Cañada College Institutional Self-Evaluation for Reaffirmation of Accreditation 2013

Volume I

CAÑADA COLLEGE · ESTABLISHED 1968 ·

CAÑADA COLLEGE
INSTITUTIONAL SELF-EVALUATION REPORT
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Approved by the San Mateo County Community College District Board of Trustees
July 24, 2013

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CERTIFICATION OF THE INSTITUTIONAL SELF-EVALUATION REPORT

Date:

To: Accrediting Commission for Community and Junior Colleges

From: Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

This Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self-Evaluation accurately reflects the nature and substance of this institution.

Karen Schwarz, President
San Mateo County Community College District Board of Trustees

Ron Galatolo, Chancellor
San Mateo County Community College District

Lawrence Buckley, President
Cañada College

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Academic Senate

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Table of Contents

List of Tables 8

List of Figures 10

Introduction 11

Description of the College 11

Major Developments since the Last Review 11

Service Area Data 12

- Student Data 15

Organization of the Self-Evaluation Process 20

- Background 20
- Team Members 20
- Process 24

Organizational Information 26

- Overview 26
- Organizational Charts 26

San Mateo County Community College District Function Map 35

- Effectiveness of the Functional Divisions 35
  - Function Map 35
- List of Off-Campus Sites and Centers 35

Certification of Continued Institutional Compliance with Eligibility Requirements 36

- Eligibility Requirements 36

Certification of Continued Institutional Compliance with Commission Policies 40

- Policy on Distance Education and on Correspondence Education 40
- Policy on Institutional Compliance with Title IV 40
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status 40
- Policy on Institutional Degrees and Credits 41
- Policy on Institutional Integrity and Ethics 41
- Policy on Contractual Relationships with non-Regionally Accredited Organizations 42
- List of Evidence for Introduction 43

Responses to Recommendations from Most Recent External Review 44

- Recommendation 1 44
- Recommendation 2 47
- Recommendation 3 49
- Recommendation 4 50
- Recommendation 5 54

Recommendation 6 58
Recommendation 7 59
Recommendation 8 60
List of Evidence for Response to 2007 Recommendations 61
Institutional Analysis 63
I.A. Mission 65
I.B. Improving Institutional Effectiveness 77
List of Evidence for Standard I 98
II.A. Instructional Programs 101
II.B. Student Support Services 139
II.C. Library and Learning Support Services 181
List of Evidence for Standard II 199
III.A. Human Resources 203
III.B. Physical Resources 229
III.C. Technology Resources 245
III.D. Financial Resources 259
List of Evidence for Standard III 281
IV.A. Decision-Making Roles and Processes 285
IV.B. Board and Administrative Organization 309
List of Evidence for Standard IV 333
Table of Contents--Appendices 339
Appendix A—Evidentiary Information: Student Achievement Data 341
Appendix B—Compliance with U.S. Department of Education Regulations 401
Student Success Standards 403
Time Invested Standards and Transfer of Credit 404
Grievance/Complaint Process 406
Distance Education Verification 406
Financial Stability 408
List of Evidence for Appendix B 410
Appendix C—Addressing the Rubrics for Institutional Effectiveness 413
Program Review 415
Planning 416
Student Learning Outcomes 417
List of Evidence for Appendix C 419
Appendix D—Evidentiary Information 421
Student Achievement Data: 423
Evidence of Student Learning Outcomes and Assessment of Outcomes: 423

Evidence of Quality Program Review: 423
Evidence of Quality Student Support Services: 423
Evidence of Financial Performance and Integrity: 423
Evidence of Quality of International Activities: 425
Evidence of Compliance with Other Areas Related to Federal Requirements: 425
Board Policy 6.12 426
Course Syllabi 428
Program Review 468
Student Learning Outcomes—Summary Data 495
The STEM Center and the Social Science Hub 497
List of Evidence for Appendix D 499
Appendix E—District Function Map 500
Appendix F—Chronology of Commission Action and College Reports 520
Appendix G—October 2012 Student Learning Outcomes Report 524
Appendix H—All Evidence 536
Annotated Table of Contents 548

List of Tables

Table 1: Population Data for San Mateo County 13
Table 2: Ethnicity Data for San Mateo County 13
Table 3: Linguistic and Birthplace Data for San Mateo County 13
Table 4: Education Level in San Mateo County 14
Table 5: Housing and Income Data for San Mateo County 14
Table 6: Geography Data for San Mateo County 14
Table 7: Labor Market Data for San Mateo County and Other Areas 15
Table 8: Unduplicated Student Count by Gender, Fall 2008-Fall 2012 15
Table 9: Age of Students at Cañada College, Fall 2008-Fall 2012 16
Table 10: Ethnicity Data for the Study Body of Cañada College, Fall 2008-Fall 2012 16
Table 11: Enrollment Data for Cañada College, Fall 2008-Fall 2012 17
Table 12: Day and Evening Status Summary Report, Fall 2008-Fall 2012 17
Table 13: Credit Course Success Rate for Cañada College, Fall 2008-Fall 2012 18
Table 14: Annual Program Awards Summary Report for Cañada College, 2007/2008-2012/2013 18
Table 15: Transfer Velocity Report for Cañada College, Cohort Years 2004/2005-2006/2007 19
Table 16: Contributors to the Research and Writing of the 2003 Self-Evaluation 20
Table 17: Accreditation Oversight Committee Membership 23
Table 18: Timeline for the Cañada College 2013 Accreditation Self-Evaluation 24
Table 19: Placement of Critical Information Regarding Cañada College 41
Table 20: Timeline for Participatory Involvement in the Development of the Cañada College 2012-2017 Educational Master Plan 45
Table 21: Barriers and Solutions Identified at Student Services Retreat, Summer 2010 51
Table 22: Availability of Student Services at Cañada College 54
Table 23: Timeline for the Creation and Approval of the Participatory Governance Manual 57
Table 24: Process for Revising the Mission Statement and Developing the 2012-2017 Educational Master Plan 72
Table 25: Schedule of Institutional Learning Outcomes Implementation 78
Table 26: Timeline for the Evaluation of Governance and Decision Making 81
Table 27: Carnegie Unit Standard 125
Table 28: Student Services Program Teams 150
Table 29: Results from Math Jam, 2009-2012 151
Table 30: Student Services at Cañada College 153
Table 31: Spring 2013 Counselor Trainings 164
Table 32: Counseling Program Student Learning Outcome Assessment Results 166
Table 33: Microsoft Exchange Back-up Schedule 172

Table 34: Assessment, Orientation and Registration Program Review--SLO Assessment Cycle, 2010-2013 .. 175
Table 35: Student Services Programs, Teams for SLOs, Program Review and Planning, 2012-2013 177
Table 36: 2012-2013 Student Life and Leadership Student Learning Outcomes Results 179
Table 37: Library Staff Since 2007 183
Table 38: Highest Usage of the Tutoring Services at the Learning Center 184
Table 39: Learning Center Staff Since 2007 185
Table 40: Library Funding for Collections and Resources 190
Table 41: Programs Receiving Library Orientations 193
Table 42: Full Time and Permanent Hires, Fall 2010-Fall 2012 219
Table 43: Short-Term and Long-Term Applications for Professional Development, 2007-2013 223
Table 44: Professional Development Activities, 2010-2013 226
Table 45: Cañada College Capital Improvement Projects--Master List 234
Table 46: District Ending Balances and Revenue Percentages 274
Table 47: Benchmarks and Standards for Cañada College 346
Table 48: USDE-Required Metrics 403
Table 49: Evidence of Credit Hour Allocation 405
Table 50: Grievances and Complaints for Academic Years 2011-2012 and 2012-2013 406
Table 51: Complaint Processes 406
Table 52: Course Syllabi, Grading Policy, and Instructional Delivery Examples 407
Table 53: Longitudinal Data on Ending Balances 408
Table 54: Timetable of Learning Outcomes Implementation 417
Table 55: Student Learning Outcome Summary Data for Courses 495
Table 56: Student Learning Outcome Summary Data for Programs 495
Table 57: Student Learning Outcome Summary Data for Student Learning and Support Activities 495
Table 58: Student Learning Outcomes Summary Data for Institutional Learning Outcomes 495
Table 59: Chronology of Commission Action and College Reports 522

List of Figures

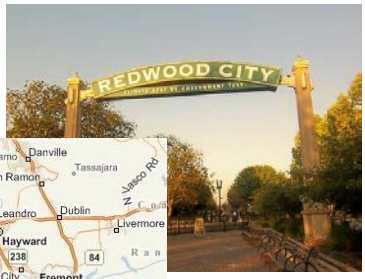
Figure 1: Cañada College Organizational Chart 27
Figure 2: Office of Instruction Organizational Chart 28
Figure 3: Office of Student Services Organizational Chart 29
Figure 4: Division of Business, Workforce and Athletics Organizational Chart 30
Figure 5: Division of Humanities and Social Sciences, Language Arts Organizational Chart 31
Figure 6: Division of Humanities and Social Sciences, Performing/Visual Arts and Behavioral/Social Sciences Organizational Chart 32
Figure 7: Division of Science and Technology Organizational Chart 33
Figure 8: San Mateo County Community College District, District Office Organization Chart 34
Figure 9: 2008-2011 Planning Structure for Cañada College 55
Figure 10: 2012-Present Planning Structure for Cañada College 58
Figure 11: Student Learning Outcomes Descriptors for Self-Evaluation and Dean's Assessment, April 2013 59
Figure 12: Participatory Governance and Planning Structure for Cañada College 71
Figure 13: Number of Students Tutored at the Learning Center, 2008-2012 184
Figure 14: Number of Hours of Tutoring at the Learning Center, 2008-2012 184
Figure 15: Textbook Acquisitions by the Library, Fall 2010-Spring 2012 191
Figure 16: Employee Levels at Cañada College (by FTEF) 214
Figure 17: Highest Degree Obtained by Faculty 214
Figure 18: Cañada College Budget for 2012-2013 268
Figure 19: Ten-Year Enrollment Trend in Student Headcount 409
Figure 20: Ten-Year Percentage Growth in Student Headcount 409

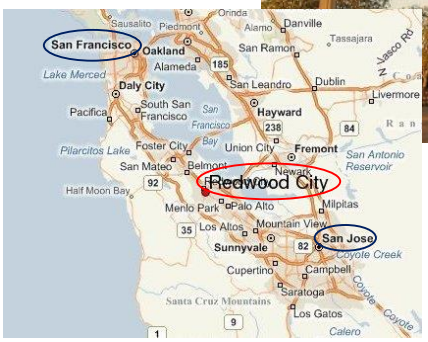
Introduction

Description of the College

Overlooking the San Francisco Bay, 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'.

Cañada College
Redwood City, CA





The primary service area for the college is the southern portion of San Mateo County, 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.

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 meets 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.

Major Developments since the Last Review

Since the last site visit in 2007, a number of significant improvements have taken place at Cañada College and the District. Considerable efforts have been made to improve upon the items noted in the recommendations from the last team visit. The key improvements include:

Long-range Planning

- 2008: Adoption and use of the 2008-2012 Educational Master Plan which guided the college's budget and planning efforts;
- 2011: Review and revision of the Facilities Master Plan;
- 2012: Adoption and use of the 2012-2017 Educational Master Plan which built on the information gained in the previous long-range planning activities;
- 2013: Review and revision of the Student Equity Plan and Strategic Plan.

Annual Planning and Program Review

- 2009: Creation of the program review data system used to annually review instructional programs;
- 2009: Revision of the program review forms to better address need for information;
- 2010: Revision of the student services program review process to better address student support processes;
- 2011: Review and revision of the Annual Plan/Program Review documents for both instruction and student services to address comments raised in annual evaluation of these processes.

Participatory Governance

- 2008: Development of a participatory governance structure to include the College Planning Council, Budget Committee, Instructional Planning Council, Student Services Planning Council, Academic Senate and Classified Senate;
- 2010: Evaluation and addition of the Administrative Planning Council to the structure;
- 2011: Evaluation of the Participatory Governance structure to include the combining of the College Planning Council and Budget Committee;
- 2012: Comprehensive evaluation of the participatory governance structure to include the development of the Participatory Governance Manual;
- 2013: Annual evaluation of the participatory governance process conducted by the key participatory governance groups and recommended changes were subsequently incorporated.

Professional Development

- 2010: Creation of the Center for Innovation and Excellence in Teaching and Learning (CIETL) to plan and conduct professional development activities for campus;
- 2010-Present: CIETL Professional Development calendars posted on website.

Student Learning Outcomes

- 2009: All courses required to have student learning outcomes in the Course Outlines of Record
- 2010: Initiate the use of TracDat for documenting student learning outcomes
- 2011: Program learning outcomes defined
- 2011: Adopted general education student learning outcomes which are the same as the institutional learning outcomes; institutional learning outcomes evaluated in 2012-20133
- 2012: Reached Proficiency in student learning outcomes
- 2013: Incorporated the assessment of student learning outcomes into the faculty evaluation process

Board Policies and Procedures

- 2008: Adopted Board Policy 2.08 which outlined the process and timeline for on-going review of board policies
- 2008—Present: Have followed the policy for review at least every six-years by conducting the necessary reviews

Service Area Data

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. 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. The following data are from the US Census Bureau, Quick Facts, 2013 on San Mateo County demographic data compared to the State of California.

Total Population and Age: As indicated in Table 1 on page 13, San Mateo County is growing at a slightly higher rate (2.9%) than the state of California (2.1%). The county population tends to be slightly older than the state percentage wise (13.5% over 65 years of age as compared to 11.7% in California).

Table 1: Population Data for San Mateo County

Population Data	San Mateo County	California
Population, 2012 estimate	739,311	38,041,430
Population, 2010 (April 1) estimates base	718,451	37,253,956
Population, % change, April 1, 2010 to July 1, 2012	2.9%	2.1%
Persons under 5 years, percent, 2011	6.4%	6.7%
Persons under 18 years, percent, 2011	22.1%	24.6%
Persons 65 years and over, percent, 2011	13.6%	11.7%
Female persons, percent, 2011	50.8%	50.3%
Source: US Census Bureau, Quick Facts, 2013		

Ethnicity: Table 2 shows evidence that San Mateo County is marginally less ethnically diverse than the state with 41.9% white/not Hispanic, compared to 39.7% white/not Hispanic, for the state. The two largest ethnic groups are Asian (25.8%) and Hispanic (25.6%). While the Asian population percentage is almost twice that of the state (25.8% compared to 13.6%), the Hispanic population is about a third less than that of the state (25.6% vs. 38.1%).

Table 2: Ethnicity Data for San Mateo County

Ethnicity	San Mateo County	California
Black persons, percent, 2011 (a)	3.2%	6.6%
American Indian and Alaska Native persons, percent, 2011 (a)	0.9%	1.7%
Asian persons, percent, 2011 (a)	25.8%	13.6%
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	1.6%	0.5%
Persons reporting two or more races, percent, 2011	4.1%	3.6%
Persons of Hispanic or Latino Origin, percent, 2011 (b)	25.6%	38.1%
White persons not Hispanic, percent, 2011	41.9%	39.7%
Source: US Census Bureau, Quick Facts, 2013		

There are a greater percentage of 'foreign born' individuals in San Mateo County (34.1%) as compared to the state (27.2%). In line with that, there is a larger percentage of individuals who speak a language other than English at home. This is shown in Table 3.

Table 3: Linguistic and Birthplace Data for San Mateo County

Language and Foreign Birth	San Mateo County	California
Foreign born persons, percent, 2007-2011	34.1%	27.2%
Language other than English spoken at home, percentage 5+, 2007-2011	44.9%	43.2%
Source: US Census Bureau, Quick Facts, 2013		

Educational Level: Table 4 indicates that San Mateo County residents tend to have a higher education level than the rest of the state, with almost 90% having graduated from high school. A much larger group of San Mateo County residents have attained their Bachelor's degrees or higher (13.7% more than the state).

Table 4: Education Level in San Mateo County

Education Level	San Mateo County	California
High school graduate or higher, percent of persons age 25+, 2007-2011	88.4%	80.8%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	43.9%	30.2%
Source: US Census Bureau, Quick Facts, 2013		

Housing and Income: San Mateo County is considered affluent, with the median household income over $26,000 greater than the state, and with less than half of the percentage of persons below poverty level as compared to the state. The median value of homes is almost twice what it is in the rest of the state. This is shown in Table 5.

Table 5: Housing and Income Data for San Mateo County

Housing and Income	San Mateo County	California
Homeownership rate, 2007-2011	60.1%	56.7%
Median value of owner-occupied housing units, 2007-2011	$763,100	$421,600
Persons per household, 2007-2011	2.74	2.91
Median household income, 2007-2011	$87,633	$61,632
Persons below poverty level, percent, 2007-2011	7.0%	14.4%
Source: US Census Bureau, Quick Facts, 2013		

Geography: The County is in the San Francisco-Oakland-Fremont Metropolitan Area and has a population density over six times the average for the state of California. This is shown in Table 6.

Table 6: Geography Data for San Mateo County

Geography		
Geography QuickFacts	San Mateo County	California
Land area in square miles, 2010	448.41	155,779.22
Persons per square mile, 2010	1,602.2	239.1
FIPS Code	81	6
Metropolitan Statistical Area	San Francisco-Oakland-Fremont, CA Metro Area	
Source: US Census Bureau, Quick Facts, 2013		

Labor Market: In 2012, San Mateo County had the second lowest unemployment rate in California (6.7%), following only Marin County (6.3%). This unemployment rate is also less than California's overall rate (10.5%) and the US rate (8.1%). This is shown in Table 7.

Table 7: Labor Market Data for San Mateo County and Other Areas

Unemployment Rates	
Area	2012 Average Unemployment Rate
Marin County	6.3%
San Mateo County	**6.7%**
San Francisco County	7.3%
Santa Clara County	8.4%
San Francisco-Oakland-Fremont, CA Metro Area	8.1%
State of California	10.5%
United States (Overall)	8.1%
http://www.bls.gov/lau/#cntyaa	

Student Data

Enrollment Trends and Gender: The College has decreased in enrollment over the past five years, from a high of 7,322 in 2009 to 6,406 in 2012. The gender breakdown (62% female and 36% male) has remained fairly steady over the past five years. These data for the last five years is detailed in Table 8.

Table 8: Unduplicated Student Count by Gender, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count (%)
Canada Total	6,833	7,322	6,767	6,882	6,406	100.00%
Female	4,321	4,677	4,341	4,325	4,000	62.44%
Male	2,365	2,494	2,292	2,449	2,308	36.03%
Unknown	147	151	134	108	98	1.53%
Source: California Community College Chancellor's Office DataMart						

Age: The College serves, primarily, students under 30 (63%) with the largest age group 20-24 years. The age data for students at Cañada College for the last five years is outlined in Table 9.

Table 9: Age of Students at Cañada College, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count (%)
Canada Total	6,833	7,322	6,767	6,882	6,406	100.00%
19 or Less	1,520	1,541	1,300	1,426	1,326	20.70%
20 to 24	1,511	1,721	1,806	1,829	1,852	28.91%
25 to 29	921	1,029	975	998	901	14.06%
30 to 34	685	701	609	625	585	9.13%
35 to 39	499	512	463	474	411	6.42%
40 to 49	792	827	782	782	654	10.21%
50 +	905	991	832	748	677	10.57%
Source: California Community College Chancellor's Office DataMart						

Ethnicity: The College is a Hispanic-Serving Institution (HSI), defined as having over 25% Hispanic student body. This ethnic group is by far the largest at the College. Ethnicity data for the student body of Cañada College over the last five years is detailed in Table 10.

Table 10: Ethnicity Data for the Study Body of Cañada College, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count (%)
Canada Total	6,833	7,322	6,767	6,882	6,406	100.00%
African-American	233	280	282	269	243	3.79%
American Indian/Alaskan Native	26	34	23	25	16	0.25%
Asian	445	504	506	485	468	7.31%
Filipino	207	213	225	224	204	3.18%
Hispanic	3,046	3,090	2,839	3,060	2,909	45.41%
Pacific Islander	88	123	113	124	121	1.89%
Two or More Races		50	113	169	191	2.98%
Unknown/Non-Respondent	609	632	481	345	291	4.54%
White Non-Hispanic	2,179	2,396	2,185	2,181	1,963	30.64%
Source: California Community College Chancellor's Office DataMart						

Enrollment Status: The College primarily has continuing and returning students. About 500-600 'new' students go through the orientation and assessment process each semester. Enrollment data for the last five years is detailed in Table 11.

Table 11: Enrollment Data for Cañada College, Fall 2008-Fall 2012

Enrollment Status	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count (%)
Canada Total	6,833	7,322	6,767	6,882	6,406	100.00%
Continuing Student	3,781	4,239	4,194	4,178	3,926	61.29%
First-Time Student	967	814	738	778	721	11.26%
First-Time Transfer Student	414	543	504	518	451	7.04%
Returning Student	1,092	1,190	1,039	1,073	1,005	15.69%
Special Admit Student	577	529	284	335	303	4.73%
Uncollected/ Unreported	2	7	8			0.00%

Day/Evening Students: Cañada students take classes primarily in the day. The enrollment patterns for day and evening students is detailed in Table 12.

Table 12: Day and Evening Status Summary Report, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count (%)
Canada Total	6,833	7,322	6,767	6,882	6,406	100.00%
Day	3,914	4,270	4,361	4,358	4,192	65.44%
Evening	2,734	2,793	2,350	2,390	2,033	31.74%
Unknown	185	259	56	134	181	2.83%
Source: California Community College Chancellor's Office DataMart						

Course Success: The course success rate has improved slightly over the past five years—from 67.55% to 68.73%. These data are reviewed also in Appendix A. The success rate data for the last five years is detailed in Table 13.

Table 13: Credit Course Success Rate for Cañada College, Fall 2008-Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	Credit Success Rate	Credit Success Rate	Credit Success Rate	Credit Success Rate	Credit Success Rate
Canada	67.55%	66.06%	67.47%	68.64%	68.73%
Source: California Community College Chancellor's Office DataMart					

Program Awards: The number of degrees and certificates has increased significantly from 475 in 2007-2008 to 630 in 2011-2012—about a 33% increase. The data on program awards for the last six years is detailed in Table 14.

Table 14: Annual Program Awards Summary Report for Cañada College, 2007/2008-2012/2013

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013[1]
Canada Total	475	497	398	649	630	701
Associate in Science for Transfer (AS-T) Degree					1	4
Associate in Arts for Transfer (AA-T) Degree					4	22
Associate of Science (AS) degree	133	133	100	136	183	189
Associate of Arts (AA) degree	79	87	58	74	150	150
Certificate requiring 60+ semester units	8	8	7		5	*
Certificate requiring 30 to < 60 semester units	43	51	33		57	*
Certificate requiring 18 to < 30 semester units	112	101	98	126	135	*
Certificate requiring 12 to < 18 units				8	55	*
Certificate requiring 6 to < 18 semester units	100	117	102	305	40	*
Source: California Community College Chancellor's Office DataMart						

[1] At the time of publication, the number of total certificates was available (336), but not the breakdown as provided by DataMart.

Transfer Velocity: The transfer velocity is measured for a given number of years for each new student cohort. For the three cohorts of 2004-2005, 2005-2006, and 2006-2007, about half of the students transferred. The transfer velocity data are shown in Table 15.

Table 15: Transfer Velocity Report for Cañada College, Cohort Years 2004/2005-2006/2007

	Years to Transfer—6 Years	Years to Transfer—6 Years	Years to Transfer—6 Years	Years to Transfer—6 Years	Years to Transfer—6 Years	Years to Transfer—6 Years
	Cohort Year 2004-2005	Cohort Year 2004-2005	Cohort Year 2005-2006	Cohort Year 2005-2006	Cohort Year 2006-2007	Cohort Year 2006-2007
	Transferred Student	Cohort Student	Transferred Student	Cohort Student	Transferred Student	Cohort Student
	97	244	141	276	169	369
	40%		51%		46%	
Source: California Community College Chancellor's Office DataMart						

Organization of the Self-Evaluation Process

Background

Cañada College has been actively engaged in the self-evaluation process since the site visit in October 2007 and the subsequent Commission report in January 2008, when the College was place on Warning status. A progress report demonstrating the college's resolution of the recommendations was required by October 15, 2008. The current Self-Evaluation process was built on the collaboration established to create the 2007 Self-Study as concerted efforts were made to involve the entire campus in addressing the key recommendations, to include:

- Development of an educational master plan;
- Development of collegial process for timely completion of student learning outcomes; and,
- Creation of a staffing plan for student support services

After successfully completing the 2008 progress report (and removal from Warning status), a team of seven individuals worked with the campus community to develop the 2010 Mid-Term Report. This report outlined a significant number of activities taking place from 2007 to 2010 to assure the College is meeting the accreditation standards. Appendix F on page 520 provides reference links to all Commission correspondence and reports since the last site visit in 2007.

For the 2013 Self-Evaluation, work began in 2010. The team membership and schedule used to conduct the evaluation are listed as Tables 16, 17, and 18 in this section. The Academic Senate Governing Council announced the opening for an Accreditation Oversight Committee Co-Chair (faculty member) to work with the Director of Planning, Research and Student Success[2]. This individual was identified and the two worked closely together on the process. Another request went out for the self-evaluation committees and over 80 individuals volunteered. During this three year process, these groups have been active in collecting information and evaluating adherence to the standards.

Team Members

Table 16 on the following pages shows a list of the team members through this Accreditation Self-Evaluation Process. The researching, writing, and editing of the Self-Evaluation were a team effort, involving all aspects of the Cañada College campus community.

Table 16: Contributors to the Research and Writing of the 2003 Self-Evaluation

Self Evaluation Section	Name of Committee Members	Title of Committee Members	Role
Standard I	Robert Hood	Director of Marketing	Co-Chair
	Patty Dilko Hall	Early Childhood Education Faculty	Co-Chair
	Sarah Harmon	Spanish Faculty	Member
	Jing Luan	Vice Chancellor, Educational Programs	Member
	Kay O'Neill	Director of Workforce	Member
	Rita Sabbadini	Director of Learning Center	Member
	Bart Scott	Researcher	Member
	Joan Tanaka	Administrative Assistant to Vice President, Instruction	Member
	Bob Tricca	Chemistry Faculty	Member
Standard II	Anniqua Rana	English as a Second Language Faculty	Co-Chair
	David Johnson	Dean, Division of Humanities and Social Sciences	Co-Chair
Standard IIA	Anniqua Rana	English as a Second Language Faculty	IIA Co-Chair
	Rita Sabbadini	Director of Learning Center	IIA Co-Chair
	Salumeh Eslamieh	English Faculty	Member

[2] The Director of Planning, Research and Student Success left the college for position in a different district in January 2013. The Vice President of Student Services took over as the ALO at that time.

	Jeanne Gross	English as a Second Language Faculty	Member
	Sheila Lau	Director of Articulation	Member
	Bob Lee	Sociology Faculty	Member
	Jing Luan	Vice Chancellor, Educational Programs	Member
	Anna Miladinova	Dance and Fitness Faculty	Member
	Lisa Palmer	English Faculty	Member
	Carol Rhodes	Biology Faculty	Member
	Lezlee Ware	Political Science Faculty	Member
Standard IIB	Kim Lopez	Dean, Counseling	IIB Co-Chair
	Bob Haick	Career Center Director	IIB Co-Chair
	Lorraine Barrales Ramirez	Counselor	Member
	Jenny Castello	English as a Second Language Faculty	Member
	Regina Blok	Director of Disability Resources	Member
	Romeo Garcia	Director of Student Support/TRIO	Member
	Chuck Iverson	Math Faculty	Member
	Cathy Lipe	Director of MESA	Member
	Jing Luan	Vice Chancellor, Educational Programs	Member
	Sandra Mendez	Counselor	Member
	Ruth Miller	Registrar	Member
	Victoria Worch	Student Activities Coordinator	Member
Standard IIC	Michelle Morton	Librarian	IIC Co-Chair
	Alicia Aguirre	English as a Second Language Faculty	IIC Co-Chair
	Mike Ferrari	Library Support Specialist	Member
	Alison Field	History Faculty	Member
	Paul Gaskins	Library Support Specialist	Member
	Jessica Kaven	Communications Faculty	Member
	David Meckler	Music Faculty	Member
	Dave Patterson	Librarian	Member
	Fleta Rodriguez	Office Technology	Member
	Elizabeth Terzakis	English Faculty	Member
	Susan Traynor	Assistant Director of Learning Center	Member

Self Evaluation Section	Name of Committee Members	Title of Committee Members	Role
Standard III	Linda Hayes	Interim Vice President of Instruction	Co-Chair
	Nathan Staples	Biology Faculty	Co-Chair
Standard IIIA	Janet Stringer	Dean, Division of Science and Technology	IIIA Co-Chair
	Cathy Lipe	Director of MESA	IIIA Co-Chair
	Linda Haley	English as a Second Language Faculty	Member
	Michael Hoffman	Math Faculty	Member
	Maria Huning	Upward Bound	Member
	Harry Joel	Vice Chancellor, Human Resources	Member
	Debbie Joy	Administrative Assistant for Vice President, Student Services	Member
	Jeannette Medina	Chemistry Faculty	Member
Standard IIIB	Mike Garcia	Athletic Director	IIIB Co-Chair
	David Johnson	Dean, Division of Humanities and Social Sciences	IIIB Co-Chair

	Nick Carr	Kinesiology Faculty	Member
	Danny Glass	Director of Facilities	Member
	Raj Lathigara	Workforce Development Faculty	Member
	Elsa Torres	Interior Design Faculty	Member
	Dave Vigo	Financial Analyst	Member
Standard IIIC	Nathan Staples	Biology Faculty	IIIC Co-Chair
	Linda Hayes	Interim Vice President of Student Services	IIIC Co-Chair
	Amelito Enrique	Engineering Faculty	Member
	Mike Ferrari	Library Support Specialist	Member
	Ricardo Flores	Instructional Designer	Member
	Jose Nunez	Vice Chancellor, Facilities Planning, Maintenance, and Operations	Member
	Anniqua Rana	English as a Second Language Faculty	Member
	Eric Raznic	Director, SMCCCD Technology Services	Member
	Mike Sinkewitsch	IT Support Technician III	Member
Standard IIID	Paul Roscelli	Economics Faculty	IIID Co-Chair
	Robin Richards	Vice President of Student Services	IIID Co-Chair
	Kathy Blackwood	Executive Vice Chancellor	Member
	Leonor Cabrera	Business Faculty	Member
	Ronda Chaney	Fashion Design Faculty	Member
	Kurt Devlin	Kinesiology Faculty	Member
	Vickie Nunes	College Business Officer	Member
	Peter Tam	Accounting Technician	Member

Self Evaluation Section	Name of Committee Members	Title of Committee Members	Role
Standard IV	Martin Partlan	Physics Faculty	IV Co-Chair
	Roberta Chock	Promotions/Web Content Coordinator	IV Co-Chair
	Ari Alvarez	College Recruiter	Member
	Leonor Cabrera	Business Faculty	Member
	Barbara Christensen	Director of Community and Government Relations	Member
	David Clay	English Faculty	Member
	Rosalina Mira	Director of Upward Bound	Member
	Jonna Pounds	Division Assistant, Division of Business, Workforce and Athletics	Member
	Robin Richards	Vice President of Student Services	Member

In addition to the individual standard committees, an Accreditation Oversight Group worked to provide overall direction for the process. The Oversight Group is listed in Table 17.

Table 17: Accreditation Oversight Committee Membership

Individual	Title	Role in Accreditation
Doug Hirzel	Biology Faculty	Accreditation Co-Chair/Editing Team Member
Greg Stoup	Director of Research	Accreditation Co-Chair/ALO (left in Jan 2013)
Robin Richards	Vice President of Student Services	Accreditation Co-Chair/ALO (began Feb 2013) and IIID Co-Chair
Robert Hood	Director of Marketing	Standard I Co-Chair
Patty Dilko Hall	Early Childhood Education Faculty	Standard I Co-Chair
Anniqua Rana	English as a Second Language Faculty	Standard II Co-Chair
David Johnson	Dean, Division of Humanities and Social Sciences	Standard II Co-Chair and IIIB Co-Chair
Anniqua Rana	English as a Second Language Faculty	IIA Co-Chair
Rita Sabbadini	Director of Learning Center	IIA Co-Chair
Kim Lopez	Dean, Counseling	IIB Co-Chair
Bob Haick	Director of Career Center	IIB Co-Chair
Michelle Morton	Librarian	IIC Co-Chair
Alicia Aguirre	English as a Second Language Faculty	IIC Co-Chair
Linda Hayes	Interim Vice President of Instruction	Standard III Co-Chair and IIIC Co-Chair
Nathan Staples	Biology Faculty	Standard III Co-Chair and IIIC Co-Chair
Janet Stringer	Dean, Division of Science and Technology	IIIA Co-Chair
Cathy Lipe	Director of MESA	IIIA Co-Chair
Mike Garcia	Athletic Director	IIIB Co-Chair
Paul Roscelli	Economics Faculty	IIID Co-Chair
Martin Partlan	Physics Faculty	IV Co-Chair
Roberta Chock	Promotions and Web Content Coordinator	IV Co-Chair
Sarah Harmon	Spanish Faculty	Self-Evaluation Editor
Jan Roecks	Interim Dean, Business, Workforce and Athletics	President's Cabinet

Vickie Nunes	Business Officer	President's Cabinet
Lawrence Buckley	President	President's Cabinet

Process

The process for self-evaluation went well and followed a described timeline. The timeline for the researching, development, and writing of the Self-Evaluation is detailed in Table 18.

Table 18: Timeline for the Cañada College 2013 Accreditation Self-Evaluation

Key Dates	Activities	Description
Fall 2010	Identify volunteers to serve on the accreditation committees	Volunteer lists were developed and individuals identified to serve as co-chairs for the committees
May 2011	Accreditation Oversight Committee meets for first time	Begins planning for development of the 2013 Self Evaluation; Standard committees appointed
Summer 2011	Preparation Activities	Begin development of college web page and sites for evidence
August 2011-April 2012	Committees meet	Research is conducted to determine how well the college is meeting the standards
April 2012	First Draft Completed	Each of the standard committees develops a first draft of the self-evaluation addressing the description, self-evaluation and planning agendas
May 2012	Feedback	Feedback is provided on the first draft of the documents by peer reviewers and writing team
October 2012	Second Draft Completed	The second draft is reviewed by the standard committees and changes made as needed.
November-December 2012	Technical Review	Technical review teams are assigned to review the document. Their feedback is provided to the editing team.
January-February 2013	Edited Review Draft Created	The editing team creates a "Review Draft" that is to be sent out for widespread review by campus community.
February 20-March 20, 2013	Review Draft Circulated throughout campus community	Reviews conducted by Participatory Governance groups: IPC, SSPC, APC, Academic and Classified Senates, Associated Student Body, and Planning & Budgeting Council, to include the PBC Accreditation Work Groups;
April 2013	Comments incorporated	Editing work group works with the Accreditation Oversight Committee to incorporate comments
May 15, 2013	Planning and Budgeting Council	Adopted Final Draft for review by Board of Trustees
June 15– July 15, 2013	Review by Board of Trustees	Comments provided to the colleges
July 24, 2013	Final Self-Evaluation	Adoption by the Board

Organizational Information

Overview

Cañada College is part of a multi-college district and the staff from all three colleges and the district work closely together on student access and success. The college is organized in three primary administrative units:

President's Office

- Marketing and Communications
- Planning, Research and Student Success
- Business Office

Vice President, Instruction

- Division of Business and Workforce
- Division of Humanities and Social Sciences
- Division of Science and Technology
- Articulation
- Workforce Development
- Library and Learning Resources
- CIETL
- Athletics, Kinesiology and Dance

Vice President, Student Services

- Admissions and Records
- Welcome Center, Assessment and Orientation
- Counseling Services
- Financial Aid
- Student Support and TRIO SSS
- Disability Resource Center
- International Program
- University Services
- Student Life and Leadership Development

The President's Cabinet, which includes the two vice presidents, five deans, public relations director, and business officer, meet weekly to collaborate on campus activities. All of the members of the President's Cabinet are active in the participatory governance groups.

Organizational Charts

The following are the organizational charts for all of the major divisions at the College, as well as the San Mateo County Community College District Office.

Figure 1: Cañada College Organizational Chart

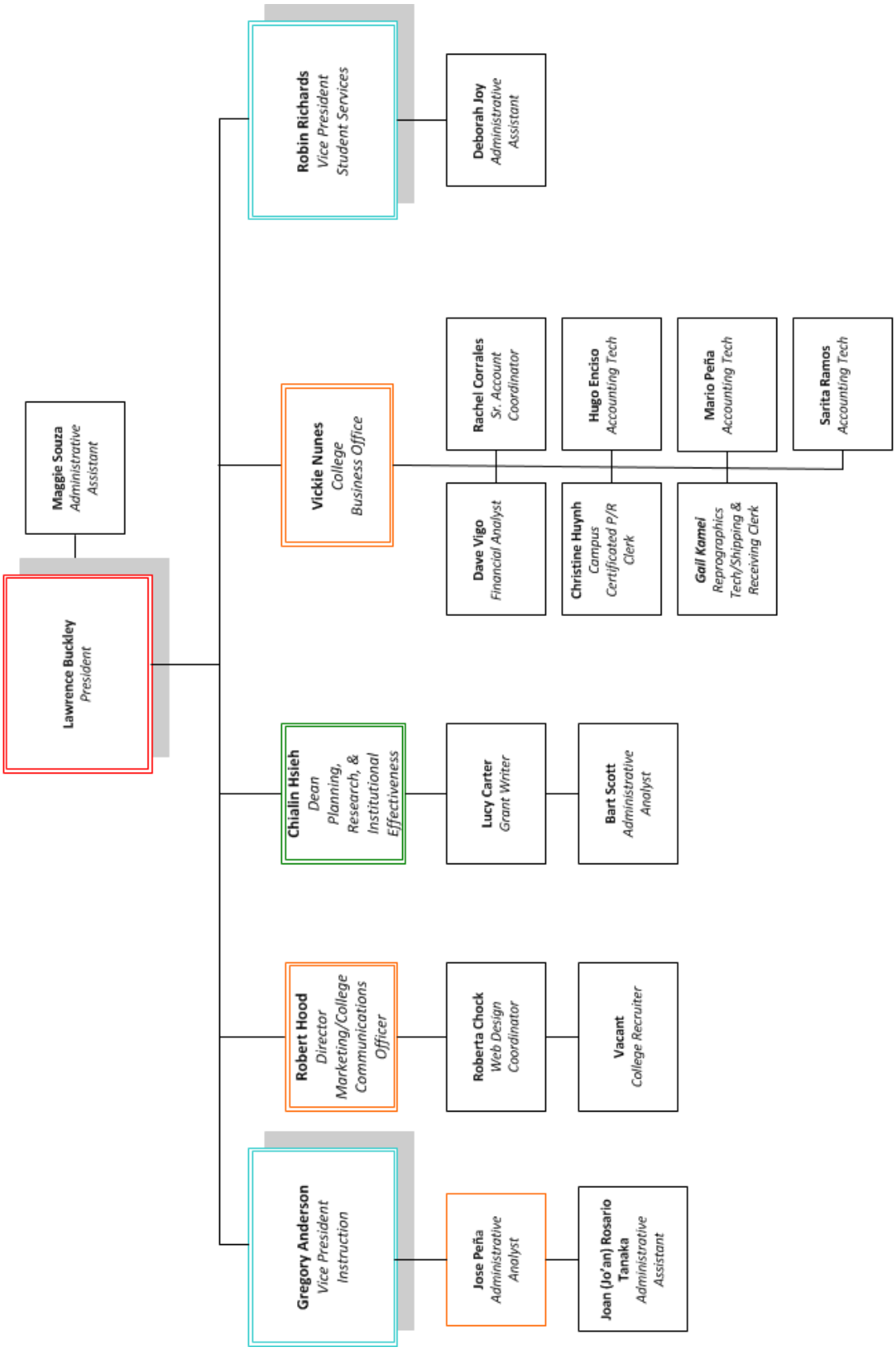


Figure 2: Office of Instruction Organizational Chart

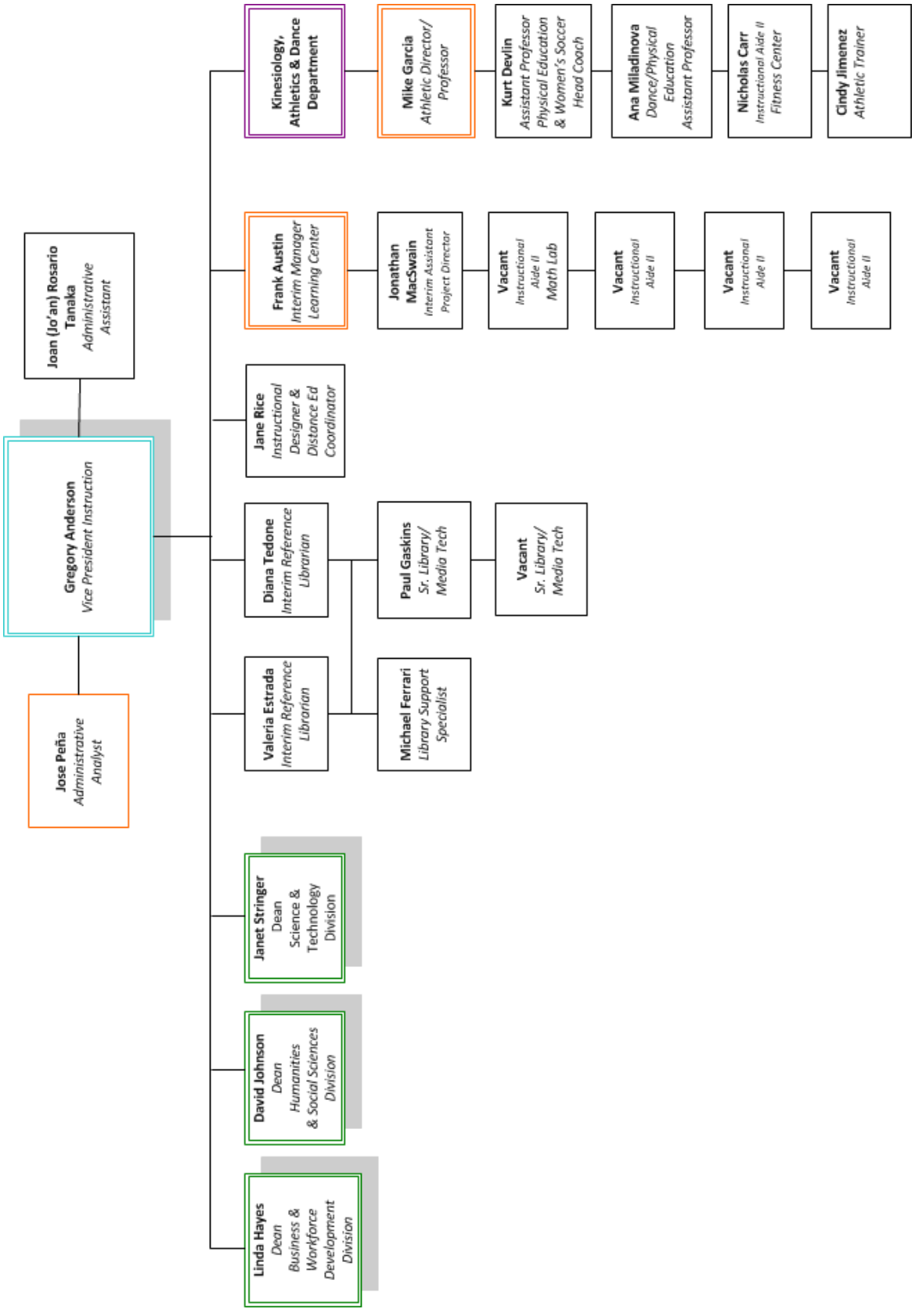


Figure 3: Office of Student Services Organizational Chart

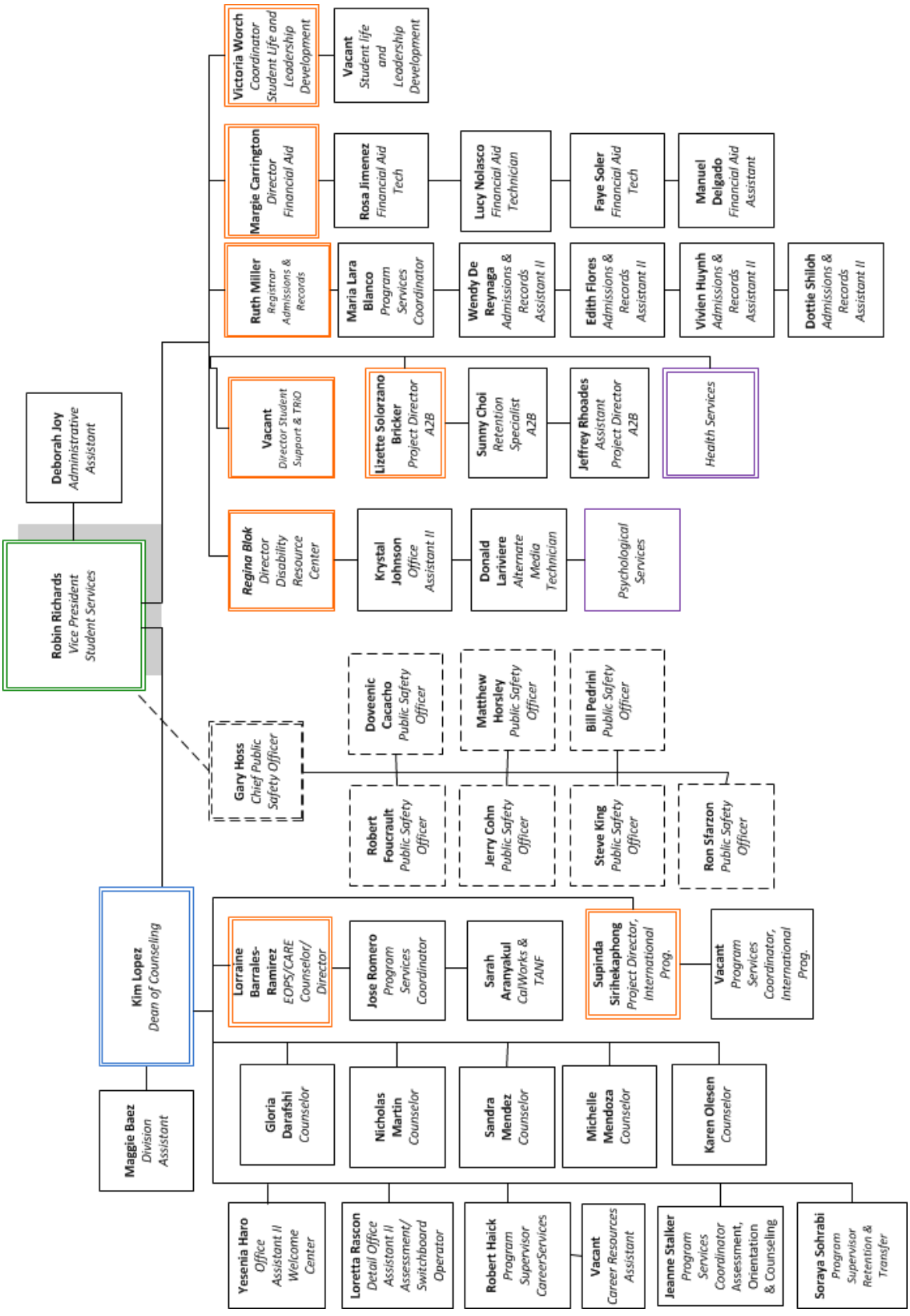


Figure 4: Division of Business and Workforce Organizational Chart

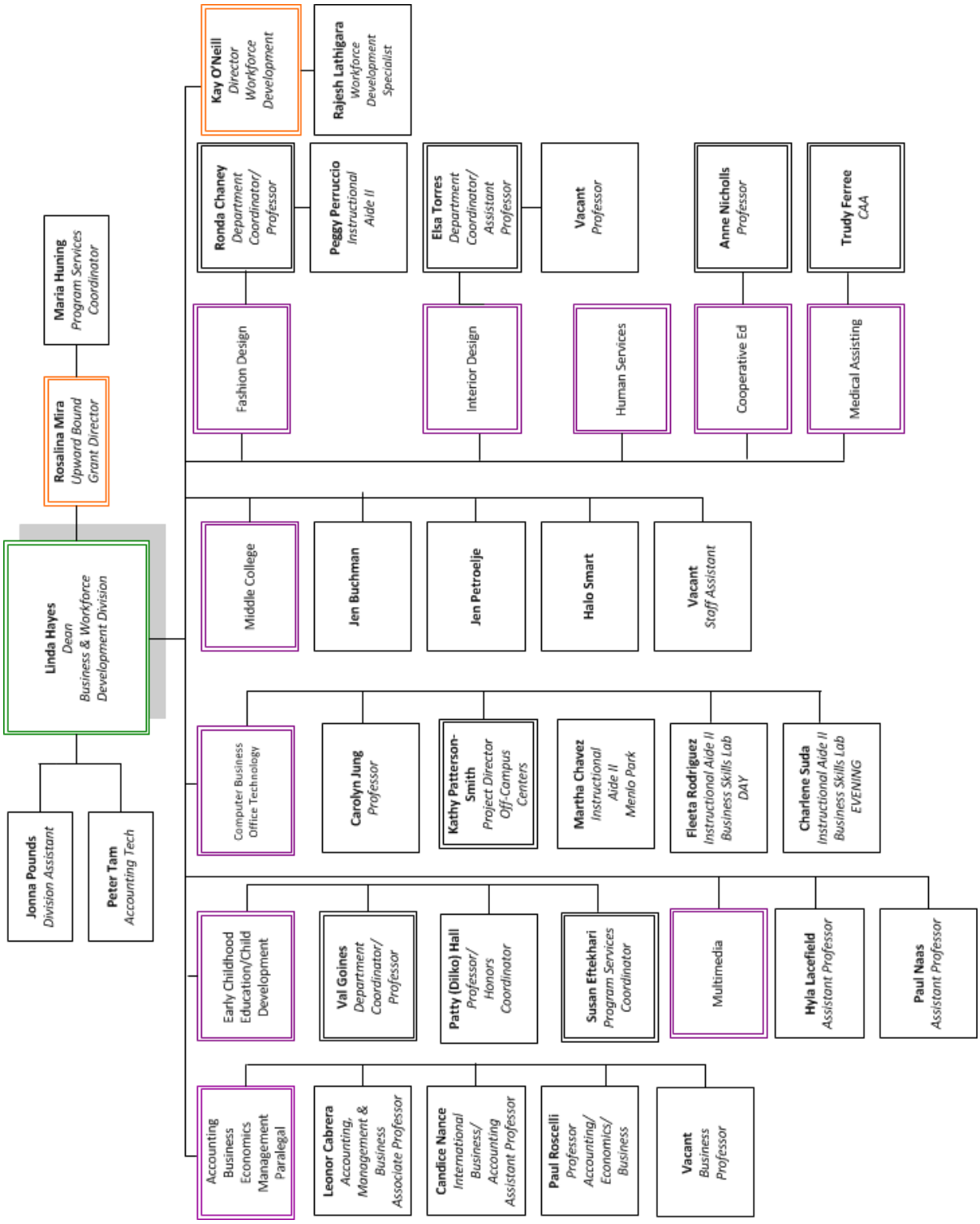


Figure 5: Division of Humanities and Social Sciences, Language Arts Organizational Chart

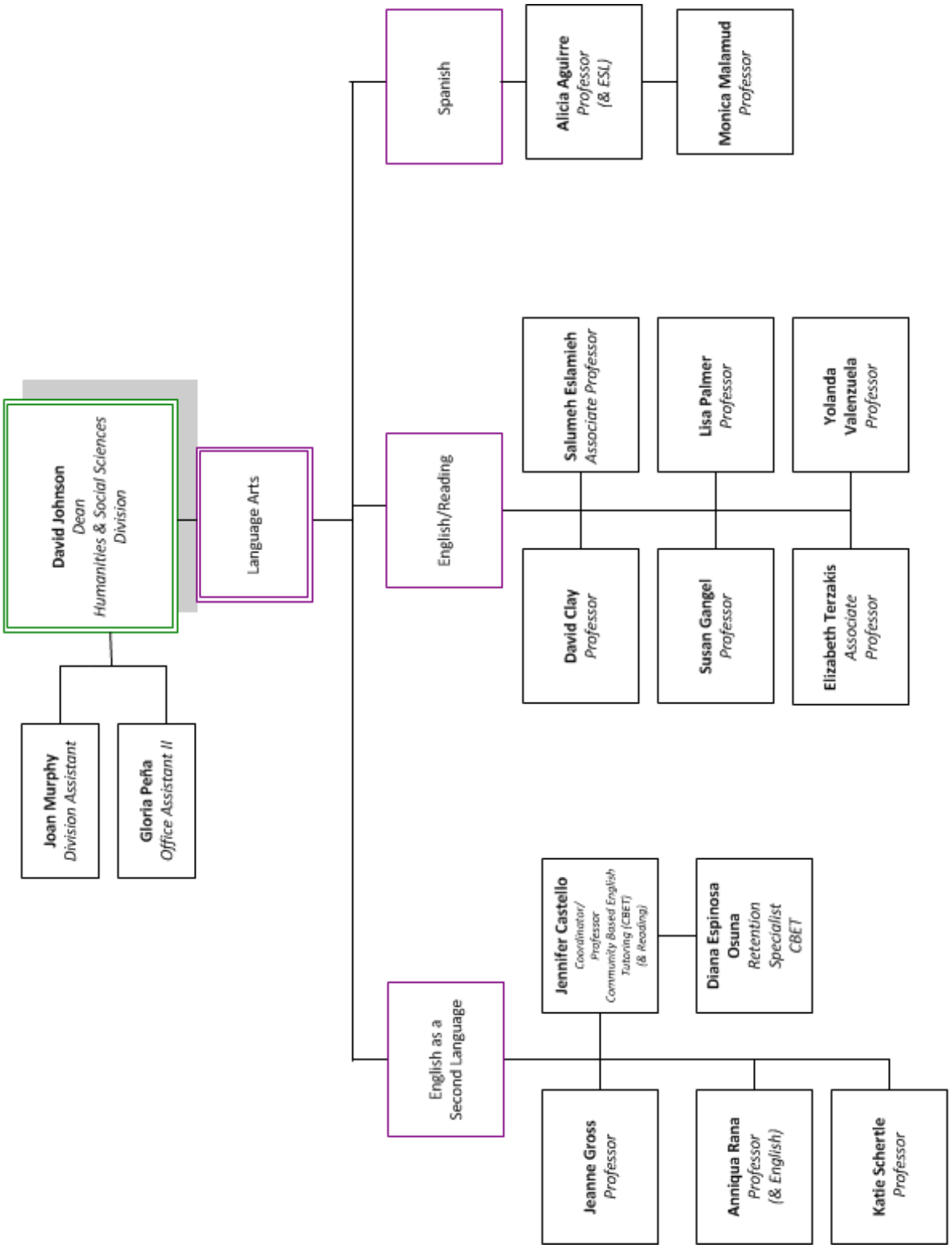


Figure 6: Division of Humanities and Social Sciences, Performing/Visual Arts and Behavioral/Social Sciences Organizational Chart

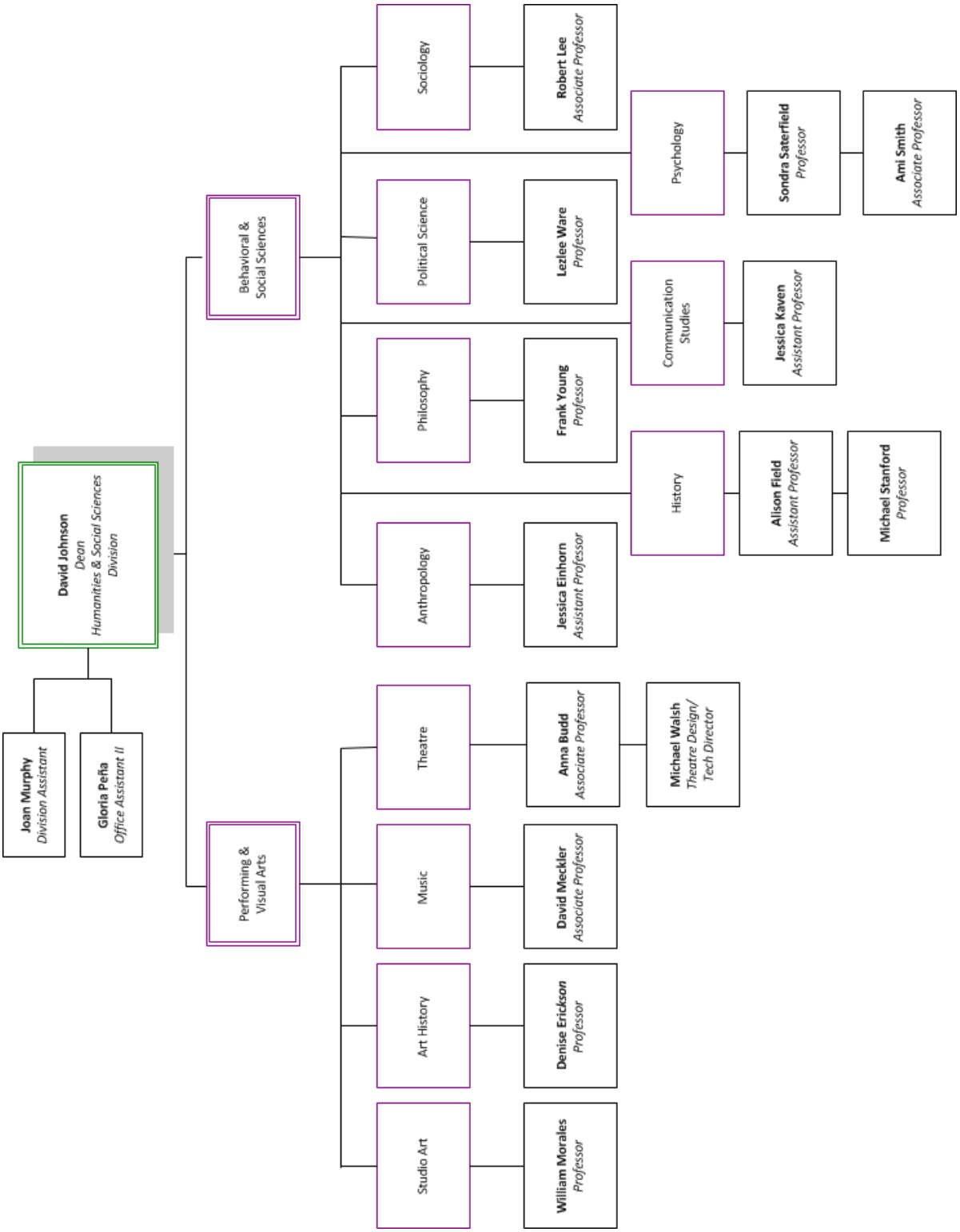


Figure 7: Division of Science and Technology Organizational Chart

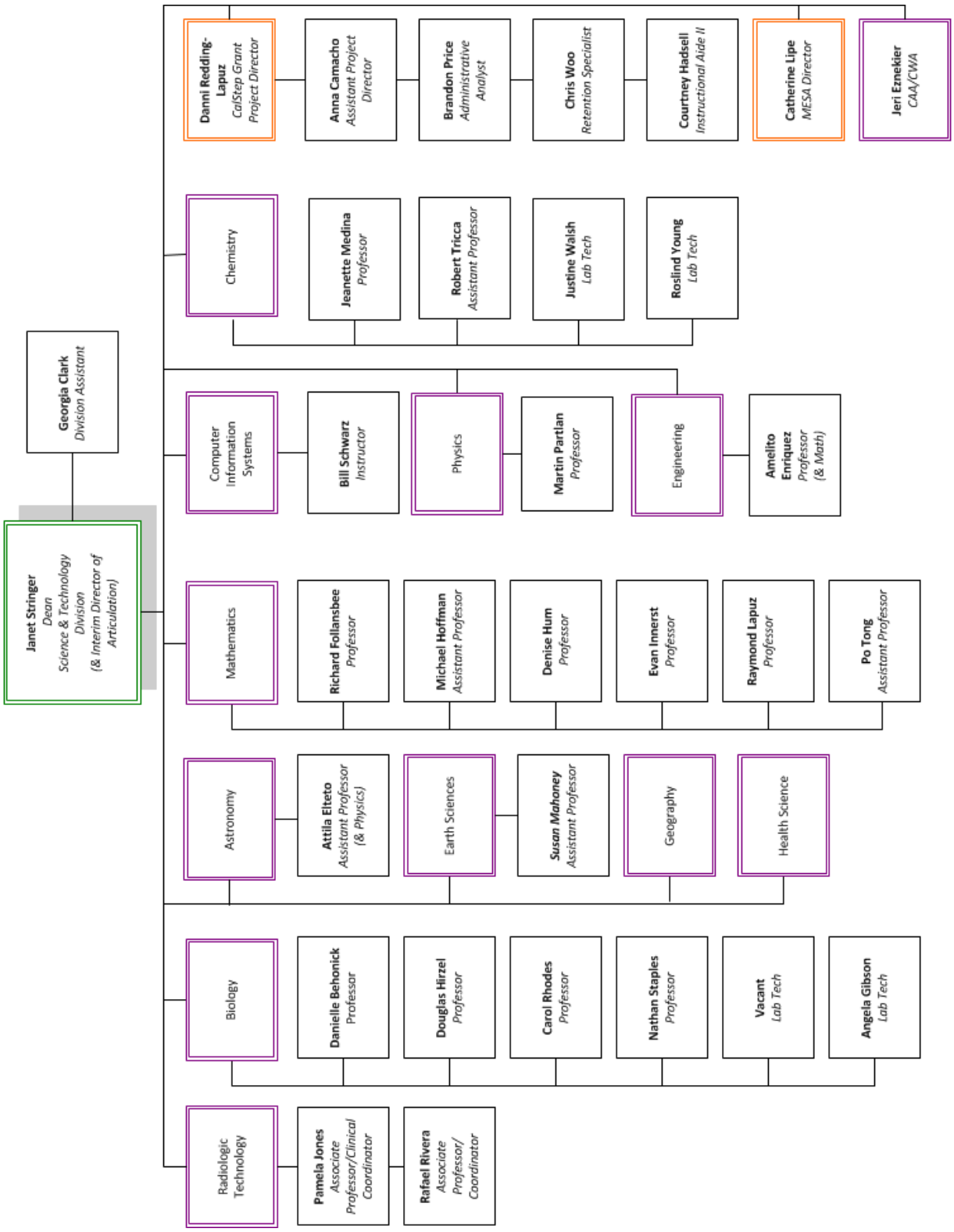
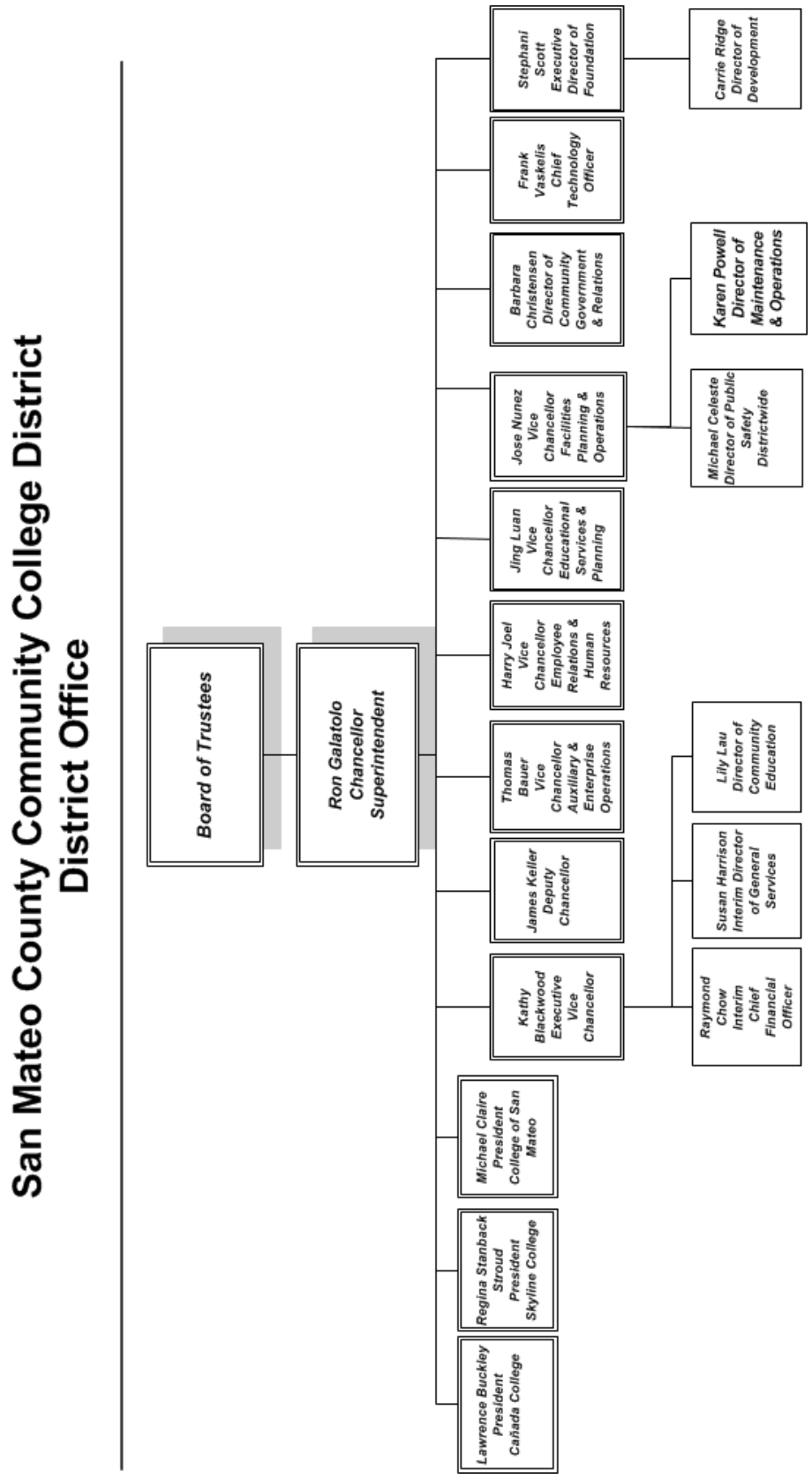


Figure 8: San Mateo County Community College District, District Office Organization Chart



San Mateo County Community College District Function Map

Effectiveness of the Functional Divisions

There is a strong, collaborative relationship among all three colleges and the district office staff within the San Mateo County Community College District. In order to achieve efficiencies and maximize resources, the colleges and district work together on a variety of projects. These relationships have proven to be very effective, with the district working closely with the colleges to implement key services. A few examples of the collaborative efforts include:

- Implementation of DegreeWorks;
- Development of the district-wide Transcript Evaluation Service;
- Creation of Distance Education Training Program;
- Collaboration on International Student Recruitment and Retention;
- Centralization of the Health Clinic Services; and,
- Alignment of processes in Admissions and Records and Financial Aid through Business Process Analyses.

The function map, which describes the primary roles of the colleges and the District, was developed in spring 2010. A representative group of individuals from the colleges and the district met to develop a draft document. This document identifies for each operation whether the leadership and oversight of a function is primary with the district or the colleges. It further identifies where any secondary responsibility or shared responsibility also exists. This function map was then circulated to all three colleges for review by their participatory governance groups in spring and fall 2010.

An evaluation of the effectiveness of the functional divisions took place in spring 2013. The Cañada College Planning and Budgeting Council as well as other key participatory governance groups, reviewed the document and evaluated its value in delineating governing and decision-making structures and processes. The group felt the document worked well.

Function Map

The District Delineation of Functions document can be viewed at the District Delineation of Functions website. The 2010 San Mateo County Community College District Delineation of Functions can also be found in Appendix E on page 500 of this document.

List of Off-Campus Sites and Centers

Cañada College does not have a formal Off-campus Center and does not have a site where 50% or more of a program is offered. However, there are several off-campus places where classes are provided, other than the main campus. They include:

- Boys & Girls Club, East Palo Alto
- Carlmont High School
- Coastside—Half Moon Bay
- East Palo Alto High School
- Hawes School
- Half Moon Bay Cunha School
- Hoover School
- John Gill School
- Menlo Atherton High School
- Menlo Park
- Palo Alto High School
- Phoenix Academy
- San Mateo Office of Education
- Sequoia High School
- Sequoia Adult School, RWC
- Taft School
- Woodside High School

Eligibility Requirements

1. Authority

Cañada College is authorized to operate as an educational institution and to award degrees through the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The accreditation reports and approval are available for review in the Office of the President. These accrediting bodies oversee all programs offered at Cañada College, including distance education.

2. Mission

Cañada College's educational mission is clearly defined and is reviewed periodically by the College Planning and Budgeting Council (advisory body to the President) 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. The mission defines the college's commitment to achieve student learning, and reads as follows:

> *Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.*

3. Governing Board

Cañada College is one of three colleges in the San Mateo County Community College District. The District has a functioning governing board responsible for the quality and integrity of all three colleges in the district and for ensuring that the institution's mission is being carried out. 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 Board is an independent policy-making body capable of reflecting constituent and public interest in Board activities and decisions.

The Board of Trustees meets on the second and fourth Wednesday of each month and regularly provides the opportunity for both the community and staff to comment on items before the Board and on items not on the agenda as well. The presidents of all three colleges, the president of the District Academic Senate, and the Executive Vice Chancellor give regular updates to the Board. No member of the Board has employment, family, ownership or other personal financial interest in the institution.

4. Chief Executive Officer

The San Mateo County Community College District Board of Governors appoints a Chancellor to act as Chief Executive Officer. Board Policy 2.02 spells out the chancellor's responsibilities. The Chancellor oversees a president at each of the three district colleges, and the President administers the college. Board Policy 2.03 discusses the President's duties and responsibilities. From that policy: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

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. In addition to the President, Cañada College has Vice Presidents of Instruction and Student Services; Deans of Humanities and Social Sciences, Business, Workforce and Athletics, Science and Technology, Counseling, and Research, Planning, and Institutional Effectiveness; and Directors of the Learning Center, Financial Aid, Student Support Services and TRIO, and the Disability Resource Center.

6. Operational Status

Cañada College has been in continuous operation since 1968. In the 2012-2013 academic year, the College had a unique headcount of 10,271 (4,744 FTES) enrolled in 485 courses offered, with 643 sections in fall 2012 and 651 sections in spring 2013. Nearly equal percentages of the students list transfer, career development or educational development as their educational goals.

7. Degrees

Cañada College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The degrees and majors offered by Cañada are listed in the catalog and online. The vast majority of the courses offered are part of degree or certificate programs.

8. Educational Programs

The degree programs offered at Cañada College 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. Certificate programs may be shorter than two years.

All 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. All curriculum is approved by the Board of Trustees. Student learning outcomes are used in all courses to assess effectiveness of the instruction and to improve the learning experience.

Program and course descriptions are found in the catalog and on the web.

9. Academic Credit

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. This follows the California Community Colleges Chancellor's Office requirement for awarding academic credit. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Every course and every program offered at Cañada College has 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, which are posted online and in the Catalog, such as this example for Physical Sciences. The College has also defined learning outcomes for general education, which are the same as those for the institution. Cañada College is at the Proficiency level for student learning outcomes, as indicated in the Student Learning Outcomes Report of October 2012; a copy of this report can be found in Appendix G, page 524.

The College has established benchmarks and goals for student achievement outcomes. These are reviewed and assessed regularly to measure how well the students at the college are doing. A list of the benchmarks that were approved by the Planning and Budgeting Council can be found in Table 47 of Appendix A, on page 346.

11. General Education

All degree programs offered by Cañada College require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading and mathematical skills to receive an associate degree. The institution's general education requirements, which are listed in catalog and online, were carefully reviewed in the 2012-2013 academic year and are now aligned with the CSU general education requirements where possible. 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). Requirements for the associate degree are published with the Schedule of Classes, College Catalog and on the website. These documents clearly specify the general education requirements.

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint.

Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. 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. The District Board of Trustees Policy 6.35 protects and encourages the free exchange of ideas.

In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Academic freedom applies to all courses, including distance education.

13. Faculty

Cañada College has 56 full-time faculty and 193 part-time faculty. All faculty 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 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 Community Colleges Federation of Teachers adopted a Memorandum of Understanding with provisions for evaluation of faculty teaching distance education classes.

Starting in fall 2012, the faculty and district administration updated the faculty evaluation procedures. A Performance Evaluation Task Force, made up of equal representatives from the San Mateo Community Colleges Federation of Teachers, the District Academic Senate, and District administration, completed the revisions with a pilot in summer 2013 and full implementation in fall 2013.

14. Student Services

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. All student support services programs promote the objective of serving the whole student and supporting student success.

15. Admissions

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 website.

16. Information and Learning Resources

Cañada College provides long-term and short-term 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

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 District 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. This is discussed in greater detail in the 2013-2014 Proposed Budget, which can be found on page 312 of the Board Packet of June 17, 2013.

18. Financial Accountability

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.

The district audit is available online, under the subsection Documents.

19. Institutional Planning and Evaluation

Cañada College is in a constant state of review and improvement by systematically evaluating how well the college is meeting its goal and outcomes. The College completely supports 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

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. Integrity in Relations with the Accrediting Commission

The San Mateo County Community College District Board of Trustees provides assurance that Cañada College complies 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.

Certification of Continued Institutional Compliance with Commission Policies

The College is in continued compliance with the WASC-ACCJC policies, as described in the following pages.

Policy on Distance Education and on Correspondence Education

In spring 2013, the college submitted a substantive change proposal to address the addition of distance education courses such that over 50% of academic program content is offered using that delivery system. The proposal followed the "Policy on Distance Education and on Correspondence Education" guidelines set forth by the Commission. In late March 2013, the substantive change proposal was approved.

Policy on Institutional Compliance with Title IV

The college complies with the requirements of Title 4 of the Higher Education Act. The loan default rate for the College is:

- For 2010, 3-year Draft CDR is 10.2 % based on 4 of 39 borrowers defaulting who have entered repayment
- For 2011, 2-year Draft CDR is 12.5%. Based on 7 of 56 borrowers defaulting who have entered repayment

There have been no negative actions taken by the US Department of Education regarding compliance with Title 4. A list of correspondence with the Commission is included in Appendix F on page 520.

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

Advertising, Publications and Promotional Literature: Clear and accurate information is provided to students and prospective students in all college publications and through the website. Specifically, representations to conditions for transfer of course credits, acceptance of course credits, and requirements for course completion and license exams are clear and accurate. This information is provided primarily through the course catalog and through ASSIST.org, the statewide articulation website.

The catalog, schedule of classes, and student handbook contain all of the required information, as shown in Table 19 on page 41.

Student Recruitment for Admissions: Student recruitment is conducted by qualified college staff members and trained student ambassadors. All information provided is clear and accurate.

ACCJC Accreditation Status: Information on the accreditation status is provided in the catalog, schedule of classes and on the website as required by the Commission.

Table 19: Placement of Critical Information Regarding Cañada College

Information Required	Location			
	Catalog	Schedule	Handbook	Website
Official Name, Address, Phone	X	X	X	X
Mission and Purpose	X	X		X
Information on Programs and Courses	X	X		X
Degree, Certificate and Program Completion Requirements	X	X		X
Faculty with Degrees Held	X			X
Facilities Available		X		X
Rules and Regulations for Conduct	X		X	X
Academic Freedom Policy	X			X
Fees		X		X
Financial Aid Opportunities	X	X	X	X
Refund Policy and Procedures	X	X		X
Transfer of Credit Policies	X			X
Nondiscrimination Policy	X	X		X
Other Locations for Policies	X			X
Governing Board	X	X		X
Accreditation Status	X	X		X

Policy on Institutional Degrees and Credits

The College follows the generally accepted polices when awarding degrees and credit.

1. Academic Study: Content, Breadth and Length: The College complies with the commonly accepted minimum program length—60 semester credits of degree applicable coursework for achieving an associate degree. The federal definition of credit hour is followed.
2. Levels of rigor appropriate to programs and degrees offered: The College's Curriculum Committee assures the level of rigor, to include general education and major-specified coursework to provide student command of a specific subject content area and skills.
3. Statement of Expected Student Learning Outcomes Relevant to the Disciplines: Expected student learning outcomes are included for all courses (on the Course Outline of Record and in individual section course syllabi) and programs (in the Course Catalog and on the Website) as well as for general education (in the Course Catalog and Website).
4. Assessment Results Provide Sufficient Evidence Students are Achieving Key Institutional and Program Learning Outcomes: Assessment results for courses, programs and institutional learning outcomes are documented using TracDat. The results are regularly reviewed by faculty to determine if students are achieving the documented student learning outcomes.

Policy on Institutional Integrity and Ethics

The College has integrity and subscribes to and advocates high ethical standards in its activities dealing with students, faculty, staff, governing board, external agencies including the Commission and the general public.

1. Uphold and Protect Integrity of Practices: The college is continually reviewing its practices to assure they are in line with the Commission standards, and local, state and federal laws and regulations. Staff are regularly provided with professional development opportunities to make certain they understand new rules and regulations (e.g. financial aid and Title 4) and the administrators keep current with changes required so they can work with individuals to assure the college is compliant.
2. Responding to Requests from the Commission: The campus community understands the need to respond to requests from the Commission. Any request made is responded in a timely manner.
3. Providing Information Accurately: The College provides accurate information in its reports to the campus community, the Board of

Trustees, federal and state agencies, the Commission and the general public.

4. Policies to Ensure Academic Honesty, Integrity in Hiring, and Preventing Conflict of Interest: The District Academic Senate has adopted an academic honesty statement that is published in the catalog and is enforced through the student discipline process. The district human resources department has a clear process for maintaining integrity in the hiring of staff and they make certain all steps are followed. The District requires administrators and the Board of Trustees to annually submit a conflict of interest statement, State of California Form 700.
5. Honest and Integrity with Students: The College provides accurate information to students through the Course Catalog and Schedule of Classes. These documents are carefully reviewed before each printing to assure information is correct.
6. Established and Published Policies Ensuring Institutional Integrity: The District has established Board Policy 2.21, Professional Ethics, to address institutional integrity.
7. Complaints about Questionable Practices: The San Mateo County Community College District has established procedures to receive and address complaints regarding questionable accounting practices, operational activity that is in violation of applicable law, rules, and practice for confidential and anonymous submission of complaints through two methods: direct report to the chief financial officer and/or controller, and report to confidential email address (ciagconf@smccd.edu). The confidential email is monitored by senior members of the College Internal Audit Group.
8. Cooperation on Site Visits: The College welcomes the visiting accreditation site visit teams, providing assistance in advance preparation as well as support while the team is on campus. The college complies with the eligibility requirements, standards and Commission policies.
9. Honest Disclosure to the Commission: The College makes complete, accurate, and honest disclosure of information and complies with commission requests. The list of communication with the Commission is included in Appendix F, on page 520.

Policy on Contractual Relationships with non-Regionally Accredited Organizations

The College has no contractual relationships with non-regional accredited organizations.

List of Evidence for Introduction

AA-AS General Education Requirements
Apply to Cañada College
ASSIST.org
Bureau of Labor Statistics Local Area Unemployment Statistics
Catalog web page
College Internal Audit Group
Degrees and Certificates
District Delineation of Functions document
District Delineation of Functions website
District Facilities Master Plan
Educational Master Plan
Institutional Learning Outcomes
Memorandum of Understanding AFT Local 1493 and SMCCCD
Participatory Governance Manual
Physical Sciences website
SMCCCD Approved Audit Reports
SMCCCD Board Minutes 06/17/2013
SMCCCD Board Policy 2.02 Chancellor of the District
SMCCCD Board Policy 2.03 College Presidents
SMCCCD Board Policy 6.35 Academic Freedom
Strategic Plan
Student Equity Plan
Substantive Change Proposal Distance Education
Technology Plan
US Census Bureau, Quick Facts, 2013

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).

College Response:

Educational Master Plans: 2008-2012 and 2012-2017

Since the last visit, the College has developed and used two educational master plans: 2008-2012 and 2012-2017. Both were developed using extensive input from the campus community and serve to integrate the overall direction for student learning programs and services, technology, human resources, facilities and budget.

2008-2012 Educational Master Plan: In March 2008, Cañada College's Educational Master Plan Steering Committee and the college's planning and budget committee contracted with an external consultant, Maas Company, to guide the development of the College's 2008-2012 Educational Master Plan. Maas provided national and state perspectives that complemented the extensive regional external scan completed during our strategic planning process.

The 2008-2012 Educational Master Plan built upon the Strategic Plan developed in 2007 to delineate the strategic direction of the college and to integrate the many components of institutional planning. It provided a planning process for divisions and departments and incorporated the vision and goals of the College; the information generated in program reviews; the priorities elucidated in the strategic plan; and the fiscal and hiring processes and realities of the college. The Educational Master Plan was the impetus and guide for all institutional planning.

A key result of the development of the 2008-2012 Educational Master Plan was the integration of the planning components of the college and the creation of an integrated planning calendar. Unit plans became grounded in program review, which serve as the primary planning documents for resource allocation including human resources, instructional equipment requests, and facility requests.

This Educational Master Plan also identified a need to reconsider the college's planning infrastructure. The college's participatory governance and administrative bodies deliberated at great length on that recommendation, resulting in the development of a new college-wide planning framework.

2012-2017 Educational Master Plan: The 2012-2017 Educational Master Plan was developed during 2011, serving to build upon the 2008-2012 Plan. A review of the accomplishments made on the previous plan goals was incorporated into the 2012-2017 Educational Master Plan (pages 4-6). A new environmental scan was conducted and emerging trends in higher education were identified to provide background information to the campus community for developing the new plan (pages 15-17). The process involved extensive input from the entire campus community and resulted in a document that is well used in the Annual Plan/Program Review process. The results of the process included the development of the College Vision, Mission, Values, General Education Learning Outcomes, Strategic Directions (goals), and 25 Objectives for implementation of the Strategic Directions (goals). The four key focus areas for the campus, the Strategic Directions, involve the following themes: 1) Teaching and Learning, 2) Completion, 3) Community Connections, and 4) Global and Sustainable. The timeline is detailed in Table 20 on page 45.

Table 20: Timeline for Participatory Involvement in the Development of the Cañada College 2012-2017 Educational Master Plan

Step		Description
1	Process Establishment February 3, 2011	College Planning Council* reviewed and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee was a subcommittee of CPC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC. *College Planning Council has now been incorporated into the Planning and Budgeting Council.
2	Background Information February 2011	Environmental scanning information and college information developed for review by campus community during the 'week of listening'.
3	Input from Campus Community March 7-15, 2011	A 'Week of Listening' for the campus community to provide input on the Educational Master Plan. There were ten Listening Forums conducted during March 2011. A total of 134 students, faculty and staff participated, and the process yielded 16 pages of input for our use in developing the Educational Master Plan.
4	EMP Steering Committee meets March 2011	The Educational Master Plan Steering Committee met to review all of the input and develop draft information for the mission, vision and strategic directions.
5	Draft Circulation of Mission/ Vision/ Strategic Directions April/May 2011	The draft mission, vision and strategic directions developed by the Steering Committee were circulated throughout campus. Revisions were made by the SSPC, IPC and CPC, and used as the basis for the Educational Master Plan.
6	Work Groups Identified June 2011	Work groups identified for each of the four Strategic Directions: 1) Teaching and Learning, 2) Completion, 3) Community Connections, and 4) Global and Green.
7	Work Group Meetings July 11-14, 2011	The work groups met to identify the objectives, activities and timelines for each of the Strategic Directions. A total of 25 objectives were developed.
8	Draft EMP Development August 2011	A draft of the Educational Master Plan was developed for extensive review by the campus community.
9	Final Review Fall 2011	The final draft Educational Master Plan document was reviewed by the campus community and feedback was obtained from all campus constituencies. The College Planning Council spent three separate meetings discussing this document.
10	Final Approval January 2012	The final document was approved by the College Planning Council.

Participatory Governance Planning Framework

In August 2008, upon considering the priorities identified in the educational master plan and recommendations from the ACCJC, the then College Council (now Planning and Budgeting Council) began to evaluate the efficacy of the college's existing planning structure. Subsequently, the strategic planning steering committee began developing a proposal for a new college planning structure. In October 2008, after a thorough literature review of the planning structures of other community colleges, and with due consideration of the unique history and culture of Cañada College, the steering committee proposed a new college planning framework to the College Council.

The College Council and other planning bodies reviewed this proposal at several meetings, and extensive revisions to the planning framework were made based on feedback from council members, administrators, students, faculty, and classified staff. In December 2008, the College Council formally adopted the new planning framework. The new College Planning Council convened its first meeting in February 2009.

The new planning scheme is founded on program review. Program review data feed the dialogue and decision making of the Instruction Planning Council and the Student Services Planning Council; later, the Administrative Planning Council was formed and added to this planning structure. These planning councils are the College's primary venues for detailed conversations related to planning and student success. These 'think tanks' improve the rigor of program review by mentoring faculty and staff, proposing modifications to program review, and by suggesting improvements to other institutional planning processes.

In order to determine how well this new 2008 planning structure was working, extensive reviews have been conducted over the past five years. In 2010, an open forum was conducted by the then College Planning Council (now Planning and Budgeting Council) to determine the effectiveness of the Instruction Planning Council and Student Services Planning Council.

Another major review was conducted in fall 2012. The review involved all governance groups on campus as well as the entire campus community and several changes were made based on the feedback. As an integral part of the review, a new Participatory Governance Manual was created to document the planning, program review, budgeting and decision-making processes. The annual planning process, which uses the Educational Master Plan as a guide is documented in this Manual and provides the basis for integrated planning.

During the spring 2013 semester, all key governance groups provided input to the Planning and Budgeting Council on ways to improve planning. A report was developed, and the recommendations and suggestions are being implemented during the 2013-2014 academic year.

Improvements to Program Review

As the foundation to the planning structure, program review became the central focus for process and content improvement efforts. In 2008-2009, as a first step towards this goal, the Instruction Planning Council facilitated a discussion on the informational needs necessary to support excellence in program review. These discussions identified several potential improvements to the program review documents targeting the capture of additional information to stimulate deeper thinking about student learning and performance.

In May 2009, the Academic Senate Governing Council, acting on advice from the Curriculum Committee and the Instruction Planning Council, produced the Annual Plan/Program Review process as a formal supplement to the six-year Comprehensive Program Review process. The Annual Plan/Program Reviews emphasize the collection of information to guide equipment, personnel, and facility planning; they are structured to elicit deeper reflection on the links between program performance and student outcomes. The Academic Senate Governing Council approved the adoption of the Annual Plan/Program Review process for all departments. The adoption of a formal annual planning process helps bring tighter alignment between department planning and budget allocation decisions.

In May 2009, May 2010, May 2011, May 2012, and May 2013, the Instruction Planning Council and Student Services Planning Council reviewed the Annual Plan/Program Review information of all of their programs, assessing the information provided in each and making recommendations to each department on how to improve next year's submissions.

Planning Integration and Alignment

AS the campus communally prepared the Educational Master Plan, a need was identified for the College to connect its planning activities. Consequently, coordinating planning was a key intention of the college planning framework. Both the reporting structure and the membership composition across the planning bodies work to integrate planning as does the College's alignment of planning cycles, which connect the outcomes of each planning process to inputs in the others.

The Integrated Planning Calendar was created; it is followed for all planning decisions made at Cañada College. A review of the content produced by each planning process and of the process itself occurs at the start of every new cycle. The calendar is online via the Inside Cañada website.

The College has met Recommendation 1 in full.

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.)

College Response:

Beginning in fall 2008, administrators, faculty and staff have purposefully set course for establishing a culture of inquiry at Cañada College and for using the results to inform planning and resource decisions. Student learning outcomes are a key component of this culture. Determination of outcomes was approached from the course level, program level, and the institutional level, and has involved everyone from faculty to the College President to the support staff.

Cañada College is at the Proficiency level for student learning outcomes, as documented in the Student Learning Outcomes Report of October 2012. A copy of this document can be found in Appendix G, on page 524.

Course-Level Learning Outcomes

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful student learning outcome assessment cycle. Work on course-level student learning outcomes by faculty was accelerated by sessions held on our first Student Learning Outcome and Assessment Cycle Summit in March 2008. Periodic training sessions on writing and assessing student learning outcomes were held on subsequent professional development days. Copies of the text, *Classroom Assessment Techniques*, (Angelo and Cross, 1993) were distributed to faculty. Protocols adopted by the Curriculum Committee require submission of course-level student learning outcomes with any new or modified course outlines of record. All course syllabi include student learning outcomes**.**

Documentation of the student learning outcome and assessment cycle at the course level was accomplished initially with reporting forms developed by the Student Learning Outcome Advisory Committee. These completed forms and supporting documents were posted on a site accessible by all faculty and staff. In fall 2010, the District moved the process to TracDat, as a way to catalog all assessments and changes for all levels of learning outcomes on a central database. This approach has allowed everyone, including adjunct faculty, to review easily the work of colleagues within and across disciplines. In spring 2013, the percentage of courses with student learning outcomes on file is at 100%, while the proportion of courses with completion of the entire learning outcomes cycle (outcomes, assessments, and reflection) has increased from 11% during 2007-2008 to 98% in 2012-2013.

Most importantly, the student learning outcome and assessment cycle has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis has shifted from writing student learning outcomes and designing assessments to having dialogue about what worked, what did not work, and what strategies will best foster student learning.

Examples of course-level student learning outcomes can be found in Appendix D, on page 427.

Instructional Program and General Education-Institutional Learning Outcomes

The College initially defined programs as Basic Skills, Workforce Development Certificated Course Sequences, and General Education/ Transfer. Student learning outcomes were developed for each of these 'programs'. In June 2010, representatives at the College's Learning Summit agreed to expand the definition of 'program' to include discipline-based academic units in order to incorporate the entire learning outcomes cycle more readily into curricular work and resource allocation processes. This was accomplished at that time, and the College now has 42 different academic programs with program learning outcomes. In addition, general education student learning outcomes were revised as part of the educational master planning process in 2011 and adopted as the institutional student learning outcomes. These now align directly with the college mission.

Major progress has been made in collecting information for aligning course-level student learning outcomes with the program learning outcomes and with general education/institutional learning outcomes. This information has been incorporated into our TracDat database with summary reports available for planning processes.

The Instructional Annual Plans/Program Reviews are reviewed each April/May by the Instructional Planning Council. These documents include reports and analysis of both course and program learning outcome results, and are tied directly to planning and requests for resources. These documents also reflect the importance of inquiry on campus by explicitly asking faculty to state the focus of their inquiry for the coming year.

Student Services and Program Learning Outcomes

Beginning August 2010, student service units have been using the District's TracDat software to document their learning outcomes work. There are currently eight student services programs. Each of these programs has a team identified to annually conduct the program review, assess the program learning outcomes, and create an Annual Plan/Program Review. These programs have been using this process since 2010, and three student services review and planning documents have been created as a result.

Dialogue about the assessment results for the program learning outcomes and the plans for the upcoming year (objectives, staffing and equipment) take place at the Student Services Planning Council meetings in April or May each year. Over the years, the program learning outcomes have been revised based on this dialogue to more accurately reflect what the group identifies is important learning that can be assessed during the brief interactions of the program staff with students (e.g. during orientations, counseling sessions, and workshops). The current Student Services Program Learning Outcomes are listed in Table 35 on page 177.

CIETL (Center for Innovation and Excellence in Teaching and Learning) and Student Learning Outcomes

During the spring of 2010 Cañada College formally established The Center for Innovation and Excellence in Teaching and Learning (CIETL). CIETL has incorporated student learning outcomes and assessments at several levels into its mission. Programs of CIETL are planned to foster the culture of inquiry; assessments and reflection are built into each of these programs:

- Focused Inquiry Networks
- Learning Communities of Basic Skills, Honors, Theme Convergence
- Technology workshops
- Student Learning Outcomes, Assessment and TracDat workshops
- Information sessions on Innovative Teaching Practices
- Teams sponsored at conferences that address excellence in teaching and learning

The diverse nature of these programs shows how learning outcomes, assessments, and reflections are integrated into many aspects of the college. The college community is learning how to ask itself with every activity on campus: "Is this what we wanted?" "What did we get?" "How can we better achieve our goals?" CIETL is helping the College to focus its efforts on learning outcomes.

CIETL is coordinating a college-wide effort to use ePortfolios to assess student learning, particularly at the institution and program levels. After investigating the potential as well as the pitfalls of ePortfolios, some faculty are now using them in their classes and departments. A pilot program started in spring 3013 that involved students across several disciplines and was aimed at developing essential components (training,

platforms, templates, and policies) for a broader incorporation in the fall 2013 term. Staff and faculty want to develop an ePortfolio program that will be a valuable learning tool for students, as well as an assessment method for the College. Professional Development activities for 2010-2013 period are listed in Table 44 on page 226.

The College has met Recommendation 2 in full.

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)

College Response:

During spring 2010, Cañada College formally established The Center for Innovation and Excellence in Teaching and Learning (CIETL). CIETL's mission and mandate explicitly includes the expansion of teaching and learning excellence through both the traditional and on-line mediums. With the support of funding from the President's Innovation Fund, CIETL has taken the lead in driving the development of process standards governing distance education at Cañada.

In July 2010 CIETL hosted a three day retreat in Monterey for a group of faculty, staff and administrators to begin the development of a roadmap for establishing the infrastructure for sustained college-wide inquiry into teaching and learning. One of the outcomes of that retreat was the establishment of a Distance Education Subcommittee. The Distance Education Subcommittee was formally established in August 2010 and a Distance Education Handbook was developed.

CEITL, with support of the Office of Instruction, has conducted a college-wide effort to broadly share and articulate the processes outlined in the handbook. These awareness raising activities have included: Flex Day presentations, presentations at division and department meetings as well as the posting of all related information on the CEITL website.

Also in fall 2010, the Office of Planning, Research and Student Success administered an investigation into faculty issues, ideas and concerns related to on-line course delivery. A survey was distributed and series of focus groups were convened to shed light on the needs and attitudes of faculty wishing to develop or expand on-line course offerings. The findings from the investigation were shared with the College's various planning and participatory governance councils in fall 2010 and were used to develop strategies to support a more comprehensive approach to distance education at the Cañada College.

In addition, after an assessment by the Office of Instruction into the College's current distance education capabilities, it was determined that additional expertise was required to properly drive the development of a distance education infrastructure. In spring 2011, the College hired an instructional designer to assist with training faculty on course design and development using the Moodle course management system, to provide best practices and pedagogy training and to aid in solving instructional needs and problems. In order to meet the needs of the largest number of faculty possible, the instructional designer offers a variety of training opportunities in coordination with CIETL.

The list of activities include the following:

- 2010-2011
  - Learning WebAccess in the Field with a Novice
  - Learning a New Scantron
- 2011-2012
  - WebAccess Basics
  - Introduction to CCCConfer
  - Smart Classroom Basics
  - iPad in the Classroom
  - Smart Board Training
  - Moodle Basics for Faculty
  - eBooks—The New Normal
  - Creating On-line Quizzes
  - Integrating iPads and Tablet Computers into Library Services
  - Creating Digital Artifacts to Assess Learning
  - Introduction to Podcasting
  - Creating Accessible PDFs
  - Effective Use of Groups and Wikis in WebAccess
  - Optimizing Images with PhotoShop and GIMP

- 2012-2013
  - Using ePortfolios
  - TracDat Training
  - Integrating Students' Smart Phones and Tablets into your Courses
  - Using Cloud-based Technology for Learning and Engagement
  - Digital Media
  - Moodle (WebAccess) Surveys
  - Photoshop Basics (emphasis on optimizing images with WebAccess)
  - Screencasting with Camtasia
  - IPad—Pros and Cons

In addition to the college support for faculty, the District hired a District Distance Education Coordinator to provide support to all three colleges. Two key resources are provided to the faculty: the WebAccess Support Center which assists faculty in using on-line resources for students in all of their classes (in-person or on-line) and the Structured Training for On-line Teaching (STOT) program which provides faculty with training needed to teach courses on-line.

The College, working with the District, is currently using a new evaluation process for faculty teaching distance education. The evaluation instrument was piloted in summer 2013 with over 190 student responses received for summer online students. This evaluation instrument will continue to be refined in fall 2013. Full implementation will be in place for spring 2014.

In spring 2013, the College submitted a substantive change proposal for distance education. The proposal was approved in March 2013.

The College has met Recommendation 3 in full.

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)

College Response:

Since the last visit, a number of changes have occurred in student support to improve overall access, including to counseling, the Library and the Learning Center. The College continues to build on those improvements by making on-going refinements to service delivery processes throughout the college. From 2008-2010, student services were restructured to make numerous changes to respond to both 1) the development of these service improvement strategies and 2) the state's reductions to categorical funding. To monitor progress in this rapidly changing environment the college has begun a more systematic collection and analysis of data student services. In spring 2010 the College administered the Noel-Levitz Student Satisfaction Survey and reviewed the findings from that survey to identify ways to improve. The findings suggest that the process changes have largely resulted in improvements to student satisfaction and awareness.

Building on this work from 2008-2010, the College expanded its student services needs assessment efforts. In summer 2010, a campus-wide retreat was held to identify ongoing improvements in student service planning and implementation needed. The planning retreat addressed the services the College provides to our new students. At the retreat, a list of barriers was identified and 25 solutions/action plans were developed. Table 21 on page 51 illustrates the types of barriers identified at the retreat, the action plans developed and the status.

Table 21: Barriers and Solutions Identified at Student Services Retreat, Summer 2010

Barrier	Action Items	Status
Facilities and Signage		
Signage—difficult for students to get where they need to be Waiting Area—the setting is confusing to students	1. Remove one-stop sign and possible replace with welcome.	Completed
	2. Tour the campus and create a list of the added kiosks to help navigate.	Completed
	3. Post campus maps in elevators, entry ways, at bus stop.	Signage Project Underway
	4. Identify way to have accessible signage (e.g. Braille) available for directions.	Part of Signage Project
	5. Purchase hanging signs for the following counter areas in the front: Financial Aid, Cashier, and Admissions and Records. Additional signs will be purchased later if these work.	Completed
	6. Revise the "DMV" look of the foyer.	Completed
	7. Set up a board (e.g. portable white board) to list items of key interest to students during the busy weeks (Open Classes, How to read room numbers, etc.).	Completed
	8. Set up a new forms stand which includes all of the forms students need and is easily accessible and identifiable in the front lobby area (label and number the forms for easy retrieval)	Completed
Counters—need to simplify how students encounter the area Confidentiality and Security—need to work on the security of the financial aid office Veterans—need place to communicate to and recruit into the program	9. Revise the entire Building 9 ground floor configuration. Create Building 9 Task force by requesting a representative from each of the departments. The reps will meet in a group and develop options for the reorganization of the first floor space. They will be responsible for collecting input from staff, meeting developing options, and then collecting input from staff on the options. 10. Identify funding to complete the 'moves' and minor remodel.	Completed
	11. Create location for Veterans information board/area	Completed
Processes		
Lines—way too many lines; students are sent to four different lines for various things in the building 9 foyer	12. Create a triage table with a floor manager to help students identify where they need to be; schedule staff from August 9-20 in shifts (e.g. two or three hours).	Completed
Counseling Services—need to look at our processes for assessment, orientation, advising and registration; release of prerequisites; late registrations; drop-in vs. appointments; availability of counselors (particularly in summer and at 8am in fall/spring)	13. Refer these items to the Counseling Services division and identify ways to address.	Completed

Barrier	Action Items	Status
Parking Permits—confusing process with little explanation	14. Use the triage table staff to assist in guiding students.	Completed
Photo IDs—have consistent, regular hours of availability	15. Train Student Services staff members to fill in when students are unavailable.	Completed
Logistics of Campus—bus drops students off away from building 9 and students don't know where to begin	16. Use the group studying the location of the kiosks to address this.	In-progress
Communication and Language		
Language—need more Spanish speaking staff; need to have common forms translated into Spanish	17. Identify the predominant first languages of students (using COMPASS data).	Completed
	18. Create directory of faculty/staff who are fluent in other languages and who are willing to help translate.	In Progress
	19. Identify key documents and translate into other languages as needed (Spanish, for certain).	In Progress
Website—need to review as the navigation is confusing; not unified; revise to simplify the use of higher education language	20. Review and revise the college's website using a task force of staff and students.	Completed
Institutional Vocabulary—simplify the language used in the catalog and schedule so it is not so confusing	21. Revise schedule of class information for students for the spring schedule.	Completed
Faculty Office Hours—need to have them all posted on-line	22. Work with marketing on the website and with the deans to make certain this information is included.	Completed
Brochures/Promo Materials—need to have updated and consistent brochures and promo materials	23. Work with marketing and the deans to have these created. Include Spanish translations.	In Progress
Communication about full classes and wait lists—need to better inform students about full classes and wait lists	24. Add clear information on the foyer bulletin board; place information on the website (access from the home page).	Completed
Staffing—need to have additional staff at peak times	25. Identify clear needs and look at alternatives for covering (e.g. other staff whose peak times are different, overtime, etc.).	Completed

In addition to this Retreat in July 2010, another planning session was conducted with the Counseling Services staff in August 2010. At that meeting, the counselors discussed the needs for new students—prior to the beginning of the semester. They developed an action plan to revise the orientation, advising, and registration process for new students. These action plans formed the foundation for the development of a suite of student service staffing plans.

From 2010 to 2013, student services planning has become very structured, with on-going dialogue taking place in division and department meetings as well as the Student Services Planning Council.

The eight program teams have developed Annual Plans/Program Reviews that addressed the staffing needs for the various offices. Adjustments were made in the role of the two key administrators (the Dean of Counseling and the Vice President of Student Services) to address needs identified by the staff.

A key way that the Board of Trustees and the District have assisted the College is through the passage of the parcel tax Measure G. These added funds have allowed for the implementation of plans to expand counseling services and staffing for the Library and the Learning Center.

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, the College formally audited and assessed each service across all these criteria. Where gaps were identified changes were made to broaden coverage. Table 22 shows a summary of college services by time of day and time of the week.

The College has met Recommendation 4 in full.

Table 22: Availability of Student Services at Cañada College

Service	Day	Evening	Bilingual	Online	Off-site
Admissions and Records Office	x	TW to 7:00pm	x	x	x
Assessment Center	x	T until 9:00pm	x		x
Cafeteria/Food Service	x	M—Th to 7:00pm	x		
Campus Security	x	Everyday	x		
Cashier's Office	x	TW To 7:00pm	x	x	
College Bookstore	x	M—Th To 7:00pm	x	x	
Counseling Center	x	TW to 7:00p.m.	x	x	x
Disability Resource Center	x	W to 9:00pm		x	
EOPS / CARE	x	TW to 7:00pm	x	x	
Financial Aid Office	x	TW to 7:00pm	x	x	x
Health Center	x	T to 6:00pm	x		
Learning Center	x	M—Th to 9:00pm	x	x	
Library	x	M—Th to 9:00pm	x	x	
Orientation	x	T 6-7pm	x	x	
Psychological Services	x	TW to 6:00pm	x		
Tutoring	x	M—Th to 9:00pm	x	x	x

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)

College Response:

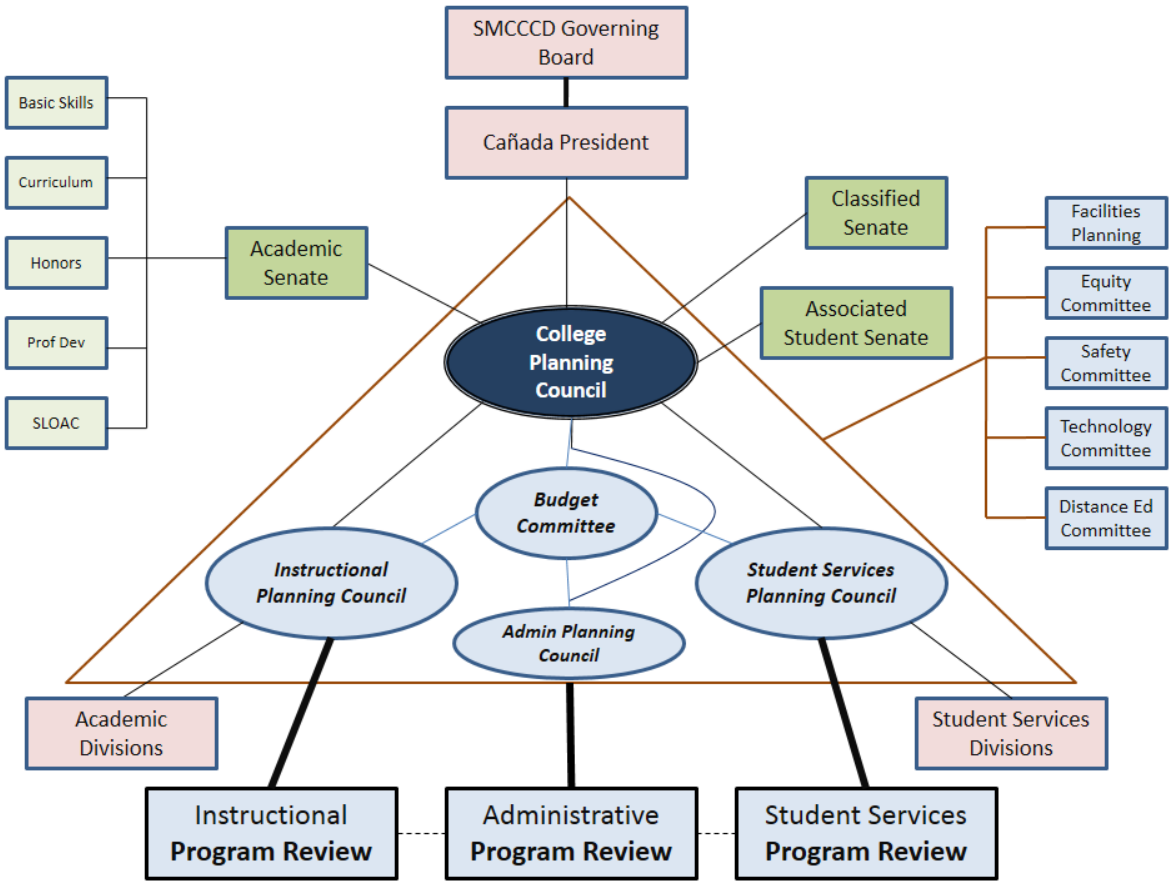
The College has developed and implemented a systematic evaluation of its decision-making processes. Significant changes have occurred since the last site visit to improve what is being done, and as a result of annual evaluations, the processes have been adjusted based on an analysis of what has worked and what did not. A summary of the activities over the past five years is outlined in the following paragraphs.

2008-2009

Beginning in August 2008 Cañada College undertook a complete redesign of the participatory governance planning process. The new planning and decision-making framework incorporated in its Bylaws a routine assessment of the effectiveness of the new planning processes. The structure incorporated the development of two primary governance bodies: College Planning Council and Budgeting Committee with an Instruction Planning Council and Student Services

Planning Council. Figure 9 on page 55 shows the previous structure, which was used from 2008 until 2011.

Figure 9: 2008-2011 Planning Structure for Cañada College



2009-2010

In August 2009, the College Planning Council hosted a retreat where the new planning model was discussed and reviewed and the group made several recommendations on how to improve processes going forward. Included in those recommendations was the establishment of an annual college-wide survey to gauge the openness, transparency, and effectiveness of the participatory governance systems, including those directly related to strategic planning, budgeting and programming. The first survey, an on-line survey to all faculty, staff and administrators, was conducted in spring 2010. Findings from the survey were introduced to the college community during the August 2010 Opening Day Ceremony and a detailed review of findings was undertaken by the College Planning Council in fall 2010.

The Annual Program Plan process was reviewed and assessed by the Instruction Planning Council in May 2010. After a review of the instructional program plans submitted earlier that year, Instruction Planning Council members engaged in a dialogue and captured feedback on how to improve both the planning process and the data and documentation supporting the process. The Instruction Planning Council reviewed that feedback in fall 2010 and made recommendations to the College Planning Council and Academic Senate Governance Council for improving the annual program planning process.

2010-2011

The review of the participatory governance structure continued. One area where it was felt a planning voice was missing was the administrative services area, as they were not a focus of either the Instructional Planning Council or the Student Services Planning Council. As a result, the Administrative Planning Council was formed. This group represents the planning areas of Business Services, Research, Public Relations and the administrative offices of the President, Vice President of Instruction, and Vice President of Student Services.

The planning groups continued to meet on a regular basis, generally twice per month, and they annually evaluate their processes. In spring 2011, the Annual Plan/Program Review forms were revised substantially based on feedback received from the programs at the Instruction Planning Council, at the February 4, 2011 meeting, and Student Services Planning Council, at the November 10, 2010 and November 30, 2011 meetings. These participatory governance groups were also used extensively in the revision of the Facility Master Plan.

2011-2012

The participatory governance structure continued to provide input to decision-making around staffing, budgeting, technology, and facilities during this year. And, based on reviews by the groups, processes underwent improvements during this year. In spring 2012, it was felt there needed to be a written manual describing participatory governance on campus. And, during this year, the College Planning Council met at the same time as the Budget Committee as it was felt there was too much redundancy in the meetings.

The combination meeting times of the College Planning Council and the Budgeting Committee worked very well and both groups endorsed the creation of a combined group. This recommendation for the development of a combined group went along with the need to tie the college's primary participatory governance group more closely with the accreditation process. As a result, a recommendation was made to create a 'work group' structure to address the standards. The administration was tasked with developing draft documents for review in the fall 2012 semester with these general recommendations. The new Planning and Budgeting Council now in place has seven workgroups which address the standards.

2012-2013

Based on the recommendations from the combined College Planning Council/Budget Committee in spring, a draft of the Participatory Governance: Collaboration on Planning, Program Review and Budgeting Manual was developed in the fall 2012 semester. Prior to the development of the Participatory Governance Manual, an Employee Voice survey was also conducted to measure various items, including questions about participatory governance. The results of the survey indicated the campus community was not as aware of the processes as would be expected, adding to the need to create and distribute the manual. A follow-up Employee Voice Survey of the governance process was conducted in spring 2013. The percentage of the campus committee who agreed that the role of employees in participatory governance was clearly defined rose significantly, from 53% in fall 2012 to 86% in spring 2013. The timeline for the review of the governance manual by the campus community is shown in Table 23 on page 57.

Table 23: Timeline for the Creation and Approval of the Participatory Governance Manual

Step	When	Step	Description of Activity
1	September 19, 2012	Establish Process for Review of the Document	College Planning Council discussed/adopted a proposed process for review of the draft participatory governance manual
2	September 30, 2012	Draft Document prepared	Processes for planning, program review and budgeting were documented as well as those for staffing requests and new program development. Key participatory governance groups were described and roles outlined
3	October 3, 2012	Draft Document presented to CPC for initial review	College Planning Council conducted an initial review. Action taken to send out to key governance groups.
4	October 4 to November 2, 2012	Draft Document Distributed	Each of the key governance groups—Associated Students of Cañada College, Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, Academic Senate Governing Council, Classified Senate, College Cabinet—reviewed the document and provided comments. Ten open forums held. All comments collected and provided to the College Planning Council.
5	November 7, 2012	Review of Comments	The draft manual revised based on the review of the comments received by the College Planning Council.
6	November 8 to November 30, 2012	Revised "Final" Draft Circulated	The final governance manual circulated to the campus community for final comments.
7	December 5, 2012	Final Draft Adoption	The College Planning Council adopted the final governance manual.

The following are the primary changes that have been incorporated in the Manual, and are different than those processes developed in 2008:

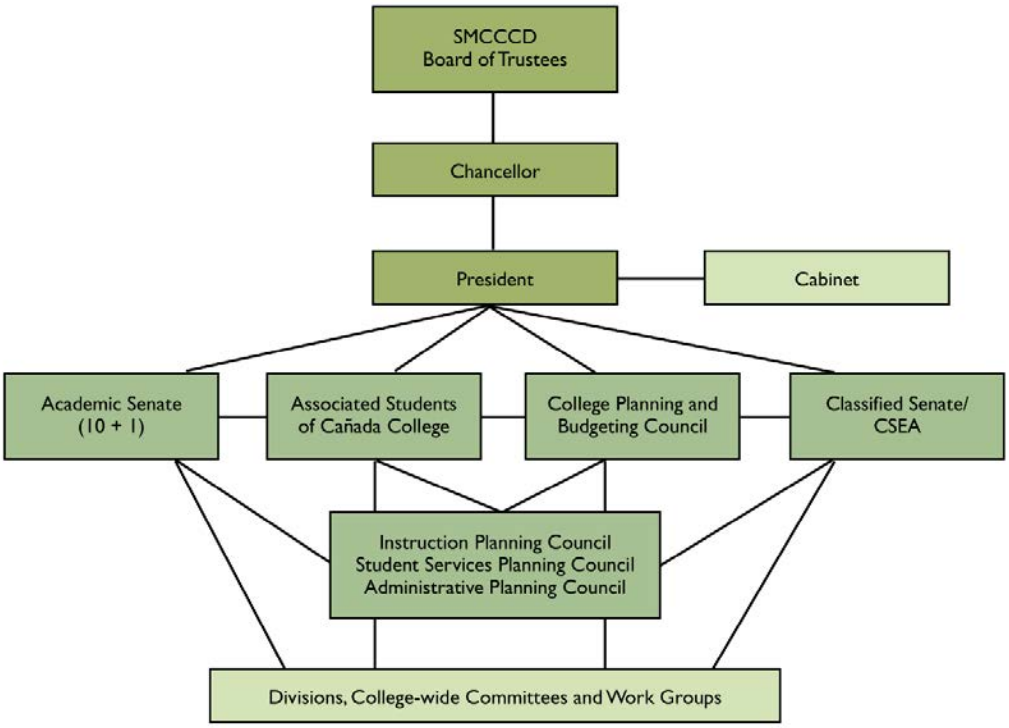
1. *Change in the Title: Participatory Governance vs. Shared Governance:* In reviewing both Education Code and several other college documents, the word 'Participatory' is used as opposed to 'Shared'. This word is more descriptive of the actual process—the campus community *participates* in the governance process.
   - Education Code 70901(b)(1)(E) states the following: "*Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right* ***to participate*** *effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."*
   - The Community College League of California, in its presentations, also identifies that 'participatory' is a much more accurate description than 'shared'.
2. *Folding the Budget Committee into the College Planning Council (2011-2012):* For the past year, the Budget Committee and College Planning Council met together. There were no negative comments about this arrangement. In the new College Planning and Budgeting Council organization, there are 'work groups' that have been established to provide input to self-evaluation process and are organized around the accreditation standards. The role of the former Budget Committee was largely folded into the III.D Finance Workgroup.
3. *New Organization Proposed for the College Planning and Budgeting Council:* At the College Planning Council meeting of September 5, 2012, the Accreditation Faculty Co-Chair made a presentation on a revised structure for the 'new Planning and Budgeting Council' to include work groups. Although not an action item at the

meeting, the Planning and Budgeting Council agreed by consent and requested this process be incorporated into the governance document. Figure 10 outlines the revised participatory governance structure.

Regular evaluations of the governance process take place annually. The key governance groups respond to questions regarding the effectiveness of the structure and make recommendations on any changes that might need to be made. The Planning and Budgeting Council then reviews the report and makes recommendations for changes. The 2012-2013 Evaluation of Governance Process indicated some minor changes to be made, which are currently being implemented by the Planning and Budgeting Council and the other participatory governance committees.

The College has met Recommendation 5 in full.

Figure 10: 2012-Present Planning Structure for Cañada College



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)

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. A District Performance Evaluation 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 which are included in Figure 11 on page 59.

The College has met Recommendation 6 in full.

Figure 11: Student Learning Outcomes Descriptors for Self-Evaluation, April 2013

As part of the faculty self-evaluation, address the following:
1. The class's relationship to the course outline of record.
2. The use of TracDat—Does the faculty member input information this way?
3. The relationship of the student learning outcome category to the course outline
4. The faculty member's assessment tool and the relationship of the tool to student learning outcomes
5. Does the faculty member utilize student input in assessing student learning outcomes?
6. Does the faculty member utilize ad hoc surveys of students to assess student learning outcomes?
7. Does the faculty member utilize program review to assess student success? How does program review help the faculty member?

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)

Employment of the President

On June 11, 2008, the Board of Trustees added Board Policy 2.03, College President to address employment of the College Presidents. This Board Policy is as follows: In July, 2008, the annual evaluation of the Presidents was conducted in accordance with this new policy and has continued since that time on a regular basis.

Board Policy 2.03 College President

1. The Board of Trustees and Chancellor shall employ a President at each of the three Colleges within the District.
2. The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations.
3. The College President shall establish administrative procedures necessary for the operation of the College.
4. The College President shall perform all duties specifically required or assigned to him/her by the statutes of the State of California, by the Chancellor and by the Board of Trustees of the San Mateo County Community College District.
5. The College President will be evaluated by the Chancellor and Board of Trustees annually based upon goals previously established and agreed upon by the Chancellor, Board of Trustees and the College President and in accordance with any other provision of the Contract for Employment for College President.
6. The compensation of the College President shall be in accordance with the pay schedule established for the College President and placement of the salary in the range shall be made by mutual consent between the Chancellor and the College President.

   (7/08)

Evaluation of the President

The College Presidents in the San Mateo County Community College District are evaluated with the same instrument used for all managers. The Board Policy related to this is Board Policy 5.16 as follows:

Board Policy 5.16 Managers: Evaluation

1. The purposes of management evaluations are to:
   a. Recognize excellence.
   b. Provide objective data for decisions on promotion, retention, non-retention or transfer.
   c. Identify areas of performance needing improvement.
   d. Identify areas for general management development training.

2. All employees in management positions shall be evaluated annually by their immediate supervisor.
3. Within a three-year period, each manager will undergo a comprehensive evaluation which may include self-assessment, evaluation by peers and others (including those supervised) and evaluation by the supervisor.
4. The annual evaluations shall be conducted according to adopted procedures which are maintained in the office of Human Resources.
5. A manager has the right to present a written response to the evaluation and to have it placed along with the evaluation in his/her personnel file.
6. A manager has the right to appeal his/her evaluation to the next level of management.
7. Decisions on retention, non-retention or transfer of managers are based upon needs of the District and are reserved to the Board of Trustees. These actions need not be based upon performance evaluations and shall not be affected by failure to adhere to specific procedural steps in the evaluation process or by the lack of one or more evaluations required by this section

The College has met Recommendation 7 in full.

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)

Regular Evaluation of Board Policies and Procedures

The District, in collaboration with the colleges, regularly reviews all Board policies and administrative procedures. On August 13, 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. In collaboration with the District Academic Senate, a decision was made to start with Chapter Six (Academic Programs) due to the fact that a number of changes in Title 5 have been made recently that require changes in the District policies. Chapter 7, Student Services, was next. It underwent a complete revision during the 2012-2013 academic year.

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.

Regular Evaluation of Delineation of Functions

The District and the three colleges regularly review 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. The review process will continue to take place on a regular basis.

The College has met Recommendation 8 in full.

List of Evidence for Response to 2007 Recommendations

CIETL - Center for Innovation and Excellence in Teaching and Learning
Distance Education Handbook
Educational Master Plan 2008-2012
Educational Master Plan 2012-2017
Educational Master Planning website
Employee Voice Survey Report 2013
Instruction Planning Council Meeting Minutes 02/04/2011
Integrated Planning Calendar
Participatory Governance Manual
SMCCCD Board Policy 2.03 College Presidents
SMCCCD Board Policy 2.06 Board Policy and Administrative Procedure
SMCCCD Board Policy 5.16 Managers: Evaluation
Student Services Planning Council Meeting Minutes 11/10/2010
Student Services Planning Council Meeting Minutes 11/30/2011

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Institutional Analysis

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The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is completed.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Cañada College has a strong commitment to its mission of serving a diverse student body. Located in southern San Mateo County, the College serves Redwood City, Menlo Park, East Palo Alto, San Carlos, Woodside, Atherton, La Honda, Pescadero, and Half Moon Bay—some of the most diverse communities in the region. These areas are both economically diverse—encompassing some of the highest- and lowest-income earners in the county—and ethnically diverse, with the College receiving designation as a Hispanic-Serving Institution. It is through dialogue with its community and listening to the community's needs and desires that Cañada College finds its mission, and defines itself.

Statement of Mission

As part of the San Mateo County Community College District, Cañada College's mission derives from, and is consistent with, the mission of the District. Cañada College's unique educational purpose, intended student population, and commitment to learning are outlined in its vision, mission, and values. Through an extensive inclusive planning process, which is described in detail in Standard I.A.3 on page 70, the campus community revised the vision, mission, and values, while updating the Educational Master Plan. The current mission statement was adopted by the College in January 2012.

Vision: *Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.*

Mission: *Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.*

Values:

- *Transforming Lives*
- *High Academic Standards*
- *Diverse and Inclusive Environment*
- *Student Success in Achieving Educational Goals*
- *Community, Education, and Industry Partnerships*
- *Communication and Collaboration*
- *Engaging Student Life*
- *Accountability*
- *Sustainability*
- *Transparency*

Defining its Purposes and Population

The mission and vision statements unmistakably express that the charge of the College is to provide educational opportunities for the diverse students of its community and to support them in attaining their goals. The College's student body is multi-cultural with Hispanic students as the largest single group at 45.4%; white, non-Hispanic students comprise 30.6%, Asians 7.3%, Filipinos 3.2%, African-Americans 3.8%, Pacific Islanders

1.9%, American Indian/Alaska Natives 0.3%, other, unknown and multi-ethnic 7.5%. This profile, taken from DataMart, approximates the demographics of the College's service area.

Like all of the California Community Colleges, Cañada is an open-enrollment institution, designed to welcome students of all ages and backgrounds to higher education. A large number of the College's 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 (City-data.com, 2012). In contrast, 40% of residents in Redwood City have a bachelor's degree or higher; the rate soars to near 69% in Menlo Park and 82% in Atherton (Quickfacts.census.gov, 2013).

Given the high ethnic, socioeconomic, and educational diversity of its service area, the College embraces a mission of providing a broad range of programs—transfer, basic skills development, career/technical training, and lifelong learning—that can prepare students for university, the modern workforce, and to be productive members of the global community.

Commitment to Student Learning

Through its mission statement, the College commits to achieving student learning by explicitly identifying expected student learning outcomes: the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community. It is from these clauses within the mission statement that the College derives its four institutional and general education learning outcomes. Degree and program learning outcomes are aligned with these institutional learning outcomes so that instruction and student services will contribute to the achievement of the institutional learning outcomes and ultimately the realization of the mission.

Self Evaluation

The College meets the standard. The campus community has created and is using a mission statement that reflects the needs of its diverse student population and demonstrates a commitment to student learning.

Actionable Improvement Plans

None

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Aligning with the Purpose of the College

Cañada College's 2012-2017 Educational Master Plan describes the College's commitment to offering learning programs and services to meet the needs of the population it serves. The College ensures that its general education curriculum, associate degree programs, occupational and vocational education certificate programs, foundational and basic skills instruction, lower division transfer education, and the counseling and student services programs all align with the purpose of the college. This is reviewed on an annual basis as part of the Annual Plan/Program Review process. Every instructional program and student service must identify how it is based on, and helps to fulfill, the Mission and Educational Master Plan, as well as the educational needs of current and prospective students.

Aligning with the Character of the College

Cañada College has a reputation for providing its students with outstanding personal support and development in order to retain them and encourage their success. It commits substantial resources to academic and student support programs such as: EOPS, Disability Resource Services, Student Success Learning Communities (e.g. College Success, English for the Workforce), Beating the Odds (a student mentorship program for first-generation students), Honors Transfer Program, Tutorial Services, Counseling, the Career Advancement Academy, and the College for Working Adults.

Among these programs are Math Jam and Word Jam, which are designed to help students improve their placement tests in math and English, respectively. These programs help students place out of lower remedial courses and into either higher-level remedial courses or transfer-level courses. These programs are detailed further in Standard II.B.3 on page 153.

As a Hispanic-Serving Institution, one key focus of the College is the encouragement of Hispanic students to enter into Science, Technology, Engineering, and Math careers. The College has

developed an extraordinary STEM Center, which serves a high percentage of Hispanic students, and supports all students pursuing an education in STEM majors.

The STEM Center at Cañada College provides support activities to include Math Jam, Physics Jam, MESA, STEM Tutoring, NSF Scholarships, and NASA Internships. These programs aim to increase student success by providing tutoring, academic excellence workshops, peer mentoring, scholarships and internships. Additionally, students are engaged in leadership development, scientific seminars, and field trips to industry and four-year universities.

Aligning with the Student Population

To establish learning programs and services, the College identifies student needs through systematic research and planning and by utilizing the data provided by the Office of Planning, Research, and Student Success. This office provides useful and user-friendly data and reports to administrators, faculty, and staff. Data and reports are used for short- and long-range planning, including:

- Accountability;
- Effective enrollment management;
- Evaluation of institutional effectiveness and institutional planning;
- Federal and State funding;
- Federal and state-mandated research;
- Institutional, school, and department level decision-making;
- Program and services review; and,
- Student learning outcomes and student success.

The Office of Planning, Research and Student Success provides the student demographic and achievement data that are found in the Student Equity Plan, the Student Performance and Equity Dashboard, and in program review data packets. The data in these reports include Service Area Demographics and Income Map, the Student Demographic Profile, and the District and College Enrollment by Geography; they create a detailed snapshot of the students served by the College.

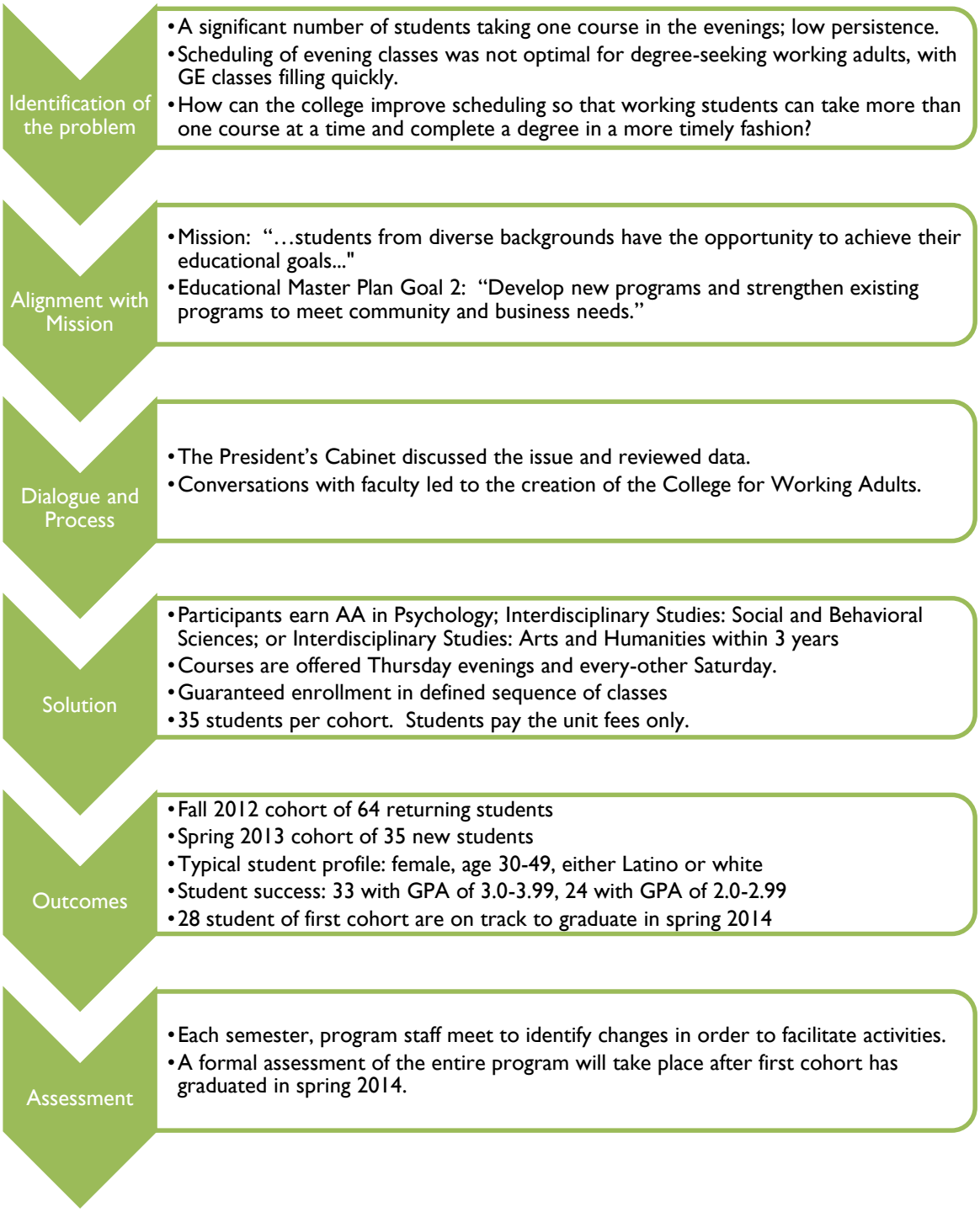
The Office of Planning, Research and Student Success also conducts the Noel-Levitz Student Satisfaction Survey and/or the Community College Survey of Student Engagement (CCSSE) every two years to help guide planning decisions. These surveys provide useful feedback to modify and create programs that best address student needs.

To assist the College in identifying the educational needs of its community, in 2012 the District initiated a county-wide Community Needs Assessment survey. In this assessment the District is surveying county residents, high school faculty and counselors, successful former students, and former students that did not complete their goals. Additionally, with the support of the Workforce Investment Board and local chambers of commerce, the District is engaging several workforce sectors to identify employer needs. Though this initiative is predicted to extend into 2014, results of some components are nearing completion in fall 2013 and will be used by the College as they are made available.

Guided by the mission statement, the Educational Master Plan, the program review process, and data provided by the Office of Planning, Research and Student Success, the College has created several new academic and student service programs and has renewed support for existing programs. New educational pathways were created to address two areas of our demographics in need of new approaches to successfully accomplish their academic goals. One pathway was initiated for those adults who work full-time and yet wish to earn an Associate's Degree or transfer to a 4-year institution. The College for Working Adults is outlined in Illustration I.A.1 on page 68. A second pathway was developed for non-native English learners to lead them to college-level English and the PASS Certificate; this is outlined Illustration II.A.2.e on page 122.

Illustration I.A.1: Learning Programs Aligned with College's Purpose and Student Population

Development of the College for Working Adults



A third pathway was created for those individuals who need a fast-track certificate in Allied Health to enable them to apply in entry-level positions in the medical field. The target population for the Career Advancement Academy is young adults, veterans and their family members who are interested in an Allied Heath career but cannot afford the numerous classes needed to receive an Associate in Sciences degree in those areas. Students earn a certificate that focuses on language, math, computer business technology, and medical terminology and office practices. After gaining work experience, these certificate holders will be better prepared to earn an Associate in Science degree in the Allied Health field of their choosing. The two-semester program is partially grant-funded through the 2013-2014 academic year; they are actively seeking continued funding through grants. This is of particular note, since almost half of the students who apply (48%) are unemployed, and another quarter of the students (24%) are underemployed. In a typical year, about 20-25 students graduate from the program; in May 2013 there were 25 graduates. The program demographics lean heavily toward the female population (85%) and students between the ages of 18 and 25 (57%). The majority of the student self-identify as being either Hispanic (34%) or White (28%). The comments from the medical community have been positive; all feedback received is used to improve and enhance the program.

Self Evaluation

The College meets the standard. Cañada College establishes a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population. In the 2013 Employee Voice survey, 96% of respondents agreed the college actively works toward fulfilling its vision and mission.

The Education Master Plan, mission, and strategic objectives were created from and driven by the educational needs of current and future students in the community. These needs drive the establishment and development of academic, vocational, and student learning support services and programs that are supported through institutional resources. Demographic differences in the varied student populations across the College's service area are also utilized to guide program and service planning.

The College uses the mission, through the vehicle of the Annual Plan/Program Review, to evaluate programs and courses to determine whether they best address the needs of students and the community at large. By conducting assessment of student learning outcomes, surveying of students and focus groups, and conducting research on student success, the College is able to determine which programs and initiatives are most successful and which require additional attention and/or resources for improved outcomes. In so doing, the College ensures institutional effectiveness and continuous improvement.

Actionable Improvement Plans

None

I.A.2 The mission statement is approved by the governing board and published.

Descriptive Summary

Approval of Mission Statement by the Board of Trustees

Cañada College revised its mission, vision, and values statements during the development of the 2012-2017 Educational Master Plan. The statements were approved by the College in January 2012 and then approved by the Board of Trustees on June 6, 2012.

Publishing the Mission Statement

To make the public aware of the mission, vision, and values of Cañada College, they are printed in the College Catalog and in the Class Schedule, as well as on the College's website on the Mission site. The entire Educational Master Plan is available to the public online.

Self Evaluation

The College meets the standard. Cañada College, as part of the San Mateo County Community College District, has a mission statement approved by the Board of Trustees. The mission statement is published and readily accessible to the campus community and the public in a variety of print and electronic media.

Actionable Improvement Plans

None

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its missions statement on a regular basis and revises it as necessary.

Descriptive Summary

Governance Processes Revise the Mission

Cañada College has developed a governance system and planning structure, illustrated in Figure 12 on page 71, that involves broad campus representation and excellent participation. In 2011, this system was used to develop the 2012-2017 Educational Master Plan and revise its mission statement, vision and values. The new plan was built on the previous 2008-2012 Educational Master Plan using a participatory, transparent planning process that is well established at Cañada College and is detailed in Table 24 on page 72. All participatory governance groups—Planning and Budgeting Council, Student Services Planning Council, Instruction Planning Council, Administrative Planning Council, Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College—as well as the instructional divisions were involved. To ensure broad participation, a 'Week of Listening' was conducted on campus March 7-15, 2011, to give students, staff, and faculty and opportunity to provide input on the Educational Master Plan, mission statement, vision, and goals. There were 10 listening forums conducted during March 2011. A total of 134 students, faculty, and staff participated and 16 pages of input were obtained for use in developing the Educational Master Plan and rewording of the College's mission statement. This year-long process culminated with extensive vetting of the plan by the College Planning Council (currently the Planning and Budgeting Council) on November 17, 2011, December 15, 2011 and gaining final approval on January 18, 2012. The mission statement and Educational Master Plan were approved by the Board of Trustees on June 6, 2012 and April 24, 2013, respectively.

Reviewing the Mission on a Regular Basis

The College regularly reviews and revises the College's mission statement per Board Policy 1.01. The mission is reviewed on a regular basis as part of the master planning process. It has been revised twice in the past five years—in 2008 and in 2011. According to page 6 of the Strategic Plan, the next cycle for reviewing the mission will be in 2016.

Self Evaluation

The College meets the standard. Cañada College utilized its governance structure when developing its 2012-2017 Educational Master Plan, mission statement, and strategic goals. Developing a clear mission statement aligned with Cañada College's purpose, character, and student population involved considerable ongoing and collaborative dialogue by faculty, staff, students and administrators.

The College used its governance and decision-making processes to review and revise its mission and Educational Master Plan twice since the 2007 ACCJC site visit. Based on these reviews and because of the collaboration across campus, the College has made adjustments to its mission.

Actionable Improvement Plans

None

Figure 12: Participatory Governance and Planning Structure for Cañada College

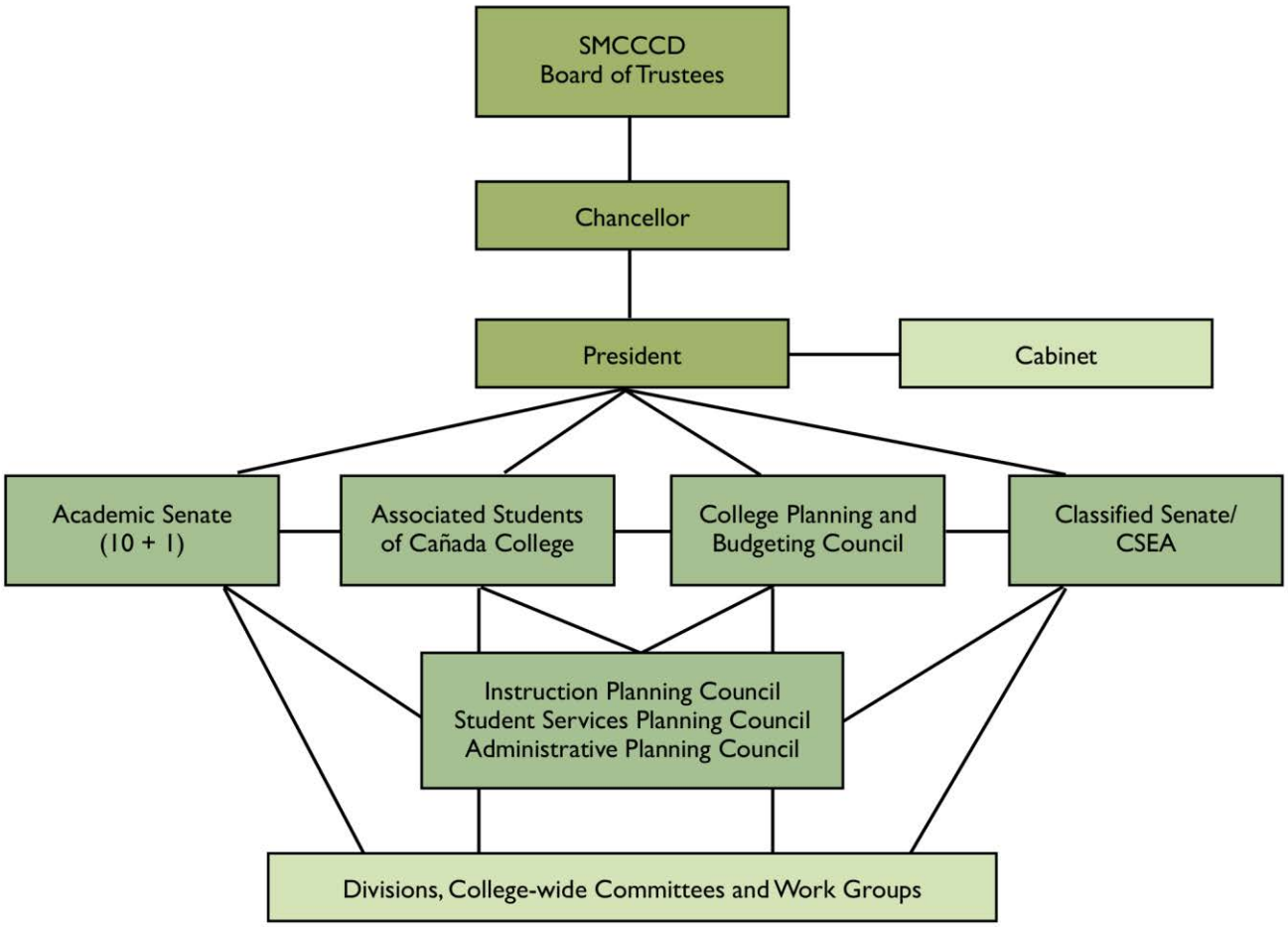


Table 24: Process for Revising the Mission Statement and Developing the 2012-2017 Educational Master Plan

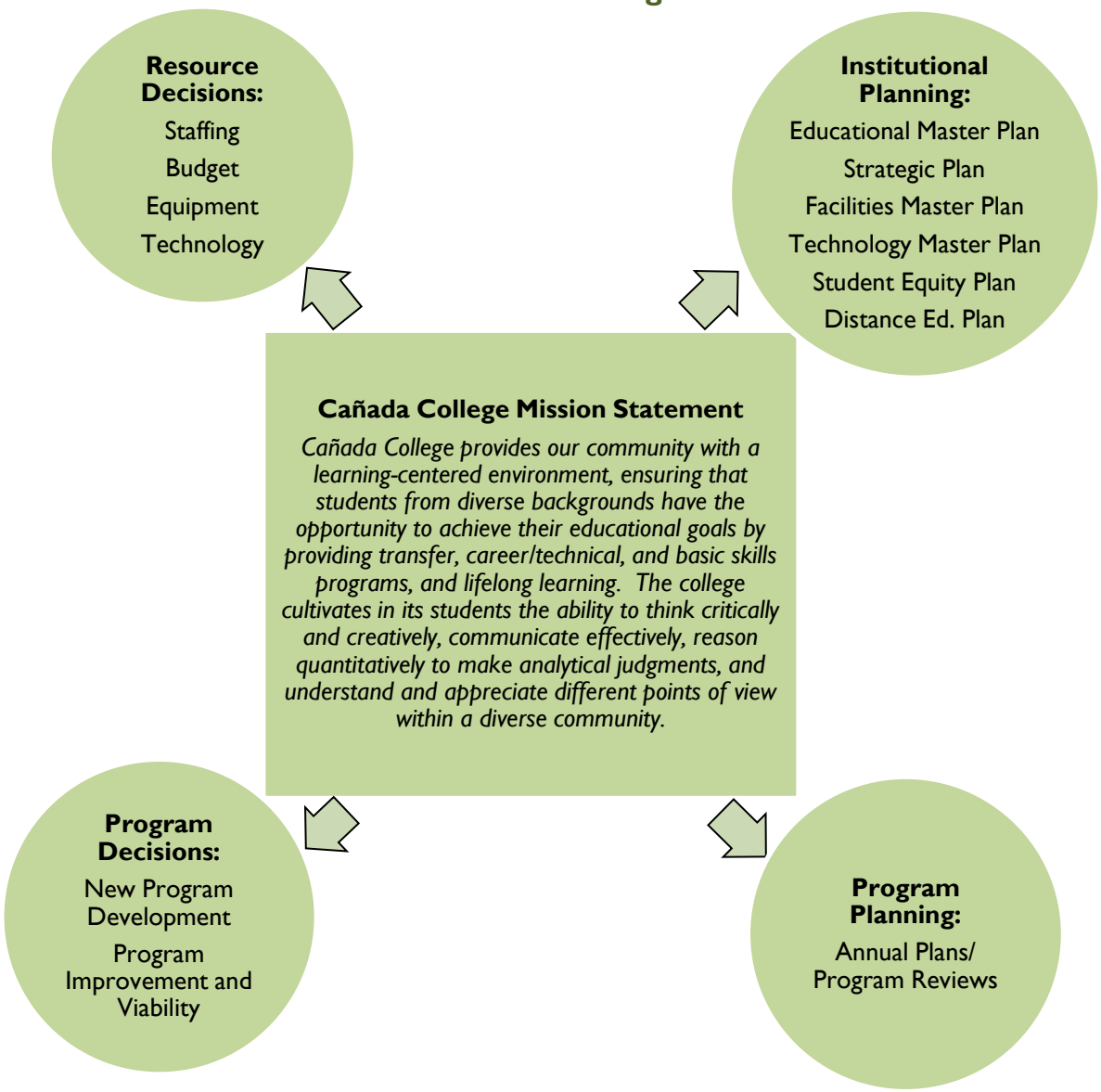
Step		Description
1	Process Establishment February 3, 2011	College Planning Council* reviewed and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee was a subcommittee of CPC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC. *College Planning Council was restructured as the Planning and Budgeting Council in 2013.
2	Background Information February 2011	Environmental scanning information and college information developed for review by campus community during the 'Week of Listening'.
3	Input from Campus Community March 7-15, 2011	A 'Week of Listening' for the campus community to provide input on the Educational Master Plan. There were 10 Listening Forums conducted during March 2011. A total of 134 students, faculty and staff participated, and the process yielded 16 pages of input for our use in developing the Educational Master Plan.
4	EMP Steering Committee meeting March 2011	The Educational Master Plan Steering Committee met to review all of the input and develop draft information for the mission, vision and strategic directions.
5	Draft Circulation of Mission Statement April/May 2011	The draft mission, vision and strategic directions developed by the Steering Committee were circulated throughout campus. Revisions were made by the SSPC, IPC and CPC, and used as the basis for the Educational Master Plan.
6	Work Groups Identified June 2011	Work groups identified for each of the four Strategic Directions: 1) Teaching and Learning, 2) Completion, 3) Community Connections, and 4) Global and Green.
7	Work Group Meetings July 11-14, 2011	The work groups met to identify the objectives, activities and timelines for each of the Strategic Directions. A total of 25 objectives were developed.
8	Draft EMP Development August 2011	A draft of the Educational Master Plan was developed for extensive review by the campus community.
9	Final Review Fall 2011	The final draft Educational Master Plan document was reviewed by the campus community and feedback was obtained from all campus constituencies. The CPC spent three separate meetings discussing this document.
10	Final Approval January 2012	The final document was approved by the College Planning Council.

I.A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

Cañada College's mission statement drives all institutional and program planning, and is the basis for decisions related to resource allocation as well as program development and discontinuation as shown in Illustration I.A.4-1 below. Institutional planning and effectiveness activities are led by the Planning and Budgeting Council, Instruction Planning Council, Student Services Planning Council, and Administrative Planning Council; planning is supported by the Office of Planning, Research, and Student Success. Through evaluation and assessment, each of these planning bodies use data, research, and information to manage institutional quality, maintain effectiveness, and encourage continuous improvement of academic programs, student and learning support services, and administrative services.

Illustration I.A.4-1: The Mission is Central to Institutional Planning and Decision-Making.



Mission is Central to Institutional Planning

The Educational Master Plan describes the mission, vision, and values of the College. The plan identifies four Strategic Directions/Goals that, together with the Mission, are intended to guide all other institutional plans and initiatives as seen in Illustration I.A.4-2 on page 76.

Strategic Plan: The 2012-2017 Strategic Plan details how the Educational Master Plan and other key campus plans are to be achieved. It provides annual direction and priorities for key activities at the College. It is developed using the mission, strategic directions and objectives from the Educational Master Plan and incorporates goals and objectives from other institutional plans described in the following paragraphs.

Facilities Master Plan: In 2011, the Facilities Master Plan was revised. The revision committee included representatives from faculty, staff, administrators, and students, as well as members of the District Office. The Facilities Master Plan itself was disseminated to all of the planning and participatory governance bodies, and comments were included to reflect the needs of the Cañada College campus community. The Facilities Master Plan examined the degree to which existing physical resources support the college's mission to provide instructional and student services and promote student learning. It identifies specific planning priorities and projects that can enhance the effectiveness of the college. From this document, numerous changes have been implemented, such as the renovation of the student center and cafeteria, now known as The Grove. This document continues to drive planning of future infrastructure and facilities for the campus community.

Technology Master Plan: The Technology Committee used the expertise of their highly representative membership to create a master plan that addresses the needs of the institution to further both student learning and faculty and staff needs. It is through this document that instructional technology will be updated and maintained, as well as other instructional needs. A district-wide survey was done in May 2012 regarding technology and the faculty and staff needs, the results of which informed the Technology Master Plan.

Student Equity Plan: According to the mission statement, the College provides academic and support services to ensure that each student has the opportunity to succeed no matter what their goals and background may be. The Student Equity Plan helps the College realize this mission. The plan examines equity in: access, course completion, persistence, degree and certificate completion, and success in English as a Second Language and Basic Skills. In each of these areas of interest the plan identifies goals, objectives and activities.

Basic Skills Plan: Consistent with the College's mission of meeting diverse educational needs, the Basic Skills Initiative and Plan aim to empower students with academic skills and counseling that will improve their ability to succeed in transfer-level coursework and complete a certificate or degree. It is currently undergoing review.

Distance Education Plan: The Distance Education Plan identifies how the College can meet the needs of its diverse student population through wise and appropriate use of instructional technology and distance learning opportunities. The plan identifies goals and objectives that aim to increase student access to and success in general, transfer, career, and basic skills education.

Mission is Central to Program Planning

As a learning-centered institution that strives for continual improvement via data-driven decision-making, Cañada College continually employs the Annual Plan/Program Review process throughout the entire institution. The college vision, mission, and goals are the foundations of the review process and are printed at the beginning of the review documents. Programs are expected to establish short- and long-term goals that are consistent with and driven by the mission. In doing so, the College ensures that the development of goals is clearly linked to institutional priorities. The Annual Plan/Program Review cycle continually assesses whether the educational and support

programs are effectively fulfilling their mission and promoting the achievement of student learning. The major objectives of program review are:

- Collect and analyze data on key progress and performance indicators, administrative unit and division plans, program activities and accomplishments;
- Ensure that data analysis from different departments is comparable, thereby maintaining impartial resource allocation and integrated institutional planning;
- Examine and document effectiveness of district and college programs and services;
- Facilitate program improvement through the analysis of student learning outcomes, administrative unit outcomes, program learning outcomes and institutional learning outcomes;
- Provide rationale for planning, budget, staff, facilities, curriculum and professional development decisions;
- Align current and future program goals with the college's mission and goals;
- Assist in compliance with Accreditation Standards, Federal and State law, and other legal certification requirements; and,
- Perform self-assessment annually, to continually improve the program review process itself.

Mission is Central to Resource Decisions

During the most recent revision of the Annual Plan/Program Review process, the College sought to make explicit the centrality of the mission statement to decisions related to resource allocation. As a result, all requests for staffing, facilities, technology, equipment, and professional development must demonstrate how the request is consistent with the college mission or with the program's mission and goals which are aligned to the college mission. For example, the Hiring Timeline for New Positions, which is found on page 21 of the Participatory Governance Manual, requires that each proposal indicates how it aligns with and supports the mission and strategic goals of the college. In this manner, the College ensures that the mission is central to all the initiatives in which it invests.

Mission is Central to Program Decisions

The New Program Development process is described on page 24 of the Participatory Governance Manual. All new programs and services must align with the College's mission and goals as outlined in the Educational Master Plan and be consistent with the Strategic Plan. Funding for new programs is articulated through the budget allocation process. Recommendations for funding are forwarded through the participatory governance bodies: Student Services Planning Council, Instruction Planning Council, and Administrative Planning Council; ultimately all recommendations are forwarded to the Planning and Budgeting Council, who send their recommendations to the President. An example of a new program that was deemed to be consistent with and supportive of the mission was described in Illustration I.A.1 on page 68.

Similarly, the Program Improvement and Viability process, described on page 25 of the Participatory Governance Manual, requires that the program being reviewed for discontinuance critically examine whether it continues to be aligned with mission and is meeting the needs of students.

Self Evaluation

The College meets the standard. College faculty, staff, and administrators are committed to providing quality programs to a diverse and growing student population. Together they use the College's mission statement to guide planning. The Educational Master Plan and Strategic Plan identify how the mission of the college is to be achieved over a five year period. All other institutional plans relate back to the Educational Master Plan. The Strategic Plan details year-by-year how the many plans work together to achieve the College's mission. The Annual Plan/Program Review cycle identifies how programs and services relate to the mission and how effectively they are achieving their intended purposes. Program review provides strategic input into institutional planning and decisions to maintain, renovate, or create new instructional programs and student services. It also provides guidance for allocating resources consistent with the mission of the College.

Actionable Improvement Plans

None

Illustration I.A.4-2: The Mission is Central to Institutional Planning. Alignment of Institutional Plans to the Mission

Excerpt from Mission Statement: ***Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning.***

The following examples are from various college plans, and illustrate how the Mission is central to the planning process:

Educational Master Plan	1.2. Assess and implement flexible scheduling
	2.1. Promote higher education pathways for middle school and high school students
	2.4. Identify clear pathways for basic skills, career technical education, general education, and majors
	4.2. Expand Center for International and University Studies
	2.6. Establish intentional counseling process to increase completion
Distance Education Plan	4. Increase student awareness, retention and success
Student Equity Plan	1.1 Conduct outreach activities to encourage enrollment of Hispanic and black students
	3.1. Improve course success and completion for black and Hispanic students
Technology Plan	6. Assure adaptive and assistive technology is available
Basic Skills Plan	Identify improved pathways such as acceleration and Jams
Facilities Master Plan	Increase college ability to support key transfer programs in kinesiology/dance
	Renovate facilities to support performing and creative arts

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Descriptive Summary

Producing and Assessing Student Learning

In its mission, vision, and values statements, Cañada College makes clear its commitment to achieving student learning. The College has earned a reputation for having instructors and staff that care deeply for their students, work to meet their individual needs, and routinely take extra measures to help students succeed. The following express common sentiments among Cañada's students, who graduated in June 2013, and were taken from the 2013 Institutional Learning Outcomes Survey:

> *Cañada College gave me a second opportunity. High School* [sic] *was a bust for me and coming to Cañada enabled me to continue my education. It provided me with tools I'm going to use for the rest of my life. In addition, I enjoyed coming to Cañada because there are teachers who really care about the students' success. I couldn't done it* [sic] *without the help of great teachers I came across with.*
>
> *The Cañada College Administration and Disability Resource Center have been extremely supportive and helpful, with their assistance I have been able to achieve my goals. Even though I commute by public transportation two and a half hours each way, it is worth the time to experience the quality of education I have received at Cañada. I am very thankful and now look forward to transferring to a four year university.*

Faculty of the College have high academic expectations and believe that their students can rise to meet these expectations when given the necessary support. Faculty use a variety of formative and summative assessment methods to determine whether students are achieving the desired learning outcomes. Faculty rely on the results of these assessments, together with their discipline expertise and their judgments as professional educators when assigning course grades. Faculty take this responsibility in earnest, fully recognizing the need to uphold academic standards that can be relied upon by other institutions of higher education and that have practical meaning to employers. Faculty regularly review their own course records of student achievement along with performance data provided by the Office of Planning, Research and Student Success. Periodic peer review of faculty teaching assists instructors in identifying opportunities for improvement. Accordingly, faculty make changes to their pedagogy, strive to apply best practices, and seek to utilize innovative teaching and learning strategies that will improve their effectiveness in producing student learning.

Since 2007, Cañada College has focused on implementing a more systematic and formal approach to documenting and assessing student learning as a way to augment the pre-existing assessment and improvement methods described above. The Student Learning Outcomes and Assessment Cycle applies not only to academic courses, but to all student support services, administrative services, degree and certificate programs, and to the institution as a whole. Over the past six years the Office of Planning, Research and Student Success has worked with the faculty leaders and the Academic Senate Governing Council to facilitate the development and assessment of student learning outcomes at the course, program and institutional levels and to design mechanisms for integrating the results of these assessments into its planning and decision-making processes.

Course-Level Student Learning Outcomes

Faculty are responsible for defining course level student learning outcomes, appropriate assessment methods, and standards of successful achievement. These student learning outcomes are included in the official Course Outline of Record, apply to all sections of a course, and appear on course syllabi. Faculty evaluate course student learning outcomes every semester, report them on an annual basis by including them in the Annual Plan/Program Review document, and make necessary changes to improve their own effectiveness as instructors.

Program-Level Student Learning Outcomes

Faculty have defined program level student learning outcomes for every degree and certificate program offered at the College. These program learning outcomes are published in the College Catalog and on the program pages of the college website so as to inform students, prospective employers and members of the public at large.

In a similar manner, program learning outcomes have been implemented throughout student services and administrative services.

Over the past two years the College has devoted the majority of Flex Day professional development to dialogue and training related to identifying program learning outcomes and developing appropriate assessment methods. Assessment of academic degree/certificate program learning outcomes has been initiated more recently as faculty have been engaged in robust dialogue concerning effective program assessment methods. Programs have considered options including exit examinations, performances, interviews, surveys, physical portfolios, and ePortfolios. In the interim, faculty continue to rely upon program-level student achievement metrics to assess program effectiveness during the Annual Plan/Program Review. In this process, programs report assessment results, reflect on their meaning, and set goals for improvement. In spring 2013 many programs began implementing new or transitional assessment methods to directly address program learning outcomes.

Institutional-Level Student Learning Outcomes

The College used its Mission Statement to identify its institutional-level student learning outcomes. It defined four learning outcomes:

- *Critical and Creative Thinking:* Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
- *Communication Skills:* Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
- *Understanding Society and Culture:* Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.
- *Scientific and Quantitative Reasoning:* Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

These institutional learning outcomes are published in the College Catalog and on the college website. Initially, in 2007 the institutional learning outcomes were adopted as general education learning outcomes. Then, as part of the Educational Master Planning process, the Curriculum Committee and Academic Senate Governing Council adopted the general education learning outcomes as institutional learning outcomes in November 2011 and March 2012 respectively. Assessment of the institutional learning outcomes is proceeding along the schedule that is outlined in Table 25.

Table 25: Schedule of Institutional Learning Outcomes Implementation

Task	Sem/Yr
Interim ILO Assessment via CCSSE survey	Spring 2012
Alignment of SLOs and PLOs to ILOs	Fall 2012
ILO Survey of Graduates, and ePortfolio Pilot Project to assess ILOs	Spring 2013
Review and discussion of ILO assessment results from Spring	Fall 2013
College-wide implementation of ePortfolios	Spring 2014

Allocating Resources to Support Student Learning and Improve Effectiveness

The College invests significant resources in the support of student learning outcome assessment implementation. Since 2005, the College has provided release time to the Student Learning Outcome Assessment Coordinator. This individual has collaborated with counterparts at College of San Mateo and Skyline College, received training, provided training, guided the dialogue, equipped, and encouraged and cajoled faculty and staff for the work of outcomes assessment.

The College also allocates ongoing resources for an Instructional Designer and the Center for Innovation and Excellence in Teaching and Learning (CIETL) whose primary mission is to equip faculty and staff to be more effective at producing student learning. The Student Learning Outcome Assessment Coordinator and CIETL have offered more than two-dozen training opportunities over the past six years related to student learning outcomes and assessments, many of which occurred on Flex Days. The District has invested in TracDat, an integrated planning and assessment management system, for the recording of course-level and program-level outcomes and their assessment results.

On-going, Systematic Evaluation and Planning

Every aspect of goal setting and subsequent planning is done through the participatory governance processes. These processes were most recently reviewed and revised during the fall 2012 development of the Participatory Governance Manual. The decision-making and planning processes are designed to provide:

- A collegial process that sets values, goals, and priorities;
- Evaluation and planning that rely on high quality research and analysis of external and internal conditions; and,
- Educational planning that is integrated with resource planning and distribution to achieve student learning outcomes.

To ensure that the evaluation and planning processes are executed in a timely and efficient manner, the College has established an Integrated Planning Calendar that includes all budgeting, staffing, equipment, planning and evaluation processes. The Planning and Budgeting Council and the College President share primary responsibility for overseeing these activities.

Student learning and success drives all activities of the College. As seen in Illustration I.B on page 80, the assessment of course-level and program-level outcomes drive program planning and review. Programs establish goals and request resources based upon the assessment of student learning outcomes, analysis of program performance metrics, current internal and external conditions, including the needs of students and employers as indicated by occupational advisory committees.

The decision to allocate resources (human, physical, or other) to support program goals are made through participatory processes. These decisions require a determination of whether the program goals are consistent with institutional plans, such as but not limited to, the Educational Master Plan, Technology Plan, and Student Equity Plan. These plans are informed by institutional learning outcome assessment. As the College assesses its effectiveness, it adjusts its strategies and shifts resources accordingly to better fulfill its mission.

The College regularly reviews the Annual Plan/Program Review, its Participatory Governance Structure, and the Integrated Planning and Decision-Making Processes. There are several elements that guide the college in its review:

- *Student Survey:* Students are regularly surveyed to assess their satisfaction with the College's services. Typically either the Noel-Levitz or CCSSE are used.
- *Employee Survey:* Periodically, the faculty and staff are asked to complete an Employee Voice survey to assess the college environment, services, and governance processes.
- *Review of institutional learning outcomes assessment by Primary Participatory Governance Groups:* The primary participatory governance groups (Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College) discuss the efficiency and functionality of the process. Additionally, they review the Employee Voice Survey results and the recommendations for improvement based on the data.

- *Review by the Planning and Budgeting Council:* The Planning and Budgeting Council receives evaluation reports from the primary governance groups of the effectiveness of governance structure and processes. A timeline for this evaluation is detailed in Table 26 on page 81.

Self Evaluation

The College meets the standard. Cañada College demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. Results from the 2012 CCSSE and the 2013 institutional learning outcomes assessment show that students perceive that the College is very effective in helping them achieve the four institutional learning outcomes. The campus community will be reviewing these results, along with those from the 2013 ePortfolio institutional learning outcomes assessment pilot project, the 2013 Employee Voice survey, and the 2013 CCSSE survey results that are released in fall 2013, throughout the fall semester. Opportunities for improvement will be identified and proposed strategies will proceed through the participatory governance structures to the Planning and Budgeting Council and the President for decision.

The College organizes its key processes and allocates its resources to effectively support student learning. It uses ongoing and systematic evaluation and planning to refine its key processes and improve institutional effectiveness.

Actionable Improvement Plans

None

Illustration I.B: Integrated Planning and Assessment at Cañada College

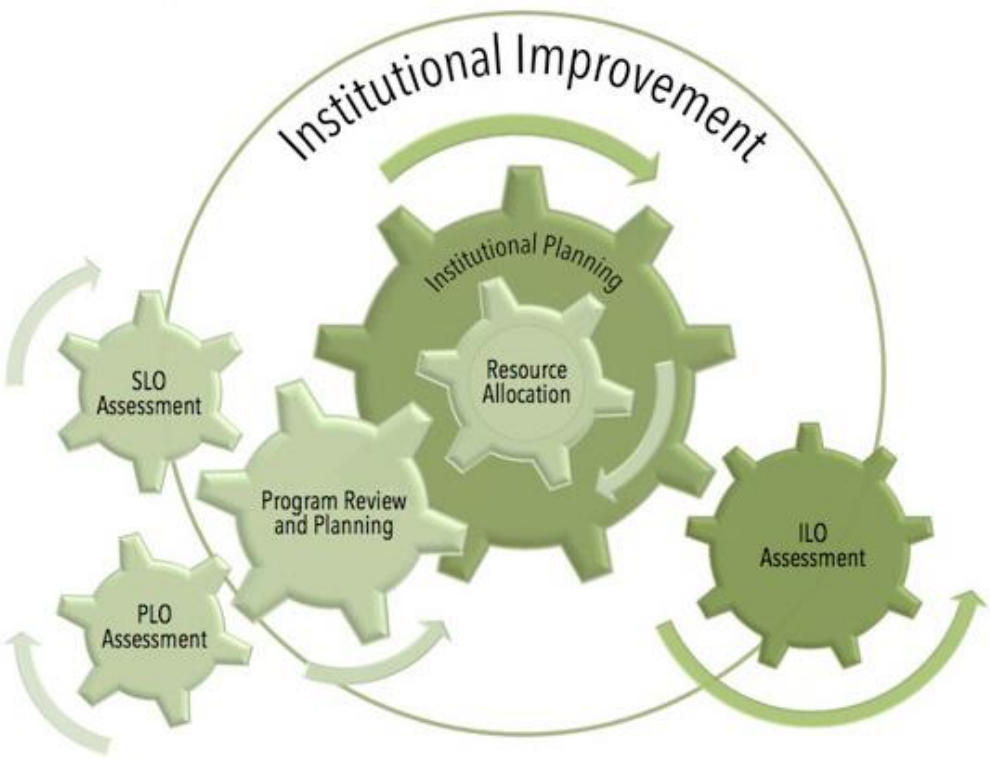


Table 26: Timeline for the Evaluation of Governance and Decision Making

Annual Timeline	Group	Activity
March	Planning and Budgeting Council	Review evaluation questions for key governance groups, which may include: • Are we achieving the desired levels of awareness and participation from faculty, staff and students? • Is the governance group advancing the appropriate agenda? • How is the coordination among the governance groups working? • How well did the annual planning process work this year? • How well did the new hire priority setting process work? • Are there any structural issues which should be addressed? • Are agendas and minutes communicated to the entire campus? • How effective is the group? • What could be changed for the upcoming year?
April	IPC/ APC/ SSPC/ PBC/ASCC	Respond to the evaluation questions on governance and prepare information to be shared with the Planning and Budgeting Council.
May	Planning and Budgeting Council	Report from the governance groups is reviewed and discussed. Changes are made as needed.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Dialogue about Student Learning

Improvement of student learning is central to the vision, mission and values of Cañada College. Dialogue at the College about this subject has been extensively shaped by the four major elements of AACU's LEAP Initiative: essential learning outcomes, high impact educational practices, authentic assessments, and inclusive excellence. The College has structured formal discussions around these topics on Flex Days and, in an ongoing fashion, through its Center for Innovation and Excellence in Teaching and Learning (CIETL). The College established CIETL so as to institutionalize and organize professional development activities focused on the improvement of teaching and student learning. CIETL organizes Flex Days, holds workshops, brings in guest speakers, and advertises relevant off-site/online professional development workshops and training. CIETL also facilitates the creation of Focused Inquiry Networks, Learning Communities, Tech Talks, Book Groups, and Conversations with Colleagues. Examples of the types of dialogue that occur through CIETL include: the importance of student attitudes in assessment; academic standards, cheating, and plagiarism; the role of disciplines in the Green Economy; autism in the college classroom; and, language and literacy for basic skills students.

Through CIETL's support, English as a Second Language, Math and Student Services personnel investigated factors that affect the success of English-language learners in mathematics courses and the role of language development in math. In another related case, the English as a Second Language department collaborated with discipline faculty to develop a pathway for non-native speakers that integrates English as a Second Language with Math and Computer Business Office Technology. The project is further described in Illustration II.A.2.e on page 122. These examples illustrate the impact of faculty using research, data and dialogue to better understand and improve student learning.

Student learning outcomes and authentic assessments, two elements of the LEAP vision, have been of particular focus of CIETL and the College as a whole. In recent years, the majority of Flex Day workshops have been devoted to the discussion and implementation of student learning outcomes and effective assessment. Faculty have engaged in robust discussion and training on the use of ePortfolios and signature assignments in the

measurement of program learning outcomes and institutional learning outcomes. As a result, several academic programs either have or are planning to implement an ePortfolio requirement to assess program learning outcomes, and the College implemented a pilot ePortfolio project to assess institutional learning outcomes for spring 2013. The Instructional Planning Council, Student Services Planning Council, Planning and Budgeting Council and the campus community will engage in discussion of institutional learning outcomes assessment results during the August 2013 Flex Day and throughout the fall semester.

Dialogue concerning student learning outcomes also occurs in the Cañada College Academic Senate and Curriculum Committee. Through dialogue and self-reflection the Curriculum Committee identified the college's four general education/institutional level learning outcomes which were approved by the Academic Senate. In May 2012, the Senate also passed a set of resolutions regarding the priority of student learning outcomes and the entire learning outcome process as a means of improving the quality of education at the Cañada College campus. Dialogue regarding these resolutions occurred throughout the College and District. The resolutions were passed by a college-wide vote by faculty.

The College's focus on achievement of student learning is also apparent in each of its major institutional plans. The Educational Master Plan, Strategic Plan, Student Equity Plan, Distance Education Plan, and Basic Skills Plan clearly articulate the primary and central role of achieving student learning. Even the Technology Master Plan and Facilities Master Plan remind the College of its mission and centrality of student learning. The guiding principles of the Facilities Master Plan include maintaining a student focus and providing quality education, using emerging technologies to enhance learning environments, maximizing opportunities for student success, and creating a secure environment that gives students "the confidence to embrace their educational pursuits without distraction" (page 16 of the District Facilities Master Plan). The dialogue that occurs through the development and ongoing implementation of these plans ensures that the student and his/her learning remains the central purpose of all plan activities.

Dialogue about Data

The Office of Planning, Research and Student Success often initiates dialogue based on data culled from our demographics. With the introduction of the Student Performance and Equity Dashboard, the level of dialogue focused upon student achievement data has been significantly increased. Extensive dialogue occurred around the creation and review of the College Dashboard and Institutional Benchmarks. The process of their development is further detailed in Illustration I.B.1 on page 84. The benchmarks can be found in Table 47 of Appendix A, on page 346.

Data from the Dashboard, which has been reproduced as Appendix A of this document, along with demographics and measures of student and institutional performance, are incorporated into data packets integral to the Annual Plan/Program Review process. The inclusion of student learning and achievement data is crucial so as to accurately evaluate the efficacy of the work being done by instructional and student services on the Cañada College campus. Each program and division, as well as the College as a whole, analyzes, makes decisions, and sets goals for how to best serve our student population. Dialogue about program review and effectiveness occurs at the Instructional Planning Council, the Student Services Planning Council, the Administrative Planning Council, the Academic Senate Governing Council, and the Curriculum Committee. The Planning and Budgeting Council uses the results of the Annual Plan/Program Review as the basis for informing its decision-making, resource allocation, and planning processes.

Dialogue about Institutional Processes

Cañada College has a participatory governance system that encourages ongoing and self-reflective dialogue regarding institutional processes. One example of how this dialogue has resulted in the improvement of instructional processes can be seen in the revision of program review. After extensive reflection and discussion, in April 2011 the Academic Senate finalized changes to the Annual Plan/Program Review. The improvements included: changing from a biannual process to an annual report; inclusion of alignment of program mission and vision with that of the college; identification of program learning outcomes and a discussion of their assessment results; and, addition of research data requests. Revisions to the Comprehensive Program Review process

were adopted in August 2012. Similarly, Student Services have also revised how they perform program review, such that the focus shifted from a composition of 12 individual offices, to eight cohesive, student-focused programs; these programs include:

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.

This change has allowed groups of student services staff to work together on common themes, events, student learning outcomes and program objectives, and facilitated collaboration among service areas.

Through self-evaluation and dialogue concerning the effectiveness of the College's shared governance structures the campus community recognized that the College needed a transparent and standard manual that clearly described all of our decision-making processes, the roles of the participatory governance bodies, and establishment of an Integrated Planning Calendar. As a result, the Participatory Governance Manual was created and adopted on December 5, 2012. More extensive description of how the College engages in ongoing evaluation of governance processes and structures is found in Illustration IV.A.3.-2 on page 302 and in Standard IV.A.5 on page 307.

Self Evaluation

The College meets the standard. It is through these numerous and diverse processes that the campus community is able to evaluate the institutional effectiveness and dialogue about continuous improvement. Since 2008, more than two dozen workshops have been presented related to student learning outcomes and assessment. For many of these, the College has provided stipends for adjunct faculty who participate. The College is committed to seeing all of its members engaged in the dialogue about assessing student learning. Additionally, all participatory governance bodies discuss learning outcomes at various levels, incorporate data in order to drive decisions, and evaluate how processes are functioning. This structure provides for planning to go from the program level to the division level to the college level, and ultimately to the President.

In the 2013 Employee Voice survey, 96% of the respondents agreed that Cañada College has made student and program learning outcomes and assessment a focus for the college; 83% reported that the college has provided sufficient training in student and program learning outcomes and assessments; 86% use assessment results to inform subsequent plans; and 87% can see how assessment can inform decisions about curriculum, resource allocation, etc.

Actionable Improvement Plans

None

Illustration I.B.1: Maintaining On-going Collegial, Self-reflective Dialogue through the Discussion of Student Equity Data and Setting Benchmarks

Step 1: Creation of the Student Performance and Equity Dashboard	• The Dashboard is one lens through which the college monitors its progress toward its mission to "ensure that students from diverse backgrounds have the opportunity to achieve their educational goals." • This Dashboard is used to anchor on-going college-wide dialogue about program performance, student learning, minority inclusion and program completion. • These conversations are used to inform the setting of college priorities and identify opportunities to improve student academic achievement.

Step 2: Planning and Budgeting Council meeting of December 5, 2012, entirely devoted to discussions of Student Performance and Equity Dashboard	• The tables reviewed and discussed included:
	  • Course Retention and Student Persistence
	  • First Year Success Rates
	  • Success Rates in GE, CTE, Pre-Transfer, and ESL Courses
	  • Six Year Degree and Certificate Completion Rates
	  • Median Time to Degree
	  • Average Number of Units Earned
	  • Basic Skills Placement
	• Comments documented for inclusion in the Student Equity Plan

Step 3: Planning and Budgeting Council identifies metrics	• Metrics of student achievement are identified by the Council and were discussed by entire campus community at the March 2013 Flex Day
Step 4: Campus community input	• Exercise by entire campus community on March 8, 2013, to set benchmarks • Draft benchmarks and goals are circulated for feedback.
Step 5: Planning and Budgeting Council adopts Benchmarks, Goals and Student Equity Plan	• Benchmarks and goals were approved by the Planning and Budgeting Council on March 20, 2013. • The Student Equity Plan was approved by the Planning and Budgeting Council on May 15, 2013.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Setting Measurable Goals Consistent with Mission

Cañada College has a well-developed planning structure that sets goals to enable the College to fulfill its mission and vision in a manner that is consistent with its values. The College establishes these goals within the strategic planning framework of the San Mateo County Community College District. The College's planning efforts are coordinated with those of the District. Members of the College participate in the District's Strategic Planning Committee, Distance Education Advisory Committee, and other District committees providing input to planning matters.

The 2008-2013 District Strategic Plan identified five broad goals that provide clear direction yet sufficient latitude for the individual colleges to develop their own more specific strategic goals within their Educational Master Plans. The District Strategic Plan's areas of strategic focus are:

1. Demography
2. Education
3. Employment, Housing and Income
4. Fiscal, Human, Physical and Technology
5. Policy, Public Opinions and Community Needs

Cañada College revised its Educational Master Plan through an inclusive process of collegial dialogue that is detailed in Table 24 on page 72. The 2012-2017 Educational Master Plan built upon the achievements of the previous 2008-2012 Educational Master Plan. The Office of Planning, Research and Student Success conducted an extensive review of internal college data, external community information, and emerging trends in education. Through this review, several key areas were identified where institutional effectiveness could be improved:

- Need to increase completion rates—transfer and degree;
- Need to improve the disproportionate persistence and success rates among various student demographics—especially basic skills students;
- Need to connect more closely with our local community; and,
- Need to become better global citizens and stewards of our environment.

From these, the college community identified four strategic directions/goals that are entirely consistent with the College's mission:

- *Teaching and Learning*: Equip students with the knowledge and transferable skills so that they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems
- *Completion:* Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.
- *Community Connections*: Build and strengthen collaborative relationships and partnerships to support the needs for our community
- *Global and Sustainable*: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

From these strategic directions/goals, focus groups identified 25 measureable objectives with 67 strategic activities to implement over the subsequent five-year duration of the master plan.

Interconnected Plans

The Educational Master Plan is used extensively to guide the college and to create a cohesive sense of what the institution would like to become. It also serves as the central reference to which all other college plans interconnect. The interconnected plans—Student Equity Plan, Facilities Master Plan, Distance Education Plan, Technology Master Plan, Basic Skills Plan, Sustainability Plan, and Annual Plans/Program Reviews—reference the college Mission and the goals and objectives identified in the Educational Master Plan. For example, the

Facilities Master Plan references the College's mission statement, the Educational Master Plan, enrollment trends, business and workforce needs, and community demographics, and, as a result, proposes a new building to consolidate the needed workforce development space with health science classrooms and laboratories. As a further example, through Annual Plan/Program Review, every instructional and student service program references the Educational Master Plan as they evaluate their own mission, identify goals, and justify requests for staffing, facilities, and technology.

Alignment and Implementation of Goals

The College and the District strive to maintain alignment of institutional goals so that planning initiatives by the College are consistent with the goals and directions of the District. For example, District Strategic Goal 3.2b is to "Increase financial aid awareness through the student outreach and enrollment processes." Cañada College aligns this to its Educational Master Plan goal 2 in which the College "[commits] to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals. The College aims to achieve this goal through its Strategic Objective 2.5 to "[increase] entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign."

Additional examples of such alignment between district and college goals can be seen in Illustration I.B.2-1 on page 87.

Alignment occurs not only between the Educational Master Plan and the District Strategic Plan, but also with the goals of the College's other principal plans, such as the Student Equity Plan and Distance Education Plan. The goals and objectives of the various interconnected plans relate to the Educational Master Plan through the Strategic Plan as detailed in Illustration I.A.4-2 on page 76. Since resources are limited and there are numerous important goals within the many plans, there is a clear need to prioritize and focus on key initiatives. Through dialogue, the College establishes year-by-year initiatives that converge on the overall focus, which is to improve completion. All programs are asked to construct their annual plans based on the current year's initiative. The annual initiatives that are described by the Strategic Plan are as follows:

- 2012-2013:
  - Student Learning
  - Sustainability
  - Completion
- 2013-2014:
  - Pathways
  - Community
  - Completion
- 2014-2015:
  - Student Engagement
  - Mentorships/Internships
  - Completion

Illustration 1.B.2-1: Alignment of District Strategic Plan with Cañada College Educational Master Plan

Actions Based on Goals

District Goal 2.3e
- Based on student needs, investigate the feasibility of alternate academic calendar, block scheduling, weekend programs, and short courses.

Cañada EMP Goal 1
- Equip students with the knowledge and transferable skills so they can become productive citizens in our global community;
- Provide clear pathways for students to achieve educational goals;
- Invest in opportunities to promote engagement;
- Conduct provocative professional development; and create innovative and flexibile learning systems.

Cañada Strategic Objective 1.2
- Assess, evaluate, and implement flexible course scheduling options and pathways to accommodate students' needs.

Cañada Action
- Implement College for Working Adults with flexible scheduling.

District Goal 2.4b
- Identify ways to further encourage and facilitate degree attainment.

Cañada EMP Goal 2
- Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

Cañada Strategic Objective 2.9
- Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.

Cañada Action
- Implement DegreeWorks so that student educational plans and degree audits are fully online for students.

Working Collaboratively Towards Achievement

The Educational Master Plan provides the framework for how decisions are made on campus. The Plan objectives are implemented through the Strategic Plan and through activities in the annual planning and budgeting process, and it serves as the basis for both resource allocation and resource reductions. When faced with major budget cuts in the past, the Educational Master Plan served to guide the College in determining the decisions and directions to be made.

Many of the Educational Master Plan objectives require collaboration across areas, and the campus has worked collegially to implement them. An example of this type of collaboration that has taken place to implement Objective 4.1: "Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus."

The College has created a strong group with broad representation, the Dreamer's Task Force, to address the new California Dream Act provisions, as well as the Social Justice element of Objective 4.1. The formation of the Dreamer's Task Force illustrates how the campus community understands the institutional objectives and works collaboratively towards achieving them. The steps involved in the creation of the Dreamer's Task Force are shown in Illustration I.B.2-2 on page 89.

Determining Progress

The Strategic Plan delineates a year-by-year set of priority objectives and activities to be implemented. On page 9 of the plan, an annual review cycle for assessing progress is detailed. Each institutional plan is assigned to a particular month for review. At this time the committee responsible for authoring and implementing the plan assesses its progress and reports to the Planning and Budgeting Council. Some plans are also reviewed by the Academic Senate or by District committees. The annual review process for each plan is facilitated by the appropriate workgroup(s) of the Planning and Budgeting Council. For example, the Sustainability Committee works with the Academic Senate and the Infrastructure workgroup of the Planning and Budgeting Council to complete the annual review of the Sustainability Plan. In their review, the workgroups consult as appropriate with the Instruction, Student Services, and Administrative Planning Councils. The purpose of these reporting relationships is to ensure that the activities generated by the plans are coordinated so as to eliminate redundancies and to maximize any possible synergies. The reports also ensure that the results of the College's planning activities are widely discussed and the campus community is given the opportunity to participate and collaborate.

Self Evaluation

The College meets the standard. Cañada College sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals in the Educational Master Plan and Strategic Plan and states the objectives derived from them in measurable terms in the annual plans and other inter-linked college plans. The members of the college community understand these goals and work collaboratively toward their achievement. This is evidenced by results of the 2013 Employee Voice survey in which 86% of respondents agreed that the college works collaboratively toward achieving its goals, 86% understood their role in governance and decision-making, and 84% were satisfied with the opportunity to participate.

Actionable Improvement Plans

None

Illustration I.B.2-2: Institutional Members Understand Goals and Work Collaboratively towards Achievement:

Development of the Dreamer's Task Force

How It Came to Be:
Origins and Background of the Dreamer's Task Force

- An institutional response to Educational Master Plan Objective 4.1 to better serve the needs and concerns of AB540 and undocumented students.
- Started in spring 2012 as an outcome of an undocumented student panel that was organized by Bridging Hispanic Minds to Success, at the encouragement of the Vice President of Student Services.
- One of several thematic campaigns linked with the Social Justice Planning Committee, to promote awareness on matters of equity and diversity.

Who is Involved:
The Composition of the Dreamer's Task Force

- Student Services: Admissions and Records, Financial Aid, Outreach, Transfer Center, TRIO Upward Bound, TRIO Student Support Services, Library, General Counseling, EOPS, Beating the Odds Peer Mentorship Program, STEM Center, and MESA.
- Instructional Faculty, particularly from Humanities.
- Student leaders from various student organizations and programs.
- Community and institutional partners: International Institute, Educators for Fair Consideration, San Francisco State University Financial Aid, Laney College TRIO, and Filipino Advocates for Justice.

What has been Accomplished:
Events and Activities Conducted

- Research on student attitudes and experiences
- Community forums hosted by International Institute, Sequoia Dream Club, and other community agencies
- Helping AB540 students to fill out forms and receive aid
- "Live Without A Voice"--a self-produced documentary, which earned several movie awards at Cañada College's MovieFest.
- On-site training for Faculty and Staff, in partnership with Educators for Fair Consideration (E4FC).
- Dream Act Application Clinics
- Representatives to E4FC Conference at UC Berkeley report to College
- "PAPERS" - a documentary screening with facilitated discussion hosted by the Dreamers Task Force and Bridging Hispanic Minds to Success
- One Community, Many Dreams--An on-campus conference hosted at Cañada College on April 29-30, 2013, that provided forums and stories of undocumented workers

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Ongoing Systematic Cycle of Evaluation

Cañada College systematically assesses its progress toward achieving goals through an annual cycle of program review, evaluation of institutional effectiveness benchmarks, and review of progress on institutional plans including the Strategic Plan. As seen in Illustration I.B on page 80, the assessment of student learning outcomes and program learning outcomes drives the Annual Plan/Program Review cycle. Program review is the primary mechanism for planning by instructional departments, student services, and administrative services. It includes an analysis of program strengths, weaknesses, opportunities, and threats, and is informed by learning outcomes assessments as well as quantitative metrics on student achievement and program effectiveness from the Office of Planning, Research and Student Success, all of which lead to the identification of goals and action plans. Requests by programs for resource allocation, in the form of staffing, facilities, equipment, professional development, and research data, are evaluated in light of the results of the Annual Plan/Program Review. These processes are detailed on pages 15-19 in the Participatory Governance Manual, on the Program Review website, and are visually depicted in Illustration I.B.3 on page 91 showing the integration between review, assessment and resource allocation. This process is repeated annually so that continual quality improvement can be sustained.

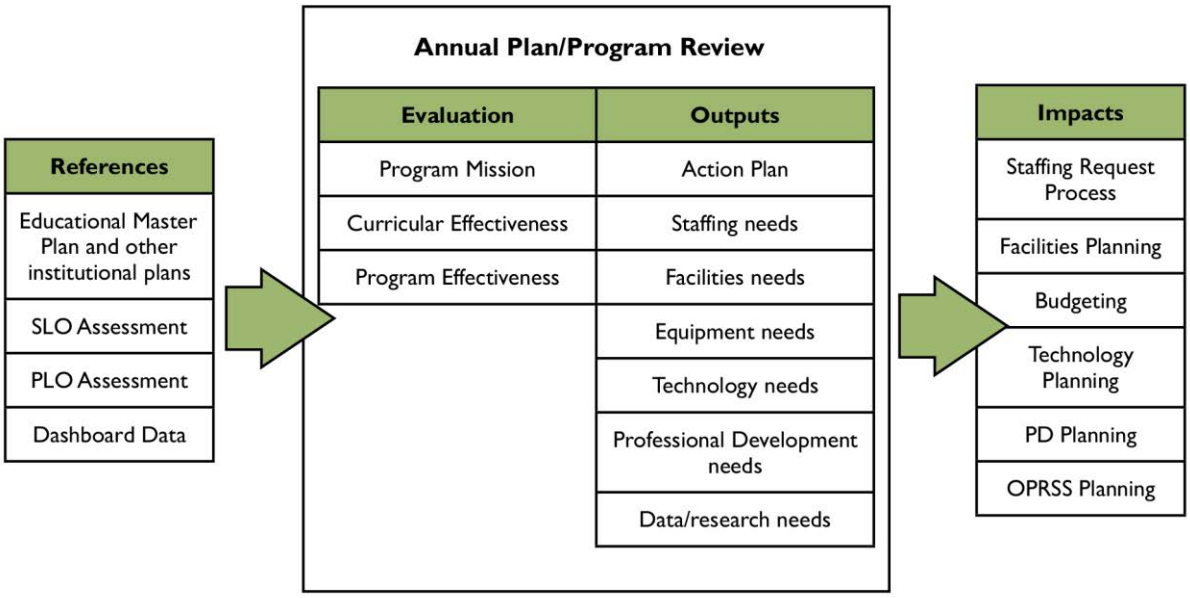
At the institutional level, an annual evaluation process includes:

1) Review of the progress towards implementation of the various institutional plans including the Educational Master Plan and Strategic Plan;
2) Review and dialogue about institutional learning outcomes, student achievement and institutional effectiveness benchmarks and goals; and,
3) An annual report on the overall achievements.

As described previously in Standard I.B.2 on page 85, the Strategic Plan on page 7 and the Integrated Planning Calendar both delineate the timing and responsibility for annual review of institutional plans.

Illustration I.B.3: Achieving Goals Using a Systematic Cycle of Evaluation

Annual Plan/Program Review



Integrated Planning and Resource Allocation

Cañada College strives to make data-driven decisions and therefore relies upon the program assessments and resource requests (staffing, facilities, and equipment) that are generated by Annual Plans/Program Reviews to inform budget development and the allocation of resources. This is visually depicted by the relationship between the lightly shaded gears in Illustration I.B on page 80. The College relies on data from the institutional level outcomes assessment, together with benchmarks, student achievement metrics from the Dashboard, and data on student learning, to inform and shape the creation of its various institutional plans. Implementation of these institutional plans involves alignment with the Educational Master Plan and prioritization through the Strategic Plan, which informs budget development and results in the strategic allocation of resources. This is visually depicted in the darkened gears in Illustration I.B on page 80. The timing of evaluation, decision-making, and planning is synchronized as described in the Participatory Governance Manual and is clearly organized in the Integrated Planning Calendar. The calendar informs all constituencies of the month-by-month activities related to budgeting, staffing, planning, equipment, and evaluation.

Data to Support Evaluation and Decision-Making

The Office of Planning, Research, and Student Success assists the College by providing data to inform decision-making, supporting inquiry into student learning and achievement, and guiding reflection and assessment. Its reports are available to the entire college community and the public via its website and are shared and discussed within committees, departments, and planning councils.

Self Evaluation

The College meets the standard. More specifically, the College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing an systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

A core component of the College's planning process is the ongoing assessment of student learning outcomes at the course, program and institutional levels. This process requires the development and implementation of plans for improving student performance on each of the student learning outcome measures. Resources have been allocated to support this core process. The resources include funding for faculty to participate in the student learning outcome training; the faculty, administrators and classified staff have been and will continue to be devoted to student learning outcomes. A substantial amount of time and resources have been invested working with faculty to modify the TracDat system in order to make it as valuable a tool as possible to support the use of student learning outcomes and improve student learning.

The College is committed to the concept that planning drives budget development. To this end, in fall 2012 the College moved to combine the College Planning Council and the Budget Committee to form the Planning and Budgeting Council, wherein planning and budget development are integrated. The primary charge of the Council is oversight and implementation of the planning process and the appropriate allocation of resources in order to fulfill the mission statement and achieve the goals, planning objectives, and strategies. A more in-depth explanation is presented in Illustration IV.A.5 on page 307.

Actionable Improvement Plans

None

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Broad-based Planning

Cañada College has well-established processes that involve appropriate constituencies. All planning and participatory governance bodies at Cañada College are representative. Members of these bodies encompass various areas of faculty, staff, administration, and students. The purpose of each governance body is described in the Participatory Governance Manual. The Participatory Governance Matrix on pages 13-14 of the Manual identifies which entities are involved in various aspects of decision-making so that all members of the campus community can see how they may participate. Meetings are well-promoted, open to the public, and the information at the meetings is disseminated to the divisions and departments, as well as to the campus as a whole. When particularly important issues arise, the College holds open forums or All-College Meetings.

There are four primary planning bodies at Cañada College: Planning and Budgeting Council (20 members), Instructional Planning Council (15 members), Student Services Planning Council (17 members), and Administrative Planning Council (10 members). These broadly representative planning groups meet regularly throughout the year and serve as the primary participatory governance bodies. There is considerable emphasis on allowing opportunities for input and for communication of activities and the campus regularly receives, via email, the agenda and meeting minutes for these groups and anyone is welcome to attend the meetings. Minutes and agendas are also posted on the various Councils' webpages, links to which are on Inside Cañada area of the college website.

The campus takes pride in providing opportunities for voices to be heard. All of the plans, implementations, evaluations and changes that occurred in developing the College's planning processes have been vetted through the participatory governance process, and input from all sections of the campus community has been

gathered through surveys, all-campus and division meetings, participatory governance bodies meetings, and communication through email and other sources.

Allocating Needed Resources

At any college, the primary resource allocation activity is personnel: the hiring of new positions. The College has a robust annual process for identifying and providing input on the new positions that might be needed on campus. All hiring processes are outlined in the Participatory Governance Manual. The process of identifying the needed positions begins with the review of data and drafting of the Annual Plan/Program Review, which is due at the end of March of that academic year. These annual plans include resource requests for staffing, facilities, and equipment. They are reviewed by their respective planning groups (e.g. Student Services Planning Council reviews the student services program plans) during April and May, and the resource requests are discussed. Any new staffing positions identified in the annual planning process may be included in the new position prioritization process.

The process for prioritizing new positions begins in September. For each position, a justification form is created using the information from the annual plan and other data and is reviewed by the divisions in October or November; the procedures for new and replacement hires are located on page 20 and 21 of the Participatory Governance Manual. The positions that the divisions feel are most needed are then submitted to the Vice Presidents by the end of December. Campus wide meetings are conducted in February and the list is presented to the President in March. The President makes the final decision based on the input received from the campus community.

Improving Institutional Effectiveness

One example of how data and planning are used by the College to improve its effectiveness in achieving its mission relates to its sustainability initiative. The 2012-2017 Educational Master Plan strategic priority #4 states that Cañada College will both promote and become global and sustainable. Prior to the establishment of this plan, sustainability was already a core element in the Interior Design program. Since 2005, the program has offered a Sustainable Design Concepts course; using student needs, faculty used this course to create a certificate focused on sustainable design. With the success of this program in mind, the College sought out, through the current Educational Master Plan, other methods of accomplishing the strategic priority, by investing resources into the creation of new programs and the hiring of specialized faculty and staff. These changes are outlined in Illustration I.B.4 on page 94.

A second example of how the College uses planning and resource allocation to improve its effectiveness is the use of Measure G funds to institutionalize grant development processes. Because of increased connections between workforce, government, and the community, the College hired a Workforce Development Specialist to, among other responsibilities, develop a Workforce Grant Decision Making Model. By following this model, the College can better identify grants, partnerships, and liaisons that will enrich workforce programs and instruction. Input from across the campus helps to shape these connections, thus ensuring the best use of any monies garnered from these partnerships. The product of this process will be better training for students in the type of jobs that are in current demand, as well as for future trends. As of December 2012, Cañada College was awarded nine of the 14 grants that were applied for under this model. The grants address various objectives as set out in the Educational Master Plan, and will provide monies for various programs having to do with sustainability, global awareness; workforce partnerships with both small businesses and major corporations; and existing partnerships with Allied Health and others.

Self Evaluation

The College meets the standard. The college planning and participatory governance bodies are broadly representative and include members from faculty, staff, administration, and students. All planning must go through these planning and participatory governance bodies, and additionally are frequently discussed as a campus community through all-college meetings. As further assurance that communication of decisions, ideas and plans are transparent, the minutes from all planning and participatory governance bodies are available online through the Inside Cañada webpage, and updates are given at division and department meetings.

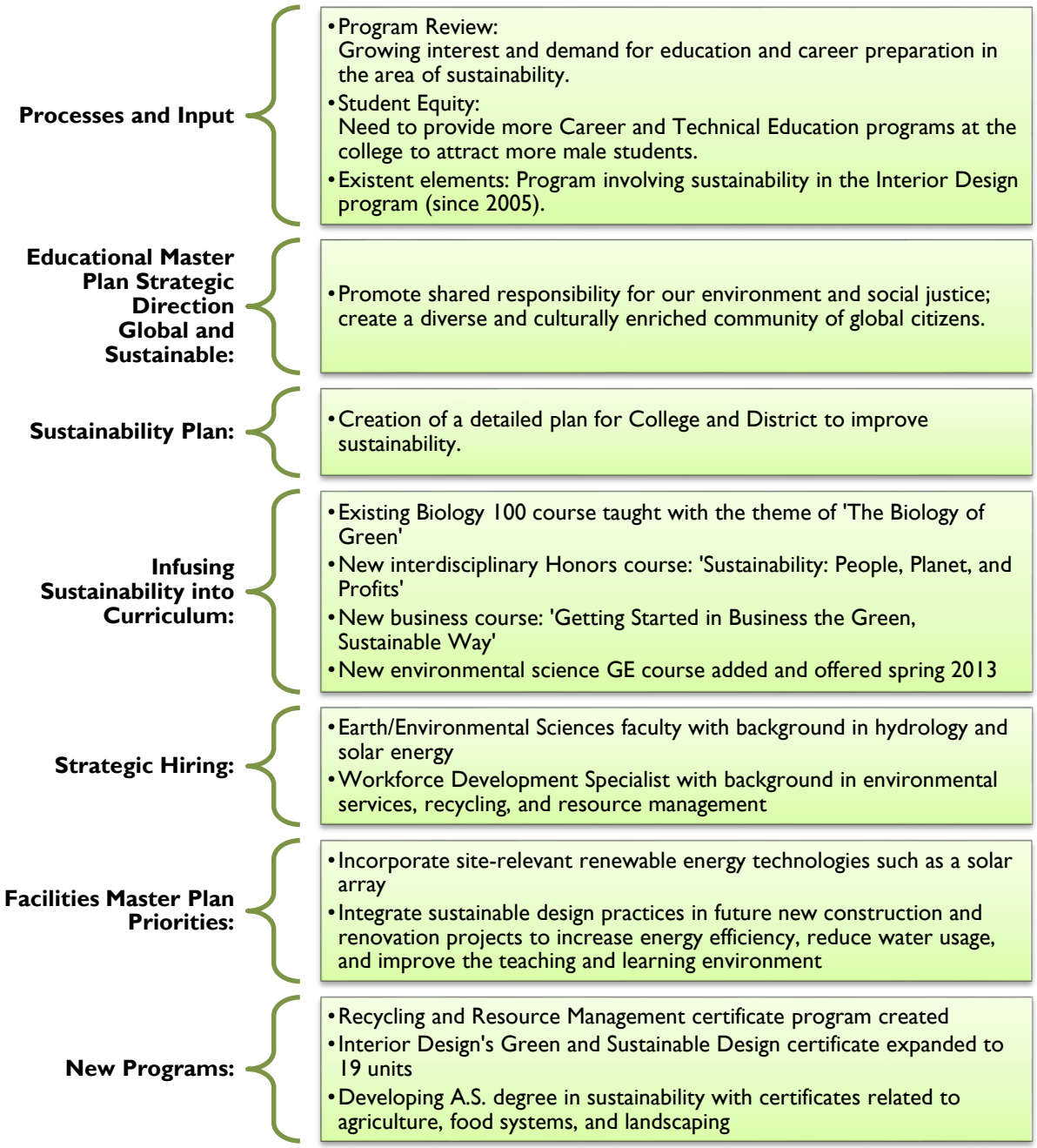
Through the dialogue that is created via these venues, planning encompasses the needs and opinions of all members of the College. This has

led to changes in the planning and participatory governance bodies, even how planning is done as a campus community, as well as other changes in the internal structure of divisions and programs.

Actionable Improvement Plans

None

Illustration I.B.4: Improving Institutional Effectiveness through Planning: How Planning Led to Institutional Improvement—Sustainability



I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Using Documented Assessment Results

Cañada College uses a variety of assessment data in order to analyze quality and effectiveness of the institution. Included in these are the following:

Student achievement data: The College uses a variety of metrics to assess student achievement including those required by the United States Department of Education: course completion rate, persistence rate, degree and certificate completion numbers, transfer numbers, and licensure pass rates. Success rates are disaggregated by: year in college, General Education, Distance Education, Career and Technical Education, pre-transfer, and English as a Second Language. The College's Student Equity Plan disaggregates these metrics by: number of units attempted in first term, student age, ethnicity, gender, day/evening status, and primary student goal. Additional metrics are tracked as part of the Dashboard; this can be found in Appendix A on page 341.

Learning outcome data: Learning outcome data are collected from the course level, the program level, the degree level, and the general education/institutional level. At the course level, student learning outcome data and analysis was originally completed via forms that were disseminated through the college community through the Student Learning Outcome and Assessment Cycle internal website. Faculty and staff filled out the forms and directed them to their deans and the Student Learning Outcome and Assessments Coordinator. Starting fall 2010, Cañada College switched the reporting of course and program learning outcomes from forms to TracDat online assessment management system. Since that time, all student learning outcome data have been collected, reported, and analyzed through this tool.

Annual Plan/Program Review: All program review documents include substantial data that cover enrollment patterns, course offerings, efficiency, student performance (retention, persistence and success), student enrollment status, student goal orientation, student demographics (ethnicity, gender, age), student education attainment level and service utilization for instructional programs. These data are used in the Annual Plan/Program Review documents as a way to better understand our student population, gauge program quality and effectiveness, and in order to make planning decisions regarding courses, programs, and services.

Communicating Results

The data on student learning outcomes assessment are available internally on TracDat. Annual program plans and comprehensive program reviews are internally available through SharePoint. Student achievement data and institutional reports are available internally and externally through the Office of Planning, Research, and Student Success website. Additionally, the College regularly reports student achievement data to the State Chancellor's Office through the Management Information System. Other public information including all institutional plans and reports to planning councils, is available through the Inside Cañada web portal. This webpage provides links to all campus committees which maintain their own publicly accessible websites with meeting minutes published for public viewing. The Inside Cañada URL is disseminated to the various agencies with which Cañada College partners, such as grant-funding agencies and Career and Technical Education boards.

Self Evaluation

The College meets the standard. The dissemination of data and documentation of assessment is pervasive throughout the college culture. The inclusion of student demographics, student performance, and learning outcomes is performed by all Instruction and Student Services programs, and is reviewed by all participatory governance bodies. These data are also communicated through various means to the public and to all parties associated with the college. The College is currently engaging in dialogue regarding how to make program

effectiveness results, including program learning outcome evaluations, publically available in an appropriate manner. There is discussion of the evaluation and assessment results, including assessment of plans and goal implementation, at various planning bodies, including the Planning and Budget Council. In the 2013 Employee Voice Survey, 81% of respondents agreed that results of college goals are regularly communicated.

Actionable Improvement Plans

None

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Designed by the Planning and Budgeting Council, the Participatory Governance Manual defines how the institution engages its planning processes, operational procedures, programs, and services. Page 15 of the Manual provides college constituents with an outline of how program review and assessment are integrated into the planning and budget allocation processes.

Review of Resource Allocation Processes

The Participatory Governance Manual defines the processes by which prioritization of staffing and equipment fund allocation occurs. The budget allocation requests procedure stipulates that all new resource requests must be part of an Annual Plan/Program Review and justifications must be submitted. The annual plan resource requests are reviewed, as appropriate, by the Instruction Planning Council, the Student Services Planning Council, the Administrative Planning Council, and for staffing requests, the Planning and Budgeting Council and the Academic Senate Governing Council. With staffing requests, the recommendations are forwarded to the President for final decision. Once approved, divisions, departments, and instruction and student support units can effectively develop strategies, through each unit's plan, for achieving institution goals and program objectives for the following academic year.

These resource allocation processes were reviewed most recently when the governance manual was created in fall 2012. Regular review of these processes occurs during the annual evaluation initiated by the Governance and Process workgroup of the Planning and Budgeting Council, and detailed previously in Table 26 on page 81. This evaluation includes input from all participatory governance bodies on campus. Suggestions for improvement are submitted to the Planning and Budgeting Council and considered for implementation. For example, during the spring 2013 review, feedback was received that suggested the hiring process might be rescheduled so that it could be completed earlier in the spring. Another suggestion was that improvements could be made in how professional development requests and institutional research requests made in the Annual Plans are communicated to CIETL and the Office of Planning Research and Student Success.

Review of Institutional Planning Processes

All institutional plans are reviewed annually to determine the degree to which progress is being made. On page 7 of the Strategic Plan, the annual cycle that each plan is to be reviewed and by whom is detailed. The Strategic Plan also dictates that all plans are to be reviewed in the fourth year of the Strategic Plan. This review occurs in preparation for the initiation of a new Educational Master Planning cycle in the fifth year. The District planning calendar on page A.8 of the District Strategic Plan, aligns and synchronizes college and District planning cycles.

Self Evaluation

The College meets the standard. The College has ongoing and systematic cycles of evaluation to assess progress towards achieving improvement of institutional effectiveness. The primary purposes of these evaluations are for integrated planning, resource allocation, and implementation. The Instruction Planning Council, the Student Services Planning Council, the Administrative Planning Council, and the Planning and Budgeting Council are primarily responsible for regularly reviewing the ongoing research, planning and the resource allocation process.

Faculty, classified staff, and administrators regularly evaluate and modify plans at every level. An Employee Voice Survey was conducted in March 2013 to determine how well the college community thought that the processes were working. A total of 127 responses were received

and 83% responded that decision-making processes were participatory, collaborative, and functioning well.

Actionable Improvement Plans

None

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Assessment of the Annual Plan/Program Review

Cañada College assesses effectiveness in improving instructional programs, student support services, library and other learning support services through an annual planning and comprehensive program review process. The College has adopted an Integrated Planning Calendar, Program Review and Budgeting Process, detailed on pages 15-19 of the Participatory Governance Manual, which requires all programs, units and divisions (instructional, student services, and administrative services) to complete both an Annual Program Plan and a Comprehensive Program Review every six years. Both the annual and comprehensive processes require faculty, classified staff, and administrators to review internal and external data, including results from program assessments (course and/or program learning outcomes) to set annual goals and priorities. The annual/comprehensive plans are reviewed by the Instruction Planning Council, Student Services Planning Council, or Administrative Planning Councils as appropriate. These councils provide feedback to the programs/services regarding their goals and plans for improvement.

The Annual Plan/Program Review serves as the primary mechanism by which the institution gathers evidence to substantiate effectiveness of all programs and services. Each unit and division uses a similar program review template so as to retrieve comparable data from the entire institution. The program review forms and templates were specifically designed to provide flexibility for each division and unit while maintaining uniformity in order to base decisions and resource allocations on similar datasets. The information and data are utilized to develop comprehensive unit plans and departmental goals, inform institutional improvements, drive decision-making based on qualitative and quantitative data, and prioritize budget allocations for the subsequent fiscal/academic year.

Regular review of all planning and governance processes, including the Annual Plan/Program Review, occurs during the annual evaluation initiated by the Governance and Process workgroup of the Planning and Budgeting Council, and detailed previously in Table 26 on page 81. This evaluation includes input from all participatory governance bodies on campus, including input regarding the Annual Plan/Program Review templates and process. Suggestions for improvement are submitted to the Planning and Budgeting Council and, for program review to the Academic Senate, where they are considered for implementation.

Self Evaluation

The College meets the standard. Cañada College uses ongoing and systematic evaluation, planning and dialogue to refine its institutional policies, practices, and processes. Planning, evaluation and assessment are conducted primarily through the Annual Plan/Program Review process for instruction, student support services, library and other learning services, and non-instructional administrative units. The annual process of program review allows for refinement and modification of the unit areas' student learning outcomes and budget allocation needs. These modified program review plans impact the College's master planning processes in a continual cycle of assessment. Results from the assessments are reviewed by the institutional participatory governance bodies. These entities also perform annual review of the governance processes and program review procedures.

Actionable Improvement Plans

None

Standard I: Institutional Mission and Effectiveness
List of Evidence

List of Evidence for Standard I

Evidence for Standard I.A:

Annual Plan/Program Review
Basic Skills Plan
Cañada College Catalog
Cañada College Mission Statement
Career Advancement Academy
Class Schedule
College Council Minutes 09/04/2008, Item 2.III
College for Working Adults
College Mission Statement
College Planning Council Minutes 11/17/2011
College Planning Council Minutes 12/15/2011
College Planning Council/Budget Committee Minutes 01/18/12, Item 2.I
Community College Survey of Student Engagement
Community Needs Assessment survey
Educational Master Plan 2008-2012
Educational Master Plan 2012-2017
Employee Voice Survey Report 2013
Facilities Master Plan
Institutional Learning Outcomes
Noel-Levitz Student Satisfaction Survey
Participatory Governance Manual
PASS Certificate
Program Review Information Packets
SMCCCD Board of Trustees Minutes 04/24/2013
SMCCCD Board of Trustees Minutes 06/06/12, pg. 1
SMCCCD Board Policy 1.01 District Mission
SMCCCD District Office Program Review 2012: ITS Survey
SMCCCD Mission Statement
Strategic Plan
Student Equity Plan
Student Performance and Equity Dashboard
Technology Master Plan

Standard I: Institutional Mission and Effectiveness
List of Evidence

Evidence for Standard I.B:

Academic Senate Governing Council Minutes 08/23/2012
Academic Senate Governing Council Minutes, 03/22/2012, Item 6.5
Academic Senate Governing Council Minutes, 04/28/2011, Item 6.3
Academic Senate Governing Council Minutes, 09/13/2007
Academic Senate Governing Council Resolutions on Student Learning Outcomes (May 2012)
Annual Plan/Program Review
Annual Plan/Program Review Information Packets
CIETL - Center for Innovation and Excellence in Teaching and Learning
College Planning Council/Budget Committee Minutes 12/05/2012, Item 2.III.
Curriculum Committee Minutes 12/09/2011
Curriculum Committee Minutes 2011-2012
Educational Master Plan 2008-2012
Educational Master Plan 2012-2017
ESL Students + Math
Inside Cañada: Online Resource for Faculty and Staff
Institutional Learning Outcomes
Integrated Planning Calendar
LEAP Initiative
Office of Planning, Research & Student Success website
Participatory Governance Manual
Research on Learning & Student Success
SMCCCD Facilities Master Plan 2011
SMCCCD Strategic Plan 2008-2013
SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes
Strategic Plan
Student Learning Outcomes and Assessment Cycle: Events
Student Learning Outcomes and Assessment Cycle: Reporting Forms
Student Performance and Equity Dashboard
Student Services Planning Council Minutes 11/10/2010, Item 5
TracDat

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Standard II: Student Learning Program and Services
II.A: Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

At the heart of the Cañada College Mission is the commitment to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The College takes this mission seriously and offers programs to address the needs identified.

Offering Programs Leading to Degrees, Certificates, Employment and Transfer

In accordance with its mission, Cañada College offers high-quality instructional programs that enable students to successfully transfer to four-year colleges or to pursue careers. Moreover, the College provides innovative basic skills instruction to open pathways toward certificates, employment, degrees, or transfer. The College's slogan, "From Here You Can Go Anywhere," embodies the college's commitment to help students achieve their goals.

The College Catalog lists 63 Associates' degrees and 39 certificates. The Areas of Study include a range of offerings in recognized fields, such as: Accounting, for which there are two certificates and an Associate in Science degree; History, with an Associate in Arts degree; Fashion, with four certificates and four Associate in Science degree; Physics, with an Associate in Arts degree and a Transfer Associate in Arts degree; and a University Transfer degree with three possible areas of specialization.

In accordance with Senate Bill 1440, Cañada College also has eight areas of study, seven of which are listed in the 2013-2104 catalog, that meet the Transfer Model Agreements. These transfer model programs include: Business Administration, Communication Studies, Early Childhood Education/Child Development, Kinesiology, Mathematics, Physics, Psychology and Sociology. The college's Curriculum Committee has identified ten additional programs that are to go through the same Transfer Model Curriculum alignment process, bringing the total number of AA-T and AS-T degrees to 17 that are to be offered by fall 2014.

To further support students pursuing transfer to four-year universities, the College offers an Honors Transfer Program. This program has been accepted into the ULCA Transfer Alliance Program, which is the gold standard for honors programs in California, as well as the Honors Transfer Council of California. Through the Honors program the College provides transfer-bound students with challenging academically rigorous experiences to be shared with a community of scholars with similar ambitions. In its first four years of existence the Honors Transfer Program has served over 225 students. The Honors Transfer Program is also discussed in further detail in Standard IV.A.1-2 on page 291.

In partnership with four-year educational institutions, Cañada College has a University Center that allows students to earn a bachelor's degree through one of its partners by attending their courses on Cañada's campus. The University Center offers bachelor's degrees in Allied Health, Business Administration, Child Development, Human

Services, Nursing, Psychology, and Spanish/English Interpretation.

In accordance with our mission to serve students from diverse backgrounds, the College provides a broad educational pathway that extends beyond the traditional student to include those who need language assistance and those who must work full-time. Community Based English Tutoring (CBET) classes are offered at various sites within the community. These community-based classes serve as a bridge to on-campus certificate and degree programs, or directly into the workforce. For those who must work full-time, the College has developed a College for Working Adults program that offers courses one evening a week and on weekends. The College for Working Adults program is the only program of its kind on the Peninsula, allowing adults to complete a degree in only three years, while working full-time; this program is outlined in Standard I.A.1 on page 68.

Finally, to provide lifelong learning opportunities, the College offers Community Education classes in tandem with our sister colleges. These classes provide affordable education in fields such as Financial Planning, Language and Travel, Creative Arts and Home and Garden. Community Education is further discussed in Standard II.A.2 on page 112.

Offering Programs in Emerging Fields

In response to local employment demand, the College offers programs such as: the Multi-Media Art and Technology program with four certificates and two Associate in Arts degrees; and the Medical Administrative Assistant Certificate of Achievement that is offered through the Career Advancement Academy, as mentioned in Standard I.A.1 on page 67. In accordance with its 2012-2017 Educational Master Plan goal to develop programs in 'Green/Sustainability' fields (page 17), the College built upon the model provided in the certificate in Green/Sustainable Design, and created a certificate in Recycling and Resource Management, which is pending state approval. More discussion of this program can be found in Standard I.B.4 on page 94.

Responding to local employment demand and emerging fields of study requires nimble and creative approaches to program development. This is especially true in the science, technology, engineering and math fields. The College has aggressively pursued external grant funding to enhance its reach and capacity to serve students in these fields. These awards have enabled the college to develop such programs as the Bridge to Engineering for Veterans and the NASA-funded Creating Opportunities for Minorities in Engineering, Technology and Science program.

Systematic Assessment

Cañada College has developed a strong planning and assessment infrastructure to ensure effectiveness in achieving the College's mission. The Instruction, Student Services, and Administrative Planning Councils assess the programs under their purview and report to the Planning and Budgeting Council.

The Annual Plan/Program Review process is the key mechanism through which the various planning bodies systematically assess the effectiveness of the instructional programs. Every instructional department goes through an Annual Plan/Program Review process, and a six-year Comprehensive Program Review process.

To provide each department with the data it needs to effectively go through this extensive assessment and planning process, the Office of Planning, Research and Student Success provides a packet with both current and historical trend data analyzing success, retention, persistence, and demographic metrics. Using these data, along with course-level and program-level learning outcomes, departments perform detailed assessment of program performance and develop action plans. Departments also develop requests for facilities, equipment, technology, and personnel so that program review is integrated with institutional and resource planning.

Once each instructional department has completed its Annual Plan/Program Review for the year, they are then are sent forward to the Instruction Planning Council for review, critique, and written feedback. Once the department receives the feedback, it makes the necessary changes. The Comprehensive Program Reviews are presented to the Curriculum Committee; the entire campus community is invited to the presentation and to ask questions.

In addition to the Annual Plan/Program Review, Career Technical Education programs have constituted advisory bodies of practicing professionals to ensure their currency and effectiveness. Advisory boards update the program on the current business climate, job availability, trends, desirable skills and knowledge needed by applicants, and they give advice and recommendations for changes and updates to course curriculum, certificates and degrees. Additionally, some Career and Technical Education programs must comply with requirements from external

accrediting agencies and regularly produce reports verifying compliance to the standards and demonstrating the effectiveness of their programs.

Achieving Student Learning Outcomes

To ensure that students who complete its programs are prepared for their chosen degree, license or employment goal, Cañada College has developed student learning outcomes, program learning outcomes and institutional learning outcomes.

Student learning outcomes have been developed for each course offered through the College. Furthermore, the program planning model that Cañada College uses requires every instructional program to annually document its assessment of student learning outcomes in TracDat, an on-line repository for student learning outcomes. The assessment of student learning outcomes serves as the foundation for planning improvement in teaching and learning strategies and is a part of the larger process of program review and annual program plans.

Program level outcomes exist for each of the College's programs. Assessing program level outcomes is also part of the program review process. Currently, some programs use e-portfolio assessment as one of the measures of directly assessing program level outcomes.

Cañada College also has general education outcomes, which are outlined on page 19 of the 2012-2017 Educational Master Plan. These have also been adopted as the College's institutional learning outcomes. Assessment of course, program, and institutional learning outcomes ensures that teaching and learning strategies are effective in supporting the success of students.

Improving Teaching and Learning

A key resource for the improvement of teaching and learning strategies is the Center for Innovation and Excellence in Teaching and Learning (CIETL). CIETL's Mission supports the College's Mission:

> CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students.

An important part of CIETL's work has been to provide faculty-led workshops on various topics, including the assessment of all learning outcomes, academic standards, and professional development. This is outlined and described on CIETL's Blog.

Assuring Currency: Curriculum Review and Approval Process

The Curriculum Committee of Cañada College is a standing subcommittee of the Academic Senate Governing Council, which "in consultation with the Vice President of Instruction and College President, acts as an advisory body to the Board of Trustees" (Curriculum Committee Handbook, page 2). The Curriculum Committee ensures that the courses and programs of the College meet academic standards specified in Title 5, Section 55002, Standards and Criteria for Courses and Classes, and other appropriate sections of Title 5, as well as all other state, District, and College requirements" (Curriculum Committee Handbook, page 2)

The Curriculum Committee evaluates whether courses and programs are in alignment with the College Mission. Further, the Curriculum Committee assures that the Course Outlines of Record contain all required elements and that measurable objectives are present. The Committee also verifies that the methods of assessing student performance are appropriate and that the sample assignments are rigorous.

Both Distance Education and Honors courses must submit separate forms for approval by the Curriculum Committee, in consultation with the coordinators for the respective areas. This is discussed in further detail in Standard II.A.2 on page 111. Courses being reviewed for approval as a course meeting the Ethnic Studies requirement are submitted to the Ethnic Studies Committee, which is also a subcommittee of the Academic Senate.

Each year, the Curriculum Committee hosts a presentation of Comprehensive Program Reviews. The entire campus community is invited to attend this showcase of program excellence.

Self Evaluation

The College meets the standard. Cañada College offers high quality instructional programs leading to a number of degrees, certificates, employment and transfer. The instructional courses and programs are systematically assessed through the annual and six-

year comprehensive Program Reviews which are regularly monitored by the Curriculum Committee. These include a variety of Distance Education courses and Honors courses, thus serving a number of student needs. The Curriculum Committee thoroughly regulates all new Course Outlines of Record and modification of pre-existing Course Outlines of Records, for courses, degrees and certificates.

Actionable Improvement Plans

None

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Programs Meet the Mission

The mission of Cañada College is to provide the community with a learning-centered environment by providing transfer, career/technical, and basic skills programs, as well as lifelong learning. As described in II.A on page 101, the College offers a breadth and depth of programs that aim to satisfy each facet of this mission statement.

The Curriculum Committee coordinates and monitors all of the College's curricular offerings, regardless of location or delivery mode. They uphold the California Education Code and Title 5, are consistent among the divisions and colleges of the District, are understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the San Mateo County Community College District and the Mission of Cañada College. In every Course Outline of Record there is a required statement of justification to identify how a new course or a modification to an existing course is consistent with the mission of providing quality instruction to the community.

Programs Uphold Integrity

The official Course Outline of Record of every course requires an examination of the course's impact on human, physical, technological resources and student support services. This requirement ensures that changes in curriculum do not compromise the College's ability to effectively provide instruction at a high level of quality. Additionally, the Course Outline of Record must also validate and justify pre-requisites, co-requisites, and basic skills recommendations to ensure that students are adequately prepared for the course and have the best opportunity to succeed. For honors-level courses, the Course Outline of Record must detail the additional coursework and rigor to justify the honors designation. Finally, courses seeking hybrid or online/distance education classification must demonstrate that the content offered online is equivalent to that offered in traditional face-to-face courses, the human and technological resources are adequate, the regular student-instructor interaction is sufficient, and evaluation methods are appropriate and secure. These requirements ensure that all courses, regardless of location or means of delivery, meet the college's highest standards and maintain the institution's integrity and reputation.

An additional level of quality control is provided by the requirement that all courses have student learning outcomes, that all programs have program learning outcomes, and that all of these program learning outcomes tie into the institutional learning outcomes. These learning outcomes are reviewed and assessed annually in each program's Annual Plan/Program Review. Discipline and program faculty analyze assessments of learning outcomes, various student success metrics, and other pertinent data to ensure effectiveness and currency of programs, to identify trends and promote adjustments and action plans. The careful analysis of all of these data are the basis for hiring, facility, and equipment requests. Thus the College annually ensures that human and physical resources are sufficient to effectively support instruction.

Self Evaluation

The College meets the standard. All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Actionable Improvement Plans

None

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Identifying Educational Needs through Research

The Office of Planning, Research and Student Success provides external scans showing the distribution of racial and ethnic groups, as well as scans showing the distribution of median earnings for area residents in order to gain an understanding of trends that might drive enrollment. Then, internal scans, including ARCC data and the new scorecard data, rolling five year data packets with enrollment patterns and course offerings, department efficiencies, student performance profiles, student enrollment status profiles, student goal orientations, student demographics for ethnicity, gender and age, and student education attainment level are used for planning at the course and program level during Annual Plan/Program Review or in the Program Improvement and Viability process that determines whether a program will be discontinued.

These and other long-term data are used at the division- and college-level to determine scheduling and hiring priorities and in master planning cycles. Workforce development specialists use Labor Market Statistics, reports from Economic Modeling Specialists, Inc., environmental scans from the Centers of Excellence, and industry and trade associations to help identify emerging trends and plan future endeavors.

Meeting Educational Needs

As described in II.A on page 101, the College offers a breadth and depth of educational programs that meet the needs of its community. Cañada College's 63 associate's degree programs (including eight AA-T and AS-T degrees), 39 certificate programs, and Honors Transfer Program meet the needs of students seeking career/technical training and/or transfer to a four-year institution. The University Center provides the opportunity for students to earn a bachelor's degree from a partner four-year institution without leaving Cañada College. Middle College provides the opportunity for approximately 100 junior and senior year high school students to complete their requirements for high school graduation while enrolled in college courses.

A breadth of basic skills courses offered on-campus and through Community Based English Tutoring (CBET) offered off-campus create bridges for students to enter certificate and degree programs or to directly enter the workforce. Community Education classes, offered in conjunction with our sister colleges, meet the needs of lifelong learners. The College for Working Adults enables students to earn an Associate's degree in three years while continuing to work full-time. The Center for Entrepreneurial Opportunities offers courses and workshops for future independent and small business owners.

The College aggressively seeks out external grant funding in order to create innovative pilot projects to meet even more-specialized needs within its community. By relying on solid research, persuasive data, and the expertise of Cañada faculty and staff, the College has found significant success in obtaining grant awards. These programs serve women, low-income students, ethnically underrepresented students and veterans, among others. Many of these grant-funded programs are focused in the fields of science, technology, engineering and mathematics.

Data-Driven Assessment

Assessment at the student level begins during the initial student success process. Degree-oriented students must take assessment tests in math, English and reading (or possibly English as a Second Language). Counselors use test results and various academic and career assessment data to assist students in selecting the appropriate academic pathway. Data are collected throughout the students' progress. These data are compared to benchmarks and goals, and then presented to the college via the Instruction and Student Services Planning Councils, and to the Planning and Budgeting Council. They are used to ensure that institutional planning and goals are meeting the needs of students.

Assessment at the program level involves both the analysis of course level student learning outcomes and program learning outcomes. These, along with traditional metrics of student success, help to drive the program review and lead to program improvement.

An example of data-driven assessment is the series of changes made by the English as a Second Language program. The program reviewed data, which indicated that students who were enrolled in other

classes simultaneously with their English as a Second Language coursework experienced higher success and persisted at higher rates. In response, the core curriculum was revised and restructured to reduce a full-load in English as a Second Language from 16 to ten units. Doing so enabled students to take non-ESL courses concurrently with their English as a Second Language program. Pathways were developed pairing English as a Second Language courses with Computer Business Office Technology (CBOT) and mathematics courses. This is discussed in further detail in Illustration II.A.2.e on page 122.

Self Evaluation

The College meets the standard. Cañada College identifies student needs and offers them a variety of programs consistent with these needs. Through the Office of Research, Planning, and Student Success, the College is provided with data about the campus and the community. Annual and comprehensive program reviews with student learning outcomes, data packets, benchmarks and trend analysis ensure that successful student outcomes drive program improvement.

Surveys also provide valuable information about how well we are meeting our students' needs. One indicator of success is a high level of 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.

When the students asked if Cañada College has met their expectations, the average for Cañada was 5.31 on a 7-point Likert Scale compared to 4.79 for the nation. Fully 25% of the students gave a maximal score of 7, compared to 14% for the nation. The significance of this result is underscored when one considers that Cañada students were found to be more demanding and have higher expectations than the national average in every one of the survey topics. When the students were asked whether they would repeat their choice if they had to do so, Cañada's average was 6.26 compared to 5.72 for the nation. 58% of our students gave a maximal score of 7 (definitely yes) compared to 38% for the nation.

Actionable Improvement Plans

None

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Using Delivery Systems to Provide Instruction

Most courses at the college are taught in the lecture/discussion/peer group mode, or lecture accompanied by laboratory. Some courses are taught fully online (21 of the courses offered in fall 2012; 41 in spring 2013), hybrid with more than 51% of contact hours online (8 courses in fall 2012 and spring 2013), or web-assisted with less than 51% of contact online (27 courses in fall 2012; 45 in spring 2013). A smaller number of courses are offered in field experience, work experience, open-entry/open-exit, short term, late start, evening, weekend, and self-paced courses.

The College's primary platform for delivering web-assisted, hybrid and online courses is the Moodle platform, locally branded as WebAccess. Providing online lectures is accomplished through iTunesU and CCC Confer. Some instructors use these videoconferencing and podcasting platforms to provide a dual-delivery approach to instruction—offering face-to-face lectures concurrent with online feeds—or as the sole means of accessing lecture content. A controlled study of the use of CCC Confer in engineering courses showed an increase in student retention and success in the dual-delivery courses. The study also showed that online lecture archives lead to learning gains and a better overall learning experience for students.

Assuring Appropriate Modes of Instruction

The College relies on the expertise of its faculty to determine whether a particular mode of instruction is appropriate for a given course. The Curriculum Committee evaluates and approves the methods of instruction for every course that is offered by the College.

The Course Outline of Record requires the selection of at least one of the following modes of instruction: lecture, lab, field experience, work experience, online, and telecourse. For online courses, the College further discriminates between web-assisted courses, with less than 50% online, hybrid courses, with more than 51% online, and fully online courses. The Curriculum Committee examines whether the method of instruction is

compatible with the course objectives and content. All hybrid and online courses are required to have an approved Distance Education Supplement and Distance Education Course Outline to ensure that the unique challenges of using technology have been considered and that there will be regular, consistent communication with students. Through these forms the department must demonstrate that the course content offered online is equivalent to that offered in traditional face-to-face settings, that human and technological resources are adequate, that regular and effective communication between students and instructors exists, and that evaluation methods are sufficient and secure.

The Distance Education Handbook guides faculty in the development of online courses. The handbook explains how to develop online courses, to teach online and to design appropriate assessments. Additionally, the following resources ensure that online courses meet state requirements, meet the college's high standards, and are an appropriate mode of instruction for the course objectives: Rubric for Online Instruction, Regular and Effective Contact Guidelines, Distance Education Accessibility Guidelines.

The College works regularly with the District to review distance education regulations to ensure that the College is in compliance. Accordingly, the District has taken the primary lead to comply with the 2010 Department of Education directive that institutions meet the four state approved steps listed below:

1. Identify its out-of-state online-only students.
2. Check to see what the involved states require.
3. Get its materials that meet those requirements together.
4. Contact state regulators and confirm with the state.

The College has identified all online-only students who reside out of state. 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.

The College has also included the work of an Instructional Designer in order to help facilitate any faculty who wish to use any of these online resources. The Instructional Designer continues to educate faculty on various methods and pedagogy regarding online and hybrid courses, thus allowing faculty to enhance their courses with the latest technology and theory. This is further demonstrated in Illustration II.A.1.b on page 108.

Self Evaluation

The College meets the standard. Cañada College uses a variety of delivery systems and modes of instruction that are compatible with the objectives of the curriculum. Compatibility is determined by faculty judgment and through review by the Curriculum Committee. The Curriculum Committee approval process is effective and sufficient to ensure courses are taught in an appropriate mode of instruction.

Actionable Improvement Plans

None

Illustration II.A.1.b: Utilizing Delivery Systems to be Compatible with the Curriculum Objectives Meeting the Needs of Students

Providing Support for Online Instruction

Step 1: Hiring of an Adjunct Instructional Designer in Spring 2011 to work with faculty on:

- Instructional materials for distance learning
- One-on-one trainings with WebAccess (Moodle) and other media technologies, via CIETL

Step 2: Offering numerous workshops, via CIETL, including:

- Learning theory—differences between face-to-face and online pedagogy and practices
- Best practices
- Hybrid and Online learning environments
- WebAccess (Moodle), including how to use Moodle in all types of classroom settings

Step 3: Supporting distance education through a variety of web services district-wide:

- WebACCESS Support Center - Online vehicle for faculty to house course materials, power points, quizzes, etc. for student use.
- WebSMART Support Center - Student Web Registration, Account Information, Appointment and Academic Record System. Additionally, faculty can send email to their entire class or selected students via WebSmart.
- my.SMCCD Email Support Center – All Cañada students are provided with a student email address when they register (WebSmart Support Center:). The CCSSE indicated that 69% of students used email to communicate with their professors.
- CCC Confer allows communication and collaboration, using the latest Web conferencing technology, for all staff, faculty and administrators in the California Community Colleges system. It is ADA and Section 508 accessible. (CCC website)

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Identifying Student Learning Outcomes

Faculty have identified student learning outcomes for all of the College's courses. Over 98% of these courses have established assessment plans. Student learning outcomes are listed on the Course Outline of Record, course syllabus, and in TracDat, a database repository for tracking improvements that result from Student learning outcome assessment. Program learning outcomes are identified for all of the College's 42 academic programs offering degrees and/or certificates. Program learning outcomes are listed in the college catalog, program pages on the college website, and in TracDat. All programs have assessment plans. There are eight student services programs, each having established program learning outcomes and assessment plans. The College has four general education learning outcomes that have been adopted as the institutional learning outcomes.

Assessing Student Learning Outcomes

The institutional planning process at Cañada College integrates student learning outcomes assessments with the Annual Plan/Program Review for academic, student support programs, and administrative services. The integration of program review and planning is described in the Participatory Governance Manual as well as the Annual Plan/Program Review forms. Student learning outcomes and assessment plans are in place for all courses, programs, certificates and degrees, student support services, and administrative services.

Each course-level student learning outcome is assessed at least once every four years, a minimum standard for assessment determined by the Instruction Planning Council. Results of course-level student learning outcome assessment are recorded in TracDat, which allows for retrieval of information at both detailed and summary levels. These reports become part of the Annual Plan/Program Review, which are the basis for planning and resource allocation.

Course-level student learning outcomes are aligned with academic program learning outcomes. This allows for curriculum mapping and indirect assessment of program outcomes, based on course results. Direct assessment of program learning outcomes started in the spring 2013 semester with pilot groups, and will be expanded to all instructional programs over the next two years.

Program learning outcomes and their assessment plans have been in place for all student services and administrative programs for a number of years, and complete cycles of assessment have occurred. Assessment plans for instructional program learning and outcomes were fully in place for all programs by fall 2012, and direct and indirect assessments occurred in spring 2013. Programs use exit exams, final project or capstone courses, student portfolios or ePortfolios, or exit interviews as methods of direct assessment. Prior to this time, programs were annually evaluated by examination of various student success metrics.

Faculty from many programs have expressed interest in using student-created ePortfolios as a means of direct assessment. Many faculty view student ePortfolios as a valid way of assessing program learning outcomes, as well as being a valuable learning tool for students. This interest provided the impetus for the District to sponsor a speaker experienced with ePortfolios who presented at the district-wide fall 2012 Opening Day. Five departments at Cañada College have piloted the use of student ePortfolios on a small scale. Necessary tools have been developed for effective implementation of ePortfolios campus-wide.

The College's four institutional learning outcomes were initially adopted in 2007 and then revised in fall 2011. Course student learning outcomes and program learning outcomes are aligned with the institutional learning outcomes recorded in TracDat providing an opportunity for indirect assessment. The College community has discussed using ePortfolios as the direct method of assessing the institutional learning outcomes. During spring 2013 the institutional learning outcomes assessment was completed both by conducting a survey of graduates and piloting ePortfolios as methods of institutional learning outcome assessment.

Using Student Learning Outcome Assessment Results

Many workshops have been provided to teach faculty how to create good student learning outcomes and to develop valid assessment plans. Faculty are using course-level student learning outcome assessment results to improve curriculum and to inform their methods of instruction. This is seen in the examples in Illustration II.A.1.c on page 110.

Faculty reflect on the results of student learning outcomes assessment and student success metrics in the Annual Program Plans. These Annual Plans/Program Reviews are reviewed by the Instruction Planning Council, and written feedback is provided to the programs. Comprehensive Plans are done every six years in a staggered schedule and are presented to the entire college community under the leadership of the Curriculum Committee and critiqued in this public forum. College-wide dialogue takes place in the Planning and Budgeting Council where data are provided on a regular basis for the campus community to review and make recommendations on how we can improve. Three examples of programs that have used data from student learning outcome assessments to change a course are Early Childhood Education 211, English 386, and Health Sciences 100. These are demonstrated in Illustration II.A.1.c. on page 110.

Self Evaluation

The College meets the standard. Cañada College identifies student learning outcomes for courses, programs, certificates, and degrees. Student achievement is assessed for these outcomes, and the results are used to make improvements. The College intends on continuing to develop ePortfolios to be used as direct assessment of both program and institutional learning outcomes.

Actionable Improvement Plans

None

Illustration II.A.1.c: Using SLO Results to Make Course Improvements

Early Childhood Education, English and Health Sciences

ECE. 211 -- Early Child Education Curriculum

- **SLO on Play-Based Curriculum:** Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development
- **Assessment Method:** In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.
- **Dialogue/Change:** Although the criterion for success was met, faculty decided to "Consider assessing this SLO by using individual curriculum planning assignments rather than the group project – this may give us a more refined understanding of each students level of understanding." (TracDat)

ENGL 836 -- Introduction to College Composition

- **SLO on Supporting Arguments:** Students will create an essay with ample supporting arguments.
- **Assessment Method:** Students will write an essay based on a novel.
- **Dialogue/Change:** Again, the criterion was met, however "their supporting arguments for Essay 4 were much stronger than in Essay 5. This could be due to the material—a nonlinear narrative vs. a history book. Maybe teach the novel earlier, when they are less distracted." (TracDat)

HSCI 100 -- Genereal Health Science

- **SLO on Contemporary Health Concerns:** Describe prevalent contemporary health concerns and problems, their characteristics and methods of care including (but not limited to) nutrition, mental health conditions, chronic illnesses and infectious diseases.
- **Assessment Method:** Major final project focusing on current issues in Health Sciences, in which students will present their findings to their classmates.
- **Dialogue/Changes:** Spring 2010--It was noted that being more hands-on with students, including time in the Learning Center and guiding through elements, would be needed to improve successful completion.
  - ***Fall 2010***--Despite this, there were still problems, leading to the idea of more scaffolding of assignments throughout the semester.
  - ***Fall 2011***--More scaffolding of worksheets throughout the semester, along with Library support, resulted in an increase in success on the final project.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Credit and Noncredit Courses

The Curriculum Committee is responsible for ensuring that all courses meet the intent of Title 5 regulations and that quality is maintained. The Committee ensures that each Course Outline of Record contains all of the required elements and that the descriptive narratives for the college schedule and catalog, content outlines, and measurable objectives are integrated. The Office of Instruction provides updates on Title 5 regulations that may impact current and future curriculum plans.

The Curriculum Committee ensures all courses support department and college outcomes and goals based on the college mission. Based on the disciplines, the Course Outlines of Record are verified by the curriculum committee for quality of content and evaluation methods, which include substantial writing, non-computational problem solving, computation, or skills demonstrations on a regular basis to keep course information relevant and rigorous.

To maintain a high quality college curriculum, all courses are reviewed on a yearly basis for the Annual Plan/Program Review. The Course Outlines of Record are used by evaluators for faculty evaluations based on the contract guidelines.

Curriculum Committee members receive regular training on Title 5 regulations, including the stand-alone-course training, and they rely upon the guidance provided by the Curriculum Committee Handbook.

New courses, and those being updated, are modified based on these regulations. The College offers collegiate and developmental courses and programs and short-term training. Study abroad courses are under the purview of the College of San Mateo, the sister college to Cañada College. Faculty rely on the same Course Outlines of Record, course objectives, student learning outcomes, and course expectations regardless of the method or location of instruction.

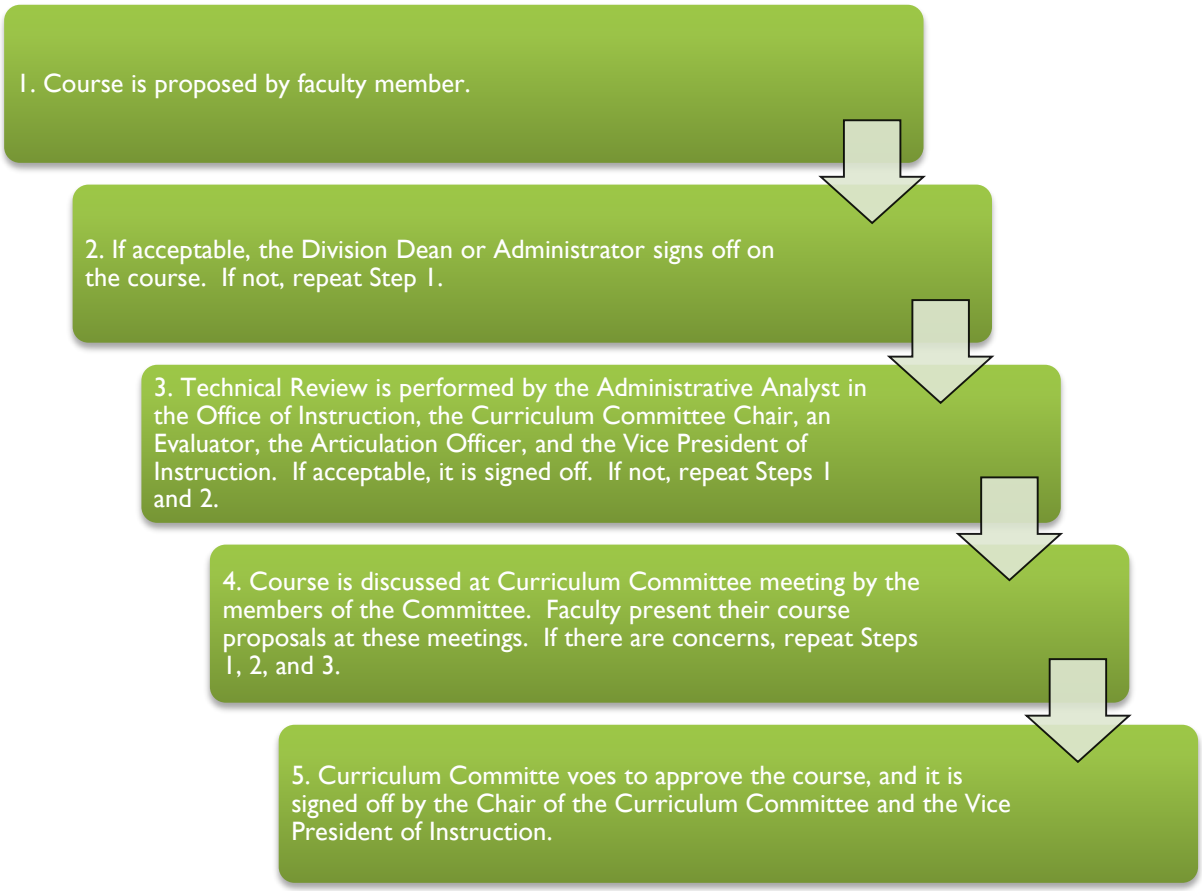
Based on Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Addendum to the curriculum committee for review and approval. The College's Instructional Designer/Distance Education Coordinator supports faculty teaching hybrid and online courses. She provides training in learning theory and best practices in online teaching and learning to ensure the quality of our online courses. Additionally, the District provides Structured Training for Online Teaching for faculty teaching hybrid or online courses.

For all courses, Student Learning Outcomes are also presented to the Curriculum Committee. Discussions about student, program, and general education/institutional learning outcomes occur in department meetings and during Flex Days. Department-level discussions about student learning outcomes have led to pedagogical and curricular adjustments.

A flowchart outlining the process of the Curriculum Committee can be seen in Illustration II.A.2 on page 112.

Illustration II.A.2: Assuring Quality and Improvement of All Instructional Courses and Programs

Curriculum Committee Process for Reviewing Courses



Community Education

Community Education is a San Mateo County Community College District program run under the auspices of Cañada College, College of San Mateo and Skyline College. The program offers short-term, not-for-credit, fee-based classes and workshops on a wide range of topics to meet the needs and interests of the community. These classes are designed for the professional development and personal enrichment of local community members. Unlike the credit program, Community Education students do not matriculate. Besides the vast array of courses for adults, Community Education also offers the College for Kids program, a summer academic-enrichment program for children in fourth through eighth grades on campus.

Community Education is self-supporting and receives no college or state funding. The approval process for the fee-based, not-for-credit short-term offerings of the Community Education program differs from the process for credit and noncredit courses. Unlike courses in the credit program, the vast majority of Community Education classes do not require exams, grades or course prerequisites. Ideas for new courses are discussed and adjusted by the program director and potential instructor, based on the specific needs and interests of the local community as identified by feedback from participants, instructor's input, past registration data, current trends and demand for similar programs offered by others. All Community Education classes are submitted to the Board of Trustees for review and approval. Written participant evaluations are obtained from each class and reviewed by the program director to ensure course relevancy, quality and fiscal viability.

Self Evaluation

The College meets the standard. Through the Curriculum Committee, there are processes in place to assure the quality of all instructional courses and programs regardless of type of credit awarded, delivery mode or location.

Actionable Improvement Plans

None

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Established Procedures for Course Design, Delivery and Evaluation

Faculty, in collaboration with the Curriculum Committee, consult the Curriculum Committee Handbook to create official course outlines for every course offered. These outlines include course objectives, course content, teaching methodologies and evaluation methods. An outline of the process by which the Curriculum Committee uses is given in Illustration II.A.2 on page 112. Since fall 2006, the Curriculum Committee requires faculty to identify student learning outcomes for each course submitted.

There are established procedures for faculty to design and propose academic programs of study. The basic seven-step process is defined in the "New Program Development Process," on page 23 of the Participatory Governance Manual. In short, the proposal is first reviewed by a Dean and the Vice President of Instruction. Their roles are defined in the Curriculum Committee Handbook. The Office of Planning, Research and Student Success, in conjunction with the Business Office, provides research and funding data to inform deliberations of the Curriculum Committee, Academic Senate, and Instructional Planning Council. The President's Cabinet and the Planning and Budgeting Council provide the final review and recommendations to the President. All courses are ultimately approved by the Board of Trustees.

Degree and certificate programs are developed by discipline faculty and follow the same process outlined above. Once a degree or certificate program is approved by the College and Board of Trustees, academic deans then submit the program to the State Chancellor's Office for approval.

Central Role of Faculty in Quality and Improvement of Courses and Programs

According to Board Policy 2.05, the College relies upon the faculty Academic Senate Governing Council for the development and implementation of quality courses and programs. This means that faculty establish courses and programs and are responsible for ensuring their continuous quality and improvement. Faculty are responsible for conducting the Annual Program Plans and Comprehensive Program Reviews. Based on student learning outcomes, institutional data, pedagogical trends, discipline requirements, vocational and transfer requirements, faculty modify courses or propose that they be deleted or banked and propose new courses according to the Curriculum Committee processes described previously.

Cañada College has long recognized the central role of faculty in the development and implementation of the Student Learning Outcomes and Assessment Cycle. As indicated in Illustration II.A.2.a on page 114, resolutions were passed by the Academic Senate Governing Council to clearly articulate the faculty role in, and support for, the Student Learning Outcome Assessment Cycle. The College has continuously provided release time for a faculty Student Learning Outcomes and Assessment Coordinator, who works in conjunction with the Instruction Planning Council. Faculty and staff use a team approach toward developing student learning outcomes and their assessment plans. The primary methods for evaluating student learning are through instructor designed assessment tools. These are most often examinations, presentations, or demonstrations. Student achievement of the required elements of learning are reported through final grades at the end of the semester.

The College invests resources to provide faculty the training needed for them to assure quality of courses and programs. For the past seven years, several Flex Days (professional development days) have focused on learning outcome training through workshops on learning outcomes at all levels. Funding was allocated to support this kind of training for workshop facilitators and attendees, especially adjunct faculty. Training is also provided assessment and student learning outcomes leads in all departments and divisions to use TracDat.

Self Evaluation

The College meets the standard. The institution uses established procedures to design and identify learning outcomes, and to approve, administer, deliver, and evaluate courses and programs. The institution clearly recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. The College continues to refine the assessment of program learning outcomes.

Actionable Improvement Plans

None

Illustration II.A.2.a: Central Role of Faculty in the Quality and Improvement of Courses, Programs, and Student Learning Outcomes

Academic Senate Governing Council Resolutions about SLOs

Canada College's Academic Senate Governing Council was central in the process of establishing procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate programs. To this end, in spring 2012 they passed the following resolutions after consultation discussion with the academic senates in the two other colleges in the district:

RESOLUTION 1: Support of Faculty Primacy in the Development and Assessment of Student Learning Outcomes and in Their Use to Improve Student Learning and Program Effectiveness

RESOLUTION 2: Support of Publication of Student and Program Learning Outcomes

RESOLUTION 3: Opposition to the Use of Student Learning Outcome Attainment in Faculty Evaluation

RESOLUTION 4: Support for the Performance Evaluation Task Force (PETF) to Address the ACCJC Requirement Pertaining to the role of SLOAC in Faculty Evaluation

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Identifying Competency Levels and Measurable Student Learning Outcomes

The Curriculum Committee is the body responsible for examining all instructional program changes. Composed of faculty, staff, and administrators from a variety of disciplines and support areas, they provide different perspectives on any additions, changes, or deletions to programs. As discussed in II.A.2 on page 112, all credit/non-credit courses and programs, regardless of delivery mode or location, are designed, approved and evaluated according to Title 5 guidelines and the Curriculum Committee Handbook.

As discussed in Standard II.A.2 on page 112, faculty are responsible for designing and updating course outlines to identify competency levels and

measurable course, program, and institutional learning outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees.

The College relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes in Career and Technical Education. Advisory committees, which include members of the local business community, assist faculty in identifying the student learning outcomes and program learning outcomes required for career and technical programs. They help guide the curriculum based on the needs of industry and businesses that would most likely employ students completing a Career and Technical Education program. The advisory committee's role is to advise program directors on issues that affect the overall functioning of the programs including recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, and equipment needs.

Currently, Cañada has advisory boards for the following Career and Technical Education programs:

- Accounting/Business
- Chemical Laboratory Technology
- Computer Business Office Technology
- Early Childhood Ed/Child Development
- Fashion Design and Merchandising
- Human Services
- Interior Design
- Kinesiology
- Medical Assisting
- Multimedia Art and Technology, 3D Animation and Video Game Art
- Paralegal
- Radiologic Technology

These committees recommend changes so improvements may be made in areas, such as achievement, equity, and completion rates. Other college programs, such as Honors and Basic Skills, also have advisory committees that are instrumental in identifying program learning outcomes and their assessments. For example, the Basic Skills Advisory Committee has helped the English as a Second Language Department with identifying signature assignments for each course. These signature assignments are included in the program level ePortfolio that are used to assess the program level outcomes.

Because some departments have only one full-time faculty member, and/or because the departments naturally fit together, many have grouped together for common program learning outcomes. Examples include the Social Science Program, which includes Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and Sociology; and the Physical Sciences Program, which includes Astronomy, Chemistry, Earth Science, and Physics.

Regularly Assessing Student Learning Outcome Progress

Faculty also develop assessment tools that ensure comprehension of, and competency in, the discipline and measurable outcomes for all courses and programs. Faculty must complete the Annual Plan/Program Review, which provides a report on the assessment of student learning outcome progress. This process is outlined in Illustration II.A.2.b on page 116.

These Annual Plans/Program Reviews are submitted to the Instructional Planning Council, which reviews and provides feedback to the program faculty. Each program's plan is reviewed for completeness of information, analysis and plans with regard to student learning outcomes and program learning outcomes, program trends and performance, and action plan development for needs and goals. Program faculty are required to address any recommendations from the Instructional Planning Council in their next Annual Program Plan or Comprehensive Program Review.

Self Evaluation

The College meets the standard. Cañada College relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes for courses, certificates, programs and degrees.

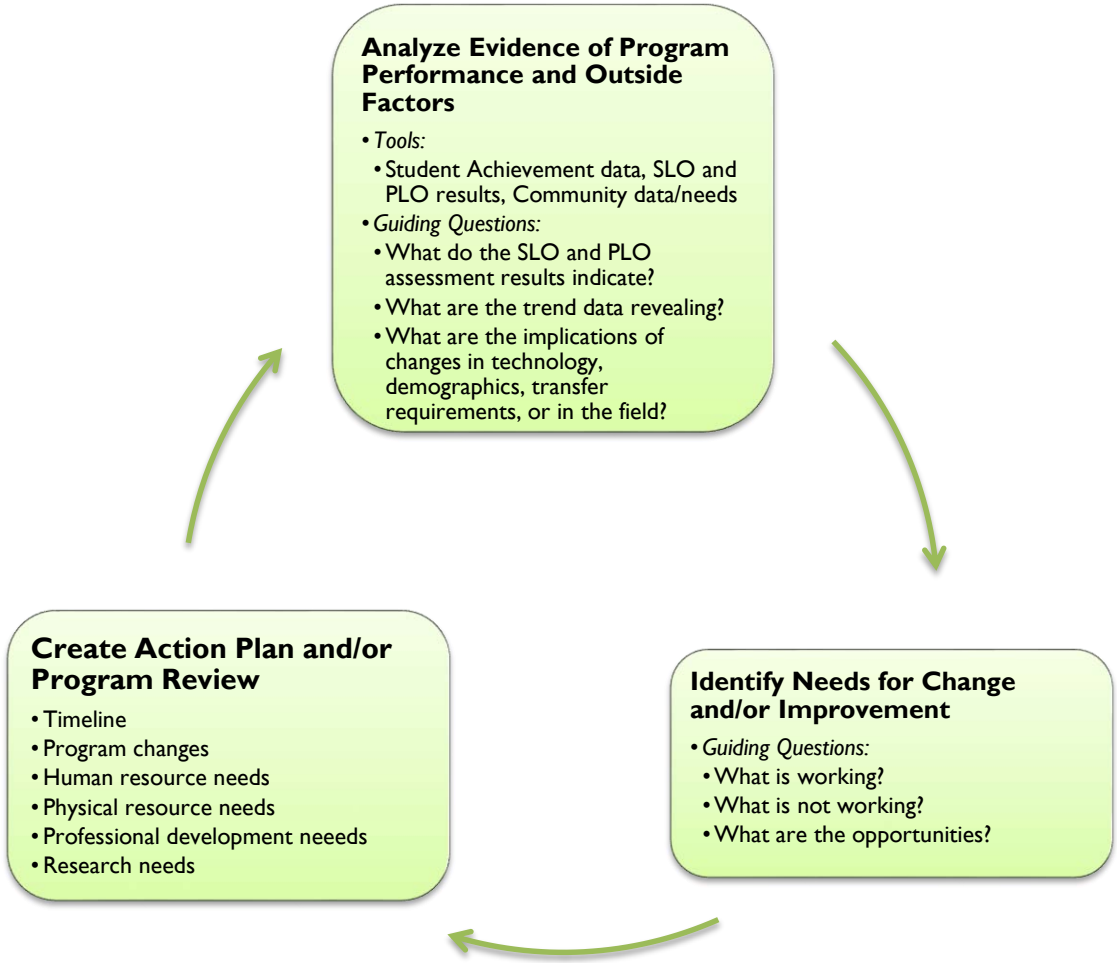
Faculty are responsible for designing and updating course outlines to identify competency levels and measurable course and program learning outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees. These are reviewed as part of the Annual Plan/Program Review process.

Actionable Improvement Plans

None

Illustration II.A.2.b: Regularly Assessing Student Progress towards Meeting Student Learning Outcomes

Annual Plan/Program Review Process



II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High Quality Instruction

Instruction at Cañada College is provided by competent faculty who possess the discipline knowledge and teaching skills appropriate for their discipline. A rigorous hiring process, an extensive four-year tenure review process, and regular student and peer evaluations are all components in place to assure that faculty maintain excellence in the classroom.

All adjunct faculty meet the same standards for discipline competence as full-time faculty. They are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular six-semester cycle. Instruction is supported in some disciplines by instructional aides and laboratory assistants who work closely with faculty.

Innovations in curriculum are supported on a regular basis through the President's Innovation Fund and the Trustees Fund for Program Improvement. There is also an effort to promote innovations in curriculum being led in collaboration with the Curriculum Committee, Academic Senate Governing Council, the Instructional Planning Council, and CIETL. The most current discussion has been on incorporating ePortfolios to support student learning and to provide an opportunity to assess student learning at the program and institutional level. This

discussion is focused on clear evidence regarding the effectiveness of innovations like ePortfolios and plans on how to meaningfully use results for continuous improvement.

Breadth, Depth, and Rigor

Degree and certificate programs at Cañada College conform to California Education Code/Title 5 requirements. They have been designed to meet the mission of the College, providing opportunities in transfer and career and technical areas with the necessary support to prepare students with the basic skills they need to be successful. Degrees and certificates are designed by discipline faculty with input from local industry experts and advisors, when appropriate. Course outlines are based on the general education/institutional student learning outcomes listed in the Educational Master Plan:

1. *Critical and Creative Thinking:* Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
2. *Communication Skills:* Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
3. *Understanding Society and Culture:* Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.
4. *Scientific and Quantitative Reasoning:* Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

The curriculum development process ensures rigor and appropriate sequencing of courses. The procedure for initiating new or revised course outlines involves a structured, documented process developed in accordance with the criteria in the Curriculum Standards Handbook and outlined in the Cañada College Curriculum Committee Handbook from the State Chancellor's Office. All courses require consultation with and approval from department faculty, the Division Dean, the chair of the Curriculum Committee and the Vice President of Instruction. The Curriculum Committee, comprised of faculty representatives from every division and chaired by a faculty member, ensures appropriate breadth, depth, rigor, and adherence to College and state guidelines for course outlines in its review and approval process. This is also discussed in Standard II.A.2 on page 112.

Discipline faculty in each program study annual review degree and/or certificate requirements and recommend courses to ensure appropriate breadth, depth and rigor. In addition, some programs, like Interior Design and Radiologic Technology, have additional accrediting bodies that set standards, evaluate, and ensure that integration and synthesis of learning is achieved. Course sequencing is initiated by faculty in consultation with academic deans and approved by the Curriculum Committee. A description of the Curriculum Committee is included in Illustration II.A.2.c on page 118.

Illustration II.A.2.c: High Quality Instructional Programs Characterized by Breadth, Depth and Rigor

Assuring High Quality Programs through the Curriculum Committee

Membership

- In accordance with Title V Section 55002a(1), the Curriculum Committee shall be established by the mutual agreement of the college and/or district administration and the academic senate. At Cañada College, the Curriculum Committee is composed of the following members, with membership limited to no more than three consecutive years:

- Voting Members (12)
  - Chairperson, appointed for a two-year term by the Academic Senate President, who consults the members of the Curriculum Committee for nominees and submits these names and any additional nominees to the Governing Council for acceptance. (1)
  - Two faculty members from each of the three academic divisions and two from counseling chosen by the divisions in such a manner as deemed appropriate (8)
  - One representative from the Library (1)
  - One Graduation Evaluator from Admissions and Records Office (1)
  - One student representative (1)

- Non-voting ex-officio member (1): Vice President of Instruction

- A quorum will exist if a minimum of six voting members, including the chairperson, are present.

Role of the Curriculum Committee members

- Read all outlines and other agenda items prior to each Curriculum Committee meeting.
- Attend all Curriculum Committee meetings; inform the Chair in advance of any absences.
- Recommend actions to assure high quality and integrity.
- Participate on Technical Review Committee, which thoroughly reviews outlines, certificates, and degrees proposed by faculty members and approved by the Deans.

Sequencing, Time to Completion and Synthesis of Learning

Appropriate sequencing is addressed through the process in which faculty within a program, in consultation with the Division Dean, discuss student needs with regard to appropriate numbers of sections of basic skills, workforce, general education, and transfer courses. The emphasis of this review is on appropriate sequencing of courses to ensure that students can matriculate through the institution with an appropriate time to completion.

While faculty and coordinators make preliminary determination of the schedule with sensitivity to breadth and depth, the Vice President of Instruction and the deans work to ensure that resources are budgeted appropriately. This process ensures that full-time faculty are given appropriate teaching loads and that part-time faculty are allocated loads, in accordance with the needed schedule.

The Course Outline of Record for each course is available on CurricUNET, which is searchable by any faculty member or administrator. Faculty members that are teaching the courses for the first time are advised to meet with mentor faculty to assist in course expectations.

Orientations for new full-time and adjunct faculty are offered twice yearly, in summer and spring, through CIETL. These orientations prepare faculty regarding policies around curriculum creation and delivery, assessment, student services, and other key

elements to support the academic breadth and depth required for student success. New staff members are also invited to attend the orientations.

CIETL and the Professional Development Committee work together to provide faculty with opportunities to ensure high quality instruction and enhance the breadth and depth of their understanding of their discipline as well as a wide variety of teaching pedagogies. A large number of Flex Day workshops, focused inquiry groups, and other informational presentations have been devoted to quality of instruction and alternate learning strategies. This is discussed in greater detail in Standard III.A.5.a on page 220.

Representatives in the Counseling Department, the Transfer Center, Disability Resource Center and EOPS assist students with course sequencing through detailed educational plans. DegreeWorks, a web-based tool, assists students and counselors monitor progress toward degree and certificate completion.

Self Evaluation

The College meets the standard. Faculty, coordinators and deans review information from the Office of Planning, Research and Student Success regarding student course-taking needs and behaviors for the Annual Plan/Program Review.

Through regular department meetings, academic programs routinely revisit the breadth, depth and rigor of their offerings and the Academic Senate Governing Council assigns the Curriculum Committee the institutional lead to ensure that all courses demonstrate breadth appropriate topic coverage, methods of instruction, infusion of critical thinking and currency of educational materials. A strong productive partnership between instruction and student services helps ensure high quality instruction, successful matriculation, and transfer.

Students definitively perceive the College's courses as rigorous and of high quality. In the 2012 CCSSE student satisfaction survey, the majority of students (61%) report that they often worked harder in order to meet instructor standards or expectations. Including those survey participants who reported "sometimes" doing so, the number of respondents raises to 91%. On a related question, 84% of respondents reported that the college encourages them to spend a significant amount of time studying. 73% report that their coursework frequently requires synthesizing and organizing ideas, information and experiences in new ways.

Every year, sufficient numbers of courses and sections are offered to meet student certificate or degree goals. In addition, many academic programs participate in state and national organizations which keep them current on curricular changes. The career and technical programs at the institution meet or exceed the accreditation requirements of external entities.

Actionable Improvement Plans

None

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Delivery Modes Address Student Needs

Cañada College faculty recognize that its students have diverse family and work responsibilities that impact their ability to enroll in courses, to persist and succeed in these courses, and to achieve their goals. Consequently the faculty, staff and administration of the College strive to provide a diverse schedule of course offerings using a variety of delivery modes including traditional face-to-face on-campus courses, field experience, work experience, web-assisted courses (less than 51% online), hybrid courses (more than 51% online), fully online courses, accelerated courses, open-entry/open-exit, short term, late start, evening, weekend, and self-paced courses. As described in Standard II.A.1.b on page 106, the College relies on its faculty and Curriculum Committee to ensure that the delivery mode is appropriate to the course content and objectives. By providing educational opportunities in such a wide array of formats and schedules, the College hopes to minimize potential barriers to education.

Teaching Methodologies Reflect Student Needs and Learning Styles

The overall teaching methodology for a course (lecture, lab, online, field experience, work experience) is identified in the Course Outline of Record, which is reviewed and approved by the Curriculum Committee. Within this overall framework, faculty utilize daily a variety of teaching methods to engage students and facilitate learning. Faculty recognize that students have different levels of academic preparation and learning styles both of which influence their ability to succeed in a course.

Consequently, faculty use multiple methods of teaching including groups and peer-instruction, case study, problem-based learning, discussion and debate, self-paced activity, individualized instruction, collaborative projects, technology-based instruction, presentations, and learning communities; some examples would include the Honors Transfer Program, and Math, Physics and Word Jams.

The College provides faculty with a variety of technology solutions to support student learning such as:

- Computerized instructional support software and tutorials specific to a discipline;
- Audience response technology ('clickers') for immediate student response and instructor feedback;
- Assistive software, such as Kurzweil and Dragon NaturallySpeaking, that addresses the needs of those who are visual, auditory, or tactile learners;
- A course management system (Moodle, branded locally as WebAccess) for distant and face-to-face instruction, which includes regular and effective communication, online discussion boards, quizzing, interactive lesson creation, email contact, and the ability for students to submit assignments;
- Smart classrooms;
- CCC Confer to provide learning at a distance; and,
- Podcasting, which enables re-listening to lecture.

Assessment of teaching methods occurs individually through the instructor's own reflection and assessment of student learning outcomes, and at the departmental level through student evaluations of faculty and through faculty peer-evaluations. When instructors are evaluated, the peer-evaluator observes the delivery methods used and comments on their effectiveness. If an ineffective method is observed the evaluator discusses the methodology with the instructor and together they develop a more effective approach. The College's Instructional Designer also provides training for faculty in learning theory, best practices in curriculum design, and technology tools; this was discussed in more detail in Standard II.A.1.b on page 106. Additionally, CIETL provides a framework for collegial peer-groups pursuing questions of inquiry into teaching methodologies; this is discussed in more detail in Standard III.A.5.a on page 220.

Self Evaluation

The College meets the standard. The faculty of Cañada College use varied delivery modes and dynamic methods of instruction to meet the needs and learning styles of its diverse student population. Student diversity and learning methodologies is a common agenda item in meetings of CIETL, Professional Development, and Basic Skills Committee, to name a few. The continual dialogue is a means by which faculty share best practices and develop creative and effective teaching methodologies to better meet the needs of all students.

Actionable Improvement Plans

None

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Systematic Review of Relevancy and Appropriateness

All courses and programs are systematically evaluated on an annual and six-year comprehensive review cycle known collectively as Annual Plan/Program Review. Faculty in a program examine the program's mission and vision in light of the College's mission and vision, as defined by the Educational Master Plan. The program's mission and vision must explicitly align with that of the College. The Program Improvement and Viability process is used to determine whether the program can be modified or should be discontinued. This process is used with programs that are no longer in alignment with the mission and/or vision of the College, and has been used during budgetary crises.

The Office of Planning, Research, and Student Success annually provides data packets from the Student Performance and Equity Dashboard to be considered in the Annual Plan/Program Review. Faculty are asked to consider trends in the enrollment status, goals and demographics of the students enrolled in the program. Insights from this analysis may help determine whether the program is relevant to and meeting the needs of the student populations served by the College's mission. The Student Equity Plan also provides insights into this question of relevance.

The Annual Plan/Program Review evaluation asks faculty to consider how changes in business, community and employment needs, changes in technology, and changes in transfer requirements could affect the program's relevance and appropriateness. Such forward-looking evaluation is critical to the ability of a program to grow and adapt to the changing needs of our society.

Curricular offerings and patterns of these offerings are also examined in the Annual Plan/Program Review. Faculty take this opportunity to verify that courses in a program are still relevant and that all appropriate courses are offered. This analysis may yield findings that certain courses need to be banked or updated, or that new courses need to be developed to address changes in the field of study.

Ultimately, the Curriculum Committee examines the Comprehensive Program Review, and verifies the appropriateness and relevance of the program and its courses. The Annual Plans/Program Reviews are reviewed by the Instruction Planning Council.

Systematic Review of Achievement of Student Learning Outcomes

Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate. 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.

The data packets provided by the Office of Planning, Research and Student Success include five-year trend data in enrollment and course offerings, departmental efficiency, and student performance metrics. These trends help faculty examine the effectiveness of their program in serving students and supporting their success. The analysis often brings to light new questions of inquiry related to developing strategic interventions to raise student success.

In the Annual Plans/Program Reviews, faculty are asked to demonstrate that course student learning outcomes are being assessed and the results are used to improve teaching and learning. Faculty also explain how their program assessment plan measures the quality and success of the program and they describe the results and action plans deriving from that assessment.

The English as a Second Language Program is an example of using data to restructure the program. The details can be seen in Illustration II.A.2.e on page 122.

Systematic Review for Currency and Future Needs

The Annual Plan/Program Review evaluation is used to confirm the currency of all Course Outlines of Record associated with the program. Out-of-date courses are identified and new curricular offerings are included in action plans. As described above, considerations of future changes in the field of study or in community needs are included in the analysis, forming the basis of the program's action plans. Advisory boards for career technical education programs serve a vital role in assuring that these programs are current and proactive in responding to professional and community needs.

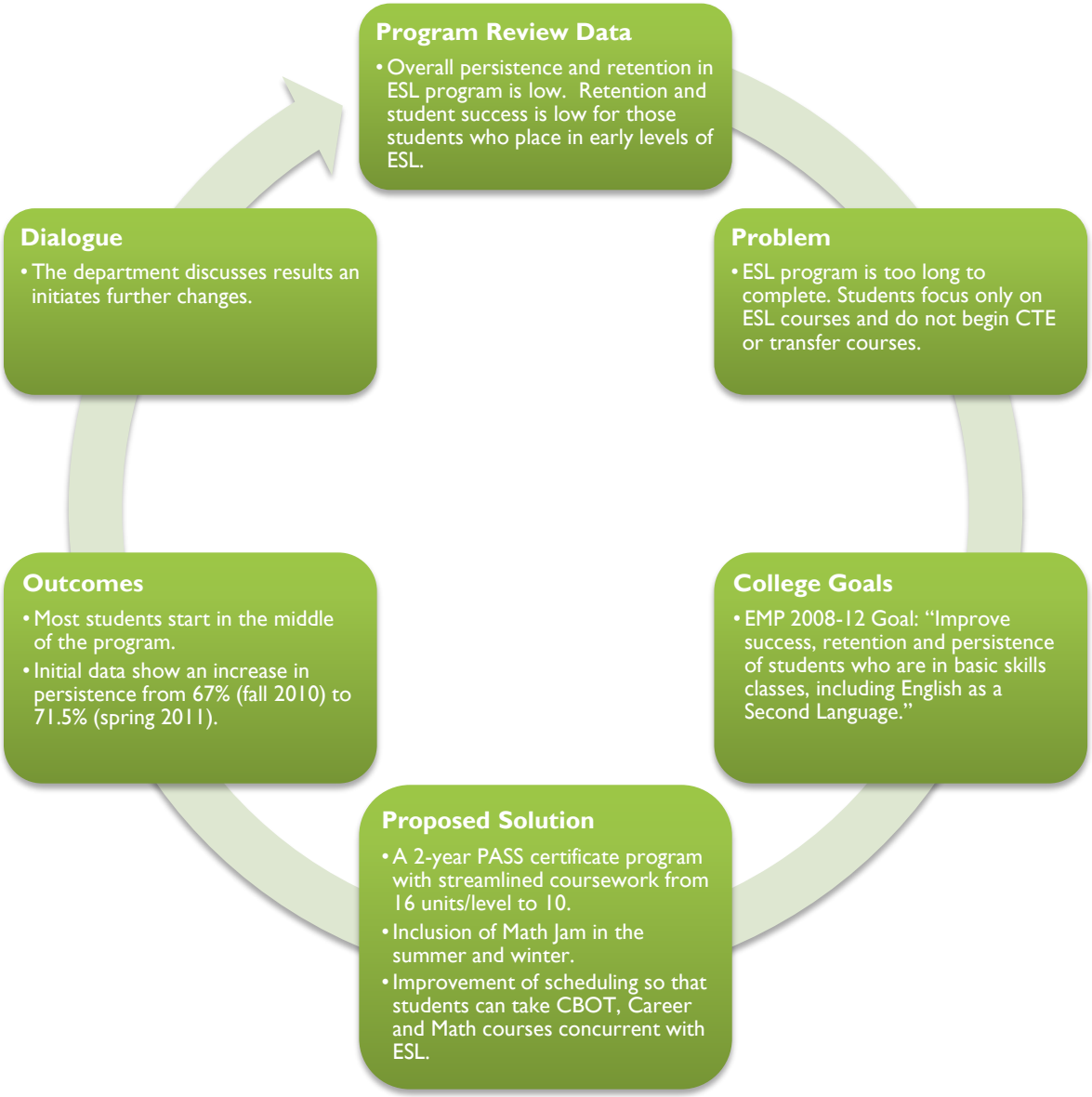
Faculty use the Annual Plan/Program Review to identify the following resource identifications:

- Additional faculty or staff;
- Professional development needs;
- Classroom, instructional and facilities needs; and,
- Research support needs from the Office of Planning, Research and Student Success.

These requests are routed to and reviewed by the appropriate Planning Councils.

Illustration II.A.2.e: On-going and Systematic Review SLO and Program Review Data Leading to Program Changes

Improving the English as a Second Language Program Based on Data



Self Evaluation

The College meets the standard. Cañada has implemented a systematic process of program review for assessing the relevance, appropriateness, achievement of student learning, and currency and future needs of its courses and programs. Student learning outcomes at the program level in general education, transfer, English as a Second Language, and career/technical areas are evaluated annually through the Annual Plan/Program Review. For career technical programs, advisory boards play an important role in the evaluation and review process.

The College has completed many cycles of program review, assessing and modifying the analysis in order to improve effectiveness of the process and usefulness of the outcomes. The College does this continuously.

Actionable Improvement Plans

None

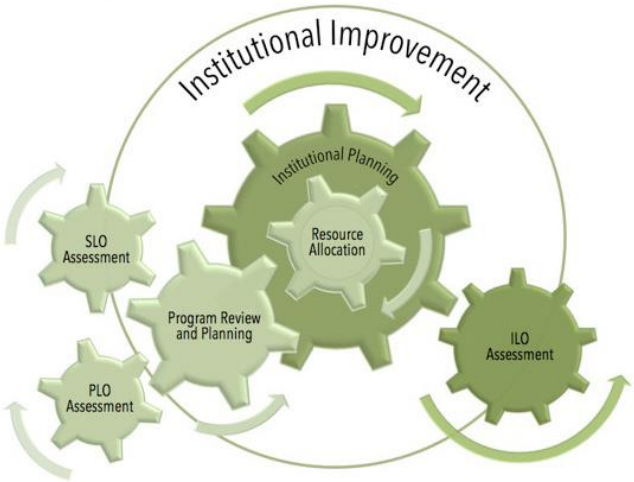
II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The institutional planning process at the college integrates student learning outcome assessments and these assessments impact program review for academic and student support programs. The integration of these is described in the college's Participatory Governance Manual as well as the Annual Plan/Program Review forms as described in Standard II.A.2.e on page 121.

The results of program review are evaluated and discussed by the Instruction Planning Council. The planning body provides extensive feedback to the programs for their improvement and the information within the Annual Plans/Program Reviews in its planning processes and decisions. Program requests for additional faculty and staff are used when the Planning Councils compile the list of positions to consider for the annual hiring prioritization cycle. The content of the Annual Plan/Program Review weighs greatly in determining the priority of the position request. In a similar fashion, program requests for equipment and facilities are routed to the appropriate college committees that fund these requests as well as to the appropriate Planning and Budgeting Council workgroups to synthesize into the Technology and Facilities Master Plans. Consideration of the program's performance and student learning outcomes assessments can influence the priority that is assigned to these program requests.

The results of the Annual Plans/Program Reviews inter-relate with other institutional planning processes such as the Educational Master Plan, Strategic Plan, and Student Equity Plan. As specific opportunities for improvement are identified within the Student Equity Plan, the Planning and Budgeting Council can recommend that changes be made to the program review data packets and guiding questions so that outcomes of interventions can be identified and tracked, not only at the college level, but down to the program and student learning outcome level as well.



Self Evaluation

The college meets the standard. According to the rubric for Institutional Effectiveness in Student Learning Outcomes, which can be found in Appendix C on page 413, Cañada College meets the level of Proficiency. Assessment activities are integrated into the culture of the College, both for instructional and non-instructional programs. Planning processes at all levels require evidence of effectiveness and impact, both from student learning outcome and program learning outcome assessment results, as well as other sources often provided by the Office of Planning, Research and Student Success.

Although the College has only recently begun directly assessing program learning outcomes, the initial results and process have proved successful.

Actionable Improvement Plans

None

II.A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The College has no programs that require common course or program exams.

Self Evaluation

Not applicable.

Actionable Improvement Plans

None

II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Awarding Credit Based on Student Learning Outcome Achievement

All credit-bearing courses offered by the College, "provide for a measurement of student performance based on stated course objectives and uniform grading standards" in accordance with Board of Trustees Policy 6.12. Since student performance is evaluated against the course objectives, the Curriculum Committee ensures that each Course Outline of Record clearly states the course objectives and method of grading. This Course Outline of Record is the standard for every section taught regardless of location or mode of delivery. In this way the awarding of credit is consistent across all sections of a course.

Student learning outcomes are also required on the Course Outline of Record. Faculty develop student learning outcomes based upon the measurable course objectives. Students' grades in the course are based upon their successful meeting of the course objectives thusly the meeting of the course-level student learning outcomes. Assessment of course-level student learning outcomes is one means by which faculty determine how effectively students master the course objectives.

This system can be seen in is Biology 260: Human Physiology. An outline of the process and assessment can be found in Illustration II.A.2.h on page 125.

Units of Credit Consistent with Institutional Policies

Credit is attached to courses that meet the criteria for such courses established in the Board of Trustees Policy 6.12 Definition of Credit Courses. According to the Curriculum Committee Handbook, the amount of credit associated with a course is based upon the Carnegie Unit Standard. This standard defines one semester unit of credit equal to three hours per week of work in a semester consisting of at least 16 weeks in duration. Title 5 section 55002 defines credits in the same manner. Table 27 on page 125 assists faculty in determining the type and amount of units to award a course. Time invested standards are also discussed in Appendix B on page 401.

Self Evaluation

The College meets the standard. Cañada College awards credit based on student achievement of the courses' stated learning outcomes and units of credit awarded are consistent with norms and equivalencies appropriate for higher education.

Actionable Improvement Plans

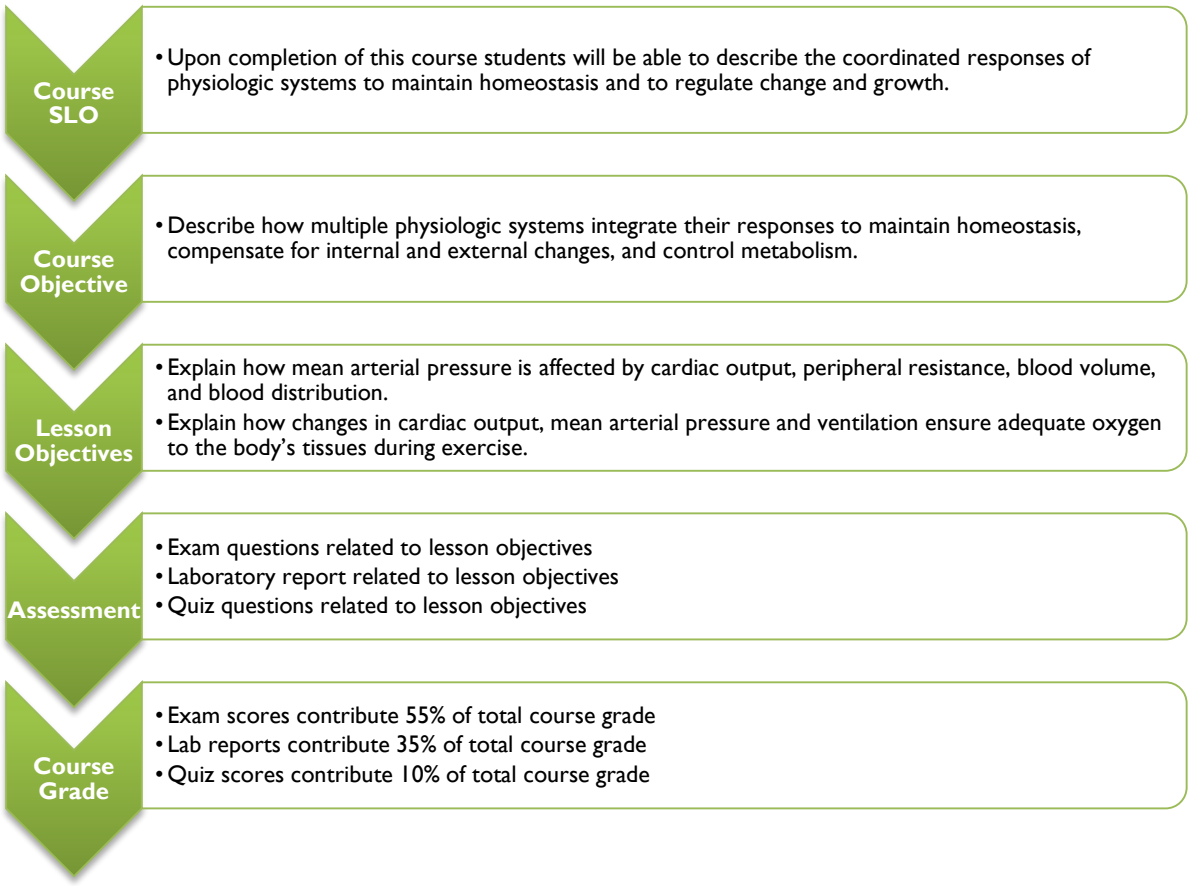
None

Table 27: Carnegie Unit Standard

Method of Instruction	
Lecture*	1 unit = 16 Semester hours (minimum)
Lab	1 unit = 48 Semester hours (minimum)
TBA lab hours	Refer to Curriculum Handbook
Homework	2 x total lecture hours
*Homework hours = 2 times lecture hours MINUS by arrangement hours.	

Illustration II.A.2.h: Awarding Credit Based on Student Achievement of Student Learning Outcomes

Biology 260: Human Physiology



II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Upon the recommendation and justification of discipline faculty, the Curriculum Committee and Board of Trustees approve all degree programs for general education and career technical education programs, and certificates for career technical education programs. Board Policy 6.11, Requirements for Degrees and Certificates, state that degrees are awarded to, "those students who have completed the subject requirement for graduation and who have maintained a 2.0 grade point average in subjects attempted." Certificates of Achievement are awarded, "upon successful completion of courses of study or curriculum." These policies emphasize the requirement of completion of a program of study. Board Policy 6.10, Philosophy and Criteria for Associate Degree and General Education, adds the criteria of performance and student development of measurable outcomes. The policy states that,

> An Associate Degree represents more than an accumulation of units. It is awarded to a student who successfully completes learning experiences designed to develop specific abilities and insights as well as to prepare for transfer and employment.

Therefore, successful completion of a program of study requires students to successfully pass all courses in the program in addition to having developed specific knowledge, skills and abilities in the process. These acquired traits are defined by the program learning outcomes. Every degree and certificate program offered by the college has program learning outcomes printed in the college catalog and on the program homepage on the college website.

Faculty have developed the program learning outcomes based upon the student learning outcomes of the courses required by the program. Course-level student learning outcomes are integrated into or aligned with program learning outcomes and general education/institutional learning outcomes. Since students' grades in their courses are based upon their success in meeting course objectives and learning outcomes, and since all the courses in the program contribute to the mastery of the program learning outcomes, students who successfully complete all of the requisite courses in a program will likewise have achieved the program learning outcomes. Degrees and certificates are awarded to these students.

Illustrations II.A.2.i-1 and II.A.2.i-2 on pages 127 and 128, respectively, provide two examples of how course-level student learning outcomes are aligned with program and degree learning outcomes.

Self Evaluation

The College meets the standard. Cañada College awards degrees and certificates based on student completion of courses and attainment of abilities and insights embodied in the program and general education/institutional learning outcomes.

Actionable Improvement Plans

None

Illustration II.A.2.i-1: Degrees and Certificates are Awarded Based on Student Achievement of Student Learning Outcomes

Associate in Sciences in Engineering

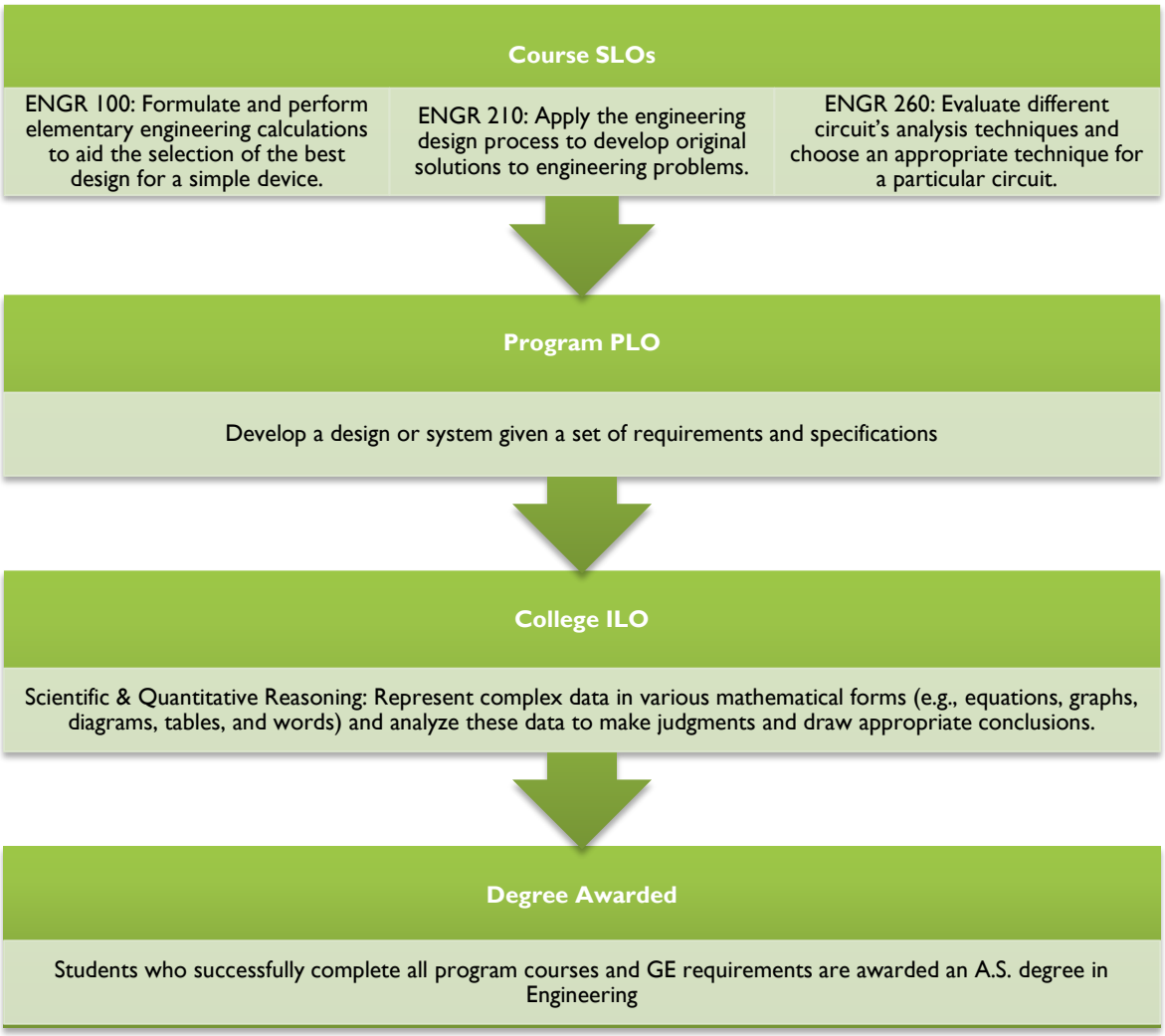


Illustration II.A.2.i-2: Degrees and Certificates are Awarded Based on Student Achievement of Student Learning Outcomes

Certificate in Fashion Design

Course SLOs

- FASH 118: Students will draft an original pattern of their choice, and then construct the pattern in appropriate fabric and present it on the dress form for the class final.
- FASH 225: Students will be able to compare the advantages and disadvantages of various stitch types, seams and edge treatments used in the apparel industry, and evaluate their differences in terms of price points and quality in the final garment.

Program PLO

- Develop competitive industry standard skills in the respective fields.

College ILO

- Critical & Creative Thinking: Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
- Communication Skills: Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.

Certificate Awarded

- Students who successfully complete all program courses are awarded a Certificate in Fashion Design

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

General Education Philosophy

The College's Philosophy of General Education is as follows:

> Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.

The annual College Catalog, available to the community in print and electronic formats, states the College's general education philosophy and the general education requirements for the associate degree. The Title 5 Section 55805 statement on the role of General Education is included in the 'Academic Requirements: Associate in Arts Degree and Associates in Science Degree' section of the catalog. The 'Graduation Requirements' section provides additional explanation of the difference between General Education and more specialized education and states student learning outcomes of the General Education program.

The College's General Education philosophy is further elaborated upon in the Curriculum Committee's statement on General Education at

Cañada College. This addendum to the Curriculum Handbook declares that the General Education program supports the College's mission in the following goals:

- To encourage exploration of the academic disciplines including liberal arts, sciences, mathematics, and social sciences;
- To understand and appreciate different points of view within a diverse community;
- To cultivate the ability to think critically and creatively, communicate effectively, and reason quantitatively to make analytical judgments ; and,
- To cultivate habits essential to lifelong learners

Requiring General Education in Degree Programs

Cañada College requires all academic and career and technical degree programs to include general education. Students must complete at least 19 semester units in five specific areas of General Education study in order to earn an Associate degree. To provide clarity, the General Education requirements in the College Catalog are formatted into tables with three different options:

- GE requirements for an AA/AS degree without an option to transfer,
- GE requirements for transfer to a CSU; and,
- GE requirements for transfer to a CSU or UC

The College augments the General Education requirements with an additional graduation requirement that students complete three units in Ethnic Studies. The goal of this requirement, which is described in the College Catalog, is for students to "see themselves and others in the mutually supportive relationship basic to the survival and prosperity of all of us."

Determining Appropriateness of General Education Courses

Faculty members design and develop course proposals which include the course outline of record, course objectives, student learning outcomes, methods of instruction, evaluation, exemplar assignments, and suggested texts. Each course proposed through the Curriculum Committee to fulfill an area of the College's A.A./A.S. General Education requirement is reviewed by the General Education Sub-committee, which is charged to:

- Review curriculum brought to the College Curriculum Committee seeking approval as a general education course;
- Encourage and support the development of courses that support the general education program; and,
- Review general education requirements and make recommendations to the College Curriculum Committee.

The General Education Subcommittee considers each course proposal in light of the General Education philosophy statement, criteria for inclusion, and General Education Learning Outcomes. Specific criteria and questions for reviewers to consider are identified for each of Areas A-E. Based upon these criteria, the stated learning outcomes for each course proposal, and on faculty expertise, the committee recommends which courses should be included in the general education curriculum.

Cañada College's General Education Learning Outcomes can be seen in Illustration II.A.3 on page 130.

Self-Evaluation

The College meets the standard. General education is required as a component of all academic and career and technical degree programs. This general education information is clearly stated in the College Catalog. The College relies on the faculty, the Curriculum Committee, and clearly defined criteria to determine the appropriateness of the courses for inclusion in the general education curriculum.

Actionable Improvement Plans

None

Illustration II.A.3: Cañada College General Education Learning Outcomes

Critical and Creative Thinking: Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.	Sample Demonstration of Outcome: • Analyze, synthesize, and evaluate ideas; • Generalize and evaluate texts in a reflective manner; • Create solutions while problem solving; • Generate and explore new questions.
Communication Skills: Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.	Sample Demonstration of Outcome: • Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats; • Distinguish, interpret, and analyze ideas and facts; • Apply information resources and technology.
Understanding Society and Culture: Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.	Sample Demonstration of Outcome: • Interrelate the interconnectedness of global and local communities; • Express civility in a complex world.
Scientific and Quantitative Reasoning: Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.	Sample Demonstration of Outcome: • Identify and solve problems using scientific inquiry and/or quantitative tools and reasoning; • Apply quantitative reasoning skills allowing students to read charts and graphs and use that data to consider real-life questions

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The overall goal of the general education requirements at Cañada College is to, "…introduce the student to areas of study that develop breadth of knowledge and contribute to a balanced education," as described in the College Catalog. More specifically, students who complete the General Education requirements at Cañada College are able to use creative and critical thinking, demonstrate effective communication skills, understand society and culture, and use scientific and quantitative reasoning. These general education/institutional learning outcomes, as shown in Illustration II.A.3 on page 130, were established through a collaborative process involving the Curriculum Committee, the various Planning Councils, and the Academic Senate Governing Council.

Each course accepted by the Curriculum Committee for inclusion in the general education program has course objectives identified in its Course Outline of Record as well as clearly identified student learning outcomes. These course-level student learning outcomes are aligned with the general education/institutional learning outcomes through TracDat, the online database that allows for recording and reporting of student learning outcomes. This linkage enables the indirect assessment of general education/institutional learning outcomes.

Courses that satisfy Area A—English Language Communication and Critical Thinking enable students to: produce written and oral communication and reasoning skills; express themselves using rhetoric in oral and written form; produce coherent and compelling essays; analyze systematically and identify faulty reasoning.

Courses that satisfy Area B—Scientific Inquiry and Quantitative Reasoning enable students to: use knowledge of scientific theories, concepts and data about living and non-living systems; apply scientific experimental methodology, hypotheses testing, and the power of systematic questioning.

Courses that satisfy Area C—Arts and Humanities enable students to: analyze and evaluate works of philosophical, historical, literary, aesthetic and cultural importance.

Courses that satisfy Area D—Social Sciences enable students to: express an understanding of the perspectives and methods of social and behavioral sciences in their contemporary, historical, and geographical settings.

Courses that satisfy Area E—Lifelong Learning and Self Development enable students to: express their self-development and their understanding of themselves as physiological, social, and psychological beings in a variety of ways.

Self Evaluation

The College meets the standard. The College's comprehensive general education/institutional learning outcomes encompass the basic content and methodology of the major areas of knowledge, the skills to be a productive individual and lifelong learner, and the qualities of being an ethical human being and effective citizen.

In the 2012 CCSSEE student satisfaction survey, 73% of the respondents reported that their coursework frequently required them to synthesize information and ideas in new ways, 61% made judgments about information or arguments, and 68% applied theories to practical problems. 67% of respondents reported often having serious conversations with students from a different ethnic background, religious or political or personal values; 74% of respondents reported that the College often encourages such interaction between diverse students. On average,

62% of students report that their coursework often emphasized the variety of outcomes present in general education.

Actionable Improvement Plans

None

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All of the degrees offered by Cañada College include general education and physical education requirements, reading, writing, and math competencies, ethnic studies requirement, along with core courses representing either an academic area of emphasis or an occupational major. In 2008-2009, changes were made to the Associate in Arts degrees to strengthen the core requirements and to reflect changes in either the occupational field or the area of emphasis. The Associate in Arts Degree in Interdisciplinary Studies was also added. This degree provides the choice of three areas of emphasis: Arts and Humanities, Natural Science and Mathematics, and Social and Behavioral sciences.

Self Evaluation

The College meets the standard. All academic and career and technical degree programs include either focused study in one area of inquiry or an established interdisciplinary core.

Actionable Improvement Plans

None

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Cañada College's Career Technical Education programs examine students' ability to successfully demonstrate technical and professional competencies through assessment of course and program level learning outcomes. These student learning outcomes and program learning outcomes are created to ensure that students who complete the program are prepared for immediate employment and/or external licensure exams. All Career and Technical Education certificate and degree programs have advisory boards that include members of the local business community. These boards help to ensure that curricula and learning outcomes meet the needs of industry and businesses that will most likely employ students completing the program. The Cañada College Advisory Committee Handbook details the role that career technical advisory committee members play on campus. Further explanation of the role of advisory boards is found in Standard II.A.2.b on page 114.

Illustration II.A.5 on page 133 provides an example of how students completing Radiologic Technology and Interior Design degrees and certificates must demonstrate technical and professional competencies. These students must meet employment and other applicable standards and are prepared to take the external licensure and certification exams.

Regular assessment of the effectiveness of Career and Technical Education programs in preparing students with these competencies occurs through the Annual Plan/Program Review. Additionally, some Career and Technical Education programs are accredited by external agencies and must demonstrate their effectiveness during their accreditation review cycle. Interior Design is accredited by the National Kitchen and Bath Association. The Radiologic Technology is accredited by both the Joint Review Committee on Education in Radiologic Technology and the California Department of Public Health, Radiation Health Branch.

Self Evaluation

The College meets the standard. Each career and technical program has competencies that students must meet to successfully obtain a degree or certificate.

Actionable Improvement Plans

None

Illustration II.A.5: Demonstrating Technical and Professional Competencies

Kitchen and Bath Certificates, Certificate and Associate in Science in Interior Design, and Associate in Sciences in Radiologic Technology

Kitchen and Bath Certificate

- The Kitchen and Bath Certificate program at Canada College is accredited by the National Kitchen and Bath Association, based on their Body of Knowledge criteria, annual reports and submission of student work samples.
- These requirements include having a full-time faculty member/program coordinator, certified kitchen and/or bath professional(s) teaching the kitchen and bath courses, certified kitchen and/or bath professionals on the department Advisory Committee, following the NKBA graphic presentation and planning guidelines as part of the curriculum.
  - 75% of the Competencies in the Body of Knowledge must be met or met with strength, as well as the work samples submitted must have an average score of 70% or higher.
  - Re-Accreditation visits, either on site or virtual, are conducted every 5 years, and include a comprehensive formal report, based on the Body of Knowledge competencies and meeting the NKBA program requirements.

Interior Design AS Degree, and Interior Design and Residential/Commerical Design Certificates

- 40.5 unit Interior Design Certificate, Interior Design AS degree, and 55.5 unit Residential and Commercial Design Certificate:
  - These students meet the minimum educational requirement (2 years, 40 semester units, of interior design course work) for the IDEX (Interior Design Exam, State of California, to become a CID – Certified Interior Designer in California). Those students who take the exam do pass it, again, self-reported, anecdotal.
  - This is also currently the minimum educational requirement to take the NCIDQ (National Council for Interior Design Qualification), the national exam.
  - Both of these certifications do require a specified amount of full time work experience to reach full certification.

Radiologic Technology AS Degree

- The AS degree in the Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the California Department of Public Health, Radiation Health Branch (CDPH-RHB).
- Students who complete the course go on to take either the California Radiologic Technology Certificate or the ARRT exam. One of the program learning outcomes is for students to pass the ARRT exam on the first attempt.

II.A.6 The institution assures that students and prospective students receiving clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

Providing Clear and Accurate Information

The College provides accurate information about educational courses, programs, and transfer policies through the college catalog, schedule of classes, counseling services, workshops, and web site. The College Catalog clearly describes the degrees and certificate programs and lists the course requirements for each program. The College includes an accuracy statement in its catalog and schedule of classes.

Information about Courses, Programs, and Student Learning Outcomes

The catalog and schedule of courses, both printed and electronic versions, list all courses with a brief description of purpose and content, number of units and class hours, pre-requisites and/or co-requisites, basic skills recommendations, and transferability. In all courses, students receive a syllabus that contains, among other required elements, a description of expected student learning outcomes. This latter requirement is supported by Academic Senate Governing Council resolution. These learning outcomes are consistent with those listed in the Course Outline of Record. Copies of course syllabi are maintained in the Division Offices.

The Catalog includes a one-page summary of all instructional programs clearly identifying the degree or certificate options for each. The Catalog also provides detailed profile of each program. This profile identifies the degree or certificate options, a description of the purpose and content of the program, the program learning outcomes, and detailed degree and/or certificate requirements. Inclusion of the program learning outcomes in the catalog was endorsed by the Academic Senate Governing Council resolution that was cited in Standard II.A.2.a on page 114.

The college website provides the same information as the catalog but in a different format. For each degree and certificate program the website provides a detailed page that lists all the courses required to complete the program. The list is organized into core program courses, basic competency requirements, physical education graduation requirements, ethnic studies requirements, and General Education requirements. Students are encouraged to consult DegreeWorks for specific personal guidance. Program learning outcomes are also posted online at each program's home page linked to the Instructional Division page. The website also provides Gainful Employment Information and disclosures.

Information about Transfer Policies

The College Catalog identifies policies on transcripts, transferring within the district, the Transfer Center, Transfer Admission Guarantee/Agreement, Associate in Arts and Associate in Sciences Degrees, Transfer Degrees (AA-T, AS-T), and Transfer-in students. The catalog also defines General Education requirements to transfer to the CSU and UC system and lists specific courses approved for transfer to each of these systems. This information is updated annually upon publishing a new catalog. The college website allows for more frequent updating. The Transfer Center provides transfer guides, transfer agreement charts, and links to Project Assist. The college website provides details on the requirements for AA-T and AS-T degrees. Finally, the college website provides students with information on evaluating and requesting transcripts.

Students also receive transfer information during college orientation and counseling sessions. The Transfer Center also collaborates with the Counseling Department by reporting updates and changes in the transfer policies with counselors through biweekly Counseling meetings. For accuracy and consistency, the Transfer Center, via electronic newsletters, shares the information with transfer students and other departments such as EOPS, TRIO, MESA, Learning Center, Disability Resource Center, Honors Transfer Program, Admissions and Records, and instructional faculty.

Self Evaluation

The College meets the standard. Clear and accurate information about courses, programs, transfer policies, degrees and certificates is provided in the College catalog and on the college's website. All course syllabi specify learning outcomes that are

consistent with the approved course outline. Program learning outcomes are specified online and in the college catalog.

Actionable Improvement Plans

None

II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transfer of Credit Policies

The College provides accurate information about educational courses, programs, and transfer policies through the college catalog, classrooms, counseling, workshops, and web site.

The mission of the Cañada College's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, empowers them to successfully reach their transfer goal, and to increase the transfer rate among students.

The primary function of the Transfer Program is to help students transfer from Canada to four-year colleges and universities both in- and out-of-state. The district-wide transcript evaluation service, which is housed at the College of San Mateo, has been established to help define coursework completed outside of the San Mateo County Community College District are comparable and how those courses may fit into the transfer pattern, as well as our local degree requirements.

The evaluators use ASSIST.org, College Source, as well as Course Outlines of Record and syllabi as tools to guide them in determining the comparability of courses to be used for local degrees, in addition to General Education breadth and major preparation requirements for transfer. Discipline faculty are consulted as needed.

Transfer Credit Policies are also discussed in the Board of Trustees Policy 6.26, and in Appendix B of this document on page 401.

Articulation Agreements

Through the Curriculum Committee and the Articulation Office, courses are examined for transferability to four-year universities specifically to California State Universities and the University of California system. These courses and transfer programs are reviewed and updated based on the changes to maintain the transferability of the courses. Currently, Cañada College has articulated 377 UC- and 827 CSU- transferrable courses. Among them, 175 are applicable to Inter-segmental General Education Transfer Curriculum (IGETC), and 286 toward the CSU General Education Pattern.

These courses are identified in the College Catalog and are housed in a state-wide database system, Project Assist, which is updated annually. The College Catalog also includes the transfer programs and policies including CSU General Education Patterns, and Inter-segmental General Education Transfer Curriculum (IGETC), UC general education pattern, the credit policies of Advance Placement, International Baccalaureate test, and College-Level Examination Program policies toward AA/AS degree and Transfer GE patterns. This information is also posted on Cañada College's Transfer website. In addition, through the Transfer Center, Cañada College has established Transfer Admission Guarantee programs with UC campuses and Transfer Admission Agreements with CSU and Private Universities that are listed the College Catalog and on the Transfer Center's website.

Self-Evaluation

The College meets the standard. Cañada College's transfer policies ensure that all students are able to transfer into and out of the college. Credit is granted when the learning outcomes of courses align. Articulation agreements and transfer guarantees/agreements facilitate this process ensuring a clear process for students. The 2012 CCSSE survey indicated that 84% of the students who used the transfer credit services were somewhat or very satisfied with the assistance. The College continues to advertise and promote transfer services through the Transfer Center, STEM Center, and various workshops in order to increase student awareness of the services.

Actionable Improvement Plans

None

II.A.6.b when programs are eliminated or program requirements are significantly change, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

When substantial changes to a program are required, or when a program is recommended for discontinuance through the Program Improvement and Viability process, the Curriculum Committee will work in tandem with the Office of Instruction and the change will be implemented in the next catalog. If the changes take place mid-year after the catalog has been published, then the Office of Marketing, Public Relations, and Outreach will update the online version of the Catalog.

Consistent with the Catalog Rights policy, students can expect to complete their educational goal in a timely manner and are held to the graduation requirements in place at the time enrollment begins. When changes to a program occur, the department will make arrangements to accommodate students in completing their program of study. Faculty may recommend a course substitution or may create an independent study course in order for students to complete their program. The Counseling Department, faculty in the discipline, Dean of the discipline, and Admissions and Records work collaboratively with the affected students to ensure they meet the requirements to complete their program of study.

Self-Evaluation

The College meets the standard. When programs change or are discontinued, appropriate arrangements are made to assure enrolled students can complete their education in a timely manner.

Actionable Improvement Plans

None

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Clear, Accurate and Consistent Information

The Office of Marketing, Public Relations, and Outreach is the liaison between the College, the public and the press. It is dedicated to providing effective communication about the college through publications, advertising, campus photography and the college website. The Office makes every reasonable effort to ensure that official statements the College provides such as the College Catalog, class schedule, press releases, newsletters, reports, and website, are accurate.

The College includes an Accuracy Statement in the College Catalog and Schedule of Classes. When corrections or changes are required, the Public Information Office does so immediately for online communications. Printed materials, such as the Catalog and Schedule of Classes, are corrected upon the next printing. A new feature of the website is that degrees and certificates are automatically displayed from DegreeWorks making updates immediate and seamless.

Regular Review of Policies and Publications

Each spring the catalog is reviewed by the Vice Presidents, Division Deans, Registrar, Curriculum Committee and departments who have authority over various pieces of content, such as counseling and financial aid. These entities review the policies, procedures, and other content under their purview; for example, the Curriculum Committee notifies faculty of deadlines for inclusion of changes in curriculum to the catalog. Course descriptions are downloaded from Banner®, with whatever approved curriculum changes have been made. The Administrative Analyst in the Office of Instruction provides a list of changes approved by the Curriculum Committee to degrees and certificates. All changes are reviewed and made by the Public Information Office. Once the catalog is sent to print, a PDF format is posted online. If mistakes in the printed catalog are noted, the correction is listed

on the Catalog website. Changes are listed on the Catalog website page under the subheading 'Updates'. Changes are also posted live on the online schedule and in WebSmart.

Self Evaluation

The College meets the standard. Clear and accurate information is provided to students, the public and press. Specific processes are followed to regularly review and update the information presented in the catalog and schedule of classes. All communications are assessed for accuracy and consistency and corrections are made as needed.

Actionable Improvement Plans

None

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Academic Freedom and Faculty Codes of Conduct

In order to maintain the integrity of the teaching-learning process, Cañada College publishes a statement on Academic Freedom on its website and upholds the Board of Trustees' Policy 6.35, Study of Controversial Issues and Academic Freedom, and Policy 2.21 on Professional Ethics.

Cañada College is a non-sectarian, public institution and as such does not promote or require specific beliefs or world views. To the contrary, the College's Statement on Academic Freedom declares that the college is, "dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints."

In this vein, academic freedom is preserved in the course instruction. For example, Anthropology 125: Physical Anthropology equal weight is given to both Creationism and Darwinian evolutionary theory. This is done in such a way as to incorporate viewpoints regardless of background.

Academic Integrity and Student Codes of Conduct

The college upholds the District Student Code of Ethics, and upholds the Board of Trustees' Policy 7.69 on Student Conduct, Policy 7.70 on Student Disciplinary Sanctions, and Policy 7.73 on Student Grievances and Appeals. The College presents on its website a general statement on Academic Integrity and publishes in its catalog an extensive statement on Academic Integrity that describes examples of academic dishonesty and the consequences of violating this policy. The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also printed in the college catalog.

Faculty also have access to TurnItIn.com, a service which checks the accuracy of sources and citations on student papers. CIETL has run workshops on the service, and continues to offer resources to those faculty who wish to use it.

Self Evaluation

The College meets the standard. The faculty are aware they need to distinguish between personal conviction and professionally accepted views in a discipline. The publication of policies concerning student conduct and academic integrity give students clear prior notice of these expectations.

Actionable Improvement Plans

None

II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Descriptive Summary

Cañada College filed a substantive change application that was approved by ACCJC to teach courses in foreign locations. At the time of application in 2011, the District and College were pursuing agreements to teach courses in China. These agreements have not yet been developed, and currently the College has no plans to pursue other foreign opportunities.

Self Evaluation

The College meets the standard, but currently has no plans to offer curricula in foreign locations.

Actionable Improvement Plans

None

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses the student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Cañada College serves some of the most diverse communities in southern San Mateo County: Redwood City, Menlo Park, East Palo Alto, San Carlos, Atherton, Woodside, La Honda, Pescadero, and Half Moon Bay. The service area is highly economically diverse, comprised of some of the highest income earners in the county and also the lowest. The College serves primarily low income students. In 2012-2013, 41% of the College student body was low-income as defined by eligibility for the Board of Governors Fee Waiver Method B. This percentage has steadily increased since 2005-2006.

The College is ethnically diverse and received federal designation as a Hispanic Serving Institution every year since 2001. In fall 2012, the student body was 45.4% Hispanic students, 30.6% Caucasian students, 7.3% Asian students, 3.2% Filipino, 1.9% Pacific Islander, 3.8% African American students, 3% Multi-Races students, and 4.5% with other or undeclared ethnicity (DataMart).

Recruitment and Admission of Diverse Students

Extensive outreach and recruitment efforts are made in area high schools, middle schools, secondary schools, and at college and job fairs. To reach underserved populations, outreach efforts have been expanded into neighborhoods east of the College, along the Bay and into the Coastal area in and around Half Moon Bay. The entire college is involved in the recruitment activities. In addition, the Outreach Department works in collaboration with the CBET/English as a Second Language Program and provides peer assistance for non-native speakers of English, especially parents of school children, who are interested in the English as a Second Language classes that Cañada College offers at five different off-campus sites.

Outreach activities are focused primarily on the local high schools. Annually, the College's Outreach Department student ambassadors participate in over 100 high school visits, tours, career and college fairs, community events, and new student orientations. The office is proactive in reaching out to the community to provide information on the benefits of attending college and encouraging local high school students to attend.

With more high school students considering community colleges as a first choice due to reduced and restrictive admissions at four-year schools, the department has responded to the increased demand. Feeder and non-feeder schools are requesting more assistance from the Outreach department in application workshops, campus tours, parent workshops and one-on-one help. The College has developed many new academic programs and services. Outreach has thus created specific training sessions to learn and promote the new services.

In the 2012-2013 Annual Plan/Program Review, the following data measures were used to evaluate the effectiveness of the Outreach Department:

- The department catalogued Priority Enrollment Program attendees according to high school, revealing enrollment numbers per feeder school. It also evaluated feedback from high school counselors, and reviewed the College's annual enrollment data.
- The department also used Google Analytics to determine the demographic of the College's webpage audience.
- The department created its own departmental email service, as well as online campus tour requests, to track activities.

The department created new marketing publications, such as flyers for potential students at outreach events. The number of off-campus application workshops also increased from six to 12. Some of the locations included South Francisco High School, Aragon High School, Sequoia High School, Woodside High School, and East Palo Alto Phoenix Academy. The College fulfilled Objective 3.1 from the 2012-2017 Educational Master Plan and created an Outreach Advisory Committee. The committee's first task was organizing the college's inaugural Preview Day in March 2012, when over 300 local high school students visited campus and were introduced to various programs and fields of study that the College offers.

Faculty from various programs, particularly in Career and Technical Education programs, conduct recruitment. The STEM Center also does extensive recruiting in the high schools in order to encourage students to think about enrolling in STEM courses and follow careers in science, technology, engineering and math.

The College also has approximately 300 high school students taking college courses through the Concurrent Enrollment Program, and Upward Bound has been serving 50 Sequoia High School students from the low income areas of East Palo Alto and North Fair Oaks. The Upward Bound program works in collaboration with Sequoia High School and provides academic training and support to prepare students to be college-ready.

A key way to recruit students is through the Middle College High School on campus that works in collaboration among the four high schools in the Sequoia High Union School District. The program has been operating since 1999 and serves approximately 100 high school juniors and seniors each year, offering them an opportunity to achieve academically in a different environment. In this highly successful program, students complete requirements for high school graduation while taking college courses, and tuition and textbooks are free.

One of the goals of Middle College is to get underrepresented students prepared for and into college; while many of the students come into the program testing at developmental levels, by the time they graduate from high school, they are taking transfer level courses. Students take between seven and 11 units per semester, and most enroll in summer session as well. Many students graduate with a year and a half of college credit earning approximately 30 transfer units at the end of two years.

Identification of Student Services Needs of Students

The College uses numerous means to identify the student services needs of students. There are eight programs in the student services area which have been identified, and these program areas complete an Annual Plan/Program Review. Data from these Annual Plans/Program Reviews are used to evaluate needs. This number was increased from six programs in 2011-2012 to eight programs in 2012-2013 based on a discussion by the Student Services Planning Council, who felt there needed to be separation of some of the groupings.

The 2013-2014 programs include:

1) Assessment, Orientation and Registration;
2) Articulation and Transfer;
3) Financial Aid and Financial Literacy;
4) Counseling and Career and Personal Development (CRER) Courses;
5) Career Services;
6) Student Life and Leadership;
7) Wellness: Disability Resource Center, Psychological Services, Health Services; and,
8) Student Support: TRIO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE.

Each year, the Student Services Annual Plans/Program Reviews are published and posted on the Student Services Planning Council's website. In addition to the annual program review, the District has supported the three colleges in completing two Business Process Analyses in the student services areas. The first, conducted in fall 2011, was for the financial aid offices of the three colleges in the district. Through the Business Process Analyses recommendations, the number of manual processes for financial aid packaging decreased from 43 to six. This efficient use of the college's software system (Banner®) has improved the efficiency of the office; further details can be found in the Financial Aid Business Process Analysis.

The Admissions and Records Business Process Analysis was also added. This office had previously automated most processes through WebSmart; the focus of this analysis was on improving other functions of the office.

With respect to facilities, and in order to better provide student services, the College is fortunate to have one location for most services. College staff worked closely with the District to articulate the

needs of students when creating Building 9. Opened in summer 2007, this building houses Student Services, the Learning Center, and the Library. The building enables students to navigate among essential service departments such as Admissions and Records, Cashier's Office, Financial Aid, Assessment, Counseling, Transfer Center, EOPS, Welcome Center, Library and Learning Center.

The first floor of the building houses most all of the student services. It is a high-touch area, where students can receive assistance and get their questions answered about admission into the College and the support services they may need to promote success. Computers are available in this area to enable students to register for classes and pay fees. Welcome Center Staff are ready to assist with scheduling of new student orientations, placements exams and counseling appointments.

In the redesign of the Grove, a specific area was dedicated to the Career Center. Being in a high-visibility location near the Center for Student Life and the offices of the Associated Students of Cañada College has helped access to this resource greatly.

Assessment testing and counseling services provide guidance to all students with special support provided to help non-native speakers enroll in appropriate courses, including special assessment testing dates arranged for off-campus English as a Second Language classes. Counseling services are paired with instructional services through the College Success Learning Communities to support students who are identified as needing basic skills courses in English and reading to help them succeed in college. In fall 2012, an English as a Second Language College Success Learning Community was added.

Basic skills needs are high. The College has continued to experience a high enrollment of students requiring basic skills preparation prior to engaging in college level curricula. Assessment results for January to December 2012 indicate that only 20.4% of entering students were eligible to take transfer level English courses, and only 14.7% were eligible to take transfer level math courses.

The assessment test data are important to use in planning the needs of the students, and as such the College focuses its efforts on improving their basic skills. In response to the high need, the College has developed exceptional programs, Math Jam and Word Jam, which provide students with a quick workshop to improve their skills prior to taking courses in response to the high need to develop basic skills. As a result, Cañada College has received a commendation from the San Mateo County School Board for the Math Jam programs and its work to improve student success.

The college orientation program is required of all new students with a goal of certificate, degree, or transfer. The Orientation provides information about the registration process, college policies, academic expectations, educational goals, and student services. Students can schedule a date to attend a college orientation by calling the Welcome Center. Spanish-speaking staff in the Welcome Center, Admissions and Records, Counseling, the Business Office, Financial Aid Office, the Outreach Office, the CBET/VESL Office, the Humanities and Social Sciences Division Office help Spanish-speaking students navigate the matriculation process. Orientations in Spanish are scheduled each semester during the assessment testing period. The orientation program content, delivery method and timing is continually reviewed to ensure that it meets student needs.

The Financial Aid Office offers workshops and guidance on the different financial aid programs for which eligible students may apply. A 'FAFSA Tuesday' program is conducted by the staff to assist students weekly on the completion of their FAFSA.

To meet student needs for information at any time of day or evening, the improved College website makes it easier for students to find information about all the support services available. An added feature Ask Cañada provides students with answers to their questions about the College at any time.

Other measures that ensure alignment of services with student needs include surveys (e.g. Noel-Levitz), focus groups, program review, interviews with front-line staff, comments from faculty, information from the Associated Students of Cañada College, and other specialized program planning and required reporting documents (both federal and state). All of this information is reviewed by the Student Services Planning Council.

Concern for Student Access, Progress, Learning, and Success

Cañada College is concerned about access, progress and success of its students. The College has a required 'student success process' that includes ten steps for success. These steps are included in each Schedule of Classes and are covered in the orientation process. These steps for success are outlined in Illustration II.B on page 143.

With respect to access, the College is committed to providing to all students access to quality student services and supplemental support services. The primary services are offered in Building 9 on the main campus.

Most student support services provide evening or electronic access, allowing students to have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, the Bookstore, Cashier, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities and the Welcome Center. The evening hours have been very helpful for the College for Working Adults, CBET/Vocational English as a Second Language, and other off-campus students, who come to campus to receive orientations, campus tours, tutoring and other services during these hours. In addition, Saturday hours are provided at the Library for both the library services and tutoring. Services are responsive to student needs, and efforts have been made to augment Library, Learning Center and tutorial services hours through the Measure G parcel tax funds.

The College also offers English as a Second Language classes in five off-site locations through the CBET/Vocational English as a Second Language Program: three Redwood City elementary schools, the East Palo Alto Boys and Girls Club, and the Cunha Middle School in Half Moon Bay. This is in addition to a State-recognized partnership between Sequoia Adult School and Cañada College. Grant-funding has helped to provide support services for these students, including staff that help students complete the college application, financial aid, and registration process.

There are several programs in place to track students' progress, learning, and success. Early Alert in WebSmart is in place for faculty to help counselors connect with students as soon as attendance and/or academic work issues exist that interfere with students' success. Counselors call the students to talk to them about the issues identified by faculty and also contact faculty as a follow up on the students.

Math Jam, Physics Jam and Word Jam are free, non-credit, intensive programs for current and in-coming Cañada students in all levels of math, English, reading, and English as a Second Language. Math Jam and Word Jam students work with Cañada faculty to practice math skills, and reading and writing strategies. The outcomes of these intensive sessions are to improve their Cañada College assessment test scores and/or better prepare them for the courses that they will take. Math Jam and Word Jam offer students the opportunity to enhance their progress, learning, and success. The student services staff work closely with faculty on the implementation of these programs. These programs are discussed in greater detail in Standard II.B.3 on page 149.

Email, Facebook and Twitter are used extensively to provide information to students regarding a variety of activities: financial aid, counseling services, transfer programs, and outreach services. Digital signs in The Grove and in the Student Services area of Building 9 provide information to students about courses, events, and activities on campus. Counseling Services uses SARS and WebXtender software to increase the flow of information across service areas.

The data dashboard for the College is reviewed by the Planning and Budgeting Council to provide information on how well the College is meeting its benchmark numbers. The data include measures of progress and success. The dialogue for this information is included in the meeting minutes.

Self Evaluation

The College meets the Standard. The College places a high priority on recruiting a diverse student body and providing services they need to be successful and is fortunate to have caring and dedicated staff in all service areas to aid in the delivery of quality student support services. According to the 2010 Noel-Levitz Student Satisfaction Survey, students indicated that they were satisfied with their experience at Cañada College at a rate higher than the National average for community colleges.

The systematic way of collecting needs information is through the annual evaluation of student support services is conducted in the Student Services Annual Plan/Program Review document, found on the Student Services section of the Program Review website completed by the eight programs. This document includes student learning outcomes and service area objectives to assess the quality of student learning and service delivery for all Student Services programs. The data collected are presented and incorporated into College-wide Strategic Planning. Additional evaluation reports are in the form of federal or state reports for Matriculation, TRIO, Student Support Services, Upward Bound Program, DSPS, CalWorks and EOPS/CARE.

Actionable Improvement Plans

None

Illustration II.B: Concern for Student Access, Progress, Learning and Success

Providing Step-By-Step Instructions for Initial Student Success

Steps to Success at Cañada

1 APPLY TO ATTEND
Complete an online application for admissions: canadacollege.edu/admissions/ You will receive an email confirming your application. See pages 7-9.

2 APPLY FOR FINANCIAL AID
You may qualify for financial aid (if you are a US citizen, permanent resident, or other eligible non-citizen). See pages 9-11.

NEW STUDENTS

Never been to college before, or only attended while in high school, **and** have a goal/plan of:

- Associate Degree or Certificate
- Transfer to 4-Year School
- Basic English/Math/Reading Skills
- Undecided Goal

3 ATTEND ORIENTATION AND ASSESS YOUR SKILLS IN READING, WRITING AND MATHEMATICS (Required)
Register for the Orientation by calling 650-306-3452. To determine which classes are right for you, you will need to complete assessment tests. See page 11.

4 ATTEND A COUNSELING SESSION (Required)
Meet with a counselor to help develop your educational plan. See page 12.

OTHER STUDENTS

- Returning Students
- Students transferring from another college or university
- Taking Classes for Job Training/Personal Enrichment
- Taking Classes to Fulfill Another College's Requirements

3 MEET WITH A COUNSELOR TO DISCUSS AND/OR CLEAR PREREQUISITE REQUIREMENTS BEFORE REGISTERING FOR CLASSES (As Needed)

4 SUBMIT TRANSCRIPTS FROM OTHER COLLEGES (IF ANY) TO ADMISSIONS & RECORDS, OTHERWISE GO TO STEP 5

ALL STUDENTS

5 REGISTER FOR CLASSES (Required)
Instructions for registering using WEBSMART (websmart.smccd.edu) are on page 13.

6 PAY FEES (Required)
Students will be dropped for non-payment of fees. **Please note:** Students will not be permitted to register with an outstanding balance. See pages 14-15.

7 ARRANGE TRANSPORTATION AND PARKING
See page 16.

8 PURCHASE OR RENT BOOKS (Required)
See page 16.

9 GET INVOLVED WITH CAMPUS CLUBS AND TAKE ADVANTAGE OF SUPPORT SERVICES
See pages 16-22.

10 ATTEND CLASSES (Required)

Standard II: Student Learning Program and Services
II.B: Student Support Services

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Assuring the Quality of Student Support Services

The student services area has a well-developed program review process to assist in assuring the quality of services. The eight programs within the student support area complete the annual plan/program review document annually. The template for the Annual Plan and Program Review is shown in Illustration II.B.1 on page 145.

The Annual Program Plan/Program Review document, found on the Program Review website and the Student Services Planning Council website, are reviewed by the Student Services Planning Council at several of the meetings and feedback is provided to the areas. After these reviews, all of the Annual Plans and Program Reviews are compiled into one document for review by the campus.

There are a number of measures used in order to ensure alignment of services with student needs. These include surveys, focus groups, student learning outcome assessment, SARS[3] data for individual students, and dashboard data. This information is also reviewed during the Student Services Planning Council meetings and recommendations for actions are made.

According to the 2010 Noel-Levitz Student Satisfaction Survey, students indicated that they were satisfied with their experience at Cañada College. In comparing with other colleges nationally, Cañada rated above the national average on 47 out of 70 questions. In analyzing what students felt was 'important' vs. how 'satisfied' they were with the services; over 50 questions were rated highly. At the Student Services Planning Council meeting of December 9, 2010, the group carefully reviewed all of the indicators and identified key ones to address. This has led to changes in counseling, the Welcome Center, addressing and assessing student needs, and other approaches to improve student success on campus.

There are other specialized program planning and required reporting documents (both federal and state) that are completed by various programs, such as TRIO-Student Support Services, EOPS/CARE, DSPS, and CalWORKs.

Providing Student Support Services Regardless of Location or Delivery Method

Student support services provide evening or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, the Bookstore, Cashier, Counseling, Financial Aid, EOPS, Learning Center and Tutorial Services, the Library, Student Activities and the Welcome Center. Special activities, such as the Priority Enrollment Program, new student orientations and assessment are offered evening and select Saturdays throughout the year. The Calendar is published on the Orientation website, thereby providing assistance to different groups. Services are responsive to student needs, such as, adding Saturday hours in the library, providing counseling services at the off-campus site and providing student support services to our distance education students.

An e-counselor has been specifically identified and provides on-line support to students on a regular basis and all of the counselors are available for phone appointments for any student. An on-line orientation program has been developed and provides the distance student with the opportunity to meet this requirement remotely. In addition, the Ask Cañada function on the website meets student needs for information regardless of time of day or location.

Self-Evaluation

The College meets the standard. Cañada College is committed to providing to all students access to quality student services and supplemental support services regardless of location or instructional delivery method. Annual evaluation of student support services is conducted in the form of Annual Plans/Program Reviews for all of the programs and specific evaluations are completed with federal or state reporting for Matriculation, TRIO, Student Support Services, Upward Bound Program, DSPS, and EOPS.

Actionable Improvement Plans

[3] SARS is the software system used to document information for counseling visits.

None

Illustration II.B.1: Assuring the Quality of Student Support Services

Contents of the Student Services Annual Plan and Program Review

Student Services Annual Plan/Program Review Outline

1. Program Name:

2. Team Leaders

A. Team Members
B. Program mission and vision

3. Program / Department Data Measures – and Reflection

4. Student Learning Outcome (SLO)

A. Results from prior cycle's SLO.
B. Current SLO and relationship to College SLO or Strategic Directions
C. Action Plan

5. Service Area Outcomes (SAOs)

A. Results from prior cycle's SAO
B. Current SAO and relationship to College SLO or Strategic Directions
C. Action Plan

6. Resource Identification

A. Faculty and Staff hiring requests
B. Professional Development needs
C. Equipment requests – must be related to instruction
D. Office of Planning, Research & Student Success requests
E. Facilities requests

7. Curricular Offerings (current state of curriculum and SLOAC) (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.
A. Attach the following TracDat and CurricUNET data in the appendix:
B. Identify Patterns of Curriculum Offerings

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following information.

a. General Information

- **Official Name, Address(es), Telephone Number(s), and Website Addresses of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or Publications Where Other Policies may be Found

Descriptive Summary

Cañada College publishes an annual College Catalog offering constituencies a host of information regarding academic resources, requirements, and major institutional policies affecting students. The College has made a commitment to precise, accurate, and current information in the catalog by collaborating with deans, faculty coordinators, support services and programs, and others who have responsibility for material presented in the catalog to ensure the highest level of catalog accuracy.

The Catalog is updated to reflect the most recent general information, requirements for a successful student pathway, major policies that affect students and information references to find additional procedures and policies.

The College ensures that the catalog information is easily accessible to students, prospective students, and the public by providing free access to the current and archived catalogs on the institution's website, as well as having printed copies available for purchase at the bookstore and online. The 2013-2014 College Catalog can be found in all the academic and student services areas at all three campuses in the District (Cañada College, College of San Mateo and Skyline College). The online version of the catalog meets accessibility standards and can be used by screen readers.

Copies of the printed catalog are sent to local area high schools, provided as reference items to the city and county libraries within the College's service area, and mailed to neighboring community colleges and to each of the CSU and UC campuses within the state. In addition, the catalog is introduced to new students during the orientation meetings.

The structure of the catalog is clear and facilitates ease of use. The format retains a core of information, but it is continuously evaluated and revised in order to improve its usefulness. The catalog has both a Table of Contents and an Index that allows for quick references to the various sections. The 2013-2014 College Catalog contains the names and degrees of administrators and faculty, as well as the names of Board of Trustees members. The catalog contains a summary of general information, such as the official name, addresses, telephone numbers, and website address of the institution. The institutional mission, course, program, degree offerings, academic calendar, and program length are also easily found in the 2013-2014 College Catalog. The Academic Calendar can be found immediately just before the Table of Contents.

Cañada College is a Hispanic Serving Institution. As such, each year's college catalog contains critical information relating to student services information and non-discriminatory policies translated into Spanish. In addition, the printed version of the admissions application is available in both English and Spanish. The Financial Aid Office provides the FAFSA and Financial Aid Workbooks in Spanish, and has Spanish information regarding financial aid eligibility and Spanish Board of Governors Fee Waiver forms. It also has created a Spanish 'shell' that overlays the online Board of Governors application in WebSmart.

Additionally, the College provides workshops throughout the year with bilingual assistance and/or use Spanish PowerPoint presentations. As needed, other forms may be translated and the majority of the Financial Aid staff is bilingual. Cultural and linguistic bias in instruments and processes are constantly a focus for staff training and review.

If there are mid-year changes to important information in the catalog (for example, fees), this information is disseminated to students and prospective students via a variety of methods. In addition to including any changes in the next term's Schedule of Classes, any or all of the following delivery modalities may be employed: website pop-ups and/or scrolling text, articles in the Olive Press blog, local newspaper news briefs, posters, flyers, marquee announcements, emails, postcards, SARS calls, and displays on monitors in both Building 9 and the Grove.

Student access is important to the institution. Individuals with special needs can get assistance with gathering information from the catalog. The institution employs diverse individuals with a variety of language skills to assist students with any questions regarding policies and procedures. Students who require languages other than English may be directed to identify staff for translation assistance.

The Alternate Media Center at the Disability Resource Center provides support for students with disabilities. The Disability Resource Center produces instructional materials, such as textbooks, course materials, and class schedules, in alternate format for students with disabilities. The Disabilities Resources Center also teaches students with documented needs to use the assistive technology resources listed below:

- Kurzweill 3000—scanning/reading software
- Dragon Naturally Speaking – voice recognition system
- ZoomText Xtra 9—screen magnification for SDO and Windows
- JAWS—screen reader for Windows—this is available online, and meets ADA accessibility standards.

All of the above resources are available in the Disabilities Resource Center testing room and in the Learning Center.

The 2013-2014 College Catalog addresses all WASC required areas.

a. General information (College Catalog 2013-2014)

Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution (Page 1)

Educational Mission: The mission of the college is prominent in the first section.

Course, Program, and Degree Offerings: Students who successfully complete the requirements for graduation are awarded an Associate in Arts, Associate in Science, Associate in Arts for Transfer and an Associate in Science for Transfer degree and these are listed in the current catalog.

Academic Calendar and Program Length: The institution is organized on the semester system and includes the following important dates:

- Beginning and ending dates for all terms
- Flex dates
- Holidays
- Declared Recess
- Last day to add/drop
- Last day to drop with eligibility for partial refund
- Last day to drop semester length class without a W
- Last day to apply for a degree/certificate
- Last day to withdraw from a semester length class with a W
- Final exam period

Academic Freedom Statement: Found in the first section of the catalog.

Available Student Financial Aid: The Financial Aid Office administers a number of programs designed to help students with limited resources to meet their educational expenses and these are listed.

Available Learning Resources: The Office of Student Activities promotes events and coordinates programs that provide students with an opportunity for educational and social growth outside the classroom.

Names and Degrees of Administrators and Faculty: These are listed in the section on Faculty and Emeriti.

Names of Governing Board Members : These are listed on page 6.

b. Requirements

Admissions: All high school graduates, anyone who has a Certificate of Proficiency or a G.E.D., and anyone 18 years of age or older who can benefit from a course of study are eligible for admission (Admission and Registration)

Student Fees and Other Financial Obligations: As a publicly supported community college, the institution provides low-cost education; students pay nominal fees at registration (Admissions and Registration)

Degree, Certificates, Graduation and Transfer: Degree and Certificate programs are clearly detailed in the College Catalog. The specific course and unit requirements are shown for specific majors and certificates. Transfer information (IGETC and CSU General Education Certification) is also shown. Students who successfully complete the requirements for graduation are awarded the following degrees:

- Associate in Arts
- Associate in Science
- Associate in Arts for Transfer
- Associate in Science for Transfer

Cañada College awards two levels of certificates. Certificates of Achievement are those that are 12 or more units of course work that have been approved by the State of California and will be posted to the student's transcript. Skills/Career Certificates are those that are up to 11.5 units of course work and will be awarded to the student by the department offering the certificate. All certificate programs are listed alphabetically by subject in the college catalog.

Cañada College and the San Mateo County Community College District have made every reasonable effort to determine that information regarding fees and degree/certificate information is current.

c. Major policies affecting students

The College utilizes a purposeful, detailed process to develop and review college policies affecting students. Compliance with state Title 5 regulations and with state Education Code primarily guides development of College Board Policies. College Administrative Procedures define procedures to follow in implementing Board Policies. Substantial efforts take place via the participatory governance process to develop and approve Administrative Procedures, or regulations, which define implementation guidelines and processes to follow for both academic and student services areas. The college and district administrations work with the Community College League of California Policy and Procedure Service to monitor any changes in Education Code or Title 5 that would have an impact on the college. Recommended changes are reviewed through the college and district governance processes, as appropriate, and then placed into operation. Board Policies are approved by the Board of Trustees. An extensive revision of Chapter 7 of the Board Policies and Administrative Procedures for Student Services took place in the 2012-2013 academic year.

Academic Regulations, including Academic Honesty: Academic Regulations govern the College's official policies and rules directly connecting faculty, staff and students that support academic standards: grading system, standards, registration and withdrawal from classes, choosing and/or changing curriculum, and petition for graduation.

Academic Honesty maintains that principle of academic integrity includes respect for intellectual property of others. Any act which compromised the integrity of academic standards: cheating, fabrication, plagiarism, or multiple submission, may result in disciplinary sanction on the grounds of academic dishonesty.

Academic Integrity policies and procedures were developed through the Academic Integrity Committee in consultation with faculty and administrators. The policies were implemented in the fall 2004 semester and are prominently displayed in both the College Catalog and College Schedule of Classes.

Nondiscrimination: Nondiscrimination statements are prominently displayed in both the College Catalog and College Schedule of Classes.

Acceptance of Transfer Credits: Acceptance of transfer credit is detailed in the College Catalog under Incoming Transcripts.

Grievance and Complaint Procedures: Detailed procedures for grievance and complaint procedures are found in the Student Handbook and in the college catalog under Student Grievances and Appeals. The procedure identifies students' rights related to academic, nonacademic grievances and discrimination complaints and processes, including steps to follow.

Sexual Harassment: It is the policy of the San Mateo Community College District to provide for all students and employees, an educational, employment, and business environment free of all forms of harassment, exploitation, intimidation, or unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or communications of a sexual nature. The College's Sexual Harassment Policy is found in the College Catalog under Policy on Sexual Assault Education and Prevention and in the class schedule under Sexual Harassment Policy.

Refund of Fees: Policies for refunding student fees are found in multiple places. The College Schedule of Classes clearly details how refunds are processed especially timelines and amounts for both resident and nonresident students. Additionally, information can be found in the College Catalog and on the Web.

d. Locations or publications where other policies may be found

The college website lists the most current Board Policies and Administrative Procedures. All major policies and procedures are contained in the College Catalog, both hard copy and online. Additionally, many policies and procedures are also contained in the Schedule of Classes, both hard copy and online, and the Student Handbook. For instance, the Sexual Harassment Policy is located in the College Catalog, the Student Handbook and in the Schedule of Classes, in both hard copy and online for each of these documents.

Self Evaluation

The College meets the standard. Cañada College provides a catalog for its constituencies with precise, accurate, and current information concerning available resources, policies, admissions, student fees, degree and certificate requirements, graduation, transfer and where policies affecting students are found. The College is continuing to improve communication to promote a continuous flow of information and changes in policies and procedures. This process ensures that policies affecting students are valid and documented appropriately in the College Catalog.

The College is confident in its current efforts and directions in providing a catalog for its constituencies with precise, accurate, and easy to locate general information and policies. The College Catalog is developed through a dynamic process, coordinating input from various departments across campus.

Actionable Improvement Plans

None

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Researching and Identifying Learning Support Needs

Student Services programs work closely with the Office of Planning, Research and Student Success to identify student needs and to establish equitable access. Student Services faculty and staff have embraced the development, implementation and research of student learning outcomes to address comprehensive services. The student services program review teams are outlined in Table 28 on page 150.

Overall, the College has established student achievement benchmarks and goals, which provide indications on what needs to be improved; these benchmarks are incorporated into those reported to the United States Department of Education, located in Appendix B on page 401, and benchmarks can be found in Table 47 of Appendix A, on page 346. The student services areas review these data and then identify ways to improve, particularly through the use of interventions. Interventions have included establishment of a mentoring program, revision of the initial orientation, assessment and counseling process for new students, and studying the assessment process itself.

Table 28: Student Services Program Teams

Student Services Programs	Program Mission/Function
Assessment, Orientation and Registration	To provide students with knowledge of their aptitudes to better enable them to take the right courses and to assist students in navigating the key college processes in order to be successful.
Articulation and Transfer	To facilitate a seamless transition of students from K-12 to Cañada College and from Cañada College to other accredited higher education institutions.
Financial Literacy and Financial Aid	To offer learning opportunities on the management of personal finances so students can make sound financial decisions and aid students in their understanding, application, and timely receipt of all eligible financial aid resources they need.
Counseling	To guide and support students in achieving their educational, career, and personal goals and in becoming proactive participants in our diverse society.
Career Services	To provide guidance and resources to a diverse student body for the achievement of students' career-related goals.
Student Life and Leadership	To creates a learning environment outside of the classroom by: • Providing services, activities, and information that promotes leadership development; • Encourages student participation in campus life (i.e. student government, volunteer activities, events, etc.); and, • Supporting student success in leadership roles and process.
Wellness: Disability Resource Center, Psychological Services, Health Services	Disability Resource Center: To assist prospective and enrolled students with access to Canada College disability support services including: assistive technology, alternate media, and academic accommodations for the classroom. It is our philosophy to empower students with the knowledge and techniques to increase their self-advocacy skills and level of independence which would result in their persistence to achieve an educational goal of certificate or Associate's degree. Health and Psych Services: To prevent when possible, treat as necessary, and empower always.
Student Support: TRIO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE	To provide the necessary support services to promote academic success, social engagement and physical and mental wellness of the student.

The College has administered a Noel-Levitz survey in 2009 and again in spring 2010. There were 70 standard questions that students responded to which informed Student Services on what services were successful and what needed improvement.

The Office of Planning, Research and Student Success completed another assessment administered in spring 2012 and spring 2013, the Community College Survey of Student Engagement (CCSSE). This instrument evaluated instructional and student services support and engagement opportunities for students. There was also a supplementary questionnaire that focused on Promising Practices for Community College Student Success. The data from this survey are reviewed by the campus community to identify key areas of need.

The College has a comprehensive assessment process in place that provides cognitive assessments in math and writing. By analyzing assessment test results, the college ascertains the basic skills needs of the students. Statistics are coordinated between the Assessment Center and the Office of Planning, Research and Student Success to assist the College in assessing trend data and the numbers of students

placing at various academic levels of English, reading, and math. These are monitored and reviewed with the specific instructional departments and Student Services.

A specific example of the College using data to identify student needs, implementing an intervention, assessing the intervention and making decisions based on this data is Math Jam. It is outlined in Illustration II.B.3 on page 152; the results of Math Jam can be seen in Table 29.

Table 29: Results from Math Jam, 2009-2012

Math Jam Results	2009 Math Jam	2010 Math Jam	2011 Math Jam	2012 Math Jam
Number of Participants	50	290	331	482
Number Completed	42	250	281	400
Completion Rate	84%	86%	85%	83%
With Pre- and Post-Test Scores	33	95*	125	160**
Improved Test Scores	94%	91%*	96%	95%**
% Placed into Higher Level	64%	56%	52%	61%**

*Does not include January 2011 Mini-Math Jam
**Includes January and June, but does not include August results; not yet computed.

Illustration II.B.3: Researching and Identifying Learning Support Needs

Creating Math Jam to Address the Low Rate of Student Success in Math

Creating an Intervention

Math Jam was modeled after effective practices elsewhere in the state, particularly at Pasadena City College. The four major goals of Math Jam are:

- Help students progress through Cañada's math sequence to enable them to transfer to a 4 year university earlier or to complete an associate's degree earlier.
- Recruit as many students as possible into STEM majors.
- Increase students' awareness of tools and skills they need to be successful college students.
- Develop a community of learners among program participants.

Implementing the Program

Initially developed and funded by HSI-CCRAA and MSEIP grants from the Department of Education

- Implemented in the summer of 2009
- The first cohort of 50 participants who assessed into pre-algebra, elementary algebra, college algebra or trigonometry.
- Four instructors (and one tutor for every five students) hired to assist students by using MyMathTest, an online system developed by Pearson Education for developing math placement tests and short math refresher programs.

Assessing the Results

Looking at the results of the program through pre- and post-testing:

- 2009 Math Jam students, when taken as a group, had higher retention and success rates (75.7% and 62.2%, respectively) compared to all math students in the semester (74.5% and 50.5%, respectively).
- Among all students who enrolled in a math class at Cañada College in fall 2011, students who participated in Math Jam had higher rates of retention and success rates (93% and 77%, respectively) compared to all math students in the semester (77% and 53%, respectively) in their subsequent math course.
- Hispanic students specifically who enrolled in a Math class at Cañada College in fall 2011, those who participated in Math Jam had higher rates of retention and success (94% versus 74%) compared to all math students in the semester (75% versus 47%) in their subsequent math course.

Institutionalizing Needed Changes

Creating on-going support:

- The success of Math Jam has prompted Cañada College to institutionalize the program. Beyond the duration of the three-year Minority Science and Engineering Improvement Program grant that funded Math Jam, the College will continue to implement and improve the program and contribute to the strengthening of the STEM educational pipeline for students from underrepresented groups.
- Based on the success of the program, two other similar programs were launched: Word Jam (for improvement in basic English skills) and Physics Jam.

Providing Appropriate Services and Programs

Cañada College is committed to providing to all students access to quality student services and supplemental support services. Student support services provide both evening and electronic access, allowing students to use resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, Bookstore, Cashier, Counseling, Financial Aid, Learning Center and Tutorial Services, the Library, Student Activities and the Welcome Center.

Cañada provides a wide variety of services to assist students. Table 30 outlines the various Student Services available at Cañada College.

Table 30: Student Services at Cañada College

Student Services Programs	Program Services
Outreach and Application	Outreach: The Outreach Department develops and coordinates outreach services for the high schools. Outreach staff provide high school presentations, application workshops, schedule campus visits and tours with community and educational institutions and attend college fairs.
Assessment, Orientation and Registration	Assessment testing is a state mandated process to assess the students' skills and place them in the appropriate level of English and math courses. Orientation is designed to provide information about student services, academic options, registration procedures, college policies, academic expectations, and student activities. Priority Enrollment Program: The Priority Enrollment Program provides high school students with a college orientation, assessment testing, financial aid information, and a counseling appointment during spring to allow for priority registration.
Articulation and Transfer	Transfer Services and Programs: The Transfer Center provides resources and activities to help students select and prepare for transfer to a wide variety of universities, including the California State University, University of California, and Independent Colleges. Transfer support services include transfer counseling, financial aid and application workshops, university tours, visits with university representatives, a yearly Transfer Day, and extensive transfer information and articulation resources.
Financial Literacy and Financial Aid	The Financial Aid Office is open daily to assist students in applying for grants, work study, scholarships and/or loans. Weekly FAFSA workshops, called 'FAFSA Tuesdays', are held throughout the semester.
Counseling	Counseling services are available daily on a drop-in and appointment basis to assist students with their educational, personal, transfer and career goals. Electronic counseling is also available.
Career Services	The Career Center assists students in developing and carrying out both short and long-term education, employment and career goals. Educational and occupational information is available.
Student Life and Leadership	The Associated Students: Student Life and Leadership Development Office provides support and guidance to various recognized student clubs; plans campus events from Welcome Back Week, to Spirit Thursdays to Commencement; hosts workshops; and oversees the student club registration process.

Standard II: Student Learning Program and Services
II.B: Student Support Services

Student Services Programs	Program Services
Wellness: Disability Resource Center, Psychological Services, Health Services	Disability Resource Center: The Disability Resource Center provides academic accommodations and services to students with documented disabilities. Health Services: Health Services provides information and consultation on health problems, evaluation of symptoms, over-the-counter medications, personal health counseling, first aid, pregnancy and HIV testing and counseling, vision and blood pressure screening, assistance with referrals for medical, dental and psychological care and services, and arrangements for emergency care and student insurance. Psychological Services: Psychological Services offers free onsite individual, couples, and/or group counseling to students and employees. The program also provides crisis intervention and triaging referrals to community services.
Student Support	EOPS: EOPS (Extended Opportunity Programs and Services) is a state funded program designed to help low-income, educationally disadvantaged and non-traditional college students succeed in college. The program provides counseling and other academic assistance towards earning a certificate, Associate's Degree, and/or transfer to a four-year university. EOPS provides services such as: counseling, priority registration, book vouchers, workshops, tutoring, retention, transfer, and other various financial support when the budget permits. CARE: The Cooperative Agencies Resources for Education program is a subset of EOPS that helps single parents succeed in college, receving cash-aid assistance through the County's CalWORKS program. In order to avoid duplication of services, the CARE program collaborates with the San Mateo County Human Services Department to provide counseling, meals, transportation, and other educationally-related support services. CalWORKs: CalWORKs is a state-funded program that partners with schools to ensure that students who meet income guidelines receive counseling case management, book vouchers, transportation vouchers, coordination with the Disabilities Resource Center and Alternate Media services, transfer and graduation support, and connected services via EOPS and CARE. Former Foster Youth Initiative: For former foster youth, EOPS also serves as the primary liaison. In partnership with financial aid, EOPS connects former foster youth to scholarship resources such as the Chaffey Grant. TRIO SSS (Student Support Services): SSS is a federally funded program for first-generation, low-income, and disabled students that provides academic and career counseling, mentors, tutoring, cultural and social enrichment activities, workshops, speakers, and field trips to assist them in earning their AA/AS degree and transferring to four-year universities. TRIO Upward Bound: The Upward Bound program serves 50 first generation, low income students from one of the college's primary feeder high schools—Sequoia HS. The program offers support services to encourage students to attend college. Veteran Resource and Opportunity Center: The College has developed a location within the Learning Center to allow veterans a place to study, receive services and socialize with peers. The VROC (Veterans Resource and Opportunity Center) was established in 2011. Cañada Beating the Odds Peer Mentorship Program: Beating the Odds is a Peer Mentorship program designed for First-Generation college students. Mentees are paired up with a student leader on campus who will mentor them and help make the transition to college smoother.

Standard II: Student Learning Program and Services
II.B: Student Support Services

Student Services Programs	Program Services
Academic Support	Math, Engineering, Science Achievement (MESA): MESA is the hub of support to ensure that students excel academically and transfer to universities as STEM majors. STEM Center: The STEM Center provides program services and academic support for students exploring or pursuing Science, Technology, engineering, and Math majors. Math, English and Physics Prep: These programs provide intensive assistance to students in math, English and Physics prior to the beginning of their coursework. Community Based English Tutoring (CBET) and Off-Campus ESL: The CBET program provides English as a Second Language instruction to parents and community members who pledge to provide personal English language tutoring to California K-12 children with limited English proficiency. Off-Campus Sites: One off-campus site, the Menlo Park Center (OICW), provides college and workforce readiness curricula in computer skills, Early Childhood Education, and Human Services. College for Working Adults: The College for Working Adults program is aimed to assist working adults in completing an Associate in Arts degree in Interdisciplinary Studies in just three years. The program is further discussed in Standard I.A.1 on page 67. Learning Communities: In Learning Communities students take two or more classes together; the classes themselves are linked with related assignments; and the teachers organize around common themes or questions and work closely with all students.

Self- Evaluation

The College meets the standard. The student support programs have a systematic way to review the student needs through the Annual Plan/Program Review process and then develop plans to meet those needs. All student services departments, including categorical programs, complete student learning outcome cycles and Annual Plans/Program Reviews as a self-evaluation tool.

The service areas that receive outside funding—EOPS, Disabilities Resource Center, Financial Aid, MESA, TRIO SSS, and Upward Bound—are all evaluated by their granting entities and have had consistently good reviews. The College conducts two major surveys—the Noel-Levitz and the CCSSE—to provide information on campus needs. Based on the survey results and program reviews, changes are made in the student support programs to assure the College is meeting student needs.

Actionable Improvement Plan

None

II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Assuring Equitable Access

Cañada College is committed to providing equitable access programs and services to help all of the students succeed. All courses are offered on the main campus with a few courses at the off-campus site in Menlo Park. Courses are also offered at local high schools including Carlmont, Woodside, Menlo-Atherton, Sequoia Adult School, East Palo Alto Academy, and at local elementary and middle schools.

With an overarching charge to ensure that there is an institutional commitment to access and equity, the Cañada Student Equity Committee was formed in 2009 to evaluate and promote effective equity practices across the College community. The mission statement for the Student Equity Committee is that Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student

Equity has updated the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts (Student Equity Committee Minutes).

As an open access institution, the college staff work diligently to assure all potential students in the district have information on the College and its programs. Recruitment is done in all local high schools, at college and job fairs, and in the community. Additionally, the College has approximately 300 high school students taking college courses through the Concurrent Enrollment Program. About 100 high school students are enrolled in the Cañada Middle College program, and an additional 50 Sequoia High School students from the East Palo Alto and North Fair Oaks areas are enrolled in the Upward Bound Program. In collaboration with the high schools, Upward Bound provides academic training and support in preparation for their admittance into college, and assures that the local high school students have access.

The College promotes early admission through onsite high school outreach and counseling services. Campus Ambassadors, under the direction of the College Outreach Office, are assigned to each high school. Students are offered information and assistance to apply for admission, testing and financial aid forms, as well as contact with other support services including the Disabilities Resource Center, EOPS, and CalWORKs. The TRIO Student Support Services Program and Upward Bound program work closely with the Financial Aid Office to identify resources to aid their specific student population early so financial barriers are minimized.

The Priority Enrollment Program was developed in 2008 to offer an in-depth orientation to Cañada College for incoming first year students from the local high schools. At the Priority Enrollment Program orientation, students receive counseling on appropriate course selection and financial aid, as well as a guided tour to become more familiar with the College. Immediately following the orientation, students complete assessment tests and make a 30-minute appointment to meet with a counselor in order to interpret the results and plan out classes.

Providing Services Regardless of Location or Delivery Method

Through WebSmart, the District's online portal, students can apply for admission, register for classes and pay fees, access student records, view the Catalogs and Schedules of all three District Colleges, apply for the Board of Governors Fee Waiver, and obtain other financial aid information—all from remote locations via the internet.

The College has set up Ask Cañada—an online question-and-answer database system that provides information to students at any time of day or night. Typical questions revolve around majors offered at Cañada College, schedule of classes and the academic calendar, and the application process. If Ask Cañada does not yield the desired result, users can email the system administrator, and the Public Information Office emails a response with follow up from the appropriate staff member on campus. The service has been successful, averaging 1,200 hits per month. It has allowed greater access to the community as well as to current and prospective students, thus improving customer service. The Cañada College website averages 35,000 unique users per month, with 3-5% using the Ask Cañada resource.

The components of the matriculation process are available to students at various times and online to accommodate their needs. Orientation and assessment are provided in the morning, afternoon and evening, as well as some Saturdays. For orientation, an online version is available for students who live at a distance, and is arranged with the Orientation staff. Although assessment is only available on-site, students can submit assessment test results from another location to be evaluated by a counselor.

E-counseling is available for students. Electronic Counseling Services is an internet based service that allows students to receive counseling services via email. Continuing students may use this service. Electronic Counseling Services is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. The service provides counseling services of up to three hours each week for spring and fall semesters. Examples of the services available are:

- Schedule planning
- Progress reviews
- Transfer information
- Student Education Plan preparation
- General education status checks
- Certificate completion checks
- Education problem solving
- General career planning

The minimum requirements to receive electronic counseling services are internet access and an email account. Although not mandatory, fax capability is desirable if there are unofficial transcripts from other educational institutions that need to be reviewed.

The counseling department also posts information on Twitter and Facebook, and communicates to students via email.

Counseling services are also available via the phone. Students can set up phone appointments, as needed, to obtain information on their educational plans.

A new service which has been beneficial in developing student educational plans is DegreeWorks, a degree audit and educational planning software program. DegreeWorks allows students and advisors to plan and monitor their progress towards degree and/or certificate completion. Available using a link on WebSmart, students who have declared a major can visually map out what courses they have satisfied and what courses are still needed. Undeclared students can run a hypothetical scenario so that they can forecast their options in majors and tentative completion dates. In addition, the District has a transcript evaluation service, that provides articulated information for courses taken at other colleges, and posts that information to DegreeWorks.

The College and various departments utilize Facebook to allow for quick dissemination of information to students in a more accessible manner. Increased communication is provided by Twitter, AlertU system, and various online blogs. Students can also opt for text messaging to receive information, such as their priority enrollment dates. These forms of communication have proven to be immediate and dynamic; they respond to the needs of an increasingly high-tech student population.

Information is available in both English and Spanish, including applications, financial aid resources, general materials, and information in other College publications. Portions of the College Catalog, course schedule, Financial Aid Handbook, and outreach materials are also available in Spanish. English/Spanish bilingual staff and student assistants are available to provide one-on-one assistance both on and off campus.

Despite significant reductions in state categorical funding, Cañada College has continued to ensure equitable access and opportunity for students with learning and/or physical disabilities. The Disability Resource Center (formerly known as Disability Student Program and Services) provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA). All forms requesting services as well as policies and procedures are available online.

Moreover, the Disabilities Resource Center coordinates with the Learning Center to ensure that assistive alternative media is available for students with different learning modalities. Concretely, the Alternate Media Center has Kurzweil, JAWS, ZOOMtext, and Dragon Voice Recognition; all of these resources are provided to ensure that materials are accessible. In February 2012 the college became a 'Kurzweil campus', meaning that *any* student on our campus can now access the software. The purpose of this purchase was to assist and retain students with low reading skills. The software has been installed on a total of 18 computers in the Learning Center, an increase from six computers when the College possessed the more restrictive license. Kurzweil may also be installed on a student's laptop. Students who do not have laptops but have PC's at home may obtain disks and instructions from the Disability Resource Center to install Kurzweil at home. The Disability Resource Center staff conducted five workshops in the Learning Center in the fall 2012 semester to teach students not otherwise connected with the Disabilities Resource Center on Kurzweil.

Self-Evaluation

The College meets the standard. Numerous programs and services are provided to students to ensure equitable access. The Student Equity Committee is continually studying data and reviewing processes to assure access. Student support services are provided to students studying online or at an off-site location in addition to what is available on-campus.

Actionable Improvement Plans

None

II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Encouraging Personal and Civic Responsibility

The institution is committed to helping students understand the importance and need for personal and civic responsibility. The 2012-2017 Educational Master Plan includes several objectives to ensure that an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development continues and is improved upon:

- Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience and promote retention and success.
- Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.
- Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.
- Community Connections Objective 3.3: Integrate service learning and internship opportunities for students into academic and student life.
- Global and Sustainable Objective 4.1: Create sustainability and social justice interest groups to focus on issues and increase awareness on campus.
- Global and Sustainable Objective 4.2: Through the Center for International and University Studies, expand the international program.

In the 2008-2012 Educational Master Plan, College Goal #9 was, "Build an educational environment that fosters passion for education and the leadership and personal skills necessary for civic engagement and participation." The summary of accomplishments showed the college had:

- Expanded student life on campus;
- Conducted a Social Justice Conference;
- Conducted community service through Phi Theta Kappa Honor Society;
- Provided opportunities for service learning in several classes; and,
- Sent two Cañada staff members annually to the Leadership Redwood City program.

The main purpose of the Associated Students of Cañada College is to support the student life and leadership development of its members and the college community. The Associated Students of Cañada College is open to all current students of the institution and all students are encouraged to participate. The Associated Students of Cañada College is located in the Center for Student Life and Leadership Development, and is managed by the Coordinator of Student Activities. Together with the Center for Student Life and Leadership Development, the Associated Students of Cañada College provides an environment that encourages personal and civic responsibility. The six executive officers and 16 senator positions of the Associated Students of Cañada College host monthly Spirit Thursday events, collaborate with other college departments to host Social Justice Series, provide student representation on standing college committees, and financially support the development and coordination of student organizations and clubs.

The Associated Students of Cañada College and student clubs provide fellow students with a variety of opportunities in which students can contribute to their campus and communities so that they might increase their social, cultural, and civic consciousness. Each year, the Associated Students of Cañada College organizes a monthly Spirit Thursday calendar. The Spirit Thursdays focus around themes that line up with a monthly holiday or social issue. One such activity is when the Associated Students of Cañada College hosted a December 'Let it Snow' Spirit Thursday, where the students had freshly made snow in the lower quad, and the Associated Students gave away Holiday cookies. The event became the highlight of school spirit and community.

The Spirit Thursday calendar continued with a Chinese New Year Spirit Thursday that celebrated Chinese culture with food and acrobats. Each semester, the Associated Students of Cañada College hosts a Spirit Thursday during welcome week, which includes a Club Rush; all student clubs set up booths in the campus quad area at noon time so as to recruit new members. A recent Welcome Back/Spirit Thursday had the theme of 'I Heart Cañada;' the first 200 day students and 75 evening students wearing a Cañada t-shirt or showing a Student ID received a free lunch and an 'I heart Canada' t-shirt. The students also enjoyed a sports theme activity jumper. For students who attend Spirit Thursdays and for those Associated Students

officers who organize them, the Spirit Thursday program teaches students about personal and civic responsibility in conjunction with teamwork and financial planning.

The College has expanded student life on campus by recognizing the need for students to have an environment that encourages personal and civic responsibility. The College recently invested in a major remodeling of the Center for Student Life and Leadership Development. In fall 2012, the campus opened the Grove, the remodeled student dining area that includes a Career Center, Game Room and more lounge space. The Center now provides the department with excellent office space for the student government, clubs, the Coordinator, staff, and a conference room.

The College shares a commitment to civic and personal responsibility and service learning between students and faculty by providing a seat for a student on institutional participatory governance committees. At each weekly Associated Students meeting, the Associated Students President reviews the campus committee lists, which are listed on every agenda, to ensure that the major participatory governance committees have a student representative, and that the students are informed of meeting times. Additionally, the student representatives report back to the group regarding the events and discussions of the participatory governance meetings that they have attended. The following participatory governance committees have student representation: the Planning and Budgeting Council, Student Service Planning Council, Instructional Planning Council and the Curriculum Committee. In addition, advisory boards, such as EOPS, Fashion, Interior Design, and other Career and Technical Education programs have student representatives.

All student clubs are linked to a faculty or staff advisor who teach and model personal and civic responsibility. Over the years, student clubs range from academic, social and cultural. Some student clubs recruit members who are interested in learning more about math or engineering internships (Math Club, Society for Hispanic Engineers), while others enjoy watching international films and sampling different kinds of ethnic foods (International Communications, Russian Club). The overall goal is that when a student joins a campus club, they will develop themselves socially and make a connection between what they are learning in the classroom with what they are experiencing outside the classroom. The Associated Students of Cañada College and the more than 25 student organizations and clubs continue to demonstrate how essential they are to students completing their educational goal.

In 2008 the College developed the Student Ambassador Program, which offers students a unique opportunity to develop civic responsibility, and to enhance leadership and communication skills. Student Ambassadors assist the Outreach Department in hosting Preview Days, attend college fairs and make weekly visits to local high schools.

Cañada College additionally supports the civic responsibility and leadership development of its staff, faculty and administrators. One method of encouraging civic responsibility and leadership is by sending two to three Cañada staff members annually to the Leadership Redwood City program. This program is hosted by the San Mateo County Chamber of Commerce, and connects Cañada staff with city, county and state leaders, along with water, housing and social services. Participating staff develop a better understanding of how the community is a significant part of the institution and that staff have a civic responsibility to include the community needs when developing our students and programs.

Encouraging Intellectual, Aesthetic and Personal Development

Phi Theta Kappa

The college continues to support the intellectual development of our students by supporting its Five-Star Phi Theta Kappa Honors Society Chapter. This group of students and faculty advisors consistently wins regional and national awards. The chapter receives an annual honors topic that they must research and develop programming around. This extra-curricular activity challenges students intellectually, provides them a place to develop themselves personally and increase their civic responsibility to their fellow members and their community. While the Honors Project changes from year to year, the common thread is that the project requires scholarly study of both sides of an issue related to the Honors Topic, along with a project or action that is the direct result of the scholarly research. In the 2012-2013 year, the chapter engaged the entire college in a study of local community histories and on college cheating. The annual honors projects that the chapter engages in change in part due to the changing composition of student membership each year. Recent past service events have included working with or on:

- City Trees (planting trees throughout Redwood City);
- Project Read (fundraising and working with a local adult literacy program);
- Earth Day beach cleanups;
- Holiday food and clothing drives;
- Volunteering at the College's Arts and Olive Festival;
- Fundraisers, research and donations to worthy micro-borrowers through KIVA.org; and,
- Christmas Tree toy drives.

Since 1999, at the end of each school year, Phi Theta Kappa has hosted an Evening of Excellence, in which they invite over 1300 local high school honors students and their families to the college campus. The intention is to honor academic excellence and reinforce the knowledge that these high school students also can succeed academically and personally in college. This event takes months of preparation and has been the project of the Phi Theta Kappa College President since its inception. The Evening of Excellence has grown every year; in 2013 the event served nearly 500 student scholars, parents and friends.

Phi Theta Kappa works closely to develop and support the Honors Transfer Program. Students who participate in the Honors Transfer Program are motivated and challenged academically. Students can enroll in designated honors courses and seminars, participate in special activities and lectures, benefit from articulation and transfer programs, and enjoy additional academic support from the honors faculty. The institution recognizes academic excellence each semester via personalized certificates for exemplary achievement (requiring a 4.0 GPA) and the Dean's Honor List. The Honors Transfer Program is working to ensure that all students are aware of the program and the advantages it offers. Currently, the Honors Transfer Program is working with the Center for Student Life and Leadership Development to offer an Honors Leadership course based on the Phi Theta Kappa Leadership Studies curriculum.

Because of these projects and the students who participate, the Cañada Phi Theta Kappa chapter Beta Zeta Nu has been ranked in the top 10 internationally among the other 1,000 chapters; they were ranked fourth in 2012, and sixth in 2013.

Social Justice Series

The Social Justice Conference and Series continues to provide a welcoming campus environment that encourages intellectual, aesthetic, and personal development for the campus and our surrounding communities. The Social Justice Series is a collaborative effort by the Associated Students of Cañada College, Student Support Services, Center for Student Life and Leadership Development, the Humanities and Social Science Division, and the Offices of the College President, Vice President of Instruction and Vice President of Student Services. The College also receives support from Redwood City 20/20/Redwood City Together and the San Mateo Youth Commission. In the 2011-2012 academic year, the Social Justice Services kicked off with a student voice from the Occupy Movement Panel, continued with a discussion on traveling to Ghana, the Policing of Young Latino and African American Males, provided the campus with an International Women's Day Global Exchange Panel and dance performance by local female performers, and concluded with an Undocumented Students Forum. The Social Justice Series is further discussed in Standard II.B.3.d on page 168.

Career and Personal Development

The institution also offers guidance and self-development classes which help students acquire academic and life skills. Classes include:

- CRER 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning
- CRER 137 Life and Career Planning
- CRER 401 College Success
- CRER 407 Exploring Careers, Majors and Transfer
- CRER 430 Career Assessment

Each year, Career services hosts a Career Fair and the Health and Wellness Center offers Health Fairs, along with personal counseling.

Each May, the Financial Aid Office, Transfer and Counseling Services, STEM Center and the Learning Center come together to sponsor the annual Achievement Night. The night includes the awarding of scholarships in academic achievement, outstanding personal accomplishments, exceptional leadership, and contributions to campus life. Students who will be transferring are acknowledged, along with academic tutors, STEM students, and honors transfer students.

International Experience

Cañada College continues to support students who want the opportunity to develop themselves and understand their civic responsibility on a global level via the Study Abroad program. The Study Abroad program has offered week long to semester long trips to Egypt, Costa Rica, Barcelona and Florence, Italy. The Study Abroad Advisory Committee, which is comprised of faculty and staff from all three colleges in the District, continues to plan more learning opportunities for students.

The District and the College recently made a significant investment in the development of the international student program with the goal is to increase international student enrollment to 5% of the total student body.

Student Athletics

Cañada College continues to foster an environment of personal development through its athletic program. Student athletes receive excellent coaching and a comprehensive academic support program. The College offers women's volleyball, men's and women's soccer, men's basketball, men's baseball, and men's and women's golf. The athletic program also provides students with an excellent fitness center that provides personal development for many people in the surrounding community. In May 2012, the athletic program hosted the first Annual Cañada College Athletics Hall of Fame Inaugural Induction Ceremony and Banquet, celebrating 44 years of Cañada College Athletics.

Beating the Odds Mentoring Program

In fall 2011, the institution launched the Beating the Odds Peer Mentor program. With support of Measure G funding, the College provided 100 incoming freshmen (mentees) with a mentor. Each mentor had 10 students under their supervision. Together, they work on developing personal development as it applies to success in college. They experienced a much higher retention rate of those mentees who enrolled in their second semester.

Student Support to Conferences, Internships and Retreats

The College has numerous programs (through STEM, the Associated Students of Cañada College, and TRIO) that provide added support for student engagement at conferences, internships, and retreats.

Self Evaluation

The College meets the standard. Cañada students have many opportunities for personal development and civic contributions. Whether participating in the Beating the Odds Peer Mentor program, serving on student government, or traveling abroad, students benefit greatly from the College's commitment to fostering an environment aimed for civic, intellectual, and personal responsibility and growth.

The aforementioned programs and activities are conducive to establishing an environment that encourages personal and intellectual growth. This viewpoint is supported by findings stemming from the 2010 Noel-Levitz Student Satisfaction Inventory. Findings indicate that students rate the environment at Cañada College higher than the national average in the following key areas:

- Students feel a sense of belonging;
- The college shows concern for students as individuals;
- People on this campus respect and are supportive of each other;
- The campus staff are caring and helpful;
- It is an enjoyable experience to be a student on the campus; and,
- Students are made to feel welcome on this campus.

Actionable Improvement Plans

None

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Design, Maintain and Evaluate Counseling Program to Support Student Success

The Cañada College counseling department provides academic, career, and personal counseling to all students. The primary objective of the department is to promote student success by working with students to:

- Establish student educational goals and pathways;
- Facilitate student knowledge of academic requirements and college procedures;
- Promote utilization of student services resources;
- Encourage student independence by demonstrating use of web-based sites related to majors, transfers, and careers;
- Encourage students to become self-advocates with instructors and administrators;
- Provide support during times of academic or personal crisis;
- Make appropriate referrals; and,
- Provide counselor representation on various college policy and planning committees.

Counseling services are open from 8:00 am until 4:30 pm on Monday and Thursday and from 8:00 am until 7:00 pm on Tuesday and Wednesday. On Friday the office is open until 12:00 pm. The Menlo Park Center, where some classes are held, has counseling services available (approximately 10 hours each semester). Bilingual English/Spanish counseling services are also available.

Specialized counseling services are offered through the following programs: EOPS, CARE, Disabilities Resource Center, CalWORKs, STEM, TRIO-SSS, Career/Transfer Center, International Student Office, College for Working Adults, Community-Based English Tutoring (CBET), Vocational ESL (VESL), MESA, Middle College, New Student Orientation and Priority Enrollment Program, Bridge to Engineering for Veterans, Athletics, College Success/Basic Skills, Honors Transfer Program, Early Alert, Career and Technical Education, E-Counseling, and Financial Aid. The College assists students in crisis and provides follow-up for students who are on academic/progress probation and dismissal status.

The Counseling Department is designed to provide students with educational, career, and personal counseling. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. Counseling services includes instruction in a variety of career classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

Opportunities for communication and professional development occur on a regular basis. All general and specialized program counselors meet twice a month to maintain and enhance knowledge, and to receive updates, new information, and program and procedure changes. Guest presenters are regularly invited, such as Cañada teaching faculty, deans and department representatives.

The counseling department is committed to evaluating the impact of its services on student achievement (success, retention, persistence, transfer) and on student learning outcomes, particularly those pertaining to affective development. This is demonstrated in one of its program learning outcomes, which states that, "[students] will be able to articulate the content of the student educational plan and the benefits of creating and following a Student Educational Plan (SEP)."

As a result, the Counseling Department developed a campus-wide Student Educational Plan campaign aimed at increasing students awareness on the importance of goal setting. The intent of the campaign is to provide targeted outreach to all students and increase their knowledge and awareness of all available counseling services and special programs. Throughout the first three weeks leading up to every summer, fall and spring registration deadline, counselors conduct 30-minute presentations in most English, English as a Second Language, and math classes. In addition, campus-wide emails are sent to all registered students, faculty and staff about the importance of having a current Student Educational Plan on file to assist with goal setting and academic and career planning. Approximately 200 students are served each week during the Student Educational Plan campaigns.

In spring 2012, research on Valencia College's best practices on Orientation and their START RIGHT program was conducted. As a result, the following recommendations were proposed and approved by the Student Services Planning Council:

- Develop an online orientation;
- Require both online and an on-campus orientation session; and,
- Model Valencia's START RIGHT program by requiring students to enroll in developmental reading, writing and math during their first semester.

Counseling services are evaluated on an annual basis through various methods, including the annual Student Services and Instructional Annual Plan/Program Review, the Noel–Levitz Student Satisfaction Inventory, and the Educational Master Plan tracking form. Additionally, every year the Counseling Department shares student learning outcomes with the Student Services Planning Council, and together they discuss how the Department will be assessed and utilized for program improvement. Minutes of the counseling department meetings are provided electronically to all counselors.

Prepare Faculty and Other Personnel for Advising

All tenured, tenure-track, and adjunct counselors are encouraged to attend professional development training. Counselors attend annual CSU and UC conferences and report back to non-attendees. State, regional, and local meetings and conferences on SB1440, as well as regional articulation conferences, are attended by counselors, who specialize in transfer. To prepare for the implementation of Degree Works, counselors attended a conference organized by the software developers.

The counselor assigned to work with Canada's Basic Skills Initiatives attends annually four to eight regional professional development meetings. The counselor assigned to work with the Honors Transfer Program must also be well versed about Honors contracts and research opportunities, program regulations, attend Honors conferences and events, and collaborate with Honors Transfer Program instructional faculty on an ongoing basis. Counseling staff attended the recent CCCAA 15th Annual Convention. In addition, counselors regularly attend webinars, including a recent webinar on Intrusive Academic Advising. Counselors have also attended CIETL workshops and have presented such topics as learning communities and the basics of articulation. An example of recent counselor training for spring 2013 is included in Table 31 on page 164.

Counselors are well represented on established college boards and committees, as well as ad hoc planning groups. They are able to bring forth student concerns and recommendations related to college curriculum, policies, and student services. The following are some of the planning and decision-making bodies with counselor representation:

- Academic Senate Governing Council;
- Campus Technology Committee;
- Committee on Ethnic Studies;
- Curriculum Committee;
- Degree Works Steering Committee;
- District Matriculation Committee;
- EOPS/CARE Advisory Committee;
- Extenuating Circumstances Committee;
- Honors Transfer Program Advisory Board;
- Instruction Planning Council;
- International Student Program Board;
- New Student Orientation Planning Team;
- Planning and Budgeting Council
- Professional Development Committee;
- Program Review team for Assessment, Orientation and Registration;
- Student Services Planning Council;
- Sub-committee for Accreditation;
- Transfer Advisory Board; and,
- Vocational ESL Advisory Board.

Proper training of counseling faculty is vital for the College to consistently provide the highest quality of service to students in all of its counseling programs. To this end, all new counselors receive a Counselor Handbook with all counseling documents and forms, general education sheets, instructions for computer programs (Banner®, DegreeWorks, SARS, WebSmart and WebXtender), Health Science program information sheets and application checklists, and student behavior, academic integrity and harassment policies.

Table 31: Spring 2013 Counselor Trainings

Topic	Presenters	Date/Time
TAG/Transfer	Soraya Sohrabi, Lorraine Barrales Ramirez	March 12, 2013, 3:00-4:00pm
Career Development/MBTI	Karen Olesen, Sandra Méndez, and Nick Martin	April 9, 2013, 3:00-4:00pm
College Policies and Procedures	Kim Lopez, Ruth Miller, and Maria Lara	May 7, 2013, 3:00-4:00pm

New counselors are also provided with individual training by an experienced counselor on various counseling topics. Topics covered in the training may include:

- Use of the computer, including mastery of the College's Banner® software system and DegreeWorks (the degree audit program);
- College-specific electronic forms that assist student enrollment (e.g., the Course equivalency form);
- Overview of student populations unique to each counseling program;
- Overview of the Counseling Department's philosophy;
- How to create Student Educational Plans;
- Review of the Counseling Department's policies and procedures, with special attention given to policies related to probationary and disqualified students;
- Review of the assessment process including how to evaluate mathematics and English assessment scores and how to administer prerequisite waivers;
- Calculation of grade point averages and eligibility evaluation for academic and progress renewal;
- Related counseling services and activities such as campus tours and application workshops;
- Sources for student referrals and other college resources; and,
- Additional resources for information including counseling Outlook email, WebXtender (the method by which counselors access scanned transcripts), ASSIST, College Source (an online database of catalogs) and the Counseling Department and Transfer Center websites.

Another method used to train new counselors is shadowing more experienced counselors. With the student's permission, new counselors sit in on counseling sessions and then debrief the session with the experienced counselor. Often the new counselors observe several different counselors to gain exposure to different counseling styles and issues. Additionally, new counselors have regular meetings with an assigned mentor. Adjunct counselors receive training annually with counselor updates sent via email. Individual requests for updated training or review may also be completed. First year tenure track counselors participate in a semester-long, tenure review evaluation. All adjunct counselors undergo the faculty evaluation process every six semesters.

Many counselors attended the district-wide annual DegreeWorks training to learn about appropriate parameters for use with academic counseling. Other topics covered through district wide conferences included improving transfer rates, career development, multicultural programs, developing future teachers, basic skills, honors, and athletics.

The Counseling Department continues to emphasize staff training, ongoing assessment, and improvement of its programs to meet the needs of the College's ever-changing student population. Professional counselor training and peer evaluation are critical to maintaining the high quality of counseling services at Cañada College.

Self Evaluation

The College meets the standard. The Counseling Department continues to emphasize staff training, ongoing assessment, and improvement of its programs to meet the needs of the College's ever-changing student population. Professional counselor training and peer evaluation are critical to maintaining the high quality of counseling services at the College.

The Department is committed to evaluating the impact of its services on student achievement (success, retention, persistence, transfer) and on student learning outcomes, particularly those pertaining to affective development as demonstrated

in one of the program's student learning outcomes, which states the following:

> Students will be able to articulate the content of the student educational plan and the benefits of creating and following a Student Educational Plan (SEP).

After reflection and review by the department, this program learning outcome was refined and divided into three separate but related student learning outcomes to more effectively address departmental goals regarding student achievement:

- Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan or other appropriate document as one outcome of a counseling session.
- Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career, and personal goals.
- Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.

The Counseling Department measures these student learning outcomes during individual 30 minute counseling appointments. Assessments include administering a Pre- and Post-Survey, which is given to each student when they check in for their counseling appointment. At the end of the student's counseling appointment, they are asked to complete the post-survey to determine what student's learned as a result of their counseling appointment. A total of 100 surveys were administered each fall. The results are included in the Annual Plan/Program Review for counseling. These are outlined in Table 32 on page 166.

The College's counseling and academic advising programs are designed, maintained, and evaluated to support student development. This viewpoint is supported by findings stemming from the 2010 Noel-Levitz Student Satisfaction Inventory. Findings indicate that students rate the counseling and advising programs and staff at Cañada College much higher than the national average in the following key areas:

- The approachable nature of the academic advisor;
- The academic advisor helps the student set goals to work toward;
- The helpfulness of the financial aid counselors;
- The concern the academic advisor shows to the student about success;
- The academic advisor's knowledge about program requirements;
- The academic advisors being knowledgeable about transfer requirements or other schools;
- There are adequate services to help the student decide upon a career; and,
- New student orientation services to help the students adjust to college.

There were three areas in which students rated the institution lower than the national average: career services, veteran services and Early Alert. Since the 2010 survey, the following changes and approaches have been made:

- A new Career Center has been constructed and is located in The Grove;
- A full-time program supervisor has been hired to serve as the Career Center director;
- A new center has been built for veterans called the V-ROC;
- A part-time staff member has been hired to coordinate veteran services; and,
- The counseling department has hired a full-time counselor to provide coordination and follow-up of the Early Alert program.

Actionable Improvement Plan

None

Table 32: Counseling Program Student Learning Outcome Assessment Results

Using SLO Assessment Results to Improve Success

Student Learning Outcomes	Data	Analysis	Outcome
Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session.	Pre-Survey: 43 students indicated that they have an educational plan that includes their education/career/transfer goals. Post-Survey: 54 students indicated that they have an educational plan that includes their educational/career/transfer goals.	A 25% increase in students' ability to clearly state their academic/career goal and record them in their SEP.	Of the 100 survey respondents, approximately 50% answered this question on the survey. This indicates that many students were either not seeing a counselor for this reason, or that they did not have a completed SEP before or after their counseling appointment.
Students will be able to identify, access, and use educational resources (electronic and/or otherwise) to plan and pursue their academic, career, and personal goals.	Pre- and Post-Survey: Nine resources were listed on the survey, and students checked those that they knew. Not all students responded. Of those who did, there was an increase of 201 to 232 checkmarks from the pre- to post-test.	A 15% increase of knowledge regarding educational resources was gained after the counseling session. A decrease of knowledge was also noted in Eureka.org and Class Schedules.	Given the number of resources listed, it is difficult to understand why a student indicated a decrease in awareness and intention to use a resource. This may be due to the fact that students were not taking their time in answering the post-survey accurately. This was somewhat complex, and will be changed in the upcoming year. In addition, students will be tracked individually to measure their change in learning.
Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.	Pre- and Post-Survey: 24 campus resources were listed, and students checked those that they could identify. The aggregate number of checkmarks increased from 370 to 580 between the pre- and post-tests.	A 57% increase of knowledge regarding campus resources was gained after the counseling session. In some of the services, a knowledge decrease was also noted (e.g. Learning Center, Computer Lab, Financial Aid, Library, health Center, Psychological Services, and Student Activities).	Given the number of services listed, it is difficult to understand why a student indicated a decrease in awareness and intention to use so many important college services. This may be due to the fact that students were not taking their time in answering the post-survey accurately. This was somewhat complex, and will be changed in the upcoming year. In addition, students will be tracked individually to measure their change in learning.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Design and Maintain Programs, Practices and Services to Support Appreciation of Diversity

Cañada College promotes student understanding and appreciation of diversity through variety of programs and activities that raise cultural awareness. The College's 2012-2017 Educational Master Plan specifically states in Objective 4.1: Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus

ASCC and Cañada Student Clubs: Associated Students of Cañada College contribute toward the understanding and appreciation of diversity. They have sponsored annual cultural events like the Chinese New Year Celebration and forums that allow for open and safe dialog about current controversial issues such as the "Open Mic for Trayvon Martin." Cañada student clubs also celebrate and raise awareness about the importance of diversity through the activities that they lead and promote. These clubs raise diversity awareness about religion, sexual orientation, multiculturalism, gender, socioeconomic backgrounds, educationally disadvantaged backgrounds, as well as academic majors for diverse populations. The College supports and understands the importance of having diverse clubs represented on the campus which allows for students and the community to be exposed to various populations. Some of the clubs include:

- Art Club
- Associated Students of Interior Design (ASID)
- Beating the Odds Community Club
- Black Student Union
- Bridging Hispanic Minds to Success Club
- Christian Club
- EOPS Student Club
- Express Yourself with Graphic Design Club
- Fashion Club
- International Club
- Math Club
- People of the Pacific Club
- Phi Theta Kappa Honors Society
- Photon Masters
- Programming Club
- Robotics Club
- Russian Club
- Salsa Club
- Society for Hispanic Professional Engineers (SHPE) Club
- Spectrum Alliance LGBT Club
- TRIO Student Advisory Club
- Veterans Club
- Women in Science and Engineering Club (WISE)

In addition to these, other clubs have also sponsored various activities to promote cultural diversity and awareness. For example, the Spectrum Alliance LGBT Club participated in San Francisco's Pride Parade and the International Communication Club has hosted an International Film series.

A student chapter of the Society of Professional Hispanic Engineers (SHPE) was created and won two regional awards for membership growth. In addition, the Women in Science and Engineering (WISE) club is expanding. As a result of the increase in students majoring in science, technology, engineering and/or math, they have been participating in Professional Conferences where MESA students have engaged with professionals and students from 4-year universities—for example, SHPE National Conference, SACNAS National Conference, MESA/PG&E Leadership and the AMSA ARC Pre-Med Conference at UC Davis. New conferences that MESA students attended for the first time in fall 2011 included the National Mathematics Conference and the Undergraduate Women in Physics Conference (Western Region). Student organizations like these bring awareness for the need to increase the number of underrepresented students in the math and sciences.

Cañada Clubs also come together to promote diversity and outreach. For example, the EOPS Student Club and TRIO Student Advisory Club have come together for the second year to promote higher education to K-12 students who are members of the Boys and Girls Club of Hoover in Redwood City. This student lead initiative started in 2010 when the Directors of EOPS and TRIO and the Office of the College President came together to promote college access to students from impoverished backgrounds and non-traditional college students. Students from the clubs visit the Boys and Girls Club and give workshops on attending college and financial literacy. The K-12 students are invited to tour Cañada and hear other college students from the Hoover and Redwood City community speak about their experiences

attending college as a first-generation college student from impoverished backgrounds.

Study Abroad Program: The Study Abroad Program enhances student understanding of diversity and cultures, and can be a life changing experience that allows students to gain both an understanding of other cultures and a new perspective of life within the United States. As students live in and learn to understand a different culture, they are challenged to re-examine themselves, their attitudes and their values. The program has offered classes in London, Florence, and Barcelona.

International Student Program: Through the International Student Program, the institution extends an invitation to citizens from all over the world to come to the United States and study at Cañada College. The College has been working on increasing the number of international students. Through the admission and enrollment of approximately 42 (F1 Visa) students from 26 different countries, the College has an additional opportunity for educational exchange that promotes a greater understanding and appreciation of foreign cultures.

Social Justice Events: In fall 2010, the Social Justice Series started with the collaboration between Cañada College, Sequoia High School Dream Club and Redwood City Together to raise awareness about diversity and social justice issues. From there the College formed the Social Justice Planning Committee which also included collaborating with the Center for Student Life and Leadership, and Associated Students of Cañada College. The Committee expanded its offering of forums to include not only awareness but self-advocacy. Some recent presentations include:

- A panel of student activists that spoke about the Occupy Movement;
- A presentation was a former gang-member turned scholar-activist, Dr. Victor M. Rios, who spoke about the 'Youth Control Complex' and how it leads to the hyper-criminalization of Black and Latino young men;
- A presentation and discussion titled, "A Courageous Journey: A Reflection about Studying Abroad," featuring Shaylona Wheeler and Denise Mean, former students of Cañada College talked about their experiences while studying abroad in Ghana, including historical landmarks created by the Transatlantic slave trade, and how the study abroad experience can be used as a way to promote social justice; and,
- An "Undocumented Student Form" with student presenters and a performance that brought to light the issues undocumented students have to face on a daily basis and the importance of perseverance.

Dreamers Task Force: The Dreamers Task Force is a volunteer committee of faculty, staff, and concerned students who are committed to ensuring equitable access and resources for AB540 eligible students and undocumented students. As a subcommittee of the Social Justice Planning Committee, The Dreamers Task Force analyzes new policies and laws enacted regarding AB540 students and undocumented students and helps to ensure that the most accurate information is relayed to students. The Dreamers Task Force organizes professional development for the campus community to raise awareness about the Dream Act and resources for AB540 students. The Dreamers Task Force also mobilizes interested faculty, staff, and students to attend campus and community events with other educational and social service agencies that host workshops pertaining to AB540 and undocumented students.

Student Equity Committee: Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Student Equity Committee updates the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and studies, monitors, and makes recommendations to appropriate college bodies regarding student equity issues and efforts.

The Student Equity Committee is advisory to appropriate college bodies regarding student equity issues and efforts. These bodies include the Planning and Budgeting Council, Instructional Planning Council, Student Services Planning Council, Academic Senate Governing Council, Curriculum Committee, and the Associated Students of Cañada College. It is a joint committee of administration and faculty. The role of the Student Equity Committee, according to their bylaws, includes:

1. To create and update the current student equity plan in consultation with appropriate campus bodies and constituencies, in accordance with the California Code of Regulations Title 5, Section 54220 in the areas of access, course completion, basic skills and transfer.
2. To gather data on student equity in our college and community.

3. To make recommendations to college bodies and administration on matters pertaining to student equity.
4. To raise awareness of the value of diversity and the imperative of equity in our college communities.

STEM Speakers Series: during spring 2013, a series of speakers on science, technology, engineering and math topics encouraged students to consider STEM careers. The series was highly successful with over 125 students attending each presentation.

Ethnic Studies Committee Charter: As a subcommittee of the Curriculum Committee, the Ethnic Studies Committee Charter was formed to evaluate and approve courses for Cañada's Associates Degree Ethnic Studies graduation requirement. As such it ensures the integrity of the curriculum for Cañada College. The philosophical objective of the Ethnic Studies Committee is to enhance the awareness and acknowledgement of the importance of the ethnic pluralism as an essential element in the development of the United States. Its primary function is to review and evaluate any newly proposed course to be considered as an ethnic studies course according to the Ethnic Students definition and guidelines of Cañada College. Ethnic Studies courses examine significant aspects of the cultural contributions and social and psychological experiences of the historically underrepresented ethnic groups in the U.S. including but not limited to: Asian Americans, Blacks, Latinos and Native Americans. Courses should include an analysis of ethnicity and other marginalizing factors such as ethnocentrism, racism, stereotyping, prejudice, and discrimination based on class, age, religion, gender and sexual orientation as well as how these explain and shape the ethnic experience in the U.S. Courses explore the role culture plays in shaping and sustaining ethnic groups and identities in the U.S.

Other Activities: Through the Humanities Division, the Art and Music Departments have worked on various activities and presentations to promote diversity within the arts. In February 2012, the Music Department and Latin American Studies Program collaborated with Norte Dame de Namur's Graduate Piano Program to present a piano concert. The program included tangos by Argentinian master Astor Piazzolla, works by Romantic Russian Anton Aresky and engaging twentieth-century American composer Richard Faith and George Gershwin. In addition, through the Art Department, the Art Gallery at Cañada College schedules exhibits that promote student understanding of human and cultural diversity as these two past exhibits reveals.

- In 2012, "Sky Train: Tibetan women on the Edge of History" was an exhibit of photographs and writings by the Chinese American artist, Canyon Sam. The subject the untold history of Tibet from the perspective of its women.
- In 2011, "Maya Women—Life, Art, Hope: Contemporary Indigenous Paintings from Guatemala". Paintings from prominent Tz'utuhil and Kaqchikel Maya artists showing the beauty and hardship of indigenous women's lives, as well as the legacy of violence that continues to haunt the country.

Self Evaluation

The College meets the standard. The findings from the 2010 Noel-Levitz Student Satisfaction Inventory indicate that students rate Cañada College higher than the national average in the following areas:

- The College's commitment to under-represented populations;
- The concern that the College shows for students as individuals;
- That people on the campus respect and are supportive of each other; and,
- That students are made to feel welcome on the campus.

The campus events and meetings promoting diversity are well attended by faculty, staff and students and there is a genuine interest in support for diversity.

Actionable Improvement Plans

None

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Evaluating Admissions Instrument

Because Cañada College is part of the public California Community College system, it is open access to anyone 18 years of age or older. Thus, potential students must only submit an application and there is no formal admissions process. The District currently uses the statewide CCCApply for the online application process. The majority of applications are now submitted online. However, paper applications are also available. A district-wide

Enrollment Services Council, consisting of the Vice Presidents of Student Services, the Deans of Enrollment Services and Counseling, the Registrar, and ITS personnel, meets monthly to discuss the admissions policies and procedures.

Admissions regulations adhere to California Title 5 requirements. The College admission and application process is a topic of ongoing review and discussion both at the campus level and in the District Enrollment Services Committee. Regular registration critiques are held and feedback is used to improve the admission process.

Evaluating Placement Instruments

Cañada uses ACT COMPASS, a state-approved assessment instrument, to place students in appropriate classes. Cut-scores and multiple measures were developed following state matriculation guidelines. The next validation of cut scores is scheduled for fall 2013.

Since the inception of the ACT/COMPASS placement tests, the Program Services Coordinator for Assessment and the College Researcher have collected data to validate the cut-scores, which were adjusted following the validation guidelines developed by the state systems office.

State matriculation regulations require that assessment be a holistic process, meaning, substantially, that a test score alone should not be the sole criterion for determining the advice given to students regarding course and program placements. Counselors apply multiple measures on a regular basis.

The College also enforces prerequisite requirements for English and math courses through the use of its Banner® database management and enrollment system. During registration, students are blocked from enrolling in courses for which they have not met a prerequisite. For courses for which computerized blocking is not yet in place, faculty are required to check for evidence that students have completed relevant prerequisites. In addition, the College has established procedures such that any student who does not meet prerequisite or placement test requirements may seek entry through a challenge process for any prerequisite. Students are informed, through the Catalog, Orientation, and Counseling, of both the reasons for challenging a prerequisite and the process for doing so.

Another round of validation for the placement tests is scheduled for fall 2013. State validation of the test is handled by ACT/COMPASS for approval of the instrument by the State Chancellor's office. In 2006 and 2007 the College conducted its own validation to set the initial cut scores for the campus and to then further validate those cut scores; the College had the option to change them if necessary in 2007. The validation took place in the first two weeks of the semester, and consisted of identifying those students who had registered and taken the Math, English, and English as a Second Language placement tests for each of the 2006 and 2007 semesters. A survey was administered in each affected class to both the students and instructors. Students were asked whether they feel they were appropriately placed into this course; instructors were asked a similar question about student placement. Based on the data returned, cut scores were adjusted slightly in 2006 and stayed the same for 2007.

Self Evaluation

The College meets the standard. Applications and the placement test are regularly evaluated to minimize bias. Though paper applications are still accepted, the Admissions and Records Office now maintains a Welcome Center with eight computers and dedicated staff and student assistants to help prospective students submit their applications online. Another round of validation for the placement tests is scheduled for fall 2013. State validation of the test is handled by ACT/COMPASS for approval of the instrument by the State Chancellor's office.

Actionable Improvement Plan

None

II.B.3.f The institution maintains student records permanently, securely, and confidentially,, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Maintaining Student Records and Secure Back-up

Cañada College adheres to District Policies and Procedures 7.28 Student Records, and 8.27 Records Management, in addition to Title 5 Regulations. The student computer data files are maintained and backup files are created and stored appropriately. In addition, Admissions and Records are in the process of scanning and indexing both prior and current hardcopy student records using WebXtender

software. These imaged and indexed records are available to Counselors and appropriate staff.

District ITS is responsible for all hardware and software production, applications, databases, and data that resides in Banner®. Within this scope, they provide secure backup policies, along with systems and procedures for the following file servers: Production Servers, Test Servers, and Web Servers. Backups are completed daily or weekly depending on the type of file. Table 33 on page 172 outlines the back-up schedules.

Policies for Release of Student Records

The Federal Educational Rights and Privacy Act, which is described in the 2013-2014 Cañada Catalog and also on page 25 of the Fall 2013 Cañada Class Schedule, provides that the College may release certain types of directory information. Directory Information at the College includes:

- Student's name and city of residence;
- Participation in recognized activities and sports;
- Degrees and awards received; and
- Height and weight of members of athletic teams.

Procedures for release of student records are published in the College Catalog, the Student Handbook, and on the website.

Currently enrolled students may request that directory information be withheld by notifying the Admissions and Records Office in writing each semester. Such requests must be submitted within two weeks after the first day of instruction.

The College's assessment area maintains student assessment scores on the COMPASS website, which is password protected. These results are transferred into Banner® at the end of an exam for counselors to review. Student Educational Plans are retrieved through WebSmart (DegreeWorks for new Student Educational Plans) and WebXtender (for historical Student Educational Plans); all are password protected. Students who would like to obtain copies of their test results complete a request form available through the Counseling Department. Students can access their electronic educational plans via password protected WebSmart.

The institution's commitment to maintaining the confidentiality of student records extends to its administrative system, Banner®. Training for all the institution's employees requiring access to Banner® is provided by the Information Technology Services Department. Such training is mandated and a privacy statement is signed and maintained by ITS. In Banner®, access to the student population is based upon the employee's job description, as approved by his or her first level manager.

Self Evaluation

The College meets the standard. Currently, prior records are stored in the records room in Building 9 and archives are stored in Building 2. There are duplicates of all of the records. Some of these records have been duplicated via WebXtender or microfilm while others have not yet been duplicated. All records after 1981 are in electronic format and are backed up routinely.

At this time, records from spring 1975 to summer 1981 are stored in file folders in the records room of Building 9. The College is in the process of scanning these records. Records from 1968 through 1974 are stored on microfilm in Building 9 and the hard copy is located in Building 2. The Building 9 record room is considered a fire proof room as the walls are constructed to contain fire for more than two hours, and all of Building 9 has fire sprinklers in place. The security of this room is controlled by an electronic locking system. The Building 2 archives are stored in a special locked section and only approved personnel have a key to the area. The room has smoke detectors for fire notification.

Actionable Improvement Plans

None

Table 33: Microsoft Exchange Back-up Schedule

Type of Backup	Description
Weekly Backups—Full Backup	Full back-up of Exchange Information stores only on SMCExc-Mbx1 Information stores are backed up to tape
Daily Backups—Incremental Backup	Incremental backup of Exchange Information stores only on SMCExc-Mbx1 Information store log files are backed up to disk
Weekly Backups of System Servers—Full Backup	Full back-up of all Systems Servers but excluding Microsoft Exchange Information stores Server operating systems, applications and data are backed up to disk Disk backups are replicated to tape
Daily Backups of System Servers—Incremental Backup	Incremental backup of all System Servers excluding Exchange information stores Server operating systems, applications and data are backed up to disk
Weekly Backups of Inactive Microsoft Exchange Accounts—Full Backup	Full back-up of SMCExc-Limbo server where inactive Exchange accounts exist Backup is performed to disk
Notes: Disaster Recovery Site at Cañada—Exchange 2007 is configured for Standby Continuous Replication between the servers named SMCExc-Mbx1 (source) and SMCExc-MBxDR1 (target). Replication is continuous and is built via log shipping methods. In the event of an Exchange failure on the production server, SMCExc-MbxDR1 may be brought online to continue to provide email services to faculty and staff. The default log replay lag time is 12 hours. "Brick level" or "Granular Recovery Technology" is not supported within the District's Exchange environment. The backup methodology is intended for full site recovery in the event of a disaster or major system outage. Weekly offsite tape movement storage is provided by Recall. The tape media that is taken off-site is stored in a vault in San Francisco.	

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Evaluating Student Support Services to Meet Needs

Student support services are evaluated through the Annual Plan/Program Review process. This is a self-reflective process used to collect information to be used by the student services program teams and college planning bodies (Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, Planning and Budget Council). Through this process, Student Services staff review the mission and vision of their programs. By using multiple measures and inquiry, staff reflect upon and evaluate their work for the purposes of improving student learning and program effectiveness. The reflections identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The Student Services Planning Council, in collaboration and communication with the Instructional Planning Council, oversees the implementation of a comprehensive process for planning and assessing student services based on program review, the effective integration of student learning outcomes into program activities and services, and alignment with the College's mission and strategic goals.

Annual Plan/Program Review documents are submitted to the Student Services Planning Council every year by the end of March. Members of the Student Services Planning Council review the documents and provide comments to the authors. The programs are continually evaluating what works best for students; an example of this process leading to program change can be seen in the new student orientation program. The orientation program has been revised several times over the past few semesters based on these evaluations and discussion among staff. This can be seen in the Student Services Annual Plan/Program Review documents from 2011-2012 and 2012-2013.

Achievement of Student Learning Outcomes

The eight Student Services program teams annually develop, measure and reflect upon student learning outcomes data to inform practices. The student learning outcomes used by each Student Services program team outline the skills or knowledge that students should master by engaging in services related to that program.

With the changes made in 2010 regarding Program Review, the Student Services program teams have been through three cycles of developing student learning outcomes, gathering evidence, analyzing data and making recommendations for continuous improvement. Program team leaders facilitate meetings of each program team and lead the development of the Annual Plan/Program Review, which is submitted at the end of March. The program teams input student learning outcome data into TracDat where it is accessible for analysis and to document progress and obstacles. Each program team assesses at least one student learning outcome every year, and evaluates findings in order to make improvements and changes for the following year.

The results of the student learning outcome assessments lead to extensive dialogue at Student Services Planning Council meetings and changes within the programs. Table 34 on page 175 illustrates how the assessment of student learning outcomes in the Assessment, Orientation, and Registration program led to program improvements over the last three years. The student learning outcomes for the 2012-2013 academic year are outlined in the Table 35 on pages 177 and 174.

Table 34: Assessment, Orientation and Registration Program Review--SLO Assessment Cycle, 2010-2013

SLOs	Assessment/Criteria	Evidence/Analysis	Use of Results
2010-2011 Students will name 3 of the 10 Steps to College Success once they have completed the Priority Enrollment Program (PEP) Orientation.	Pre Survey: of the 220 students surveyed, 91% identified 3 of the 10 Steps to College Success prior to the PEP orientation session. Post Survey: of the 220 students surveyed, 95.5% identified 3 of the 10 steps to College Success after they attend the PEP orientation session.	A 4.5% increase in students' ability to identify 3 of the 10 Steps to College Success. Based on the survey results it is apparent that new students begin college with knowledge of at least 3 of the Steps to Success.	It was decided to revise New Student Orientation to focus on the least familiar of the 10 Steps to Success and to increase the SLO from 3 to 5.
2011-2012 Students will identify 5 of the 10 steps to College Success once they have completed the New Student Orientation.	Pre Survey: of the 410 students surveyed, 35% identified 5 of the 10 Steps to College Success prior to the New Student Orientation session. Post Survey: of the 410 students surveyed, 39% identified 5 of the 10 Steps to College Success after attending the New Student Orientation session.	A 4% increase of students' ability to identify 5 of the 10 Steps to Success. In comparing the survey results from this year to last year the results are as follows: On average, student knowledge of the Steps decreased significantly from the pre-survey last year (91%) to this year (35%). However, the overall increase of knowledge gained was similar (4%). The pool of students surveyed was almost twice as large (220 to 410).	The Program Review Team recommends that a new SLO be developed in 2012-2013 that more effectively measures the important college information disseminated at the New Student Orientation. The content in our New Student Orientation was significantly altered to focus on the most important information for new students. A pre and post survey was developed in collaboration with the Counseling Department which comprised 11 questions aimed to capture the most important information conveyed regarding the New Student matriculation components (Orientation/Assessment and Registration).
2012-2013 Students will identify more correct answers (out of 11 questions) regarding important college information in the post survey after attending a New Student Orientation session.	Pre Survey: of the 190 students surveyed on 11 questions, 1,375 accurate responses were reported. Post Survey: of the 190 students surveyed on 11 questions, 1,719 accurate responses were reported.	25% overall increase of knowledge regarding important college information gained after the orientation session. In only one question was there a decrease in knowledge gained (Q10: If I have a personal email, I do not need to check my SMCCD email.)	The largest increase in knowledge gained was Q7: I have all semester to pay for my classes (84 pre/134 post). Program improvements were made to ensure students are aware that they still need to check their SMCCD email for important college information.

Table 35: Student Services Programs, Teams for SLOs, Program Review and Planning, 2012-2013

Program	Offices/Programs Involved	Student Learning Outcomes
1. Assessment, Orientation and Registration TEAM: Ruth Miller—Team Leader Kim Lopez Jeanne Stalker Yesenia Haro Loretta Davis	Admissions and Records Assessment Orientation	Students will be able to identify five of the ten steps to College Success once they have completed the college orientation.
2. Articulation and Transfer TEAM: Soraya Sohrabi—Team Leader Maria Lara	Articulation Transfer Center	Students will identify more correct answers about important college information in the 11-question post-survey after attending a New Student Orientation Session.
3. Financial Aid and Financial Literacy TEAM: Margie Carrington—Team Leader (Retention Specialist) (Financial Aid Staff Member)	Financial Aid Student Support/TRIO	Students who complete a Financial Literacy Workshop should be able to successfully define key terms such as grants, loans, work-study, scholarship, and EFC. Students should be able to complete a FAFSA upon successful participation in a Cash for College workshop and FAFSA Tuesdays (assessed again in current cycle).
4. Counseling TEAM: Sandra Mendez—Team Leader Nick Martin Karen Olesen Sarah Aranyakul	Counseling	Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan or other appropriate document as one outcome of a counseling session. Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career, and personal goals. Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.

Program	Offices/Programs Involved	Student Learning Outcomes
5. Career Services: TEAM: Bob Haick—Team Leader Raj Lathigara	Career Services	Students will be able to articulate the services of the Career Center.
6. Student Life and Leadership TEAM: Victoria Worch—Team Leader Paul Roscelli Alaa Aissi	Student Life and Government, Student Clubs	As part of the ASCC Leadership Completion Program, ASCC board members will describe in writing what they learned while attending ASCC weekly meetings and leadership workshops, organizing a Spirit Thursday event, attending a campus committee meeting, and how they mentored another board member to stay in ASCC and in school.
7. Wellness: Disability Resource Center, Psychological Services, Health Center TEAM: Regina Blok—Team Leader Gena Rhodes (with interns) Sharon Bartels	Disability Resources Center Psychological Services	DRC: Disability Resource Center students will be able to complete and monitor their SEPs in Counseling, TRIO-SSS and the DRC. Psychological Services: Students will gain support and skills to handle academic stress, personal issues, and future plans in a positive and effective manner. Student Health Center: The student will verbalize at least three ways to prevent the spread of influenza.
8. Student Support: TRIO, Beating the Odds, Veterans, EOPS/CalWORKs/CARE: TEAM: Romeo Garcia—Team Leader Lorraine Barrales Ramirez Edith Flores	EOPS/CalWORKs SSS/TRIO Beating the Odds Social Justice Veterans	After meeting with a Program Counselor, the student is able to increase the level of understanding of graduation and/or transfer requirements.

Results as a Basis for Improvement

The program teams use data from student learning outcomes to generate new ideas for improving student learning outcomes or identifying new, more useful student learning outcomes to use as measures of success. Table 36 on page 179 illustrates ways the student learning outcome development, analysis and review process led to meaningful improvements in the Student Life and Leadership Program.

Table 36: 2012-2013 Student Life and Leadership Student Learning Outcomes Results

SLO	Data and Analysis	Recommendation/ Outcome
Program SLO: As part of the ASCC Leadership Completion Program, ASCC board members will describe in writing what they learned while attending ASCC weekly meetings and leadership workshops, organizing a Spirit Thursday event, attending a campus committee meeting, and how they mentored another board member to stay in ASCC and in school.	At the last Fall ASCC meeting: 14 of 18 students (77%) prepared a PowerPoint showing they completed the Leadership Completion Program and what they learned from each Benchmark area. 12 of 18 (66%) presented their PowerPoint. One had technical difficulties, and one left the meeting early	Keep the PowerPoint presentation requirement at the end of each semester and to do mid-semester check-ins.
Leadership Benchmark SLO: Students will learn team building, identify strengths, and effective communication skills.	11 of 16 Spring ASCC board members (68%) were able to identify all five of their StrengthsFinder Strength Themes. Two out of 16 ASCC board members were able to identify four out of 5 Themes. The post-test showed an increase of board members who could name all five.	Keep investing in purchasing StrengthsFinder 2.0 books for each new ASCC board member. Strengths-based advising is a huge part of the leadership program.
Community Benchmark SLO: Students will learn about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist in our community and in our world.	Question 1, regarding student ability to plan a campus event: Four out of 16 ASCC board members checked 'excellent'; 10 out of 16 checked 'pretty good'; two out of 16 checked 'okay'. Question 2, regarding knowledge of student service programs: Seven out of 16 ASCC board members checked 'excellent'; six out of 16 checked 'pretty good'; two out of 16 checked 'okay'; one checked 'need help'. Question 3, regarding social justice Ten out of 16 ASCC board members were able to list events.	Add Campus Tour and lessons on how to plan a Spirit Thursday to the ASCC orientation meeting. Reframe the social justice question to name an injustice. This needs continued evaluation.
Mentorship Benchmark SLO: Students will learn where they can go on campus to get support in college and how they are responsible for each other's success and retention in college.	In a multiple-choice question, when asked to pick which correct student services are located on the second floor of Building 9, 14 out of 16 (87%) ASCC board members chose the correct answer. In the spring semester, ASCC board members were teamed up in Mentor/Mentee relationships. When asked about balancing school, ASCC, work, family and friends, six out of 16 (37%) checked 'excellent'; eight out of 16 (50%) checked 'pretty good'; and two checked 'okay'.	Keep the Mentor/Mentee program, and the mid-semester check-in. Continue to remind students about the 50% completion rate of their classes.

Self Evaluation

The College meets the standard. The planning cycle and review process ensures that program teams develop, analyze and revise goals based on data about student learning. In addition, a Student Satisfaction Survey conducted periodically informs the discussion about Student Learning Outcomes. Students report that student services provide valuable and much-needed services.

In the CCSSE Student Engagement Survey (spring 2012), 58% of students stated that Cañada College provides "very much" support they need to succeed and an additional 28% state that the College provides "quite a bit" of support needed to succeed. This process connects data from the Office of Institutional Research to each of the Student Services program teams.

The College currently has eight student services program teams that engage every student services department in participating in student learning outcome assessment. A detailed discussion showing the evaluation process used by each program is available on the Student Services Planning Council website. Support Services teams collect, track and analyze student learning outcomes data using the TracDat system.

Actionable Improvement Plans

None

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to student so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Supporting Instructional Programs

The resources, services, and space provided by the Library and Learning Center support Cañada College's Mission to create a learning-centered environment that gives all students a chance to achieve their educational goals. Resources and services are designed to cultivate creative and critical thinking, teach effective communication, and afford opportunities to understand and appreciate different points of view. Both programs advance the goals of the College as described in the 2012-2017 Educational Master Plan.

1. Teaching and Learning:

The Library and Learning Center are innovative, flexible learning systems that provide knowledge and transferrable skills to help students succeed in courses across the curriculum. Faculty and staff from both programs participate in campus planning to provide clear pathways for students, and participate in ongoing professional development activities. The Library offers professional development workshops for faculty and staff on electronic resources such as ARTstor, e-books, and primary sources.

2. Completion

The Library and Learning Center provide point-of-need support, including supplemental instruction, research assistance, technology support, and access to textbooks and computers. This point-of-need assistance is offered day, evening, and Saturdays; it supports General Education, Career and Technical Education, Basic Skills, and English as a Second Language students and their work towards completion.

3. Community Connections

The Library and Learning Center provide a space for students to build community on campus through their work with peers, connections with faculty and staff, participation in groups such as MESA, and student exhibitions of art, photography, fashion, and current events. The Library and Learning Center also provide a hub for faculty and staff from different programs and departments to congregate. The Library partners with the Peninsula Library System to connect to the community through city and branch libraries throughout San Mateo County.

4. Global and Sustainable

The Library and Learning Center support faculty and staff in initiatives related to the environment, social justice, cultural diversity, and global citizenship through resources (i.e. books), displays (e.g. voting, environmental justice, undocumented students), and outreach (advertising programs and events in print and electronic formats).

Other Educational Master Plan goals that are supported include developing partnerships through consortia such as the Peninsula Library System and the Community College Library Consortium, maintaining an educational environment that fosters passion for education and civic engagement, and supporting professional development for faculty and staff through workshops.

The Library and Learning Center work together to provide essential services and resources for Cañada College's instructional programs and an inviting physical space in which students, faculty, and staff can work and collaborate. Both receive approval rates higher than the national average in the Noel-Levitz Student Satisfaction Survey. The Library and Learning

Center moved into a new building at the center of campus in 2007 that integrated key services and instructional support programs into one building:

- First floor: Financial Aid, Admissions and Records, and Counseling (first floor).
- Second floor: the Learning Center, TRIO, the Veterans Resource and Opportunity Center (V-ROC), Beating the Odds Peer Mentorship Program, the STEM Center, and MESA; and,
- Third floor: the Library.

The Library and Learning Center collaborate when ordering new textbooks for their respective reserve textbook collections to ensure they each have an adequate representation of college courses for their students. The Library assisted the Learning Center in setting up its own circulation desk and trained Learning Center staff how to use and maintain the Library's circulation software. In spring 2013 the librarians offered workshops for students working in the Learning Center, Library, and Beating the Odds program on library research and resources available to students, and a Library Training module is being incorporated into tutor training. The two programs collaborated to provide tutoring services in the Library on Saturdays.

Faculty and staff from the Library and Learning Center participate in campus committees such as the Curriculum Committee, the Instruction Planning Council, Student Services Planning Council, the Basic Skills Committee, the Student Equity Committee, and the Planning and Budget Council to support Cañada's instructional programs. In addition to their assigned duties, faculty and staff from both programs assist students with many day-to-day needs, such as registering for classes, applying for financial aid, using programs such as Word and PowerPoint, accessing WebSmart and WebAccess, and using email and attaching documents. This 'hidden learning' is an essential support service faculty and staff in the Library and Learning Center provide to students at the point-of-need.

Library

The 77 computers, 6 study rooms, 227 seats and 15 study carrels, and print and copy services in the Library are in high demand. The Library teaches information competency through course-integrated instruction[4], a library credit course taught in a learning community, and one-on-one instruction at the reference desk. Instruction in terms of students reached, range of programs across campus, and providing tailored, course-integrated teaching is one of the strengths of the Library. Library instruction sessions and library credit courses have doubled since moving into Building 9 in 2007. The library also provides meeting space for student organizations and workshop space for programs such EOPS, Veteran's Resource and Opportunity Center, and Word Jam. The Veterans Resource and Opportunity Center and Word Jam are discussed in greater detail in Standard II.B.3 on page 152.

Since moving into the new building, the enlarged service area necessitated the expansion of services, materials, staff, and equipment in both the Library and the Learning Center. The Library has expanded and updated its print and electronic collections. The print collection has grown through bond and grant funding. The electronic collection now includes 43 multidisciplinary and discipline-specific databases that provide access to millions of full-text articles, books, primary sources, and audio files on and off campus and are heavily used, as detailed in the Library Database Usage Statistics. In fall 2012 the Library updated its website and implemented a Discovery Service, a new tool that allows libraries to use one box to search across multiple collections, including print books, e-books, and most of our databases. The Library is a member of the Peninsula Library System, allowing the College Library to share an online catalog and book collection with the 33 member branches of that local library consortium. The online book catalog, e-book collections, databases, and online research guides are all available to students off campus via a proxy service maintained by the Peninsula Library System.

Staffing in the Library has also increased; it is outlined in Table 37 on page 183. The Library added a librarian and library support specialist. The additional librarian enabled the expansion of instruction; because this position was filled by a Spanish-speaker, the Library was able to add resources, instruction, and reference for Spanish-speaking students and courses taught in Spanish. The library support specialist has aided

[4] Information competency instruction integrated into particular courses and assignments.

in the staffing of the circulation desk and the expansion of the textbook collection; because of the specialist's strong IT skills, the library could also provide general technology support for students, faculty and staff, as well as program planning with regard to technology, and the acquisition of e-books and tablets.

The Library has made numerous temporary hires using Measure G funds. A part-time library was hired, and has allowed the Library to expand digital collections and services, and to work more closely with consortia partners. An additional library support specialist was added to provide support in Spanish and for the textbook collection, cataloging, and the circulation desk.

A part-time transfer library was hired with funds from an HSI grant, and has improved library services for the University Center students. This specialist has also worked with the study body as a whole to better prepare them for research at a four-year institution.

Table 37: Library Staff Since 2007

Position	Funding Source
2 Full-time librarians	General Fund
2.8 Library Support Specialists	General Fund
0.67 Electronic Resources Librarian	Measure G (through June 2014)
0.5 Transfer Librarian	HSI Grant (10/1/2012-10/1/2017)
0.3 Adjunct Librarian	Measure G (through June 2014)
0.6 Library Support Specialist	Measure G (through June 2014)

Learning Center

The Learning Center's focus on student learning is expressed in its mission statement. It is a bridge between instruction and student services, and works closely with all departments across the campus. The Center has many functions:

Tutoring: Cañada runs a peer-tutoring program that is certified by the College Reading and Learning Association at two levels. All students who tutor must complete LCTR 100, Effective Tutoring and Practicum; additionally, they also must gain certification. Student use of the tutoring program's services is tracked in terms of number of tutees, visits per tutee, subject usage, etc. While the majority of the tutoring resources support basic skills, tutoring is also provided across the curriculum for general education courses and career and technical courses. The highest use areas are highlighted in Table 38 on page 184.

Peer tutors provide Structured Learning Assistance (working in class with instructors, and leading study sessions), and tutoring by appointment, and drop-in. The range of courses available for tutoring depends in part on the students who apply to be tutors, but in general tutors are available for the following subjects:

- Accounting;
- Anthropology;
- Art;
- Astronomy;
- Biology;
- Chemistry;
- Communication Studies;
- Early Childhood Education;
- Economics;
- English;
- English as a Second Language;
- Engineering;
- Geology;
- History;
- Health Sciences;
- Math;
- Multimedia;
- Music;
- Oceanography;
- Political Science;
- Reading;
- Sociology; and
- Spanish.

The volume of tutoring services received by students has increased significantly since moving into the new facility, as can be seen in the Figures 13 and 14 on page 184.

Table 38: Highest Usage of the Tutoring Services at the Learning Center

Subject	Biology	Chemistry	Physics	English	ESL	History	Math
Tutoring Hours 2011-2012 (including Summer)	243	310	302	1,036	828	207	20,723

Figure 13: Number of Students Tutored at the Learning Center, 2008-2012

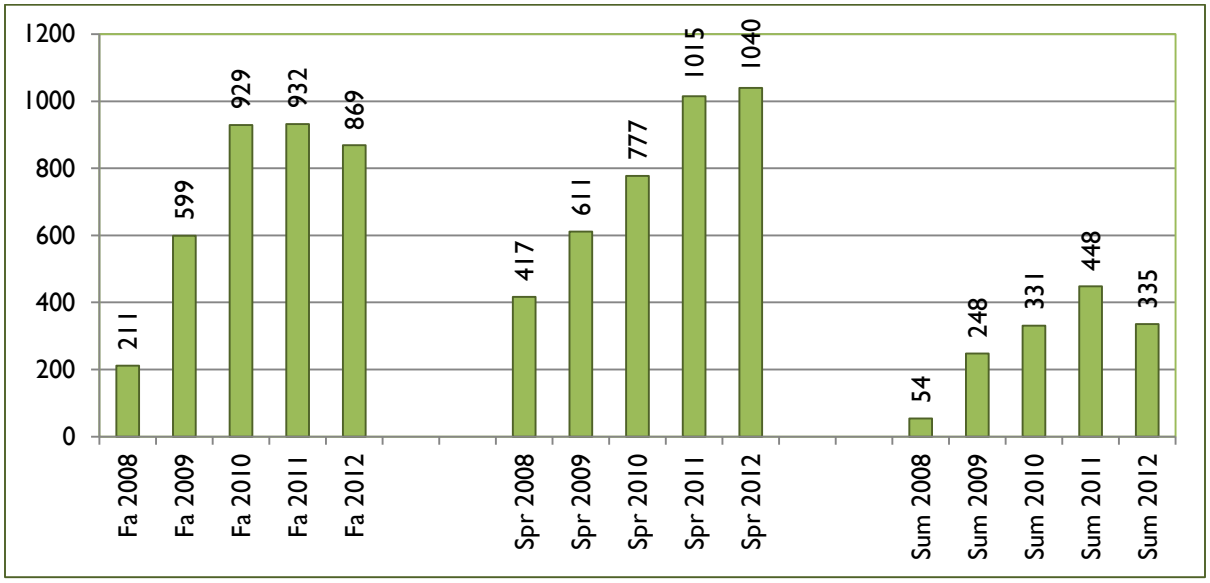
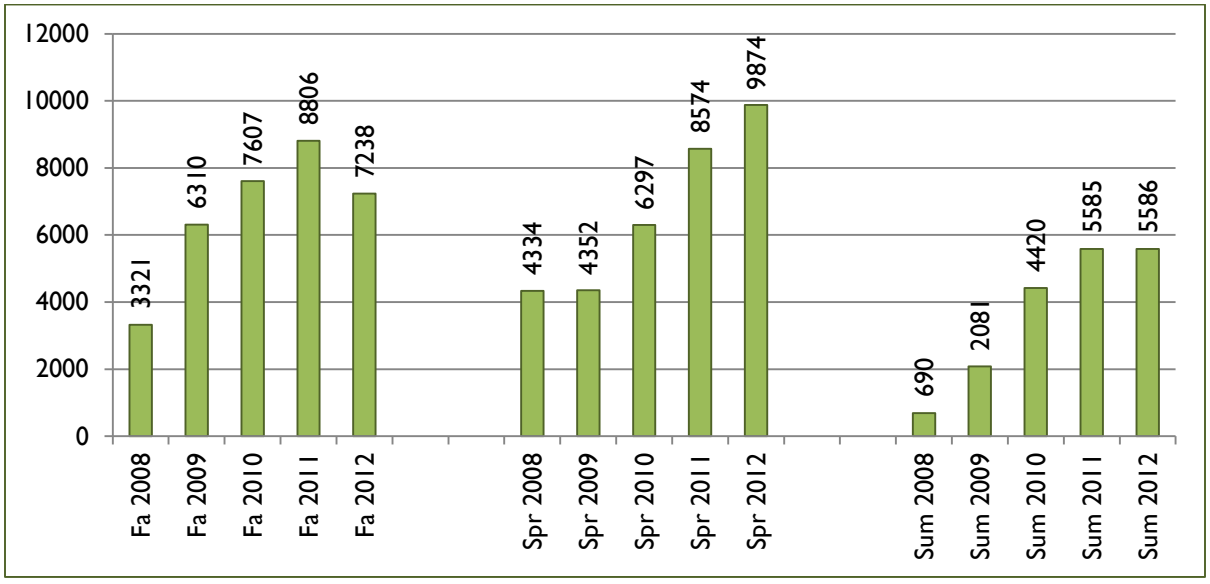


Figure 14: Number of Hours of Tutoring at the Learning Center, 2008-2012



STEM Support: Cañada College has been fortunate to receive many grants related to science, technology, engineering, and math. The College has re-designed the Math Lab to be a STEM Center, encompassing support for all these disciplines. Individual and drop-in tutoring, supplemental instruction, and workshops are among the services offered.

The Writing Center: In spring 2012, a part-time Writing Coordinator was hired to develop an innovative writing support program for transfer, basic skills and English as a Second Language students. Peer tutors also help students plan, organize, and write the research papers required in general education courses.

Instructional Modules: These workshops are offered day and evening throughout the semester, both in the Learning Center and upon request in the classroom. Skills including critical thinking, time management, goal setting, and test taking strategies are covered in these workshops.

Courses: The Learning Center also provides self-paced courses for open entry, transfer level and credit/non-credit courses. Self-paced courses include Grammar, Vocabulary, Paragraph Writing, Writing the Research Paper, Professional Writing, and Study Skills.

The Learning Center also works closely with programs such as EOPS and College for Working Adults to provide supplemental instruction, textbooks, equipment, computer access, and work space for these students. As new grants are written, such as the A2B (Associate to Bachelor's), which provides assistance for University Center students, the Learning Center collaborates with the grant staff to provide additional tutoring support.

When the Learning Center relocated to Building 9 in 2007, the number of staff increased. Current staff is listed in Table 39.

Table 39: Learning Center Staff Since 2007

Position	Funding Source
1.0 FTE Learning Center Manager	General Fund
1.0 FTE Assistant Project Director	General Fund
1.0 FTE Instructional Aide II	General Fund
0.40 FTE Writing Coordinator	Measure G (through June 2014)
0.91 FTE Instructional Aide II	Measure G (through June 2014)
0.91 FTE Instructional Aide II	Grants
0.48 FTE Instructional Aide II	Measure G (through June 2014)
FTE Peer Tutors (about 80 each semester, varying hrs/wk)	Measure G, EOPS, Basic Skills, CALSTEP, VEAP, Grants

The new part-time Writing Coordinator helps provide services for English and English as a Second Language students, and balances out instructional aides and tutors available for math classes. The Writing Coordinator also runs the Word Jam sessions.

Supporting Intellectual, Aesthetic and Cultural Activities

The Library has regular displays on themes, such as elections, censorship, constitution day, women's history and local history; it also displays student work from the Art, Fashion, and Interior Design departments. The Library has provided support for events such as the Undocumented Student Forum (2012); the Cañada College Art Club (2012); Cañada Strikes Back, a student group responding budget cuts (2010); a lecture by Sara Manyika on *What is the What* for One Book One Community (2008); a lecture by James Huston on *Snow Mountain Passage* for One Book One Community (2007); and a film screening and book club for *Daughter of Fortune* for One Book One Community (2007). The Library has also created READ posters with images of faculty holding their favorite books.

Additionally, a wide variety of programs and events are housed in the Learning Center:

MESA: Mathematics, Engineering, Science Achievement is an academic preparation program that assists educationally disadvantaged students to succeed in math and science and attain four-year degrees in math and science fields.

TRIO–SSS: This program is funded by the United States Department of Education. Their goal is to provide an academic, social and personal support system for students, to assist them with basic college requirements, and to motivate them towards a successful completion of their college education.

Beating the Odds Peer Mentorship Program: The focus of this program is to increase retention and persistence rates while providing a positive and successful transition for first generation students. Participation in the program includes prizes and incentives for good grades with increased progress in the program. Prizes include scholarships, book vouchers, flash drives, and more.

Veteran's Resource and Opportunity Center (V-ROC): V-ROC provides veterans returning to school with personalized services, and allows them to connect with fellow veterans. The V-ROC also promotes awareness of the growing veteran population and their needs to the campus as a whole.

Math Jam: This free, intensive mathematics program is designed to improve student preparation for college-level math courses and prepare them to take the Math Placement Test. The two-week summer Math Jam program participation has grown from 50 in 2009 to 191 in 2012, and two Mini Math Jams, each one week long, are offered in January and August.

Physics Intensive (Physics Jam): This free, self-paced, and intensive workshop is a four-week preparation for Calculus-based Physics 1. This program has been designed for students majoring in STEM fields who have previously taken Calculus-based math.

Word Jam: This is a free, non-credit, one-week program offered twice a year, in which current and in-coming Cañada College students work with Cañada faculty to practice college-level reading and writing strategies, learn expectations of their specific English, Reading or English as a Second Language courses, and become familiar with resources at Cañada College.

Providing Access and Training

The Library and the Learning Center have ample resources for students, faculty, and staff, including equipment such as computers, laptops, software, textbooks, headphones, and calculators. The Library provides large sections for studying on the main floor and in the six group rooms; there are 145 computers with full internet access and software programs such as Microsoft Office, Adobe CS Suite, Focus on Grammar, Pronunciation Power, and BluJay.

There are numerous labs and computers available on campus and at the Menlo Park Center. There are approximately 60 labs, on campus located in nine buildings over 900 PC and Mac computers; this includes open access labs and classroom-only labs. Open access labs are located in Building 9 in Admissions and Records, Learning Center, and Library. The access card labs are the Multimedia labs and the Business Skills Center. Classroom specific labs include those related to math, science, technology, business, and humanities. Each lab has specific terms of use depending on staff, equipment, policy, and hours of operation. Labs are all supported by the IT staff. Security protection and management of equipment is also addressed by IT in terms of managing access and protecting equipment. Technology training occurs in every lab at different skill levels to enable students' effective use of each lab's software. These labs serve diverse student needs across the campus.

Assessment of Services

The Library and the Learning Center use a variety of resources in order to best assess and evaluate the efficacy of the services that they provide. Faculty are routinely surveyed regarding the materials available, the tutoring services, and other services to support instruction. In their evaluations of the Library collection, faculty commented positively on the responsiveness of librarians, the quality of the databases, and the equity provided by the textbook reserve collection. The faculty commented on the value of integrating library orientations into their courses: tailored instruction, online guides, and worksheets for their students, particularly for basic skills students. When asked to assess the Library collection, faculty consistently noted that hands-on instruction linked to their course assignments was

essential for student success, because many of their students had never used databases or the online catalog. An area of continual improvement for the Library involves the currency of print books and film titles; in response, the Library staff consistently surveys the faculty for recommendations for titles, and purchases titles as funds allow.

Course-level and program-level outcomes are tracked for all courses offered by the Library and the Learning Center, and they are used in both the TracDat system and in the Annual Plans/Program Reviews. The last three cycles of course-level and program-level learning outcomes suggest that the Library program has a positive impact on student success. Instruction and services were assessed through student surveys, exams, retention and persistence rates, and correlation of library orientations to grades; this is discussed further in Standard II.C.2 on page 197.

The Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Survey both include questions on the Library and the Learning Center, and the response statistics are used in order to evaluate services. The 2012 Community College Survey of Student Engagement at Cañada shows that 43.5% of students often or sometimes use tutors, while 51.9% of students often or sometimes use the skill labs. Just over half of students described themselves as satisfied with tutoring (53.4%) and skills labs (55%). Just over half of students also described tutoring (53%) and skills labs (52.6%) services as very important.

Through SARS and other methods, student use is tracked in both programs, and data on student success and persistence are also maintained.

Self Evaluation

The College meets the standard. The Library and Learning Center provide a welcoming space and friendly, well-trained staff that offer a wide range of services to students of all levels of ability. Key instructional and student support services are integrated into one building and staff collaborate and to support student success. A faculty member in History commented,

> *The library environment is very conducive to promoting successful learning. The physical space is very comfortable and inviting and the staff members are exceptionally welcoming: friendly, helpful, and enthusiastic about helping the students access print and electronic resources.*

Adequate access to computer labs and technology is vital to student success. According to the CCSSE Student Engagement Survey conducted in spring 2012, 58.5% of the students surveyed indicated that Cañada College provided the technology support they needed in order to succeed. When asked how often they used computer labs, 66.7% of students stated that computer labs were very important and 45.5% of students indicated they used computer labs often.

Actionable Improvement Plans

None

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Quantity and Currency

Library and learning support services are built around instructional programs. Following the Educational Master Plan, the Library and Learning Center use data on course offerings, student demographics, and course- and program-level learning outcomes to review and enhance services.

Materials and equipment selected and maintained by the Library for instructional programs include:

- 49,431 print volumes;
- 100,000 electronic books available on and off campus;
- 417 Spanish titles;
- 1,614 textbooks on reserve (up from 350 in 2007);
- 93 subscriptions to print periodicals;
- 43 proprietary databases;
- 951 videos;
- 77 public computers;
- 6 laptop computers;
- 12 iPads and 1 Kindle; and,
- 2 copy machines and a printing system.

The Learning Center provides the following resources for students:

- Peer and staff tutoring;
- 145 computers;
- A classroom with 10 additional computers;
- Self-paced courses in language basics and writing that reinforce what students are learning in their primary courses;
- The computer lab in the front of the Learning Center becomes a classroom-on-demand. The area is cordoned off and a projection system and large portable projection screen are set up;
- Computer programs including Focus on Grammar and Pronunciation Power for English as a Second Language students, My Math Lab for Math students, and Microsoft Office, Adobe Creative Suite, Blue Jay, and Auto Cad;
- Textbooks;
- Headphones and calculators; and,
- Resources online, on CD, and on VHS

The Library has expanded its Spanish collection by attending an annual Spanish language book fair, the Fería Internacional del Libro, through the American Library Association Free Pass program. These materials have been processed by our full-time, bilingual library support specialist and an additional, temporary .60 bilingual library support specialist funded through Measure G. The Library's print and electronic collections are substantially augmented by over 859,000 titles and numerous databases available through Cañada College's partnership with the Peninsula Library System.

The electronic collection now includes 43 multidisciplinary and discipline-specific databases that provide access to millions of full-text articles, books, primary sources, and audio files on and off campus and are heavily used, as described in the Library Database Usage Statistics.

The Library has added some 100,000 academic, technical, and popular titles in electronic format. There is tremendous, ongoing change in the library and publishing worlds around e-books, particularly regarding terms of access and use. The Library has been researching e-books through the following professional development activities:

- Meeting sponsored by the Association of College and Research Libraries Conference, Internet Librarian, Digital Public Library of America, Library Journal, and MacWorld
- Working with our consortia partners Community College Library Consortium and the Peninsula Library System
- Meeting with vendors rolling out e-book collections, including EBSCO, ProQuest, JSTOR, and ProjectMuse
- Piloting tablets and eReaders such as iPads and Kindles for Library Services

The popular Textbook Reserve collection has more than quadrupled in the last five years, and many students note that access to these free textbooks is essential to their success. Textbooks prioritized for purchase include the most expensive, the most in demand (according to circulation statistics), and the most requested by faculty and students. The Learning Center also has a Textbook Reserve collection that mirrors that of the Library.

The Learning Center employs Instructional Aides for English, Math, and Physics, as well as approximately 80 Peer Tutors covering most subjects. Like the Library, the Learning Center provides textbooks, computers, printers, study rooms, and a wide variety of study spaces. This environment is rich in resources, with faculty and staff on hand to assist students with questions related to their assignments, technology, registration, financial aid, and student life is vital to student success, particularly for low-income and first generation students.

Depth and Variety

Since moving into Building 9 in 2007, the Library expanded its print collection via a $250,000 bond from the District that enabled the library to add approximately 1,500 book and film titles, particularly in the fields of anthropology, art history, health sciences, history, music, political science, science, sociology, Spanish, and technology. The Library has also purchased iPads, calculators, textbooks, and other resources through donations, grants, and Measure G funding. The Library increased its electronic collection, adding a range of databases[5] and e-books collections[6].

The Library and Learning Center have supported efforts to improve the success, retention and persistence rates of basic skills and English as a Second Language students by increasing library instruction, tutoring services, Spanish speaking staff,

[5]Including ProQuest Science Collection, JSTOR Arts and Sciences and Life Sciences collections, Ethnographic Video, America's Historical Newspapers, ARTstor, and an EBSCO database suite.

[6]Including Gale Virtual Reference Library, EBSCO Academic eBook Collection, and ProQuest Safari Tech Books.

open hours, and resources for those students. Both programs have also increased library instruction, tutoring, and resources for students enrolled in General Education transfer classes. The Library has expanded resources for new programs and courses, and offered faculty and staff workshops on online tools and resources. The Library and Learning Center contribute to an educational environment that fosters a passion for education and leadership, as well as an avenue for students with disabilities to progress appropriately, by providing students with services and resources that match the quantity, currency, depth, and variety of educational offerings at Cañada College.

Electronic resources are funded through a state-wide purchase of EBSCO database suite and supplemental funding from the college. General databases are funded by a statewide purchase of a suite of EBSCO databases; program-specific databases (such as ProQuest Science Journals and ARTstor) and tools (such as online research guides, the online catalog, and citation tools) are supplemented by the College. The acquisition of print and electronic resources is directed by courses, degrees, and certificates passing through the curriculum committee; grant projects (such as STEM grants); and faculty requests.

The Library offers information competency instruction across the curriculum, including credit courses and course-integrated instruction for English as a Second Language, basic skills, transfer, and workforce courses. The Library also offers reference services for students with research and citation questions and operates a facility with textbooks, computers, printers, scanners, study rooms, carrels, and a variety of other study spaces.

In 2012, the library received grant funding to implement a 'discovery service' to facilitate improved searching across multiple electronic resource collections and prepare students to conduct research in a university library setting. For the 2012-2013 academic year, the Library piloted EBSCO Discovery Service, a Google-like research tool increasingly common in university and college libraries that allows users to access most of the Library's resources from a single search box. The Library researched discovery services in fall 2011, worked with database vendors and the Peninsula Library System to develop the technical infrastructure in spring and summer 2012, and piloted EBSCO Discovery in 2012-2013. The goal of implementing such a service is to simplify the search process for students, improve access to proprietary electronic resources, and enable faculty and students to focus on evaluating and integrating high-quality research materials into student work.

Technology training is provided to students of varying skill levels to allow them to use the software and hardware effectively to complete their assignments. Along with PCs and Macs that have Microsoft Office and Adobe Master Collection installed, students have access to the Library's 12 iPads with over 90 apps for a wide-range of purposes and functions, including researching articles, reading e-books and periodicals, and creating images, charts, and graphs.

Self Evaluation

The College meets the standard. Library and Learning Center resources and services are evaluated annually through learning outcomes and the annual program review. The Library has improved its collection of print books and periodicals through bond and grant funding while expanding its database and e-book collection through the statewide purchase of a suite of EBSCO databases and supplemental funding from the College. Databases and e-books are available to students on and off campus. The print and electronic collections benefit greatly from the Library's membership in the Peninsula Library System and the Community College Library Consortium.

In their evaluations of the Library collection, faculty commented positively on the responsiveness of librarians, the quality of the databases, and the equity provided by the textbook reserve collection. A continual area of improvement for the Library involves the currency of print books and film titles; in response, the Library staff consistently surveys the faculty for recommendations for titles, and purchases titles as funds allow.

The Library strives to meet Title 5 standards for library collections as the budget permits. The print collection budget is modest and the textbook collection has no ongoing funding. Funding for electronic resources from the state and supplemented by the College has been strong. This can be seen in Table 40 on page 190.

Table 40: Library Funding for Collections and Resources

Material	Source: General Fund
Books, Magazines, Periodicals and Non-Print Media for the College Library	$25,200
Misc. Supplies	$2,750
	Source: Lottery
Electronic Resources (ebooks, databases, and tools)	$28,776
	Source: Five Year Grant
Discovery Tool (EDS Discovery)	$11,667

The Library will continue to transition to electronic books and reference books. Regular funding is needed to maintain a current book and reference book collection, whether those books are print or electronic. The Textbook Reserve collection is funded by periodic donations from an anonymous donor and grants. This collection requires a stable funding source.

The Learning Center also receives periodic donations from an anonymous donor to maintain its collection of textbooks and other study materials such as full-scale skeletons and chemistry kits. EOPS and the Basic Skills Initiative each contribute $5,000 per academic year for tutoring. Other funding comes from the annual budget, temporary Measure G funds, and occasionally the Basic Skills Initiative. Special course-specific software, such as AutoCAD and Pronunciation Power, are supplied by the divisions offering the courses that use them.

According to the CCSSE Student Engagement Survey, 38.1% of students surveyed declared that their coursework strongly emphasized the use of computing and informational technology. Another 27.5% of those students indicated that their course work required them to utilize a fair amount of computing and informational technology.

Actionable Improvement Plans

None

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Selection of Equipment and Materials

The Library selects and maintains materials based on instructional programs. Utilizing the Library Collection Development Policy as a framework, the Library works with the campus Curriculum Committee to contact every faculty member submitting a new or updated course. The Library meets with programs undergoing program review to solicit input about print and electronic resources. These suggestions are supplemented by suggestions from faculty, staff, and students delivered via email, in person or using an online form. Cañada librarians also consult *Choice, Library Journal, Booklist, The New York Review of Books* and other sources. Databases are selected through faculty consultation, reviews by professional journals and associations (such as the Community College Library Consortium), trial periods when faculty and student feedback is solicited, and statistics on database use.

The Library purchases new textbooks and de-accessions old ones each semester, as can be seen in Figure 15 on page 191. A total of 360 books have been purchased from fall 2010 to spring 2012. Textbooks are purchased based on cost, demand, and faculty and student requests. Among the most popular titles are *Chemistry: The Central Science, Beginning and Intermediate Algebra, Puntos de Partida, Human Anatomy, the Language of Medicine,* and *Art through the Ages*. The most expensive textbook purchased, *Corporate Financial Accounting*, costs $250.

The Learning Center also selects new textbooks for its Reserve Textbook Collection based on cost, demand, and faculty and student requests. Publishers provide new textbooks and staff work with faculty to obtain additional licensing for software programs so the Learning Center can support the students need to complete their coursework. Most Learning Center resources begin as student requests; some are purchased with Learning Center supply funds, and others are provided by division funds after faculty consultation.

The division deans and directors work closely with District ITS personnel to select and maintain computer labs on campus. Technology needs must be addressed in every Annual Plan/Program Review document. The College Technology Committee also meets twice a semester to review technology needs and objectives. ITS provides desktop and media support through their HelpCenter and maintains an inventory database of all computers, laptops, labs, printers, and projectors to assist in technology replacement planning. Based on this information, ITS provides the colleges with recommendations on equipment replacement strategies and best use of their technology funding. In fall 2012, all campus computer labs completed a replacement request/rationale for upgrades. In stages, all computers over five years old were replaced beginning in spring 2013.

Self Evaluation

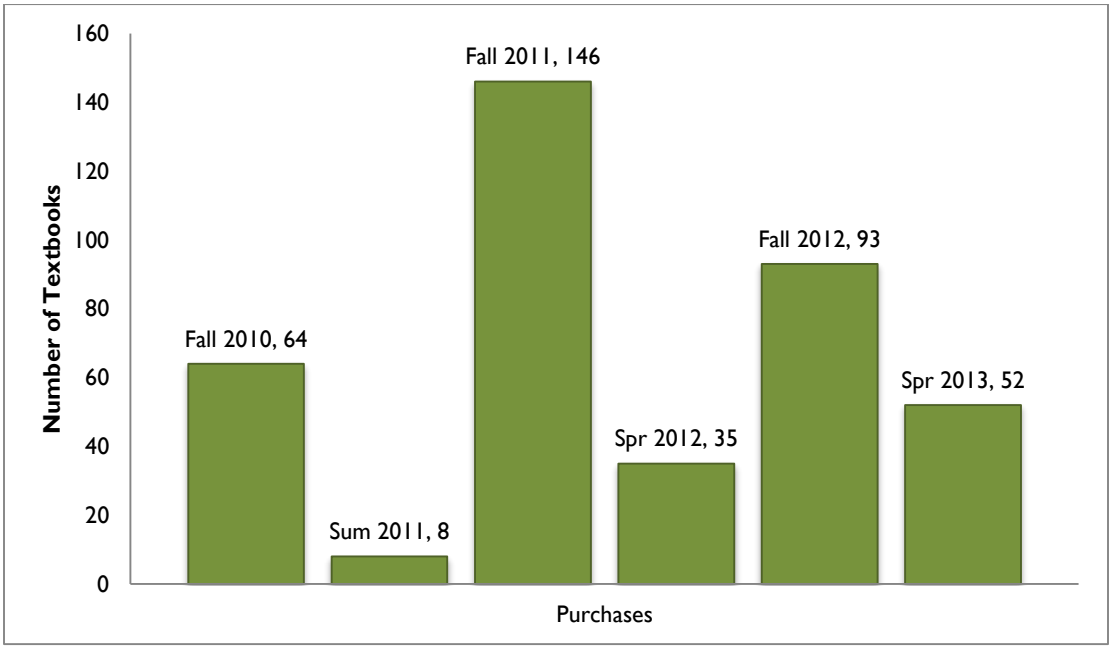
The College meets the standard. Selection of material is connected to student learning and the college mission. All electronic collections are available to students on and off campus, and most print collections can be checked out and taken home for use. The 0.67 Electronic Resources Librarian enables a more ongoing and systematic evaluation and maintenance of electronic resources. The Electronic Resources Librarian assists with keeping staff current and trained regarding e-book collections. The Library will evaluate the transition from print to electronic resources and the impact on collection development, access, and use. An informed decision regarding e-book collection development will require participation in professional organizations such as the Community College Library Consortium, the Association of College and Research Libraries, and the Digital Public Library of America that are forging policy and best practices in this area.

In the 2012 faculty survey that the Library staff conducted, faculty members described collection development as, "driven by course needs, either as resources for direct student use in assignments, or for lecture preparation," and librarians were described as, "very responsive."

Actionable Improvement Plans

None

Figure 15: Textbook Acquisitions by the Library, Fall 2010-Spring 2013



II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Learning Center Instruction

The Learning Center is certified by the College Reading and Learning Association for freshman and sophomore level, and provides extensive supplemental instruction, including:

- *Peer Tutoring:* About 80 tutors are hired per semester tutoring in most subjects. Tutoring is available whenever the Learning Center is open, and Saturdays in the Library. Appointments can be made onsite or online in WebSmart. There are also tutoring services geared towards specific groups, such as Veterans, EOPS, and the College for Working Adults.
- *Instructional Aides:* These staff are available in English, Math, and Physics.
- *Learning Center Self- Paced Courses:* These non-credit courses are available for Grammar, Vocabulary, Research, Paragraph Writing, Professional Writing, Study Skills
- *LCTR 139, The Research Paper A—Z:* This course guides students step-by step through the entire process of writing a research paper. A five-page paper is part of the requirement. This course is a self-paced course that is open to all students.
- *Writing Coordinator:* The part-time Writing Coordinator assists students with information competency. The Writing Coordinator also has drop-in hours to assist students in basic skills, general education as well as career technical courses on all aspects of writing.

The Learning Center Manager requests referrals for tutors from faculty members. Students may request to become a tutor on their own, but approval from a faculty member from the appropriate department is required before training and hiring. All new tutors must complete the CSU-transferable course LCTR 100, Effective Tutoring Practicum. All tutors are directly supervised by Learning Center staff and receive periodic observation evaluations.

The Library and Learning Center together provide access to 217 computers; they also provide extensive technology training at point-of-need for students. Technology training occurs in every lab and at different skill levels in order for students to be able to effectively use the software of that particular lab. Training is done by faculty, staff and student aides. Technology workshops include WebAccess and WebSmart workshops offered in the Learning Center and integrated into classes by instructors and tutors.

Library Instruction and Orientations

Library instruction directly addresses three of the four general education/institutional learning outcomes in Cañada College's Educational Master Plan:

- Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.
- Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
- Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

The Library provides instruction through a one-unit library credit course and through orientations integrated into courses. The library credit course, LIBR 100: Introduction to Information Research, is taught primarily as part of a learning community with either ESL 400: Composition for Non-Native Speakers of English or Sociology 100: Introduction to Sociology. In these learning communities, students receive instruction on developing research questions; retrieving information using the catalog, databases, and websites; evaluating print and electronic information resources; avoiding plagiarism; and citing sources.

For library orientations, librarians develop online research guides and worksheets tailored to specific courses and assignments, such as course research projects. The Library offers about 130 orientation sessions a year, serving approximately 3,450 students in courses across the curriculum, including courses taught in the Human Services and Spanish Departments, as well as those taught in Spanish in the Early Childhood Education Department. The programs that have received library orientations in the past three years can be seen in Table 41 on page 193.

Table 41: Programs Receiving Library Orientations

Humanities and Social Sciences Division	Anthropology, Art, Communication Studies, Drama, English, ESL, History, Music, Political Science, Psychology, Sociology, Spanish
Science and Technology Division	Biology, Chemistry, Engineering
Business, Workforce, and Athletics Division	Early Childhood Education, Economics, Fashion Design, Human Services, Interior Design, Kinesiology
Other	Counseling, Middle College, CBET

Information Competency across the Curriculum

Drawing on current research and standards for information competency instruction[7], the Cañada College Library conducted a study in spring 2011 to identify information competency skills needed to complete coursework. Through research and advice from discipline-specific faculty, the following competencies were identified:

- Locate and access information in numerous formats using a variety of appropriate search tools
- Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills
- Integrate and cite sources effectively

The study validated the College's strategy of integrating or embedding information competency instruction across the curriculum through library orientations and the LIBR 100 learning communities. Librarians then developed a plan for teaching these information competency competencies in basic skills courses, ENGL 100 courses, and in transfer/CTE courses. They created rubrics for faculty to assess student achievement of information literacy skills.

Library instruction is assessed regularly through surveys, quizzes, analyses of essays and ePortfolios, and correlation of grades with library instruction and use of library resources. For more information on learning outcomes, see section II.C.2 on page 197.

Self Evaluation

The College meets the standard. Library instruction has increased steadily, doubling over the last ten years. The faculty commented on the value of integrating library orientations into their courses: tailored instruction, online guides, and worksheets for their students, particularly for basic skills students. When asked to assess the Library collection, faculty consistently noted that hands-on instruction linked to their course assignments was essential for student success, because many of their students had never used databases or the online catalog. For example, History faculty commented, "students often say in their end-of-the-semester evaluations that out of all the assignments that they complete for history class, they get the most out of the research projects".

Information competency instruction has been particularly well-implemented in Communication studies courses. The ESL 400/LIBR 100 learning community has had success preparing English as a Second Language students for English 100 (College-level English) and other general education courses. Basic skills students in Reading 836 would benefit from similar hands-on instruction to prepare them for English 100 and other general education courses. These students can receive additional support in developing information competency through assistance from the Writing Coordinator in the Learning Center.

According to the 2012 CCSSE Student Engagement Survey, 65% of respondents reported to using information technology at least "quite a bit" in their coursework; 61% of respondents reported to having made judgments about the soundness or value of information at least "quite a bit" in their coursework.

Actionable Improvement Plans

None

[7] "Standards of Practice for California Community College Library Faculty and Programs." *Academic Senate for California Community Colleges*. Academic Senate for California Community Colleges, 2010. Web. 30 Oct. 2012; and "Information Literacy Competency Standards for Higher Education." *Association of College and Research Libraries*. American Library Association, 2000. Web. 30 Oct. 2012.

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library Services

The Library is open Monday-Thursday 8:00am-9:00pm, Friday 8:00am-3:00pm, and Saturday 10:00am-2:00pm. The Library expanded its hours spring 2011, staying open an extra hour in the evening and opening for the first time in more than a decade on Saturdays. This provides Saturday students with a place to study, work on computers, and print papers, as well as providing library instruction for Saturday classes. The Learning Center and Library collaborated to make math tutors available in the Library on Saturdays.

The Library coordinates with Distance Education Coordinator/Instructional Designer to provide online resources for students taking courses online and off-campus. Library resources for online and off-site students include 43 online databases providing access to millions of articles, approximately 100,000 e-books, the Peninsula Library System online book catalog, and citation tools such as EasyBib. Librarians create customized online guides to library resources for specific courses and assignments and in some cases are available to provide orientations to library resources for courses taught off-site, such as English as a Second Language courses taught at the East Palo Alto Academy. Online Research guides provide information about library resources relevant to the course assignments, including how to access, evaluate, and cite sources. In summer 2012 the Library credit course, LIBR 100, was offered as a hybrid course in a learning community with Sociology 100: Introduction to Sociology.

The full-time librarian hired in 2008 is a Spanish speaker, enabling the Library to reach out to CBET and English as a Second Language classes, to provide reference and general assistance in Spanish, to offer library instruction for courses taught in Spanish and to develop the Spanish collection. Previously Early Childhood Education, Human Services, and Latino Literature courses taught in Spanish did not have access to reference, instruction, or information resources such as databases and books. The full-time library support specialist and temporary 0.60 library support specialist are both bilingual and also provide assistance in Spanish.

Learning Center Services

The Learning Center is open Monday-Thursday 8:00am-9:00pm and Friday 8:00am-3:00pm. Tutoring is available during these times, with additional math tutoring available Saturdays in the Library. The Learning Center also provides specialized tutoring geared towards groups such as Veterans and programs such as the College for Working Adults. Students can make appointments onsite or online via WebSmart. The Learning Center website provides information about resources and services, including links to current tutor schedules, writing styles guides, citation guides, English as a Second Language resources, and reference material.

Computer Lab Services

Student lab hours and accessibility vary by location. Upon enrollment in a lab-accessible course, students are also issued a Materials Fee Card that may be used at each facility for printing. The Library and Learning Center are accessible to the general student population. The Humanities Lab in building 9-206 is administered by the Humanities Division and is accessible by classes only. The off-campus location (Menlo Park Center) can only be accessed by students that have enrolled in specific courses. Tours of the Library and Learning Center are provided to all off-campus students each semester so they are familiar with the resources available to them.

Self Evaluation

The College meets the standard. The Library is accessible to students during day, most of the evening and Saturdays while classes are in session. It provides extensive online resources, including databases, books, and online course guides; these are accessible to on-site, off-site, and distance education students. The Library does not currently provide reference or instruction online; distance education students have access to electronic library resources off campus. Although the Library has expanded instruction, reference, and collections for Spanish speaking students. Feedback from students gathered via focus groups and surveys continue to emphasize the value of the Library space: access to a quiet space conducive to studying, access to a single and central location with computers, printing, research materials, faculty and staff on hand to help with a wide range of questions at point-of-need.

There is a constant flow of students in the Learning Center—approximately 700 students per day on average—in need of content-specific help from the tutors and instructional aides, and support is provided. In fall 2012 alone, tutors were available 417 hours for appointments, 159 hours for drop-in, and 24 hours were provided as in-class support. On the spring 2012 CCSSE Student Engagement Survey, 86.8% of the students reported that Cañada College provides at least "quite a bit" of the necessary support to succeed.

Students are provided with assistance with technology when using the computers in the computer lab locations by staff on duty or instructors for the class (if the lab is accessible only by classes). Training provided to students varies depending on the skill level of the student. On the spring 2012 CCSSEE Survey, 70.2% of the students stated that they sometimes or regularly used the computer labs; only 2% said they were not at all satisfied with the available access to computer labs.

Actionable Improvement Plans

None

II.C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Providing Effective Maintenance

There are facilities employees on duty during all open hours for both the Library and Learning Center. These employees are available to assist with electrical or other building challenges, as well as daily cleaning and recycling. There are also Information Technology Specialists on call to help with computer, printer, or other technology problems the Library or Learning Center may encounter throughout the day.

Providing Effective Security

The doors are opened daily by an employee using an electronic key (Frequent Operation Button or FOB) and locked automatically. Staff members are issued FOBs on hire and FOBs are returned when their employment has ended.

There are one to two Public Safety officers on campus during most hours that the Library and Learning Center are open, and they have proven to respond to crises in a timely manner. The front desks of each department have panic buttons that may be triggered in case of emergency, signaling the local sheriff's office to immediately send deputies to the scene. There are also security cameras covering all entrances and exits to the building housing both departments (four cameras in the Learning Center and six cameras in the Library), and additional internal cameras. Footage from these cameras is saved for thirty days in case of review. There are five fire extinguishers throughout the Library and an additional five fire extinguishers in the Learning Center, two AEDs in the Learning Center, and first aid kits at each site. The Library and Learning Center participate in campus safety drills such as earthquake and active shooter drills.

All Library materials (books, DVDs, laptops, iPads, Kindles, calculators, etc.) are fixed with security strips or 'tattle tape' that will set an alarm off if patrons attempt to leave the building through any Library or Learning Center entrance or exit.

All computers and monitors in the Library and Learning Center have security cables and locks attached to them to prevent theft. Furthermore, iPads in the library are equipped with GPS tracking capabilities to allow staff to track the location of each device.

Self Evaluation

The College meets the standard. The Library facility and equipment are maintained with the assistance of Facilities and ITS staff. Public safety officers are available and have been called upon to help with medical crises and conflicts between patrons. It is important to have a minimum of two employees on staff in both the Library and Learning Center to ensure the safety of students and staff. Security strips secure the vast majority of library materials, but high value electronics such as the iPad have had the security strips removed and been stolen from the Library.

Coordination between ITS, the Technology Committee, and Cañada Public Safety is important in order to continually evaluate technology security in the areas of hardware and software and to add an additional layer of security, especially with GPS-enabled portable devices such as iPads and laptops.

Actionable Improvement Plans

None

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Documenting Partnerships

The Library collaborates with a number of institutions to provide services and resources. As a member of the Peninsula Library System, the Library works with libraries across the county. Libraries in the system share resources, such as print books, DVDs, e-books, and other e-resources. The Peninsula Library System's membership in the Pacific Library Partnership and its contractual agreement with Califa provide means for cooperative negotiations with vendors. The partnership is negotiated by the District; Peninsula Library System resources are negotiated annually and evaluated monthly by the Information Services Committee. The Library also relies on the Community College Library Consortium for cooperatively negotiated prices on electronic resources.

The Library recently subscribed to EBSCO Discovery Service, a tool that allows patrons to use one box to search across multiple collections. Many college and university libraries are implementing discovery services, and the Community College Library Consortium negotiated a contract with EBSCO that made this option available to California community colleges. For cataloging assistance, the Library relies on catalog records from OCLC, to which it pays a monthly subscription fee. The District leases a photocopier from Xerox for staff use. The District also contracts with Pinnacle Vend Systems for a print management system for patrons. The Library's book jobber, Midwest Library Service, supplies print books and provides some book processing, such as adding barcodes, library stamps, and security strips. Finally, the Library began collaboration with the San Mateo County Genealogical Society in 2009. In exchange for space to house its resources, the San Mateo County Genealogical Society makes its collection and workshops available to the campus, funds a student worker, and provides volunteers who assist Cañada students with their assignments.

Evaluating Partnerships

When considering new databases the Library seeks price quotes through both the Peninsula Library System and the Community Colleges Library Consortium, sets up a trial subscription, and solicits feedback from discipline faculty. Databases are evaluated annually and databases with low use, low impact, or a high degree of technical problems are discontinued or replaced.

The Discovery tool required six months to set up and evaluate; it was piloted and evaluated through student, faculty, and librarian feedback during the 2012-2013 academic year. Its use and efficacy will continue to be evaluated on a regular basis.

Self Evaluation

The College meets the standard. In their Annual Plan/Program Review, the Library staff has been seeking to improve services by hiring a Director of Library Services. This is being considered through a thoughtful review of staffing for both the Library and the Learning Center.

Additionally, improving coordination efforts with the Peninsula Library System and other consortia, and negotiate contracts more equitably is important. Representation on the Peninsula Library System Admin Council, the Community College Library Consortium, and the Council of Chief Librarians would be especially helpful, as well as participation in state and national surveys of library resources. Potential improvements through Peninsula Library System, Community College Library Consortium, OCLC, Midwest Book Services, the San Mateo County Genealogical Society, Pinnacle, and Xerox are being explored.

Actionable Improvement Plans

None

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Evaluation of Library and Learning Center

The Library and the Learning Center perform a Comprehensive Program Review every six years and create an Annual Plan/Program Review every year. Like other instructional programs, Annual Plan/Program Review documents are reviewed by the Instruction Planning Council, which provides feedback; additionally, the Learning Center Annual Plan/Program Review documents are reviewed by the Student Services Planning Council.

Working with the Office of Planning, Research and Student Success and the Vice President of Instruction, librarians revised the Annual Plan/Program Review Template for the Library in 2011 to accommodate the nature and range of their services. The Annual Plan/Program Review evaluates instruction, facility use, use of the Library website and online research guides, circulation of print and electronic collections, acquisitions, displays and events, and library partnerships and consortia.

Since the Learning Center is a support program, the Student Services Annual Plan/Program Review is used to document and evaluate support services in the department, and the Instructional Annual Plan/Program Review addresses the Learning Center courses. The Library and Learning Center assess course- and program-level learning outcomes each semester. Course- and program-level learning outcomes are linked to Cañada College's institutional learning outcomes.

Using the Annual Plan/Program Review process, student learning outcomes, and program learning outcomes, the Library regularly assesses four primary services:

1. Instruction:

Pre- and Post-surveys of LIBR 100 students to evaluate information competency skills:

- Assessment of students' citation skills using surveys, quizzes, and analysis in essays showed both marked improvement and areas where instruction needed to be adapted and improved. For example, in surveys only 38% of students initially reported knowing how to cite sources using MLA citation, while at the end of the semester 98% of students responded that they knew how to cite sources in MLA format.
- Collaborative assessment of research essays working with faculty and using rubrics designed to assess information competency skills at the ESL/basic skills, general education, and subject-specific level.
- Analysis of student reflections and ePortfolios. LIBR 100 students showed increasing competency in using technology tools and evaluating database and internet sources.
- Analyzing patterns in grading and library instruction: the Library worked with faculty from the Anthropology Department to correlate data on library instruction, essay grades, and course grades for Cultural Anthropology and Physical Anthropology. Participation in library workshops appeared to correlate to improved grades in assignment and overall course.

2. Reference

- The Library surveyed students about what library resources they used and whether they received reference or instruction assistance. While only 75% of student received instruction, 100% had worked with a librarian.

3. Library Collection

- Interviewing faculty to assess a) whether the print and electronic collection was connected to student learning, and b) the quantity, quality, depth, and variety of the print and electronic collection.
- A student survey on textbook use confirmed free textbooks can make the difference between completion and dropping out, 68% of students responded that they would not be able to take the course without free textbooks available in the Library.
- Through the Curriculum Committee, the Library communicates with each faculty member proposing a new or revised class, and meets with each department undergoing Comprehensive Program Review.
- Annual evaluation of use statistics for print and electronic collections.
- Participation in statewide surveys and programs such as Library Snapshot Day.

4. Library Space

- Student focus groups have helped us assess student perceptions, use of tools and services, and services and resources students wish the Library offered.
- Surveys helped to identify the diverse ways students use the library, services that are in demand, the average cost of textbooks, and even particular textbooks in high demand. Both the focus groups and surveys drove home the importance of quiet study space in the Library.
- Annual tracking of gate count, classes requested, circulation statistics, library cards issued and study room use
- Participation in statewide surveys and programs such as Library Snapshot Day.

The Learning Center staff review their mission, goals, and objectives each year via the program review process, student learning outcome data, and feedback from faculty. Learning Center student learning outcomes and program learning outcomes are implemented in two distinct areas: the learning assistance program and the Learning Center courses. Additionally, the tutoring program has procedures in place for regularly assessing the success, retention and persistence of students tutored.

Program SLO 1. Tutors will apply either the Direct Technique or the Socratic Questioning Technique methods when tutoring.

Program SLO 2. Students will evaluate their tutoring needs and use appropriate tutorial assistance.

Program SLO 3. After completing Tutor Training, tutors will be able to evaluate how well they have done.

Assessment of these program learning outcomes is through observation, data collection on usage of tutoring services, and a reflective essay by the tutors. The Learning Center uses the data from these assessments to adjust tutor training, and to assure faculty that students who receive tutoring are guided and assisted with knowledge, not provided with it. Additionally, by knowing how many students utilize this service in the various areas, the Learning Center can focus on recruitment. Overall, the assessment results are extremely positive. Tutors understand the most effective way to tutor, and are using the techniques taught; tutors are able to evaluate what they have learned, apply it when tutoring, and apply it for themselves currently and for the future; and the average success percentage for the last 11 semesters students who received tutoring have a combined success rate of 73%, and a combined persistence rate of 82%.

Demonstration of computer literacy was a requirement for all associate degree and certificate programs begun before fall 2011. To meet the requirement, students may complete a course or take a computer literacy test that is a hands-on exercise in Word or Excel. The computer literacy test is held multiple times each semester and the dates and times are on the website and in the printed college schedule. Effective fall 2011, incoming students are exempt from this requirement.

Improvement Based on Evaluation

The Library has made many changes in response to the assessments completed through the Annual Plan/Program Review process, including revising how it teaches citation, aligning the vocabulary of library assignments with research assignments in subject-specific course, revising rubrics for information literacy instruction, reconfiguring the library to create more quiet work space, revising the Library website, developing an e-book collection, and expanding the textbook reserves collection.

In the 2010 Noel Levitz Survey, the research analyst summed up the Academic Services Strengths, which covers Library resources and staff, computer labs and equipment, tutoring and academic support systems (i.e. Learning Center) as follows:

- Importance, 5.89 satisfaction, gap of .45;
- Satisfaction greatly exceeds national average of 5.46 (significant to a very high level, .001); and,
- Satisfaction is the highest of all 11 categories.

Self Evaluation

The College meets the standard. The Library evaluates instruction, reference, collections, and space through the Annual Plan/Program Review process, and both student and program learning outcomes. The Learning Center performs the Annual Plan/Program Review process, as well as evaluating the tutoring program and self-paced courses through student learning outcomes.

Actionable Improvement Plans

None

Standard II: Student Learning Program and Services
List of Evidence

List of Evidence for Standard II

Evidence for Standard II.A:

A Snapshot of our ESL Course Takers
AA-T/AS-T Certification Form Goal Worksheet
Academic Integrity (Cheating and Plagiarism)
Academic Senate Governing Council Resolutions
Accounting Department web site
Annual Plan/Program Review
ASSIST.org
Basic Skills
California Community Colleges Distance Education Accessibility Guidelines
Cañada College Catalog
Career Advancement Academy
Center for Entrepreneurial Opportunities
CIETL - Center for Innovation and Excellence in Teaching and Learning
CIETL Blog
CIETL Resources
College for Working Adults
College Mission Statement
College Source
Community Based English Tutoring (CBET)
Community Education
Curriculum Committee Handbook
Curriculum Committee website
Degrees and Certificates
Distance Education Handbook
Educational Master Plan 2012-2017
Fashion Department web site
From Here You Can Go Anywhere
Gainful Employment Information
General Education at Cañada College
History Department website
Honors Transfer Council of California
Honors Transfer Program
Instructional Divisions
Interior Design: Green/Sustainable Design certificate program
Middle College High School
Multimedia Art Department website
Participatory Governance Manual
Philosophy of General Education
Physical Sciences webpage
Program Review Information Packets
Regular and Effective Contact Guidelines

Requirements for the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T)
Rubric for Online Instruction
SMCCCD Board Policy 2.05 Academic Senate
SMCCCD Board Policy 2.21 Policy on Professional Ethics
SMCCCD Board Policy 6.10 Philosophy and Criteria for Associate Degree and General Education
SMCCCD Board Policy 6.11 Requirements for Degrees and Certificates
SMCCCD Board Policy 6.12 Definition of Credit Courses
SMCCCD Board Policy 6.26 Transfer of Credit and Graduation and/or Certificate Program Requirements
SMCCCD Board Policy 6.35 Academic Freedom
SMCCCD Board Policy 7.69 Student Conduct
SMCCCD Board Policy 7.70 Student Disciplinary Sanctions
SMCCCD Board Policy 7.73 Student Grievances and Appeals
Statement on Academic Freedom
STEM Center
STEM Center Grants and Funding
Strategic Plan
Structured Training for Online Teaching
Student Catalog Rights
Student Code of Ethics
Student Equity Plan
Student Learning Outcomes and Assessment Cycle
Student Learning Outcomes and Assessment Cycle: Events
Student Performance and Equity Dashboard
TracDat
Transcripts
Transfer Center
Transfer Model Agreements (AA-T/AS-T Requirements)
UCLA Transfer Alliance Program
University Center
University Transfer Certificates
WebAccess

Standard II: Student Learning Program and Services
List of Evidence

Evidence for Standard II.B:

Admissions and Records Business Process Analysis
Annual Plan/Program Review
Ask Cañada
Assessment
Associated Students of Cañada College
Beating the Odds: A First Generation Peer Mentorship Program
Board Policies and Administrative Procedures
CalWORKs
Cañada College Catalog
CARE
Career Center
CCSSE Student Engagement Survey Spring 2012
College for Working Adults
Committee for Student Equity Bylaws
Community Based English Tutoring (CBET) and Off-Campus ESL
Counseling Center
Disability Resource Center
Educational Master Plan 2008-2012
Educational Master Plan 2012-2017
Electronic Counseling Services
Extended Opportunity Programs and Services (EOPS)
Financial Aid
Financial Aid Business Process Analysis
Former Foster Youth Initiative
Health Center
High School and Community Relations
KIVA.org
Learning Communities
Math, Engineering, Science Achievement (MESA)
Noel-Levitz Student Satisfaction Survey 2010
Orientation
Orientation & Assessment Schedule
Priority Enrollment Program
Psychological Services
San Mateo Daily Journal article 4/2/2013 San Mateo County School Board Award
SMCCCD Board Policies and Administrative Procedures Chapter 7: Student Services
SMCCCD Board Policy 7.28 Student Records, Directory Information, and Privacy
SMCCCD Board Policy 8.27 Records Management
STEM Center
STEM Center Programs for High School Students
Student Equity Committee
Student Equity Committee Minutes
Student Equity Plan
Student Services Annual Plans, SLOs and Program Reviews 2011-2012
Student Services Annual Plans, SLOs and Program Reviews 2012-2013
Student Services Planning Council
Student Services Planning Council Minutes 12/09/2010

TracDat
Transfer Center
TRiO Student Support Services
TRIO Upward Bound
Veteran Resource and Opportunity Center

Evidence for Standard II.C:

Acquisitions Libros en Español
ALA-FIL FREE PASS Program
Annual Program Plan Feedback Form Library Revised 2012
Califa
Cañada SMCGS Grant Agreement
Community College Library Consortium
Computer Labs 2012
Computer Literacy
Databases Usage Statistics 2011
EasyBib
Educational Master Plan 2012-2017
English as a Second Language courses taught at the East Palo Alto Academy
Fería Internacional del Libro
Information Literacy Plan 2011
Information Literacy Rubrics
Learning Center Mission Statement
LibGuides
Library Collection Development Policy
Library Orientations Spanish
OCLC
Pacific Library Partnership
Peninsula Library System

Standard III: Resources
III.A: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services whenever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

Human Resources is organized and staffed as a district function, supporting the needs of all three colleges in the District. Human Resources works closely with each institution to ensure that it employs qualified personnel at all levels to support student learning programs and services and improve institutional effectiveness.

Developed through the participatory governance process, district hiring policies and procedures for faculty, classified staff, and administrative staff are available for all screening committees. In addition, a representative from Human Resources provides initial orientation to all members of the hiring committee, and serves as a resource on screening committees to assist with and oversee the recruitment, paper screening, and interview processes.

Board policy 2.11 subscribes to principles of human resource management that promote equal access, equal employment opportunity, equal treatment and fairness, staff development and training opportunities, fair compensation and accountability. The policy further recognizes that the District's most valuable resource is its faculty and staff and, therefore, the District provides appropriate group and individual development and training opportunities for employees on a continuing basis.

A systematic evaluation process is in place for all personnel at Cañada College. This process is covered in Board Policies and Procedures and in contracts negotiated with the various collective bargaining units: San Mateo Community College Federation of Teachers, California School Employees Association, and the American Federation of State, County, and Municipal Employees.

The College and the District demonstrate a commitment to promoting diversity and acknowledging the significant role played by college employees of diverse backgrounds. The College's values as identified in the Educational Master Plan, include:

- Diverse and Inclusive Environment;
- Community, Education and Industry Partnerships; and,
- Communication and Collaboration.

The College integrates human resource planning with its institutional planning in numerous ways. Human resource planning is evident on a regular basis both in the President's Cabinet and in the Planning and Budgeting Council. All vacant or new positions are reviewed and prioritized using processes outlined in the Participatory Governance Manual, and decisions are made in alignment with the College's mission. In addition, human resources planning is included throughout the Annual Plan/Program Review, the Educational Master Plan, and the Strategic Plan.

Self Evaluation

The College meets the standard. The College has benefitted significantly from the support it receives from the District Office of Human Resources. Hiring procedures are clearly outlined, well organized, and the process runs efficiently. Evaluation processes are fair and professional development opportunities are available to all. It is through the hiring and evaluation processes that the College is able to improve institutional effectiveness. The planning structure identifies the needs in personnel and the District Office of Human Resources assists in the screening of the candidates to fill those positions.

Actionable Improvement Plan

None

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

Hiring Qualified Personnel

The College works closely with the District Human Resources Office to attract candidates who have the appropriate education, training and experience for their positions. This is done through a well-articulated process; the Human Resources staff and the hiring committees ensure compliance to the process.

Training is provided to all of the hiring committees and there is a handbook on the process which provides written information on what is expected of committee members.

The District utilizes an electronic applicant tracking system, which requires applicants to answer specific questions to demonstrate that they meet the requirements for the position. The screening committee is responsible for reviewing transcripts and other supporting documentation to verify that minimum qualifications have been met or equivalency to minimum qualifications is granted in accordance with Board Procedure 3.15.2. Upon the selection of the final candidate, the Office of Human Resources provides secondary verification by reviewing official transcripts and employment verifications. Verifications for adjunct instructor hires are completed by the dean of the division.

Clear and Public Criteria for Selection of Personnel

The College adheres to hiring policies and procedures which ensure that the recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards. Following the College's and District's approval process for filling a new or vacant position, Human Resources works closely with the hiring manager to draft a position announcement detailing the qualifications for the position.

Job Descriptions Accurately Reflect Position Duties

For all positions, the screening committee carefully reviews the position announcement to ensure that the process identifies candidates who are qualified by appropriate education, training and experience. Screening committees for faculty positions include discipline experts. One responsibility of the screening committee is to make sure that the key components, including the duties and responsibilities, of the position have been included in the job announcement.

All full-time faculty, adjunct instructors, and academic administrators are required to meet the published Minimum Qualifications for Faculty and Administrators in California Community Colleges and Title 5 regulations, or possess equivalent qualifications. In some cases, the District has approved local requirements which exceed state requirements. In addition to the stated requirements for the position, the position announcement also lists desirable skills and abilities that applicants are asked to address in a cover letter.

The College's commitment to diversity in both personnel and education is strong. Because of the highly ethnic and socio-economic community that the College serves, the goal is employ faculty and staff who understand and embrace that diversity. To that end, part of the application packet that each candidate submits includes a diversity statement. The make-up of the faculty and staff also shows ample diversity, and the College strives to maintain a diverse cross-section of the population in its workforce. The diversity of the

employees is also discussed in standard III.A.4.b beginning on page 218.

Self Evaluation

The College meets the standard. The College has established clear and concise criteria for employing individuals who possess the appropriate education, training, and experience to provide and support its programs and services. The College ensures that faculty and staff are hired according to the minimum qualifications established within the generic job description for classified positions, or the Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, or by other outside agencies in programs where special licenses or mandates are appropriate. Selection procedures are strictly adhered to during the hiring process.

Actionable Improvement Plan

None

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Criteria and Process for Selection of Faculty

Cañada College has well-publicized hiring procedures for all employees. Selection policies and procedures are clearly described and published on the District website, in the District Policies and Procedures and at the Human Resources site. The College adheres to the standards laid out in the Minimum Qualifications for Faculty and Administrators, published by the California Community College's Chancellor's Office. The hiring process for full-time faculty, classified staff and administrators is conducted by a carefully selected screening committee with oversight by Human Resources. A Human Resources representative provides training to the selection committee, coordinates the hiring process, conducts recruitment, acts a resource to the screening committee members, and functions as the liaison with applicants.

Screening committees begin the hiring process by holding an orientation with a representative from Human Resources. During the meeting, the draft of the job announcement is thoroughly reviewed and discussed. In addition, criteria are determined to screen applicants' materials based upon a rating system. Committees use the ratings to identify applicants to be interviewed. Before the applicants' materials are reviewed, committees also develop a set of interview questions based upon job related criteria and the College's mission and goals, and a list of key response elements is developed to assist during the interviews. Committee members also develop other methods of assessing candidates, such as written assignments, skills demonstrations, or in the case of faculty positions, a teaching demonstration. It is through the paper screening process, the interview process, and these additional assessment measures that candidates are determined to be well-qualified for positions. The most qualified candidates are recommended as finalists to the hiring manager.

Human Resources and the selection committee cooperate in determining the most effective recruitment methods to obtain a highly diverse pool of applicants. Committees may suggest placing announcements in professional or community publications to attract a broader pool of applicants. All position announcements are posted on the Registry for California Community Colleges, EdJoin, and InsideHigherEd.com. The District contracts with JobElephant.com to post announcements to these sites as well as other sites that will likely attract applicants. All positions are posted on the District's employment site, where applicants submit an application online and upload supporting documents.

The qualifications of newly hired personnel are done when the candidate is offered employment, which is before the official hiring of the new employee, and is verified by the screening committee with a secondary review by the Office of Human Resources. For faculty positions, official

transcripts are required, as well as employment verifications from previous employers. New faculty members hired with equivalency to minimum qualifications are required to submit an application and supporting documentation in accordance with Board Procedure 3.15.2. Approval is required by the Selection Committee in addition to the Academic Senate Governing Council, the Vice President of Instruction, the College President as well as the Board of Trustees. Equivalency of degrees from non-U.S. institutions is required by an external foreign transcript evaluation service. The District maintains original copies of the report.

Representatives from the Office of Human Resources participate as a resource on faculty, classified staff, and administrative screening committees. The representatives conduct training, assist with preparation of documentation materials, guide the screening committee through all steps of the screening process, and ensure that hiring procedures are followed and consistently applied.

Faculty Play Significant Role in Faculty Selection

Faculty selection policies and procedures are described in detail in the Faculty Selection Procedures document available at the District's Human Resources website. These policies and procedures cover guidelines for all aspects of the hiring process. Job announcements for all positions include a general statement about the position, duties and responsibilities, requirements, as well as desirable skills and abilities. Each of these components is incorporated into the electronic applicant tracking system's template for posting position announcements. Included in the desirable skills and abilities for faculty positions are further qualifications, such as subject matter preparation and evidence of outstanding ability as an instructor.

The important aspects of the faculty hiring process are listed below, as well as depicted in Illustration III.A.1.a on page 208:

1. *The selection of new faculty is a faculty-driven process.*
   The selection committee memberships must include discipline expertise and diversity. The Faculty Selection Procedures document details the composition of hiring committees for faculty positions. Faculty screening committees include the dean and three or four tenured faculty members. Faculty members are recommended for service on a hiring committee by the dean and the Vice President of Instruction, and are approved by the College President and the Academic Senate Governing Council.

2. *Selection committees develop job announcements.*
   With coordination and support from Human Resources staff, the selection committees develop job announcements, including desirable skills and abilities; create screening criteria for applications and supporting documentation; develop interview questions and key response elements; conduct interviews; and recommend finalists.

   All job announcements include a description of the college and the district, minimum qualifications, duties, and desirable attributes. Minimum qualifications are clearly stated on faculty job announcements.

3. *Human Resources ensure appropriate language.*
   Human Resources ensure non-discriminatory language. The announcement is reviewed by the President and the Vice-President of Instruction.

4. *Human Resources recruits candidates.*
   Human Resources is primarily responsible for posting of job openings through the district website and external recruitment websites, as well as other sites recommended by JobElephant.com. In addition, the selection committees work with Human Resources to identify other websites in order to recruit a more diverse applicant pool.

   Applications are submitted online. During the application period, the selection committee members are able to access applications and supporting documentation via any computer with internet access.

5. *Faculty judge applicants' paperwork.*
   Faculty have the responsibility to judge applicants' paperwork, responses to interview questions, and teaching demonstrations or other assessments to determine if candidates have knowledge of their subject matter and can effectively perform in the position. The effectiveness of teaching is judged based on written statements submitted, but more importantly, on a teaching demonstration and verifications from previous employers. Scholarship in candidates is judged based on written statements submitted, responses to interview questions, and in reference checking.

   The selection committee uses an application screening checklist to identify applicants for interview.

6. *Interviews conducted.*
   Interviews include multiple measures of screening, such as questions focusing on defined knowledge, skills and abilities, other qualities relevant to the duties and responsibilities of the position, and a skills or teaching demonstration.

7. *First list of candidates is forwarded.*
   After these first-level interviews, the screening committee selects a list of finalists which are recommended to the College President and the Vice President of Instruction or the Vice President of Student Services, depending on the position.

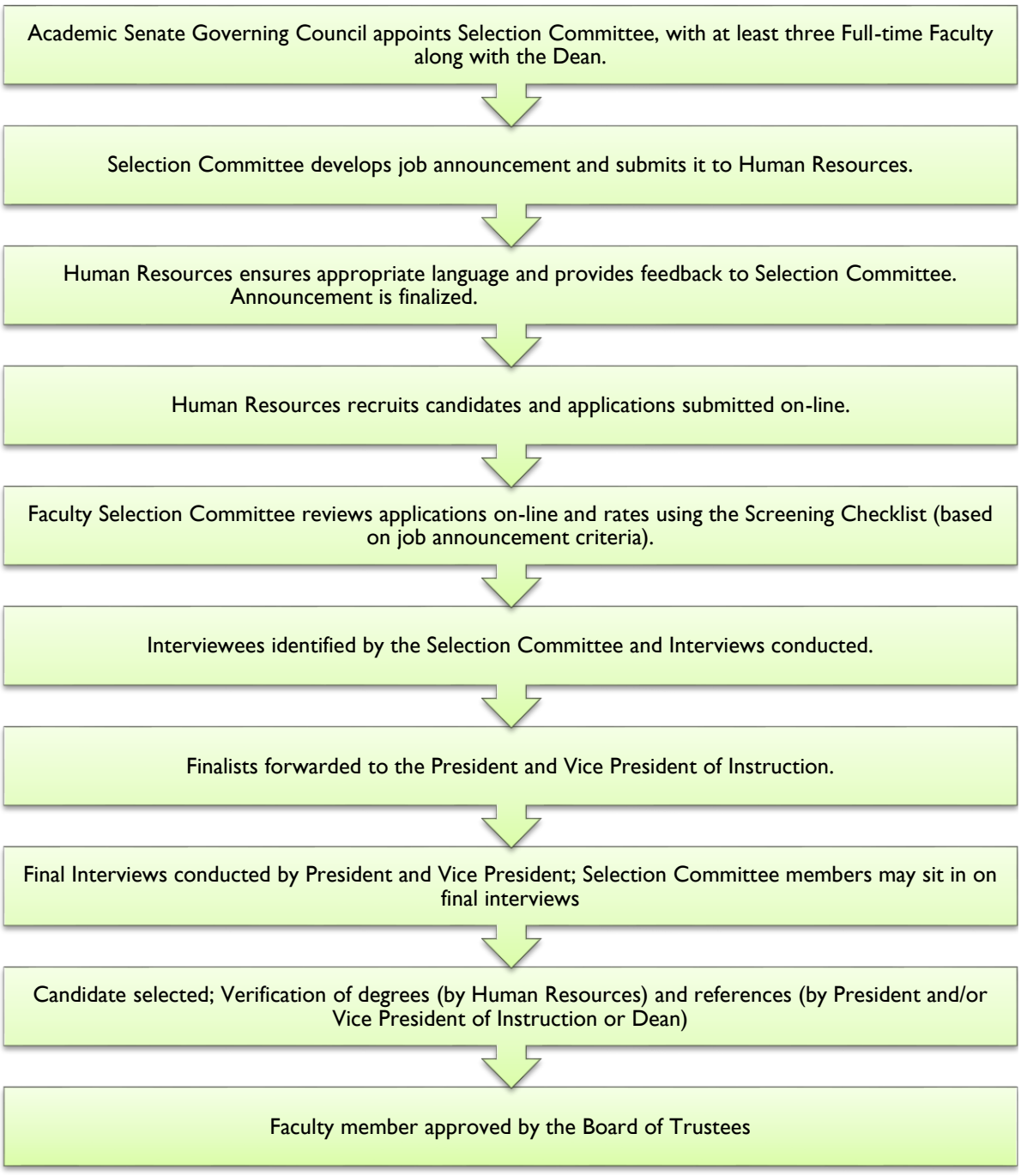
8. *Final interviews conducted.*
   The President and Vice-President conduct the finalist interview, and the selection committee can attend and often give input. The President and Vice-President make the final hiring recommendation for the Board of Trustees' final approval.

9. *Verification of references and degrees.*
   Between approval and actual hiring, Human Resources verifies the candidate's degrees, and the Vice President of Instruction checks the candidate's references. Degrees held by faculty and administrators must be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions must be evaluated by an approved foreign transcript evaluation service for equivalency.

10. *Final review of minimum qualifications*
    Decisions regarding equivalency to minimum qualifications are first decided upon by the faculty screening committee and later approved by the Academic Senate Governing Council in accordance with Board Procedure 3.15.2.

Illustration III.A.1.a: Faculty Play a Significant Role in Faculty Selection

SMCCD Faculty Hiring Process



Classified Staff Selection Procedures

Selection procedures for classified staff and administrators are laid out in the District's Classified Management Selection Procedures. In brief:

- The College President, following a written planning process, identifies vacancies.
- A selection committee, including members from different college constituencies, works with the hiring manager to develop the job announcement, and is briefed by a Human Resources staff member on the hiring process.
- Applications are submitted online. During the application period, selection committee members are able to access applications and supporting documentation via any computer with internet connection.
- The selection committee forwards successful finalists to the hiring manager for a second interview. The hiring manager makes the final selection.

Administrator Selection Procedures

Administration selection procedures are governed by the same policies as those for classified staff, with some distinctions.

Selection committees are larger, varying according to the position, but are typically composed of representatives of all college constituencies: faculty, classified staff, students, and administrators.

The committee is generally co-chaired by a faculty member and a President-appointed administrator. The selection committee develops the criteria for screening applications, writes the interview questions and/or skill demonstrations, conducts interviews and makes a short list of eligible finalists to be forwarded to the second round of interviews.

As with faculty positions, the selection committee is invited to attend the second interview, and offer feedback.

The final recommendation to hire rests with the College President; the recommended candidate is forwarded to the Board of Trustees for final approval.

As with new faculty, before candidates are officially hired, Human Resources staff verify candidates' degrees. Equivalency of degrees from non-U.S. institutions is required by an external foreign transcript evaluation service.

Review of Procedures

The College periodically reviews hiring procedures to identify any gaps. The District Human Resources department reviews overall policies and procedures for hiring. Annually, the College reviews human resources needs in light of retirements and separations, and anticipated areas of growth or decline.

Self Evaluation

The College meets the standard. The process for selecting applicants is clearly outlined, consistent and carefully organized. The selection process complies with relevant laws, and with the College's and District's policies on equity and equal opportunity employment. Faculty play a significant role in the selection of new faculty.

The process is well-known and well-understood. In the fall 2012 Campus Climate and Satisfaction Survey, 85% of faculty, staff and administrators, agreed that "procedures and policies for hiring staff are clearly stated." The 2013 Employee Voice Survey yielded similar results, with 82% of the 131 participants feeling positively about the clarity of the hiring procedures.

Actionable Improvement Plans

None

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The College has written evaluation procedures for all categories of employees. The process is governed by Board Policies and Procedures and in contracts negotiated with the collective bargaining units for the various categories of employee: San

Mateo Community College Federation of Teachers Local 1493 for faculty, California State Employees Association Local 33 for classified personnel, and American Federation of State, County, and Municipal Employees for facilities personnel.

Written Criteria

Each group—faculty, classified and administrators—have written criteria to be used in evaluation. All personnel are evaluated on a regular basis. Classified employees are evaluated in accordance with the contract between the District and California State Employees Association Local 33 using processes developed by the Office of Human Resources in accordance with collective bargaining units. The faculty evaluation process is part of the San Mateo Community College Federation of Teachers Local 1493 contract with the District.

The goals of evaluation are to ensure that all personnel—faculty, classified, and administrators—are performing at acceptable levels, have opportunities to improve their performance, and are completely aware of positive feedback from their supervisor or of shortcomings, if they exist. Supervisors meet with faculty and staff to review all evaluations and if necessary, take measures to support the employee in any way that is needed to help them improve their job performance.

Faculty Evaluation

Evaluation of faculty is covered in Article 15, Performance Evaluation, of the San Mateo Community College Federation of Teachers Local 1493 Contract, and in Appendix G to the contract, Evaluation Procedures. Appendix G outlines the procedures for the evaluation of tenure-track, regular classroom, regular non-classroom, and adjunct faculty and provides samples of evaluation forms. These are also available online as part of Board Procedure 3.20.1.

According to Board Policy 3.20, the objectives of the evaluation of faculty are to improve instruction and other education services and to evaluate individual performance as a basis for judgments regarding retention or non-retention. Faculty members are also evaluated on student relations and professional responsibilities. A rigorous four-year tenure review process is in place for newly hired full-time faculty. Once a faculty member achieves tenure, evaluations occur every three years.

The agreement between the District Board of Trustees and the San Mateo Community College Federation of Teachers Local 1493 clearly outlines the tenure review process. The tenure review committees are division-based, have four members including the division dean, and elect their own chair. Students participate in the evaluation process by completing a student questionnaire. The faculty members being evaluated are required to submit a faculty portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation will alternate between standard and comprehensive. The contract with the San Mateo Community College Federation of Teachers Local 1493 outlines the criteria for both standard and comprehensive evaluation processes. The evaluation process includes administrative, peer, and student evaluations. Regular non-classroom faculty members are also evaluated using specific criteria outlined in the San Mateo Community College Federation of Teachers Local 1493 contract. The contract incorporates student learning outcomes as described in Response to Recommendation 6 on page 58 and in Standard III.A.1.c on page 211.

Adjunct faculty members are evaluated with the same evaluation tools as full-time faculty. They are evaluated in the first semester of service, and thereafter at least once every six regular semesters. In accordance with San Mateo Community College Federation of Teachers policy, the evaluation will be completed by the end of the semester in which it is begun.

If faculty performance is found to be unsatisfactory, guidelines specified in the Evaluation Process—Follow Up Comprehensive Evaluation form in Appendix G of the agreement between the District Board of Trustees and San Mateo Community College Federation of Teachers Local 1493 are put into motion. The faculty evaluation process has been carefully reviewed and changes were initiated in fall 2012.

The College, working with the District, is currently using a new evaluation process for faculty teaching distance education. The evaluation instrument was piloted in summer 2013, and will continue to be refined in fall 2013. Full implementation of the evaluation instrument will be in place for spring 2014.

Classified Staff and Managers Evaluations

District Policies and Procedures outline policies for various categories of classified staff: confidential employees, classified professional/supervisors and managers. All procedures, policies and relevant forms are shared on the District Human Resources performance evaluation website.

Evaluation of classified personnel is covered in Article 14 of the California State Employees Association Local 33 contract. All supervisory, confidential, professional, and classified employees are evaluated on an annual basis. Evaluations are completed by the employee's direct supervisor using available tools. The evaluations are based on the quantity and quality of their work, dependability, organization, initiative, cooperation, professionalism, adaptability, use of time and leadership. The evaluation process is intended to be a dialogue between the supervisor and the employee in order to facilitate professional growth, performance goals, and areas for training.

Performance goals, which were set for the previous year, are evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through the corrective or progressive disciplinary process. For classified employees not performing a rating of satisfactory, the guidelines under the California State Employees Association Local 33 contract are followed.

If a classified employee receives a successful evaluation after six months in the position, they will then be evaluated on a biennial basis on their anniversary date. Through an automated process, administrators are notified via e-mail which classified employee's evaluations are due the following month.

Classified and administrative employees are evaluated based on criteria classified into ten categories. The procedures clearly outline that:

> …the performance review should be a constructive way to highlight the employee's strengths and weaknesses. It should be used to help an employee develop better skills and abilities in his or her job and alert managers to where training or skill development may be needed. A performance evaluation should not be used as discipline or in a punitive way. Poor work performance or behavioral concerns should be addressed through corrective disciplinary action.

For managerial and support classified staff, the evaluation process is monitored at both the district and college office, program or unit, or division levels. Human Resources coordinates the evaluations, prompting managers of due dates for evaluations and receiving notification that an evaluation has been completed.

Administration

District Policies 2.09.1 outlines policies for evaluation of Academic Supervisors and the President. These individuals are evaluated on a regular basis.

Self Evaluation

The College meets the standard. A clearly defined written evaluation process is in place that covers all permanent employees in the District. The evaluation process is equably and effectively applied.

Actionable Improvement Plan

None

III.A.1.c 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.

Descriptive Summary

The College is addressing student learning outcomes as a component of faculty, staff, and administrative evaluation. Having student learning outcomes as an identified component of faculty evaluations is a contractual matter that is negotiated by the Performance Evaluation Task Force. The Academic Senate Governing Council approved a resolution in May 2012 supporting the use of student learning outcomes in syllabi, and supported the Performance Evaluation Task Force to work with the District towards the legal inclusion of student learning outcomes in the

faculty evaluation process without including attainment data from said outcomes.

The District Performance Evaluation Task Force consists of four faculty members, one college president, and the Vice Chancellor for Human Resources. Together they have agreed to include the student learning outcomes evaluation in both the faculty self-evaluation and the Dean's assessment of the faculty. A clarification addendum memorandum was published by the District in July 2010, which included as part of the Dean's Assessment on Non-Teaching Responsibilities in Faculty Evaluations the following:

- Evaluation of the maintenance of attendance records;
- Accuracy and currency of course syllabi;
- Development and assessment of student learning outcomes;
- Student evaluation and grading policy;
- The posting of and adherence to office hours to assure student access; and
- Addressing valid student accommodations.

These elements have been used by the deans in faculty evaluations.

In February 2013 the Performance Evaluation Task Force developed a set of descriptors of what to consider in evaluating faculty who teach distance education courses:

- The class' relationship to the course outline of record
- The use of TracDat—Does the faculty member input information this way?
- The relationship of the student learning outcome category to the course outline
- The faculty member's assessment tool and the relationship of the tool to student learning outcomes
- Does the faculty member utilize student input in assessing student learning outcomes?
- Does the faculty member utilize ad hoc surveys of students to assess student learning outcomes?
- Does the faculty member utilize program review to assess student success? How does program review help the faculty member?

Based on these descriptors, the Performance Evaluation Task Force initiated a pilot program for the evaluation of distance education faculty, utilizing a new peer observation form and a new student evaluation form. The pilot evaluation took place in summer 2013, evaluating 61 faculty over 115 sections in 30 disciplines across the District. Pilots will also be conducted in fall 2013, with the Performance Evaluation Task Force giving orientations in September 2013 and April 2014 for those faculty who will be evaluated under the pilot. A summary of results will be shared with all full-time faculty for review and comment in October 2013. Using the results and feedback, the District and the San Mateo Community College Federation of Teachers will negotiate how to incorporate the results and feedback into the collective bargaining agreement, so that the new distance education faculty evaluation process will be fully implemented starting in the fall 2014 semester.

As discussed in Standard II.A.1.c on page 108, faculty members are engaged in discussions at multiple levels regarding student learning outcomes. The Curriculum Committee was designated by the Academic Senate Governing Council to be responsible to develop institutional learning outcomes. All courses that are submitted to the Curriculum Committee are required to identify student learning outcomes, and many have included assessment tools to accompany them. Departments are engaged in conversations regarding student learning outcomes and have articulated the program learning outcomes.

The College has supported the development of student learning outcomes by urging faculty and staff in all departments to use Flex Days for working on the creation of student learning outcomes, assessments, evaluations and reflections, as well as the uploading of data into TracDat, the program used to host all course, program and college learning outcomes. Various trainings on how to use TracDat have been offered on campus; a growing number of faculty are now able to report their results independently, instead of relying on TracDat representatives for each department. The number of outcomes entered into TracDat continues to increase due to the active efforts of the College to encourage progress towards these efforts.

For staff who are responsible for student learning, activities that lead to achievement of student learning outcomes are included in their annual evaluations.

Faculty and staff have used student learning outcome data in the same way that success and

retention data have informed them in the past; any data collected on the progress towards objectives or outcomes are documented by letter grades or passing rates.

Modifications made to instruction as a result of the student learning outcome work are reflected in TracDat. In some cases, simple adjustments in teaching practices have been made; in others, changes as great as the addition of instructional hours, or a change in the number of units offered, have resulted from analysis of outcome data. There is more discussion on these results and analyses in Standard II.A.1.c on page 108.

Self Evaluation

The College meets the standard. The evaluation of faculty is guided by the negotiated contract between the District and the San Mateo Community College Federation of Teachers. The Performance Evaluation Task Force has negotiated the use of student learning outcomes in faculty evaluation. The College uses student learning outcomes to improve the quality of teaching and learning.

Actionable Improvement Plans

None

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The District Policy 2.21 on professional ethics states that all District employees shall adhere to the highest ethical standards in pursuing the College's and District's missions of providing quality educational programs and in managing resources efficiently and effectively. In addition, in May 2008, the faculty of the San Mateo County Community College District adopted a code of professional ethics that was adopted by the American Association of University Professors in June 1987.

This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking above all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community.

The Associated Students organizations of all three colleges also developed a code of ethics for the students of the district.

Self Evaluation

The College meets the standard. Through the participatory governance process, a code of professional ethics was developed for all personnel in the District. In May 2008, the district faculty adopted a separate code of professional ethics for issues relating specifically to faculty. The Associated Students organizations of all three colleges also developed a code of ethics relating to students. All three of these codes are located in the District Policy 2.21.

Actionable Improvement Plans

None

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Sufficient Number of Qualified Faculty

The College has 56 FTEF full-time faculty and 193 FTEF adjunct faculty. Because the number of full-time faculty is less than optimal, the college has been addressing the need by adding new full-time faculty positions over the past three years. For the 2013-2014 academic year, Cañada College will be adding four full-time faculty. The College is very fortunate in that qualified adjunct faculty have been able to maintain the viability of some departments with no full-time faculty positions. Figure 16 on page 214 displays the total employee numbers, in terms of FTEF as of the 2012-2013 academic year.

The full-time faculty members are well-qualified to significantly contribute to the institutional mission through a variety of professional responsibilities. A total of 16 full-time instructional faculty hold doctoral degrees, 36 hold Master's degrees, and 2 hold Bachelor's degrees with the appropriate certificate for their discipline. Figure 17 on page 214 displays this information.

Institution and department committees are well represented by faculty who provide expertise on a variety of professional matters. This is discussed further in Standard III.A.1 on page 204.

Figure 16: Employee Levels at Cañada College (by FTEF)

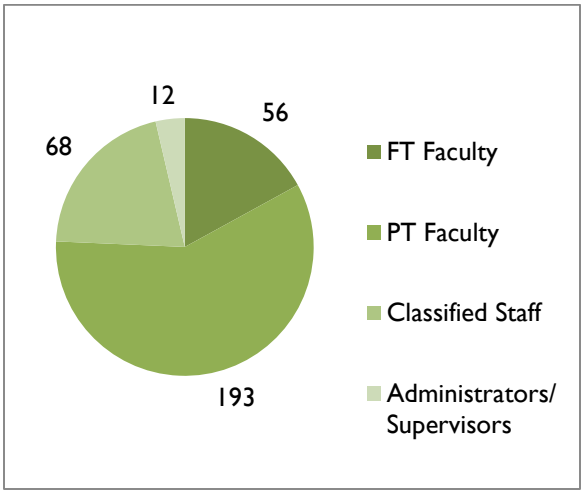
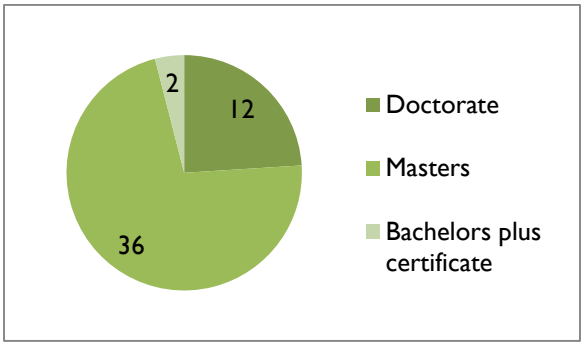


Figure 17: Highest Degree Obtained by Faculty



Sufficient Number of Qualified Staff and Administrators

There are seven FTEF administrators, five academic supervisors and 68 FTEF classified staff members. These individuals provide the administrative services and student services necessary to support the college's mission and purposes. In this area, the state budget had its impact with a less than optimal number for the college. As with the full-time faculty, there have been several new positions funded in the past few years to address the needs.

Process of Adding New Positions

Each division and department has an opportunity to present justifications for any needed faculty and classified positions. The College uses a well-defined new position recommendation process derived from the Participatory Governance Manual to determine the priority for filling the positions that have been identified through the Annual Plan/Program Review process. Positions identified by faculty or staff are forwarded through the Participatory Governance groups, with a final list coming from the Planning and Budgeting Council to the President. At the same time, the Planning and Budgeting Council considers the budget available for hiring full-time positions; their information contributes to the decision whether to hire and, if hiring, how many positions will be filled. In circumstances where an emergency faculty, classified or administrative hire must be made due to an unforeseeable vacancy, an expedited process occurs. This process is also discussed in the Participatory Governance Manual, and includes input from all Participatory Governance bodies. This process is further demonstrated in Illustration III.A.2 on page 215.

The qualifications for all employees are guaranteed based on the comprehensive hiring process followed in identifying new employees.

Self Evaluation

The College meets the standard. The institution continually strives to meet human resource needs. The ability to maintain sufficient numbers of employees is greatly influenced by financial resources. The financial problems of the State of California are reflected in the institution's budgeting processes, which in turn affect hiring decisions.

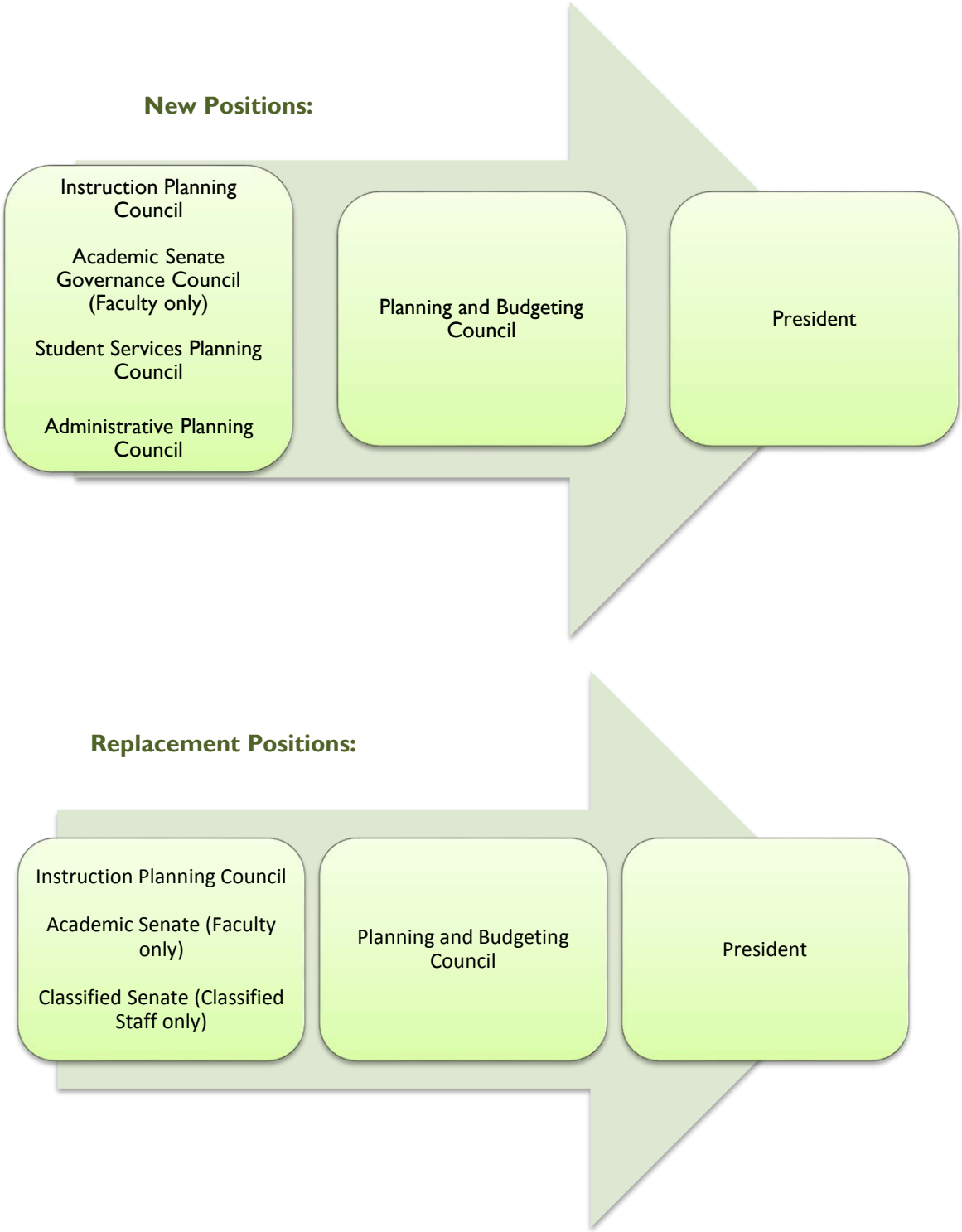
When full-time faculty and classified positions become vacant through resignation or retirement, the process used to fill said vacancy is delineated in the Participatory Governance Manual.

Actionable Improvement Plans

None

Illustration III.A.2: Ensuring that the Institution Has Sufficient Faculty and Staff to Support the Institution's Mission and Purposes

Hiring Process for New Positions and Replacement Positions



III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

Development of Personnel Policies

The District has an effective process for the development of personnel policies and procedures. All constituencies, including the bargaining units (San Mateo Community College Federation of Teachers, California State Employees Association, and American Federation of State, County, and Municipal Employees) and the Academic Senate participate in shaping personnel policies and procedures through the District Participatory Governance Council. Personnel policies and procedures, including Board policies, are regularly reviewed and updated.

The faculty and staff portal page, a component of the district's intranet, provides electronic access to personnel policies and procedures, such as the District's Policies and Procedures, the Human Resources webpage, the Human Resources downloads page, as well as a new employee orientation webpage.

Each of these sites includes personnel policies and procedures that are readily accessible by faculty, staff and the public. Personnel policies and procedures cover a broad scope, including topics such as district commitment to equal employment opportunity, unlawful discrimination, sexual harassment, workplace violence, employee injury and illness prevention program, labor agreements, performance evaluations, and employment policies covering faculty, administrators, and classified staff.

Equitably Administered Policies and Procedures

In conjunction with the Office of Human Resources, Cañada College ensures that personnel policies and procedures are provided and adhered to on an equitable and consistent basis. To ensure proper administration of the policies and procedures, the Vice Chancellor of Human Resources and Employee Relations conducts monthly managers' forums to review and discuss the consistent application of policies throughout the district. In February 2013, a workshop was conducted for managers to address evaluation procedures.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources and Employee Relations is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Self Evaluation

The College meets the standard. Personnel policies and procedures are updated on a periodic basis by the Vice Chancellor of Human Resources and Employee Relations, who is responsible for submitting policies and revisions through the participatory governance process to the Board of Trustees. Members of the District Participatory Governance Committee disseminate new policies or policy revisions to their respective constituencies for input before approval.

Specific faculty personnel policies, such as the policy for establishing minimum qualifications and faculty service areas, are driven by the District Academic Senate in consultation with the San Mateo Community College Federation of Teachers Local 1493 and the District administration. Other policies and procedures are negotiated by the Vice Chancellor of Human Resources and Employee Relations with the faculty and classified staff bargaining units.

All personnel policies, including labor agreements, are published on the faculty and staff portal in a timely manner.

Actionable Improvement Plans

None

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

In consultation with the Academic Senate Governing Council and the San Mateo Community College Federation of Teachers Local 1493, and in consultation with the California State Employees Association Local 33 and the American Federation of State, County, and Municipal Employees, the District has written policies and procedures for

selection committees for faculty hiring processes and for administrative and classified hiring processes, respectively. Documents also exist for the selection of college president and chancellor. These documents, as well as supplemental written selection committee orientation materials include the development of the job announcement, screening committee membership, recruitment, confidentiality, paper screening guidelines, interview and skills demonstration guidelines, hiring process documentation, district policy on equal employment opportunity, the District's commitment to diversity, federal and state laws prohibiting discrimination, assessing intercultural competence, California Title 5 regulations related to hiring processes, and California Education Code sections related to hiring processes.

Recruitment is conducted actively within and outside of the District. Efforts are designed to ensure that all qualified individuals are provided the opportunity to seek employment with the College. No person is denied employment because of race, religious creed, color, national origin, ancestry, physical or mental disability, marital status, sex, age, or sexual orientation, in accordance to District Board Policy 2.20.

Self Evaluation

The College and the District meet the standard. The College has clearly defined policies and procedures that ensure fairness in all employment procedures. The Office of Human Resources is responsible for administering policies and procedures equitably and consistently by facilitating the work of screening committees to ensure that hiring committees represent diversity, discuss confidentiality, are oriented in hiring policies and processes, and discuss fairness and inclusion, as well as Equal Employment Opportunity guidelines and federal and state laws prohibiting discrimination.

Unless there are time constraints, Human Resources staff are present during all screening committee meetings and interviews to ensure fairness in all employment processes, providing opportunities for, and accommodating persons with, disabilities in accordance with the Americans with Disabilities Act of 1990.

Actionable Improvement Plans

None

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Security and Confidentiality of Records

The District ensures that all personnel records, whether paper or electronic, are maintained in a secure and confidential manner by keeping records in a securely locked area. Access to electronic files is strictly limited.

Employee Access to Personnel Records

All employees have access to their personnel record under District Board Policy 2.12.1.b. Permanent faculty and staff may view their personnel records by appointment during regular business hours, and are permitted to review their file in a designated area in the Office of Human Resources. Only authorized personnel, such as supervisors and union representatives, are allowed to view employee records; the union representative may do so with written authorization by the employee. When requested, copies of information from personnel files are made available to employees.

Self Evaluation

The College and the District meet the standard. The District has clear provisions to ensure the security and confidentiality of personnel records through strictly limiting access to locked files or electronic files. Additionally, each employee has access to his/her personnel records in accordance with the Education Code and Labor Code. Any employee may request to review his/her personnel file in the presence of Human Resources staff.

Actionable Improvement Plans

None

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The San Mateo County Community College District has clear policies on diversity. The District Board Rules and Regulations Section 2.20 states

> The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body.

In terms of hiring, Cañada College, like all colleges in the District, is an equal opportunity employer. The Equal Employment Opportunity policy is required in all job announcements and the College attempts to have highly diverse selection committee membership whenever possible.

The College is committed to promoting diversity through its student body and its employees. This commitment is described in the College mission statement. All job applicants must provide a diversity statement in which they convey their commitment to embracing the diverse community that Cañada College serves, as well as describe how they incorporate diversity into their curricula.

Self Evaluation

The College meets the standard. Its stated policies and procedures in hiring reflect an understanding and concern for diversity and promote activities to create an atmosphere on campus that celebrates the diversity of its community.

Actionable Improvement Plans

None

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Cañada College provides a variety of resources, programs, and services to support all of its diverse employees. The College has organized several programs, classes, and events that support diversity and equity on campus. The Social Justice events include workshops and lectures that engage students, faculty, staff and the greater community to come together and discuss important issues regarding diversity and social justice. Activities have focused on workers' rights, educational equity, public policy and immigration.

Diversity is also supported through academic freedom which is guaranteed in the District Board Board Policy 6.35, Academic Freedom. The document establishes criteria in selecting issues for study and asserts faculty and student rights to discuss these issues.

In addition, a wide range of flexibility is offered to support diverse employee needs through the professional development resources available to all employees. CIETL provides instructional support, purchase of programs, hardware and software, web-based services, and instructional tools. This is further discussed in standard III.A.5a on page 220.

Self Evaluation

The College meets this standard. It provides appropriate programs, practices, and services that support its diverse personnel. According to the 2013 Employee Voice Survey, 90% of the 131 respondents felt positively about the level of diversity on the campus.

Actionable Improvement Plans

None

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

Cañada College and the San Mateo County Community College District are committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities that are represented in its surrounding communities and student body. The District is an equal opportunity employer that is committed to providing an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation,

promotion, termination and/or other employment status.

Cañada College's hiring processes follow the Equal Employment Opportunity policy. Selection committees are aware of the importance of developing and creating a diverse faculty and staff, one that reflects and accommodates the college's student population. All screening committees are charged with selecting candidates who demonstrate sensitivity and ability to work with students and persons from diverse backgrounds, and this focus is included in its training.

The District Human Resources Department assesses information on employment equity and diversity for all District personnel on an annual basis.

Self Evaluation

The College and the District meet the standard. The College continues to attract a diverse group of job applicants and employees. As of November 2012, 45% of Cañada College personnel are made up of persons of diverse non-white backgrounds as compared to 51% in 2006. However, the demographic data shown in Table 42 indicate that 53% of all new full time and permanent hires have self-identified as being an ethnicity other than white, or have declined to designate their ethnicity, as they are not required to do so by law.

Cañada College is a Hispanic Serving Institution; 43% of its student population self-designates as Hispanic. As of November 2012, 29% of personnel are Hispanic compared with 23% in 2006 and 21% in 2000. Hiring, promotion and exit data are analyzed only at the District level by the Human Resources department.

Actionable Improvement Plans

None

Table 42: Full Time and Permanent Hires, Fall 2010-Fall 2012

Cañada Total	1 - Mexican, Mexican-American, Chicano	5 - Asian Indian	14 - Black or African American	20 - White	Not Disclosed	TOTAL	% of Total
Female	4	3	1	11	3	22	68.75%
Male	1	3	1	4	1	10	31.25%
Total	5	6	2	15	4	32	100.00%
% of Total	15.63%	18.75%	6.25%	46.88%	12.50%	100.00%	

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Cañada College demonstrates fairness and integrity in the treatment of employees and students.

District Policies and Procedures assure fair treatment of administrators, academic supervisors, faculty, staff, and non-represented employees. The College engages with formal advocacy for faculty, staff, and students. The classified staff is represented by California State Employees Association Local 33 and Classified Senate; the facilities staff is represented by American Federation of County, State, and Municipal Employees; faculty are represented by San Mateo Community College Federation of Teachers Local 1493, and Academic Senate Governing Council; and students are represented by the Associated Students of Cañada College.

District policies for the treatment of administrators, faculty, and staff are presented on the District Policies and Procedures webpage. Examples of relevant sections include:

- 2.12, Employee Rights and Protection
- 2.15, Employer-Employee Relations
- 2.20, Equal Employment Opportunity
- 2.25, Policy on Sexual Harassment
- 2.30, Policy on Political Activity
- 3.25, Wages, Hours; Other Terms; Conditions of Employment
- 5.06, Non-represented Employees: Conflict Resolution
- 5.10, Managers: Employment and Reassignment
- 5.16, Managers: Evaluation
- 5.26, Academic Supervisors: Evaluation
- 5.56, Classified Professional/Supervisory: Evaluation
- 5.66, Confidential Personnel: Evaluation

District policies for the treatment of students are presented in sections 7.00 through 7.73, included in the College Catalog in the Grades and Academic Standing section, and on the webpage under section 7.73, Student Grievances and Appeals.

Self Evaluation

The College and the District meet the standard. District Board Policies and Procedures detail the integrity with which administrators, faculty, staff and students are treated, which are followed by the College.

Actionable Improvement Plans

None

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

The College provides a variety of professional development opportunities for faculty, staff and administration. Requests for funding for professional development are reviewed for relationship to the institution's mission and to identify needs in instruction and student services. Funding comes from a variety of sources, including the general fund, Measure G, the President's Innovation Fund, Basic Skills and grant and categorical funding. College-sponsored professional development is planned in collaboration with faculty and classified staff to ensure that personnel needs are being met. Professional development needs are also included in the Annual Plan/Program Review documents submitted by each department.

Self Evaluation

The College meets the standard. There is continual support of professional growth for all personnel at Cañada College. Professional development can be obtained in a variety of ways, and personnel are encouraged to participate in these activities. Faculty and staff are encouraged to help plan activities that provide training that they feel they need.

College employees are pleased with the college culture with respect to diversity and fairness. In the 2012 Employee Voice Survey, 71.2% felt that the College provides adequate opportunities for training in technology, and 82.2% believed that there were sufficient opportunities for continued professional development. In the 2013 Employee Voice Survey, those numbers dipped slightly; 66.4% believing that there are adequate opportunities for training in technology, and 73.6% feeling that there are sufficient opportunities for continued professional development.

Actionable Improvement Plans

None

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

College-Wide Professional Development

A number of well-defined college-wide professional development opportunities are available to all faculty, administration and staff. These are described in the following categories:

Trustee's Fund for Program Improvement

The Trustee's Fund for Program Improvement is a District fund that is allocated for full-time faculty, classified staff, administrators, coordinators, certificated supervisors, and adjunct faculty. Adjunct faculty and classified staff must be cosponsored by a full-time faculty member. The purpose of the Fund is to support faculty members and others to participate in educational activities beyond the

normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services. The goals and objectives of the Program Improvement program include:

- Alignment of projects with the District mission, goals and directives;
- Planning, development, implementation and evaluation of new courses and programs;
- Development and evaluation of new instructional materials which facilitate the implementation of new methods of instruction
- Projects aimed to improve student retention;
- Research aimed at enhancing student access and success;
- Cooperative staff development efforts at both College and District levels.

A committee is formed to evaluate and select proposals to be funded. The committee is chaired by a faculty member and consists of a faculty member, an administrator and a classified staff member. The process and procedures for application for funding, the guidelines for writing proposals and the criteria for evaluating proposals are in place.

CIETL—the Center for Innovation and Excellence in Teaching and Learning

CIETL was established in spring 2009, and oversees all professional development that is focused on teaching and learning that takes place on campus throughout the year. Coordination and assessment of institutional, program, and student learning outcomes also falls under CIETL.

CIETL provides numerous opportunities for faculty, staff and administrators to continually update their knowledge and competency in all areas of teaching and learning. Some of the objectives of CIETL are:

- Plan and implement presentations, symposia, colloquia, and workshops promoting innovation and scholarship in teaching and learning;
- Collaborate with the Office of Planning, Research and Student Success on the development of assessment techniques to further efforts by faculty and staff to use valid evidence of student success;
- Develop and maintain space in Building 9, Room 154 and provide information resources about the scholarship of teaching and learning;
- Provide guidance and support to faculty and staff to assist development and use of formative assessment practices;
- Develop venues for stimulating collaborative inquiry and thoughtful reflection on current practices and their impact on student learning;
- Collaborate with faculty, deans, and staff on initiatives that improve student success;
- Collaborate with faculty, deans, and staff in the development of strategic plans regarding instructional technology;
- Assess the quality of the Center's programs and services and act on assessment results to improve these programs and services; and,
- Work closely with faculty and staff with distance education opportunities.

The following is a sampling of the professional development opportunities offered at Cañada College through CIETL:

- Assessment
- Book Groups
- Conversations with Colleagues
- Focused Inquiry Networks
- Learning Communities
- Sustainability
- Tech Talks
- Podcasts of recent events

CIETL also provides orientations in the spring and fall for new administrators, faculty (adjunct and full-time), and classified staff. In addition, CIETL coordinates the Flex Day activities. Frequently the focus of Flex Day activities center on a particular need identified by the College, such as investigation of ePortfolios for program and general education assessment or the development and review of program and degree level student learning outcomes. Faculty and staff are encouraged to work through CIETL to put forth ideas for professional development. An example of this is when student services personnel requested

training in dealing with students with Autism Spectrum Disorders; a workshop was conducted in spring 2013 on this topic. A list of the workshops can be found on the CIETL Events website. A summary of the events over the past three years in included in Table 44 on page 226.

Instructional Designer and Technology Training

To assist faculty in developing curriculum, the College hired an Instructional Designer in 2011. The Instructional Designer works through the CIETL organization and provides one-on-one and workshop training to all faculty and staff on issues of teaching and learning, but with a particular focus on distance education. In addition to these tasks, the Instructional Designer is also the Distance Education Coordinator, and trains faculty who teach Distance Education courses on various pedagogy and techniques.

External Grants

The College has also sponsored a variety of professional development activities funded by external grant awards. In 2009, through a Department of Education HSI-CCRAA grant, the College hosted a full day panel of math instructors who were invited from around the state. Each panel member gave a short presentation about a special math program that their school had initiated. This was followed by open question, answer and discussion session about how each type of program would work at Cañada College. Grant funding has also covered the costs of travel to out-of-state conferences that exceed the limit that the professional development funds will cover.

Faculty Professional Development/Flex Days

In accordance with Article 13 of the San Mateo Community College Federation of Teachers Local 1493 contract, Faculty Professional Development provides long-term and short-term funding for full-time and adjunct faculty members. The level of funding is one percent (1%) of the District budget for regular academic and third- and fourth-year tenure track academic employees at the College. The funds provide all faculty members the opportunity to participate in short-term workshops and/or conferences. It also provides funds for long-term projects for regular and third and fourth year tenure track academic employees for retraining, conducting research and/or participating in advanced study in accord with identified college priorities.

Professional development needs are identified in the Annual Plan/Program Review documents for each department. These needs are compiled by the Office of Instruction. Each faculty member who wishes to apply for funding must submit a request for funds directly to the Professional Development Committee. This committee, comprised of six members, oversees the expenditure of funds according to the guidelines set forth by the San Mateo Community College Federation of Teachers Local 1493.

The Professional Development Committee consists of three faculty members appointed by San Mateo Community College Federation of Teachers Local 1493, one representative appointed by the Academic Senate Governing council and two administrators. This committee, chaired by a faculty member, evaluates long-term and short-term proposals and makes selections for funding. The application process and procedures, the guidelines for writing proposals and the criteria for evaluating proposals are location on the Faculty Professional Development website. Table 43 on page 223 shows the number of short-term and long-term applications funded or declined per academic year from 2007-2008 to 2011-2012. Declined applications are those that do not demonstrate the relevance of the project to the duties of the applicant or that do not match identified college priorities. Illustration III.A.5.a on page 225 describes this process in greater detail. Table 44 on page 226 identifies the various types of Professional Development activities that have been funded from 2010 to 2013.

Extended Professional Development Leave, or Sabbatical Leave, is intended to provide full release from regular duties. It enables employees to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research, and other beneficial activities that do not fall under regular faculty responsibilities. Intellectual property

created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District.

Activities of one or more of the following types can be considered for extended leaves of a full semester or academic year, with no special weight given to any one category:

- Retraining of the applicant to allow for a future new assignment in a needed area;
- Study, project, or activity that provides the applicant with opportunities to upgrade skills and knowledge for current or future assignments;
- Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
- Study, project, or activity for development or revision of certificate or degree programs; and,
- Study, project or activity related to feasibility or revision of new or existing programs.

The selection process for Extended Leave/Sabbatical is governed by the potential for enhanced future service to the District and students, relative merits of application and seniority. The selection committee is the same committee formed for the Professional Development long-term and short-term funding.

Examples of funded projects include:

- Attendance at major conferences within the discipline;
- Instruction on new equipment in order to better prepare colleagues and students on its usage; and,
- Masters and Doctoral studies within faculty members' discipline.

Table 43: Short-Term and Long-Term Applications for Professional Development, 2007-2013

Academic Year	Short-term applications		Long-term applications	
	Funded	Declined	Funded	Declined
2007-2008	31	0	3	0
2008-2009	38, plus 4 Summer	0	3	0
2009-2010	36	1	5	0
2010- 2011	49	2	5	2
2011-2012	51, plus 5 cancelled	5	2	2
2012-2013	56, plus 2 cancelled	3	1 plus 1 cancelled	0

Staff Professional Development

The Classified Staff Development program provides funding for classified staff to further their education and attend workshops, seminars and/or conferences. In addition, staff can apply for funds through the Trustees' Fund for Program Improvement with full-time faculty member sponsorship. Staff wishing to apply for funding through the Classified Staff Development Program may do so at any time. One of the main criteria for approving funding is the relevance of the training to the mission of the College and to the job requirements of the applicant.

The College also provides in-service training for classified employees on an on-going basis. Examples of this type of program includes:

- Creating Positive Relationships;
- How You Can Change Your Thinking To Improve Your Communication;
- Mindfulness: The Art of Staying In The Present;
- Motivation;
- Stress Management; and,
- Student Behavior: How To Handle Difficult Situations

Administrator Professional Development

Management training often occurs in the area of expertise of the individual in relationship to the institution. The Director of the Office of Planning, Research and Student Success attends the Statewide Research and Planning Group meetings; the Vice Presidents regularly attend the state-wide CIO/CSSO meetings. There is yearly funding for professional development for the administrative team.

The District holds monthly meetings for all managers. These meetings cover a variety of professional development topics, including:

- Hiring pit falls;
- How to confront an employee with a potential substance abuse issue;
- Managing the marginal employee;
- Recruitment issues;
- Sexual harassment training; and,
- Use of independent contractors and short term substitutes.

Self Evaluation

The College meets the standard. Cañada College provides a rich variety of professional development opportunities for faculty, staff and administration. By comparing the professional development requests included in the annual program reviews to the requests for funding for faculty and classified personnel, the College is able to determine whether the professional development activities meet the needs of its personnel. On the 2013 Employee Voice Survey, 78% of the 131 participants felt that there were sufficient opportunities for continued professional development. 89% felt encouraged to be creative and come up with new ideas and improvements.

Actionable Improvement Plans

None

Illustration III.A.5.a: Planning Professional Development Activities to Meet the Needs of Personnel

Professional Development Application and Funding Process

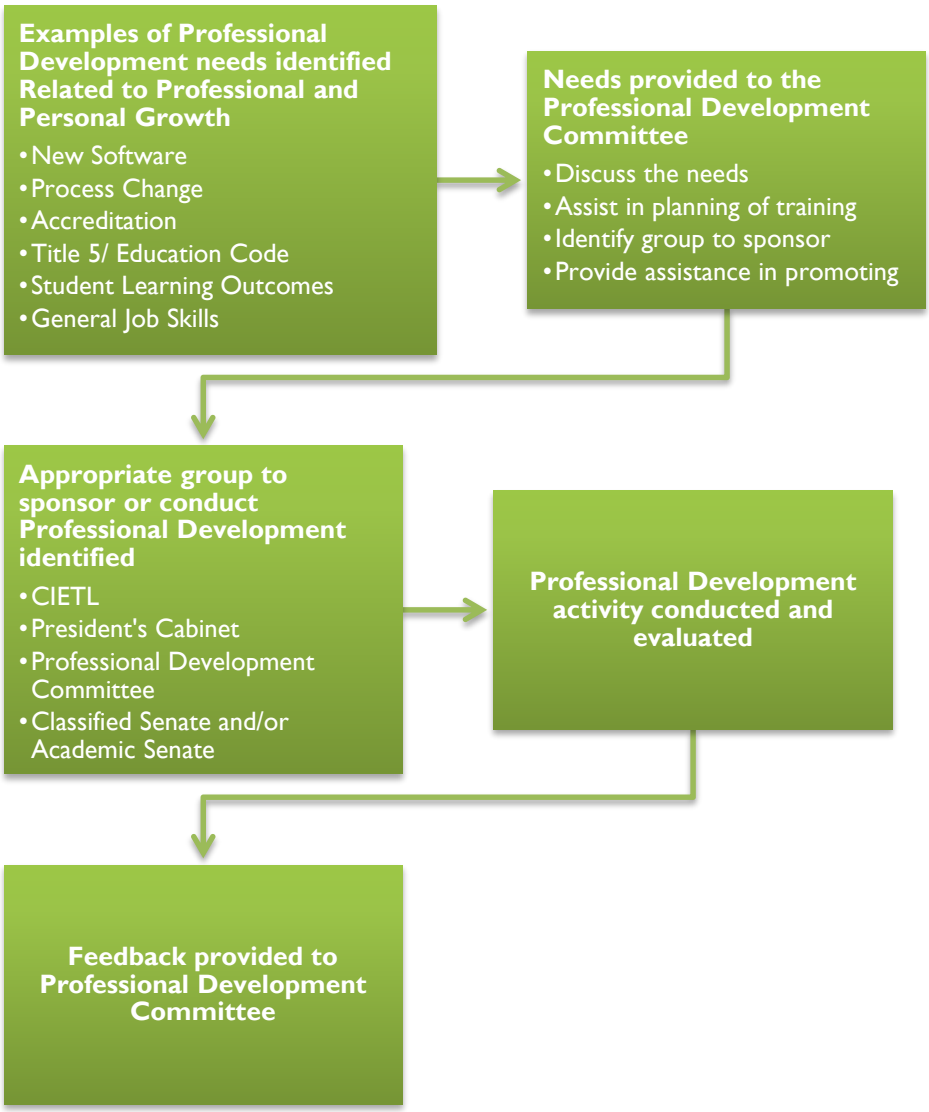


Table 44: Professional Development Activities, 2010-2013

Theme	2010-2011	2011-2012	2012-2013
Pedagogy	• The Color Complex: Color and its Effects on the Classroom Environment and Student Learning • Teaching College Courses at the High School Level • Introduction to Turnitin.com • Classroom Assessment Techniques	• Research in Honors • Course Enrichment through WebAccess • Conversations with Colleagues: Discussing Reading • Understanding by Design by Wiggins and McTighe • Conversations with Colleagues: Discussion about Standards • Business & Workforce: So Right, So Smart	• Credit Building Workshop • State Authorization Update: What's Happening and What You Should Know • Understanding by Design
Technology	• Learning WebAccess in the Field with a Novice • Learning a New Scantron	• WebAccess basics • Introduction to CCCConfer • Smart Classroom Basics • iPad in the Classroom • Smart Board Training • Moodle Basics for Faculty • eBooks – The New Normal • Integrating iPads and Tablet Computers into Library Services • Creating Digital Artifacts to Assess Learning • Creating On-line Quizzes • Introduction to Podcasting • Creating Accessible PDFs • Effective Use of Groups and Wikis in WebAccess • Optimizing Images with PhotoShop and GIMP	• Using ePortfolios • TracDat Training • Integrating Students' Smart Phones and Tablets into your Courses • Using Cloud-based Technology for Learning and Engagement • Screencasting with Camtasia • Digital Media • Moodle (WebAccess) Surveys • Photoshop Basics (emphasis on optimizing images with WebAccess) • IPad – Pros and Cons
Student Support	• Learning About Middle College • Suicide Prevention Workshop • Advocacy Strategies for Students with Disabilities • Hostile Intruder on Campus	• From Enlisted to Employed: Educating Military Veterans for Civilian Careers	• Results Oriented Assessment for Student Affairs • The Basic Skills cohort Tracking Tool • Google Internship Webinar • Lessons from a College Success Learning Community
Personal Growth	• CPR/AED Training • Juggling Act: Overview of Work/Life Balance • Orientation to EAP Services and Benefits • Writing for the Web	• What's Your Communication Style? • Assertive Speaking and Active Listening • Community Building • Becoming More Effective Supervisors • Hands-Only CPR and AED Training • Conversations with Colleagues: Stress Management • Conversations with Colleagues: Motivation • Conversations with Colleagues: Positive Relationships/Difficult Situations	• How You Can Change Your Thinking to Improve Your Communication • Thoughts about Leadership in a Complex Environment • How to Handle Difficult Situations • The Art of Forgiveness • How to be an effective Team Player
Diversity/ Culture	• Snap, Record and Share with Jing	• Native California Basket Lecture by North Folk Elder	• Landmarks of American History & Culture

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As outlined in Standard III.A.5.a on page 220, a variety of professional development opportunities are available for faculty, staff, and administration. Each of these programs evaluates the outcomes of their professional development activity. For example, recipients of Professional Development funding for short-term projects submit an optional project report that answers five specific questions.

For long-term projects, all recipients are required to provide a report of three to five pages in which there is a description of the completed project with six items addressed. After faculty or staff have attended conferences and/or meetings, they have the opportunity to disseminate information at department meetings, division meetings and CIETL presentations. At the end of every CIETL workshop or presentation offered on campus, faculty, staff, and administration are asked to complete evaluations. Workshop responses are analyzed and used to improve courses for the future.

Using this information along with requests for Professional Development in Annual Plans/Program Reviews and with input from faculty, staff and administration**,** CIETL evaluates and plans for future professional development programs.

Self Evaluation

The College meets the standard. CIETL Coordinators and the Institutional Researcher have discussed a variety of assessment methods to better identify the impact of professional development. Two such methods are logic modeling techniques and on-going formative evaluations provided to those planning CIETL sponsored events.

The Flex Day Planning Process has been formalized through CIETL to include feedback from year-long planning and discussions.

Actionable Improvement Plans

None

III.A.6 Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Cañada College regularly assesses its human resources needs, and that assessment is integrated with institutional planning. All levels of management continually review staffing levels and the changing needs of programs. Needs within divisions and departments are primarily identified through the Annual Plans/Program Reviews, with Comprehensive Program Reviews being performed every six years. Unless there is an urgent need, such as an unexpected vacancy, new positions are requested once a year. All requests for new positions are reviewed to assure that there is significant need for the position and that the position supports the College's mission and goals.

When new positions are brought forward for consideration, the department making the request presents their justification and supporting data in an open, public forum. The position must be justified in terms of division and department goals, which are linked to institutional goals. In this way, the College as a whole participates in determining the areas of greatest need. Not all positions identified are filled. An outline of the hiring justification process can be found on page 20 of the Participatory Governance Handbook. This is displayed in Illustration III.A.6 on page 228.

In circumstances where a faculty opening occurs due to an unforeseeable vacancy, an expedited process can take place. This process is outlined on page 21 of the Participatory Governance Handbook. Essentially, the department with the opening considers whether there is sufficient need to fill the position. This justification is presented to the appropriate planning council (Administrative Planning Council, Student Services Planning Council or Instructional Planning Council) and to the Academic Senate Governing Council or Classified Senate for information. After recommending the immediate hire, the justification is presented to Planning and Budgeting Council, then to the College President. Once the President has approved filling the vacant position, the normal hiring procedures are followed.

Self Evaluation

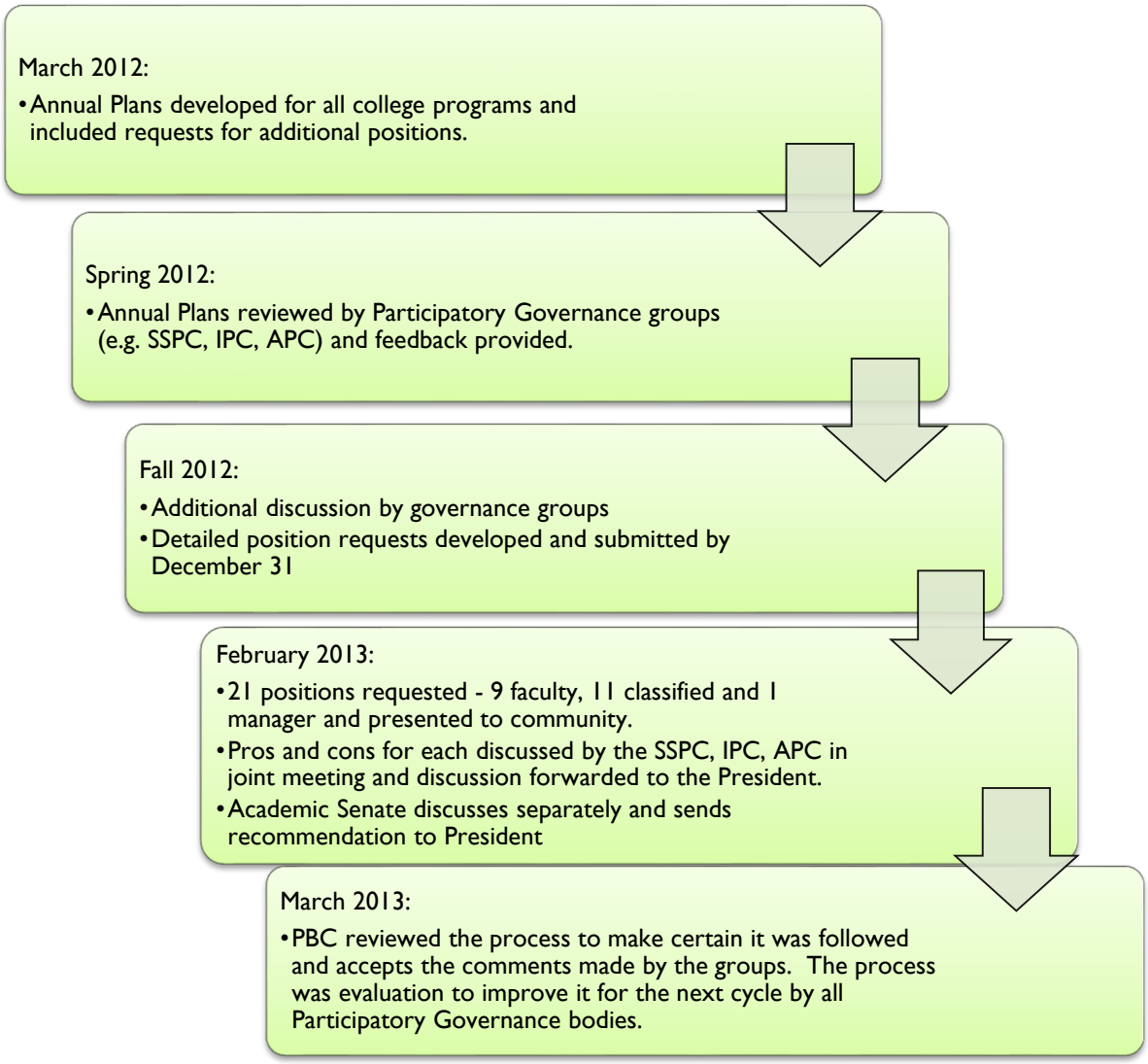
The College meets the standard. The College evaluates personnel needs on an ongoing basis through the Annual Plan/Program Review process. By focusing on the areas of greatest need as identified in the annual plans, the College has been able to hire new full-time faculty and classified staff in the past few years. The current process of identifying positions is well integrated with the overall planning process and everyone has a voice in this well-defined participatory governance process.

Actionable Improvement Plans

None

Illustration III.A.6: Human Resources planning is integrated with institutional planning

Process for Recommending New Positions for the 2013-2014 Academic Year



III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary

Cañada College's 131 acre site sits 80% in the Township of Woodside and 20% in Redwood City. The building core covers 17 acres. Campus infrastructure includes a total of 16 buildings and 10 parking lots for students and staff. The current physical resources are sufficient to support effective utilization and continued quality necessary to support our programs and services. Current plans are underway to address future needs of the college and are noted in the District Facilities Master Plan. The current core of the campus is as follows:

- Building 1: Physical Education /Athletic Field
- Building 2: Bookstore and Seminar Room (and storage)
- Building 3: Fine Arts Center
- Buildings 5-6: Campus Center (The Grove, Student Life, Health and Disabilities Center)
- Building 7: Facilities Center
- Building 8: Administration
- Building 9: Student Services Center, Learning Center and Library
- Building 13: Academic Center
- Buildings 16-17-18: Science Center
- Buildings 19-20-21: Classroom and Swing Space
- Building 22: Classroom Space

The gross area of for these buildings is 241,540 square feet, and the assignable area is 185,577 square feet.

Since the previous Self-Evaluation, there have been two buildings added to the campus: the Student Services Building (Building 9) and the Facilities Center (Building 7). In addition, three portable buildings, Buildings 19, 20, and 21, have been added to provide swing space as construction projects continue.

Building 9 is the largest building on campus at 75,917 gross square feet, and 49,040 assignable square feet. This building was built in 2007. The first floor is use for student services, such as Admissions and Records, Financial Aid, Counseling, EOPS, Public Safety and campus IT Department. The second floor houses the Learning Center; the third floor houses the Library, which supports programs and services, and helps improve institutional effectiveness. These physical resources are sufficient to support the integrity and quality of Cañada College's programs and services.

Building 7 is the home of campus facilities and maintenance center. This building was built in 2009 and is the newest building on campus. It is 17,292 gross square feet, and 15,329 assignable square feet.

Buildings 19, 20 and 21 are portable buildings each having gross 1920 square feet, and 1440 assignable square feet. These were installed in 2001. These buildings originally were used by an educational research group. After this group left the campus the buildings have been used for classrooms and swing space during capital improvement projects.

Self-Evaluation

The College meets the standard. Current plans are underway to address future needs and are detailed in the District Facilities Master Plan.

Actionable Improvement Plans

None

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Safe and Sufficient Physical Resources

Cañada College utilizes several measures to assess and validate that the College provides sufficient physical resources to support programs and services.

The first measure is through the individual Annual Plan/Program Review process. All departments and programs are required to complete the Annual Plan, and every six years the departments and programs need to complete the Comprehensive Program Review. Within this process, physical

resources, including facility and equipment requests are addressed based on the goals and needs of the department or program and are consistent with the program learning outcomes.

All reviews are submitted to the respective Vice President's office for review. The reviews are then forwarded to the Instructional Planning Council, Administrative Planning Council or the Student Services Planning Council for review and input. A spreadsheet is created that extracts the information from the plans for equipment and facilities and then is reviewed and acted upon by the President's Cabinet for prioritization of requests.

The two other measures for guiding facilities planning at Cañada College are the 2012-2017 Educational Master Plan and the District Facilities Master Plan. These documents outline goals and objectives and make certain that new facilities and building modernization projects are consistent with the institutional mission and goals.

After being vetted, capital projects are forwarded to the District and placed on the District Facilities Master Plan. This plan was updated in 2011 and is reflective of each individual campus need, as well as the District as a whole.

In accordance with the California Community College Chancellor's Office recognition of the need for environmental, economic and social equity, the District created a steering committee in fall 2012 to help develop and implement sustainability plans at all three colleges in the District. That same semester, Cañada College established a campus sustainability committee through the participatory governance process. Faculty, staff, administrator and student participation is at the core of the committee, along with input from the community. The committee created 11 sustainability goals:

- Campus and Community Awareness and Involvement;
- Curriculum Development;
- The Built Environment;
- Energy Conservation and Efficiency;
- Water Conservation and Efficiency;
- Solid Waste Management;
- Transportation;
- Sustainable Procurement;
- Renewable Energy and Onsite Generation;
- Climate Action Plan; and,
- Sustainability Plan Management.

Along with these goals, the Cañada Sustainability Committee created numerous implementation programs and projects to support these goals, and a performance measurement system. The Cañada Sustainability Plan went to the District Board of Trustees for approval in fall 2013.

Supporting the Integrity and Quality of Programs and Services

Any needs at off-campus sites and through distance delivery modes are supported at the division level and through the Distance Education Plan at the College. In working with these sites, it is the responsibility of the scheduling division dean to ensure that each site has the facility and equipment necessary in order for the course or courses to be taught effectively and efficiently. Deans work closely with staff, faculty, ITS, and administration at those sites to evaluate and address any needs, so that the educational experience is the same as it is for students attending the Cañada campus.

To plan and maintain its facilities, the District uses FEMMS, an online work order management system, known at the college as the Facilities HelpCenter. This database includes equipment and space inventories for each building and exterior spaces. Each building service system is inventoried and scheduled for preventive maintenance. The system also captures and tracks reactive maintenance requests from college staff. Faculty and staff access the Facilities HelpCenter through the District Portal site.

Upon completion of a service request, the requestor is notified via email and a link to a customer satisfaction survey is included.

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. Preventive maintenance activities are systems focused; there are daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, and plumbing systems. The District's preventive maintenance program ensures that its facilities are operating as required to support the programs and services of Canada College.

Self-Evaluation

The College meets the standard. Through several measures, Cañada College 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. Areas of need are identified through planning, prioritized based on campus and district goals and priorities, and funded on the availability of resources.

Actionable Improvement Plans

None

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The San Mateo County Community College District's and Cañada College's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization at Cañada College.

The comprehensive planning efforts begin at the facilities master planning stage, when campus wide master planning outcomes identify broad goals and initiatives. Once any individual project is launched, the project architects, engineers, project managers and facilities planners meet early and often with the Cañada College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase. This allows the project to be put out to bid in order for a contract to be awarded.

Cañada College's end-user participation scales back during the construction phase, when their designs are being built, but then their involvement ratchets up greatly toward the end of construction when furniture and equipment are identified and procured. Upgrades and replacements of facilities have been significant, due to the Capital Construction Program. The passage of the two separate bond measures (Measure C in 2001 and Measure A in 2005) in the amount of $675 million provided the majority of funding for the capital construction program. Other funding sources include:

- State Chancellor's Office Capital Outlay Program funds in the amount of $47 million;
- State Chancellor's Office Scheduled Maintenance and Special Repair Program funds in the amount of $1.8 million;
- State Chancellor's Office Hazardous Substances Program funds in the amount of $0.3 million;
- Certificates of participation in the amount of $30 million, grants and donations in the amount of $1 million; and
- Miscellaneous other minor funding sources have been provided, for a grand total of $755 million for the first and second phases of the capital construction program.

Projects completed to date, or in progress, demonstrate the District and the College's commitment to upgrading and replacing facilities that are aged and no longer adequately support the needs of Cañada College programs and services.

Beginning in the 2003-2004 academic year, and again in 2005-2006 and in 2010-2011, program reviews of maintenance operations services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided great insight into staffing levels relative to industry benchmarks.

With the identification of relative staffing levels, facilities service levels have been qualified and quantified. The service levels have been published on the District Facilities website.

Custodial Program Review briefings were provided to the Cañada College administration and managers, Associated Students, District management staff, and the Board of Trustees, as well as to the American Federation of State, County, and Municipal Employees bargaining unit leadership and to Facilities Department employees. In 2010-2011, the Custodial Program Review was completed. Program Review findings have been presented to Cañada College constituency groups.

A thorough review of maintenance operations was conducted in March 2011 by a third-party consultant, Management Partners Incorporated. As a result of these Program Reviews and other studies supporting increased staffing needs for maintenance operations, Cañada added a full-time custodian to its facilities staff.

Increased staffing should help with the concerns noted in the 2012 Employee Voice Survey. A majority of respondents noted the campus was safe, accessible and functional to meet the needs of staff in achieving learning objectives and meeting the mission. However, less than a majority (49%) agreed that the facilities were well maintained, specifying cleanliness as a specific concern. Thus the staff hired based on the maintenance and operation program Cañada's stats review was expected to result in better satisfaction with the maintenance of facilities. In the 2013 Employee Voice Survey, opinions seemed to rise drastically; 93% still agreed that the campus felt safe, and 79% felt agreed that the campus facilities were adequately maintained. It seems that the higher staffing levels has improved the situation.

The Facilities Master Plan was developed in 2011 and several guiding principles emerged from this effort. These guiding principles include:

- Facilities must be student-centered.
- There must be a student center that serves as the 'heartbeat' of the campus.
- There needs to be created enough designated areas devoted to student life, club activity, and dining as this is critical to providing an environment conducive to learning, interacting, and socializing.
- There should be created and designated both formal and informal physical spaces to promote greater student/faculty interaction.
- A design must be undertaken in the facilities department so that they reflect the College's commitment to student equity and community access to education.
- The College must fashion spaces that reflect and affirm the diversity of its student population.
- Facilities need to support innovative learning.
- The College must commit to state of the art learning spaces that support different pedagogical and technological needs.
- There should be spaces that encourage innovation, creativity, and entrepreneurial teaching and learning throughout the campus.
- There needs to be a way to ensure the propinquity of related academic departments to promote intellectual synergy.
- CIETL should be located in the middle of campus, so as to integrate professional development at a central campus community.
- The College needs to ensure that facility design promotes learning about sustainability.
- Facilities needs requests to reflect commitment to Workforce, STEM, the arts, and the greater community.
- There needs to be created a Workforce Center that will bring together related programs into a state of the art facility.
- The College needs to design facilities that support expanded workforce programming to specifically meet the business and industry needs of southern region of San Mateo County.
- The science laboratories need to be upgraded so as to maintain our position as a leader in STEM.
- Facilities must be renovated and repurposed so as to better support the humanities and arts.
- The campus facilities need to be renovated to better accommodate the needs of our local community.

These guiding principles resulted from a frank and thorough assessment of the facility planning challenges that Cañada College faces as an institution within a multi-college district. Some of the more significant issues are detailed below:

1. Integrating facilities with programming for instruction and student life

Several of the campus facilities have been reviewed, which resulted in comments that they are not 'connecting' the programming in the best way. The College has made a concerted effort to research ways it can improve and remodel its current buildings, as well as build additional ones to house instructional programs. It is critical for this college to have student life in the center of the campus where students are supported in their learning and campus social endeavors. Instructional areas need to be coherent, intentional, and supportive of both current and new programming that supports our students' educational needs.

2. More appropriate use of the first floor of Building 9

The recent remodel of the first floor of Building 9 was successful in that it created more inviting spaces for students and allowed better access to the Quad. However, there is additional work to be

done. Nearly one-half of the first floor square footage in use is designated for non-student use.

3. Modernizing Building 13

Building 13 has not been renovated in forty years. There is no air conditioning in classrooms or offices, and the building can be somewhat difficult to evacuate in times of emergency, thereby creating a safety hazard. Installing an air conditioning system and opening up another exit to the Quad from the second floor would be helpful.

4. Need for science laboratories and classroom space

Due to growing program needs in STEM and career/technical areas, Cañada College has run out of laboratory space, and has a limited number of classrooms that hold more than 40 students. Existing classroom space needs to be upgraded to handle up-to-date technology and power needs to support student use of technology throughout the campus.

5. Meeting Community Needs

Cañada College is committed to serving its community needs and recognizes that there are few athletic fields and only one swimming pool for residents living in the southern region of San Mateo County. Providing instruction and health and wellness is in alignment with the College's mission. The current athletics building does not have the facilities to support our transfer programs in Kinesiology, Dance, and Fitness. Additionally, Canada's athletic teams have increased in quality to become state ranked. Building 1 is in such poor shape that it does not meet the needs of the College's students or community. From having the non-functional bleachers to a women's locker room that is an eye-sore, this is a top area of priority for the College.

6. Student Lounge and Sitting Spaces:

Cañada is a commuter campus. Students must have places where they can sit between classes, where they can informally interact with one another and with faculty. While the opening of the Grove in Building 5 has been a relief and has made an impact, there must be more of these congregation spaces throughout the campus. Most of the buildings have no sitting spaces, so students must sit on the floor, lean against the walls, or sit outside. There are also few intentional spaces for charging their electronic devices or sitting and studying/reading between classes. Although this is has been addressed to some degree with by adding fifteen benches to the hallways in Building 3, the College needs to extend this effort throughout the campus.

Table 45 on page 234 lists the Capital Improvement Projects that have already been undertaken and completed.

Table 45: Cañada College Capital Improvement Projects--Master List

Project and Funding Source	Amount Expended
Building 5/6 FPPs (FY07-08) CIP1 Measure C	$ 18,350.00
Landscaping B9 Upper Lot CIP1 Measure C	$ 12,500.00
Building 20 & 21 Classroom Renovations CIP1 Measure C	$ 48,403.00
Landscape Feasibility Study CIP1 Measure C	$ 21,700.00
Bldg. 3 Chiller Upsize CIP1 Measure C	$ 852,036.00
Building 22 ACAMS and Animation Lab CIP1 Measure C	$ 891,192.00
Building 17 Modernization CIP1 Measure C	$ 1,955,892.00
Way finding Signage CIP1 Measure C	$ 123,548.00
Building 13 FPP FY (07-08) CIP1 Measure C	$ 22,365.00
Programming/Space Planning CIP1 Measure C	$ 332,936.00
CIP Emergency Building Repairs CIP1 Measure C	$ 300,519.00
(CAN B8, CSM B1, SKY B1, DO Server Room) CIP1 Measure C	$ 547,150.00
Building 1 Gym - Volleyball Standards CIP1 Measure C	$ 27,151.00
Building 1 Gym - Lobby Improvements CIP1 Measure C	$ 19,378.00
Building 1 FPP (FY08-09) CIP1 Measure C	$ 38,270.00
Building 6 ESL Lab Renovation CIP1 Local Funds	$ 79,800.00
Building 16/18 Sciences Modernization CIP1 Measure C	$ 19,384,594.00
Building 7 New Facilities Maintenance Center CIP1 State Capital Measure A	$ 9,699,237.00
Construction Management fees CIP1 Measure C	$ 442,494.00
Buildings 5/6/8 & 22 Utilities Chilled Water Line Infrastructure CIP2 Measure A	$ 736,681.00
Emergency Response Exterior Bldg. Signage (B1,2,3,5,6,8,9,13,16,17,18) Measure A	$ 31,755.00
B9 Heating Water Pump CIP2 SSMF	$ 49,676.00
CAN B20/21 Modernization (Medical Assisting) CIP2 Measure A	$ 54,451.00
Building 3 ESL Lab Renovation CIP2 Measure A	$ 243,279.00
Pony Espresso Concession Stand (Phase 3) Measure A	$ 374,072.00
Building 8 Administration - Phase 2 Modernization CIP2 Measure A	$ 2,363,416.00
Gateways, Circulation and Parking Project CIP2 Measure A	$ 10,911,285.00
Access Controls and Alarm Monitoring System (ACAMS) (B2, 22) CIP2 Measure A	$ 255,012.00
Building 9 Security Office CIP2 Measure A	$ 150,000.00
Tree Trimming Project CIP2 Measure A	$ 341,619.00
Buildings 2/3/16/17 & 18 Exterior Painting CIP2 Measure A	$ 123,315.00
Bldg. 9 A&R/Cashier Security Doors CIP2 Measure A	$ 30,000.00
Building 1 Fitness Center Expansion CIP2 Measure A	$ 153,451.00
Building 5/6 Renovation CIP2 State Capital Measure A	$ 14,360,054.25
Buildings 5, 6 Dining Room CIP2 Measure A	$ 2,061,000.00
B8 MPOE AC Replacement CIP2 Measure A	$ 40,000.00
CIP2 Programming/Space Planning CIP2 Measure A	$ 39,508.00
Building 1 Gym Modernization (State-funded) CIP2 Measure A State Funds	$ 13,996,000.00
Electrical Infrastructure Upgrade CIP2 State Capital Measure A	$ 3,695,600.00
Quad Water Feature CIP2 Measure A	$ 321,853.00
Cafeteria Redo CIP2 Measure A	$ 350,000.00
Building 9 Veterans Center CIP2 Measure A	$ 30,000.00
Emergency Building Repair CIP2 Measure A	$ 250,000.00
Roadway Paving CIP2 Measure A	$ 2,475,000.00

Project and Funding Source	Amount Expended
Instructional Equipment CIP2 Measure A	$ 240,924.00
Buildings 5/6 Patio Improvements CIP2 Measure A	$ 50,000.00
Buildings 1 and 13 FPP Rewrite CIP2 Measure A	$ 100,000.00
Building 1 Bleacher Replacement CIP2 Measure A	$ 300,000.00
Building 9 Student Activities CIP2 Measure A	$ 10,000.00
Building22 Health, University Center CIP2 Measure A	$ 10,000.00
Building 16 Reprographics CIP2 Measure A	$ 50,000.00
Exterior Building Repainting (B2,13,5/6) CIP2 Measure A	$ 98,000.00
Storm and Site Drainage Infrastructure Repair CIP2 Measure A	$ 95,000.00
Building 16 G02 Science Lab TI CIP2 Measure A	$ 100,000.00
Building 1 Bleacher Replacement CIP2 Measure A	$ 580,000.00
Building 5 Health Services Exam Room Suite Modifications CIP2 Measure A	$ 30,000.00
Building 22 Peer Mentoring Program TI CIP2 Measure A	$ 55,000.00
EAS Expansion CIP2 Measure A	$ 200,000.00
Storm and Site Drainage Infrastructure Repair CIP2 Measure A	$ 30,000.00
Building 5/6 Classroom Wireless Access Point Enhancements CIP2 Measure A	$35,000.00
Building 19/21 Animation Lab Conversion CIP2 Measure A	$ 35,000.00
Building 5/6 Signage- The Grove Branding CIP2 Measure A	$ 30,000.00
CAN Exterior Building Signage CIP2 Measure A	$ 75,000.00
Grate Weatherization CIP2 Measure A	$ 10,000.00
Building 9 Student Services Remodel CIP2 Measure A	$ 200,000.00
Building 9, 9-154 CIETL, Placement Office, Staff Lounge TI CIP2 Measure A	$ 190,000.00
Light Pole Banner and Sign Project CIP2 Measure A	$ 200,000.00
Building 8 MPOE AC Replacement CIP2 Measure A	$ 145,000.00
Building 5/6 Farm Hill Grill Flooring Replacement CIP2 Measure A	$ 95,000.00
Lot 10 Temporary Parking CIP2 Measure A	$ 55,000.00
ADA Mitigation CIP2 Measure A	$ 50,000.00
TOTAL	**$ 141,342,599.35**

Self-Evaluation

The College meets the standard. The above initiatives, activities, processes, mechanisms, programs and protocols demonstrate how the District and Cañada College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. The planning process is also used to secure resources in areas of need or deficiency as noted.

To ensure that our institution gives full consideration to program and service needs before initiating capital projects its administrators, faculty, staff, and students work in concert with the San Mateo County Community College 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.

This collaborative process provides a framework for marshaling the support and expertise necessary to bolster programs and services through the efficient deployment of our physical resources.

Actionable Improvement Plans

None

III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Access

The College and District have a multitude of mechanisms that ensure the accessibility, safety, security, and healthfulness of learning and working environments. Access for the disabled is a high priority. In 2004, an Americans with Disabilities Act (ADA) consultant was employed to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for the removal of all remaining architectural barriers that caused the campuses to be out of compliance with current ADA standards.

As part of the Capital Construction Program, newly constructed facilities and existing facilities that are renovated are made compliant with ADA codes. In some instances, ADA codes are purposefully exceeded in order to more fully make the District facilities accessible to the disabled community. The Disability Resource Center is a key in-house resource, providing consultation on priorities, alternatives, and temporary measures to ensure that disabled students, staff, and visitors to the College have access to programs and services, now and in the future. 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.

Safety

The College designates a high level of importance to the safety of its facilities. Canada's Safety Committee meets monthly to facilitate disaster preparedness activities, to review recent accident and injury incidents, to conduct safety inspections, and to promote safety on campus. Committee members represent all constituent groups at the College, including faculty, classified staff, students, and administrators.

Members of the Committee also participate in the District Safety Committee, which meets semi-annually. The District Safety Committee reviews the progress made by the individual College Safety Committees, works toward consistency in disaster preparedness, and serves as a forum for networking to promote best practices in campus safety. When accidents or injuries occur as a result of adverse facilities-related conditions, an incident report is prepared and distributed to the College Facilities Manager so that an investigation and remediation can be initiated.

Additional activities and procedures that demonstrate the College's commitment to safety include a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, an annual safety inspection and resolution cycle with the College's property and liability insurance provider, Travelers Insurance, and an annual inspection by both the Woodside Fire Department and the San Mateo County Environmental Health Division.

Because they perform strenuous daily activities, maintenance department personnel tend to have higher industrial injury rates than the instructional and support staff. The Facilities Department's weekly safety training program ensures that custodians, groundskeepers, and maintenance engineers receive refresher training in the areas that most contribute to reductions in industrial injuries and illnesses. A District-level Facilities Safety Task Force, comprised of maintenance personnel representing the different trade classifications, meets quarterly to review routine safety inspection reports and departmental industrial accident trends and to promote best safety practices.

The District's Comprehensive Capital Construction Program, whose purview spanned from 2002 through 2012, presented unique safety challenges that have highlighted the need for enhanced safety planning. To qualify for a project, contractors must meet stringent criteria, three of which include having a favorable experience modification rating, which is an insurance industry rating that is an indicator of jobsite safety, as well as an approved Illness and Injury Prevention Plan and an acceptable safety logistics plan specific to the particular construction project. On construction projects in which the District carries the builder's risk insurance coverage, inspectors are sent out regularly to ensure that best safety practices are adhered to. Finally, construction inspectors hired by the District provide reports that include safety related concerns.

The District works closely with its property and liability insurance provider, Travelers Insurance, to conduct annual reviews of facilities condition risks. Annual physical surveys, conducted by insurance inspectors and followed by deficiency reports, focus the District's remedial efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff, and visitors. Finally, the online Facilities Help Center allows anyone from the College community to submit work requests, including requests for remediation of facilities with unsafe conditions. Submitted work requests are triaged and dispatched, and safety related issues are given highest priority.

Security and Safety

The District considers the security of its facilities to be of paramount importance. In 2004, a District-wide task force composed of faculty, staff, representatives of the campus security, campus facilities, information technology departments, administration, and industry experts studied the condition of college security systems. From this, they developed a comprehensive solution involving the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and improved administrative processes for tracking key issuance and retrieval. The comprehensive solution is being implemented as part of the Capital Construction Program.

Buildings are open to the general public following a schedule shown in the Facilities section in the San Mateo County Community College District webpage. The schedule consists of a chart describing the building numbers/names, and hours of operation from Sunday through Monday. Buildings are opened either through the digital building management system or manually; newer or recently renovated buildings are fully automated.

Electronically secured buildings are locked and unlocked automatically on a schedule. Faculty, staff, security and custodial personnel unlock and lock buildings that have not yet been converted to electronic door hardware. To ensure that a building is ready for occupancy, the Heating/Ventilation/Air Conditioning (HVAC) system is activated to ensure appropriate air circulation and comfortable temperature, and public area lighting is activated to ensure occupant safety. Buildings with hard key system or not yet converted to electronic door hardware are Buildings 1, 3, and 13. Buildings with digital management systems are: 2, 5/6, 8, 9, 16, 17, 18, and 22.

The College is both proactive and responsive to safety and security issues. Its policies, training programs, and inspection cycles, aimed to prevent injury, illness, or incident, ensure the safety of employees and students. The Safety Committee designated day and evening building captains and assistants who are responsible in case of disaster or emergency. Evacuation plans have been posted online and in buildings. In spring 2012 and 2013, campus-wide disaster drills were conducted and served to highlight opportunities for further planning and training; the campus community has since participated in two lockdown drills per academic year, both day and evening. The current plan requires an earthquake drill every fall semester and a lockdown drill every fall and spring semester; these drills are performed both day and evening. Additional safety measures recently implemented by the College include improvement of walkways and outside staircases, replacement and modernization of outdoor lighting systems, and fencing and crosswalk improvements from Parking Lot 3. These efforts have made significant progress in enhancing safety across campus.

Offsite Locations

The College offers courses at various offsite facilities. The College is in partnership with Job Train at a location referred to as the Menlo Park Center. This facility is located at 1200 O'Brien Drive in Menlo Park. Job Train is an educational and training institution that also offers career counseling and job placement services to their graduates.

At Cañada College's Menlo Park Center there are three classrooms: a Learning Center, a Business Skills computer lab, and an all-purpose classroom. The center also includes two offices used by faculty and staff. The building is hard key operated and it is opened at 7 am from Monday through Friday, and for special events on weekends. Cañada College faculty and staff personnel unlock and lock classrooms and offices that have not yet been converted to electronic door hardware.

In addition, the College offers courses at several local high schools, including Carlmont, Woodside, and Menlo Atherton High Schools and East Palo Alto Academy. Courses are also offered at elementary and middle schools in the community.

Safety and security of the school facilities is the responsibility of the various school districts.

Healthful Environment

The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities as well as through the planning, design, and construction of new and renovated facilities. The District Indoor Air Quality (IAQ) management program is comprised of a written training program for Facilities Department staff covering how they directly and indirectly affect IAQ and how to take action responsibly in the event of an IAQ concern, maintenance protocols that are aligned with best indoor air quality practices, and a website to educate visitors about IAQ in general and about how concerns about IAQ are handled.

The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are routinely performed to ensure safe and healthy indoor and outdoor facilities.

Many design standards for the District are based on criteria aimed to promote more healthful learning and working environments. Window treatments have been designed to minimize glare, reducing eye strain while still permitting view of the beautiful campus and surrounding areas outside. Interior lighting upgrades have been implemented that not only reduce energy consumption but also improve the quality of light within buildings.

Flooring standards require the use of resilient material that reduce noise from foot traffic as well as the risk of leg strain for faculty. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more environmentally friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products. These are just a few examples of effective decisions made during the planning, design, and construction of new and renovated facilities.

Self Evaluation

The College and the District meet the standard. The District has made significant progress in improving ADA accessibility and assuring compliance with current ADA standards. Significant renovation and new construction projects at the College abound with evidence of ADA compliance.

The District physical resources are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

Actionable Improvement Plans

None

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Planning and Evaluation of Physical Resources

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 updates 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.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with college constituent groups.

The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on current use. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, including interviews of maintenance staff and end-users, identified areas of particular concern in terms of deferred maintenance.

Master planning architects were engaged to lead the District Colleges through a series of meetings that served to identify physical campus planning goals and issues, identify options, ascertain the preferred solution, and decide on an implementation strategy. The resulting 2001 Facilities Master Plan has been the basis of the first phase of the Capital Construction Program.

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the General Obligation Bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan was required to inform decision making related to the next phase of planning and construction. In 2003, the District hired a consultant to conduct a physical survey of the three District campuses. The survey information was entered into the State Chancellor's Office facilities deficiencies database. This powerful database allowed facilities planners at the District and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a follow-up survey of the campuses was conducted in order to update the information contained in the facilities deficiencies database.

Collaboration in Planning

To ensure that the College gives full consideration to program and service needs before initiating capital projects, administrators, faculty, staff, and students work in concert with the San Mateo County Community College 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. This collaborative process provides a framework for marshaling the support and expertise necessary to bolster programs and services through the efficient deployment of our physical resources.

Every year, the District submits a Five-Year Construction Plan to the State Chancellor's Office for funding consideration in the Capital Outlay Program. This plan is developed by the Facilities Planning Department, in consultation with the College and District administration and as approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (locally or state funded) are listed in priority and sequence in the Five-Year Construction Plan. The main criterion for campus facilities planning is the capacity-to-load ratios, which is a comparison of the square footage a college has in relation to the square footage the college's enrollment indicates it needs. It is measured for different categories of space including lecture, laboratory, office, library, and audio/visual support spaces.

As the Capital Construction Program provides opportunities to construct campuses whose facilities meet the needs of the colleges, it is imperative that the cost of operating and maintaining those facilities—the total cost of ownership—be considered. The District has several mechanisms so as to ensure that total cost of ownership is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria. Energy efficiency is of paramount importance, particularly in light of escalating energy costs. Other District facilities' design criteria include architectural finishes that are functional, pleasing, durable, and maintainable as well as environmentally friendly; furniture that meets standards of comfort, ergonomics, durability, maintainability, and longevity; and, the design of new systems, such as mechanical and electrical systems, with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

Self Evaluation

The College meets the standard. The guiding principles that are described throughout the standard are the result of frank and thorough assessment of the facility planning challenges that Cañada faces as an institution within a multi-college district.

Actionable Improvement Plans

None

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Supporting Institutional Improvement Goals

The District Facilities Planning Maintenance and Operations department, in conjunction with Cañada College constituent groups, generates long-range capital plans to guide the development of new and modernization of existing buildings. These plans also include improvements to infrastructure and other non-building physical assets on campus. The District Facilities Master Plan, annual updates to the Five-Year Capital Construction Plan, and regular revisions to FUSION (Facility Utilization, Space Inventory Option Net) the State Chancellor's Office facilities deficiencies database, formulate long-range planning at Cañada College.

To ensure that new capital projects function with the same efficiency in the future as they do the first day of occupancy, all aspects of development including planning, design, building, institutional equipment and operational equipment take into account the total cost of ownership. Long-range capital project planning begins with a thoughtful examination of Educational Master Plan to ensure that physical resources support institutional improvement goals, as well as the College's mission, at a level that the community, faculty, and staff expect.

The District Facilities Master Plan follows the guiding principles set forth by Cañada's Educational Master Plan. Based upon research and campus-wide collaboration, the Educational Master Plan's learning and program themes provide a keen insight to the ever changing educational and service needs of the College's diverse student body.

Consequently, the District Facilities Master Plan incorporates the relationship between educational outcomes and the use and accessibility of space where quality teaching, learning and the exchange of ideas can spontaneously take place.

In accordance, the 2011 District Facilities Master Plan proposes the renovation of several existing buildings in response to increased enrollment and program development, especially in science, technology, engineering, mathematics and workforce development areas. The Facilities Master Plan also suggests remolding of buildings and infrastructure to make student serves and student life programs more accessible and immediate, located more naturally within the flow of the campus.

The District's Facilities Planning Maintenance and Operations department annually updates the Five-Year Capital Constructions Plan and summits it to the State Chancellor's Office for funding consideration from the Capital Outlay Program. Annual updates of the Five-Year Capital Construction Plan allows for a degree of flexibility within the long-range planning process.

The Facilities Planning and Operations department develops the Five-Year Capital Construction Plan in conjunction with the College and District administrators before summiting it to the District Board of Trustees for approval. The Five-Year Capital Construction Plan lists initial project proposals, final project proposals and a comprehensive detailing of planned projects in order of priority and sequence of approval. Included in this document is primary information regarding the scope, the cost, and the schedule of each project. Secondary effects such as the removal of buildings that have exceeded their serviceable lifespan, the swing space requirements necessary to support capital projects, and the infrastructure improvements required to implement some capital projects are also included. The availability of swing space is assessed at district level with input from the College at the onset of campus-wide planning, budgeting, and scheduling. Funding needs for swing space are included of the budget for most capital projects.

The Facilities Planning Maintenance and Operations department analyses the secondary-effect of all capital projects, including the repurposing of old space. Final decisions regarding repurposing space are data driven, include input from the College, and are initiated early on during project planning as part of the discussion held bi-monthly at Capital Improvement Project meetings.

The Facilities Planning and Operations department uses the FUSION database to regularly update and track Space Inventory Reports and Space Load Ratios. The size, configuration, and quantity of classrooms need to align with curriculum. This is to ensure that space utilization designated as lecture, laboratory, office, library, and others must match state standards for the College's

enrollment. The data generated by this powerful tool allows long-range planners to make accurate projections to the types of instructional space in the future based on anticipated enrollment growth.

Projecting Total Cost of Ownership

The District employs several mechanisms to ensure that the total cost of ownership is addressed throughout the long-range planning process. First, the District has in place facilities design standards and construction specifications intended to serve as a tool for design professionals, construction managers, planners, and other participants in capital improvement efforts. They clarify direction and streamline project execution. The District provides this information to establish design and construction consistency, operational efficiency and maintainability, of both structures and institutional systems, such as mechanical, electrical, and water systems, guaranteeing that maintenance and support staffs have the knowledge, tools, and equipment to maintain the new facilities. These standards also represent the best value for expenditure while still supporting instructional improvement goals.

Secondly, the Facilities Planning and Operations department regularly analyzes staffing needs based on The Association of Higher Education Facilities Officers (APPA) operational guidelines and levels of custodial, grounds and engineering standards. The analysis also includes increased operational cost due to new building systems, such as Chilled Waters, BMS, HAZMAT, and Elevator systems, additional square footage, and equipment and furnishings. Based on these standards and needs analysis, the facilities department successfully lobbied the District to increase staff and operational funding effective Fiscal Year 2012/2013.

Finally, when possible, capital projects are designed under the Leadership in Energy and Environmental Design (LEED) designation. A LEED certification implements green building technology, which focuses on sustainable design, comfort and livability. LEED systems minimize environmental impact through conservation of energy, potable water, and recycling. These measures are directly related to total cost of ownership through more efficient building systems. This is in line with the District Sustainability Plan put forth in summer 2013; this is discussed in further detail in Standard III.B.1 on page 230.

Self Evaluation

The College meets the standard. 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. The process includes input from the chancellor's office to the stakeholders at the instructional and operational level. Continued input through regular updates of the Five-Year Capital Construction Plan, the FUSION database, and Annual Program Reviews provide flexibility within the process, to ensure that instructional goals are met as they develop and evolve over time.

Extensive new construction, modernization of preexisting buildings, and infrastructure improvements to Cañada College have fortunately already been accomplished during the past nine years. 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.

Facility needs still remain that relate to the College's educational priorities by having larger classrooms to hold double sections. By having larger classrooms available to teach lecture courses, the overall load of the College would be increased significantly. Having a minimum amount of large classrooms affects the number of students that can be served by the College and the community it serves. The District Facilities Master Plan indicates that the renovation of classrooms and the construction of possibly two new buildings need to take place to serve the needs in the STEM and Workforce Development areas; this would be the Science/Allied Health and Workforce Development Building. The new building should house large lecture halls (50-100 seat capacity), a size that Cañada College is in short supply.

Actionable Improvement Plans

None

III.B.2.b Physical resources planning in integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Integrate with Institutional Planning

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 part of a participative and iterative process.

College administration, constituent groups, District Facilities planners, the Chancellor and the governing Board of Trustees collaborate to ensure that Cañada's facilities support our educational and strategic goals. Annual updates of the five-year construction plan are also inclusive efforts that bring together administrators, end-user groups, facilities planners, District executives and the Board of Trustees.

Project-level programming and planning, review of design documents, and selection of furniture, fixtures and equipment is based on input from college administration and end users. 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.

Assess Effective Use of Physical Resources for Improvement

There are several ways the College works with the District to assess effective use and to improve physical resources. The first is through the Annual Plan/Program Review, in which individual departments are asked to provide input on the needs for their area. These needs are provided to the administrators who meet monthly with the District Facilities Planning, Maintenance Operations Office to discuss what might be feasible on campus based on the plans.

In addition, the District Facilities Master Plan is updated every five years to take into account new programs and services being offered at the college. This updating includes extensive input from the campus community.

As indicated in Illustration III.B.2.b on page 243, Cañada College has received extensive building and renovations over the past five years that have directly addressed the needs identified in the planning processes.

Self-Evaluation

The College meets the standard. The mechanisms described in this standard, which integrate physical resource planning with institutional planning, allow the San Mateo County Community College District and Cañada College to systematically assess the effective use of physical resources and use the results of the evaluation as a basis for improvement.

Actionable Improvement Plans

None

Illustration III.B.2.b: Physical Resources Planning is Integrated with Institutional Planning

Examples of Recent and Planned Cañada Capital Projects

CAÑADA COLLEGE BUILDING 5 – "The GROVE" Project - Completed

- *Integration with Planning: As the final piece in the modernization of Buildings 5 and 6, extensive planning took place to identify the primary goals of the Cañada College Dining Room project. Through student focus groups and staff and faculty conversations during planning meetings, the goal was identified to revitalize the space and make it a destination for students at Cañada. The remodel has brought an active, architecturally interesting area for students to congregate, study, and socialize. The addition of the Career Center and the new Student Lounge makes this area a hub of activity and provide Cañada with a Student Center. A new large video wall attracts students to the dining room, bringing a modern look to the College.*

CAÑADA COLLEGE BUILDINGS 5 & 6 – REACTIVATION OF ACADEMIC FACILITIES AND CODE COMPLIANCE UPGRADES - Completed

- *Integration with Planning: This extensive project converted approximately 17,124 ASF in Buildings 5 and 6, as a result of vacating the new Library/Learning Resource Center/Student Services Facility. The overall planning was discussed at the college council, student government and division meetings and Cabinet. Several criteria for what should be included were established. Accessibility upgrades were required as a condition of extensive modernization, along with the creation of new classrooms, assembly spaces and major building systems upgrades. The project also included the addition of 1,400 GSF of new construction associated with a new elevator to improve access to the buildings.*

CAÑADA COLLEGE BUILDING 13 – MULTIPLE PROGRAM INSTRUCTIONAL CENTER - Planned

- *Integration with Planning: This project involves the modernization of the academic classroom Building 13. The building was a modernization of the original instructional buildings built on the Cañada campus in 1968. The project was planned during the development of the 2012-17 Facility Master Plan. Meetings with faculty, staff and students were conducted to collect ideas and then the subsequent drawings were reviewed by the campus. Total Project Cost: The reconstruction of this facility has an estimated total project cost of $17.755 million, with $9.081 million requested from State Capital Outlay funding supplemented by $8.674 million in local funds.*
- *Status: Waiting for state or local funding.*

CAÑADA COLLEGE CENTER FOR KINESIOLOGY AND DANCE - Planned

- *Integration with Planning: The CCCCO previously approved this FPP under the project name "Building 1 Physical Education Conversion & Code Compliance Upgrade." At the request of the College, the FPP was revisited through the planning process prior to resubmittal this year to ensure that it reflects current needs and priorities of the college, and was renamed as part of this process. This current proposal includes renovation of the existing 43 year old Building 1, the Physical Education Building, into a modernized facility that supports the academic programs offered by the College. These programs include the completion of certificate degrees and transfers in Kinesiology, Fitness Professional, and Dance. The project remodels the old physical education spaces into a new Center for Kinesiology and Dance and improves the current academic programs. The project will upgrade existing locker rooms to meet accessibility codes and to comply with Title IX requirements. In addition, this project will add a classroom dedicated to the advancement of the Kinesiology and Fitness Professional programs.*
- *Total Project Cost: The estimated cost of this project is $19.862 million, with $15.890 million in requested State Capital Outlay funding, supplemented by $3.972 million in local funds.*
- *Status: Waiting for state or local funding*

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III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

Supporting Student Learning and Improving Effectiveness

In pursuing the college vision and mission, the Cañada College Technology Plan is designed to ensure student success and preparation in technical and communication skills for the modern workplace and the global community. The Technology Vision states that the Technology Plan will provide the campus community

> …with immediate, easy and pervasive access to up to date, secure, reliable technology that expedites learning and teaching, the improvement of instruction and all operations of the College. Technology will have no boundaries, accessible anywhere, anytime and maintained by highly trained technical professionals. The use of technology will enable rapid communication with and between faculty, students, staff and community concerning any aspect of the college environment affecting the progress of the Cañada College Mission and Vision. (Technology Plan, page 5)

The District ITS and the colleges collaborate district-wide, and one-on-one, on decision processes and set priorities regarding technology. ITS staff participate regularly in various college committees to discuss operational and planning issues on variety of topics including needs of learning, teaching, district-wide communications, research, and operational systems.

Examples of these committees include:

- Business and Finance Officers Group;
- Chancellor's Council;
- Distance Education Advisory Committee;
- District Research Council;
- District Safety and Security Committee;
- Enrollment Services Committee;
- Facilities Planning and Operations;
- Financial Aid Steering Committee;
- Network Advisory Group; and,
- Technology Planning Committee.

Integration with Institutional Planning

Based on the ITS Strategic Plan, the following technology systems are in place.

a) Smart classrooms that support modern interactive pedagogical techniques and access to information;
b) Internet-connect personnel workstations to all employees in order to facilitate electronic communication and standardized work practices;
c) Public and private Wi-Fi in order to provide accessibility throughout the campus;
d) Web-based scheduling, registration, matriculation, etc., in order to allow for the integration of processes;
e) My.smccd.edu for common reliable email to every student and access to standard services such as Google Docs that can be relied upon by faculty when developing instructional activities; and
f) Various student services platforms for effective management and record keeping of students.

Self Evaluation

The College meets the standard. Technology is used effectively to support student learning. Technology planning is integrated with institutional planning.

Actionable Improvement Plans

None

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology at Cañada College is an integral part of the day-to-day tasks for nearly every administrator, faculty, and staff member. Having the latest technology available ensures that Cañada's goals in the areas of learning, teaching, and research, and operations can be met.

In 2007-2008, Cañada began efforts to convert all regular classrooms and laboratories to 'smart' classrooms. The 2007 Accreditation Self-Study found that multimedia equipment was present in

over 75% of Cañada College classrooms. By spring 2011, this percentage grew, with the number of classrooms featuring 'smart' technology totaling 95%, and now is 100%. These 'smart classrooms' offer technology to faculty and students that include open wireless Internet connectivity, digital overhead projection, and different cabling to connect mobile devices such as laptops, iPhones, and iPads. (Cañada Technology Plan, pg. 4)

Efforts have also been made to incorporate newer types of technology into student services. In 2010, the Library acquired 12 iPad 2s and supplemental Bluetooth keyboards for students, administrators, staff, and faculty to use. Each iPad has eBook software that allows Cañada students and staff access to thousands eBooks and audio-books downloadable through the Peninsula Library System. Each iPad also includes over 90 apps that perform tasks such as surfing the web, researching database articles, and reading the latest issues from 16 subscribed newspapers and magazines.

The College identifies technology needs, including specialized equipment (e.g.: centrifuges, spectrophotometers, thermocyclers, microscopes with digital cameras, high temperature furnaces, and oscilloscopes in the Science and Technology Division) by the completion of the Annual Plan/Program Review by each department and division on campus.

The President's Cabinet reviews the recommendations from the prioritized list of the Instructional Planning Council, Student Services Planning Council, and Administrative Planning Council, based on the annual plans and comprehensive program reviews; individual emergency requests for technology needs are also addressed by the governance groups. ITS works closely with the College in identifying technology to be replaced and develops an inventoried equipment list. Technology needs which arise outside of the standard Annual Plan/Program Review timeframe are requested via a form, that is submitted to the College Technology Planning committee and reviewed by Division Deans and the Planning Councils mentioned above in consultation with ITS.

The District ITS personnel disseminated a student and a faculty survey in early 2012, which inquired about preferences and effectiveness of the technology, training opportunities, quality of technology support provided by the District ITS employees. Overall, the effectiveness of the services provided by the District ITS were very positive. The 2013 Employee Voice Survey showed that 87% of the Cañada faculty and staff agreed that technical support services were adequate, and 71% agreed that there were enough opportunities for training in technology.

The District Information Technology Service, located at the District Office, is a centralized department serving the three colleges, Cañada College, College of San Mateo and Skyline College. ITS is dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting the three colleges within the District, as directed in supporting their mission, advancing college values, goals, vision and improving institutional effectiveness.

All ITS personnel are managed and supervised through the District, allowing ITS to adjust the allocation of resources to the various colleges dependent on need as well as seamlessly sharing technology solutions between the colleges in order to leverage savings and efficiency. ITS and the colleges collaborate district-wide, and one-on-one, on decision processes and set priorities regarding technology. ITS staff participate regularly in various college committees to discuss operational and planning issues on a variety of topics including needs of learning, teaching, district-wide communications, research, and operational systems.

Examples of these committees include:

- Business and Finance Officers Group;
- Chancellor's Council;
- Distance Education Advisory Committee;
- District Research Council;
- District Safety and Security Committee;
- Enrollment Services Committee;
- Facilities Planning and Operations;
- Financial Aid Steering Committee;
- Network Advisory Group; and,
- Technology Planning Committee.

Cañada College conducted an internal audit to evaluate the usage of technology within computer labs during 2009. The reason of the audit was to determine the usage and availability of computer labs to assess availability for students. This is discussed on page 4 of the Technology Plan.

The division deans and directors work closely with the District ITS personnel and the District ITS technicians located on campus. When any technology needs are discussed, the dean and/or director contact the Lead Technician at Cañada, who contacts the Director of IT Support. They work closely with the individuals involved. For any further technology needs, the Director of IT Support researches and negotiates pricing.

The College works closely with the District ITS Department, evaluates the current technology used and determines what needs are required by faculty and staff members. All faculty and staff from each department are responsible for completing the Annual Plan/Program Review process. In all Program Review documents, the technology needs for the program are clearly stated. The College Technology Planning Committee meets a minimum of twice per year to review the progress of the goals and objectives stated in the plan, and reports to the Planning and Budgeting Council annually.

Self Evaluation

The College meets the standard. Through systematic communication processes between the College and District ITS, the needs of learning, teaching, college-wide research and operations are being met.

Actionable Improvement Plans

None

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Decisions relating to technology services, professional support, facilities, hardware and software are framed by the Educational Master Plan, the Technology Plan and the District Strategic Plan for Information Technology, which provides in-depth guidance on technology standards, supported technology systems and recommended priorities.

The District offers a broad array of technology services to the colleges and their constituencies in support of their overall mission and commitment to meeting Standard III as a whole.

Personnel Technology Services and Professional Support

ITS is divided into four facets including:

1. Desktop and media support;
2. Personnel/student data support;
3. Network/phone/server support; and,
4. Web services.

1. Desktop and Media Support

The District ITS department consists of 35 employees dedicated to assisting the colleges meet their technology goals. Of the 35 employees, a majority are IT Support Technicians responsible for desktop and media support across the three colleges. They work cooperatively with the colleges to develop minimum supportable standards for computers, provide regular software updates, maintain an inventory database of technology, and install new equipment. Service support is provided through a centralized HelpCenter that uses a web-based tool to enable users to place repair orders and track their status through completion.

After each help center work-order is closed, a satisfaction survey is sent to the end-user. Three questions are posed to users regarding time of response, professionalism of the technician and resolution of the problem. From August 2009 to November 2011, ITS received over 1164 responses. The overwhelming majority expressed satisfaction.

- 98% felt that the work order was attended to within a reasonable amount of time.
- 97% felt that the Technician assigned to the work order handled the issue in a friendly and professional manner.
- 97% were satisfied with the resolution to the work order.

Over the three years 2008-2011, the number of computers has grown significantly, thereby impacting the workload of these technicians which led to additional IT Support Technicians hired in 2011.

2. *Banner® Personnel/Student Data Support*

   District ITS has five Programmer Analysts, a Database Administrator, a Computer Operations Manager, a Director and Associate Director responsible for maintaining Banner® modules and supporting external systems that integrate with its Banner® system. They assist end-users with the saving and retrieving data from the mainframe database as well as implementing new efficient workflows or tools to assist with day-to-day business procedures.

3. *Network/Phone/Server Support*

   District ITS has one network manager, two network infrastructure technicians and two Systems Administrators responsible for maintaining, supporting and ensuring the reliability of the network infrastructure, wireless internet, security, backups, telephone VOIP system and over 150 physical and virtual servers.

4. *Web Services Support*

   Web services is a District team of two web programmers and one director who support several web systems, as well as assist with web sites and applications district wide. Web Services Support maintains the Course Management, Content Management, SharePoint Portal, Support Ticket system and writes many custom applications such as the WebSchedule, employee directory, faculty door cards, and the like. They assist the colleges with existing tools and researching and implementing new web solutions, best-practices and custom programming.

Student Technology Services and Professional Support

ITS provides several major technology services to students, including WebSMART (self-service interface for Banner), WebAccess (course management system), My.Smccd.edu (Student Email), eSARS and Instructional Technology Labs.

- *WebSMART:* the web interface to Banner® that enables students to register for classes, view grades, pay fees, request transcripts and apply for financial aid. WebSMART is supported by the Admissions and Records departments at the individual colleges.
- *WebAccess:* a Course Management System that is the District's implementation of Moodle. WebAccess is hosted offsite by Moodlerooms. Every faculty member that has a class assignment in Banner® automatically has a WebAccess course shell created for them. Faculty use of WebAccess ranges from supplemental course information to providing a course completely online. WebAccess support is outsourced to a call center, AELearn, who have been a vital resource for us providing expertise and coverage we could not provide in-house without significant investment in additional staff. Issues that cannot be resolved by the support center are escalated to the Web Services Support Team.
- *MySmccd:* The District provides all students a @mysmccd.edu Google email account, calendaring and docs as part of the Google Apps for Education suite of products
- *eSARS:* The District provides a self-service interface to the SARS-GRID appointment system. Students can make appointments for services.
- *Instructional Technology Labs:* Numerous instructional labs are available on campus to meet a variety of technology requirements.

Facilities

The inclusion of a robust technology infrastructure has been at the forefront of the recent construction projects district-wide. Technology design standards for new construction were provided for all projects and regular meetings with all constituents were held to insure appropriate technology was being incorporated during all phases of planning and construction. Information technologies are a critical element in the design of virtually all new and renovation building projects, whether voice, data, video, security, fire alarm systems, audio/visual systems, EAS, Cell Phone Repeaters, Digital Signage or other technology.

Most classrooms throughout the District have been constructed or upgraded to meet the local standards as a smart classroom. These smart classrooms provide faculty the ability to easily utilize a projector and speakers to enhance the learning experience. Wireless internet access is

provided in all classrooms for faculty and student use.

Hardware

Network

The District maintains a high performance data network that connects the workstations and devices of the three college campuses and the District Office. The District Office contracts with AT&T to provide fast, redundant, and reliable connectivity for each of the college campuses and to the Internet. Internet services are provided by CENIC and have been upgraded many times over the years; currently each campus has a one-gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access. Appliances from Exinda are in place between the WAN and CENIC connections to help prevent the illegal sharing of copyright material.

Securing college data is a high priority and a number of hardware and software tools are in place to protect and detect unauthorized access, including:

- *Sophos Anti-Virus and Microsoft Forefront:* antivirus and malware detection and removal tools to protect all desktops and servers;
- *Sophos Puremessage:* to detect and quarantine spam email messages
- *Snort:* to detect and control unauthorized network intrusion;
- *Cisco Netflow:* to monitor and report on network connections;
- *Exinda:* a packet-shaping appliance that blocks peer-to-peer services, like BitTorrent, and other services that can introduce malware and viruses;
- *Microsoft Group Policies:* applied to District owned and managed PCs to protect them from malware, plug-ins that are malicious, file attacks, and to prevent students from installing software on PCs in the instructional computer labs;
- *Public Wireless Network:* open to use by students and allows access to internet services; access to the public wireless network is automatically shut down from 11:00pm to 6:00am daily;
- *Private Wireless Network:* a secure wireless network that requires authentication and provides access to services like Banner®; and,
- *OpenDNS:* to prevent faculty, staff and students who use our network from being redirected to known malicious web sites.

Data Center

To maintain the reliability of services that are hosted by ITS at the District Office, the facilities department has installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage.

For fire protection, a VESDA (Very Early Smoke Detection Apparatus) system has been installed in the Computer Center. In the event of a fire or overheating of equipment the VESDA systematically shuts down the equipment in the computer center and sets off the appropriate warnings.

Data Recovery

ITS conducts backups for all administrative data stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. This data is written to high-density tapes that are stored in an off-site location on a weekly basis. ITS facilities around the District host the District's security system, ACAMS. ITS provides the network services required for this system.

Telephone and Voicemail

The District uses a Siemens HiPath 4000 to meet voice telecommunication requirements. Along with the phone system, the District deploys approximately 1400 Voice Over IP (VOIP) phones, 350 analog devices (faxes, courtesy phones and elevator phones), and 16 Session Initiated Protocol (SIP) Emergency phones district wide. Associated with the HiPath 4000 phone system is the Siemens HiPath Xpressions

voicemail system which integrates with the Microsoft Exchange system by delivering voice messages as attachment to email messages.

Software

To support both the learning and administrative environments numerous software applications are utilized.

- *Banner®:* The ERP system utilized at the District is Ellucian Banner®. It was initially installed in 1991-1992 and has undergone significant major upgrades over the years. Banner® is extensively used by all faculty, staff, and students and includes major modules for: student registration, faculty grading, transcript production, student accounts payable, financial accounting, budget development, purchasing, student financial aid, and payroll and human resources. The Banner® web interface, locally called WebSMART, is accessed by students and staff to conduct a variety of self-service tasks such as registration, payment of fees, faculty grading, etc. Mandated state and federal reporting is largely based on information residing in the Banner® database.
- *Faculty and staff email:* ITS maintains a comprehensive unified messaging service for the staff of the colleges and District Office which includes voicemail and email. The system is based on Microsoft Exchange Server 2007 and Siemens Xpressions products. There are more than 3000 email accounts currently supported by the system. To reduce and control email spam, ITS is using Pure Message Spam filter.
- *Argos®:* The web based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional or data warehouse Oracle databases is Argos®. It is a product licensed from Evisions, Inc., a company based in southern California. The application is also intended to provide end-users with the ability to more easily create ad-hoc reports.
- *Hyperion®:* Extensive enrollment statistics are available from the web-based Hyperion® dashboards. These academic term-based dashboards compare enrollment statistics against the same period in the semester to the previous year's registration cycle. The historical dashboard takes a snapshot of the enrollment statistics at various key points in time throughout the term. Decision makers throughout the institution access these reports for timely and accurate information throughout the term. The dashboards are built from the local data warehouse using the Hyperion® Developer Tool.
- *CCCApply®:* Students use CCCApply® to apply for admission and enrollment at any of the three colleges. The system is hosted by the vendor, XAP Corporation, and applications are downloaded automatically into Banner® throughout each day.
- *Banner® Document Management System:* BDMS is a comprehensive document imaging system that is tightly integrated with Banner®. It allows users to scan, index and retrieve documents in an efficient manner. Documents can be retrieved directly from Banner® or through Xtender's user interface. Student Services, the Financial Aid offices, Purchasing and Finance offices are all heavy users of document imaging to greatly reduce document storage and filing costs. As of January, 2012 the system stores almost 1.4 million documents and 3.8 million images.
- *Degree Works:* Degree Works is a web-based academic advising and degree audit tool that the district implemented in 2011. Students and advisors are able to check academic progress and receive advice on courses needed to satisfy requirements towards achieving academic goals. The system also provides an electronic education plan which is currently being implemented.
- *SARS*: At all three colleges SARS Software Products are used for counseling appointments and record keeping in order to enhance student services. Currently supported products include: SARS-GRID, SARS-CALL, SARS-TRAK and eSARS. The SARS servers utilize an MS SQL Server database and are maintained and backed up in the data center. Interfaces between SARS and Banner® are supported by ITS.
- *GWAMAIL:* This is a locally developed application that is integrated into Banner® and was launched in the summer of 2007. GWAMAIL allows selected users to send email messages to targeted student populations.
- *Text Messaging:* Students are able to subscribe to receive important campus-wide emergency announcements via text message. Alert-U was contracted to provide this service.

- *EBSCO Discovery Service:* During summer 2012, the Library piloted the EBSCO Discovery Service. The service was instituted at the College, and is available on the Library website as a Google-like research tool that allows users to access most of the Library's resources from a single search box. Discovery allows students to search the library databases, book catalog, and eBook collection from one search box. The Library researched Discovery services in fall 2011 and developed the technical infrastructure in spring 2012, working with database vendors and the Peninsula Library System. The goal of implementing such a service was to simplify the search process for students, improve access to proprietary electronic resources and enabled faculty and students to focus on evaluating and integrating high-quality research materials into student work. Training for the above tools is provided through the Library and the CIETL.

Self Evaluation

The College meets the standard. The IT services provided by the District enhance the effectiveness of the College in meeting student learning needs.

Actionable Improvement Plans

None

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

To make the application of information technology effective to students and personnel, the College and the District provide training through three major components: training for faculty and staff, support services for training students, and technology instruction in the classroom.

Flex Days/Professional Development Days

Training for faculty and staff is multilayered and takes place both in person and online. Workshops are provided during Flex Day activities and ongoing Professional Development workshops available to faculty and staff are provided throughout the academic year. During orientations through CIETL, faculty and staff receive technology training, and other training needs are met on an ongoing basis through individualized training with the instructional designer, workshops offered through CIETL, and training offered through the district and other training facilities.

In March 2011, the College hired an instructional designer/technologist to work with faculty interested in teaching online, as well as faculty interested in using technology and media to improve instructional outcomes both online and face to face.

Tech Talks

Starting in the fall 2011, the college began offering a series of workshops covering usage and best practices on educational technology. The workshops were named Tech Talks to reflect the participatory nature of the workshops. In these workshops faculty learn how to use various tools such as iMovie, Photoshop, Moodle, podcasting, etc. in a collegial atmosphere that promotes conversations across the disciplines. In addition to the Tech Talk workshops, individualized trainings for faculty are offered via one-on-one meetings with the instructional designer/technologist.

CIETL

Faculty and staff are directed to web-based training tools on campus in the CIETL Center, a five-station training room equipped with computers and a laptop cart available for faculty and staff trainings. Other facilities on campus are also used for TracDat training for faculty and Banner training for staff and administration. The CIETL website, and blog, updated regularly, and emailed to the entire campus informs faculty and staff of upcoming training events. The Distance Education Coordinator supports Distance Education faculty with planning online course development. Faculty that teach online work with the instructional designer on WebAccess training and effective instructional methods for an online environment. A central resource is the Distance Education Handbook.

Alternate Media Center

The Alternate Media Center is part of the Disability Resource Center at Cañada College. It produces instructional materials (textbooks, course materials, exams, class schedules) in alternate format for students with disabilities and teaches students with documented needs to use assistive technology resources such as:

- Kurzweill 3000: scanning/reading software
- Dragon Naturally Speaking: voice recognition system
- ZoomText Xtra 9: screen magnification for DSO and Windows
- JAWS: screen reader for windows

Structured Training for Online Teaching

Additional professional development opportunities are available for Cañada College faculty via the STOT (Structured Training for Online Teaching) Program offered through the District. The STOT Program consists of a series of online workshops and occasional face-to-face sessions designed to train faculty how to implement various instructional technology tools and methods to teach effectively online.

Sixteen Cañada faculty members have completed at least the first portion of STOT. Over three-quarters (78%) of the faculty members currently teaching online are using WebAccess, the District's implementation of the course management system Moodle, though some augment with publisher information. Nearly two-thirds (64%) were interested in workshops/training on distance education learning theory and WebAccess. There is a central core of both full time and adjunct faculty teaching distance education, and most also teach on campus.

Personnel Training

The District recognizes that in order for faculty and staff to make efficient use of technology they need to be provided with opportunities to learn about the services available. Training on a limited number of common desktop applications has continued as a periodic offering.

- A number of workshops on Adobe applications were offered and current plans call for more Adobe classes as well as a limited amount of Microsoft Office workshops.
- Computer and Media Support Services Website has a wealth of info for smart classroom training.
- A number of DegreeWorks workshops were offered to counselors and students
- In 2008 Google Apps for Education training was provided at all three colleges.
- By request, ITS staff provide presentations on various topics for department and/or committee meetings and flex days. Examples of recent training include Introduction to Sharepoint, Securing your workspace to meet FERPA standards, and single sign-on.
- Jaz's Web Tips: Available off the portal page provides answers to frequently asked questions regarding ITS supported technologies.
- Opportunities for faculty training in the use of the Moodle software are provided by individual colleges and at a district level through the Structured Training for Online Teaching (STOT), part of the District's professional development program.

Through staff development and flex activities, the college regularly offers technology training opportunities for faculty and staff. The staff development program also supports training for distance education faculty using outside resources, such as @ONE, Lynda.com and textbook publisher materials.

In addition, each year the California Community College Banner Group (3CBG) holds an annual conference for the California Community Colleges that use the Ellucian Banner® application. Staff from various departments throughout the District attend and participate in workshops and discussions on how to get the most effective use of the Banner® software.

Student Training

ITS provides FAQs and tutorials online for students and does presentations to students in classes as-needed when launching new systems, such as Student Email, WebSchedule and DegreeWorks.

Examples of online training materials for students include:

- My.Smccd Tutorials
- Student WebAccess Tutorials

At the New Student Orientation sessions, staff provide a detailed overview of WebSMART, so that students begin their college career understanding this technology. In addition, the Welcome Center, Financial Aid, and Admissions and Records staff provide individual assistance to students who need help with the various administrative software programs.

Self Evaluation

The College meets the standard. The institution has consistently assessed the need for information technology training through surveys and workshops.

A survey went out to all Cañada faculty members in March 2011 to assess interest in distance education training, development of new courses, enhancement of face-to-face courses with technology, and teaching online. Thirty faculty members responded to the survey, with almost 70% reporting high to extremely high interest in developing courses and teaching online, enhancing their traditional courses, and participating in training or workshops for Distance Education.

Actionable Improvement Plans

None

III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and enhancement of its programs and services.

Descriptive Summary

Technological resources are provided throughout the College and have been designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Planning

In 2005 the San Mateo County Community College District created instructional technology standards and guidelines to serve as a reference for assisting with budget planning and cost estimates, and to facilitate service and maintenance. These standards relate to audio/visual systems and communication and network technologies. ITS continues to update and maintain a listing of all District-supported minimum standards for all new equipment purchases on the District Shared Good and Services website.

Acquiring and Maintaining

ITS maintains an inventory database of all computers, laptops, labs, printers and projectors to assist in technology replacement planning. Based on this information ITS provides the colleges with recommendations on equipment replacement strategies and best use of their technology funding.

When computer labs require computer upgrades, Faculty submit a 'program review document' to the Division Office. The Division Office reviews all paperwork received, establish priorities and needs, and then sends to the Planning and Budgeting Council to review. The Planning and Budgeting Council approves and works with ITS to determine specs, then submits a Purchase Order.

Upgrading and Replacing

In the past three years, the IT Support Technicians at Cañada have:

- Completed approximately 4575 work orders, via the online Help Center work order system and telephone Help Desk.
- Installed and replaced of approximately 650 computer systems (included Bond funded replacements mentioned above for both administrative and instructional purposes.
- Replaced and/or installed 38 failed projectors in campus classrooms.
- Specified and installed three Digital Signage monitors, connected to content management server and provided instruction to appropriate staff. Ongoing support for server and signage required.

The District ITS team has additionally done the following across the District:

- Replaced of approximately 28 Uninterruptable Power Supply (UPS) systems due to deterioration. This UPS system ensures the ITS guaranteed 'uptime' of 4 hours in the event of a power outage at any of our campuses. Equipment is housed in the IDF(s) in each building at all 3 campuses.
- Commenced support for the more than 400 surveillance and security cameras
- Installed the emergency announcement system for all 3 campuses and the district office

The Banner® ERP system is regularly upgraded to maintain vendor support and accommodate changes to local, state and federal requirements. The most recent significant upgrade occurred in June 2013, which brought all modules to the most current versions supported. The upgrade process is complex due to numerous local software modifications. Various constituencies throughout the District work with ITS to test and verify that the system is working correctly prior to using it for production work.

Self Evaluation

The College meets the standard. The College, working with the District ITS, acquires, maintains and replaces technology systematically to assure effectiveness for student learning.

Actionable Improvement Plans

None

III.C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

As technology continues to rapidly change, Cañada College is committed to ensuring that the technological needs are met to facilitate communication, research, instruction, and learning. The Technology Plan covers these concerns.

In conjunction with the District ITS, the Cañada College Technology Advisory Committee meets annually each May to assess and re-evaluate minimum requirements of technology used by our administrators, faculty, staff, and students. If upgrading is needed, Division deans and directors at Cañada work with ITS at the District Office to develop a replacement plan depending upon budget availability; this is discussed on page 4 of the Cañada Technology Plan.

When equipment is needed by each division, deans and directors first contact Cañada's lead technician, IT Support Technician III, to discuss technological needs. After the technological needs are discussed, Support Technician III contacts the Director for IT Support, who negotiates and orders equipment on behalf of the division.

The San Mateo County Community College District developed standard procedures and guidelines in 2005 to assist each campus, including Cañada, to evaluate performance of current technology and determine if technological upgrades are needed.

When technology in a lab at Cañada needs to be replaced, an Annual Plan/Program Review document is submitted by a faculty member to their division office and/or director. Prior to sending the request to the Planning and Budgeting Council, the division office and/or director review all paperwork and decide on the necessity and priority of the request. A purchase order is then completed after the Planning and Budgeting Council approves the request and determines equipment specifications based on ITS recommendations.

According to ITS, the average life span of a new computer is four years. A database of all technological equipment including computers, laptops, labs, printers, and projectors is kept up-to-date by ITS. This information helps to determine the age of current technology to determine if replacement is necessary.

If an older replaced computer still meets the current minimum requirements set by Cañada and ITS, that computer is redeployed to areas of Cañada where available technology falls below those minimum requirements. Currently approximately 30% of replaced computers meet the minimum technology standards and are redeployed to areas of the campus where technological need is the greatest.

District-level Summary

ITS works directly with the College to set the priorities for technology resources and to assist in implementing new solutions. Consultation with faculty and staff occurs at various levels within the College and District to ensure that scarce

resources are allocated to the highest priority projects.

Technology resources are well distributed throughout the college to serve the development, maintenance, and enhancement of its programs and services. A number of technology advancements have taken place at the College in both instructional and student services areas over the past years, including the following:

- *Virtualization:* At the Cañada campus, virtual computers with no hard drive were pursued in April 2012 with 2 new servers and 10 computers as part of a 'testing phase' in the Learning Center. Approximately 100 additional computers were added in Building 9 in summer 2012. All computers were updated in summer 2013.
- *Instructional Servers:* Approximately 25 instructional servers for campus and instructional use were set up. Servers are remotely managed from one central location as part of the student domain to allow software and shares to be run across the network. Usage includes student file storage and faculty storage in instructional labs.
- *Digital Signage:* ITS researches, deploys, supports and maintains digital signage at two central locations, the Grove and in the Building 9 Student Services Center, that provide timely information to students and personnel about college activities, instructional programs and events.
- *DegreeWorks:* In response to a board directive to improve the resources available for counseling and advisors, the District evaluated potential applications available to provide electronic degree evaluations and student education plans. The Ellucian DegreeWorks software was determined to meet the institutional needs and with funds set aside from CIP 2 the appropriate licenses were acquired. During the spring and summer 2011 terms, an aggressive project was undertaken to install, test and go-live with DegreeWorks. A steering committee was formed with student service vice-presidents and representatives of the counseling and admission and records departments of the three colleges in the District. Initial project accomplishments included the ability for students and counselors to generate degree audits based on student academic history and selected degree and certificate goals
- *Early Alert:* As part of a district initiative to increase student retention and success, a locally created software package was designed and implemented to allow faculty to send students an 'alert' message, indicating to counselors that the student needs additional support.
- *Electronic transcript interchange:* eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading, and viewing academic transcripts among authorized educational institutions and their trading partners. By implementing eTranscripts the District was able to be more efficient, improve service to the students and reduce workload demands on the staff.
- *WebSchedule:* This service provides students with a publically available web interface of the schedule of classes that is dynamic and searchable. It easily identifies courses that have open seats or are waitlisted. Students can also opt in to be notified when the next semester schedule is posted via email.
- *Employee Directory with Photos:* This system provides open-access to a searchable directory of personnel with an optional photo. It also assists students to identify key faculty and staff on campus.

Self Evaluation

The College meets the standard. ITS continually maintains an updating database of all equipment used at Cañada College. This is regularly updated as equipment is purchased, upgraded, and reallocated. Individual and College wide surveys are conducted to ascertain employee and student satisfaction with current college technologies and support and training for those technologies.

Improvement could be pursued in maintaining currency of the spreadsheet maintained by ITS is available to Cañada Office of Instruction, which includes an inventory of all of all district-owned desktops, laptops, tablets, and peripheral devices used by Cañada faculty and staff.

Actionable Improvement Plans

None

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning is closely integrated with institutional planning through the Annual Plan/Program Review process, and through the Technology Committee's Technology Plan. The process used for this is outlined in Illustration III.C.2 on page 257.

Instructional departments list technology and related needs and uses in each comprehensive program review and in annual program updates. Planning for technology needs at the College is informed by the vision, mission, and strategic directions of the College as found in the Education Master Plan, and is written into the Technology Plan (page 11).

The institution prioritizes the departmental needs when making decisions about technology purchases by using the shared governance process at the college. Prioritized requests from the departments move to the division, deans, and vice presidents. Decisions relating to technology services, professional support, facilities, hardware and software are framed by the Educational Master Plan, the Cañada Technology Plan, and the District Strategic Plan for Information Technology.

Ongoing assessment of the technology available throughout the district is essential to ensure that adequate resources are available to our students, faculty and staff. Through the use of surveys and meetings feedback is solicited from all members of the college community.

When personnel utilize the ITS HelpCenter, their request is tracked and resources are assigned and monitored. When the help ticket is closed, an automated satisfaction survey request is sent to the end-user. The responses from these surveys are continually reviewed and the information is a valuable tool for resource planning. Depending on the feedback, cases may be re-opened and escalated accordingly to ensure customer satisfaction.

After workshops, anonymous online surveys are provided to attendees in order to evaluate the workshop outcomes. The surveys assist in assessing the success of its workshops and allow us the real-time ability to restructure the content or the delivery of the content between workshops.

Additionally, the College collects feedback during the roll-out of major applications. The process begins with small pilot groups of faculty, staff and students and introduces them to the product. The participants are engaged with hands-on exercise while usability issues are noted. At the end of the engagement, an online survey is performed before the participants exit. This process was recently followed as part of the rollout of the degree audit application, DegreeWorks. This feedback was regularly discussed by the DegreeWorks Steering Committee, and the committee decided to make several changes to the site interface and navigation to accommodate issues.

In 2008, a survey was conducted of students about the effectiveness of the web-based Banner interface locally branded as WebSmart. Over 1,000 students responded to the survey. The survey indicated that over 70% of students were very satisfied with the ability to register for courses online. 77% of students indicated satisfaction with the ability to view their schedule of classes. At the time of the survey only 40% of the students responding said that they were satisfied with the ability to order an official transcript. Issues noted by the students were discussed in meetings of the Enrollment Services Committee and numerous changes were made or planned in the functionality of WebSmart, such as the transcript request capabilities.

The 2013 Employee Voice Survey showed that 87% of the Cañada employees agreed that the technical support services were adequate, and 71% agreed that there were adequate opportunities for training in technology. Much of these data have already been considered as impetus for planning further CIETL-directed workshops and training for faculty and staff.

Self Evaluation

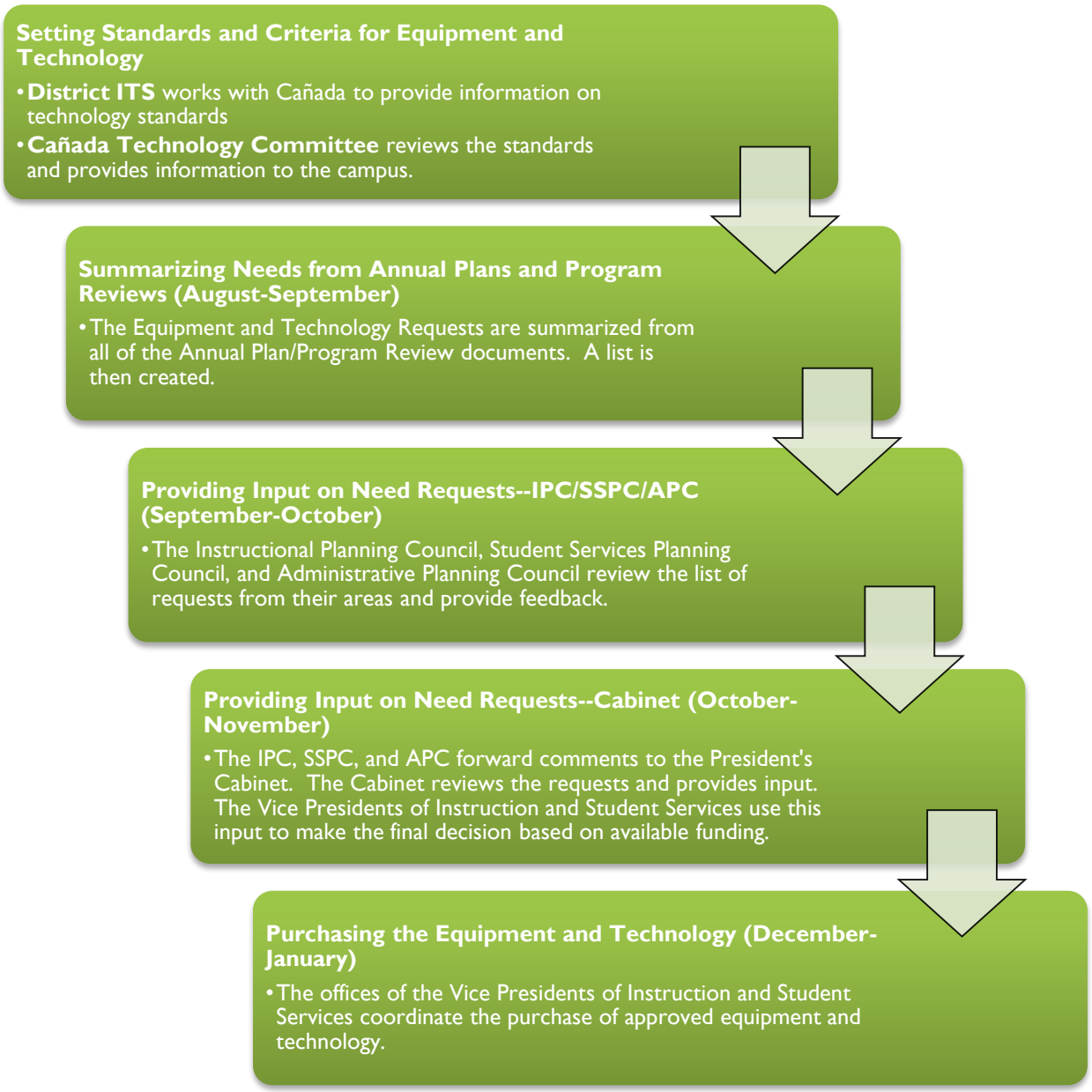
The College meets the standard. Technology planning is integrated with institutional planning. There are periodic surveys as well as dialogue during various meetings to assess the effective use of technology and to use the information for improvement.

Actionable Improvement Plans

None

Illustration III.C.2: Technology Planning is Integrated with Institutional Planning

Cañada College Annual Plan/Program Review and Technology Requests



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III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Descriptive Summary

Sufficient Resources

Cañada College is one of three colleges in the San Mateo County Community College District, and has an annual budget including benefits of $17,614,038 in unrestricted general funds and $5,128,058 in restricted funds as of July 1, 2012. In addition, the College has $3,293,459 budgeted in Measure G Parcel Tax funds. These data are listed online on pages 48 and 63 of the SMCCCD 2012/2013 Final Budget Report. The adjusted tentative budget for the 2013-2014 year is approximately $17,817,705, as approved by the Board of Trustees on June 17, 2013.

The San Mateo Community College District is a fiscally healthy district and maintains a healthy reserve. The 2012-2013 beginning balance was $19,601,580, which includes the District's 5% contingency reserve of $5,884,069 and the 2011-2012 site ending balances of $2,377,303. The contingency reserve is not budgeted as a line item as there is no intention to expend these funds. The 2012-2013 ending balance includes unallocated funds that will be used as a reserve to cover deficits.

The District undergoes regular audits each year and has experienced no financial audit adjustments since well before the last accreditation visit. Audits for the past three years are on the District Committee on Budget and Finance website.

Planning for Short and Long-Term Financial Solvency

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance is made up of representatives from all three Colleges and the District. Such broad-based consultation ensures quality communication between the College constituencies and the District for budgetary, financial, and planning purposes. This committee is charged with making recommendations on and evaluating resource allocation policies and budget processes; proposing budget assumptions; reviewing revenue sources; preparing budget scenarios, including short and long-term planning; integrating the district strategic plan into the budget; advising the District Participatory Governance Committee on the fiscal impact of district-wide initiatives; looking outward/forward on strategic issues; communicating about budget issues both to the represented constituencies and communities and to the District Participatory Governance Committee; and educating the district community and fostering discussion about budget issues. In making its decisions, the Committee receives information concerning enrollment, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. This is described in the Role of District Committee on Budget and Finance.

The District's resource allocation model was developed by the District Committee on Budget and Finance, and vetted by the college representatives before being recommended for approval by the District Participatory Governance Committee. The current model allocates resources for ongoing expenses such as personnel and benefits, and addresses long term liabilities such as post-retirement medical benefits, but also allocates funding for District priorities as identified in the District Strategic Plan. In 2012-2013, the District allocated funds to specifically grow the international student program, a goal in the strategic plan. The resource allocation model has been reviewed by District Committee on Budget and Finance annually, and has been changed as circumstances warranted over the years, as detailed in the District Budget Process Description.

Integrated Planning

Services provided to the College via the District include facility services, information technology support services, purchasing, payroll, accounting, banking, insurance, and human resources.

The College President works with the Budget Officer to provide information to the Planning and Budgeting Council. This group reviews the relevant budget reports and discuss areas having significant fiscal implications. With over 90% of the budget going to salaries and benefits, the College has a well-developed system for position planning and prioritization. This process is well established and integrated with the annual program review and planning activities throughout the campus.

Self Evaluation

The College meets the standard. There are sufficient resources, the district maintains a healthy reserve, and budget planning is integrated with institutional planning.

Actionable Improvement Plans

None

III.D.1 The institution's mission and goals are the foundation for financial planning.

Descriptive Summary

Mission and Goals

In the 2012-2017 Educational Master Plan, Cañada College has a mission statement, four strategic directions/goals, and 25 goals/objectives to set the course for the campus. Elements of this planning document are reviewed regularly by the Planning and Budgeting Council to assure the campus is on track with implementation. The mission was revised and adopted in January 2012 as part of the master planning process. Each fall, an annual report on the Educational Master Plan is presented to the Planning and Budgeting Council, and the mission and goals are revised based on the evaluation. In the budgeting and hiring processes, the College relies on the elements of the master plan to provide direction as to how to expend resources.

Foundation for Financial Planning

The mission and goals are used in the planning, program review and budgeting processes for each of the individual areas within the college. In each of these planning and program review documents, requests for additional resources (e.g. staff, equipment) relate not only to the individual department needs, but also to the mission and objectives included in the Educational Master Plan. This relationship is cited in the annual position requests where the objectives from the Educational Master Plan are identified.

As an example, for the 2012-2013 academic year, there were ten additional staff positions proposed. Each position added meant long-term financial obligations would be incurred. The proposals contained data derived from the program plans which in turn related directly to the mission, strategic directions, and goals and objectives included in the Educational Master Plan. The President decided to fund four full-time faculty positions, and 3.0 FTEF classified staff positions.

Self Evaluation

The College meets the standard. Cañada College relies upon its mission statement, Educational Master Plan and strategic directions as the foundation for financial planning. When decisions regarding budgeting are made, particularly in the hiring of new employees, both the strategic directions and objectives in the Educational Master Plan are used in addition to the results from the individual area's annual plan and program reviews, which also use the Educational Master Plan to make budgetary recommendations.

Actionable Improvement Plans

None

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Integrated Institutional Planning

The College's Participatory Governance Manual outlines the relationship between budgeting and planning as well as the timeline for the processes. This activity is overseen by the Planning and Budgeting Council. As noted in Illustration IV.A.5 on page 307, in December 2012 the Planning and Budgeting Council changed from being two separate groups (the College Planning Council and the Budget Committee) to one combined council so as to be more efficient and effective.

The mission of the Planning and Budgeting Council is to work in close collaboration with all college planning bodies, seeking to improve college

planning and decision making by providing evidenced-based recommendations that are responsive to emerging needs, inform program planning, and advance the mission and strategic goals of Cañada College. As part of the Planning and Budgeting Council, there is a Budget Workgroup that provides technical assistance to the larger council on budget matters.

The integrated Annual Plan/Program Review timeline is outlined in Illustration III.D.1.a on page 262. The primary participatory groups (Instruction Planning Council, Student Services Planning Council, Administrative Planning Council and Planning and Budgeting Council) lead this effort each year. This process provides on-going evaluation components and the dialogue at the meetings of these key groups influences changes on campus. Each year, this process is evaluated and changes are made as needed.

District Planning

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance is made up of representatives from all three Colleges as well as the District; Cañada College has four seats on the Committee. Its main purpose is to focus on budget planning and communication. The committee reviews state budget proposals and assists in developing budget assumptions.

Such broad-based consultation ensures quality communication between the College constituencies and the District for budgetary, financial, and planning purposes. The Committee is charged with developing and modifying the District's resource allocation model, evaluating the budget, discussing the impacts of the Governor's budget proposal on the District's ongoing fiscal commitments, and making recommendations to the Chancellor and Board of Trustees for the tentative and adopted budget as well as for funding allocations for each of the three colleges. In making its decisions, the Committee receives information concerning enrollment, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities.

Self Evaluation

The College meets the standard. Financial planning is integrated with institutional planning. The process is evaluated annually by the Planning and Budgeting Council. The Planning and Budgeting Council recognizes that collegial consultation is important and involves all constituencies—students, faculty, staff, and administrators. It is a complex process of consultation requiring a respect for divergent opinions, a sense of mutual trust and a willingness to work together for the good of the College. Collegial consultation works well at the college as all key parties of interest are given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution.

Information on budget decisions and explanations is available to students, staff, faculty, administrators and community through the Planning and Budgeting Council. Information with respect to this body and its decisions can be obtained in multiple ways: through attending open meetings, reviewing minutes posted on the website and distributed via email as well as through the division discussion of Planning and Budgeting Council decisions, where appropriate.

Actionable Improvement Plans

None

Illustration III.D.1.a: Financial Planning is Integrated and Supports Institutional Planning

Annual Plan/Program Review Process

September-October

- Distribution of Program Evidence Packets and Planning Guidelines.
- Annual Program Plan guidelines and directions provided to all faculty and staff to plan for the following year.
  - *Responsible Parties: VP of Instruction, VP of Student Services, Office of Planning, Research and Student Success*

September

- Staffing request forms are prepared based on the annual plans submitted in the previous March. These staffing request forms follow the New Position Request Process.
  - *Responsible Parties: President, VP of Instruction, VP of Student Services*

October-March

- College and District work together on budget parameters, FTES goals.
- College discusses budget strategy, adjustments require legal, state, fiscal action, and makes recommendations for the PIV process, if needed.
  - *Responsible parties: District Office Personnel, College Cabinet*

November-March

- By March 31, the Annual Program Plans and Comprehensive Program Reviews will be completed for each of the identified areas and submitted.
  - *Responsible parties: Individual Programs*

April

- Planning Councils will review the plans developed by the individual areas and provide feedback.
  - *Responsible parties: Instructional Planning Council, Student Services Planning Council, Administrative Planning Council*
- The action proposals submitted by the Planning Councils will be reviewed and priorities established for facilities and capital equipment needs for inclusion in the annual budget.
- Short- and long-term institutional strategies for achievement of the objectives in the Educational Master Plan are presented to the Planning and Budgeting Council.
  - *Responsible party: Planning and Budgeting Council*

March-May

- The individual budgets are entered into the system and reviewed.
- The Planning and Budgeting Council reviews the accomplishments made and obstacles that occured during the previous year.
  - *Responsible Party: Planning and Budgeting Council*

April/May

- The tentative budget is submitted to the Board of Trustees.
  - *Responsible Parties: President, Business Office*

June

- The tentative budget is reviewed and adopted by the Board of Trustees.
  - *Responsible Parties: Board of Trustees, President*

September

- The final budget is submitted to the Board of Trustees for approval.
  - *Responsible Parties: Board of Trustees, President*

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Assessment of Resources Available

The Planning and Budgeting Council receives regular updates from the College President or College Budget Officer about California State and District Allocation financial matters. In addition, the District Chancellor emails important budget information to all District employees, and the Executive Vice-Chancellor has presented information about the District Allocation Model and Budget. The college members of the District Participatory Governance Council receive regular budget updates and communicate this information to the Cañada Planning and Budgeting Council. District Participatory Governance Council also prepares three-year plans that allow the college to make long term projections.

Development of Financial Resources

The District has developed additional funding sources for Cañada College: San Mateo County voters have approved two bond measures (A and C) and a four-year parcel tax (Measure G). The funds received from the tax are divided evenly among the three colleges in the District, with the primary support for course section offerings and adjunct counseling services. Regular reports on the use of Measure G funds and their impact are provided to an oversight committee. In their review, the Grand Jury praised the District for its bond usage across the colleges of the San Mateo County Community College District.

In the past three years, Cañada College has also received over $5 million each year for the past three years in additional funds by receiving a variety of Federal and California state grants, including but not limited to:

- NSF IEECI Innovations in Engineering Education;
- DOE HSI-CCRAA College Cost Reduction and Access Act;
- DOE MSEIP Minority Science Improvement Award;
- NSF S-Stem Scholarships in STEM;
- Governor's 15% Workforce Investment Funds for Allied Health Programs; and,
- First 5 San Mateo County, Strengthening Families—County of San Mateo.

The College has a grant application process that ensures that grants are used to further the mission and goals and address student needs.

Some added funding sources for Cañada College are the product of events held periodically, and include the following:

- Accounting Scholarship Monopoly© Tournaments;
- Arts and Olive Festival;
- Athletic Hall of Fame;
- Dance Motion;
- Fashion Design Show; and,
- Social Sciences Speaker.

The College also hosts a variety of student service events to raise money for Associated Students clubs and Phi Theta Kappa.

Self Evaluation

The College meets the standard. The District has done an excellent job of obtaining non-state funds such as local general obligation bonds and the first ever community college parcel tax. Cañada College has succeeded in locating outside funding through successful grant applications and hosting campus fundraising events. The campus community does an excellent job of living within their budget allocation and this is monitored regularly.

Actionable Improvement Plans

None

III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

Long-Range Financial Priorities

Cañada College and the District thoughtfully plan for payment of long-term debt, short-term debt and future liabilities. The College establishes planning priorities based on the Educational and Facilities Master Plans with goals that are established to meet plan objectives. Short-term

plans are intentionally flexible to reflect current fiscal realities. When the funding situation improves, more priorities are addressed. When it worsens, the college restricts spending and reduces expenses. The guiding documents to make such decisions around short-term financial plans are the Educational Master Plan, the District Facilities Master Plan, the Technology Plan and the Strategic Plan.

The District utilizes the California Community Colleges Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long- and short-term financial stability. This was most recently discussed at the Board of Trustees meeting of June 17, 2013, when the 2013-2014 Tentative Budget was discussed.

A district-wide 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 in the District. This team in composed of the Vice Presidents and Business Officers of each of the colleges, the Vice Chancellor of Facilities and Operations, the District Chief Technology Officer, and the Executive Vice Chancellor. With the elimination of state funding for instructional equipment, the District will allocate $400,000 to each college in the District for the next five years to enable the colleges to purchase and replace equipment used in the classrooms and the labs. Similarly, Facilities and Operations at each of the three colleges will be allocated funds to defray the cost of small projects and emergency building repairs. Finally, ITS will receive an annual allocation to be used for computer replacements and technology upgrades at each of the colleges.

The District Facilities Master Plan was completely revised during 2011. In years past, parts of this plan were funded by the passage of two bond measures, one in 2001 and the next in 2005 as well the issuance of certificates of participation. The 2012-2017 Educational Master Plan contains strategic directions and objectives with the annual progress report (fall 2013) reflecting the change in the economic climate of the state, the educational programs, and current campus needs.

The College is also supported by the San Mateo County Community Colleges Foundation for short term financial needs not otherwise funded. Initiatives such as student scholarships, textbook rental programs, and President's Innovation Funds support the mission of the College. For example, 156 scholarships were awarded at Cañada College in program support for the 2013-2014 school year; a total of over $115,000 provided with the help of the Foundation.

To ensure local priorities are funded, college divisions actively submit applications for various grants necessary for supporting existing programs and new initiatives. Grant monies supported honors-level classes at Cañada, among other examples. Finally, the College also receives income from contracts and the rental of facilities, such as athletic fields, the gym, and the theater, as operated by the Business Office. These endeavors raise over $100,000 annually for the College.

Payment of Liabilities and Future Obligations

All long-term obligations, including retirement and bond obligations, are budgeted through the District Office. The District maintains significant reserves in order to cover these long-term obligations as well as costs associated with budget emergencies. The Board mandates that the District maintain a 5% reserve of the operating budget; currently this standard has been met and is generally exceeded.

To further ensure its ability to meet long-term obligations, the District established an irrevocable trust in 2009 for Post-Retirement Benefits to cover the medical insurance costs for retirees. The District contracted in 2011 for an actuarial study of its liability, and did so again in 2013. As a result of the 2013 study, the District is on path to fully fund its liability in this area, which is currently $125 million. Between the irrevocable and revocable trusts, the District has set aside $43 million of the $125 million liability as of March 31, 2013. The District is also charging itself a percentage of payroll to fund future costs of this obligation. While this level of funding is not required by the Governmental Accounting Standards Board, the District deems it prudent to set aside the funds, and thus has assisted in creating a better credit rating for the District, as was discussed at the Board of Trustees meeting of June 27, 2012.

The District's resource allocation model includes a component that addresses the maintenance of the District's facilities based on square footage. This model assures that the increase in the buildings and square footage at Cañada has adequate funding for maintenance.

Self Evaluation

The College and the District meet the standard. Cañada College's planning for both the short-term and the long-term has allowed it to continue to be fiscally sound even amidst the State's economic downturn. The College and the District have made it a priority to budget and allocate for both short- and long-term liabilities. Projections of enrollments, planning and campus wide involvement have allowed the college to make decisions that have positioned it well for the future. The District had an 18% reserve as of June 30, 2012, as shown in the Annual Budget Report; this allows the District ample time to prepare for future budget cuts, should they be needed. This is roughly comparable to statewide averages as of June 20, 2012, according to the State Average Ending Fund Balances Report.

Actionable Improvement Plans

None

III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Guidelines and Processes

College financial planning and budget development involves broad-based committees with representatives from all campus constituencies: the Planning and Budgeting Council, the Instructional Planning Council, the Administrative Planning Council, and the Student Services Planning Council. The Planning and Budgeting Council is the committee that oversees and facilitates planning processes, including the Educational Master Plan, the Instructional Program Plan, the Student Services Program Plan, ACCJC Recommendations, Accreditation Planning Agendas, and the Facilities Plan. Additionally, it advises and makes recommendations to the President on matters pertaining to prioritizing expenditures to advance the College goals, planning, governance issues, and, issues regarding college facilities, maintenance, and operations. The Instruction Planning Council, the Administrative Planning Council, and the Student Services Planning Council provide input to and receive feedback from the Planning and Budgeting Council. The Planning and Budgeting Council's role is to advise the College President on matters pertaining to budgeting, planning, program review, and governance issues. Specific descriptions of all of the processes and relationships among the governance groups are included in the Participatory Governance Manual.

Opportunities to Participate

The Planning and Budgeting Council, Instructional Planning Council and Student Services Planning Council meet twice per month, and the agendas and minutes are circulated via email to all Cañada employees. Many individuals and groups review the budget process according to their respective interests, responsibilities and expertise. Faculty, staff, and students are valuable participants in the budgeting process and engage in the annual planning and program review process. These constituents help ensure that all needs of the College's instruction and student services programs are recognized. The President assures the College's management works with the staff to create a realistic budget and adhere to it. Ultimate responsibility for the fiscal integrity of the College rests with the College President, the Chancellor and the publicly elected Board of Trustees.

At the district level, the College has four representatives on the District Committee on Budget and Finance, a committee representing all three colleges in the district. The District Committee on Budget and Finance meets once per month during the academic year. The Committee prepares an annual budget calendar consistent with the requirements of the California Education Code. Meeting minutes and other materials are available on the District Committee on Budget and Finance website.

In addition, each year the District Chief Financial Officer makes presentations to various groups on campus, including Academic Senate Governing Council and Planning and Budgeting Council, about the budget and other issues that are being discussed in the District Committee on Budget and Finance. The College Budget Officer also makes regular reports to the President's Cabinet and the Planning and Budgeting Council.

Development of Institutional Plans and Budgets

The college plans and budgets are based on the mission and goals of the college. As outlined on page 15 of the Participatory Governance Manual, the initial annual plans (including staffing, equipment and facility needs) are developed at the program level and submitted to the division deans. The deans review the plans and they are presented to the Instructional Planning Council, Administrative Planning Council or Student Services Planning Council. These groups review the plans and develop lists of needs. The Planning and Budgeting Council sets up the processes for Program Plans. Program Review is done on an annual basis so that information on equipment and hiring needs is current. Hiring justifications are presented for campus prioritization from previous year's Program Review. Instructional equipment requests from previous year's Program Reviews are reviewed to ensure priorities are funded.

The flow chart for the development of institutional plans and budgets is as is shown in Illustration III.D.1.d on page 267.

Self Evaluation

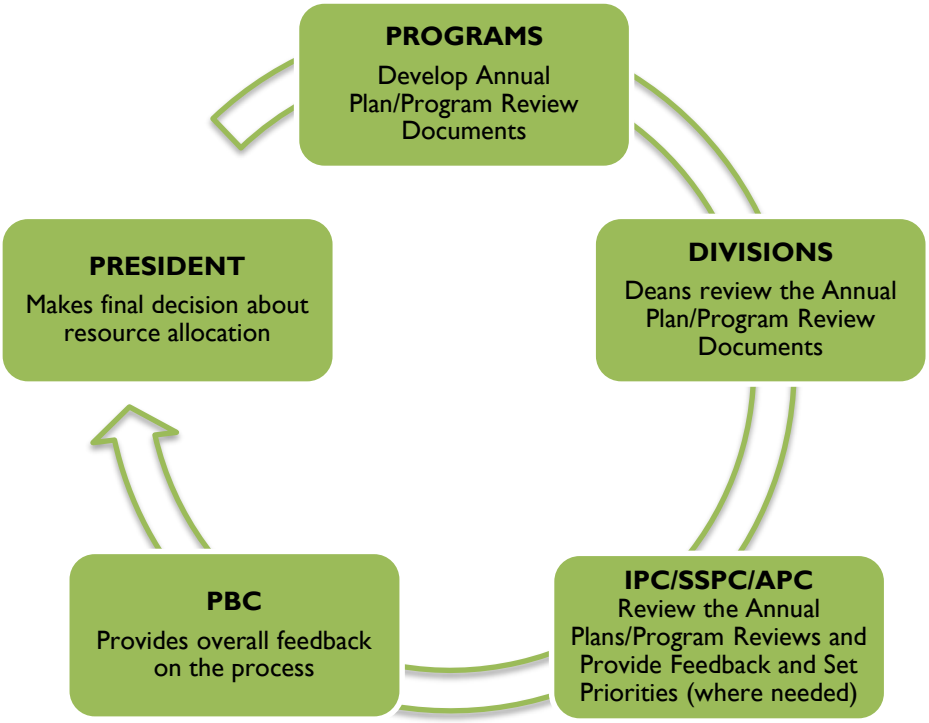
The College meets the standard. The College clearly defines and follows its guidelines and processes for financial planning and budget development, using the planning councils (Planning and Budgeting Council, Administrative Planning Council, Instructional Planning Council and Student Services Planning Council) where all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. In addition, there are three representatives of the Planning and Budgeting Council who also serve on the District Committee on Budget and Finance. This liaison-like configuration allows for communication of District concerns to the College community as well as communication of College concerns to the District community and helps ensure that all major constituencies are represented throughout the budget development and planning process.

These policies and structures ensure adequate communication between the District, the College, and their various constituencies. The 2013 Employee Voice found that 84% of the campus employees agreed that they are encouraged to participate in the decision-making decision; 84% were satisfied with the amount of opportunity available to them to participate in college-wide planning.

Actionable Improvement Plans

None

Illustration III.D.1.d: Development of Institutional Plans and Budgets



III.D.2 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Financial Management System

Cañada College uses the Banner® financial accounting system to record financial transactions. The system updates transactions continuously and thus provides accurate, up-to-date accounting information. This system handles journal entries, accounts payable, accounts receivable, human resources, revenues, payroll, student information, financial aid, and purchase requisitions as well as budget information.

Control Mechanisms

With respect to control mechanisms, Banner® is able to limit the data only to particular users who have access. Users are limited in access in several ways. First, they must obtain approval from their supervisors. Then, the College Business Officer and District Budget Officer review and approve the request. There are subsequent levels of approval; some users are limited to inquiry only, meaning they can review the data but are unable to change it. The College Business Office must approve all journal entries, while the District Finance Office must approve all transfers between funds. For additional assurance, an external auditor annually reviews internal controls for the financial management system.

Dependable and Timely Information

Various reports and queries can be run on the Banner® system. There are adequate controls in using the system to include passwords and control of authorized users. Budget managers and their assistants can retrieve their own reports through the WebSmart portal or Banner®. These reports are run in real time and provide for proper budget management and control. The District has established an internal audit group, College Internal Audit Group, which assures appropriate control mechanisms.

Self Evaluation

The College meets the standard. The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. All budget managers and appropriate staff have access to the financial management system and are able to run their own reports as needed. Information is placed into the system and is updated regularly so it is always timely and accurate. As needed, the Banner® system is updated with new versions.

Actionable Improvement Plans

None

III.D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

Financial Documents

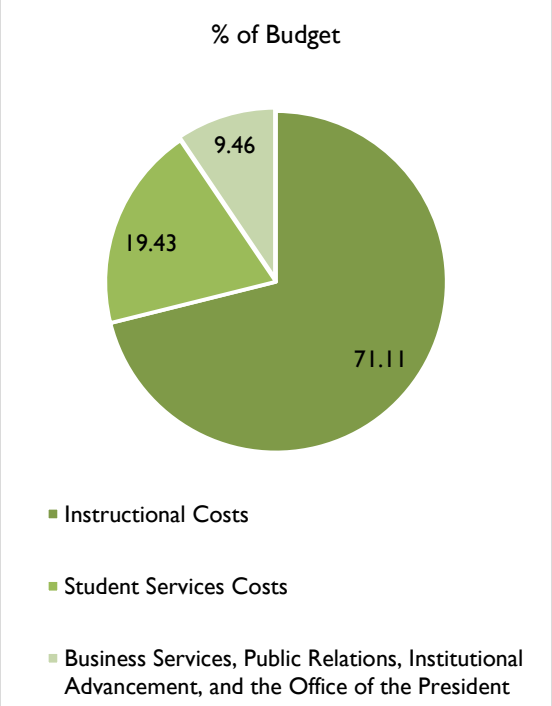
The District prepares tentative, final and mid-year reports annually on the budget. The budget is widely distributed to the colleges and posted on the website. Up-to-date financial information is available and accessible to managers on the Banner® system. Managers are able to retrieve budget data and reports in detail or in summary from Banner or WebSmart. The purchasing and procurement systems in place have spending controls that preclude charges to accounts that have insufficient funds. Procurement cards with established dollar limits are issued to appropriate staff and approved by department managers and the College Business Officer.

The District prepares financial reports which include the budget status at mid-year and year end. These reports are presented to the Board of Trustees and are published online. The mid-year report is distributed to the members of Cañada College Planning and Budgeting Council and the District Committee on Budget and Finance.

Budget and Allocation of Resources

Canada College's budget reflects appropriate allocation of financial resources to support student learning programs and services. For the 2012-2013 academic year, 71.11% of the unrestricted budget directly supports student learning through instructional cost. Student services costs make up 19.43% of the budget. The remaining 9.46% of the budget provides direct and indirect support of student learning programs and services via business services, public relations, institutional advancement, and the President's Office. The vast majority of the budget is allocated to personnel, both faculty and staff whose primary function is to provide learning programs and services to students. The remaining budget provides supplies and equipment to support the programs and service (SMCCCD Mid-Year Budget Report 2012-2013 (p. 116)). This is detailed in Figure 18.

Figure 18: Cañada College Budget for 2012-2013



As plans change throughout the year, budget transfers within specified limits are allowed, and are summarized and presented to the Board of Trustees for approval. Budget variances are small and are explained, and are often anticipated as certain budget assumptions, such as state mid-year cuts, fail to occur, allowing an amount to fall to the bottom line and be available for budgeting in the following year.

Credibility and Accuracy in Internal and External Audits

The District has an internal audit committee, College Internal Audit Group, that reviews and audits procedures such as cash handling, use of purchasing cards, conference and travel and asset tracking. This group is broad-based, with 28 staff members from the three colleges and the District who work to improve the level of expertise on audits to a higher level throughout the District. The College Internal Audit Group prepares periodic reports depending on the project assigned.

As required by the California Education Code, an independent CPA firm performs an annual audit on all financial records of the District, including all district funds, student financial aid, bookstore, associated students trust funds, and reports required by the state. The annual audit is presented to the Board of Trustees and special audits are presented to the Bond Oversight Committee. In addition, special audits are also performed by funders, state Board of Equalization, IRS, CalPERS and CalSTRS.

Self Evaluation

The College and the District meet the standard. Financial documents are easily accessible and reflect the annual allocation of funds to the various departments and programs. Real time financial reports include budget-to-actual comparisons of discretionary funds, and are available for careful monitoring. The District prepares financial reports that are presented to the Board of Trustees and are available to the public online. As required by the California Education Code, an annual audit of all financial records is performed by an independent CPA firm. Many other audits are performed to ensure credibility and accuracy of financial documents.

Actionable Improvement Plans

None

III.D.2.b Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

External Audit Findings

Responses to audit findings are provided in a timely manner and are communicated appropriately. Although the District has received no financial audit findings since well before the last accreditation cycle, there have been findings on programmatic activities. The audit findings are supported by recommendations from the external auditors and require a response by the affected department in the form of an action plan. The independent auditor presents the annual audit report as well as the management responses to the Board of Trustees. The audited financial reports on the District website are available to all. If there are audit findings that need to be addressed, these have been completed in a timely manner, often prior to the final audit being published.

Institutional Responses

If there is a finding, the District Finance Office goes to the responsible department. This is completed in a timely manner, generally prior to October so that the auditors can finish their review by December. The responses are reviewed by the District Finance Office staff, incorporated into the audit, and the response is presented to the Board of Trustees along with the audit report.

Self Evaluation

The College and the District meet the standard. Through the conscientious efforts of the District and College, any programmatic audit findings are addressed quickly and completely. The college staff work diligently to make certain they are following program guidelines and quickly make adjustments to address issues. There have been no financial audit findings or adjustments.

Actionable Improvement Plans

None

III.D.2.c Appropriate financial information is provided throughout the institution in a timely manner.

Descriptive Summary

Financial Information from Banner

The District uses Banner® Finance Module to record and review financial transactions, activities and information online. All managers and division staff are trained to review Banner® for all budget analyses needed to manage and control their division budgets. Each manager has access to all accounts, both restricted and unrestricted, for which they are responsible. Managers have the option to view Banner® screens or run reports using either native Banner® or WebSmart interface. This provides real-time budget information throughout the College. Division and business staff make timely financial information available to faculty and staff on a regular basis and upon request.

Training is provided for all managers and staff on a regular basis and training materials are available on the District downloads webpage. In addition, the College Business Office provides periodic one-on-one training as needed. To facilitate the need for training, the District began developing online on-demand training for Banner® finance to provide additional resources for employees.

Regular Reports

The District Executive Vice Chancellor makes a report to the Planning and Budgeting Council each year regarding the budget and answers questions from the college community regarding budget allocation from the District. The College Business Officer is a member of the Planning and Budgeting Council and regularly updates the council on the state of the budget. Additionally, the College Budget Officer participates in discussions regarding recommendations and funds availability to support planning for hiring personnel, purchasing equipment, facilities changes among others. All meetings are open to the entire college community, and agendas are posted in advance of the meetings and are emailed to all college employees.

The District Committee on Budget and Finance is made up of all major constituencies from all three colleges. Information on budget development, minutes, and other financial information is posted on the committee's website. Available information relates to budget, fiscal conditions, and financial planning, as well as the mid-year and final budget reports. The mid-year and final budget reports provide a wealth of information about fiscal conditions, budget, and financial planning. Detailed information on the district-wide resource allocation model can be found in these budget reports. In addition, the bi-monthly Board packets contain information for public view on the status of the finances of the district.

Information on budget, changing fiscal conditions, and financial planning is provided through the notes and agendas of the Planning and Budgeting Council as these are archived on the Inside Cañada website.

The District posts audit reports on the District Committee on Budget and Finance website. The audit report includes the auditor's opinion on the financial statements, any findings, and management's response to those findings.

Self Evaluation

The College and the District meet the standard. The Banner® financial management system provides robust timely information on the current budget and prior year budgets that may be used to support institutional and financial planning and financial management. Information is available for all college funds. Banner® has good reporting tools providing the opportunity to obtain numerous reports for proper planning and management.

Reports are regularly provided and are accessible to all staff and faculty on the website, at meetings or in campus publication.

Actionable Improvement Plans

None

III.D.2.d All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

Consistent with Funding Source Purpose

Grants: The College seeks grants from private individuals, government agencies, and private foundations to meet College priorities that would not otherwise be funded. Prior to approving submission of a grant or spending funds from auxiliary sources, the process assures it is in line with the mission and goals. Most grant funded programs directly support student success, to include:

- Career and Technical Education;
- CBET;
- Department of Education;
- First Five,
- MESA;
- Middle College High School;
- NASA;
- National Science Foundation; and,
- TRIO Upward Bound and Student Support Services.

All of these grant-funded programs have specific purposes and required reporting.

Foundation and Fundraising: The San Mateo County Community College Foundation seeks funding to provide scholarships and to enhance resources available to Cañada College. The Foundation works with the College President in an effort to seek funding that will support the College mission. All donation bequests are administered by the Foundation. The Foundation operates as a separate entity and is responsible for its annual independent audit.

Measure G: In 2009, the voters of San Mateo County passed a parcel tax (Measure G) which annually provides over $7 million in additional funding for the three colleges. The primary focus of Measure G is the addition of course sections and student support services. Regular reports are made to the Measure G Oversight Committee to make certain the funds are being spent appropriately (i.e. according to the parcel tax measure).

General Bonds: The District was successful passing two general obligation construction bonds and has upgraded the facilities at all three colleges. These activities were reviewed regularly by Bond Oversight Committees.

Auxiliary Funds: The District operates the auxiliary services—bookstore, food services, athletic club—through the Vice Chancellor of Auxiliary Services. The office works closely with college staff and is reviewed regularly by both the College Auxiliary Services Advisory Committee and the District Auxiliary Services Advisory Committee. All of these funds are part of the budget reports submitted and approved by the Board of Trustees.

Using Funds with Integrity

The annual audit covers all funds including grants, contracts, auxiliaries, and Associated Students funds. Auxiliaries, except Associated Students, are managed by the District and they operate under the same financial requirements, procedures, and policies that apply to the College. Associated Students are the responsibility of the College and must comply with the College's established policies and procedures. There are over 25 clubs which are monitored by the College Business Office. The business office works closely with the Student Activities Coordinator to assure the funds are spent appropriately, and in compliance with the Associated Students of Cañada College accounting manual.

The District Business and Finance Officers Group meets monthly to review business processes across the district. In addition, the College Internal Audit Group reviews internal control procedures, especially cash handling, and prepares procedures that are implemented district-wide.

The District Business Services has performed program reviews of its functions and responds promptly to all audit findings. There have been no internal control or financial audit findings in the last six years. Compliance findings have been addressed annually.

In addition to the annual audit, the College has been audited by NSF and WIA in the past three years. The few findings were promptly addressed and all issues have been resolved. In addition to the college oversight of the financial aid functions, the District has an oversight function for financial

aid, reviewing and approving the FISAP and addressing all audit issues.

A number of grant-funded activities are coordinated and monitored by program managers, directors, and deans with the assistance of the College Business Officer. Accounting for such funds is handled at the district level and is subject to external audit and compliance standards by the governing agencies. Accounting for these funds are tracked, monitored, and managed through the district Banner system. The District has implemented a new Banner® process to specifically manage grant funds and store grant-related financial documents electronically.

Beginning 2012, a new process for identifying grant submissions was developed. A form is completed to make certain the funding aligns with the College's Mission and strategic directions (goals) and is reviewed by the President's Cabinet.

The District Auxiliary Services Advisory Committee meets at least two to three times per year to allow for student and staff input into the operation of the bookstores, food services, and vending. District Auxiliary Services Advisory Committee's agendas and minutes are available online. The bookstore in particular is incorporated into the operations and processes of the College. The bookstore handles the EOPS book grants as well as other grants and interfaces with the financial aid system. The bookstore also handles grants that facilitate textbook rentals.

Over the last ten years, two bond measures were passed which mandated a citizens' advisory committee. The Measure C Bond Oversight Committee, an 11 member group meets quarterly and has authority over all bond financed projects in the District.

In addition, though not required by law, the District has established an oversight committee for the parcel tax, Measure G. Both the District and the College oversight committees prepare annual reports. The external auditors perform both financial and compliance audits on the bonds and present those audits both to the oversight committee and to the board of trustees. The audits are available on the Bond Oversight Committee website.

Management of the bond-financed projects is overseen by the Vice Chancellor of Facilities, Planning and Operations. Management of these projects have been effective and appropriately cost-conscious.

Self Evaluation

The College meets the standard. Annual audits of all funds including grants, contracts, and auxiliaries ensure that the College uses these resources with integrity and in a manner consistent with the College mission. The College applies for and uses external funding consistent with the intended purpose of the funding source.

Actionable Improvement Plans

None

III.D.2.e The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

The College Internal Audit Group performs reviews of internal controls on a regular basis and reports the results of their audits to the group. These reports address such areas as inventory control, travel and conferences, use of Procards, and cash handling. The College Internal Audit Group assists the colleges in preparing standardized written procedures.

In addition, the District has an external audit annually that includes a review of internal controls. The results of that review are included in the management letter from the auditors and that letter and the management responses are presented by the external auditors to the board of trustees along with the audit. The College Internal Audit Group has been created to handle audit issues.

As needed, additional help from outside audit firms is requested and used. The IT purchasing procedures were reviewed by an external audit firm in 2012. Working with the college business officers, the College Internal Audit Group developed and implemented new procedures.

Self Evaluation

The College and the District meet the standard. The College and District assess their internal controls on an ongoing basis and use the results of those assessments to revise procedures as needed.

Actionable Improvement Plans

None

III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary

Sound Financial Practices

The Board of Trustees has developed 37 policies in Chapter VIII Business Practices which outline sound financial practices to be followed by the District and the colleges. These policies are reviewed and revised on a regular basis.

Instruction, Student Services and Administration at Cañada College perform program reviews annually, as well as a Comprehensive Program Review every six years. Each department or unit assesses the previous year's accomplishments and develops a plan for improvement, which includes the need, if any, for additional resources. Program reviews are one of the components used as a guide in preparing action steps in each year's college strategic plan.

In 2011-2012, the District supported two extensive Business Process Analyses for the Financial Aid and Admissions and Records Offices. These reviews yielded a comprehensive report with action steps recommended to improve the efficiency and effectiveness of these departments. Two district committees were formed to implement the recommendations made. This included such things as going paperless and auto-packaging students for financial aid. Support was provided to make certain these activities occurred and the progress was tracked regularly.

The District has recently completed a program review of its accounting, payroll, and general services and facilities departments, and is using the information to develop action plans including needed training and improvements in customer service.

Financial Stability

To encourage effective long-range planning, the District prepares three-year financial projections and works with the colleges on their allocations. The three colleges can then prepare various scenarios for projecting the results of hiring and other long-term commitments. The District uses its reserves to avoid large cuts in one year and restoration of those cuts several years later. This has enabled the colleges to use their participatory governance procedures and thoughtful analysis to prepare for cuts if needed. With the advent of basic aid status, the District's revenues are more predictable and stable.

Self Evaluation

The College and the District meet the standard. Fiscal Services performs an annual review of budget to actual expenditures to determine if departments were within their budget allocations in order to identify areas of concern. Fiscal Services reviews all purchases to ensure funds were spent in accordance with college policies and procedures. The college and district use multi-year planning to ensure smooth transitions from year to year. Basic aid status means significant improvement in the stability of the District.

Actionable Improvement Plans

None

III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Cash Flow and Reserves

The District has sufficient funds to meet its needs, even in the case of an emergency. Table 46 on page 274 shows the District's ending balances as a percentage of the revenues for the unrestricted general fund, with data from the Annual Budget Reports.

Table 46: District Ending Balances and Revenue Percentages

Unrestricted General Fund:	Total Revenues	Ending Balance	%
2009/2010	$114,342,116	$15,977,878	14%
2010/2011	$118,492,243	$20,625,630	17%
2011/2012	$110,904,919	$19,601,578	18%

(Reference: District Trend Analysis, County Website)

In addition to the unrestricted reserves, the District has reserves to fund its self-insurance retention and workers' compensation. These balances are available in an emergency.

The District prepares and presents to the Board of Trustees a cash flow statement prior to assessing the need for issuing tax revenue anticipation notes (TRANs). Each year, the District issues TRANs to provide the necessary cash flow to fund district operations prior to the receipt of property tax revenues.

Risk Management

The District monitors its risks strategies regularly in order to assure that the district has appropriate coverage. The District maintains various types of insurance such as employee, property, casualty, and liability insurance in accordance with its responsibility to protect college assets from losses that would place the College in economic jeopardy. Currently, there are various levels of self-insured retention, primary, and re-insured coverage based upon regularly conducted actuaries. The District has property and liability coverage up to $15 million. This program incorporates a self-insurance component of $150,000, primary insured coverage up to $5 million, and re-insurance in excess of $5 million to $15 million. In addition, the District has a state approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits. The District maintains a reserve for worker's compensation claims that are incurred but not reported and has an actuarial study prepared every two years to substantiate both the reserve and the rates that we are charging ourselves.

The District recently refinanced its capital outlay bonds, resulting in a savings of over $16 million to taxpayers. The District's bond ratings from Standard and Poors and Moody's Investors are Aaa and Aa+, respectively. The District is now the highest rated community college district in the state.

The College has a Safety Committee which reviews risks on campus. The College conducts trainings on an on-going basis for faculty, staff and students to reduce risk (i.e. earthquake and lock-down drills). Public safety is coordinated with the San Mateo County Sheriff's Department, Woodside Fire Department and Redwood City Police.

Plans to Meet Financial Emergencies

As required by the State Chancellor's office, the District's budget provides for a reserve of at least 5% to address financial emergencies. While the recent economic conditions have put a strain on the budget and cash flows, the College and District have been fiscally conservative in their forecasts to ensure appropriate cash flow. The advent of basic aid status means that while cash flows are changing from state- to locally-determined, they will actually become more predictable and funds will not be deferred by the state into the next fiscal year. This new status has improved the District's overall cash flow.

Self Evaluation

The College and the District meet the standard. Cash flows are updated monthly to ensure that cash is available to cover current needs. To date, cash reserves have been adequately managed, and no problems exist with cash flow. A separate cash flow is developed for capital project expenditures prior to the issuance of any bonds. The District has maintained adequate cash for emergencies and has adequate coverage for insurance.

Multiple layers of insurance are employed to ensure proper risk management and asset protection. In addition, the district consults actuarial reviews to assess the cost effectiveness of policies and to make updates to coverage.

The District's cash reserves are healthy and allow it to respond to financial emergencies should they arise.

Actionable Improvement Plans

None

III.D.3.b The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Effective Oversight of Finances

The College Business Office reviews and approves all grants and externally funded programs before review and approval by the district business office. The College Internal Audit Group performs reviews of internal control on a regular basis. Yearly reports are submitted to the State Chancellor's Office documenting all spending on grants, financial aid and externally funded programs. In addition, all relevant areas are part of the annual independent audit of the budget. Institutional investments are made in the County of San Mateo investment pool, which is then audited annually by the County's independent auditor.

Financial Aid: The Financial Aid department works in conjunction with the District Grants Manager to ensure that appropriate procedures are in place and are adhered to. The program has recently undergone a business process analysis that has resulted in a thorough review of internal controls while also obtaining significant streamlining of processes.

Grants and External Funding: To assure grant funds are being managed properly, a Grants Overview website has been created which outlines appropriate procedures, guidelines and forms for those seeking grants and external funding. New grant managers are provided with this information. In addition, all funds are subject to financial aid requests and procedures of the District. Furthermore, some grants and agencies perform individual audits of the management of funds.

Auxiliary Organizations: Associated Students of Cañada College is overseen by the College. Other than the Associated Students of Cañada College, all auxiliary organizations are managed by the District. Both the Associated Students of Cañada College and auxiliary organizations are subject to the same financial requirements, procedures and policies.

Bonds: For the two facilities bonds as well as the Measure G parcel tax, there are Oversight Committees. These groups meet regularly to review what is being done with each of these sources of funding. The minutes are posted on the website.

Foundation: The San Mateo County Community College Foundation is a separate 501(c)(3) organization and as such has its own audit each year by an independent auditor.

Institutional Investments and Assets: The District maintains a list of fixed assets that is updated annually, as well as being tracked in Banner®. Institutional investments are managed by the Chief Financial Officer and reviewed on a regular basis by the Board. The Board reviewed and revised its investment policy in March 2012.

Self Evaluation

The College meets the standard. There is sufficient oversight at the college and district level to ensure proper management of all finances, including financial aid, grants and externally funded programs and auxiliary services. Additionally, reports are submitted annually to the State Chancellor's Office to document how the programs are managed. The College regularly assesses its processes and uses the results of that assessment to revise and improve its processes.

Institutional investments are independently audited annually and managed at the district level. The District produces regular reports and is audited by numerous additional agencies, to include the IRS for the bond (this group had suggested the District be used as an example), the Department of Labor, the State Chancellor's Office and National Science Foundation.

Actionable Improvement Plans

None

III.D.3.c The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary

Post-Employment Benefits

The District established a reserve for post-employment medical benefits in 1992 and transfers funds in annually to address this liability. At the same time, lifetime medical benefits were eliminated for new employees and their spouses, in agreement with the San Mateo Community College Federation of Teachers Local 1493, California State Employees Association Local 33, and the American Federation of State, County, and Municipal Employees. In 2009, the District created an irrevocable trust fund and has been funding it in excess of the annual required contribution (ARC). Between the irrevocable and revocable trusts the District has set aside over $40 million of the $126 million liability. In addition, the District has established a percentage as part of its benefits rate that covers future costs. The District uses the biannual actuarial study to set rates.

Compensated Absences

To address compensated absences, the district has a policy to limit the amount of vacation and compensation time carryover so that employees do not have extraordinary time off. In general, vacation and sick leave time is taken without the hiring of a substitute as the time off is of short duration. Funds are budgeted in the substitute account or through long-term disability.

Other Obligations

A reserve is maintained to handle emergency situations. This could include extended sick leave time, where a substitute would become necessary, or emergency equipment replacements (e.g. they become damaged). The District does maintain insurance for other emergencies.

Self Evaluation

The College and the District meet the standard. There are reserves to handle the payment of liabilities and future obligations.

Actionable Improvement Plans

None

III.D.3.d The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

Plan for Post-Employment Benefits

The District has an actuarial study prepared every two years as required by GASB 45. The report prepared in spring 2013, was prepared by Total Compensation Services; it can be viewed on the Finance Website. The study recommendations are reviewed and implemented at the district.

Self Evaluation

The College meets the standard. The actuarial study is prepared every two years and reviewed and implemented by the district.

Actionable Improvement Plans

None

III.D.3.e On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

Other than the general obligation bonds which are paid by property taxes assessed by the county, the District has no debt. All certificates of participation have been defeased.

Self Evaluation

The College and the District meet the standard.

Actionable Improvement Plans

None

III.D.3.f Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

The District and College have a number of processes and procedures to ensure that all funds are monitored and managed according the federal requirements. The types of processes vary among the various funds received and disbursed by the college and all are in compliance.

Monitoring Student Loan Default Rates

The Financial Aid Office at the College is responsible for monitoring the student loan default rate. The staff use the federal National Student Loan Data System and United States Department of Education websites to review student borrowers, identify students entering or in repayment and those in delinquent status and contact them to provide information on resources to assist them in maintaining federal Title 4 eligibility while successfully managing their loan repayment obligation.

Historically, the College has had very few borrowers enter repayment each year, although this number is increasing. Cañada College's official 2-year Cohort Default Rate for 2010, published in September 2012, is 7.6% as a result of 39 borrowers entering repayment and three defaulting within the two-year monitoring period.

Cañada's official three-year Cohort Default Rate for 2009, published in September 2012, is 50% as a result of two borrowers entering repayment and one defaulting within the three-year monitoring period.

In order to assist in keeping the default rate low, students are required to complete entrance counseling each year and exit counseling at the end of their program to reinforce the different deferment, forbearance and repayment options. The Financial Aid Office staff counsel students individually when approaching the median aggregate loan limit for undergraduate borrowing to assess their future financial need, review their college budgeting and provide advice regarding the loan amount (i.e. limit excess borrowing) so the likelihood of default is decreased.

The Cañada Financial Aid Office worked with the two other colleges in the District to create the San Mateo County Community College District Default Prevention and Management Plan for Federal Direct Loans, which is included in the Financial Aid Policies and Procedures Manual.

Monitoring Revenue Streams and Assets

In order to monitor the revenue streams and assets, the District and College staffs work closely together. The requirements for the particular funding source, including Pell grants, HSI/TRIO grants or student loans, are reviewed by the District and College Business Office staff members to determine the process required to be completed. For some programs, there can be advances, although only a defined number of days in advance. Others are cost-reimbursed, actual expenditures; the Pell Grant funding is authorized by the Department of Education after receipts and acceptance of origination and disbursement records by the College.

Once the federal process is clearly understood, then the internal process is established. The next step involves the actual drawdown of funds which is completed by staff at the District Finance Office. After the drawdown is complete, the supervisor reviews the reports to make certain the amounts are accurate. Any problems with the drawdown are addressed. The funds are reconciled as required by each state or federal funding source.

Self Evaluation

The College and the District meet the standard. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets.

Actionable Improvement Plans

None

III.D.3.g Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Consistent with Mission and Goals

Contractual agreements are consistent with the mission and goals of the College and are reviewed by both the College Business Office and the District. All grants and contracts are processed through policies and procedures designed for internal control, financial integrity, and responsible monitoring. Individual service contracts are standardized in order to ensure proper internal controls and consistency. The Business Services Office ensures that agreements comply with regulations and restrictions. Contracts are initiated by the Division Deans and follow the process of approval outlined in the procedures. Contracts with the federal government are monitored to make sure that we are meeting federal guidelines.

Governed by Institutional Policies

Contracts are let for services consistent with the college's mission and goals. They are required for annual service, maintenance agreements, professional services, copyright or licensing agreements, and facility or vehicle rental. These contracts need to be submitted to the Office of the Executive Vice Chancellor for review and approval prior to the services being rendered. Board approval is required for contracted service in excess of $83,400. Public contract code agreements, which require Board approval if they exceed $175,000, are an exception. The process for bidding is posted on the District's general services website. The standard agreement allows the District to change or terminate agreements that do not meet its standards of quality.

District purchases or leases of materials, supplies, or services exceeding $83,400 legally must be advertised and formally bid upon. The Board of Trustees must award the contract to lowest bidder. The two exceptions to the $83,400 limit are public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than $175,000. This process must be completed before purchase orders can be issued. Certain professional services (e.g. lawyers, architects, engineers) are exempt from bid requirements. However, Board approval is needed for a new vendor or new services valued above the legal bid minimum or for continuing services in excess of $500,000.

Three written cost quotations must be obtained for comparison for competitive pricing on the purchase of any services or equipment in excess of $5,000. Purchases exceeding $2,000 require one written quote. For purchases in excess of $20,001, but less than the legal bid requirement of $83,400, a Request for Quotations, must be prepared.

Contracts are required for service work performed by an independent contractor. An independent contractor is defined as an individual who performs a service for the District, rather than a company or individual who provides a tangible product. Independent contractors are in business for themselves and are responsible for their own tax reporting to the IRS. The independent contractor uses a social security number rather than a federal tax identification number for tax identification purposes. SB1419 sets specific guidelines for appropriate use of Independent Contractors.

Additional contracts include but are not limited to:

- Bookstore agreements held by the San Mateo County Community College District office;
- Clinical agreements for placement of students in clinical settings;
- Facilities usage agreements;
- Grant and sub-recipient contractual agreements; and,
- Vendor agreements held by the San Mateo County Community College District Office that produce revenue for the College and Associated Students.

Maintaining Integrity

Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and Executive-Vice Chancellor and their designees are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. In all contracts, the District includes language for the appropriate legal response to failure of contractors to render service. Such clauses protect the integrity of the District and Colleges.

The District Grant Monitor reviews contracts paid by federal funds.

Self Evaluation

The College meets the standard. Since all contract forms are available on the District downloads webpage and the College Business Office reviews all contracts once finalized, sufficient controls are in place to ensure that contracts and grants serve the College mission and goals and are written in such a way as to protect the College and maintain integrity. Purchasing procedures and contract requirements are reviewed and updated annually and are posted on the District Downloads.

Actionable Improvement Plans

None

III.D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

Evaluating Financial Management

The District as an internal monitoring group: the College Internal Audit Group, which evaluates financial management processes. The District Committee on Budget and Finance reviews the budgeting process and financial information at the District and College levels. Changes in policies and management procedures and problems are discussed at these meetings. Representatives from the Planning and Budget Council sit on the District Committee on Budget and Finance. This facilitates the sharing of information between the District and the College. The District Committee on Budget and Finance is a subcommittee of the District Shared Governance Council.

In addition, the District Office conducts program reviews. The Facilities, Accounting, General Services and ITS surveys were conducted in spring 2012 to obtain feedback on their services and make any identified changes. The results of these surveys are posted on the District Finance webpage.

The Business and Finance Officers Group is composed of the business officers from the three Colleges and business staff from the colleges and the District, meets monthly to discuss, evaluate, and make recommendations on financial processes such as internal controls and software enhancements. Business and Finance Officers Group minutes of the meeting are available on the District SharePoint.

The District engaged a firm to perform a review of internal controls in Information Technology purchases, and used the results of that review to change and improve purchasing card procedures.

Managers and division assistants can run a report and do a query anytime in Banner to track their budget and expenditures. Divisions can also request in-person meetings with College Business Office staff for more in-depth knowledge or guidance with regard to financial analysis of their budgets or completion of any required year-end reports.

Improving Processes for Financial Management

The Planning and Budgeting Council regularly meets twice per month. At many of their meetings, the budget is discussed and the group provides feedback to the College Business Office on information and analysis that they would like to review and discuss.

The current resource allocation model is used in developing yearly discretionary budgets. It was first introduced in 2006-2007 budget year. Managers are asked to analyze their budget history over the last three years, consider changes in unit needs and circumstances, and develop a request for budget that adequately support the operation of the unit. Each year, budgets are reviewed in comparison to actual when developing the next year's budget. In addition, FTES goals are set for each college in conjunction with the assumptions for state funding.

Self Evaluation

The College and the District meet the standard. In conjunction with the District, the College conducts regular evaluation of financial management practices and uses the results of these evaluations to improve internal controls.

Actionable Improvement Plans

None

III.D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Resource and Institutional Planning

The College President works with the Budget Officer to provide information to the Planning and Budgeting Council. They review the relevant budget reports and discuss areas having significant fiscal implications. Because over 90% of the budget goes to salaries and benefits, the College has a well-developed system for position planning and prioritization. This process is well established and 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—and these are summarized as part of the budgeting process. To ensure that financial decisions are made from the results of the Annual Plan/Program Review process, major equipment purchases and new hire positions must be included in the Annual Plan/Program Review documents in order to be considered.

Assessment of Use of Financial Resources

Annually, the College Budget Officer provides budget reports to the college managers with trend information on their budgets and expenditures for the previous two years for their review. The position control information which includes the data on where staff salaries are paid from is also distributed annually. These two reports along with the Annual Plan/Program Review documents from each of the areas are reviewed to determine the use of the resources and whether resources were sufficient, or if more resources are needed. This includes staffing, equipment and facilities.

Use of Evaluation for Improvement

The programs annually use the assessment data to develop program objectives for improvement. These are included in the Annual Plan/Program Review documents submitted in March. These objectives are designed to improve their current programs. The staffing and equipment requests are identified in the Annual Plan/Program Review process.

In addition, Measure G funds are linked to the objectives of the Educational Master Plan. The funds are used to open new sections of courses in high demand, fund positions that are critical to the objectives and the college mission and vision, and help student support programs to better serve our community. A 2012-2013 Mid-Year Report was given to the Planning and Budgeting Council on March 6, 2013.

Self Evaluation

The College meets the standard. Financial planning is integrated with institutional planning through the annual plan and program review and the assessment results in these documents are used for improvement.

Actionable Improvement Plans

None

Standard III: Resources
List of Evidence

List of Evidence for Standard III

Evidence for Standard III.A:

Academic Senate Code of Professional Ethics
Academic Senate Governing Council Resolutions of April 25, 2012
American Federation of State, County, and Municipal Employees
California Community College's Chancellor's Office
California School Employees Association
California State Employees Association Local 33
California State Employees Association Local 33 contract
CIETL Book Groups
CIETL Center for Innovation and Excellence in Teaching and Learning
CIETL Conversations with Colleagues
CIETL Events
CIETL Focused Inquiry Networks
CIETL Learning Communities
CIETL Sustainability
CIETL Tech Talks
Clarification for Completing Dean's Assessment on Non-Teaching Responsibilities in Faculty Evaluations
District Participatory Governance Council (DPGC)
EdJoin
Educational Master Plan 2012-2017
Employee Voice Survey Report 2013
Faculty Evaluation Pilot Project - Distance Education
Faculty Professional Development Resources Trustees Fund for Program Improvement
Faculty Professional Development web site
Flex Day Planning Process
InsideHigherEd.com
iTunes U podcasts
JobElephant.com
Minimum Qualifications for Faculty and Administrators in California Community Colleges and Title 5 Regulation
New Employee Orientation website
Office of Planning, Research & Student Success Annual Plan/Program Review
Participatory Governance Manual
Policy for Establishing Faculty Minimum Qualifications
Professional Development Short Term Project Report form
Registry for California Community Colleges
SMCCCD Administrative Procedure 3.15.2 Minimum Qualifications and Equivalencies to Minimum Qualifications
SMCCCD Administrative and Classified Staff Selection Procedures
SMCCCD Administrative Procedure 2.20.1: Equal Employment Opportunity
SMCCCD Administrative Procedure 3.20.1 Evaluation of Faculty and Faculty Tenure
SMCCCD Board Policies and Procedures 1.00-5.02
SMCCCD Board Policies and Procedures 7.00-7.73
SMCCCD Board Policies and Procedures website

Standard III: Resources
List of Evidence

SMCCCD Board Policy 2.09.1 Categories of Employment: Evaluation
SMCCCD Board Policy 2.10.1 Selection Procedures
SMCCCD Board Policy 2.11 Philosophy of Personnel Management and Human Resource Development
SMCCCD Board Policy 2.12 Employee Rights and Protection, Domestic Partner Rights, and Whistleblower Protection
SMCCCD Board Policy 2.15 Collective Bargaining
SMCCCD Board Policy 2.20 Equal Employment Opportunity
SMCCCD Board Policy 2.21 Policy on Professional Ethics
SMCCCD Board Policy 2.25 Prohibition of Harassment
SMCCCD Board Policy 2.30 Political Activity
SMCCCD Board Policy 3.20 Evaluation of Faculty
SMCCCD Board Policy 3.25 Wages, Hours and Other Terms and Conditions of Employment
SMCCCD Board Policy 5.06 Non-Represented Employees: Conflict Resolution
SMCCCD Board Policy 5.10 Managers: Employment and Reassignment
SMCCCD Board Policy 5.16 Managers: Evaluation
SMCCCD Board Policy 5.26 Academic Supervisors: Evaluation
SMCCCD Board Policy 5.56 Classified Professional/Supervisory Employees: Evaluation
SMCCCD Board Policy 5.66 Confidential Employees: Evaluation
SMCCCD Board Policy 6.35 Study of Controversial Issues
SMCCCD Board Policy 7.73 Student Grievances and Appeals
SMCCCD Employment website
SMCCCD Faculty Selection Procedures
SMCCCD Human Resources Department Employee Information website
SMCCCD Human Resources downloads
SMCCCD Human Resources Employee Selection Procedures website
SMCCCD Human Resources Performance Evaluations forms
SMCCCD Human Resources website
SMCCCD Policy Establishing Faculty Minimum Qualifications
SMCCCD Selection Committee & Hiring Manager User's Guide
SMCCCD Selection Procedures for Chancellor
SMCCCD Selection Procedures for College President
SMCCFT - San Mateo Community College Federation of Teachers
SMCCFT 1493 Contract Appendix G: Evaluation Procedures
SMCCFT 1493 Contract Article 15: Performance Evaluation
SMCCFT 1493 Contract with SMCCCD
SMCCFT 1493 Professional Development Program
Strategic Plan
Student Code of Ethics
Student Learning Outcomes and Assessment Cycle

Standard III: Resources
List of Evidence

Evidence for Standard III.B:

Annual Plan/Program Review
Cañada Sustainability Plan
Educational Master Plan 2012-2017
Educational Master Planning web site
Management Partners Incorporated
SMCCCD Custodial Program Review
SMCCCD Engineering Program Review
SMCCCD Facilities - Facilities Service Levels
SMCCCD Facilities FAQs
SMCCCD Facilities Master Plan
SMCCCD Facilities Planning Downloads
SMCCCD Facilities Planning Maintenance and Operations
SMCCCD Grounds Program Review
SMCCCD Portal

Evidence for Standard III.C:

Accreditation Self-Study 2007
California Community College Banner Group (3CBG)
CIETL Instructional Design & Technology
CIETL Tech Talks
Computer and Media Support Services
DegreeWorks
DegreeWorks Feedback Form
Distance Education Handbook
Educational Master Plan 2012-2017
Employee Voice Survey Report 2013
ITS Helpcenter
ITS Service Request Form
Jaz's Web Tips
Library website
My.SMCCD Tutorials
MySMCCD
Peninsula Library System
SMCCCD Adobe Workshops
SMCCCD Strategic Plan for Information Technology
SMCCCD Telecommunications Infrastructure Design Standard, ITS
SMCD WebAccess Student Tutorial
Technology Advisory Committee
Technology Plan
Technology Request Form
WebAccess
WebSMART

Standard III: Resources
List of Evidence

Evidence for Standard III.D:

Administrative Planning Council
Annual Budget Report
Annual Plan/Program Review
Bond Oversight Committee
Budget Committee archives
Business and Finance Officers Group Minutes
Cohort Default Rate 2-Year FY 2008-2010
College Planning Council Mission Statement
District Auxiliary Services Advisory Committee
Educational Master Plan 2012-2017
Financial Aid Handbook
Grants Overview Website
Instructional Planning Council
Managing Your Federal Grant
Measure G Report for Mid-Year 2012-2013 and 2011-2012
National Student Loan Data System
Participatory Governance Manual
Planning & Budgeting Council Agendas
Planning & Budgeting Council Minutes 03/06/2013
San Mateo County Community College Foundation
SMCCCD 2012-13 Final Budget Report
SMCCCD Actuarial Study of Retiree Health Liabilities as of February 1, 2011
SMCCCD Actuarial Study of Retiree Health Liabilities as of February 1, 2013
SMCCCD Annual Budget Report
SMCCCD Auxiliary Services Advisory Committee
SMCCCD Board of Trustees Agenda 06/17/2013
SMCCCD Board of Trustees Agenda 06/27/2012
SMCCCD Board of Trustees Minutes 06/17/2013, reference to Tentative Budget for AY 13/14
SMCCCD Board Policies and Procedures 8.00-8.80
SMCCCD College Internal Audit Group (CIAG)
SMCCCD Committee on Budget and Finance
SMCCCD Educational Services and Planning: Supplemental District Evidence
SMCCCD Facilities Master Plan
SMCCCD Mid-Year Budget Report 2012-2013
SMCCCD Purchasing Procedures and Contract Requirements
SMCCCD Retirement Board of Authority
Statewide Average Ending Fund Balance Report
STEM Grants and Funding
Strategic Plan
Student Services Planning Council
Technology Plan
United States Department of Education

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

Descriptive Summary

Cañada College recognizes that hard work and dedication are needed to make an institution effective, but that its full potential can only be achieved with ethical leadership and clear mission, vision and goals. The College has formally recognized leaders who serve in administrative, faculty, and classified positions, as well as student government. The College also maintains that all of its employees and students have the ability, and indeed the responsibility, to take leadership in their own spheres of influence. In fact, the mission of the College is to cultivate in its students the skills that are needed to become effective leaders: "to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community." To this end, these skills and abilities are also embodied in our institutional learning outcomes.

Two of these skills, effective communication and seeing value in differing points of view, are the foundation for treating others with respect and working together to achieve goals. Cañada College expects that all its employees and students act professionally and with integrity. This expectation is made explicit in the Board Policy on Professional Ethics (2.21), the District Academic Senate's Code of Professional Ethics, and the Student Code of Ethics, as discussed in Standard III.A.1.d on page 213. Those who are entrusted with leadership at any level in the college are expected to exemplify these standards of behavior.

One way in which leaders at Cañada College demonstrate their integrity, and thereby lead effectively, is by consistently considering the needs of their constituencies and how they may be affected by decisions. Cañada College's leadership exemplifies this by inviting administrators, faculty, staff and students into decision-making and planning processes consistent with Education Code 70901(b)(1)(E) and district policies: District Participatory Governance Process (2.08); Student Participation in District and College Governance (2.18); and Institutional Planning (2.75).

Cañada College's system for involving all constituencies in the ongoing, collegial dialogue about improvement of student learning and institutional effectiveness is described in the Participatory Governance Manual. Details about the governance structure are described more fully in subsequent standards. Briefly, there are three Planning Councils—the Instruction Planning Council, the Student Services Planning Council, and the Administrative Planning Council— that are responsible for overseeing the assessment and planning of services based upon the Annual Plan/Program Review process, student learning outcomes and their alignment with the College's master plans. These councils have purview over all instructional, student services and administrative programs and services.

The three Planning Councils all report to the Planning and Budgeting Council, which is the core institutional entity that represents all campus constituencies. As appropriate, the Planning Councils consult and collaborate with the Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College. This governance structure ensures that all constituencies throughout the college are represented and able to contribute leadership and innovation to the institution.

Aside from participating together in these formal governance structures, faculty, staff, and administrators communicate openly and freely on a regular basis through ad-hoc and standing committees, department and division meetings, retreats, and All College Meetings. An overview of the participatory governance chart can be seen in Illustration IV.A on page 287.

Skilled leadership and effective participation by all constituents of the campus community is central to any college, especially when the campus community is in the process of reviewing its mission, values, and goals. This process occurred at Cañada College most recently in 2011-2012 as the 2012-2017 Educational Master Plan was being created. This process was also discussed in Standard I.A on page 70. The steering committee that led this process was comprised of the College President, Vice President of Instruction, Vice President of Student Services, Academic Senate President, Classified Senate President, and the Co-Chairs of the Instructional and Student Services Planning Councils. These individuals are faculty, staff, and administrators who are recognized by the college community as being ethical and effective leaders either by virtue of their employed position or by having been elected by their peers. These trusted leaders conducted listening forums in which they engaged the college in focused discussions around data describing the demographic and economic landscape of our service area, metrics of student academic performance and comparisons to other institutions, and emerging trends in higher education across the state and nationally. Using the resulting feedback from faculty, staff and students, the leaders developed initial drafts of a new Educational Master Plan that underwent iterative cycles of review and revision through the college's participatory governance bodies. This process is explained in Table 24 on page 72. The leaders then facilitated work groups to set goals and establish timelines for their implementation.

By following this inclusive and transparent process, the Steering Committee leadership proved itself worthy of the trust placed in it by effectively enabling the college to re-envision its mission, vision, and values and to identify four strategic goals that set the course of the college for the next five years. The mission, vision, and values statement is published in the Educational Master Plan, the College Catalog, the college website, and in Annual Plan/Program Review documents. The 2012-2017 Strategic Plan uses those goals and related objectives to give direction to the participatory governance bodies, which will implement them.

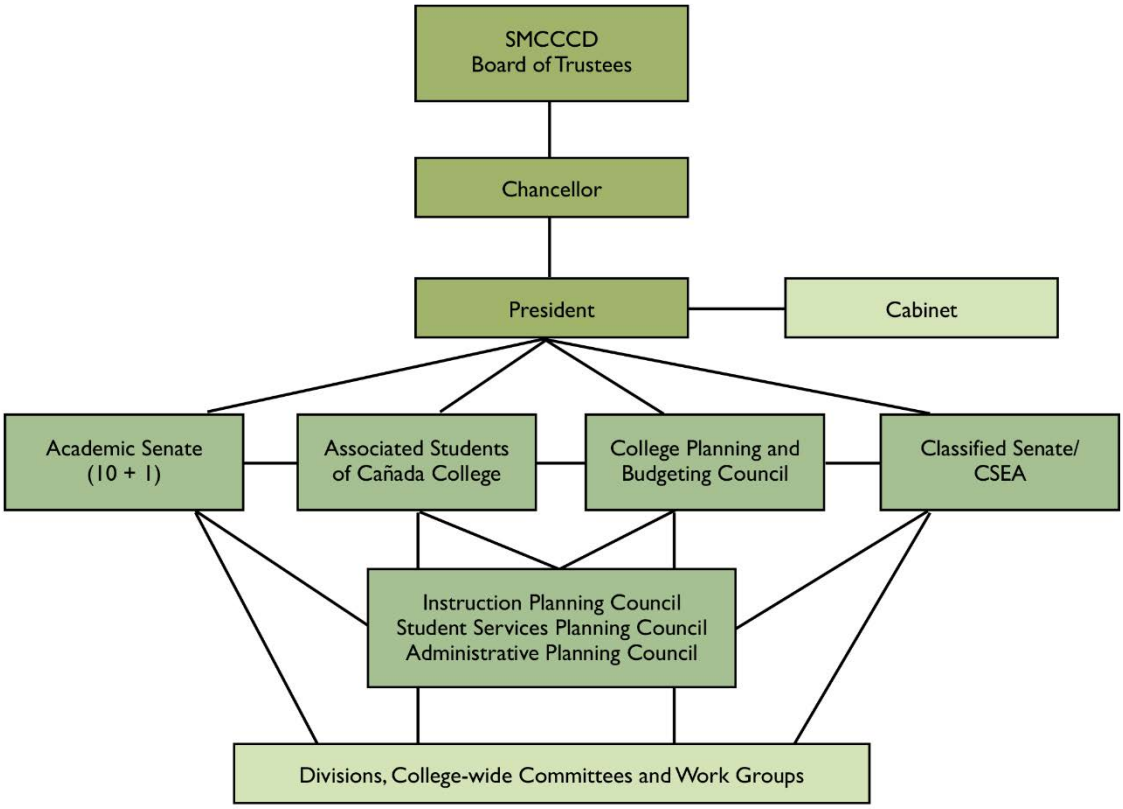
Self Evaluation

The College meets the standard. The leadership at Cañada College exemplifies the standards of professional ethics that are encoded in district, faculty senate and student policies. These leaders ensure that their constituents are aware of how they can participate in governance and decision-making processes and actively solicit their input. When revising the College's mission, values and goals in the Educational Master Plan, the Steering Committee leaders chose not to limit input to only the requisite governance committees and councils. Rather, these leaders also held ten listening forums so as to engage the wider college community and solicit more diverse viewpoints. Over 130 students, faculty and staff participated in these forums. This strategy demonstrates that the College values the perspective of all constituents and drives their sense of ownership of the resulting Master Plan. The final mission statement, values and goals are stronger and have greater resonance with the college community because of how the leadership conducted this process.

Actionable Improvement Plans

None

Illustration IV.A: Organization of Leadership
Cañada College Participatory Governance Chart



IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Administrative and faculty leaders have created an environment promoting collaboration, creativity of thought, and excellence among staff, faculty and students across all institutional domains. The Annual Plan/Program Review process drives regular evaluation of programs, practices and services and requires goal setting and action plans. All employees are encouraged to contribute to the Annual Plan/Program Review for their departments and programs. New ideas are met with an open and optimistic attitude and creative solutions are actively solicited. From those plans, program and institutional improvements can be highlighted and acted upon.

Empowering Individual Improvement

Cañada College encourages individuals to pursue their own professional development by celebrating the achievements of individual faculty, staff and students at All-College meetings and through publication of these achievements in newsletters and on the college website. Furthermore, by negotiated contract, the District regularly allocates a specified percentage of its budget to professional development. The College ensures that these funds are strategically invested by requiring proposals to identify potential benefits to the College and its programs. This is further discussed in Standard III.A.5.a on page 220.

The College provides training for faculty who have ideas for improving their instructional practices but who can benefit from the expertise of an instructional designer. The designer aids faculty in the application of various pedagogical theories, strategies and best practices to design curricular objectives, content and assessments and to offer these curricula in a face-to-face, hybrid, or online environment. Over a seven-month period the instructional designer logged more than 100 one-on-one appointments with individual faculty covering topics from WebAccess/Moodle, podcasting, and screencasting, to learning about portfolios and outcome creation and assessment of curriculum. The designer also offers group workshops on podcasting, creating accessible PDFs and digital content, optimizing images with Photoshop, ePortfolios with Google Sites and Wordpress, student learning outcomes, Moodle Surveys, and Moodle Gradebook. Having on-site instructional design and technology support has had positive effects. There is an increasing number of faculty across the disciplines that are incorporating more media elements and best practices both to enhance existing courses and to develop new ones. Because of local support for their media and technology needs, as well as individualized one-on-one training, there is a modest but increasing number of faculty who have never taught distance courses before and are now embracing the new medium.

The College endeavors to facilitate the development of leadership potential in its faculty and staff. One of the goals from the 2008-2012 Educational Master Plan was to "build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation." In support of this goal, Cañada College annually sends two staff members to the Leadership Redwood City program, the goals of which are:

> to identify and motivate potential leaders, acquaint potential leaders with community needs and challenges, introduce participants to notable leaders within their communities and challenge program participants to become involved in their communities.

Participants in the program report that the experience remains immensely rewarding as a result of the broad networking opportunities it provides. The curriculum each year includes sessions on housing and transportation, education, emergency services, governmental affairs, public works, economic development, and other important topics. As a result of Cañada College's participation in this program each year, many leadership graduates are actively involved in local boards, service organizations, non-profits and civic groups. This strong connection on many fronts makes the College more responsive to community needs and the community more aware and engaged in addressing educational priorities for the College.

Cañada College has numerous faculty, staff, and administrators who continually strive to improve both themselves and the campus community, but perhaps none more so than Professor of Engineering, Dr. Amelito Enriquez. Since his arrival to Cañada in 1995, Dr. Enriquez has increased the number of students in the Engineering program by 700%. He has been diligent in securing grant money for the program and for the Division of Science and Technology; to date he has either authored or co-authored grants that have awarded more than $8 million to the College. He has continued to publish and present at conferences, and has mentored numerous students to do the same. He has founded or co-founded several programs to improve student success in science, technology and math, including Math Jam and Physics Jam, the STEM Center, NASA-SFSU Summer Internships, and many more. For his tireless efforts and his unparalleled contributions to the campus community, Cañada College put Dr. Enriquez's name forward for the Presidential Award for Excellence in STEM Mentoring, which he received from President Barack Obama in 2011. For more on Dr. Enriquez, see Illustration IV.A.1-1 on page 289.

All college participatory governance meetings are open to anyone who would like to attend, and agendas and minutes are both circulated to the entire campus community via email and posted on each groups' website link on Inside Cañada. The campus community cultivates an environment in which everyone is encouraged to put forth new ideas with the goal of continual evaluation and improvement. In the 2013 Employee Voice Survey, 84% of the 131 respondents felt satisfied with their opportunity to participate in planning on campus.

Illustration IV.A.1-1: Encouraging Employees Innovation

Profile of Dr. Amelito Enriquez, Professor of Engineering

Professional Career

- Started at Cañada College in 1995; has increased student enrollment in Engineering by 700%.
- Over 26 publications and conference presentations
- Over $8 Million in grant funds to Cañada College
- Active member of the Americcan Society of Engineering Education, including current chair of Pacific Southwest Section
- Member of the California Engineering Liaison Council (ELC)
- Member of the California Mathematics Council Community Colleges (CMC3)

Programs Started at Cañada:

- Math Jam and Physics Jam
- Summer Engineering Institute
- STEM Institute/Center
- NASA-SFSU Summer Insternships
- NSF Scholarships
- Summer Engineering Teaching Institute

Recognitions:

- Won 5 Best Paper Awards at national conferences since 2009
- Attended diplomatic lunch with Hillary Clinton and Philippine President Noynoy Aquino
- Nominated by Cañada College and received the Presidential Award for Excellence in Science, mathematics and Engineering Mentoring in 2011 from President Barack Obama

Empowering Program Improvement

The Board of Trustees provides a fund for faculty, staff and administrators to develop new courses and programs, to develop new teaching materials and methods of instruction, and to develop projects to improve student retention and success. Individual and/or teams may apply for up to $3500 from the Trustee's Fund for Program Improvement. This is further discussed in Standard III.A.5.a on page 220.

Cognizant of the ever-rising costs of textbooks, the Cañada College bookstore initiated a textbook rental program in 2005. The Cañada Bookstore Manager proposed the idea to the Vice Chancellor of Auxiliary Services, and together they secured funding from the San Mateo County Community College District Foundation for a pilot implementation of 35 titles. Since that time, the rental program has grown considerably to move than 1600 titles and has been implemented across the three colleges in the District. In the 2011-2012 academic year, the District's bookstores rented $1,500,000 worth of textbooks for $371,000 saving students $1,129,000. It is estimated that by the end of Fall 2013 the program will have saved students cumulatively $7 million dollars. The college bookstores are unceasing in their efforts to continue securing funding for this outstanding program.

Faculty led the development of the Honor Transfer Program. The impetus for the project began in response to findings from the 2007 planning process which stated that our transfer students were at a disadvantage due to the absence of an honors program and the concomitant transfer agreements. The Academic Senate Governing Council and Vice President of Instruction initiated a faculty-led process for researching, developing and implementing the program. To date, over 225 students have been served in this program. This is demonstrated in Illustration IV.A.1-2 on page 291.

The Annual Plan/Program Review processes were developed by faculty and staff to provide a regular opportunity to reflect on the effectiveness of their programs, practices and services. Through this process faculty and staff consider various metrics of student success, including student learning outcomes, in order to identify opportunities for improvement. Contributing to the evaluation is considered both a right and a responsibility; broad-based participation of all members of the program is encouraged. The process requires programs to report on their progress toward previous goals and to formulate new goals and action plans.

Illustration IV.A.1-2: Encouraging Program Level Innovation

Development of the Honors Transfer Program at Cañada

Observations

- 2007 Strategic planning process identified a gap in academic programs of the college.
- Transfer students were at a competitive disadvantage due to the absence of an honors program and transfer agreements.
- Transfer students were seeking a support community of scholars with similar goals.

Proposed solution

- Develop an Honors Transfer Program to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree.
- The Honors Transfer program will support the Cañada mission and values by:
  - Creating an environment of scholarship that nurtures highly motivated students.
  - Providing increased transfer opportunities and access to schlarships for participating students.
  - Supporting faculty innovation in educational practices that lead to student success

Development and approval

- 2007:
  - District Chancellor provides $90,000 grant to initiate the program for three years.
- 2008:
  - Faculty program coordinator develops a calendar and timeline; creates advisory committee to develop policies, procedures and assessment plans; promotes program to high school administration, faculty, counselors, parents and students.
  - Program coordinator gains approval from Academic Senate Governing Council, Curriculum Committee, and College Planning Council (now Planning and Budgeting Council).

Results

- HTP is accepted as a member of the UCLA Transfer Alliance Program and the Honors Transfer Council for the California Community Colleges.
- 32 faculty have taught 8 different courses; 5 faculty have supervised contracts.
- 225 students have applied to the program: 115 students have been accepted as full memberes; 110 students have been accepted as provsional members.

Assessment

- Metrics:
  - GPA
  - Unit load
  - Success/retention rates
  - Fall-to-Spring persistence rates
  - Transfer placement rates
  - Disaggregated by ethnicity
- Cumulative results from Spring 2008 to Summer 2011:
  - Each ethnic group and the program participants as a whole performed significantly better in every metric than comparable non-honors program peer groups (except for Native Americans, which had n=1).
  - HTP students completed more than twice as many transferable units (51) compared to the average non-HTP student (24).

Empowering Institutional Improvement

CIETL

Seeing the need for institutionalized support for improvement in teaching and student success, the Vice President of Instruction led the college to establish the Center for Innovation and Excellence in Teaching and Learning (CIETL). In consultation with faculty and the Academic Senate Governing Council, CIETL was created to support the development of collaborative inquiry-based practices and evidence-based planning. Faculty and staff are strongly encouraged to participate in CIETL-sponsored events, to initiate workshops and Conversations with Colleagues, to join a Focused Inquiry Network, to create Learning Communities, and to avail themselves of the CIETL resources and expertise to support their own inquires and innovations. The development process and creation of the CIETL program is demonstrated in Illustration IV.A.1-3 on page 293.

Educational Master Plan

The College directly solicited ideas and input from all faculty, staff and students when revising its 2012-2017 Educational Master Plan. A broad-based steering committee created a participatory, transparent planning process that involved not only the extensive involvement of participatory governance groups, but also of over 130 individual faculty, staff and students that participated in all-college listening forums. Through this inclusive process all members of the college community were encouraged to re-envision our mission, vision, values and goals.

Participatory Governance Manual

The idea to create a Participatory Governance Manual and to reorganize the College Planning Council and Budget Committee arose from faculty and administrators on the Accreditation Steering Committee. Seeing the need to more clearly define the roles, responsibilities and relationships among the many governance committees, the Vice Presidents, with support of the faculty, took the initiative and proposed that the College Planning Council create a steering committee to write a draft governance handbook.

The draft passed through sequential cycles of review and revision among the governance committees and was approved by the Planning and Budgeting Council. The participatory governance process is discussed in further detail in Standard IV.A.3 on page 298. In a similar fashion, faculty took the initiative and developed a proposal to reorganize the College Planning Council and the Budget Committee in order to more effectively integrate accreditation standards into its governance and planning structures. With the approval of both the College Planning Council and the Budget Committee, the draft proposal was sequentially reviewed and revised by the required governance committees. The resulting Participatory Governance Manual and the reorganized Planning and Budgeting Council provide college constituents with clear transparent processes and opportunities for engagement.

Self Evaluation

The College meets the standard. Cañada College creates an environment for empowerment, innovation, and institutional excellence by creating funding opportunities for individuals and programs that have ideas for improvement. According to the 2012 Employee Voice Survey, 64% of respondents 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. The 2013 Employee Voice Survey was employed, after various changes in participatory governance had been made and after the creation and dissemination of the Participatory Governance Manual. The number of employees who agreed with the same sentiment rose to 89%.

The College invests significant resources in CIETL and instructional design in order to foster collaborative inquiry, skills and curriculum development, and exploration of new pedagogical methods. When ideas for improvement have college-wide impact, such as the development of CIETL, the Honors Transfer Program, and the Participatory Governance Manual, the appropriate participatory governance entities are engaged with dialogue and collegial consultative processes are established. The examples described in this report provide strong evidence that the College's strategy for fostering innovation is effective.

Actionable Improvement Plans

None

Illustration IV.A.1-3—Encouraging College-Wide Innovation

Creating the Center for Innovation and Excellence in Teaching and Learning (CIETL)

Observations

- Vice President of Instruction identifies need for consolidating and institutionalizing support for faculty and staff innovation and evidence-based professional development.

Proposed Solution

- Develop the Center for Innovation and Excellence in Teaching and Learning (CIETL) with a physical and virtual presence.
- CIETL aims to create a culture of inquiry and evidence-based professional development.
- CIETL provides training and resources in instructional design and instructional technologies.
- Faculty coordinator(s) given release time to develop, coordinate, and supervise CIETL activities.

Development

- President's Cabinet envisions CIETL.
- Introduction of CIETL vision to all college constituencies through Opening Day presentation in 2010.
- Initial funding secured by Trustee's Funds for Program Improvement.
- Faculty coordinators recruited and CIETL Advisory Group formed.
- Mission and vision of CIETL are developed and presented to Academic Senate Governing Council and all-college meetings.

Implementation

- Mission: "CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students."
- Areas of Collaboration and Innovation:
  - Focused Inquiry Networks
  - Conversations with Colleagues
  - Instructional Design
  - Tech Talks
  - Understanding by Design
  - Media Literacy Project
  - FLEX Day workshops
  - Student Learning Outcomes Assessment training
  - ePortfolio workshops

IV.A.2 The institution establishes and implements a written policy for providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Board policies provide the over-arching principles to guide Cañada College in developing its own governance and decision-making policies. These board policies include: Academic Senate (2.05); District Participatory Governance Process (2.08); Student Participation in District and College Governance (2.18); and Institutional Planning (2.75). Within this framework, the College has developed its own policies that have been formalized in the Participatory Governance Manual. The Participatory Governance Manual identifies how faculty, staff, administrators, and students of Cañada College participate in decision-making processes through the college's primary governing bodies:

- Academic Senate Governing Council;
- Administrative Planning Council
- Associated Students of Cañada College;
- Classified Senate/California State Employees Association;
- Instructional Planning Council;
- Planning and Budgeting Council;
- President's Cabinet; and,
- Student Services Planning Council.

Through these governing bodies faculty, staff, administrators, and students each have multiple opportunities to collaborate on planning for the future and developing the processes and policies under which the college is governed and administered.

The Participatory Governance Manual describes the structures of governance and the philosophy behind and processes for making decisions. Trust, collegiality, transparency, organization and evidence are but a few of the principles upon which decisions at the College are made. A Governance Matrix, located on page 13 of the Participatory Governance Manual, delineates the process by which ideas, tasks, and recommendations are brought from their origination through to a final decision. In sixteen areas, it identifies to whom proposals should be made, how the proposal will be reviewed and who will make the final decision. The Manual describes in detail the process and timelines for:

- Integrated planning;
- Program Review;
- Budgeting;
- Processes for making hiring-related decisions;
- Processes for developing new programs;
- Processes for reducing and/or eliminating programs or courses;
- Processes for purchasing equipment and technology; and,
- Processes for allocating office space.

The Planning and Budgeting Council annually evaluates and updates the Participatory Governance Manual.

Self Evaluation

The College meets the standard. Cañada College's current governance structures were established in December 2008 and defined in the College Planning Structure document. Although this document clearly identified the primary governance structures, their inter-relationships, and their roles in decision-making, more description was needed of the processes to be followed for making specific types of decisions. These processes were documented in various locations on the college website but they were not easy to find nor were they compiled within a single document for easy reference. Results from the 2012 Employee Voice survey substantiated this problem. Most employees (66%) felt that the College encouraged faculty and staff to participate in decision-making processes, and 70% reported that they were happy with the amount of opportunity they had to participate in college-wide planning. However, only 53% felt that the role of staff in participatory governance was clearly stated and publicized, and too few (57%) felt that employees had a substantive and clearly defined role in institutional governance.

When the College assessed these discrepancies, it took immediate action to develop a comprehensive Participatory Governance Manual that clearly delineates governance structures, decision-making procedures, and ways to be involved. The Participatory Governance Manual, approved by the College Planning Council (now the Planning and Budgeting Council) on December

5, 2012, is now posted on Inside Cañada and printed copies are located within common work areas.

Since the creation and dissemination of the Participatory Governance Manual, the 2013 Employee Voice Survey was issued, and the results showed that the hard work of the entire campus community had yielded positive results, as there were significant increases in employee survey tallies. 84% agreed that the college encourages faculty and staff to participate in decision-making process; 84% also felt happy with the amount of opportunity that they have to participate in college-wide planning. 86% agreed that the role of employees is clearly stated and publicized.

Actionable Improvement Plans

None

IV.A.2.a Faculty and administrators have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The faculty, staff, students and administrators who laid the academic groundwork during the early years of participatory governance did so in a spirit of collegiality, laying a strong foundation for the collaboration that exists today and now has become one of the hallmarks of Cañada College. The College has a respected tradition and strong institutional commitment to ensuring broad committee and council representation, and it encourages participants to share divergent ideas effectively. Choosing to serve on college-wide and/or focused committees and councils is considered both a right and a responsibility of all college employees.

There are four top level participatory governance bodies that advise the President, as depicted in Illustration IV.A on page 287. These include: Academic Senate Governing Council, Classified Senate/California State Employees Association, Associated Students of Cañada College, and the Planning and Budgeting Council. The first three of these entities ensure that faculty, staff and students respectively have direct substantial input to college plans and decisions. Each of these entities has its own constitution that describes its membership, roles, and areas of responsibility. Representatives from all three of these entities sit alongside those from all other major constituencies at the College in the Planning and Budgeting Council.

The Planning and Budgeting Council is itself an example of Cañada College's commitment to inclusive governance. The Council consists of seven work groups with areas of responsibility corresponding to ACCJC accreditation standards:

- Mission, Planning and Goals;
- Instructional Services;
- Student and Support Services;
- Human Resources;
- Infrastructure;
- Finance; and
- Governance and Process.

Members on Planning and Budgeting Council are selected to serve on the workgroups that best fit their responsibilities, skills and interests. The workgroups provide leadership in the decision-making and governance processes that are under their purview. They collaborate with the College's many standing committees to assure that planning, program review, student learning outcome and institutional effectiveness evaluation activities are taking place in a timely manner. Using this information, the workgroups annually update their respective portions of the Institutional Self Evaluation report to ACCJC. The workgroups make recommendations to the entire Planning and Budgeting Council, which in turn, advises the College President.

As described in Standard IV.A.2 on page 294, the Governance Matrix found within the Participatory Governance Manual delineates the decision-making processes for sixteen areas. Through this matrix, students, staff, faculty and administrators can identify points in the process in which they can contribute and they can identify the representative governance bodies through which their participation is possible.

Faculty Participation

Faculty participate in Academic Senate Governing Council, Instructional Planning Council, and Student Services Planning Council. Through the Academic Senate Governing Council and its subcommittees, faculty make recommendations related to academic and professional matters that

are defined by Board Policies; this is further explained in Standard IV.A.2.b on page 297. Within the Instructional Planning Council faculty comprise six of the 15 member seats. In the Instructional Planning Council faculty develop and evaluate the instructional program review and planning cycles, integrate planning agendas, and make policies and procedures related to instruction. Two faculty members (from counseling and instruction) perform similar functions in the Student Services Planning Council. These two Planning Councils collaborate with and report to the Planning and Budgeting Council. Faculty constitute eight of the 21 seats on Planning and Budgeting Council giving them a substantive role in college-wide planning and decision-making; these seats include representatives from Academic Senate Governing Council, San Mateo Community College Federation of Teachers, division representatives, and an adjunct faculty member at large.

Classified Staff Participation

The California School Employees Association and the Classified Senate are two bodies representing the viewpoints of classified staff and promoting and supporting opportunities for classified staff development. Classified personnel also participate in the Student Services Planning Council, constituting 13 of the 20 member seats on the Council. Within Student Services Planning Council classified staff develop and evaluate the Student Services program review and planning cycles, integrate planning agendas, and make policies and procedures related to student services. On the Planning and Budgeting Council, representatives from the Student Services Planning Council, the Instruction Planning Council, the Classified Senate, and the California State Employees Association serve. There is a classified staff person at-large, and either a facilities or ITS staff member. As such, classified staff constitute five of the 21 members of the Planning and Budgeting Council. As per Board Policy 2.08 and Education Code 70901.2, the California State Employees Association selects all representatives serving on these committees.

Student Participation

Students are represented through the Associated Students of Cañada College. Two student representatives serve on each the Instructional Planning Council, the Student Services Planning Council, and the Planning and Budgeting Council, respectively, thereby ensuring that students play an active role in campus planning and decisions.

Administrator Participation

Administrators, including the vice presidents, division deans, and directors, serve as members of the Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, the President's Cabinet, and Planning and Budgeting Council.

Self Evaluation

The College meets the standard. Faculty, classified staff, students and administrators participate in multiple governance bodies and are well-represented on the college-wide Planning and Budgeting Council. Each constituency serves within one or more workgroups of the Planning and Budgeting Council using the knowledge, skills and expertise of each representative to improve institutional effectiveness.

Development of the Participatory Governance Manual occurred in response to findings that staff were unclear of their role in governance. In the 2012 Employee Voice survey 68% of respondents agreed that classified staff were provided adequate opportunities to participate on important college councils and committees, and 70% felt that they were satisfied with the amount of opportunity they had to participate in college-wide planning. In sharp contrast, however, only 53% felt the role of staff in participatory governance was clearly stated and publicized, and 54% agreed that staff had adequate opportunities to participate in the development of financial plans and budgets.

The Participatory Governance Manual addressed these shortcomings by clearly defining the role played by faculty, staff, students and administrators and by identifying the stages and means by which participation in decisions was possible. The 2013 Employee Voice Survey was issued, and the work performed by the entire campus community with respect to these shortcomings yielded positive results. 84% of the respondents felt satisfied with the amount of opportunity they had to participate in college-wide planning; 86% agreed that the role of employees in participatory governance is clearly stated and publicized. 72% felt that they had adequate opportunities to participate in the development of financial plans and budgets.

Actionable Improvement Plans

None

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Relying upon the Academic Senate

The District, the College and the Board of Trustees rely upon the advice of the Academic Senate Governing Council in academic and professional matters in compliance with Title 5 Section 53200 and Board Policies 2.05 and 2.08. The policies formalize the relationship between the Board, college administration and the Academic Senate Governing Council, and through the Senate give faculty responsibility for developing policies regarding curriculum, program development, and academic standards, among others.

The District Academic Senate includes all faculty who are members of the Academic Senates at each of the three colleges in the District. The District Academic Senate consists of the presidents and vice presidents of each college's Academic Senate, plus the District Academic Senate President and the District Curriculum Committee Chair, thereby ensuring equal participation by each college. Cañada's Academic Senate president, along with the Academic Senate Presidents of the other two colleges and the District Academic Senate president, are among five faculty in the 20-member District Participatory Governance Committee. This committee is governed by Board Policy 2.08 and serves to make recommendations regarding hiring, budget, planning, student fees, professional development, governance and policies and procedures to the Board of Trustees.

The central role of the District Academic Senate is exemplified in the consideration of adopting a plus-minus grading system. The District Academic Senate has been the authority and driving force in researching and considering this issue. At the request of the District Academic Senate, the Board of Trustees approved a multi-year pilot study to determine the effects of implementing the new grading system on students' grade point averages. Throughout the process, senate faculty, Associated Students of the District, and the Board of Trustees have engaged in collegial dialogue to determine the appropriate outcome for the District. In April 2013, the District Academic Senate recommended that the Board of Trustees approve the revised grading system. The Board approved the recommendation effective for the fall 2013 semester.

All faculty teaching at least three units at Cañada College per semester are members of the Academic Senate Governing Council. Cañada's Academic Senate Governing Council meets bimonthly during the academic year and consists of four officers elected by the full college senate along with representatives chosen by each academic division. The Senate confirms faculty appointments to all college committees. The Academic Senate Governing Council president or vice president serves on the Planning and Budgeting Council to ensure that the Senate is represented in college-level decision-making.

The development and implementation of student learning outcomes illustrates the primary role of the Academic Senate Governing Council in the College. In 2005 the Academic Senate Governing Council approved the College's first position statement on the student learning outcomes and assessment cycle. Over the subsequent years the Senate contributed to the robust dialogue that engaged the campus. In May 2012 the Academic Senate Governing Council voted to approve four resolutions specifying the role of faculty in developing student learning outcomes, the publication of student learning outcomes, and the appropriate use of student learning outcomes in faculty evaluation. Using the framework provided by these Senate recommendations, the College has planned and implemented its strategy for integrating the assessment of Student Learning Outcomes throughout the College's planning and assessment processes. This is detailed further in Illustration II.A.2.a on page 114.

Relying upon the Curriculum Committee

The Curriculum Committee is a subcommittee of Cañada's Academic Senate Governing Council and consists of faculty representatives from the academic and student services divisions, the college articulation officer and transfer director, and non-voting administrators and support staff. The committee's primary function is to coordinate and monitor curricular offerings so that they uphold the California Education Code, are consistent among the divisions and colleges of the District, are understandable for students and staff,

articulate with high schools and four-year institutions, and support goals and objectives of the College. In this way, the Curriculum Committee makes recommendations to the Academic Senate Governing Council about general instructional policy and standards, degrees and programs, and the development and assessment of student learning outcomes. The chair of the Curriculum Committee is a member of the Instructional Planning Council, thereby ensuring that curriculum concerns are accounted for in program and institutional planning and assessment. The chair is also a member of the District Curriculum Committee, and makes recommendations to the District Academic Senate on matters of curriculum that have district-wide impact.

Faculty initiate proposals regarding curriculum and learning programs and services. The Curriculum Committee considers proposals for new programs and modified programs, as well as for discontinuing programs that are no longer viable. The processes for such proposals are documented in the Participatory Governance Manual; the process and duties of the Curriculum Committee are further detailed in Standards II.A.2 on page 112 and II.A.2.a on page 113. The broad composition of the committee's membership provides for a comprehensive review of the proposals. The chair of the Curriculum Committee reports regularly to the Academic Senate Governing Council. The inclusion of the Vice President of Instruction as a non-voting member of Curriculum Committee facilitates communication with other governance bodies at the College, such as Instructional Planning Council, Planning and Budgeting Council and Administrative Planning Council, along with the sister colleges in the San Mateo County Community College District.

Relying upon Academic Deans

Faculty initiate and drive the process of designing and evaluating curriculum, programs and academic services. Academic deans offer expertise and guidance in support of these activities. When faculty begin to develop a new program, academic deans provide assistance by performing needs assessments conveying their knowledge of other programs—both existing and under development, within the district and at other colleges—that may offer support or competition for the new program. Academic deans also have knowledge of physical resources that could be used to develop a program or that might limit the implementation of a new program. They often know of financial resources, such as grant opportunities that could support program development.

Self Evaluation

The College meets the standard. The role of the Academic Senate Governing Council is clearly defined by Education Code and Board Policy. By having a district-wide Academic Senate and a district-wide Curriculum Committee, faculty from across the three colleges are able to collaborate and come to agreement on matters of universal importance. These District bodies also create a united voice that represents all faculty to District administrators and the Board of Trustees. By including both the District and College Senate presidents in the District Participatory Governance Committee, the College and the District demonstrate their recognition of and commitment to faculty rights and perspective in institutional decisions and planning processes.

At Cañada College, the Academic Senate Governing Council ensures equitable representation by, and effective communication with, faculty from each of the academic divisions. By including the chair of the Curriculum Committee on the Instructional Planning Council and the president of the Senate on the Planning and Budgeting Council, the College ensures that these entities specifically, and faculty in general, play a significant role in institutional planning and decision-making activities.

Actionable Improvement Plans

None

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The College has an established a participatory governance system that promotes and assures inclusion in decision-making processes at all levels. As described previously in Standard IV.A.2.a on page 295, all constituency groups have one or more forums in which they are encouraged to

contribute ideas and discuss concerns that impact instruction, student services, planning and budget. Recommendations proposed by campus committees, the three Planning Councils, Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College are presented to the Planning and Budgeting Council, which ultimately acts on those proposals and advises the College President. The membership composition of all the participatory governance groups was explicitly designed so as to facilitate inter-group communication. As a result, each of the participatory governance groups regularly reports on their activities to the other groups. Furthermore, the minutes of each meeting are posted online to ensure information is disseminated widely. This system of governance fosters an environment that enables collegial dialogue, collaboration and consultation through which the contributions of faculty, staff, students and administrators are valued. As a result, the college community is able to effectively work together for positive institutional change.

Working Together for a Smoke-Free Campus

There are many examples of collaborative activities among the various campus constituencies, from the implementation of ePortfolios to track student progress, to focusing efforts toward green and sustainable practices and curriculum, to changes in participatory governance and the creation of the Participatory Governance Manual. Another such example is the change to being a smoke-free campus.

In 2010, in response to substantial complaints from students, faculty and staff about negative impacts from smoking on campus, the College President initiated a process that involved the Campus Safety Committee, Associated Students of Cañada College, and the College Planning Council (currently Planning and Budgeting Council) to evaluate, engage the college in discussion, and ultimately change the College's smoking policy, as demonstrated in Illustration IVA3-1 on page 300.

Working Together on Budget Reductions

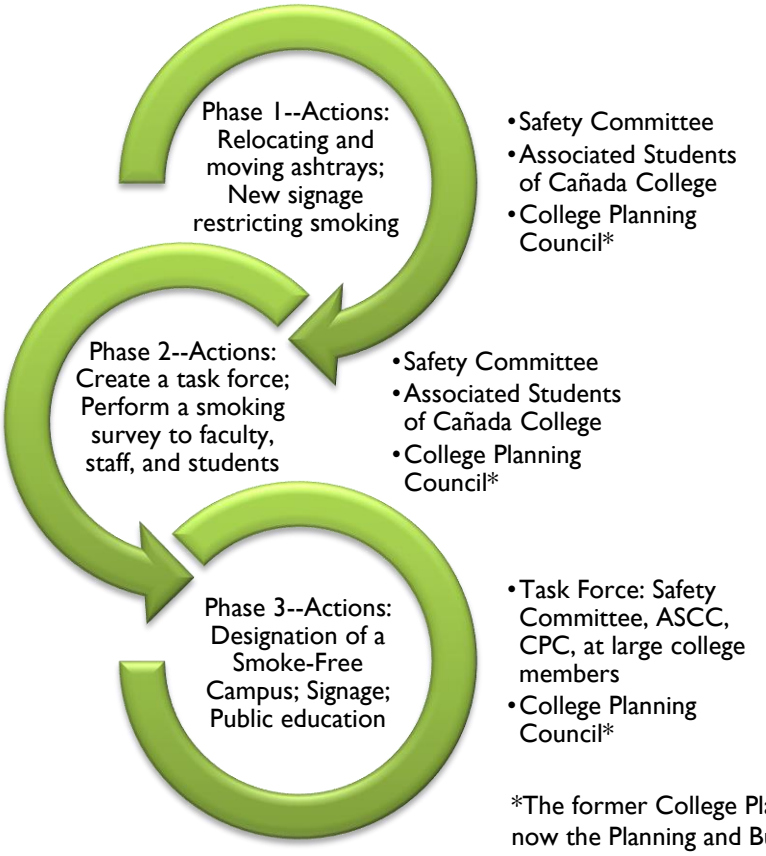
During the economic downturn of 2008-2011, all constituents of Cañada College collaborated in order to find creative solutions to surmount the challenge of cutting the budget by approximately 20%. Through an all-college meeting and in presentations to various governance bodies, the President called upon all faculty, staff, students and administrators to join together in reimagining a smaller and leaner institution. All ideas were welcomed. Through rigorous examination of the College's mission, values, and goals, the Planning Councils and Senates sought to identify areas for reduction, realignment or elimination.

The Program Improvement and Viability process was initiated and was used by both the Academic Senate Governing Council and Instructional Planning Council to identify one program for hiatus until the budget and specific job market improved (Real Estate); a second program for consolidation with the College of San Mateo due to their existing and extensive program (Adaptive Physical Education). The Instructional Planning Council presented a strategic plan for reducing expenditures by reducing section offerings, discontinuing telecourses, and achieve savings through retirements and ending of post-retirement contracts. The College Planning Council (currently the Planning and Budget Council) was able to present to the Board of Trustees a balanced budget that achieved targeted reductions and yet strategically preserved the College's ability to meet its mission.

With the fall 2010 voter-approved parcel tax (Measure G), the College was able to offset many of the cuts and restore much counseling and section offerings. In 2011, the College braced for more budget reductions and, building upon its previous experiences, it designed a process and timeline that involved the Instructional, Student Services, and Administrative Planning Councils, and was informed by the College's mission and data from the Annual Plan/Program Review process. Fortunately, the College was able to suspend this process when the District's status changed to Basic Aid in 2012 and budget reductions were no longer imminent.

Illustration IV.A.3-1—Using Participatory Governance Effectively to Initiate Policy
Collaborating to Create a No-Smoking Policy

Identifying the Problem:
The President receives numerous complaints regarding the impacts of smoking on campus despite no-smoking signage near building entrances. The President directs the Safety Committee to begin researching smoking policies within the District and at neighboring colleges.



*The former College Planning Council is now the Planning and Budget Council.

Working Together for Clear Governance

Beginning in spring 2011 the College embarked on an update to the Educational Master Plan. In the spirit of participatory consultation, Cañada College formed a broad-based steering committee that included faculty and staff representatives from their respective senates and Planning Councils along with top-level administrators. The committee established a process and timeline that was distributed to the entire college. The committee conducted ten listening forums to solicit input from all constituents. The first draft was reviewed by each of the primary participatory groups. The steering committee then recruited faculty and staff to participate in four workgroups who were tasked with outlining the strategic implementation of the Educational Master Plan's four Strategic Directions (i.e. goals). The final Educational Master Plan was approved by the College Planning Council (now the Planning and Budgeting Council) in January 2012. The Educational Master Plan serves as the framework within which all decisions and plans are made. Similar collegial processes and campus-wide dialogue were integral in the collaboration on the District Facilities Master Plan and the creation of the Student Equity Plan.

In the spirit of transparency and inclusion, the administration and faculty initiated the creation of a Participatory Governance Manual. This

document compiles and clarifies disparate planning and decision-making processes into a single reference. A task force consisting of faculty, staff and administrators was engaged for this task. The consultative process to be followed was adapted from the process used to develop the Educational Master Plan. A first draft was reviewed by the College Planning Council and Budget Committee (currently the Planning and Budgeting Council) and then reviewed by all planning and governance bodies (the Instruction Planning Council, the Student Services Planning Council, the Administrative Planning Council, the Academic Senate Governing Council, the Classified Senate, and the Associated Students of Cañada College), divisions, and presented at all-college open forums. Feedback from these diverse constituencies was incorporated and a final draft was re-circulated to the same governance groups for review. The final Participatory Governance Manual was approved by the College Planning Council in December 2012; this entire process is outlined in Illustration IV.A.3-2 on page 302.

Self Evaluation

The College meets the standard. Cañada College's participatory governance structures and processes are designed to be inclusive, comprehensive, and interdependent. Leadership consistently demonstrates its commitment to communication and collaboration thereby creating a positive productive environment in which substantial tasks and goals are effectively accomplished. In a relatively short time frame, the governance system has been able to update its Educational Master Plan, Facilities Master Plan, Technology Master Plan, and Student Equity Plan while concomitantly progressing in institutional assessment of student learning outcomes, planning for implementation of ePortfolios, and preparing our Institutional Self Evaluation. The entire campus has been informed and engaged in these productive endeavors. Fully 75% of the 77 respondents to the 2012 Employee Voice survey agreed that Cañada College regularly shares the results of its efforts to achieve goals with its constituencies. 66% agreed that the College encouraged participation in decision-making, and 70% were satisfied with the amount of opportunity they had to contribute. A majority of employees (55%) perceived that the participatory governance system was working effectively, however there was a relatively high percentage with some concerns. College leaders became actively engaged in dialogue amongst the governance bodies to elucidate specific opportunities for further improvement.

With the creation of the Participatory Governance Manual, a subsequent Employee Voice Survey showed substantial gains in these areas. 81% of the 131 employees surveyed agreed that the College encourages participation in decision-making, while 84% are satisfied with the amount of opportunity they have to contribute. 87% perceive that the participatory governance system is working effectively.

Actionable Improvement Plans

None

Illustration IV.A.3-2: Using Participatory Governance Effectively to Clarify Governance

Solving a Problem Collectively Through the Creation of the Participatory Governance Manual

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Relationship with the Public

Cañada College strives to communicate to the public accurate information of institutional qualities and integrity in a timely manner. The College provides a schedule of classes two times each year—spring semester and summer session/fall semester—that provides accurate information to the public on current class schedules. This information is also available online through WebSchedule and WebSmart. The College accurately reports on its accreditation status to the public on its website and in its annual College Catalog. The College also publishes documents such as the Educational Master Plan, Student Equity Plan, and accreditation reports online. Through the District Office, the College reports to the Measure G Oversight Committee that its use of these funds comply with the requirements of the measure passed by the public.

Communication is on-going through the College website, press releases, the electronic blog/newsletter The Olive Press, and social media sites such as Facebook and Twitter. The College website lists news and events on its home page that includes the most up-to-date news items, announcements of student, faculty and staff achievements, and college events.

Relationship with Granting Agencies

Cañada College demonstrates honesty and integrity in relation to the many external agencies—federal, state, and local—with which it has a relationship. The College is the recipient of numerous federal, state and local grants that require adherence to record keeping, budgeting and accountability requirements.

Relationship with ACCJC and other Accreditors

The College has a history of reliability and openness in its relations with the Accrediting Commission. The campus worked in a timely and energetic manner to respond to the warnings it received from the Accrediting Commission to its 2007 Self Study Report. This is evidenced in the quick removal of the negative accreditation status. In response to the ACCJC letter of January 31, 2008, placing the college on warning, the College filed the required follow-up reports on time in 2008 and in 2009. Full accreditation affirmation was granted on February 3, 2009 upon review of the first Follow-up Report.

The College recognizes the importance of, and opportunity provided by, the Self-Evaluation Reporting process to evaluate its processes and progress towards accomplishing its mission. It takes very seriously its responsibility to accurately document its commitment to student learning through the Self Evaluation Reporting process. Under the direction of its Accreditation Liaison Officer and Self Evaluation Co-chair, a comprehensive planning timeline was developed beginning in July 2011, and a diverse and representative Oversight Committee was assembled. This group attended the ACCJC Self Evaluation Training Workshop on September 30, 2011, at Skyline College and/or completed the online Accreditation Basics course. Regular meetings of the Oversight Committee are held to discuss issues that arise and to track progress. The individual standard committees also meet regularly, and a newsletter has been published monthly since January 2013.

The College accurately reports on the accreditation status of its professional programs, such as Radiologic Technology, which is accredited by JRCERT, and Interior Design, is accredited by the National Kitchen and Bath Association. These are discussed further in Illustration II.A.5 on page 133.

Self Evaluation

The College meets the standard. Cañada College advocates and demonstrates honesty and integrity in its relationship with the Commission as well as with other external agencies. It worked diligently to address the recommendations from its previous self-study in a timely manner, resulting in reaffirmation of accreditation after its first follow-up report. It receives numerous federal, state and local grants and fully complies with all attendant

reporting requirements. It communicates openly with the local community through its web site and college publications and by reporting to the Measure G Oversight Committee.

Actionable Improvement Plans

None

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College is committed to regular evaluations of our participatory governance processes and structures. Primary responsibility for assuring that the evaluation occurs is shared between the Planning and Budgeting Council and the College President. Section 9 of the Participatory Governance Manual clearly defines the evaluation processes and timeline. The Governance and Process workgroup of the Planning and Budgeting Council facilitates the evaluation, considers the results and makes recommendations to the full Planning and Budgeting Council. The elements of the evaluation process are:

- Periodic employee and student survey to determine if stated governance and decision-making processes are working effectively;
- Review of the survey data by, and recommendations from, Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College; and,
- Review of the recommendations from the above named groups by the Planning and Budgeting Council.

Assessment of Planning and Decision-Making Processes

Participatory Governance

One of the impetuses for developing the Participatory Governance Manual was to aggregate the many processes and procedures that exist in the College into a single and easy-to-locate resource. In so doing, the College can better ensure transparency and consistency in its decisions. Through the process of creating this comprehensive manual, the following decision-making processes were reviewed:

- Allocation of office space;
- Emergency requests;
- Equipment and technology requests;
- Hiring requests for new, replacement, categorical or grant-funded positions;
- New program development; resource allocation;
- Program closure process; and,
- Program Review.

In April 2013 a comprehensive evaluation of the participatory governance bodies was conducted, and the evaluation was discussed at the Planning and Budgeting Council on May 1, 2013. Overall, the clear process and guidelines were highly praised, and there were some recommendations regarding agendas and goals, meeting times, the Annual Plan/Program Review process, access to minutes, and faculty participation in the participatory governance bodies. This evaluation will be held every April, and will be reviewed every May, so as to set better prepare for the coming academic year.

Program Review

The College has been evaluating and modifying its system for Program Review since its inception. On an annual basis the Instructional Planning Council and the Academic Senate Governing Council have considered feedback regarding the program review forms, data packets, and processes for instructional programs and have made necessary changes: spring 2009, spring 2010, spring 2011, fall 2011, and fall 2012. These changes have included:

- Alignment of necessary components with institutional master plans;
- Better alignment of the Annual Program Plan and Comprehensive Program Review forms;
- Inclusion of student demographic metrics in data packets from the Office of Planning and Research;
- Inclusion of student learning outcome and program learning outcome assessment;
- Move from a biennial schedule to an annual program review schedule; and,
- Requirement of the presentation of comprehensive program reviews in an all-college meeting.

The Academic Senate Governing Council and the Curriculum Committee will return to this topic in the 2013-2014 academic year, with the goal of revamping the current instruction process and aligning more closely with the student services process.

Student Services

The Student Services Planning Council has revised its program review teams in spring 2011 and implemented changes to its forms in spring 2012 to better align with those used by instructional programs. This is shown in Illustration II.B.1 on page 145.

Hiring

The hiring justification and prioritization process is continuously evaluated and modified. The Instructional and Student Services Planning Councils, together with the Planning and Budget Council (formerly College Planning Council) have reviewed and revised the hiring process and criteria documents in spring 2009, spring 2010, fall 2010, spring 2011, and fall 2011. With each iterative cycle of review and implementation, the hiring process has become more refined, inclusive and clear. Through the evaluations the College determined the need to create separate definitive processes regarding hiring for replacement positions (e.g. vacancies due to retirements) and for hiring positions financed by grant and/or categorical funds. These new processes were established in fall 2012 and documented within the Participatory Governance Manual.

Assessment of Governance Structures

Beginning in fall 2008, and in response to Recommendation 5 of the ACCJC to the 2007 Self Study, the College initiated a process that culminated in the development of a new governance model that was adopted in December 2008. This new model was evaluated on a biennial cycle. Internal reviews by members of the various governance bodies (College Planning Council, Budget Committee, Instructional Planning Council and Student Services Planning Council) were performed in 2009-2010. These reviews led to changes in Instructional Planning Council bylaws, Instructional Planning Council membership, Student Services Planning Council membership, Student Services Planning Council bylaws, College Planning Council bylaws, and College Planning Council and Budget Committee membership. The review also led to the establishment of a new governance body, the Administrative Planning Council. The Administrative Planning Council was formed in order to create a venue for participation by the various administrative units, such as marketing, operations, and research, which did not fall under the purview of either of the existing Planning Councils. Results of these assessments and proposals for changes are documented in meeting minutes, posted online, and reported to the Planning and Budgeting Council and either the Academic Senate Governing Council or Classified Senate as appropriate.

The Office of Planning, Research and Student Success conducts external reviews of governance by surveying the greater college community. A survey was completed in spring 2010 to assess employees' awareness of the new governance bodies and their perception of the degree to which decision-making processes are inclusive, transparent, based upon data, and made with integrity. Survey results were discussed by the primary governance bodies during fall 2010.

Two years later, in fall 2012, the Office of Planning, Research and Student Success administered the Employee Voice survey which offers a comprehensive assessment of governance and decision-making processes. Survey results revealed suboptimal perceptions of the inclusiveness and effectiveness of governance systems. In response, the College initiated the development of the Participatory Governance Manual to more clearly identify the roles and opportunities for participation by all constituencies. The process by which the Planning and Budgeting Council was created is shown in Illustration IV.A.5 on page 307.

After completing the Participatory Governance Manual and disseminating the information within it, the College decided to initiate another Employee Voice Survey in 2013. The data elicited from that survey showed that the work performed in the creation of the Manual yielded marked improvement. 84% of the 131 respondents felt satisfied with the opportunities that they had to participate in college-wide planning; 84% also felt encouraged to participate in decision-making processes. 87% felt that the participatory governance structure was working well, while 86% felt that the role of employees in the participatory governance structure was clearly stated and publicized. 82% agreed that the consultative plan process led to areas of improvement. Similar comments were made during the Participatory Governance Evaluation that was conducted in April 2013.

Self Evaluation

The College meets the standard. Cañada College has made a strong commitment of time, effort and resources over the past several years to develop a culture of open, honest dialogue among all constituencies and clear processes by which they work collaboratively for the good of the institution. The College evaluates and revises its governance structures and processes through self-evaluation and external surveys. Doing so has led to continuous improvement in the quality of the Program Review and hiring prioritization processes. By the same evaluative process, refinements have been made to the membership and bylaws of the participatory governance bodies, an Administrative Planning Council was established, and the Budget Committee was re-purposed as the Finance workgroup within the Planning and Budgeting Council.

Despite these attempts at improvement during the 2011-2012 academic year, employee sentiment about the governance structures and processes remains low. In the Fall 2012 Employee Voice survey only 55% of respondents felt that the participatory governance process was working well at Cañada. Negative sentiments were also noted in specific areas such as budget development and in clarity of staff roles. The evidence however was not universally negative. Fully 70% of respondents were satisfied with the amount of opportunity to participate in college-wide planning and 66% agreed that Cañada encouraged staff and faculty participation in the decision-making process.

These and other conflicting data led the College to develop the Participatory Governance Manual and to reorganize the College Planning Council and Budget Committee into the Planning and Budgeting Council. By clearly defining the roles of constituents in decision-making and identifying opportunities for participation in the process, the College aims to raise the level of transparency and improve employee satisfaction. Through the reorganization of the Planning and Budgeting Council and the tasking of its seven workgroups with specific areas of responsibility, the College aims to improve the collaboration and consultation between the various governance bodies.

The 2013 Employee Voice Survey indeed showed a strong improvement in these participatory governance areas. 84% of the 131 respondents surveyed felt satisfied with the amount of opportunity to participate in college-wide planning; 84% also agreed that the College encouraged employees to participate in decision-making processes. 87% felt that the participatory governance process worked well.

The College is capitalizing on the momentum generated by these changes and is developing a more systematic and integrated system of evaluation. In this system, assessment will occur within each of the primary governance groups and will be integrated along with the results of college-wide surveys. This work will be facilitated by the Governance and Process Workgroup of Planning and Budgeting Council. A synthesis of the findings together with college-wide discussion will form the basis of recommendations for improvement. The College has begun to institutionalize a regular systematic and integrated assessment of governance structures and processes through the Planning and Budgeting Council.

Actionable Improvement Plans

None

Illustration IV.A.5: Evaluating Governance and Decision-Making Structures

Improving the Participatory Governance Process by Creating the Planning and Budgeting Council

Observations

- Ambiguity in the distinct roles of the College Planning Council and the Budget Committee.
- Poor employee perceptions of the inclusiveness and effectiveness of governance processes.
- Accreditation self evaluation processes need to be integrated and institutionalized.
- Synthesis needed between institutional assessment, planning, and program review to better identify and measure institutional goals and strategies.

Proposed solution

- Combine College Planning Council and Budget Committe into a unified Planning and Budgeting Council.
- Create seven Workgroups with areas of responsiblity corresponding to ACCJC Accreditation Standards.
- Workgroups receive input from all planning bodies and other relevant committees.
- Workgroups review program and institutional plans, including the Strategic Plan and Master Plans, facilitate resource allocation, and make appropriate recommendations to the Planning and Budgeting Council to enable the institutional-level analysis, decision-making, and goal setting.
- Workgroups annually review and update the Accreditation Self Evaluation report.

PBC Workgroups Integrated with Accreditation Standards: Plan + Advise + Evaluate

I - Mission, Planning & Goals	IIA - Instructional Services	IIB, C - Student & Support Services	IIIA - Human Resources	IIIB,C - Infra-structure	IIID - Finance	IV - Governance & Process

Process

- Process and timeline development--College Planning Council and Budget Committee
- Approval of draft Planning and Budget Council model--College Planning Council and Budget Committee
- Review by college--all Planning Councils and Senates, College Cabinet, ASCC, all divisions, all-college open forums
- Consideration of feedback--College Planning Council and Budget Committee
- Review of final Planning and Budgeting Council model--all Planning Councils and Senates, College Cabinet, ASCC
- Approval of final Planning and Budgeting Council model--College Planning Council and Budget Committee

Assessment

- Assessment of the new Planning and Budgeting Council structure was conducted by the 'Governance and Process' Workgroup in April/May 2013.

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IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary

Cañada College is part of the San Mateo County Community College District. The governing body of the District, comprised of three colleges, is a six-member Board of Trustees with five members elected at large for terms of four years and one student member elected for a one-year term by student representatives of the three colleges. Terms of office for the members that are publicly elected are staggered with biennial elections in accordance with the California Education Code.

The college administrative staff members attend board meetings and input is provided for Cañada College by the President and the two Vice Presidents on a regular basis. The staff and faculty recognize the responsibilities of the Board and the need for items to be approved following the timelines established.

The roles of the Chancellor and College President are clearly defined. The Chancellor provides the overall direction for the District and the College Presidents operate the colleges.

Self Evaluation

The College and the District meet the standard. The Board of Trustees sets the overall policies and the Chancellor serves to administer those policies. The Presidents are tasked as the operational leaders in their colleges and are allowed to serve effectively in this role.

Actionable Improvement Plans

None

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Establishing Policies to Assure Quality

The essential responsibilities of the Board of Trustees in the public interest and trust are:

- To provide the best possible learning experience for students of the three colleges;
- To assure that the District and its colleges are effectively and efficiently managed;
- To maintain enlightened, fair, and equitable policies for employees and students of the district and its colleges;
- To represent the general interests of the entire District;
- To act only on the basis of what is in the best interests of the District and the community;
- To be knowledgeable of and support the mission and philosophy of community colleges; and,
- To support the work of the colleges in the community as outlined in the District Mission Statement and District Policies and Procedures concerning the responsibilities of the board.

With an established philosophy and a clear purpose, the Board has approved policies for educational programs and curriculum development, program review, and program viability in accordance with Title 5 Education Code, as described in Board Policy 6.13. In response to the dramatic loss of funding the District experienced beginning in 2009, the District Board publicly adopted a Reaffirmation of Core Values and Principles statement that clearly states that the District's core mission is transfer education, career/technical education and Basic Skills education that helps students prepare for college-level work. This Reaffirmation of Core Values and Principles statement was shared with all faculty and staff and is used by faculty and staff in making academic and student services program decisions.

The Board of Trustees' goals for 2011-2012 included goals on course articulation, degree audit, international education and transfer education. The goals also addressed the need to reduce operational costs and increase revenue opportunities in a variety of ways in order to better support the educational program and to provide educational opportunities for as many students as possible.

At the March 2013 Board of Trustees meeting, the 2013-2014 goals were established. Among the Board goals were the following:

- Maintain financial stability;
- Expand access to learning opportunities to achieve student success and overall institutional effectiveness;
- Review and revise the 'Core Values' statement to fit current circumstances; and,
- Continue efforts to build energy efficient infrastructures and facilities.

The Board also adopted two additional goals:

- Ensure that faculty and staff are kept current with the pedagogy, technology and other activities that are critical to student success and organizational excellence; and,
- Build strong collaborative relationships with local and other school districts.

The Board conducts regular study sessions open to the public to carefully examine key district-wide initiatives and provide overall guidance. In addition, on each regular Board agenda throughout the academic year, there is a standing item titled "Innovations in Teaching, Learning and Support Services," in which faculty present information on program offerings within the District. Recently presentations have been made regarding Creating Active Learning Environments: Teaching with Classroom Response Systems, presented by College of San Mateo; Career Advancement Academies, presented by Skyline College; and Beating the Odds Peer Mentorship Program, presented by Cañada College.

District-wide committees have been established to coordinate work across the District on these matters including the District Strategic Planning Committee, District Research Council, District Information Technology Committee, District Accreditation Coordinating Council, District Joint Vice President Council, District Participatory Governance Committee, Distance Education Advisory Committee, Enrollment Services Committee, Financial Aid Steering Committee, and the International Education Taskforce.

Establishing Policies to Assure Financial Stability

The Board of Trustees assures that the district is financially sound through careful budget planning and ongoing budget reporting from staff. The board receives quarterly reports from the executive vice chancellor on the financial health of the District and on quarterly income and expenditures compared to budget, as well as mid-year budget reports.

Selecting and Evaluating Chief Administrator

The Board has a written procedure on selection of the Chancellor. The current Chancellor has been in office since 2001, so this procedure has not been used recently. Whenever there is a vacancy, the Board will review this procedure. The Board also has a policy on the evaluation of the Chancellor and an instrument that is used for that purpose.

Self Evaluation

The College and the District meet the standard. There are policies in place to assure the quality of the student learning programs and the financial stability of the District and College. In the 2013 Employee Voice Survey, 85% of the 131 respondents felt that there were clear divisions of authority and responsibility between and among the District, the Board of Trustees, and Cañada College.

The district has a clearly defined procedure for hiring the chancellor. Annually, the Board of Trustees conducts an evaluation of the chancellor. The evaluation is conducted to assure that the job performance of the chancellor is assessed, and the results are communicated to the individual being evaluated.

Actionable Improvement Plans

None

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Independent Policy-Making Body

Board members have authority only when acting as a board legally in session and all Board decisions are made by a majority vote of the Board. The Board is not bound by any statement or action of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Board in accordance with District Policies and Procedures.

Board Acts as a Whole after Decision

Individual members of the Board observe the policies that govern decision-making. The Board consistently acts in a uniform manner after a vote has been taken following a thorough hearing and deliberation that involve the general public. On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest.

Board members understand that they have authority only when acting as a Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members annually file statements of Economic Interest. Board conduct in this regard is articulated in District Policies and Procedures Organization of the Board, 1.02; Board Member Conduct, 1.35; Conflict of Interest, 2.45.

Defends Institution from Undue Influence

Board members are elected by San Mateo County voters for four-year terms of office; Board members represent the public's interest. They are careful to protect Cañada College and the other colleges in the District from undue influence or pressure from the outside and maintain their integrity.

The Board of Trustees does actively seek the advice and opinion of the community it serves by holding open-session board meetings twice monthly. In accordance with the Brown Act, members of the public are encouraged to address the board (Agendas for Meetings, 1.45; Rules of Order for Board Meetings, 1.60). The Board has an adopted policy on community relationships, which recognizes the public's right to obtain information regarding the board's actions and encourages public input into board decision-making (Public Record, 2.40).

Board members are actively involved in a variety of community organizations which help them better understand community needs and trends that can shape District policy and program offerings. Information about board members and their community and business affiliations is published on the District's website.

Self Evaluation

The College and the District meet the standard. The Board of Trustees serves as an independent policy-making body that reflects public interest in board activities. Once the Board reaches a decision, it acts as a whole. The Board advocates for the colleges and protect the district from undue influence.

Actionable Improvement Plans

None

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

Policies Consistent with the Mission

Policies related to academic programs and student services, established and reviewed by the Board, are consistent with the District Mission Statement (as described in the Policies and Procedures 1.01 and the Board Reaffirmation Statement). The board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development and review of the District Mission Statement itself, which was reviewed in March 2009, and its development and review of the Reaffirmation of Core Values and Principles.

Through its goal of developing an integrated strategic planning mode that incorporates the District Strategic Plan, the District Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process, and developing an annual budget that is based upon the previous four elements, the Board demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services, which was revised in 2012.

The District Strategic Planning Committee meets regularly. The Committee developed the 2008-2013 District Strategic Plan, with input from all constituencies, which was approved by the Board of Trustees in December 2008 and provides input to the Board. The Strategic Plan is currently being updated.

The Board regularly conducts study sessions on specific subjects of interest; recent topics included updates on International Education, Course Equivalency Matrix and the Facilities Master Plan.

Resources Necessary to Support

The Board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify near-term and long-term resource needs. This is described on pages 106-107 of the annual Budget Report.

In order to secure resources to support learning programs in light of state budget cuts, the Board of Trustees approved placing a parcel tax measure on the June 2010 ballot. The voters of San Mateo County approved Measure G by at least a two-thirds 'yes' vote. The District was the first community college district in the state of California to pass a parcel tax measure.

Self Evaluation

The College and the District meet this standard. The San Mateo County Community College District Board of Trustees reviews its policies pertaining to educational services and offerings on a regular basis to ensure that these policies are consistent with the District Mission Statement. The District Mission Statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed. In 2009, the Board of Trustees codified a reaffirmation and recommitment to core values and operating principles, which is posted at the district office and can be located on the district website. This core value statement was updated in 2012.

The Board of Trustees is also concerned about providing the resources needed to support the colleges. They have been successful in obtaining two construction bonds and one parcel tax bond in the last ten years. These three measures have had a significant impact on Cañada College and the District as a whole.

Actionable Improvement Plans

None

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Ultimate Responsibility for Educational Quality

The Board regularly monitors learning programs and services through their yearly board retreats, study sessions, and specific reports and presentations regarding educational programs. Recent topics presented to the Board include Creating Active Learning Environments: Teaching with Classroom Response Systems, Career Advancement Academies, Math Jam Success and Beating the Odds Peer Mentorship Program.

Annually, the Board approves curricular additions and deletions to the educational programs at the colleges.

Ultimate Responsibility for Legal Matters

The Board of Trustees is an independent entity; in its decisions, the Board adheres to federal, state, and local policy and guidelines. All actions of the Board are final and not subject to the authority of any other entity except a court of law.

The Board also reviews and approves all contracted services in excess of $81,000. Board policies adhere to the California Educational Code and California Title 5 regulations, and the Board reviews policies that are informed by this code for compliance as state regulations and laws change.

Ultimate Responsibility for Financial Integrity

The Board, through the Chancellor, has established the District Committee on Budget and Finance to oversee budget and finance; the committee meets regularly.

Board members receive quarterly updates on the financial health of the District. The Board also reviews the financial statements of the District at

regularly scheduled board meetings, as well as all potential or pending litigation in closed sessions. It reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the district budget, the District Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each college. Financial planning and procedures are described in more detail in Standard III.D.

In accordance with state law, the Board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately. In addition, although not mandated by law, the Board established an oversight committee to oversee expenditures related to the Measure G parcel tax measure passed by the voters of San Mateo County in June 2010.

Self Evaluation

The College and the District meet the standard. The Board of Trustees is informed through reports at board meetings regarding the current educational programs at each college. The Board understands its responsibility for assuring educational quality, maintaining the District in good legal standing and assuring financial resources are sound and stable.

Actionable Improvement Plans

None

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The District policies and procedures, as posted on the district website, contain policies specifying the Board of Trustees' size, duties, responsibilities, structures, and operating procedures. These include:

- 1.02, Organization of the Board;
- 1.10 Duties and Responsibilities of the Board;
- 1.15, Officers of the Board;
- 1.20, Duties of Officers;
- 1.40, Meetings of the Board;
- 1.45, Agendas for Meetings;
- 1.55, Order of Business and Procedure; and,
- 1.60, Rules of Order for Board Meetings,

Self Evaluation

The College and the District meet the standard. The San Mateo County Community College District has policies related to the Board of Trustees that are published on the district website as noted earlier. The policies are reviewed on a regular schedule and revised as necessary.

All of the policies referenced in this standard have been reviewed and updated within the last five years. The revised documents are posted on the district website.

Actionable Improvement Plans

None

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Board Acts Consistent with Policies and Bylaws

The Board of Trustees holds to a high standard of conduct for each board member's performance through its policy on Board Member Conduct.

Board Regularly Evaluates Policies and Practices

Board operations are evaluated annually as part of the Board's self-evaluation process, utilizing a comprehensive Board evaluation instrument. This was last performed in April 2013. Appropriate constituencies review and revise, on a six-year cycle, all District Policies and Procedures and present them to the Board for approval.

Over the past five years, under Board direction, employees have completed a review of every policy in District Policies and Procedures and have brought proposed revisions forward for Board approval. This included a complete revision of Chapter 7—Student Support.

Prior to Board approval, the suggested revisions are discussed and reviewed by the Academic Senate Governing Council when they involve areas of curriculum and academic standards, by the Associated Students organizations when the policies will have a significant effect on students,

and by the District Participatory Governance Council.

Self Evaluation

The College and the District meet the standard. The Board acts consistently with policies. All policies are reviewed on a six-year cycle, and when reviewed or revised, the date of the review is posted on the policy in order to track the dates.

Actionable Improvement Plans

None

IV.B.1.f the governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Board Development and New Member Orientation

When a new board member is elected, he or she meets individually with district administrators and college presidents in order to be oriented to college and district initiatives, strategic priorities, and culture. The Board also encourages new board members to participate in the annual California Community College League's New Trustee Orientation program, which is held in the winter of each year, and other conferences as part of continuing Board development.

All current board members have attended one of California Community College League's New Trustee Orientation sessions. Trustees also regularly attend the California Community College League's Annual Conference and the Annual Trustee Conference as part of Board development. Board members are also active in the San Mateo County Trustees organization. Every few years, board members receive an updated Trustee Handbook from the Community College League.

Information on accreditation standards and the accreditation process are presented at all three California Community College League conferences (New Trustee, Annual Trustee, and Annual Conference) which all trustees have attended. In addition, the Board receives regular reports on accreditation preparation at the colleges. In February 2013 all Board members participated in a Trustee Training Session on accreditation, presented by the college presidents and Accreditation Liaison Officers. At this training session, Board members received an updated accreditation manual. The Board of Trustees website lists current members of the Board of Trustees and their terms.

Staggered Terms of Office

District Policies and Procedures articulate policies related to election and terms of office which are staggered to assure continuity.

Self Evaluation

The College and the District meet the standard. New board members receive an orientation and there is a board development program to provide on-going training. Board members serve staggered terms of office.

Actionable Improvement Plans

None

IV.B.1.g The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Self-Evaluation Process Defined

The District Policies and Procedures Section 1.35 states that board members, including the student trustee, shall participate in an annual board evaluation process, which will be conducted each calendar year. The purpose of this evaluation of the board as a whole is to identify those areas of Board functioning that are working well, as well as those that need improvement and to improve communication and understanding among board members.

Board Self-Evaluation Implementation

The Board uses a carefully developed evaluation instrument to assess its performance. Each board member completes the evaluation form individually; the results are tabulated, and the Board as a whole discusses the results at an open and public board meeting. The last Board self-evaluation was conducted in March 2013.

During the discussion of the self-evaluation at the February 2012 meeting of the Board, the Board emphasized the importance of welcoming and listening to input from all constituency groups and the public before making decisions, and the importance of being transparent in its decision-making process. The Board has periodically reviewed the self-evaluation tool and made the decision to continue using the current tool. At the March 2013 Board meeting, the Board self-evaluation brought up the continued emphasis of this same area, as well as the goal of improving communication with all its constituents.

Self Evaluation

The College and the District meets the standard. Ongoing board evaluation has helped to identify areas which need improvement. The Board annually examines ten areas of governance, including institutional mission and educational policy, institutional planning, instructional and student services programs, facilities, financial resources, board operations, board-chancellor relations, faculty, student and classified relationships, community relations, and government relationships. This was last performed on March 21, 2013.

Actionable Improvement Plans

None

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The District Policies and Procedures Section 1.35 clearly outlines the expectations of Board Members' behaviors. It covers a range of topics including the confidentiality of information discussed in closed sessions, maintaining decorum at board meetings, working through appropriate channels of authority, and many others. The regulation states that refusal to adhere to the code constitutes misconduct of a Board Member.

The Board's Ethics Policy is found in Policies and Procedures Section 2.21 and contains a clearly defined statement for dealing with behavior that violates its code, including discussion with legal counsel and/or the District Attorney to determine a course of action and/or appropriate sanctions.

The Ethics Code clearly states that the Board must act in the best interests of students, the community and the District's mission over competing interests. Consequently, over the years, the Board has maintained its reputation for being collegial, collaborative, and professional.

Self Evaluation

The College and the District meets the standard. The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid-1980s. In 2008, the Board added a Board Ethics Policy in Policies and Procedures 2.21, and it has been subsequently updated.

Actionable Improvement Plans

None

IV.B.1.i The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board Informed about Accreditation

The Board of Trustees is informed about and involved in the accreditation process. The District Accreditation Coordinating Council, which coordinates the overall efforts in areas of information sharing and briefing to the Board of Trustees. At the annual Board retreats, new information on accreditation is presented. In February 2013, the Accreditation Liaison Officers from each of the colleges presented the Board with information on the changes which have transpired over the past year.

To assure they are well informed, training regarding the accreditation standards and process is offered annually at the California Community College League's Trustee Conference and the Annual Conference, which Board members have attended. The District Accreditation Coordinating Council, chaired by the Vice Chancellor of Educational Services and Planning, is comprised of four Accreditation Liaison Officers—one from each of the three colleges and one from the District—along with the college steering committee co-chairs and district personnel. Each college formed a steering committee and writing teams/committees for each of the four standards according to the ACCJC guidelines. Faculty, staff, students and district employees are represented on these committees and writing teams. Personnel

in the District Office have been assigned to each of the four standards based on their areas of responsibilities for the purpose of providing information and input.

Board Involved in the Accreditation Process

As a key step in being involved in the accreditation process, Board members review and approve the self-evaluation studies from all three colleges prior to their submission to ACCJC. They have also reviewed and approved the distance education substantive changes submitted by the three colleges.

Through the presentations, the Board has become very familiar with accreditation standards, including those that apply to the Board. Final drafts of the self-studies were first reviewed and approved by various college governing bodies and then were presented to the Board of Trustees on July 10, 2013 for review and comment. The Board then approved the Self-Evaluation on July 24, 2013. Board members also review the Accreditation Commission's recommendations to the colleges. The Board's evaluation process incorporates accreditation standards, including:

- Institutional Mission and Education Policy;
- Instruction and Student Services; Facilities; Financial Resources; Board Operations;
- Board/Chancellor Relations;
- Board/Employee Relations; and,
- Board/Community Relations.

Self Evaluation

The College and the District meets this standard. The Board of Trustees is actively involved in the accreditation process and is well aware of the standards relating to their role within the district.

Actionable Improvement Plans

None

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Selection and Evaluating the Chancellor

The Board of Trustees has the responsibility for selecting and hiring a chancellor and a clearly defined procedure for doing so. The current Chancellor has served since 2001, therefore these procedures have not been used recently.

The Board has delegated full responsibility to the Chancellor to implement Board policies without Board interference. The Board also evaluates the Chancellor annually using a management performance evaluation form in addition to evaluating how well the Chancellor has accomplished Board goals. This is described in the District's Policies and Procedures 2.02.2.

Delegating Responsibility and Authority

The District also has a well-defined policy for the delegation of authority within the district, as outlined in the District's Policies and Procedures 2.02 and 8.02. The Board conducts annual evaluations of the Chancellor in a closed session each year. The Chancellor proposes and the Board approves goals and objectives for the District each year, and the board measures the chancellor's performance on the successful accomplishment of these goals.

Selecting and Evaluating the President

The District also has a clearly defined policy for selecting the presidents of the colleges. 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 District has successfully recruited a new president of Cañada College, using the established selection procedures, through the formation of a screening committee comprised of all constituencies from the College and the District. Following the identification of three finalists for the position, the College hosted open forums for each candidate with the faculty, staff, students, community members and the Board of Trustees. Final interviews were conducted with the Chancellor and, ultimately, the Board of Trustees.

The candidate selection process was also informed by compilation of the candidate evaluations submitted after the completion of the candidate forums. At the conclusion of this process, the Chancellor and the Board selected the new president in December 2012.

Self Evaluation

The College and the District meet the standard. Procedures are in place for the selection and evaluation of the chancellor and the college presidents, and these procedures are adhered to by the Board and the Chancellor, respectively.

Board members understand that their role is policy making and this commitment is clearly stated in District Policies and Procedures 1.10.

The Board annually reviews institutional performance at the yearly Board retreat. Progress reports on the year's goals are presented and goals for the following academic year are set.

Actionable Improvement Plans

None

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

President Responsible for Quality Institution

The President is responsible to the Chancellor and serves as chief executive officer of the College. He plans, develops, and recommends college- and district-wide policies in conjunction with senior administrative officers.

The President provides overall leadership and direction to College personnel through strategic planning, goal setting, and evaluation, as well as direction for sound fiscal management. He is responsible for implementing District policies and procedures, the California Education Code, and collective bargaining policies and procedures for well-balanced, high-quality instructional and student services programs and services at the college level. He is responsible for developing and maintaining an effective program of community outreach and relations for the College and District, and reports to the Chancellor on matters of policy and planning.

For eighteen months, Cañada College had an interim president, who was the Executive Vice Chancellor for the San Mateo County Community College District. This served the College well, providing stability and creating excellent working relationships and connections with the District. As the Chief Financial Officer for the District, he was able to lead the College in developing clear budgeting processes that are grounded in participatory governance.

A new president began work in January 2013, and has provided stable leadership for the College. The President makes time for Cañada employees, listens to and values their ideas, acknowledges their efforts, makes the best use of their talents, and supports professional development and high school outreach. He is actively involved in hiring processes and in the selection of personnel on campus.

Effective Leadership in Planning, Organizing, Budgeting, Personnel and Institutional Effectiveness

The Cañada College President provides leadership that engenders open communication. Across the campus and at all meetings, various opinions and points of view can be expressed. The President uses the College Researcher to determine the effectiveness of marketing and outreach, enrollment patterns, and educational program effectiveness. The President meets with the College Business Officer to review the budgeting process to ensure that it is contributing to institutional effectiveness.

Over the past five years, the Budget Committee has been strengthened. The College has identified a permanent College Budget Officer and has added a Financial Analyst to support the College Budget Officer. With permanent staffing in place, the College has access to accurate analysis of the budget.

Self Evaluation

The College meets the standard. The new president assumed his role of maintaining the quality of the institution quickly and has moved Cañada College forward in his brief tenure. He understands the need to provide leadership in planning, organizing, budgeting, personnel and institutional effectiveness and has made these his priority for his first six months.

Actionable Improvement Plans

None

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Administrative Structure Reflects Institution's Needs

At Cañada College, the administrative structure consists of two organizational areas led by Vice Presidents of Instruction and Student Services; they report directly to the President. Additionally, the Public Information Officer, the Dean of Planning, Research, and Institutional Effectiveness and the Budget Officer report directly to the President.

Reporting directly to the Vice Presidents are the Instructional Division Deans, representing the divisions of Humanities and Social Sciences, Science and Technology, and Business and Workforce; there is also a Dean of Counseling in Student Services.

Delegation of Authority to Administrators

The President delegates the key operational responsibilities to the two Vice Presidents. The Vice President of Instruction oversees each instructional division, including the deans, faculty, and staff. He oversees curriculum, professional development, faculty orientation, the Middle College Program, the Learning Center, the Library, and the Middle College program.

The Vice President of Student Services oversees all areas that pertain to Student Services, including Counseling, Admissions and Records, Financial Aid, Health and Psychological Services, EOPS, CalWORKs, the Disabilities Resource Center, and Student Leadership and Development. The Vice President of Student Services also oversees Student Conduct and Academic Integrity.

Self Evaluation

The College meets the standard. The administrative structure at Cañada College is appropriate for the size of the institution, and the President's Cabinet works together as a team to move the College forward.

The President appropriately delegates authority to those reporting directly to him: the College Vice Presidents, Dean of Planning, Research, and Institutional Effectiveness, Public Information Officer, and College Budget Officer.

Actionable Improvement Plans

None

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts**

Descriptive Summary

Establishing a Collegial Process

The past two Presidents have provided Cañada College the stability for institutional planning and the setting of values, goals and priorities to move it forward. They have interacted with administrators, faculty, classified staff, and students concerning the successes or apparent weaknesses

of programs and enrollment goals and concerning the delineation of initiatives that reflect the needs of the student body and the community. The topics of such interactions have included Educational Master Plan Development, Annual Plan/Program Review, student learning outcomes workshops and trainings, data analysis, Facilities Master Plan Development, and new program development.

Both of the past Presidents strived to be available to as many faculty, staff, and students as possible and attend as many Division, Curriculum Committee, Instructional Planning Council, Student Services Council, and Associated Students of Cañada College meetings in which the values and goals of the College are discussed. These are actions that the new President has continued. It is also common practice for the President to attend most college events.

The President develops annual goals and plans for the College in consultation with the multi-constituency participatory governance committees: the Planning and Budgeting Council and the Administrative Planning Council. The goals and plans are reviewed by the representative constituencies at the College and then presented to the Planning and Budgeting Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District's mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are included in the President's evaluation.

During the 2010-2011 academic year, a new, comprehensive educational master planning process led to a collaborative and collegially developed Educational Master Plan to guide Cañada College's future. Using College and District research capabilities, the College conducted a thorough internal and external assessment of its community. Internally, the College gathered qualitative and quantitative data by means of focus groups with staff and students; externally, it assessed the market and the potential of existing and new programs which meet the educational needs of the community and the developing workforce.

Ensuring Evaluation Based on Research and Analysis

The President recognizes the need for data to inform the operations, programs, and performance of the College. He directs the Dean of Planning, Research, and Institutional Effectiveness to collect data that clarifies college performance and the educational needs of the student body.

Ensuring Educational Planning Integrated with Resource Planning

The College has a strong Annual Plan/Program Review process that integrates educational planning with resource planning. The Participatory Governance Manual provides detailed descriptions of the process to use when requesting additional positions, equipment, and facilities. All of these resource requests are required to relate to information included in the area's Annual Plan/Program Review. This integration assures thoughtful analysis about needs for scarce resources.

Given that over 90% of the budget is allocated to personnel costs, there is little discretionary money available to support other expenses. Division Deans and other managers are charged with presenting their requests to the Cabinet for funding. In the process of developing these requests, key personnel in their division are consulted. In making allocations to divisions, the Cabinet looks at past budget history, and the justifications for additional funds before making allocations.

The primary way for all campus employees to have input into the budget decision process comes when the College discusses hiring priorities and when instructional equipment requests are submitted. There is an extensive, well-defined process for identifying new positions; the President uses the results for this participatory governance actively to make decisions about new hires. These processes are well defined and clearly communicated to the entire College.

Establishing Procedures to Evaluate Institutional Planning and Implementation

A key part of the Educational Master Plan is the evaluation process. As stated in the plan:

> It is important to assess both process and outcomes for the Master Plan activities. Because this is an action-oriented master plan, an annual report

on the activities will be created. From this assessment, revisions to the current implementation objectives will be completed annually. The annual report will contain an analysis of each of the objectives in the implementation. And, each year, the campus will review the vision, mission, values and strategic directions as part of the evaluation process.

The President has been involved in this evaluation process along with the President's Cabinet and the Planning and Budgeting Council.

Self Evaluation

The College meets the standard. Cañada College has continued a strong culture of participatory governance planning led by the President over the course of the past five years. In January 2012, the College adopted a revised mission, vision and values statements along with strategic directions to guide its work. The College has integrated these elements into the plans by linking dollars to the implementation plans. In this way, the Educational Master Plan will drive the annual efforts of the College.

Actionable Improvement Plans

None

IV.B.2.c The president assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President allots time to review all manuals which contain pertinent District policies whenever a decision is pending. He consults the District Office, the Vice Presidents, and all College bodies regularly about policies. He assures that checks and balances are appropriate and in place, and values the multiple feedback system of the participatory governance process.

Additionally, he gathers input from the Chancellor's Cabinet and consults with the other two College Presidents in the District. The President is scrupulous in following policies and regulations, and has rectified practices which were not consistent with the college's mission and policies (e.g. those concerning institutional finance and budgeting).

Self Evaluation

The College meets the standard. The President is ultimately responsible for ensuring that all statutes, regulations and policies are implemented appropriately. He delegates those responsibilities to the Vice Presidents and the Deans for day-to-day application. He meets with the Vice Presidents on a weekly basis to gather feedback about the regular operation of the College. He is consistent in requiring full reporting regarding implementation of statutes, regulations, and policies and solicits feedback from appropriate personnel with respect to their area of expertise and purview.

Actionable Improvement Plans

None

IV.B.2.d The president effectively controls budget and expenditures.

Descriptive Summary

The President, as the College's chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The College Budget Officer reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President meets regularly with the College Budget Officer on all issues related to budget control and expenditures. The President values and relies upon consultation with the Planning and Budgeting Council.

The President meets with the Cabinet weekly to discuss college-wide topics, strategic direction of the campus, including budget items and expenditures. The President, through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, ensures that resources are spent efficiently. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the College level.

The President meets regularly with the College Budget Officer for the purpose of reviewing budget projections. The College Budget Officer is required to report the current status of the budget and make recommendations when appropriate. Fiscal matters are discussed monthly with the Planning and Budgeting Council.

Self Evaluation

The College meets the standard. Cañada College has a balanced budget with a healthy ending balance. The President is the final authority when making any budget allocation.

Actionable Improvement Plans

None

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The President is strongly committed to keeping the College tightly interwoven with the community. This is accomplished mostly through regular interaction with local city councils, civic leaders, the President's Advisory Council, and through participation in Chamber of Commerce events.

The President maintains an ongoing dialogue with local government and local elementary and high school superintendents on the needs of the communities that Cañada College serves. The President also has direct communication and regular meetings with leadership of the higher educational institutions in the region.

Self Evaluation

The College meets the standard. The President actively communicates the role that Cañada College plays in the local community. He seeks opportunities to speak on behalf of the College in many venues.

Actionable Improvement Plans

None

IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary

District Sets and Communicates Expectations of Educational Excellence

The District Mission Statement articulates the District's expectation regarding educational excellence and integrity throughout the District. This statement was broadly distributed to faculty and staff and formally reviewed through the district participatory governance process in 2009 and 2012.

District Assures Support for Effective Operation

The District assures the colleges of sufficient resources to support operations. There have been many conversations with district staff about the allocation model and these discussions are leading to adjustments to take into account the smaller college challenges that Cañada College faces.

For the past several years, given the difficult budget realities faced by higher education, the Board of Trustees has adopted a Core Values Statement that reaffirms the Board's and the District's commitment to the following ideals:

- Student centered mission;
- Support for innovation;
- Enlightened human resources management;
- Participatory governance; and,
- Decision making that is in the best interests of the District as a whole.

This statement was originally adopted in December 2009 and was reviewed and revised in 2012.

Board goals are adopted annually and they reflect both the short-term and long-term needs, aspirations and projects the District is undertaking in fulfillment of its mission.

District Clearly Defines Roles and Responsibilities between College and District

The District Delineation of Functions clearly defines the roles of authority between the Colleges and the District.

Following the 2007 Accreditation site visits, one of the recommendations from ACCJC was that the District and Colleges should develop a process to evaluate the delineation of functions on a regular basis and that the findings should be distributed widely.

In 2007, the District developed a function map, which illustrates how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. By accreditation standard and substandard, the function is delineated as a college function, district function or shared function.

The Function Map was developed and reviewed by the District Participatory Governance Council and was approved by the Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities. As planned, in spring 2010, the Colleges reviewed the Function Map to examine whether any changes were needed. The findings have been distributed to all levels on the campuses and at the District. Another review took place in spring 2013 to make certain the functions were clearly delineated. The map was circulated widely on all three college campuses and will be brought to the Board of Trustees in fall 2013.

Self Evaluation

The College and the District meet the standard. The District Mission, Core Values statement and Board Goals clearly set expectations of educational excellence and integrity throughout the District. These documents are widely distributed within the District and are featured prominently on the District's web site. They are also reviewed for relevance and comprehensiveness on a two-year cycle.

The District provides sufficient resources for the College to operate, and the Function Map strongly delineates the defined roles of authority and responsibility between colleges and the District.

Actionable Improvement Plans

None

IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The written delineation of the operational responsibilities and functions of the District and the colleges is contained in the Function Map described in Standard IV.B.3 on page 322, as well as in various sections of District Policies and Procedures:

- 2.00 Administration
- 2.02 Chancellor of the District
- 2.03 College Presidents
- 8.02 Delegation of Authority

The District Policies and Procedures are currently made available to institutional and system staff and to the general public through the District's portal page.

Procedures implementing the policies are posted next to the appropriate policy. In addition, the District's Office of Human Resources maintains District Office organizational charts, which are available upon request to interested individuals.

Self Evaluation

The College and the District meet this standard. The Chancellor participated in the development of the Delineation of Functions document and consistently adheres to the findings. The Delineation of Functions document is reviewed every three years. It was last reviewed in 2013. The Chancellor gives responsibility to the College Presidents to carry out operations at their respective sites. The College Presidents, through the Chancellor's Council and the Chancellor's Cabinet, collaborate with the District on the budget, educational planning, facilities planning, public safety, emergency preparedness, technology planning and other matters affecting the Colleges and the District. The Presidents are given wide latitude in managing their institution's budget and in decision making regarding expenditures on instructional programs and student services that support their mission.

Actionable Improvement Plans

None

IV.B.3.b The district/system provides effective services the colleges in their missions and functions.

Descriptive Summary

Communication in the District Office

Centralized support is provided for the Colleges 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 Government Relations. An organization chart illustrates the reporting relationships of these organizations.

Business

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees all District Business Services which provide centralized support in the areas of budgeting, accounting, internal audit, payroll, purchasing, grants, and finance.

Facilities

A Vice Chancellor who reports to the Chancellor heads Facilities Planning, Maintenance, Operations and Public Safety. This division provides centralized support in the areas of engineering, custodial, grounds, facilities planning, construction management, public safety and emergency preparedness services. Managers responsible for facilities at each college direct the maintenance and operations functions and report to the Vice Chancellor of Facilities Planning, Maintenance and Operations.

The facilities group was divided into two distinct functions in 2005: Facilities Planning and Construction, and Facilities Maintenance and Operations. Upon completion of the second phase of the District's Capital Improvement Program in 2012, the Facilities Planning and Construction group was disbanded and remaining functions of that department were redistributed within the Facilities Planning, Maintenance and Operations department.

Human Resources

A Vice Chancellor who reports directly to the Chancellor directs the Human Resources and Employee Relations department. He oversees a wide variety of centralized activities, including recruitment, employment matters, employee relations, collective bargaining, employee compensation and benefits, workers' compensation, unemployment benefits, employee assistance program, leaves of absence and retired employee services for the Colleges and the District Office. The Vice Chancellor also serves as the principal administrator for resolution of employee grievances as well as employee and student discrimination and sexual harassment complaints. The position develops and implements effective human resources policies, procedures and systems to support the needs of the Colleges and District Office.

Educational Services and Planning

The Vice Chancellor responsible for Educational Services and Planning has responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, this Vice Chancellor provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including the areas of research, accreditation, strategic planning, workforce and economic development, educational technology, distance education and international education.

Informational Technology Services

A Director reporting to the Chancellor leads Information Technology Services. The Director is responsible for managing information technology for the District and advises the Chancellor on district-wide technology decisions. Additionally, the Director serves as technology liaison for each of the District's three Colleges and assists them, as needed, with the planning, deployment and support of information technology initiatives.

Auxiliary Services

A Vice Chancellor reporting directly to the Chancellor heads District Auxiliary Services and Enterprise Operations. He oversees the enterprise operations across the District including the three college bookstores, dining halls, campus vending and dining, facility rental and event planning at College of San Mateo and Skyline College. Additionally, he supervises the operation of the San Mateo Athletic Club and Aquatic Center located at College of San Mateo.

Community and Government Relations

A director reporting directly to the Chancellor heads Community and Government Relations for the District. The Director serves as liaison for the District and Colleges to state and local legislators

on legislative and governmental matters for the District. This Director also serves as liaison to local cities on land use and tax-sharing issues and to community members on issues of interest to the community. The Director is the District's primary spokesperson to the media on district-wide issues such as budget, collective bargaining, board policies, among other issues.

Communication between the District and the College

District staff members are active in a variety of institutional and administrative committees and forums. These meetings help the District and Colleges to fulfill their mission and contribute to student success.

- The Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee.
- The Vice Chancellor of Facilities Planning, Maintenance, Operations and Public Safety chairs the district-wide Safety Committee and meets twice monthly with the President's Council at each College. Campus Facilities Managers and Chiefs of Public Safety meet monthly with the college leadership.
- The Executive Vice Chancellor and the Director of General Services are members of the District Strategic Planning Committee. All of these committees work on issues, problems, and opportunities that directly impact Cañada College.
- The Chancellor, the Executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the College Presidents in the Chancellor's Cabinet meetings to discuss a wide range of issues and coordinate actions.
- This same group, plus the Director of Community and Government Relations, the Director of ITS, and the Vice Chancellor of Facilities Planning, Maintenance, Operations and Public Safety also meet twice monthly in Chancellor's Council meetings. These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue regarding District services to the Colleges.
- Working under the Executive Vice Chancellor, a Chief Financial Officer coordinates the budgeting process throughout the District, working closely with the College Budget Officers. The Chief Financial Officer also directs the internal audit function that consists of a College Internal Audit Group, composed of the College Business Officers as well as line staff throughout the District. The Chief Financial Officer also directs the grants processes, including applications, periodic reports, cash drawdowns and financial reporting. The Chief Financial Officer is responsible for the District's finances and accounting functions, including investments, accounts payable and receivable, and payroll. The Chief Financial Officer also works with Human Resources and ITS to improve payroll functions.
- Also working under the Executive Vice Chancellor, the Director of General Services oversees all purchases for the District including managing all informal and formal bids in compliance with all legal requirements. The Director is also responsible for developing, negotiating and executing all contracts for the three Colleges and the District Office. The Director assists in designing and implementing business procedures to streamline operations and improve efficiency through best practices.

In October, 2011 as part of its Program Review process, the District surveyed all full- and part-time employees about their experiences with District accounting, general services, payroll, and facilities functions. The survey was sent to 2,005 employees and 215 employees responded. Among the findings were the following:

- The survey revealed that the District downloads page, the primary online repository for policy and procedure information about the District's accounting, general services, and payroll and facilities functions, is not completely utilized.
- Only 35% of those responding indicated that they know about the downloads page and use it, while 26.5% said they did not know what the downloads page is or how to find it. As a

result, the District reminded all employees, via a district wide email, about the availability of the information.

- Conversely, employees district-wide are well versed on the availability of online payroll services and information on WebSmart.
- 94% of respondents said they use the direct deposit feature for their payroll checks and nearly 86% have agreed to have their W2 form delivered electronically. More than 80% of respondents use WebSmart to view information including earnings, deductions, sick leave, vacation and compensation time balances and history.
- The survey results also indicate that more training is needed in purchasing policies and procedures. District-wide, the average satisfaction level in this area is 3.49 on a scale of 1 to 5 where 1 represents the lowest level of satisfaction and 5 represents the highest. At College of San Mateo, the average satisfaction rating on this item is 3.76. At Skyline College the rating was 2.95 and at Cañada College the rating was 3.05. A level of dissatisfaction with training is also mentioned several times in the open ended responses. The General Services department is exploring the feasibility of offering district-wide training during 2012-2013.

Auxiliary Services and Enterprise Operations unify all of the District's enterprise services into one organization. Reporting to the Vice Chancellor of Auxiliary Services and Enterprise Operations, the organization includes the bookstores, dining and banquet services, campus vending, rental operations in the college dining halls and the San Mateo Athletic Club, the last of which is located at College of San Mateo. All of the District enterprises are self-sustaining. The income that is generated covers the total salaries and all operational expenses generated by these operations. Financial surpluses are reinvested in the enterprises to continue enhancing the services offered and maintaining the facilities themselves. Additionally, Auxiliary Services helps to offset other expenses in the District through salary and service support and supports scholarships, student life and other campus enhancements with more than $100,000 in direct financial and in-kind support.

The three college bookstores have all undergone major renovations since 2005. In 2007, the Bookstores won the National Association of College Stores 2007 Innovation Achievement Award for the development and innovative funding model of its textbook rental program. The program, started in 2001 with just 35 titles, has grown to include more than 1,600 different titles and has saved students more than $4 million dollars in textbook costs. Additionally, the bookstores have all added coffee concessions supplementing the bookstores revenue with an estimated $1.3 million in sales in 2011-2012; this helps to offset losses in textbook sales.

The three dining halls have also seen major changes since 2005. Cañada College's Farm Hill Grill was operated from a mobile unit since 2009 while significant renovations to its home in Building 5 were underway. The new location opened the renamed dining hall, The Grove, in August 2012. Auxiliary Services has marketed the facilities for community and private use with great success; revenue from these events supplements the maintenance and ongoing enhancements to the facilities.

Campus vending includes the snack and vending machines located on each of the campuses and the District Office. All of the commission revenue from these machines is allocated by the District Auxiliary Services Advisory Committee for use by each of the three Associated Student Body groups.

The Facilities Planning, Maintenance, Operations and Public Safety department has undergone many changes since the last accreditation cycle. The Department maintains a Facilities Maintenance Center at each campus, with the normal operations being performed by the campus engineering, custodial and grounds staff under the direction of the campus Facilities Manager. Each Facility Manager reports directly to the Vice Chancellor with a dotted line relationship to the College Presidents.

A Construction Planning Office was formed in 2005 to have dedicated staff overseeing the bond–related construction projects made possible by the passage of Measure A. Almost all of that work has been completed now and the department was eliminated in the 2011-2012 academic year. The department has also worked very hard to improve maintenance, landscaping and engineering services—all services that were not highly rated in the last accreditation cycle.

Facilities related responses to the most recent survey of faculty, staff and administrators in 2011 were significantly better than past surveys. On a

scale of 1 to 5, the average response to the statement, "The facilities planning and operations department meets my overall expectations" was 4.11. Average ratings of custodial, grounds and engineering services range from a low of 3.87 to a high of 4.23 on the 5 point scale. A question about overall satisfaction with the appearance of the exterior grounds on the campuses garnered a 4.34 response. Satisfaction with custodial functions averaged 3.99—significantly better than the 35% satisfaction found in 2005. Finally, satisfaction with maintenance services was at 4.05, again significantly higher than the 2005 response of 29% satisfaction.

Regarding campus maintenance operations, 4.27 was the average response to the statement, "When I call the facilities maintenance office, the staff responds in a professional, courteous and helpful manner." This question was not included in the 2005 survey.

To address any deficiencies noted in the survey, the Vice Chancellor of Facilities, Planning Maintenance, Operations and Public Safety met several times with the three Facility Managers, three Custodial Supervisors, and administration staff to discuss survey results and to identify where improvements could be made in District services. Remedial action was accomplished by providing classes on customer service to all employees, as well as increased unannounced inspections of building spaces and campus grounds locations (i.e. lawns, parking lots, storm drains, and pathways).

In March 2011, the District engaged an independent consulting firm specializing in facilities operations, Management Partners Incorporated, to perform a comprehensive evaluation of Facilities Maintenance and Operations at all three of the District's campuses. Key components of the study focused on an assessment of the current organization of the facilities unit, including current facilities staffing levels, as well as preventative maintenance scheduling and management, staff training and development, benchmarking and peer comparisons.

A primary objective of this study was to insure facilities service levels are sufficient to meet the current needs of the institution; it should be noted that significant additional square footage was added to the District's space inventory from 2011–2013. The study was used to help constituents understand the importance of augmenting the facilities budget in order to provide adequate staffing to maintain facilities at acceptable levels. Presentation of study findings, along with Leadership In Educational Facilities (formerly Association of Physical Plant Administrators) facility maintenance levels and guidelines, resulted in the allocation of an additional $1.5 million to the Facilities operating budget district-wide. This budget increase supported an additional 12 full time facilities staff members which will insure that facilities needs will continue to be met in the future.

In an attempt to provide better coverage of public safety staff, Public Safety services were consolidated and assigned to the Facilities Planning, Maintenance, Operations and Public Safety department in 2011.

The District Director of Public Safety reports to the Vice Chancellor of Facilities. By centralizing the Department three years ago, the District is able to provide better coverage around the clock on the three college campuses in the District. Beginning four years ago, the District began installing video surveillance equipment at key locations on each campus, thus utilizing technology to assure the safety of our campuses. The Public Safety Department is under the functional management and direction of the District Director of Public Safety. There is maintains a Campus Public Safety Department at each campus, with the normal and routine operations being performed by the campus public safety personnel under the direction of a campus chief. Each campus chief is under the direction and supervision, and reportable to the District Director of Public Safety with a dotted line relationship to the College administration.

The Public Safety Department is committed to providing quality service to visitors, students, and staff on the three college campuses. In exercising its duties, the department is responsive to all in need regardless of their position in life; respectful of the diversity of the campus communities; solicit public support and involvement in our efforts to promote organizational efficiency without detracting from the overall quality of life of our Community College District. The Public Safety Department is directly responsible for parking enforcement, emergency preparedness, community policing, and overall campus safety.

The Office of Human Resources and Employee Relations assist hiring committees by assisting in the formation of selection committees and by training on equal employment opportunity and inclusivity of diverse applicant pools. In addition, the employees of this office provides coordinates all employment advertising, committee meetings, and candidate selections. The Office assists managers in administering employee discipline and employment termination. The Vice Chancellor works directly with collective bargaining units on contract negotiations, disciplinary matters and employment termination.

The Human Resources and Employee Relations department sponsors regular forums for College and District managers and supervisors. The forums provide an opportunity for managers and supervisors to discuss current human resources processes, policies, and procedures, among other subjects. Recent meetings have covered such items as ergonomics training, sexual harassment training, interview and selection training, collective bargaining agreement guidance, performance evaluation completion and other employee relations issues. External speakers and experts are invited regularly to present relevant topics for this management forum. The forum has also been used to discuss and introduce websites related to District services, including the CORP (renamed District Supported Goods and Services) page, a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture; and the District Downloads page, which contains a variety of documents and forms used district-wide.

The Vice Chancellor for Educational Services and Planning is responsible for the overall coordination of the educational programs and student services in the District. Working closely with the Presidents, Vice Presidents of Instruction and Student Services and participatory governance groups, the Vice Chancellor is charged with building community partnerships that support the work of the Colleges and the District. The Vice Chancellor also assures compliance with federal and state statutes and regulations and the rules and policies of the Board of Trustees. In addition, the Vice Chancellor carries out the administrative directives of the Chancellor as these affect educational programs, student services, budget and facilities planning. Additional responsibilities include overseeing District Tech Prep and the Vocational and Technical Education Act (VTEA) grants; serving as a board member of the San Mateo County Workforce Investment Board; acting as the District liaison for the accreditation needs of the three Colleges; recommending to the Chancellor and members of the District and the Colleges changes in organization and operating policies and procedures; developing and managing the budget for the office. Working with the Colleges, the Vice Chancellor also presents regular reports to the Board of Trustees on innovations and changes in educational programs and student services.

The Information Technology Services department is a centralized service organization dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting the Colleges with local technology initiatives, projects, and planning.

A survey of faculty and staff was conducted in April 2012 to evaluate their level of satisfaction with the services and systems provided by the department. Using a scale of 1 to 5, with 5 being highest level of satisfaction, ITS was rated from 4.10 for technology purchases to 4.69 for reliability of the services provided. One area for improvement includes the need for more training related to the use of Banner®, the document imaging system, and DegreeWorks (score 3.75). Overall, the average rating across 12 categories was 4.33. The following services were the highest rated: WebSmart, telephones, employee email, ITS HelpCenter, the wireless network, cell phone reception, web-based schedule of classes and emergency text messaging.

A detailed list of projects completed by ITS is described in the 2012 Strategic Plan for Information Technology. Some of the major initiatives completed recently are:

- Equipment replacement strategy: the District Office and the Colleges have developed a plan and process for replacement of IT equipment and have allocated more than $1,000,000 for each of the next five years.
- Virtualization of instructional labs: This plan reduces the costs associated with an instructional lab for hardware and also has significantly reduced the level of technical support required.

- Bond Construction Projects: ITS has provided extensive support for the deployment of network infrastructure and technology for construction projects at each College.
- eTranscript California: This program is a statewide electronic transcript exchange supporting electronic transcript request and delivery across all of California's postsecondary systems. The District has sent over 35,000 electronic transcripts to various colleges and universities on behalf of the students.
- DegreeWorks: This program is a new tool for students and counselors to develop educational plans, measure academic progress, to perform accurate degree audits and helps students achieve their academic goals.
- Emergency Text Messaging System: The District implemented a text alert system to notify students, faculty and staff in the event of an emergency.

The Director of Community and Government Relations is the chief spokesperson for the College District and coordinates marketing and public relations for the District. The Director has built strong relationships in the County with elected officials, city and county staff and prominent members of the community and actively engages them in the work of the Colleges. She is responsible for land use issues involving the Colleges and the cities in which they are located, handling such matters as lease and sale of land, re-zoning issues and neighborhood issues. The Director also was responsible for entitling and building both College Vista and Cañada Vista, the two apartment projects that house faculty and staff at rents that are 50% below market rate in this high cost County, and continues to work with the property management company in managing the complexes. The Director is responsible for monitoring the pass through payments that the District receives from former Redevelopment Agencies, and is actively involved in the Oversight Board work in dissolving the 13 RDAs in the County. As a result of this work, the District receives an additional $5 million annually in operational revenue.

Self Evaluation

The College and the District meets the standard. Evidence shows that District staff actively engages the Colleges in dialogue regarding District services. Multiple changes were implemented across the District to improve all aspects of concern.

Actionable Improvement Plans

None

IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In 2006-2007, after two years of assessment and discussion, the District implemented a new resource allocation model that distributes the resources of the unrestricted general fund between the Colleges and District services.

Components of the new model include:

- A base allocation for each College calculated as a percentage of current funding and FTES;
- An allocation for increases in central services such as benefits, utilities, insurance and other items;
- Allocations to facilities based on increased square footage and a percentage of College growth allocations;
- Growth allocations for all Colleges based on three-year average FTES;
- Allocations to the District Office as a percentage of College growth allocations; and,
- An allocation for demonstrated need including agreed-upon incentives.

Each year thereafter, the District Committee on Budget and Finance has reviewed the model and adjusted it as necessary. In 2009-2010, an allocation was added to support the additional maintenance contracts needed in facilities for new HVAC and security systems added through the bond. In 2009-2010, the allocations were adjusted to account for the centralization of public safety.

In 2010-2011, Redevelopment Funds were allocated to support child care services at the colleges. Over the next two years, the benefit budgets from central services were transferred to the sites. As the District becomes a self-supported district, the allocation model will take on some different criteria, as yet to be determined in discussions with the three colleges in the District and at the Board level.

Self Evaluation

The College and the District meet the standard. The allocation model is responsive to the College needs. Although resources are finite and community needs are great, the resources are allocated to address those needs as effectively as possible and in a manner that supports student success and fulfills the Mission of the Colleges and the District.

Actionable Improvement Plans

None

IV.B.3.d The district/system effectively controls its expenditures.

Descriptive Summary

Audits for the last several years have produced no adverse financial findings, and the District has consistently had a positive ending balance. The District's bond ratings are the highest ratings for community colleges in the state at Aaa (Moody's) and AA+ (Standard and Poor's). Finally, financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the District. The President of each college is responsible for operating the college within the parameters of the college budget. College administrative responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

Systematic and procedural controls at the District and college levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers. As an educational institution, the District uses governmental accounting with emphasis on the uses of resources to attain its objectives. With specific fund numbers for each source of funds, funds are tracked to account for revenue and expenditures.

Self Evaluation

The College and the District meet this standard. Annual audits for the last several years reveal that the District consistently has had a positive ending balance and has had no adverse financial findings. Additionally, the District refinanced some of its outstanding bonds in June 2012. As part of this refinancing, the District received an upgrade in its credit rating from Standard and Poor's and the highest rating possible from Moody's Investors Ratings Service. With ratings of AA+ from Standard and Poor's and Aaa from Moody's, the District is now the highest-rated community college district in the State of California. The District's ratings on these bonds are based on the rating companies' evaluation of the underlying financial condition of the District. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to taxpayers and the District.

The District has both systematic controls through Banner®, as well as procedural controls on spending. Banner® uses approval queues for purchase orders and journal vouchers, assuring additional eyes on the transactions. All inventory is tagged as it arrives and is counted annually.

In addition, the District has established a College Internal Audit Group consisting of the College Business Officers and line staff. The College Internal Audit Group reviews and revises procedures for all cash handling, purchasing cards, travel reimbursements, material fees, etc. and completes numerous audits, on an ongoing basis, to assure that expenditures are legitimate expenses of the District. This ensures that its procedures are constantly being reviewed and revised.

Actionable Improvement Plans

None

IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The College Presidents' responsibilities and authority for implementation and administration of District policies are prescribed in District Policies and Procedures 2.03.

The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. As part of the evaluation, the Presidents establish goals tied to the Mission and Values of each college, and the Chancellor and Presidents annually assess the progress on these goals. As part of the annual evaluation process, the Chancellor briefs the Board on the Presidents' progress toward their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the Presidents to discuss areas of interest or concerns related to the three colleges, the District, or issues that may be of concern district-wide. The Presidents also attend meetings of the Board and report on College initiatives, programs, and various college expenditures in compliance with District Policies and Procedures.

Self Evaluation

The College and the District meet the standard. The College Presidents believe that the Chancellor gives them full responsibility and authority to implement and administer delegated District policies without his interference, therefore holding the Presidents accountable for the operation of the colleges. Once college budget allocations have been made by the District, the Presidents makes the ultimate decisions regarding the number of faculty positions each college will fill in a given year and other budgetary matters, among others.

Actionable Improvement Plans

None

IV.B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

As Chief Executive Officer of the District, the Chancellor is the liaison between the Colleges and the Governing Board. The Chancellor, on behalf of the Colleges, submits to the Board of Trustees all College matters which the Board should consider. The College Presidents and District Academic Senate President attend Board meetings and report on College and Senate initiatives and programs. At each board meeting, College Presidents provide the Board with executive updates regarding their College's programs and initiatives.

The Board of Trustees includes a Student Trustee who voices the concerns and interests of District students in Board meetings and facilitates a dialogue between student government officials and the Board of Trustees. The District and the Colleges use effective methods of communication in a timely manner to relay information to Board members and others about upcoming Board agenda items.

Items to be considered at upcoming Board meetings are widely distributed electronically via the Board packet to the Board members, College managers, Academic Senate officers, union leaders, and other interested community members in advance of a Board meeting. The Board packet contains Board reports that are summaries of the items to be considered. They are prepared by the responsible College or District personnel and submitted to the Board on their behalf by the Chancellor. Board meeting minutes are posted on the District's website. Minutes from previous meetings are archived on the site, and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted on the website.

Many college and district administrative committees communicate with each other and, ultimately, with the Board. The Chancellor's Cabinet consists of the College Presidents, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services, and the Vice Chancellor of Human Resources. The Chancellor's Council consists of

the Chancellor's Cabinet plus the Director of Information Technology Services, the Vice Chancellor of Facilities Operations and Planning, and the Director of Community and Government Relations. These groups meet on alternate weeks and provide a means by which the Colleges and the District Office can engage in dialogue about a variety of college and district issues.

At the beginning of each year, the Chancellor invites all faculty and staff to an opening-day meeting for a briefing on important issues currently facing the District.

Self Evaluation

The College and the District meet the standard. The role delineation of the District as liaison between the colleges and the governing Board of Trustees is well defined and effective. College initiatives and other business requiring Board discussion or approval are placed in front of the Board by the Chancellor on behalf of the Colleges. When such items are brought to the Board, appropriate College personnel are in attendance at the meeting to answer any questions the Board might have. College Presidents provide the board with executive updates regarding their colleges' programs and initiatives. The availability of web-based information about upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. The web-based information is available to all employees of the District and the community. Keeping stakeholders fully informed about Board and college communications is an important part of the organization's institutional integrity.

The College Presidents indicated that Chancellor's Council and Chancellor's Cabinet meetings have been effective ways to engage in dialogue with the District regarding college or District matters in general, and issues which might require Board action or discussion.

Actionable Improvement Plans

None

IV.B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

As stated earlier, the District and Colleges developed a District Function Map in 2007, in order to clarify role delineation and outline District, College, and shared District and College responsibilities related to accreditation standards. The map was reviewed and extensively discussed by stakeholder groups including the District Shared Governance Council, numerous committees at the Colleges and was approved by Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities. The Committee is composed of the Accreditation Liaison Officers for each college and the District. In spring 2010, the District Functions Map was revised again, which incorporated and some very minor changes; these changes were discussed with constituencies at the colleges and eventually approved by the District Participatory Governance Council. A third revision was conducted in spring 2013, and will be brought to the Board of Trustees in fall 2013.

Governance and decision making structures that help promote the integrity and effectiveness of educational programs and services are also evaluated and discussed in a variety of forums throughout the year. Several times each year, the Board of Trustees meets in study sessions to review existing programs and to explore new policies or objectives. During the last year, the Board met in study sessions over the course of several meetings to discuss the future of KCSM-TV, international education, community needs assessment, and student fee collection process.

Additionally, the Board holds an annual retreat to focus on strategic matters, including goal setting and policy making that often result in the review of role delineation, governance, and decision-making structures and processes of the District. During weekly Chancellor's Cabinet and Council meetings, College Presidents and the Chancellor and his staff engage in dialogue addressing these matters. District and College administrative and

institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes.

Self Evaluation

The College and the District meet the standard. The Board shapes policies regarding governance, role delineation, and process, and the Chancellor, his staff, and the College Presidents subsequently implement them. A variety of administrative and institutional committees throughout the District communicate information about these policies and issues related to their implementation. Similarly, College Presidents communicate and engage in dialogue through their College Cabinets, councils, and administrators. The College and District Academic Senates discuss academic and professional matters of concern to faculty. Academic Senate subcommittees, labor groups, and District and College Participatory Governance Councils and committees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the District's portal page for review by interested parties.

During 2011 and 2012, the Board study sessions included such topics as an the AA-T degrees, future of KCSM, a discussion of concurrent enrollment and other partnerships with high school districts; course equivalency matrix; graduation requirements; Degree Works; international education; security procedures and threat assessments; Foundation update; Facilities Master Plan; budget overview and financial projections; Childcare Centers at the Colleges; procedure for collection of student fees; community/external relations and community needs assessment; and strategic planning.

The Board annually holds a retreat to consider organizational matters. At the Board's retreat in February 2013, the Board and District employees discussed accreditation, as well as the need to undertake a community needs assessment in order to understand the educational needs of individuals and businesses within the County. San Mateo County is experiencing growth in both high tech and biotech businesses and some of these new businesses are having difficulty recruiting qualified workers. The District is partnering with the Workforce Investment Board, the San Mateo County Economic Development Association and local chambers of commerce to undertake research to identify skills gaps and develop programs to address them.

As necessary, district-wide committees are formed for the purpose of engaging in dialogue about a particular governance, decision-making structure or process. Additionally, decision-making processes or structures are discussed and evaluated as part of District and College initiatives, e.g., educational master plan development and review; the resource allocation model; the evaluation, planning, and review process; and the facilities program review process.

Actionable Improvement Plans

None

List of Evidence for Standard IV

Evidence for Standard IV.A:

Academic Senate Code of Professional Ethics
Academic Senate Governing Council
Academic Senate Governing Council Minutes 04/28/2011
Academic Senate Governing Council Minutes 10/27/2005
Academic Senate Resolutions 04/25/2012
ACCJC Follow-Up Report 2008
ACCJC letter of January 31, 2008
ACCJC Second Follow-Up Report 2009
Accreditation 2013 Self Evaluation Reports
Accreditation Newsletters
Administrative Planning Council
Administrative Planning Council Notes 09/27/2010
Annual Plan/Program Review process
Annual Review of Participatory Governance 2013
Assessment of Cañada College Decision Making Procedures, Process & Environment Summary of Findings & Open Discussion
CIETL - Center for Innovation and Excellence in Teaching and Learning
CIETL Events
CIETL Instructional Design & Technology
College Planning Council & Budget Committee Joint Meeting Minutes 01/18/2012
College Planning Council & Budget Committee Joint Meeting Minutes 12/05/2012
College Planning Council Agenda 05/21/2009
College Planning Council Agenda 09/17/2009
College Planning Council Minutes 02/03/2011
College Planning Council Minutes 03/03/2011
College Planning Council Minutes 04/01/2010
College Planning Council Minutes 05/21/2009
College Planning Council Minutes 09/17/2009
College Planning Council Minutes 10/07/2010
College Planning Council Minutes 11/18/2010
College Planning Council Minutes 12/18/2008
College Planning Council Retreat 08/12/2010
District Academic Senate
District Academic Senate Agenda 11/19/2012
District Participatory Governance Committee (DPGC)
Educational Master Plan 2008-2012
Educational Master Plan 2012-2017
Educational Master Plan Development Process 2011
Educational Master Planning Listening Forums
Employee Voice Survey 2012
Employee Voice Survey Report 2013
Facebook
Honors Transfer Program
Inside Cañada
Instruction Planning Council Minutes 03/06/2009

Instruction Planning Council Minutes 04/16/2010
Instruction Planning Council Minutes 04/23/2010
Instruction Planning Council Minutes 09/04/2009
Instruction Planning Council Minutes 09/07/2012
Instruction Planning Council Minutes 09/17/2010
Instruction Planning Council Minutes 11/18/2011
Instruction Planning Council Recommendations for Reductions in Instruction in Response to 1-% Budget Reduction Mandated by the District 12/03/2009
Instruction Planning Council Minutes 11/04/2011
Instructional SLOAC Philosophy Statement for Cañada College
Leadership Redwood City
Letter from ACCJC to Cañada College 2/3/2009
Math Jam and Physics Jam
Mission Statement
Participatory Governance Manual
Planning & Budget Minutes 05/07/2008
Planning Structure & Framework 12/18/2008
Presentation on Planning and Budgeting for Board of Trustees 12/09/2009
SMCCCD Auxiliary Services Annual Report 2011-2012
SMCCCD Board of Trustees Minutes 04/22/2009
SMCCCD Board of Trustees Minutes 04/24/2013
SMCCCD Board Policy 2.05 Academic Senate
SMCCCD Board Policy 2.08 District Participatory Governance Process
SMCCCD Board Policy 2.18 Student Participation in District and College Governance
SMCCCD Board Policy 2.21 Policy on Professional Ethics
SMCCCD Board Policy 2.75 Institutional Planning
SMCCCD Facilities Master Plan
STEM Center
Strategic Plan 2012-2017
Student Code of Ethics
Student Equity Plan
Student Services Planning Council Bylaws
Student Services Planning Council Membership
Student Services Planning Council Minutes 01/25/2012
The Olive Press/Cañada College News
Trustee's Fund for Program Improvement
Twitter
WebSCHEDULE
WebSMART

Evidence for Standard IV.B:

College Internal Audit Group (CIAG)
Delineation of Functions Review Committee
District Committee on Budget and Finance
District downloads page
District Facilities Master Plan
District Office Customer Satisfaction Survey
District Office Organizational Charts
District Shared Governance Council Minutes 11/03/2008
District Strategic Plan
District Strategic Plan 2008-2013
District-wide Committees
Educational Master Plan 2012-2017
Employee Voice Survey Report 2013
Letter from the Chancellor to All Employees 07/19/2012 - Opening Day
Management & Policing Consulting, LLC Project Report 08/29/2008 Organizational Assessment of Security Operations District-wide
Oversight Committee
Participatory Governance Manual
SMCCCD 2012-2013 Final Budget Report
SMCCCD Auxiliary Services Annual Report 2010-2011
SMCCCD Board of Trustees Agenda 03/10/2010
SMCCCD Board of Trustees Agenda 03/14/2012
SMCCCD Board of Trustees Agenda 06/22/2011
SMCCCD Board of Trustees Agenda 08/15/2012
SMCCCD Board of Trustees Agenda 12/10/2008
SMCCCD Board of Trustees Agenda Annual Retreat 02/04/2012
SMCCCD Board of Trustees Agendas
SMCCCD Board of Trustees Board Packets
SMCCCD Board of Trustees Goals 2013-2014
SMCCCD Board of Trustees Members
SMCCCD Board of Trustees Minutes
SMCCCD Board of Trustees Minutes 02/22/2012
SMCCCD Board of Trustees Minutes 03/21/2013
SMCCCD Board of Trustees Minutes 04/10/2013
SMCCCD Board of Trustees Minutes of Annual Retreat 02/17/2013
SMCCCD Board of Trustees Packets
SMCCCD Board of Trustees Reaffirmation of Core Values and Principles
SMCCCD Board of Trustees Self-Evaluation
SMCCCD Board of Trustees Study Sessions
SMCCCD Board Policies and Procedures 1.00-5.02
SMCCCD Board Policies and Procedures 7.00 – 7.73
SMCCCD Board Policies and Procedures website
SMCCCD Board Policy 1.01 District Mission
SMCCCD Board Policy 1.02 Organization of the Board
SMCCCD Board Policy 1.05 Student Trustee
SMCCCD Board Policy 1.10 Duties and Responsibilities of the Board
SMCCCD Board Policy 1.15 Officers of the Board

SMCCCD Board Policy 1.20 Duties of Officers
SMCCCD Board Policy 1.35 Board Member Conduct
SMCCCD Board Policy 1.40 Meetings of the Board
SMCCCD Board Policy 1.45 Agendas for Meetings
SMCCCD Board Policy 1.55 Order of Business and Procedure
SMCCCD Board Policy 1.60 Rules of Order for Board Meetings
SMCCCD Board Policy 1.65 Community Relationships
SMCCCD Board Policy 2.00 Administrative Organization
SMCCCD Board Policy 2.02 Chancellor of the District
SMCCCD Board Policy 2.02.1 Chancellor of the District: Selection Procedures
SMCCCD Board Policy 2.02.2 Chancellor of the District: Evaluation
SMCCCD Board Policy 2.03 College Presidents
SMCCCD Board Policy 2.03.1 College Presidents: Selection Procedures
SMCCCD Board Policy 2.05 Academic Senate
SMCCCD Board Policy 2.06 Board Policy and Administrative Procedure
SMCCCD Board Policy 2.08 District Participatory Governance Process
SMCCCD Board Policy 2.21 Policy on Professional Ethics
SMCCCD Board Policy 2.40 Public Records
SMCCCD Board Policy 2.45 Conflict of Interest
SMCCCD Board Policy 6.01 Philosophy and Purpose
SMCCCD Board Policy 6.13 Curriculum Development, Program Review, and Program Viability
SMCCCD Board Policy 8.0 Fiscal Management
SMCCCD Board Policy 8.02 Delegation of Authority
SMCCCD Board Policy 8.14 Bond Oversight Committee
SMCCCD Board Report 11-12-1C Financial Summary for Quarter Ending September 30, 2011
SMCCCD Board Report No. 12-2-100B Mid-Year Budget Report
SMCCCD Committee on Budget and Finance
SMCCCD Delineation of Function Review Committee
SMCCCD District Office Customer Satisfaction Survey
SMCCCD District Office organizational charts
SMCCCD Education Services and Planning
SMCCCD Facilities Master Plan
SMCCCD Function Map 2008
SMCCCD Function Map 2010
SMCCCD Mission Statement
SMCCCD Review of Maintenance Services March 2012
SMCCCD Staff Housing Development
SMCCCD Strategic Plan for Information Technology 2012-2016
SMCCCD Work Performance Evaluation Form Management and Academic Supervisory Employees
SMCCD Board of Trustees Reaffirmation of Core Values and Principles
Staff Housing Development - Cañada Vista and College Vista
Technology Effectiveness Survey