provide additional opportunities for the chancellor to assess their effectiveness. (IV.B.3.e)

Various structures provide opportunities for the District and College to work together. Meeting schedules and minutes indicate that the presidents meet weekly with the chancellor via their membership on the Chancellor's Cabinet and Chancellor's Council. Other District committees, including the District Research Council, the Distance Education Advisory Committee, and the District Joint VP Council, provide additional opportunities for the District and College to work together. The visiting Team experienced some difficulty in evaluating the effectiveness of some District committees due to the fact that their recent

meeting minutes and materials are on Sharepoint and only available to committee members. (IV.B.3.f)

As noted, the District engages in a regular assessment and modification of its Functional Mapping. In addition, the District departments assessed their services during the past accreditation cycle. Board minutes confirmed that the Board conducts an annual self-evaluation to evaluate its effectiveness, regularly reviews the District's policies, and reviews progress on its goals and objectives each spring. The District Participatory Governance Committee and other governance and administrative groups also provide mechanisms for evaluating the District's procedures, governance, processes, and relevant Board policies. (IV.B.3.g)

Conclusions

The College meets the Standard due to responsible stewardship by the District's Board of Trustees, the District chancellor, and the College president. Although only being on the job for 10 months, the president has served as an effective leader, working effectively with campus and district constituents. The Board understands and fulfills its role in establishing policies to assure quality, integrity, and effectiveness of student learning and educational programs and services. The Board acts in accordance with its policies, and delegates authority and responsibility appropriately to the chancellor, who in turn delegates authority and responsibility to the College president for the operation of the College. Programs, services, and CEOs are evaluated in accordance with the Standard and policy. Financial support is adequate, with appropriate review and participation. Leadership and governance operate effectively within the SMCCCD and the institution; however, Board training and development are informal and not codified.

Recommendations

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

