



Cañada College Institutional Self-Evaluation for Reaffirmation of Accreditation 2013

Volume II Appendices



**APPENDIX FOR
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 on
July 24, 2013

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Appendix A—Evidentiary Information: Student Achievement Data

Cañada College Student Performance and Equity Dashboard

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Cañada College Student Performance and Equity Dashboard

developed and maintained by
The Office of Planning, Research and Student Success

INTRODUCTION

Welcome to the Cañada College Student Performance and Equity Dashboard. The Dashboard is a strategic planning and goal setting tool adopted by Cañada College to support the college's multiple planning processes. 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."*

The 16 indicators profiled in this Dashboard were chosen by the Cañada Student Equity Committee and have been identified in both national research and research on the experiences of Cañada students as having a high degree of association with long term academic performance and program completion.

The format used to display these measures was designed for the primary purpose of supporting & stimulating campus dialogue about student performance and equity. This Dashboard is used to anchor on-going college-wide discussions 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.

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Table 47: Benchmarks and Standards for Cañada College

Measurement	2011/2012 Data	Benchmark/ Standard	Goal
1. Successful course completion rate (%)	69.8	70	72
2. Fall-to-fall persistence rate (%)	37.0	37	40
3. Degree completion (total #)	319	300	330
4. Transfer (total #)		275	300
4a. UC/CSU Transfer	158	165	170
5. Certificate completion (total #)	280	280	300
6. Licensure Pass Rate: Radiological Technology – National Exam	100	100	100
7. Job Placement	NA	NA	NA
8. Fall-to-spring persistence	59	59	62
9. Success in student's first year	65.7	66	68
10. Success in GE	69.4	71	73
11. Success in DE	53	53	56
12. Success in CTE	79.1	80	82
13. Success in Pre-transfer	56.6	57	59
14. Success in Non-CBET ESL	62.9	65	67
15. Pct. Students placed in pre-transfer Math that take pre-transfer Math	53.3	65	70
16. Pct. Students placed in pre-transfer English that take pre-transfer English	48.8	55	65
17. Pct. Students placed in pre-transfer Reading that take pre-transfer Reading	50.2	50	55
18. FTES (total #)	4420	4500	5000
19. LOAD (year)	499	525	550



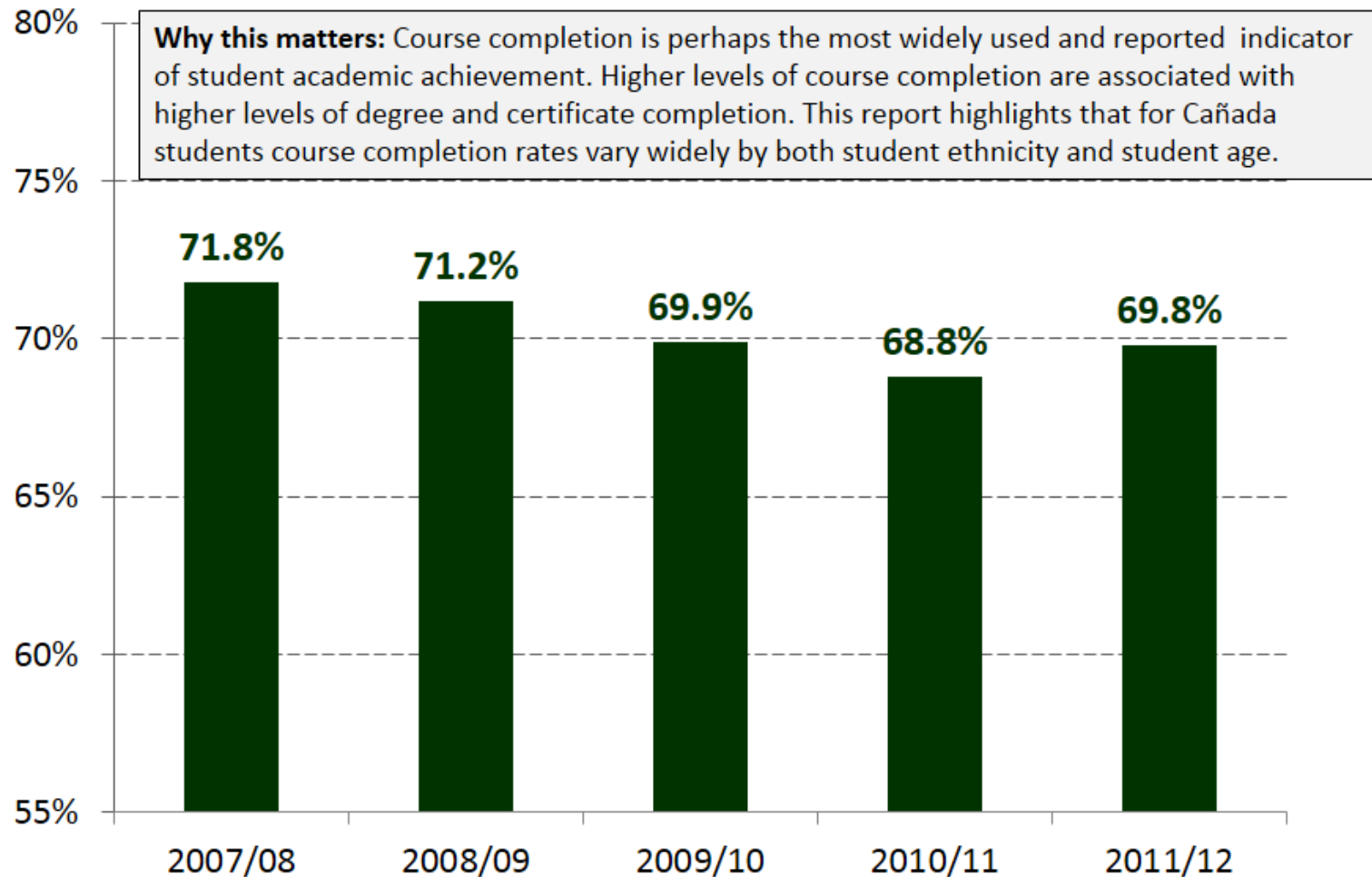
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Appendix A

Five Year Trend in Successful Course Completion Rates

(Cañada College 2007/08 – 2011/12)

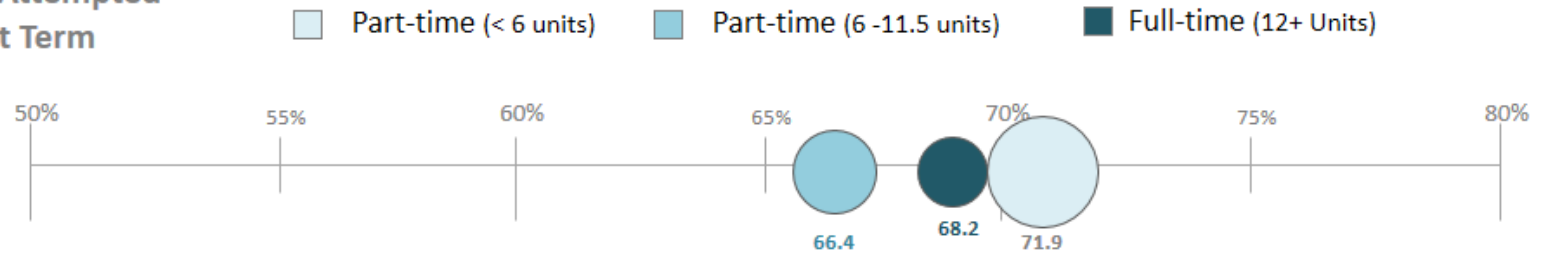


Course Completion Rate: also referred to as the college-wide course pass rate and the college success rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.

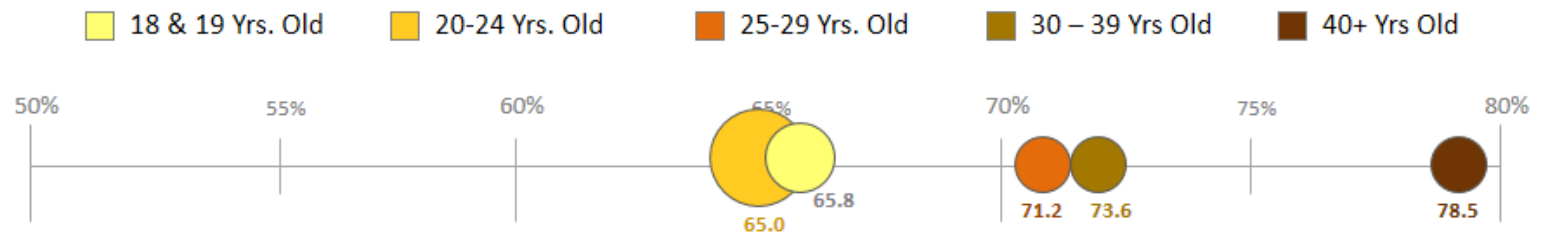
Appendix A

Successful Course Completion Rate by category (Academic Year 2011/12)

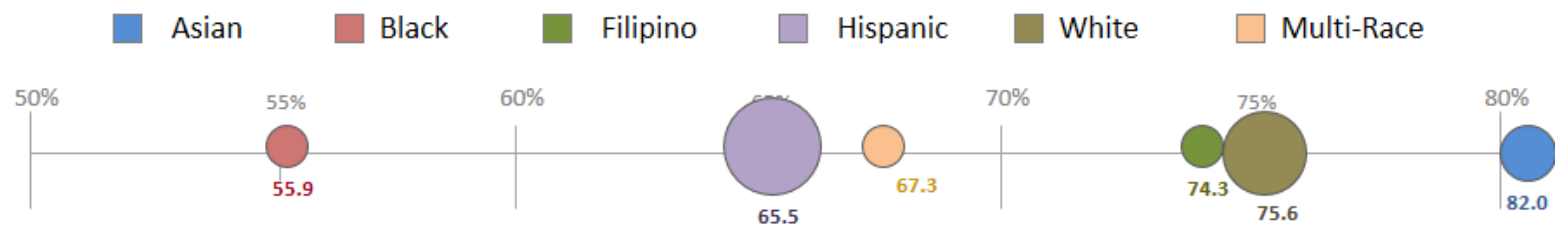
Units Attempted in First Term



Student Age



Student Ethnicity

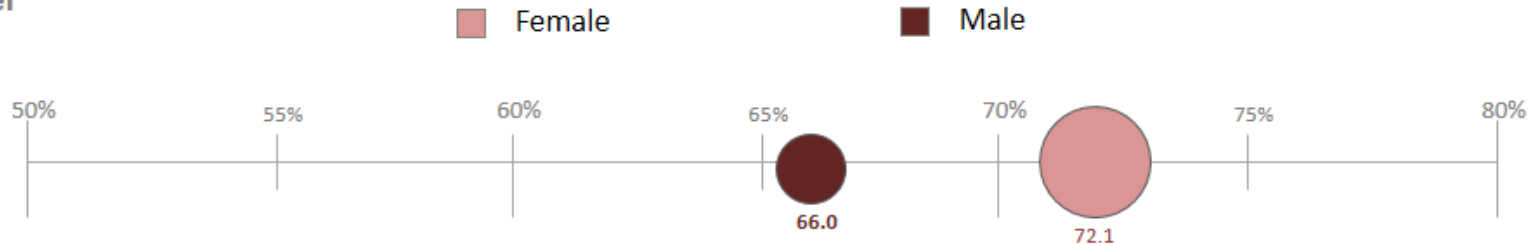


Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.

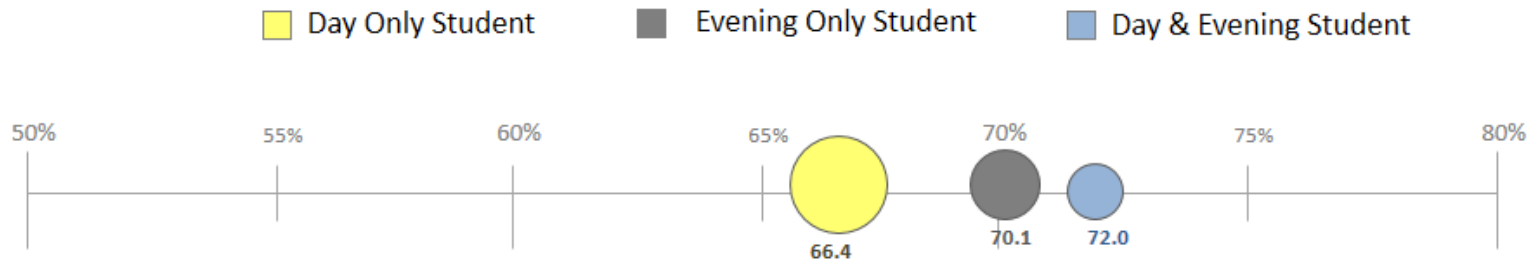
Appendix A

Successful Course Completion Rate by category (Academic Year 2011/12)

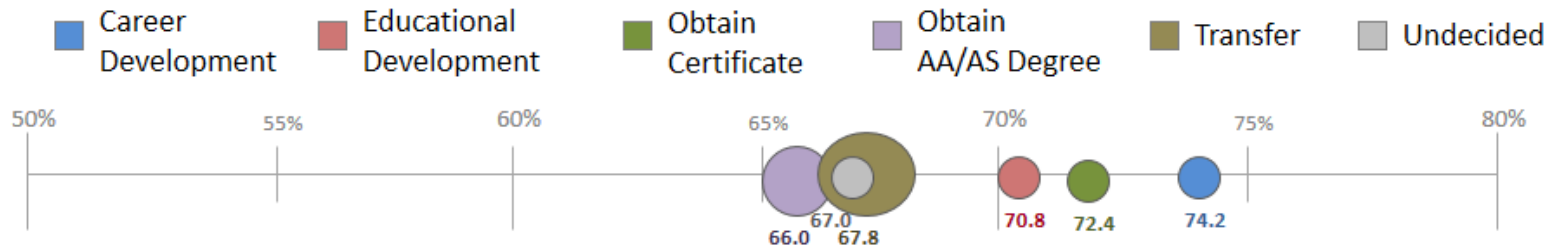
Gender



Day / Evening Status



Primary College Goal

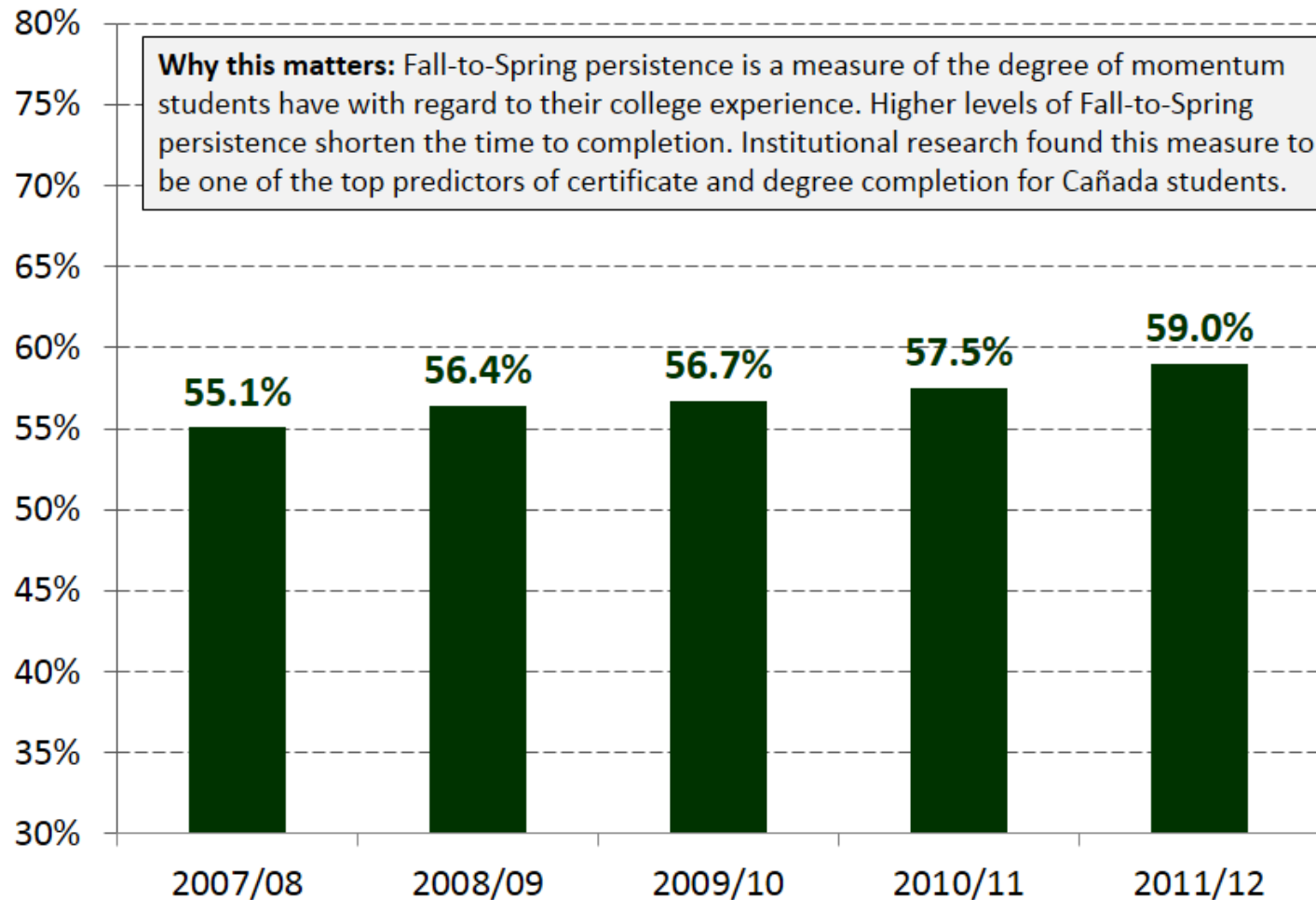


Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.

Appendix A

Five Year Trend in College Fall-to-Spring Persistence Rate

(2007/08 – 2011/12)



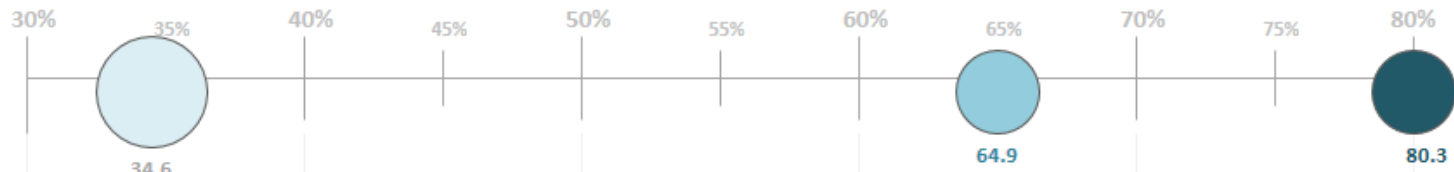
Fall-to-Spring Persistence Rate is the percentage of first time students enrolled in at least one course in the Fall semester that return and enroll in at least one course the subsequent Spring term.

Appendix A

College Fall-to-Spring Persistence Rate by category (First-Time Students; Fall 2011 to Spring 2012)

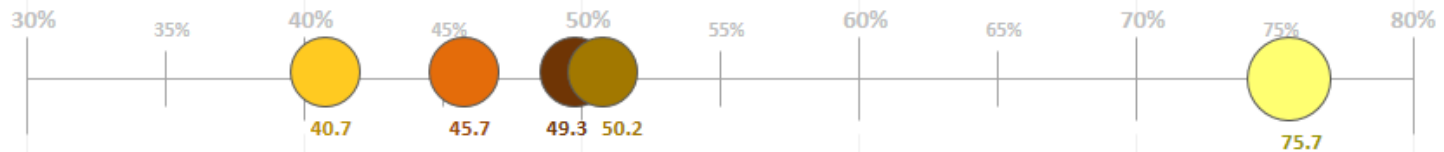
Units Attempted in First Term

■ Part-time (< 6 units)
 ■ Part-time (6 -11.5 units)
 ■ Full-time (12+ Units)



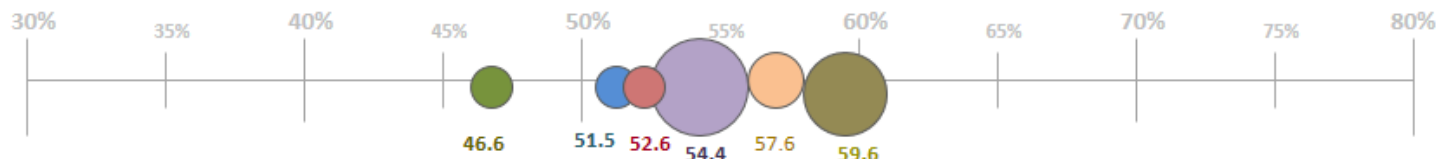
Student Age

■ 18 & 19 Yrs. Old
 ■ 20-24 Yrs. Old
 ■ 25-29 Yrs. Old
 ■ 30 – 39 Yrs Old
 ■ 40+ Yrs Old



Student Ethnicity

■ Asian
 ■ Black
 ■ Filipino
 ■ Hispanic
 ■ White
 ■ Multi-Race



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

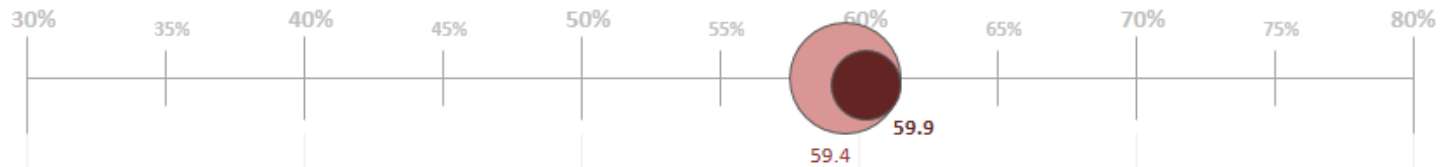
Appendix A

College Fall-to-Spring Persistence Rate by category

(First-Time Students; Fall 2011 to Spring 2012)

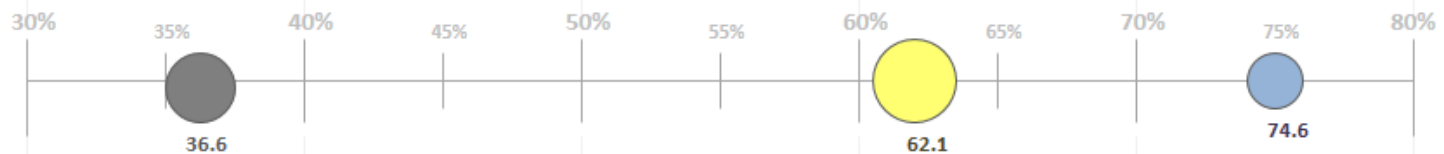
Gender

Female Male



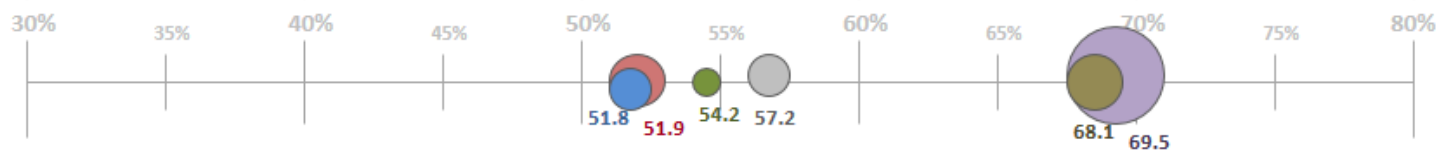
Day / Evening Status

Day Only Student Evening Only Student Day & Evening Student



Primary College Goal

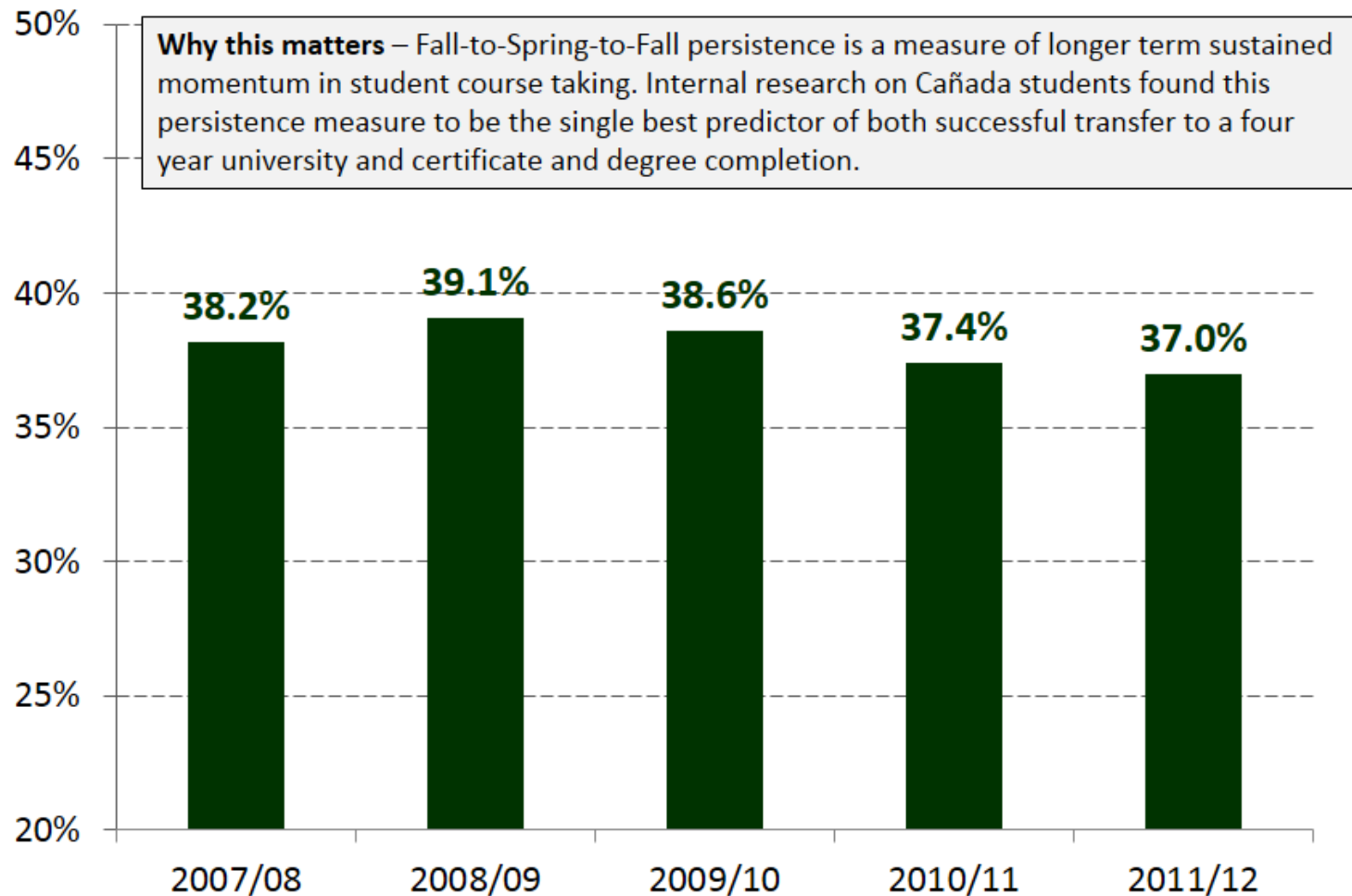
Career Development Educational Development Obtain Certificate Obtain AA/AS Degree Transfer Undecided



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Appendix A

Five Year Trend in College Fall-to-Spring-to-Fall Persistence Rate (2007/08 – 2011/12)

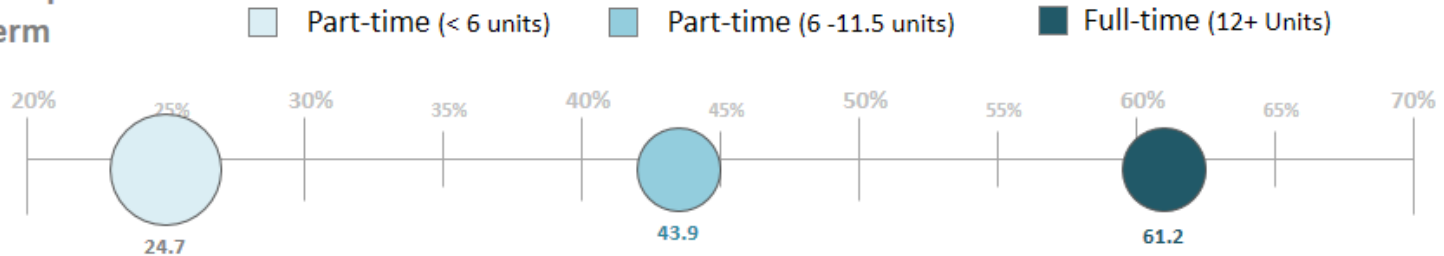


Fall-to-Spring-to-Fall Persistence Rate is the percentage of first time students enrolled in at least one course in the Fall semester, enrolling in at least one course in the subsequent Spring semester and return and enroll in at least one course the subsequent Fall term. Summer enrollment is excluded from this measure.

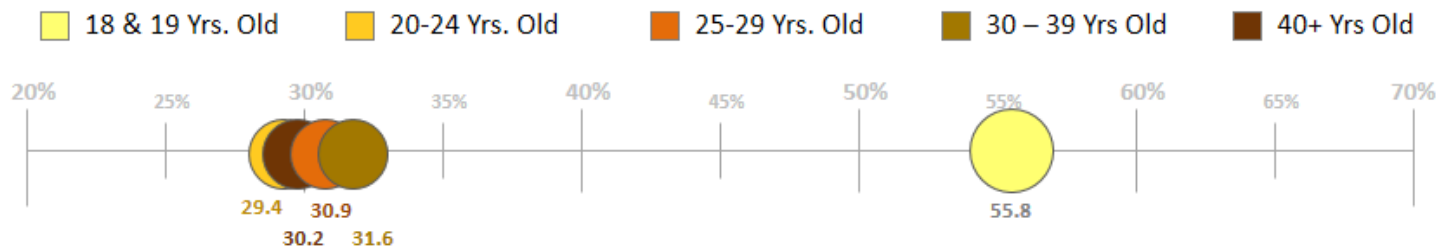
Appendix A

College Fall-to-Fall Persistence Rate by category (First-Time Students; Fall 2011 to Spring 2012)

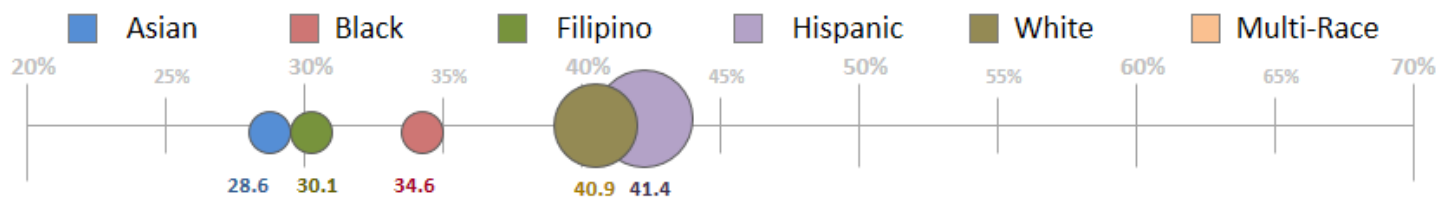
Units Attempted in First Term



Student Age



Student Ethnicity

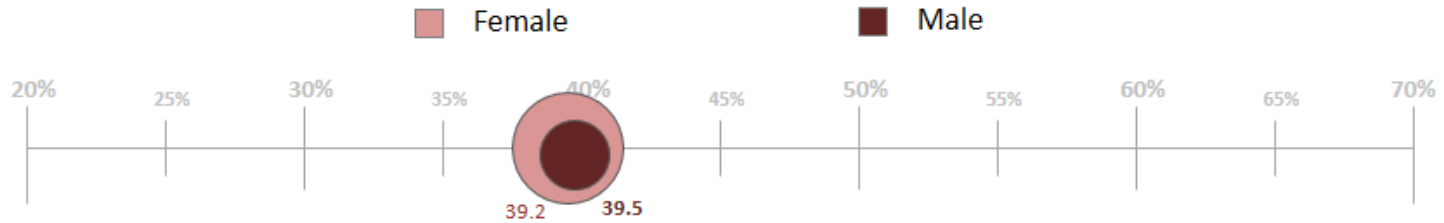


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

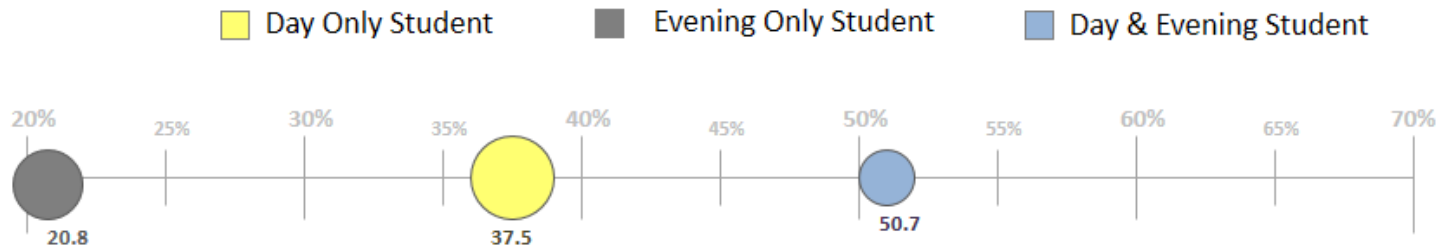
Appendix A

College Fall-to-Fall Persistence Rate by category (First-Time Students; Fall 2011 to Spring 2012)

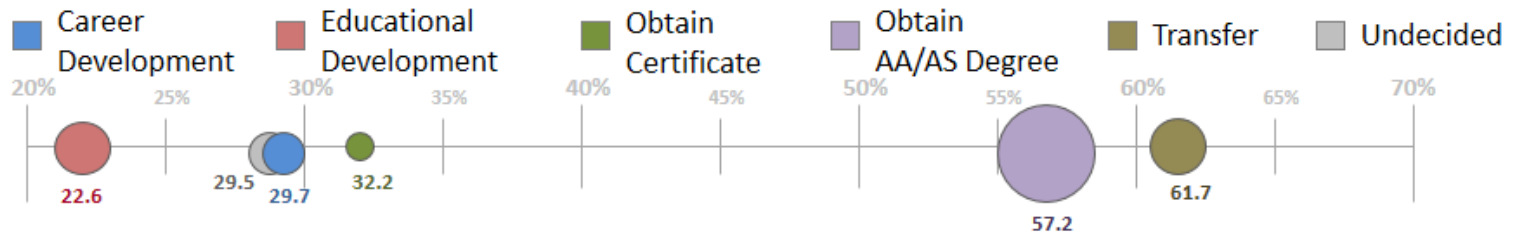
Gender



Day / Evening Status



Primary College Goal

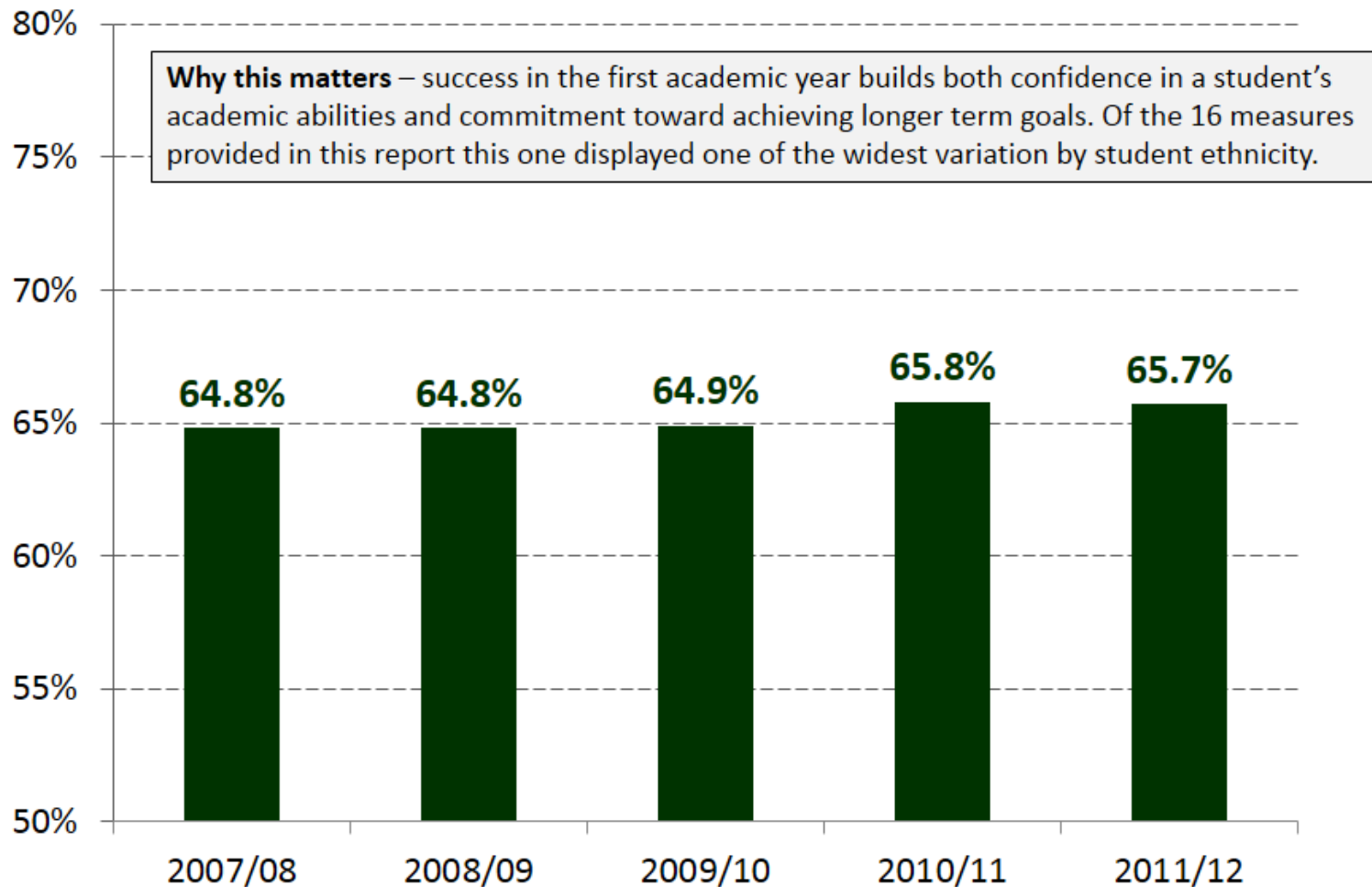


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

Appendix A

College Success Rate in Student's First Year

(First-Time Students; 2007/08 – 2011/12)

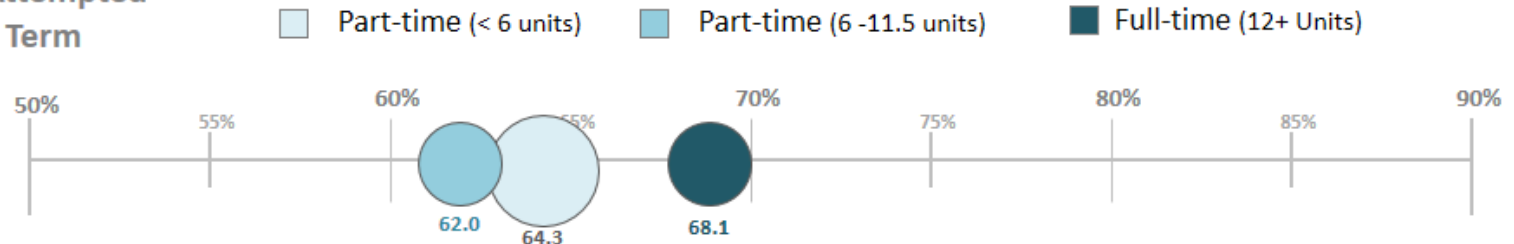


Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.

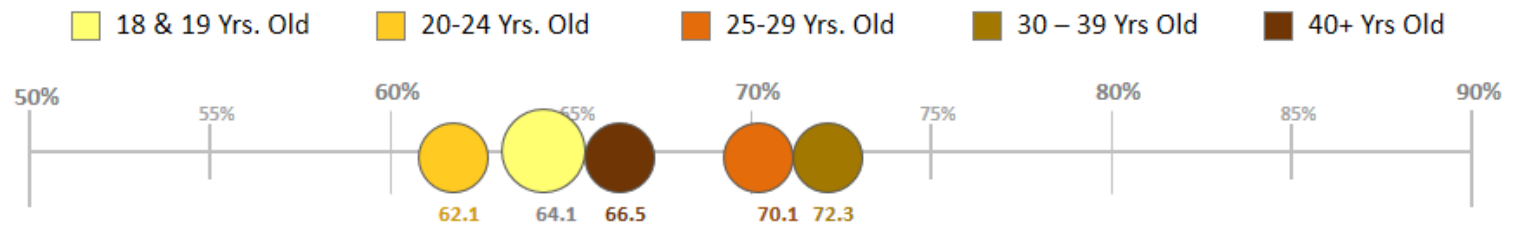
Appendix A

College Success Rate in Student's First Year by category (First-Time Students; 2011/12)

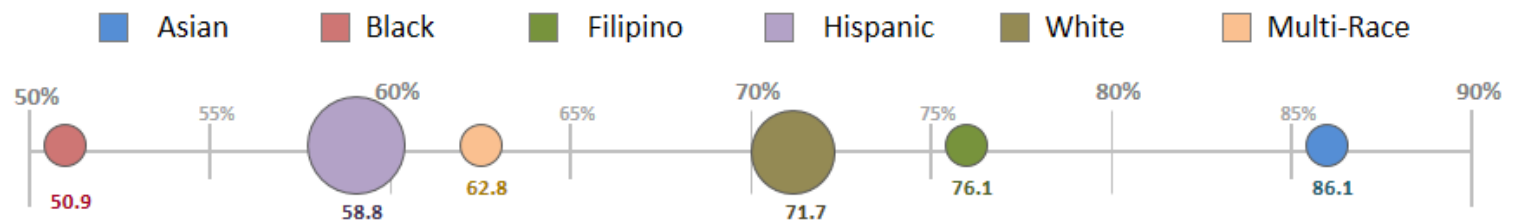
Units Attempted in First Term



Student Age



Student Ethnicity

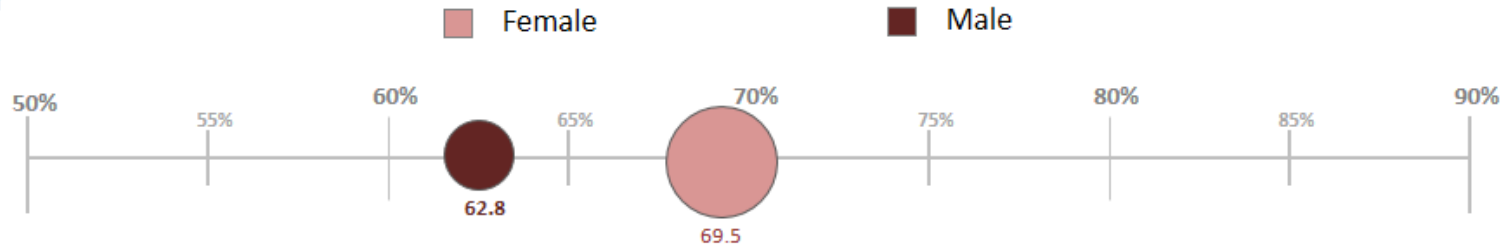


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

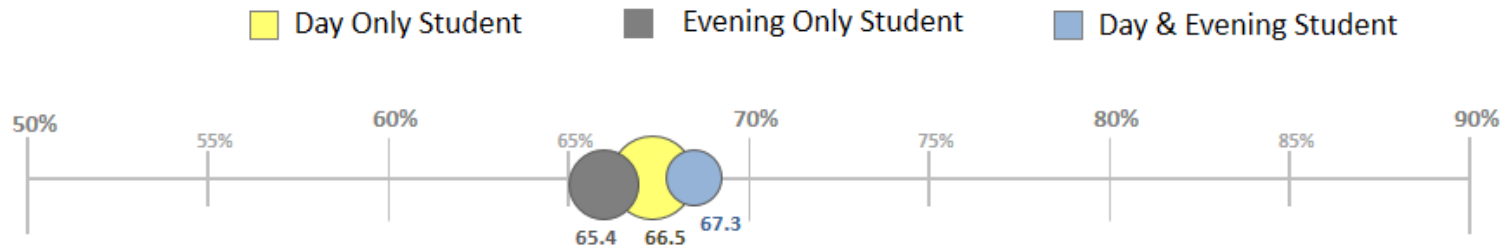
Appendix A

College Success Rate in Student's First Year by category (First-Time Students; 2011/12)

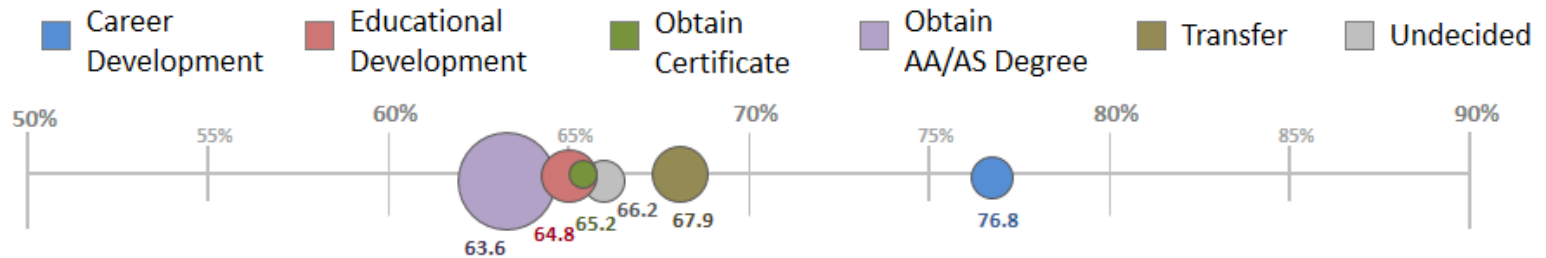
Gender



Day / Evening Status



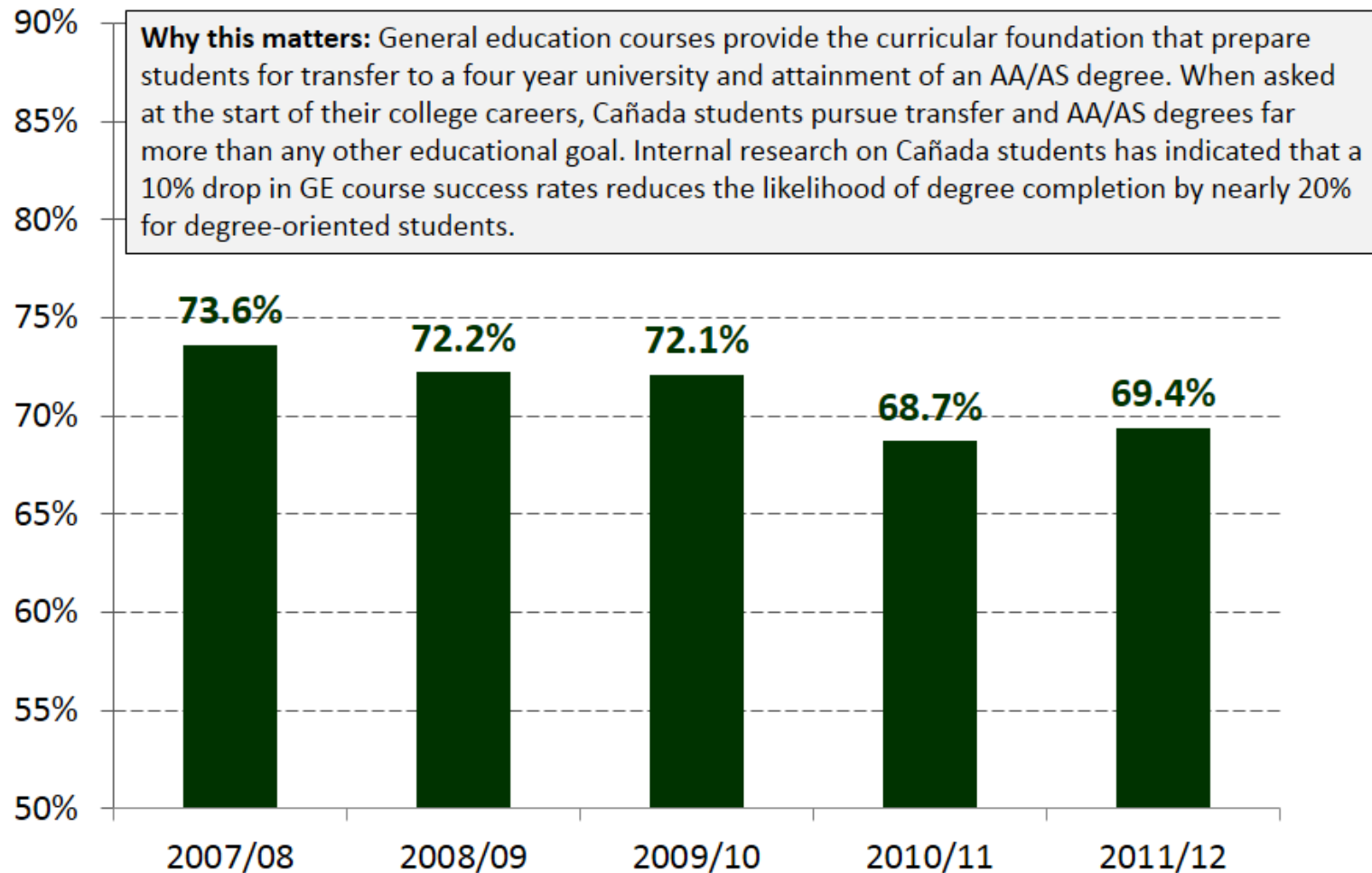
Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

College Success Rates in General Education Courses

(2007/08 – 2011/12)

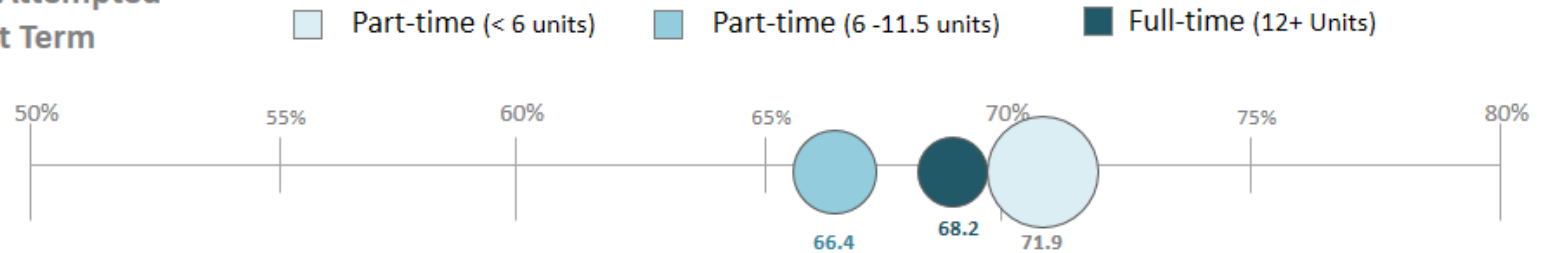


Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.

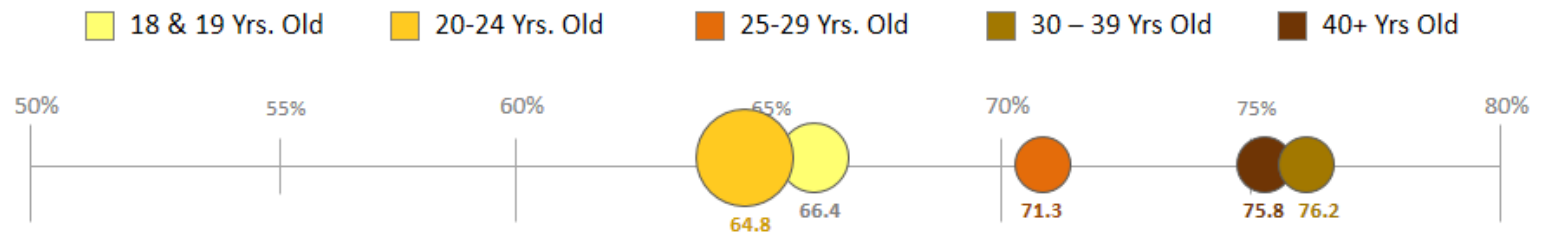
Appendix A

College Success Rate in Gen Ed Courses by category (Academic Year 2011/12)

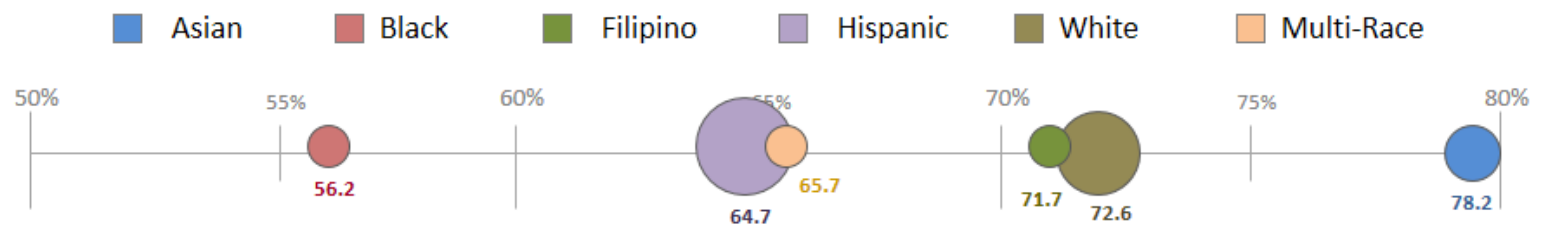
Units Attempted in First Term



Student Age



Student Ethnicity

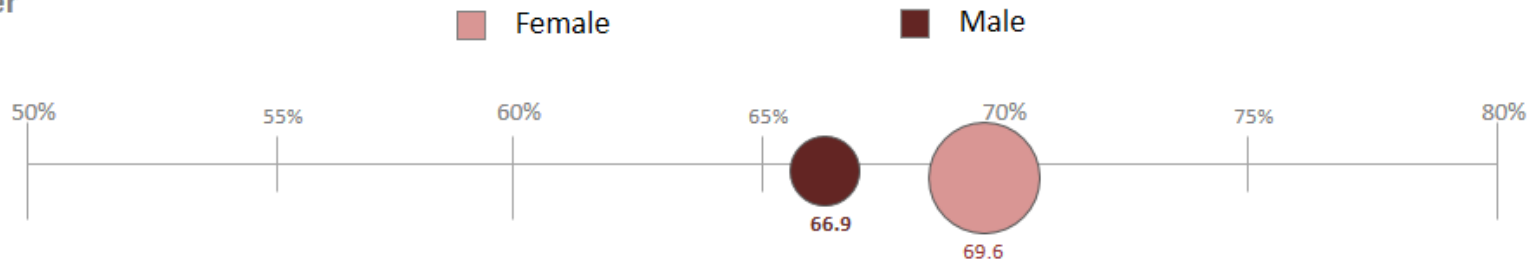


Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.

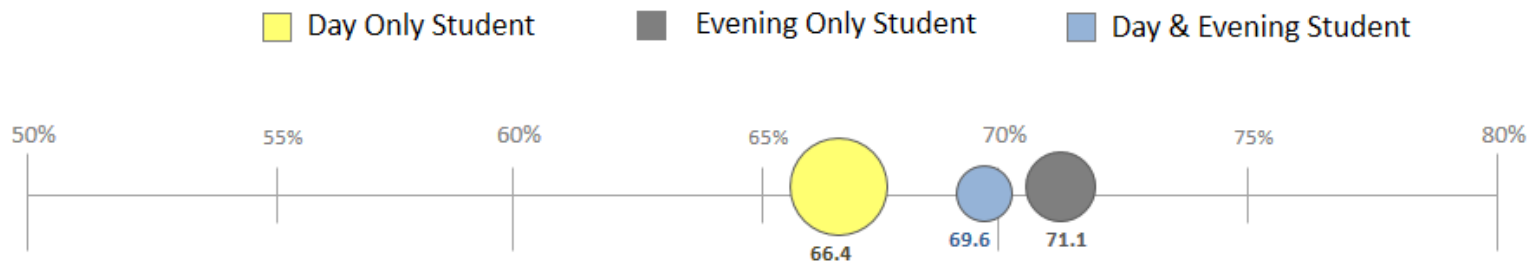
Appendix A

College Success Rate in Gen Ed Courses by category (Academic Year 2011/12)

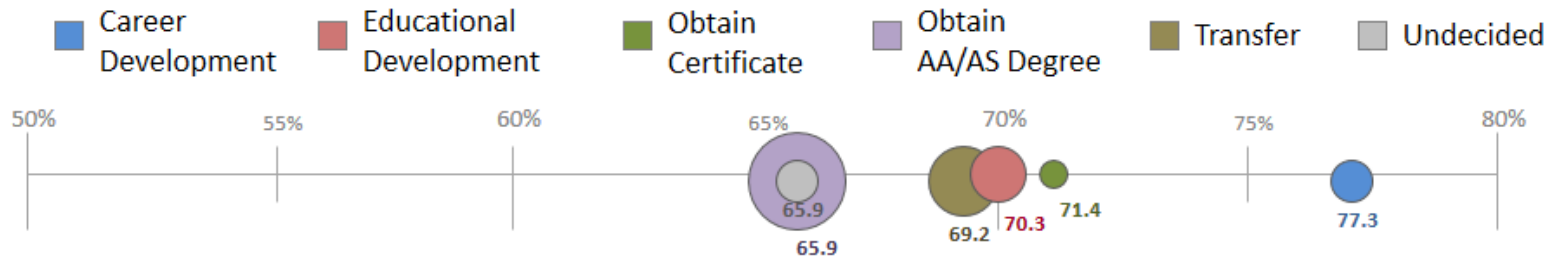
Gender



Day / Evening Status



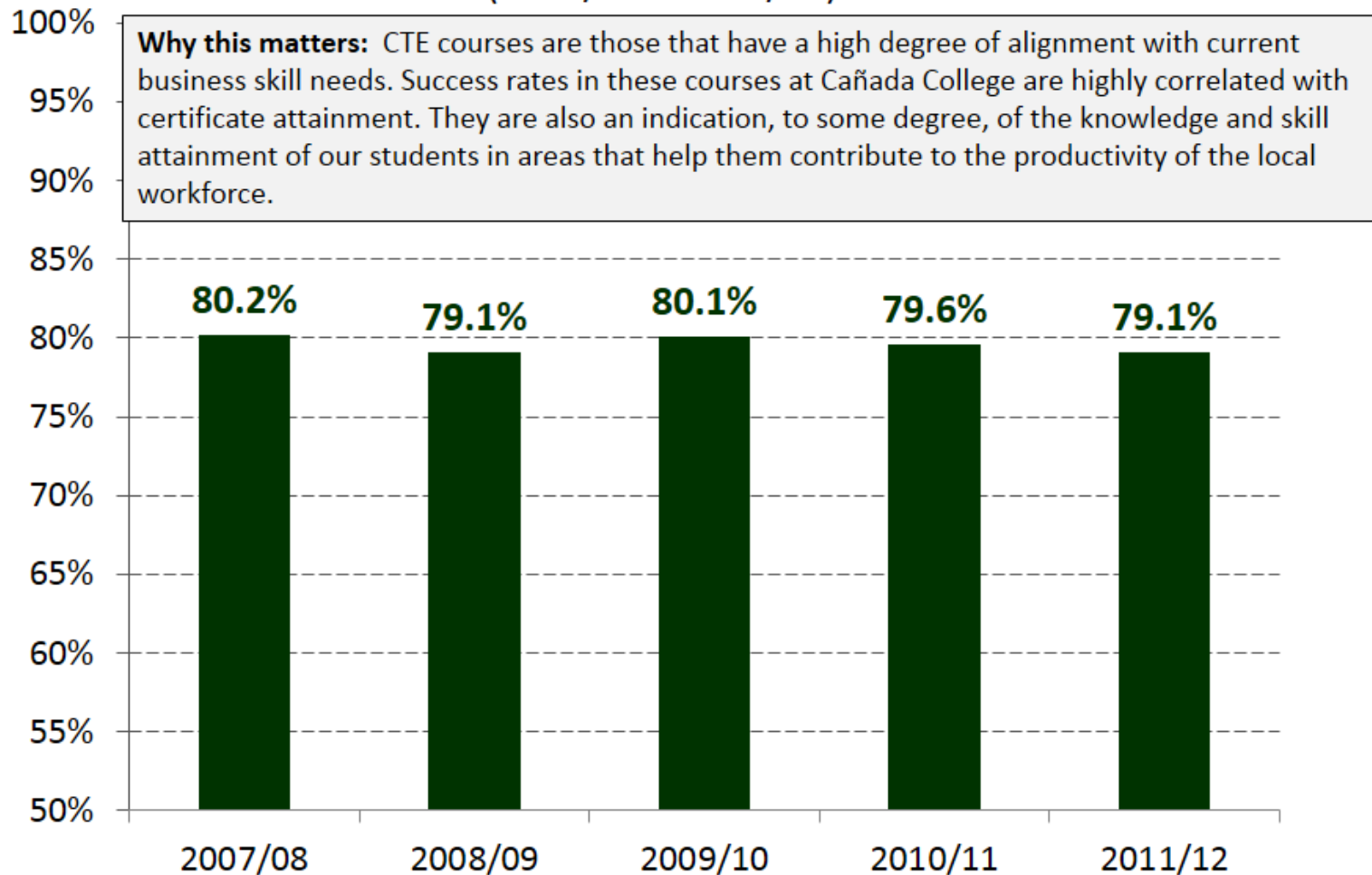
Primary College Goal



Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.

College Success Rates in CTE Courses

(2007/08 – 2011/12)

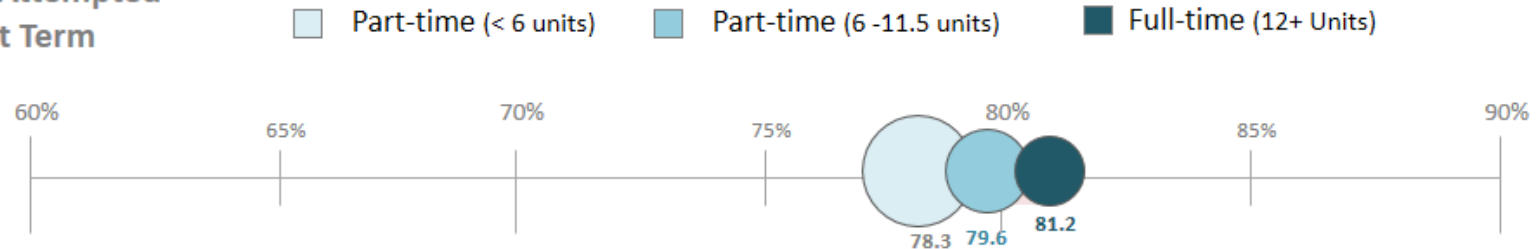


Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR. CTE Courses were identified using course SAM codes as being either advanced occupational or clearly occupational based on course coverage.

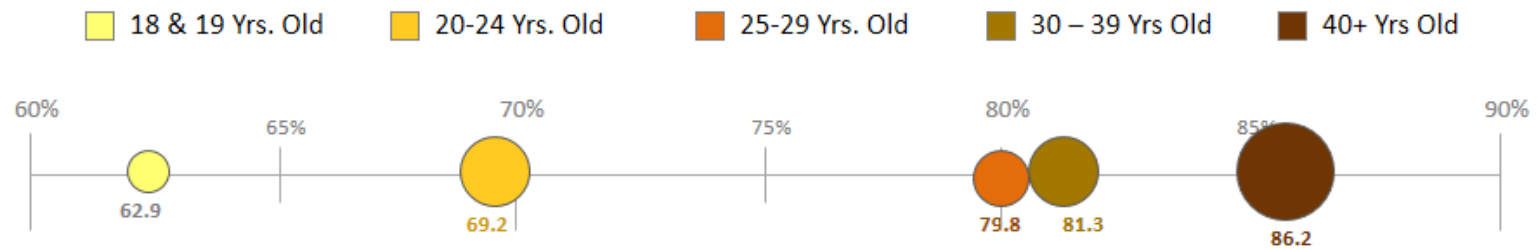
Appendix A

College Success Rate in CTE Courses by category (Academic Year 2011/12)

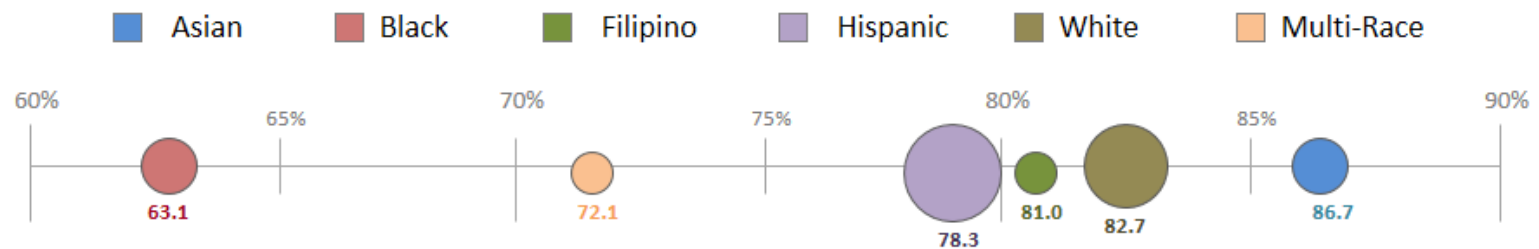
Units Attempted in First Term



Student Age



Student Ethnicity

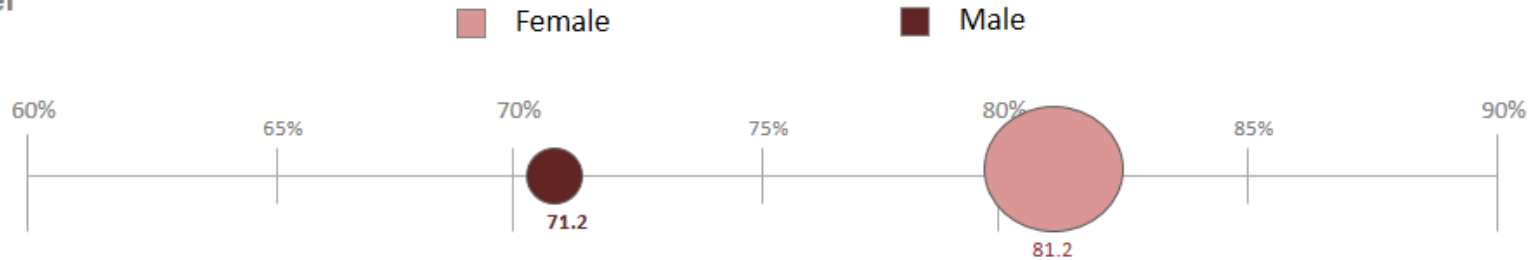


Note: Area of each circles corresponds to the relative number of CTE Courses taken by each student group.

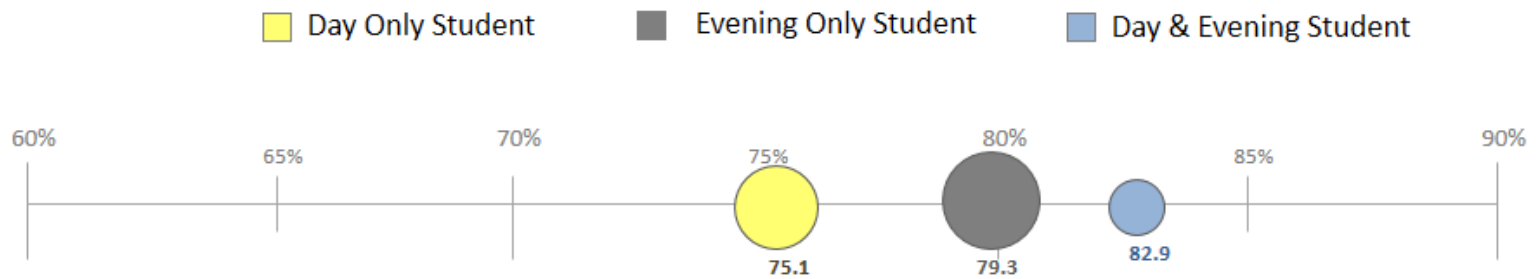
Appendix A

College Success Rate in CTE Courses by category (Academic Year 2011/12)

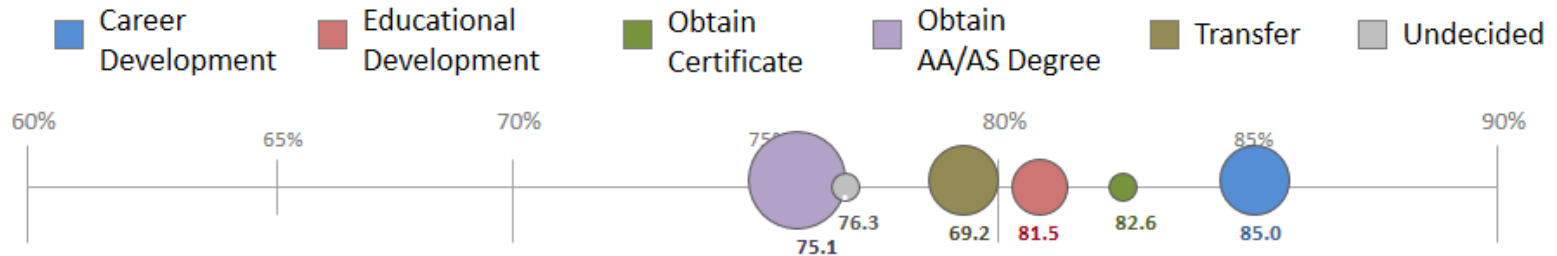
Gender



Day / Evening Status



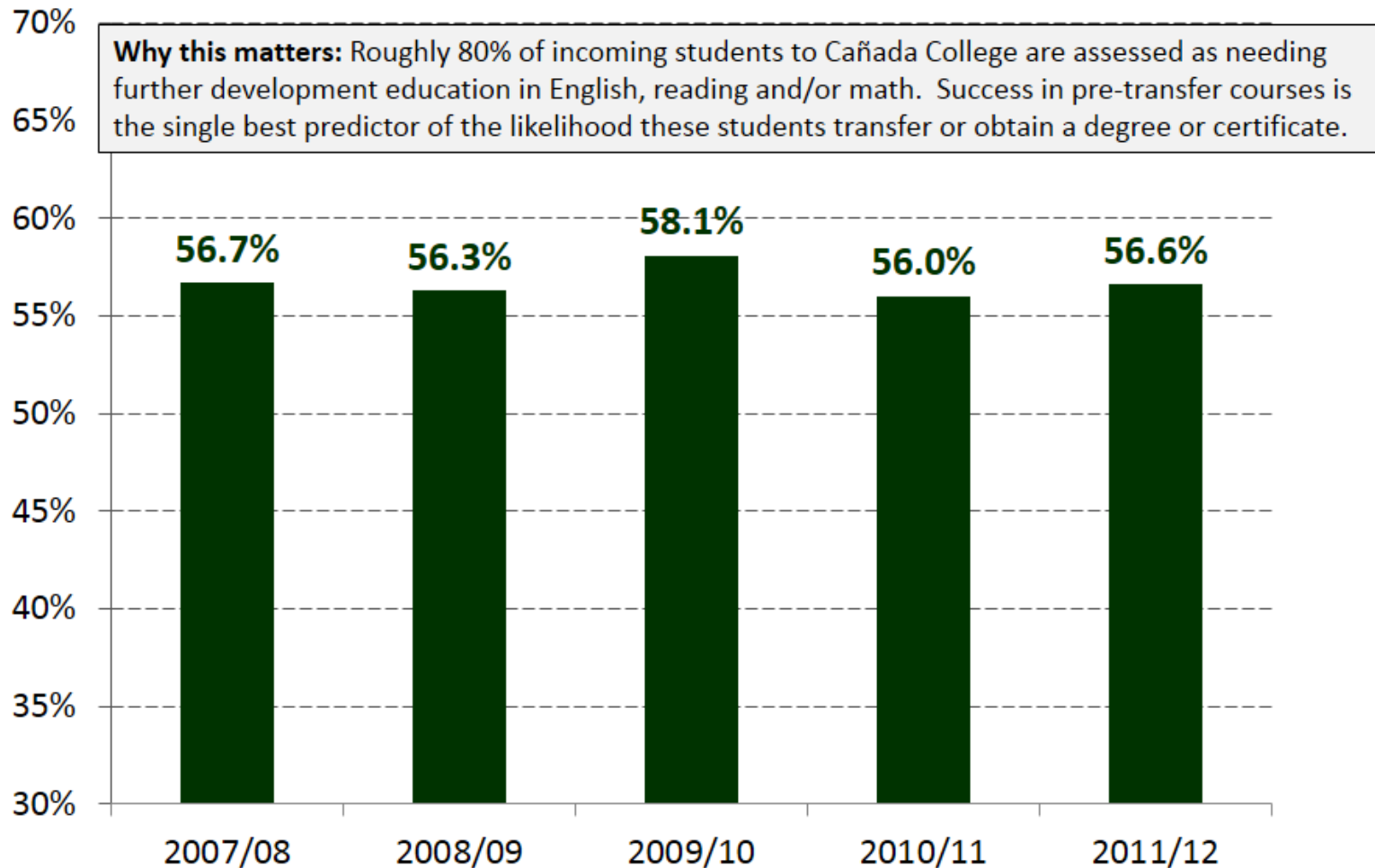
Primary College Goal



Note: Area of each circles corresponds to the relative number of CTE Courses taken by each student group.

College Success Rates in Pre-transfer Courses

(2007/08 – 2011/12)

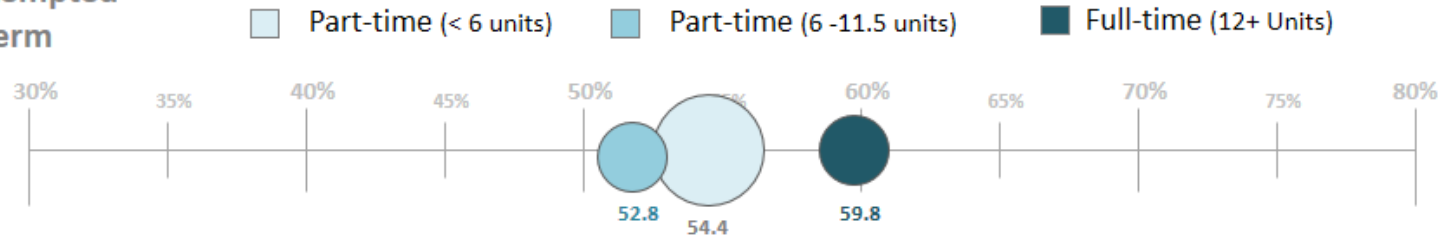


Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR. Pre-transfer courses are all courses in math, English and reading that are not transferable to California State Universities.

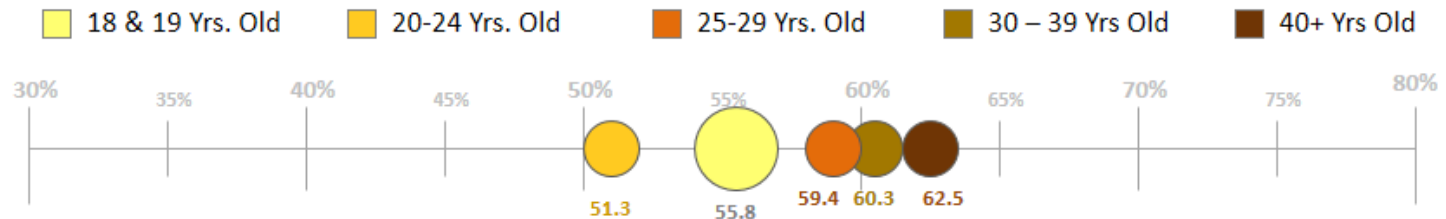
Appendix A

College Success Rate in Pre-Transfer Courses by category (Academic Year 2011/12)

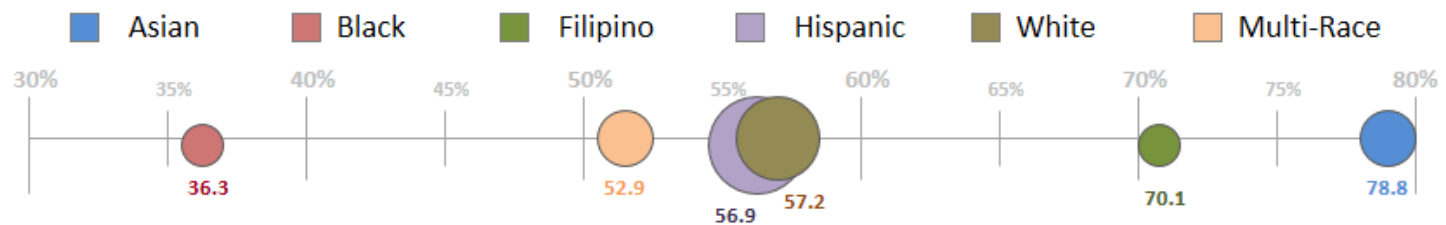
Units Attempted in First Term



Student Age



Student Ethnicity

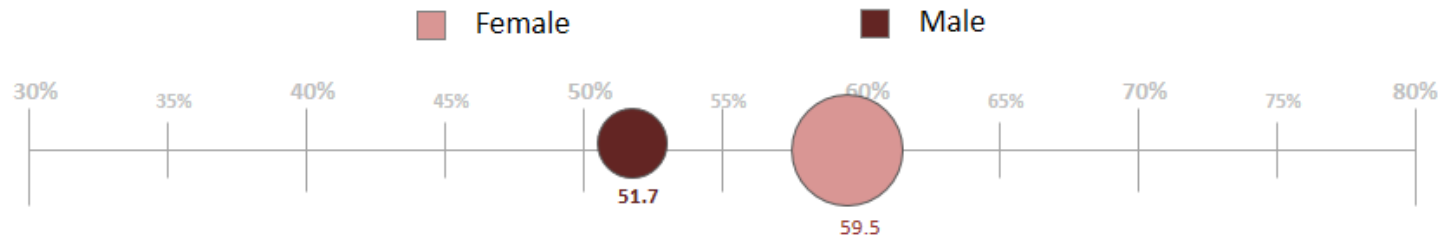


Note: Area of each circles corresponds to the relative number of Pre-Transfer Courses in Math, English & Reading taken by each student group.

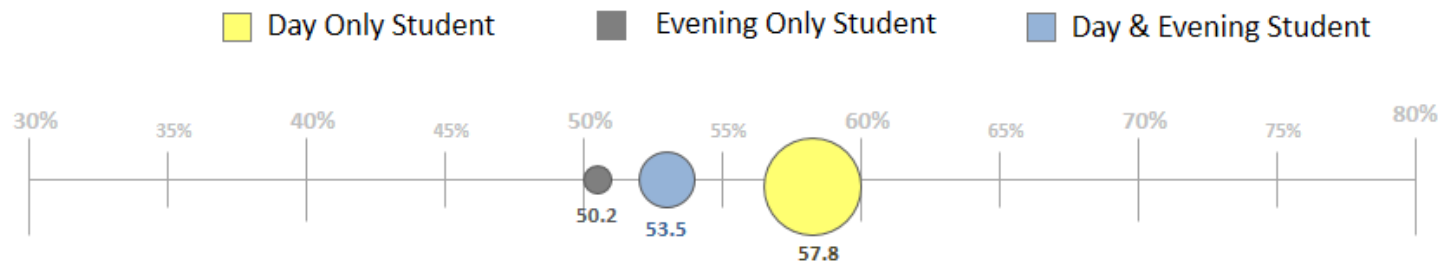
Appendix A

College Success Rate in Pre-Transfer Courses by category (Academic Year 2011/12)

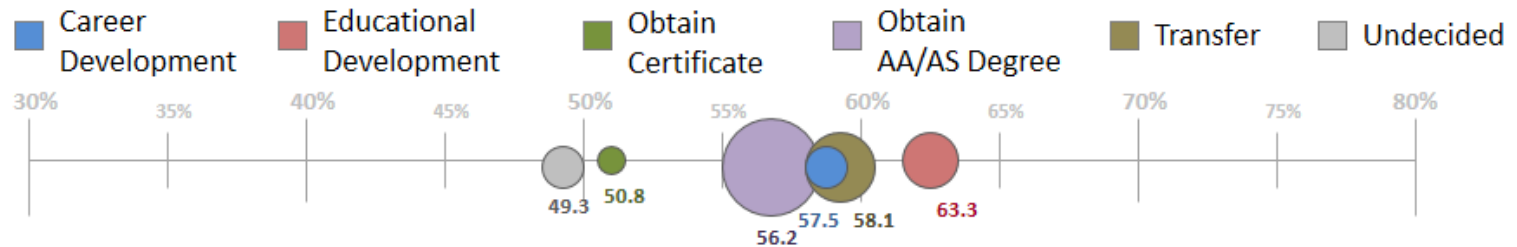
Gender



Day / Evening Status



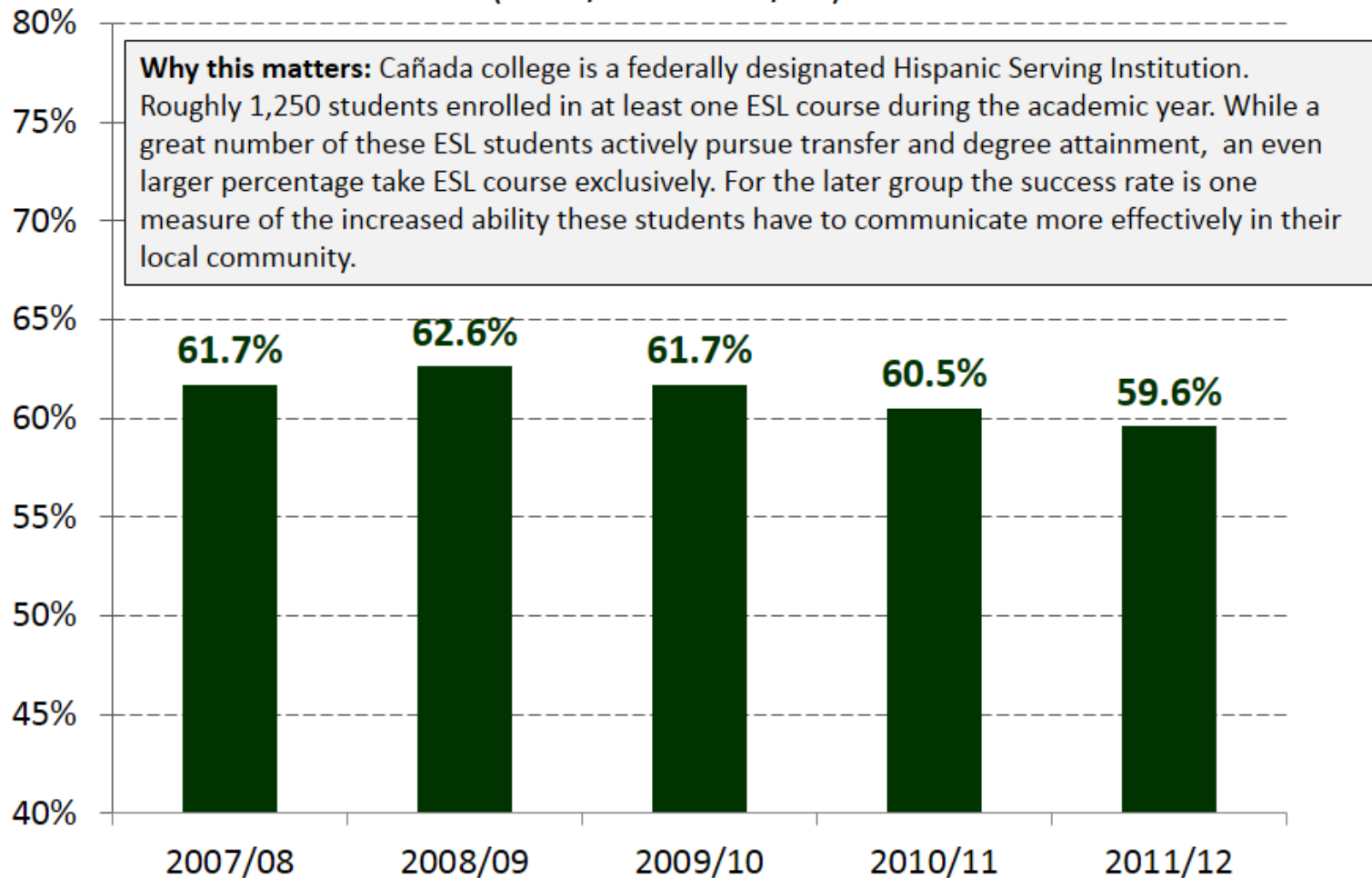
Primary College Goal



Note: Area of each circles corresponds to the relative number of Pre-Transfer Courses in Math, English & Reading taken by each student group.

College Success Rates in ESL Courses

(2006/07 – 2010/11)

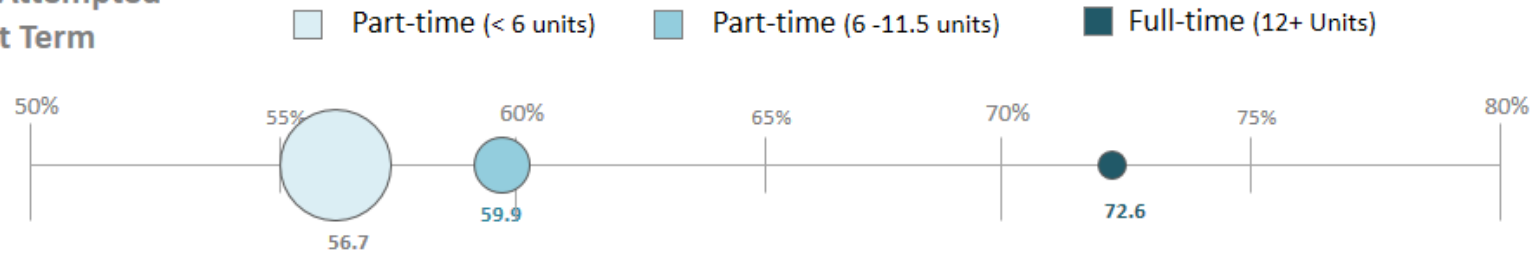


Retention Rate is an aggregation of student course taking performance. The retention rate is calculated by dividing the number of Final Grades awarded showing course completion (A, B, C, D, F, CR, NC,) divided by the number of all final grades awarded (A, B, C, D, F, CR, NC, W).

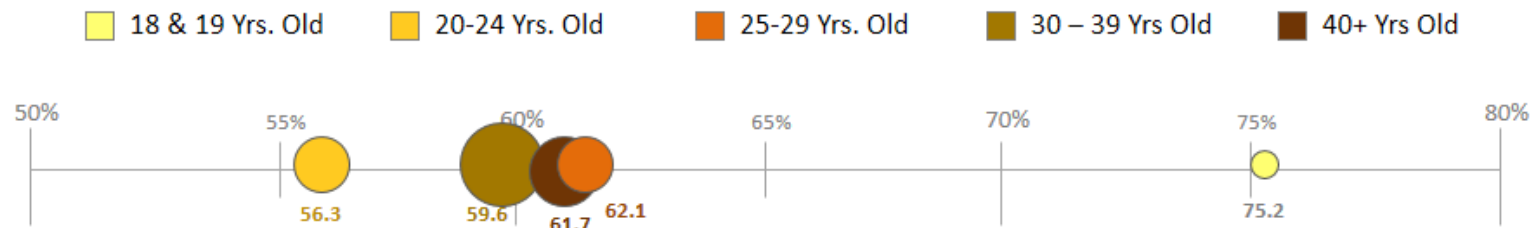
Appendix A

College Success Rate in ESL Courses by category (Academic Year 2011/12)

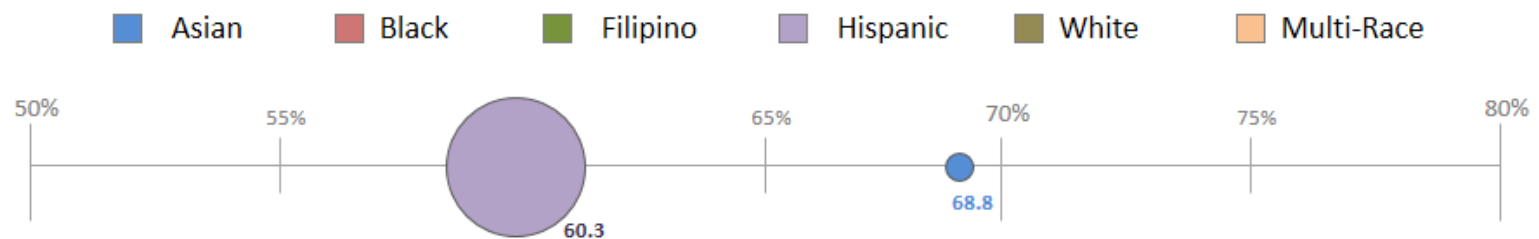
Units Attempted in First Term



Student Age



Student Ethnicity

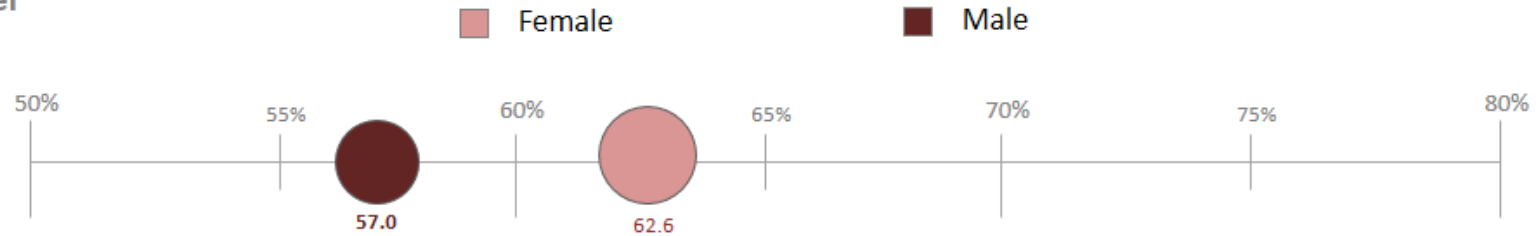


Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

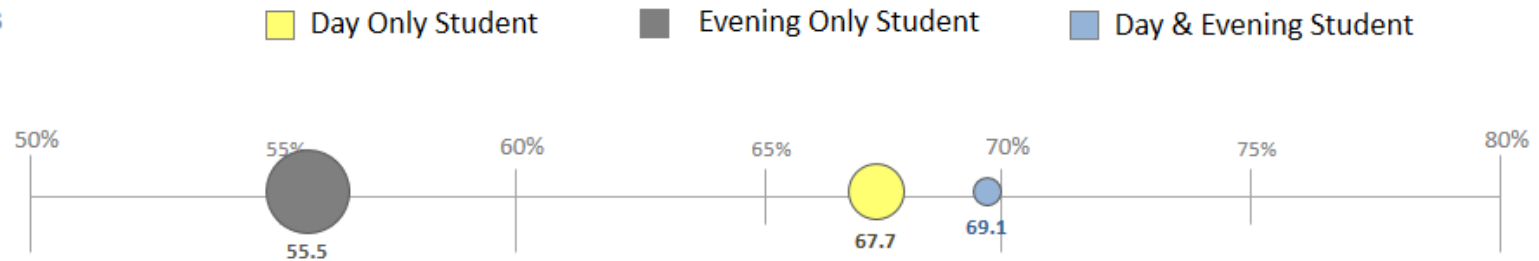
Appendix A

College Success Rate in ESL Courses by category (Academic Year 2011/12)

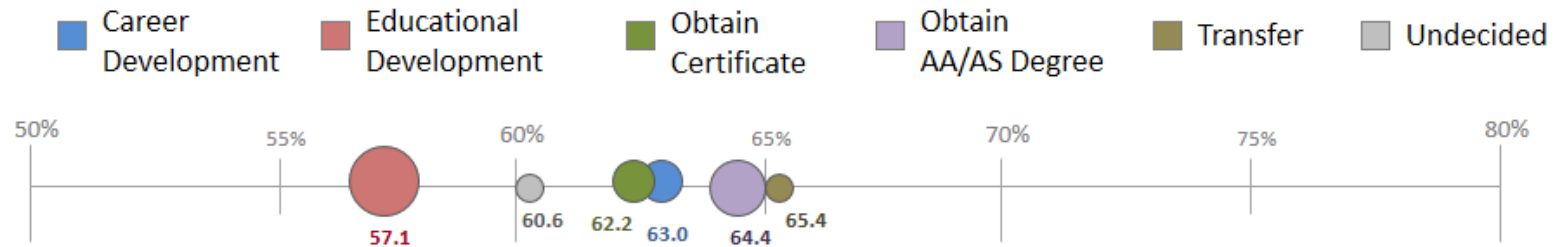
Gender



Day / Evening Status



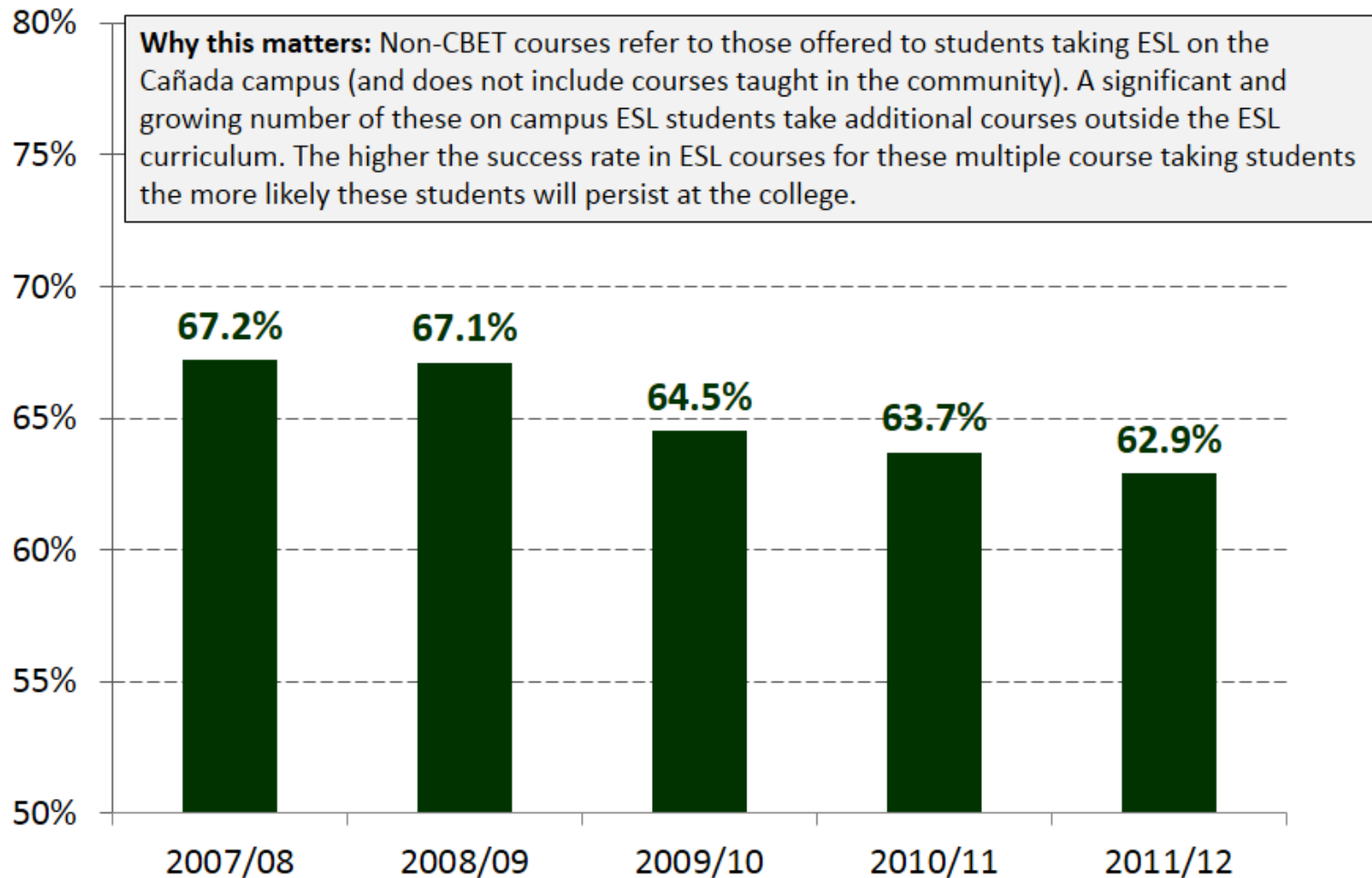
Primary College Goal



Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

Appendix A

College Success Rates in Non-CBET ESL Courses (2006/07 – 2010/11)

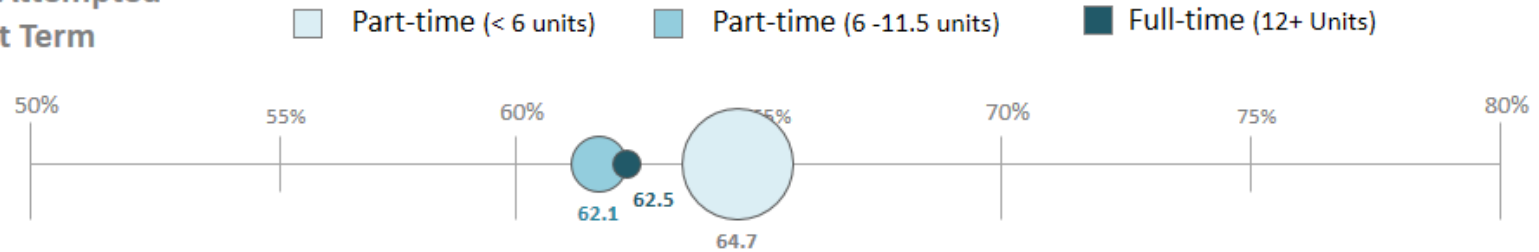


Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.

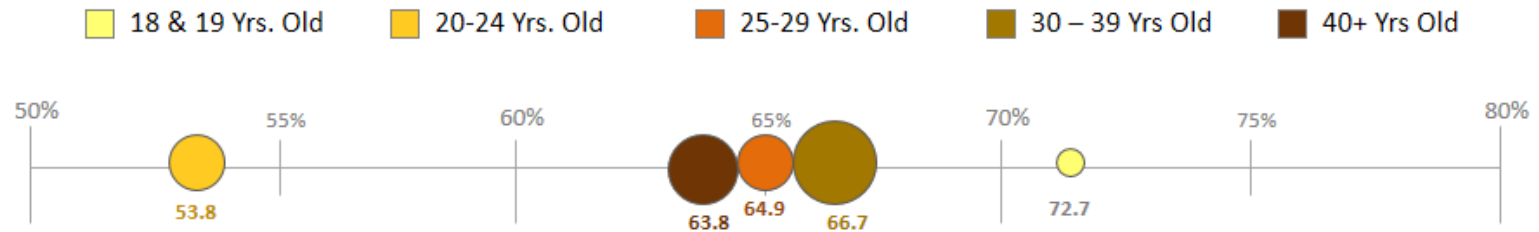
Appendix A

College Success Rate in Non-CBET ESL Courses by category (Academic Year 2011/12)

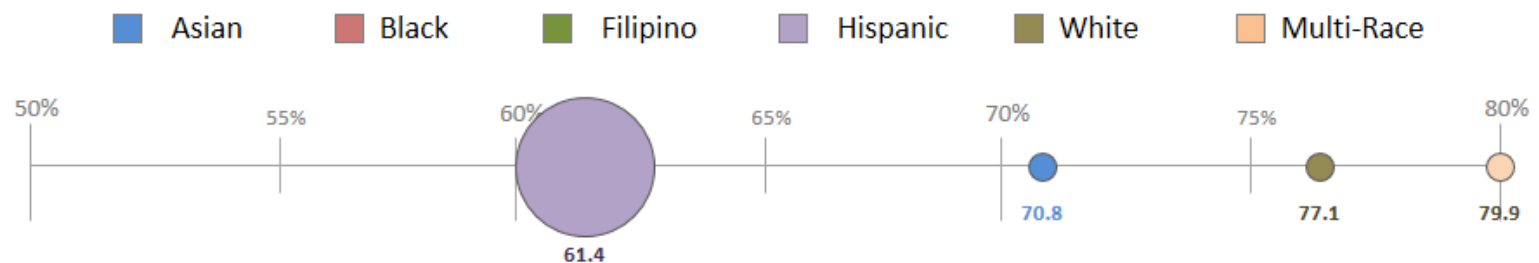
Units Attempted in First Term



Student Age



Student Ethnicity

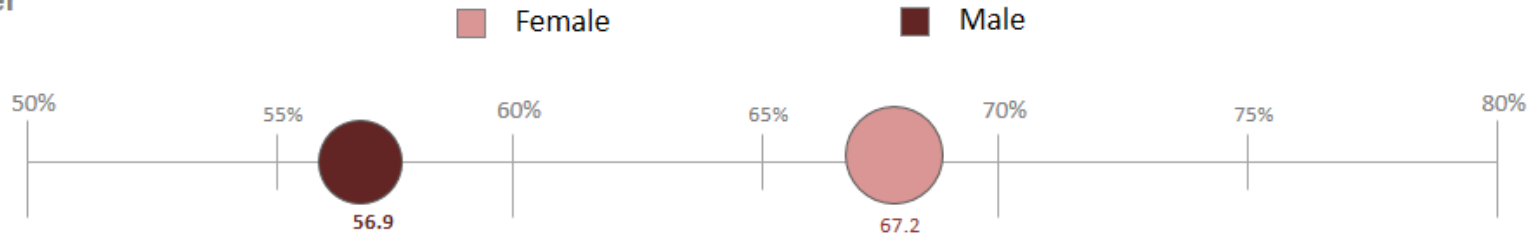


Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

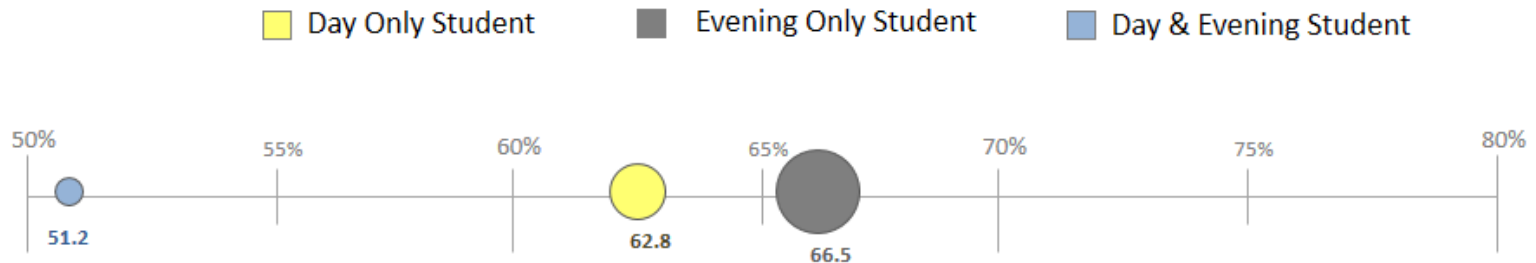
Appendix A

College Success Rate in Non-CBET ESL Courses by category (Academic Year 2011/12)

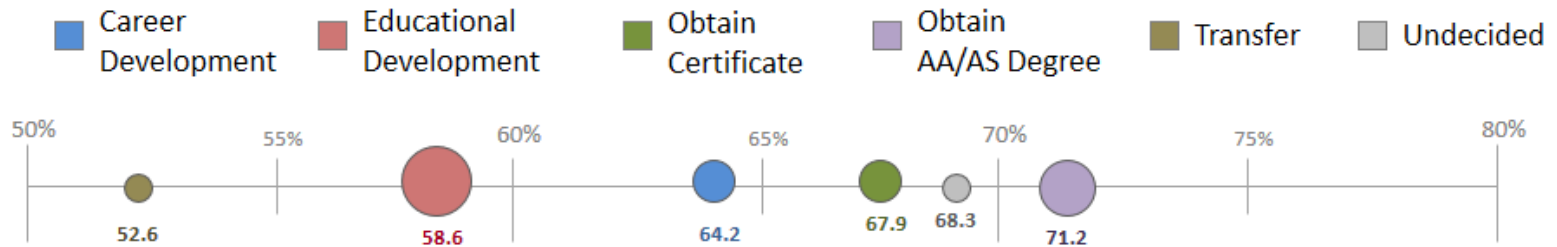
Gender



Day / Evening Status



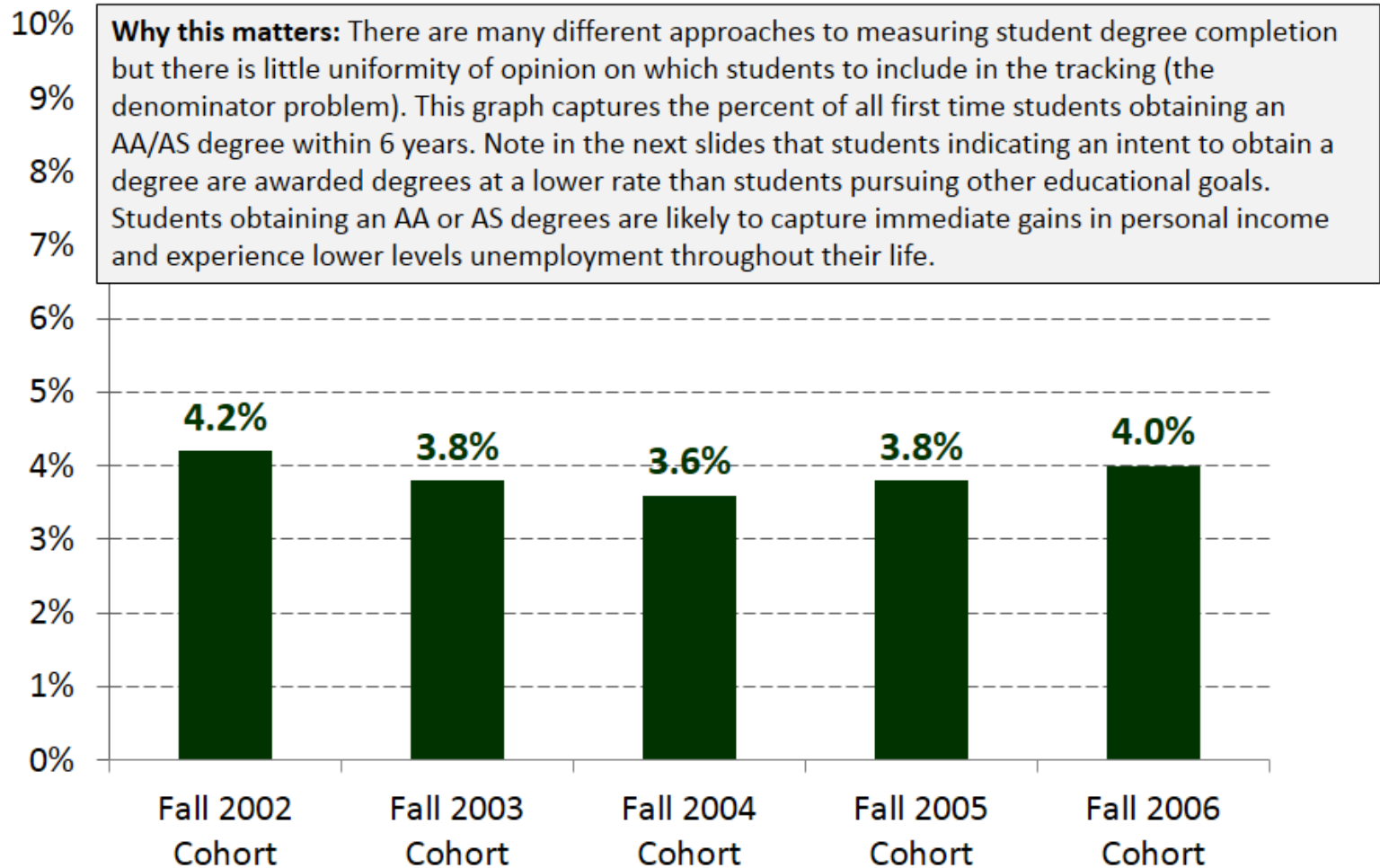
Primary College Goal



Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

College Six Year Degree Completion Rate

(First-Time Students; Fall 2002 – Spring 2012)



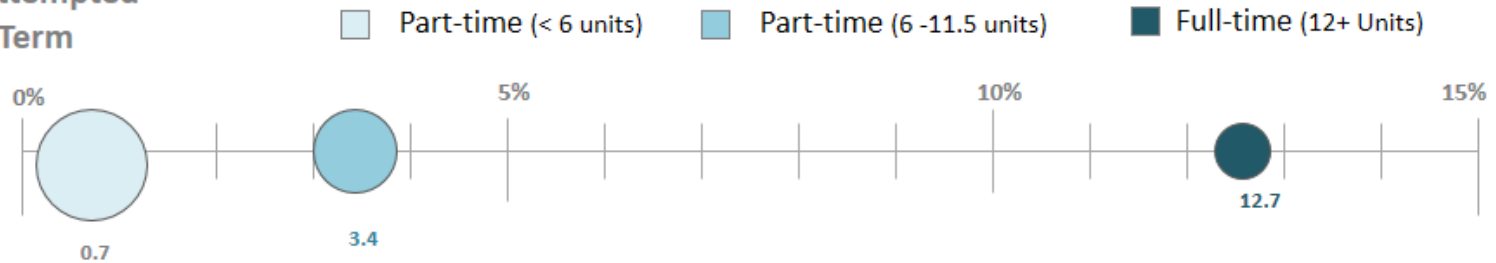
Six Year Degree Completion Rate is the percentage of first time students at Canada College that receive a degree from Canada College within six years.

Appendix A

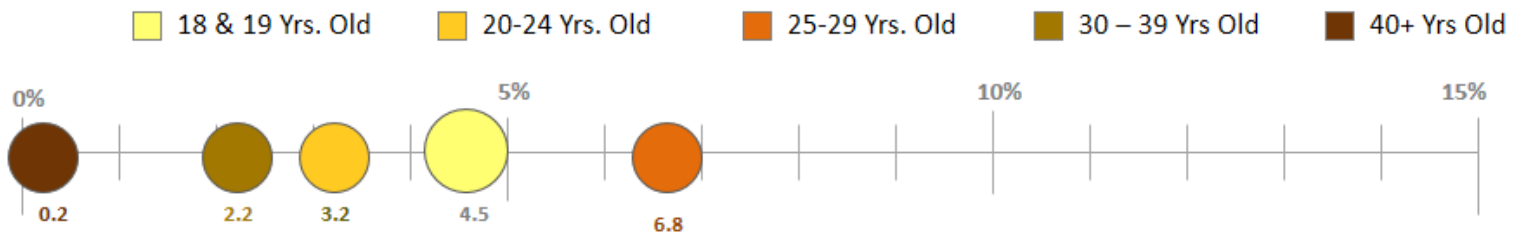
College Six Year Degree Completion Rate

(First-Time Students; Fall 2006 Cohort)

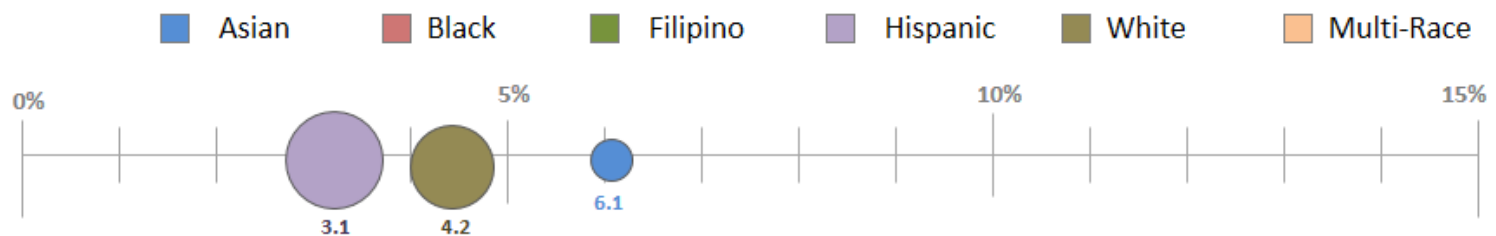
Units Attempted in First Term



Student Age



Student Ethnicity



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

Appendix A

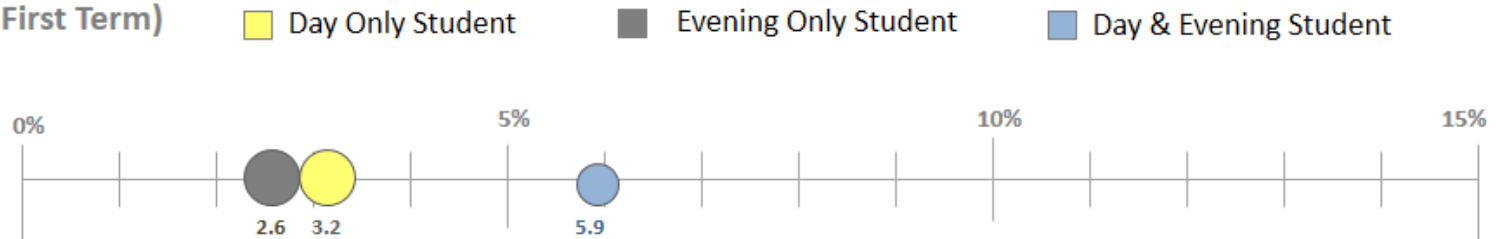
College Six Year Degree Completion Rate

(First-Time Students; Fall 2006 Cohort)

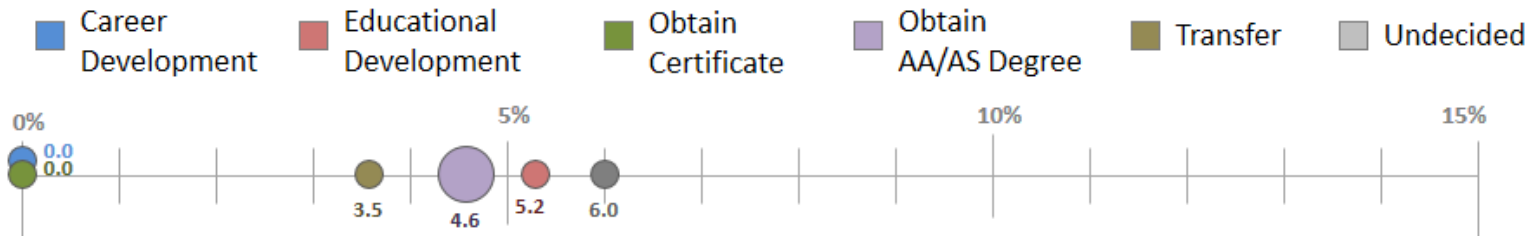
Gender



Day / Evening Status (First Term)



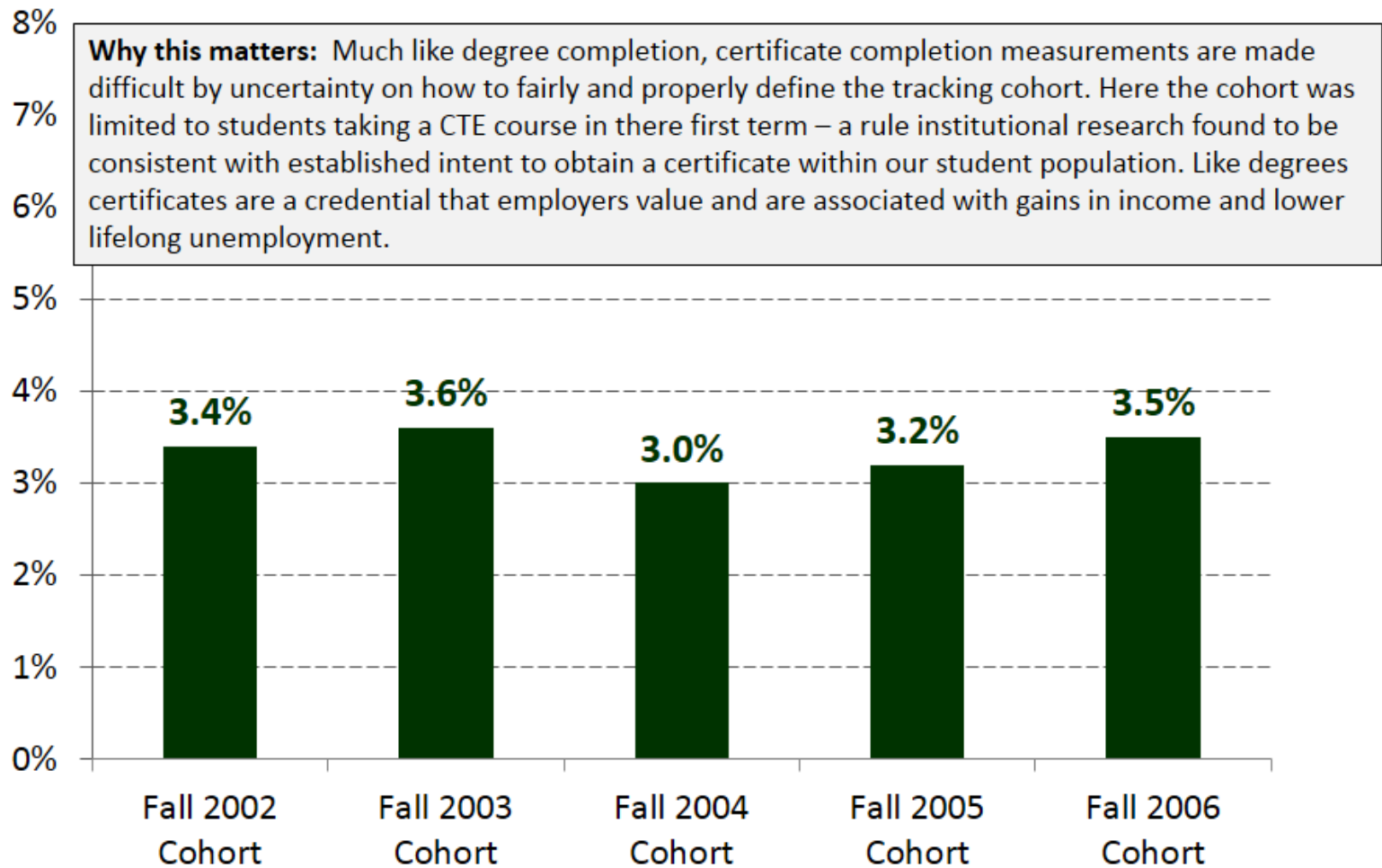
Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

College Six Year Certificate Completion Rate

(First-Time CTE Students; Fall 2002 – Spring 2012)

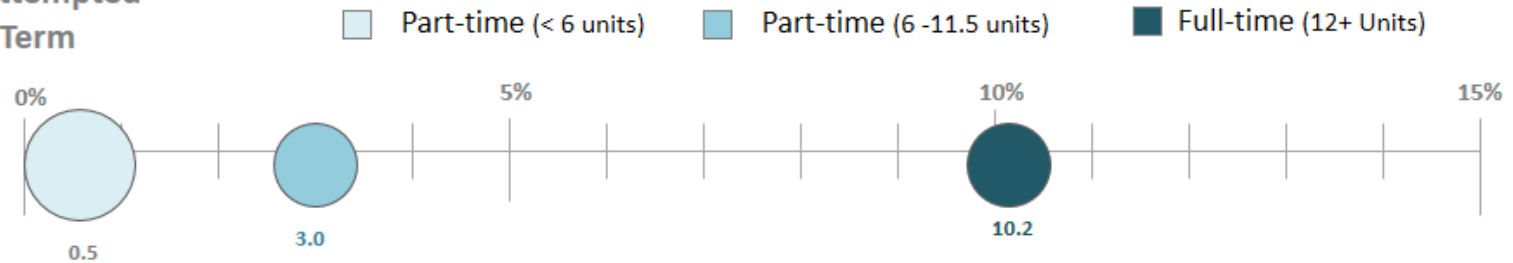


Six Year Certificate Completion Rate is the percentage of first time students at Canada College that receive a certificate from Canada College within six years. First time CTE students refer to student taking a course with a SAM code indicate it to be advanced or clearly occupational in their first semester of college.

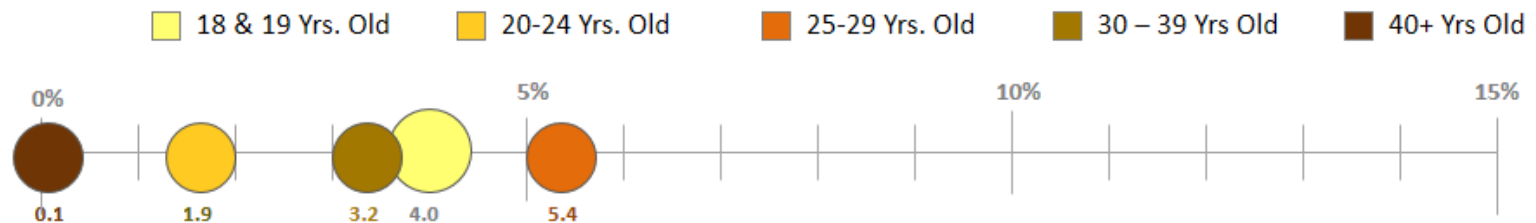
Appendix A

College Six Year Certificate Completion Rate by Category (First-Time Students; Fall 2006 Cohort)

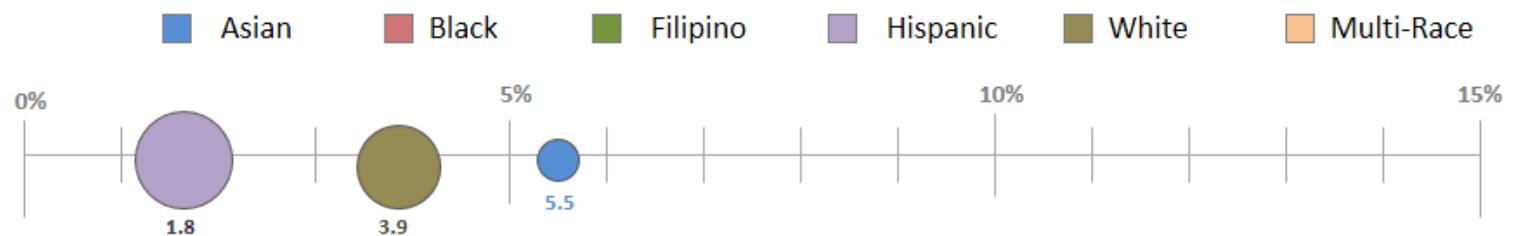
Units Attempted in First Term



Student Age



Student Ethnicity



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

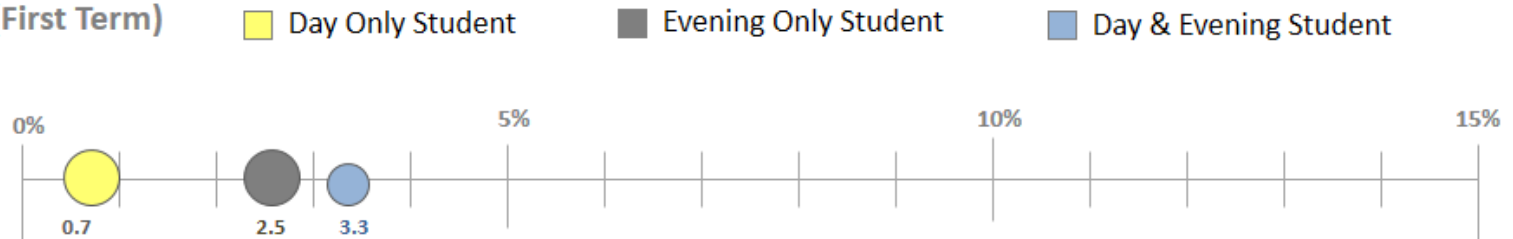
Appendix A

College Six Year Certificate Completion Rate by Category (First-Time Students; Fall 2006 Cohort)

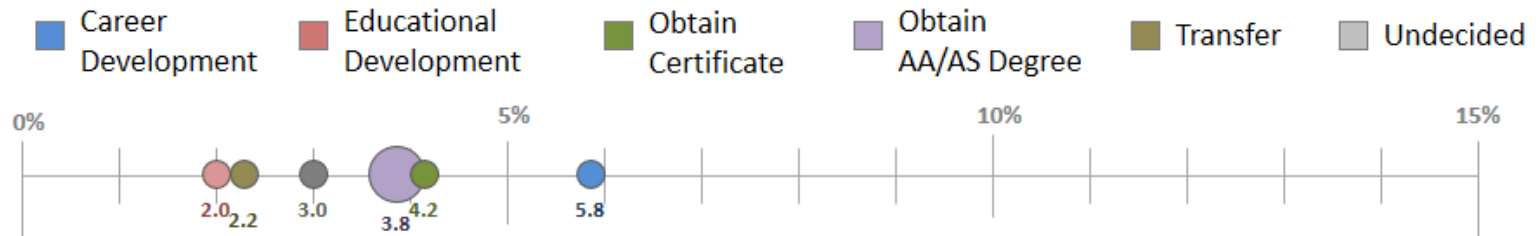
Gender



Day / Evening Status (First Term)



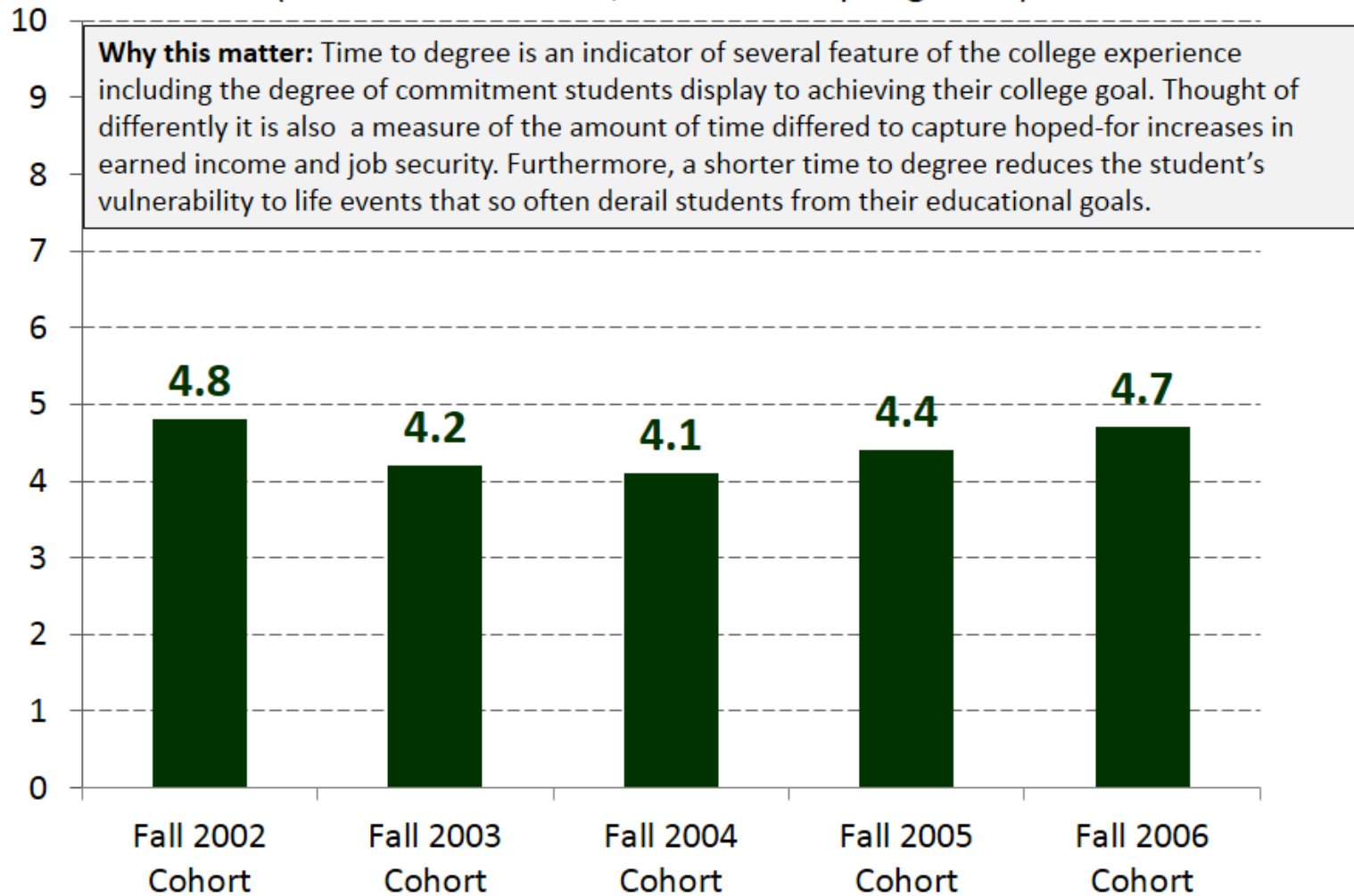
Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.

Median Time to Degree

(First-Time Students; Fall 2002 – Spring 2012)

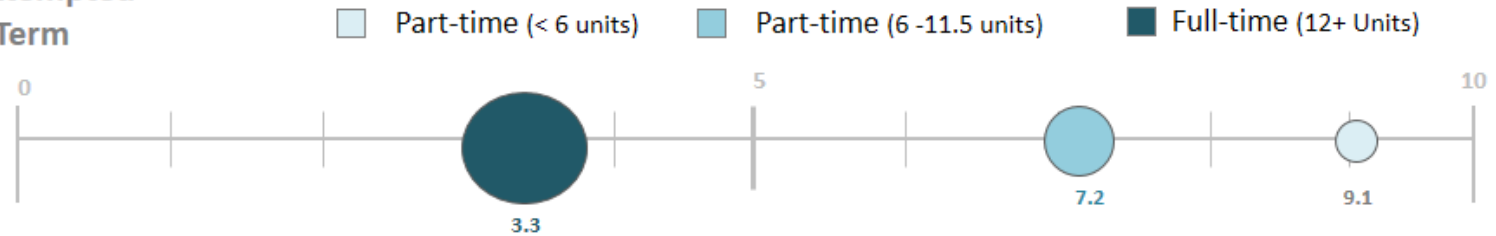


Median Time to Degree is a measure of how much time, in years, it took students receiving a degree to be awarded their degree.

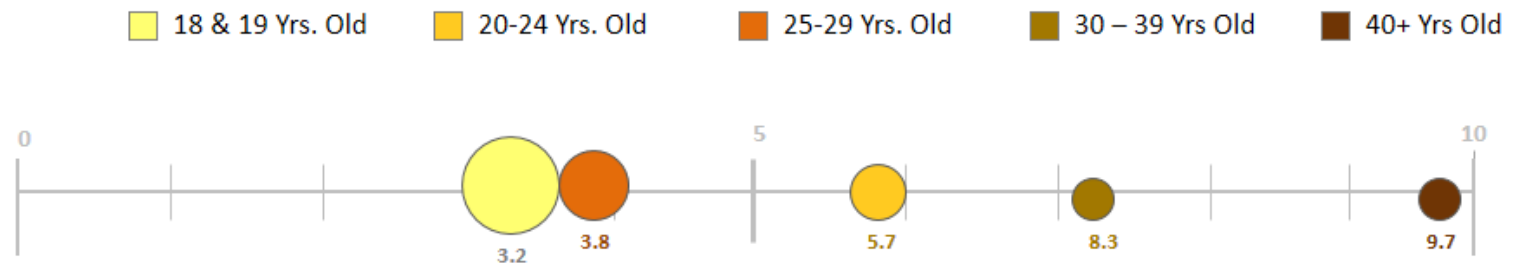
Appendix A

Median number of years to Degree by category (Fall 2006 Cohort)

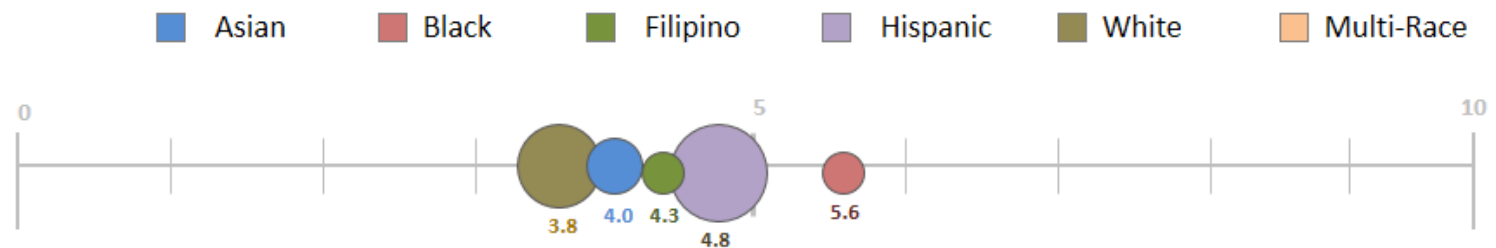
Units Attempted in First Term



Student Age



Student Ethnicity

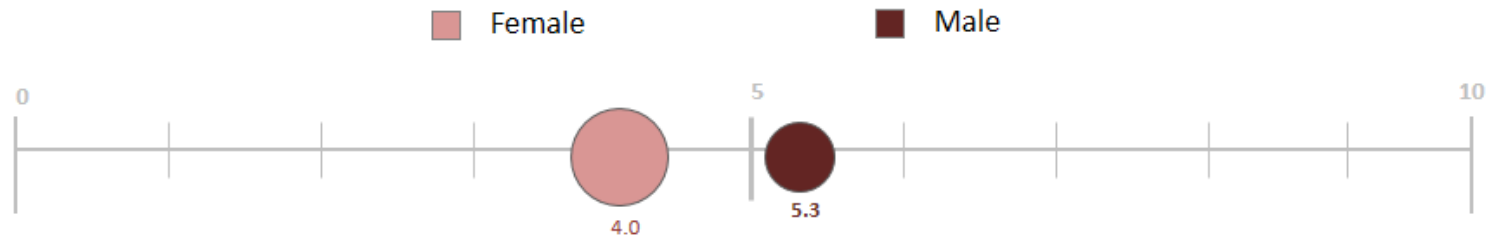


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

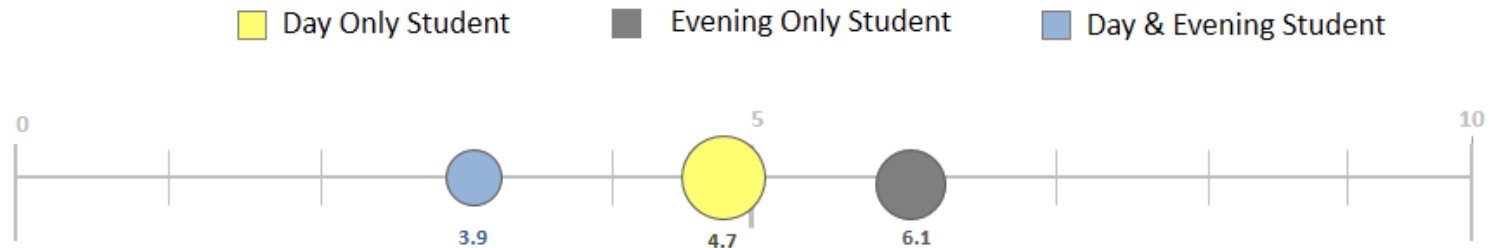
Appendix A

Median number of years to Degree by category (Fall 2006 Cohort)

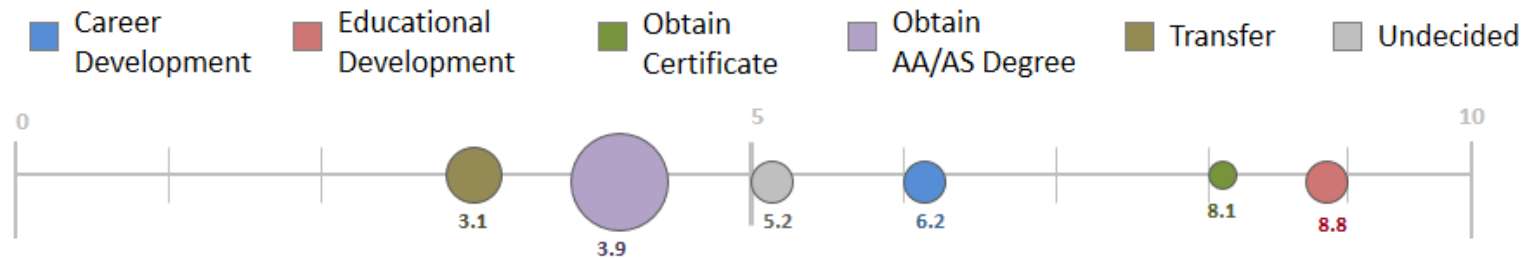
Gender



Day / Evening Status



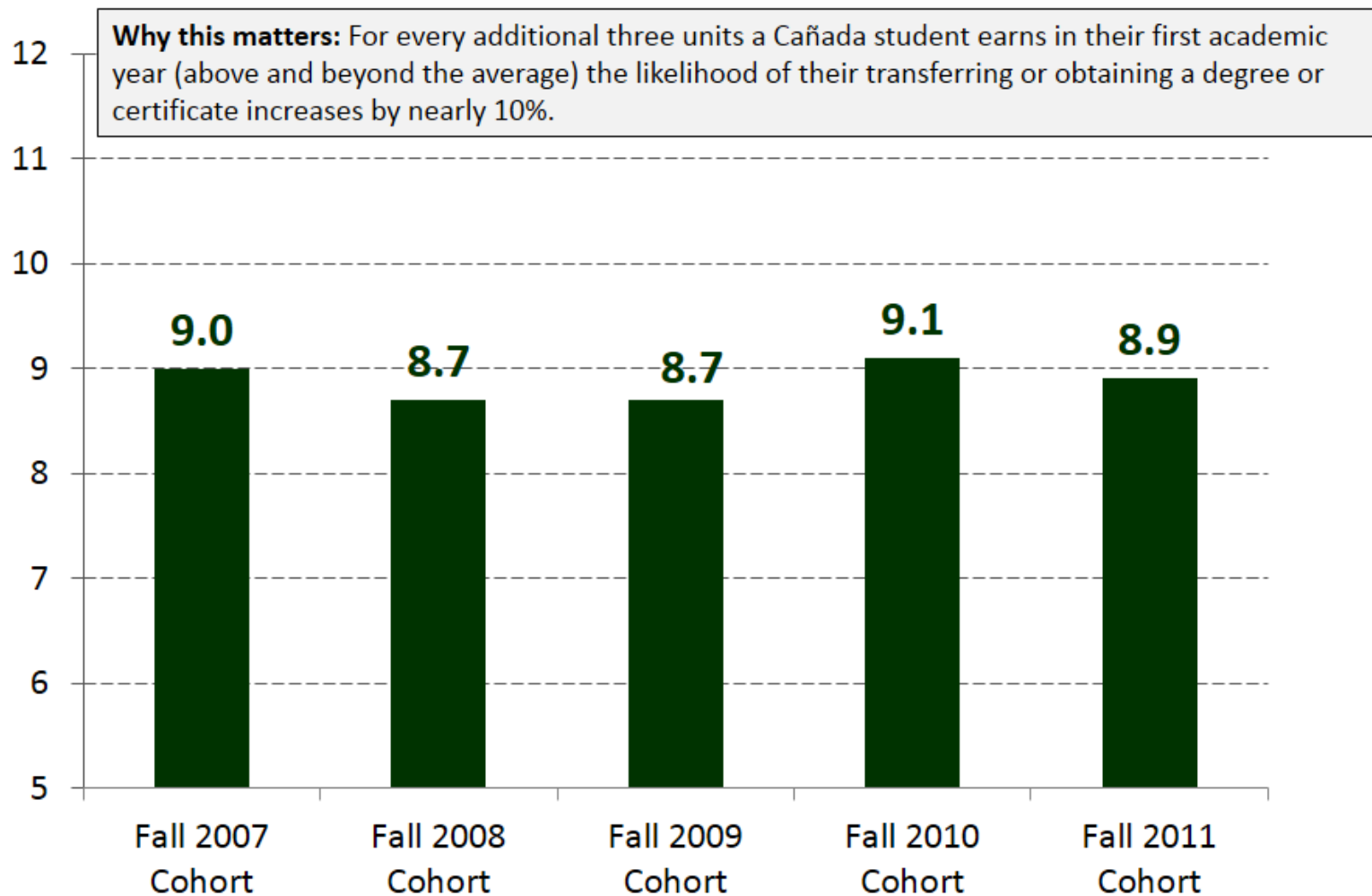
Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Appendix A

Average Number of Units Earned after 1 Year (First-Time Students; Fall 2007 - Fall 2011 Cohorts)

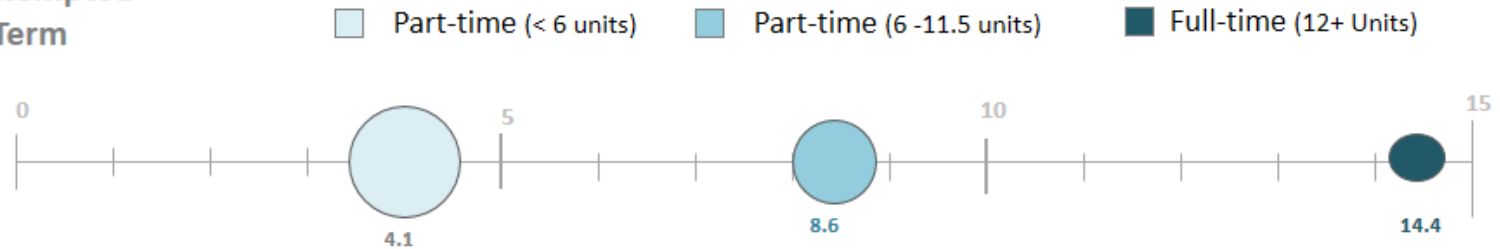


Average Number of Units Accumulate after 1 Year is the average number of units earned by first time students after one academic year, including the Summer semester.

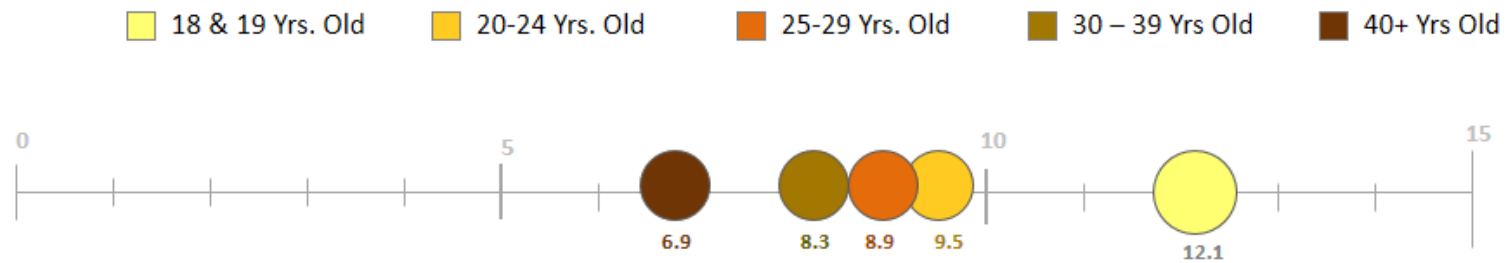
Appendix A

Average Number of Units Earned after 1 Year by category (Fall 2011 Cohort)

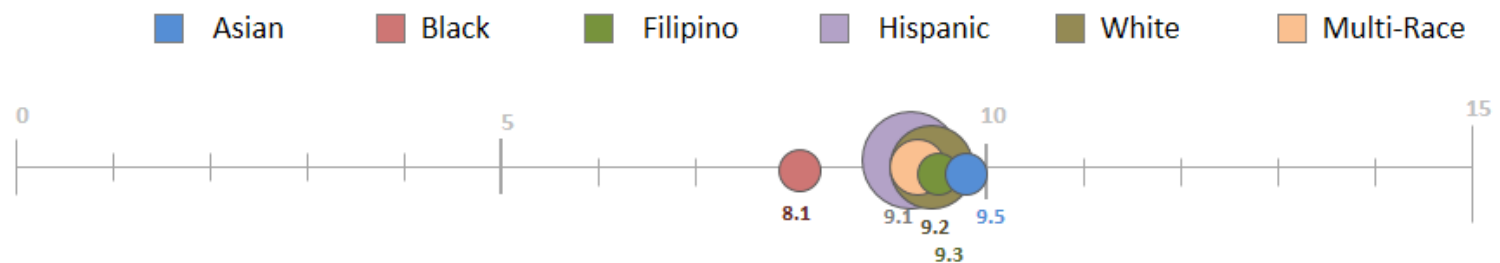
Units Attempted in First Term



Student Age



Student Ethnicity

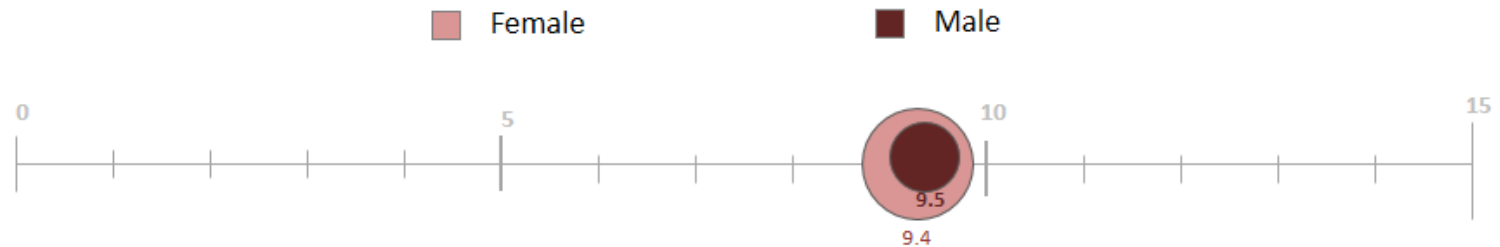


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

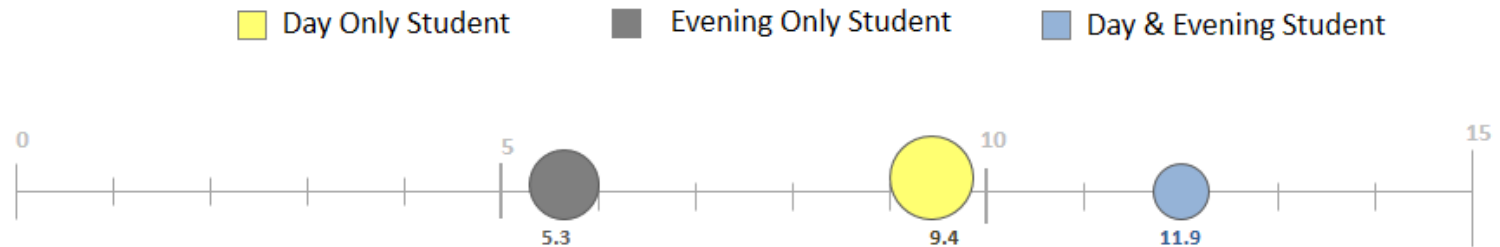
Appendix A

Average Number of Units Earned after 1 Year by category (Fall 2011 Cohort)

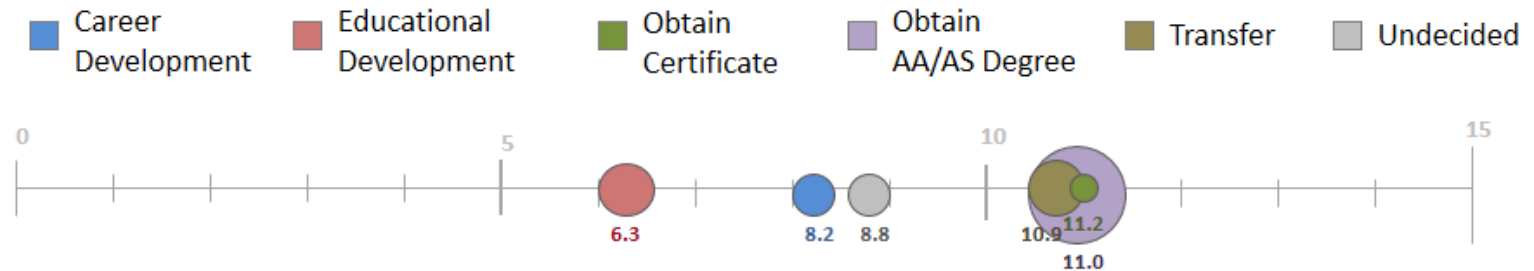
Gender



Day / Evening Status



Primary College Goal

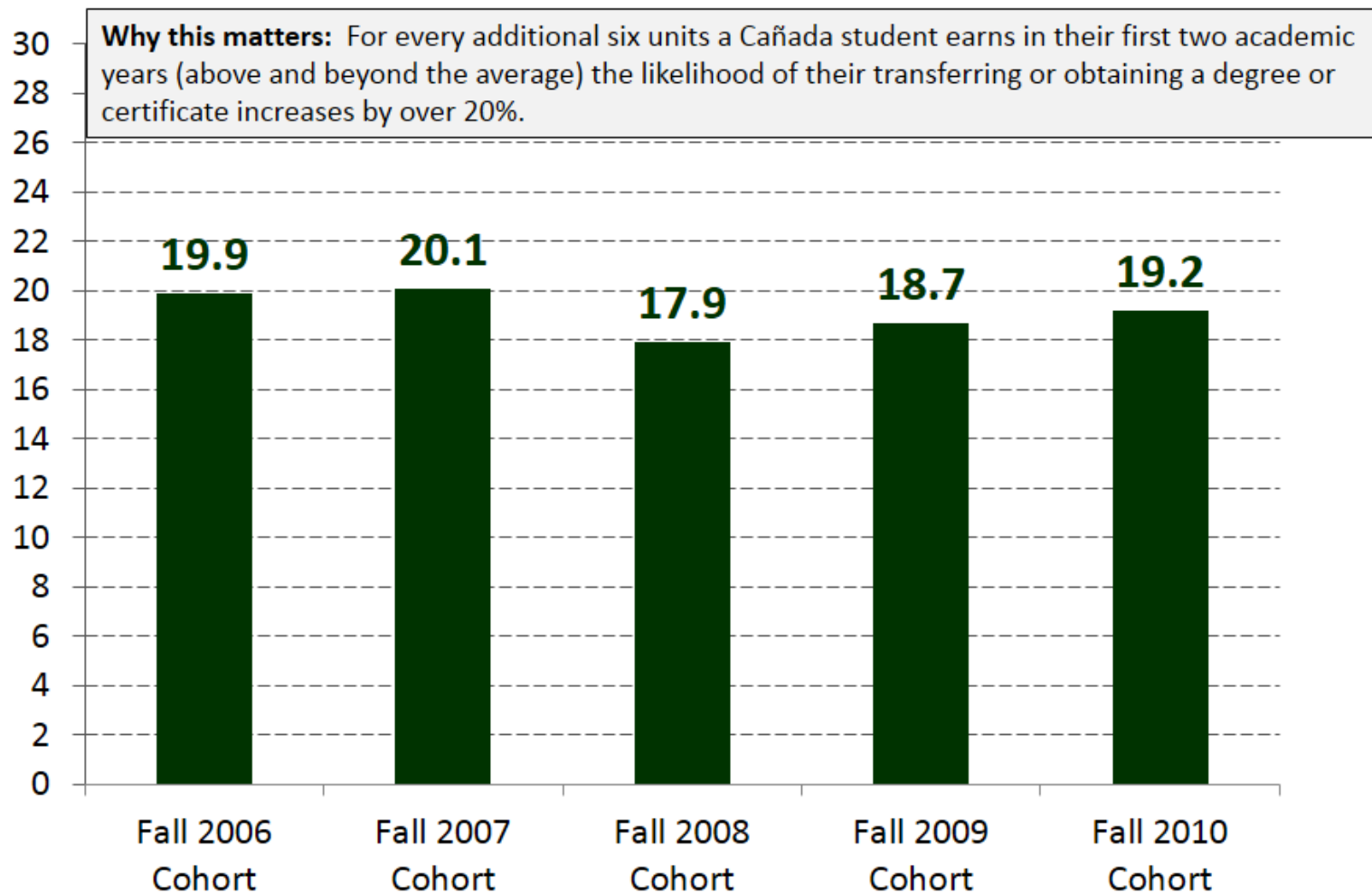


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Appendix A

Average Number of Units Earned after 2 Years

(First-Time Students; Fall 2006 - Fall 2010 Cohorts)

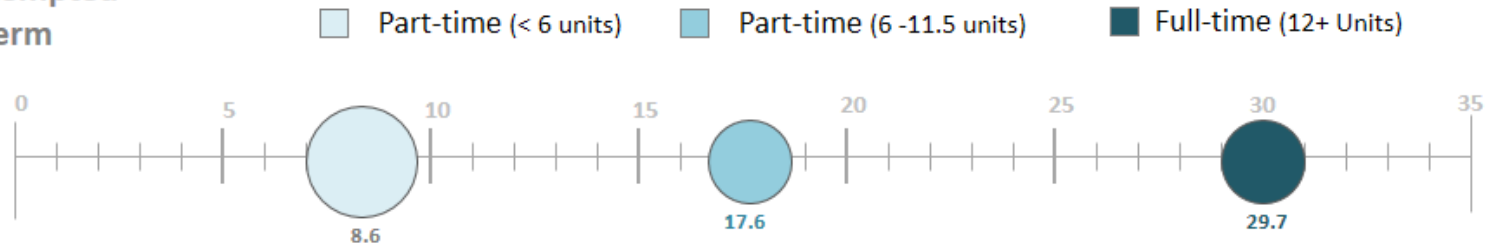


Average Number of Units Accumulate after 2 Years is the average number of units earned by first time students after two academic years, including both Summer semesters.

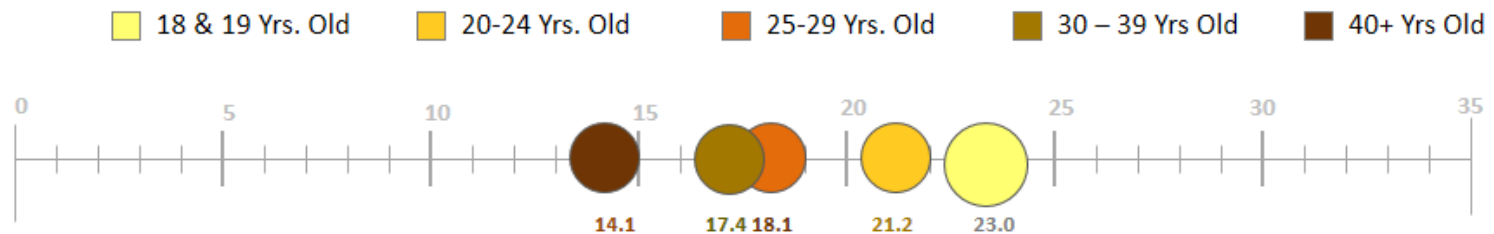
Appendix A

Average Number of Units Earned after 2 Years by category (Fall 2010 Cohort)

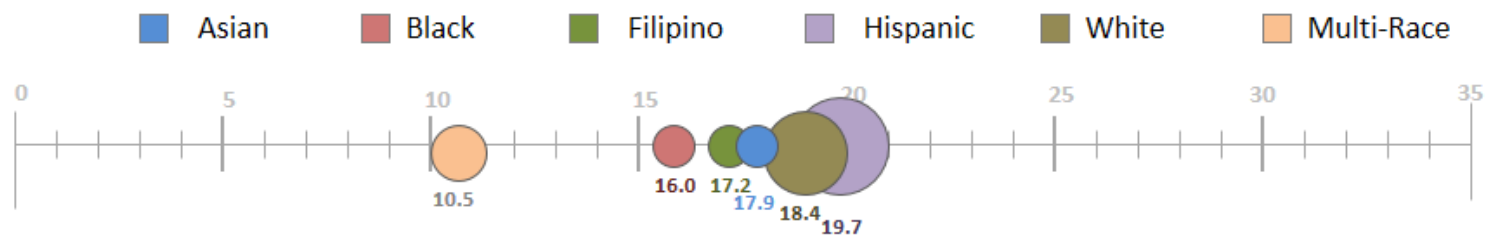
Units Attempted in First Term



Student Age



Student Ethnicity

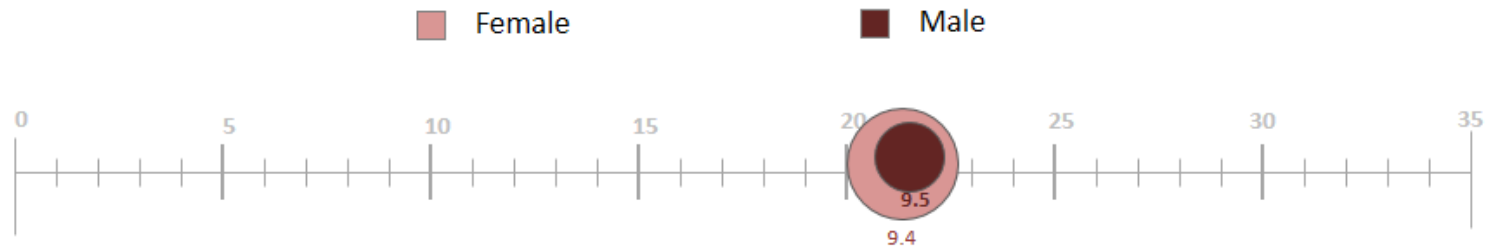


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Appendix A

Average Number of Units Earned after 2 Years by category (Fall 2010 Cohort)

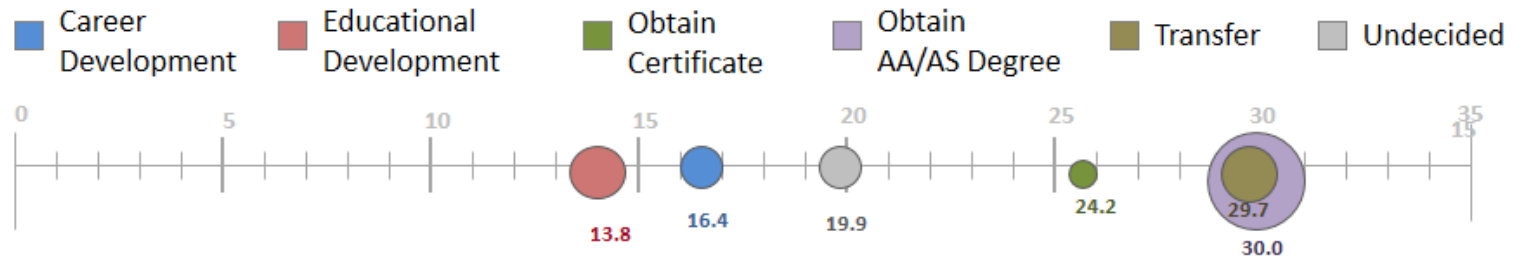
Gender



Day / Evening Status



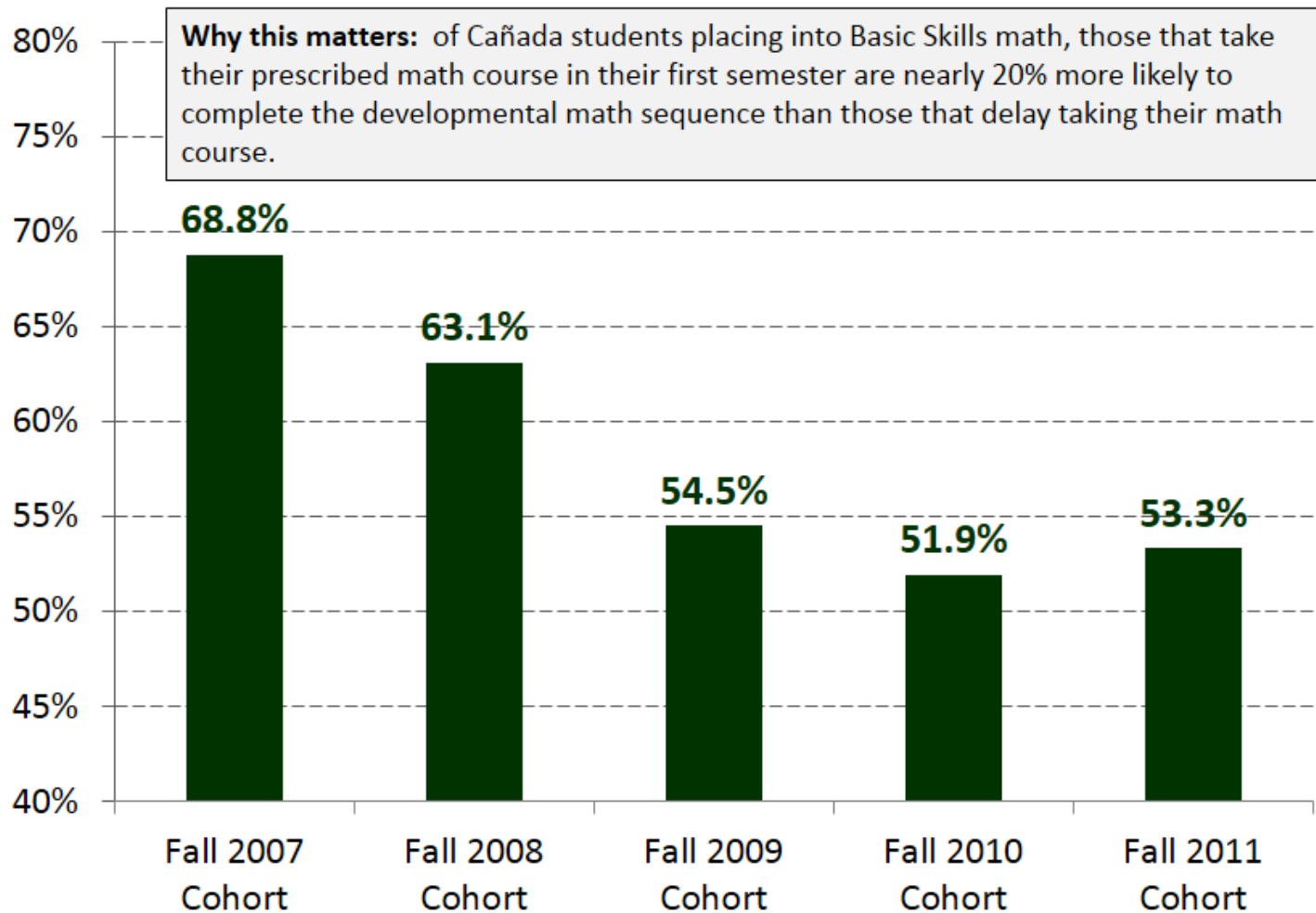
Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Appendix A

Percent of Students Placed into Pre-transfer Math that take Pre-transfer Math in their first term (Fall 2006 - Fall 2011)

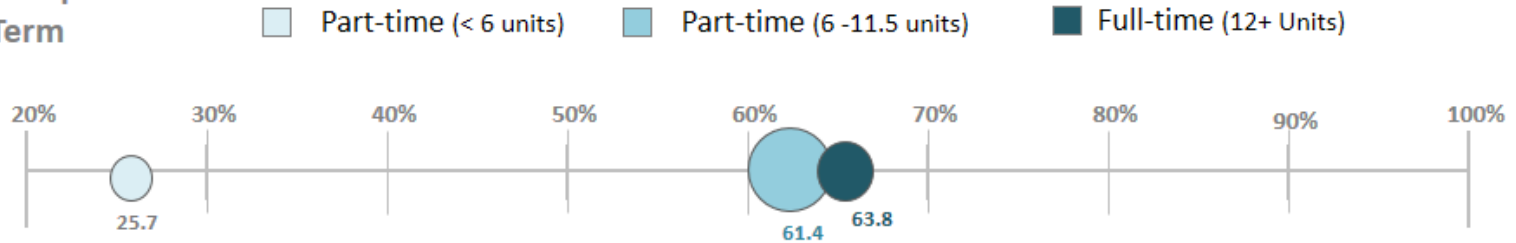


This measure is the percentage of first time students that took the placement test, placing into any pre-transfer math course and enrolled in that math course in their first semester.

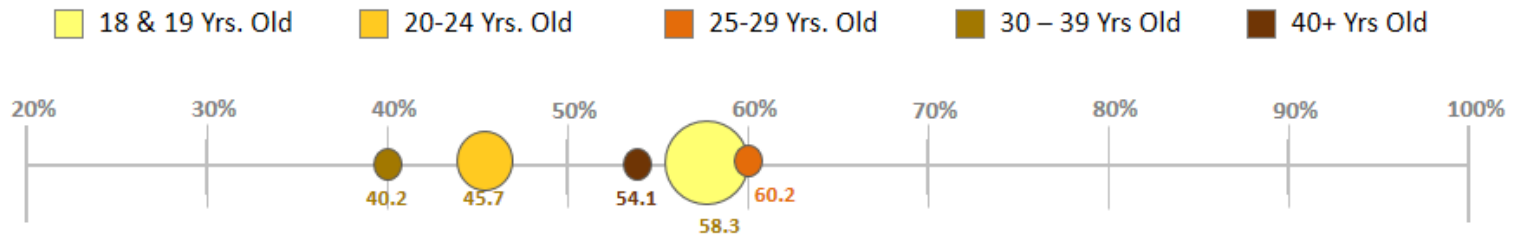
Appendix A

Percent of Students Placed into Pre-transfer Math that take Pre-transfer Math in their first term (Fall 2011 Cohort)

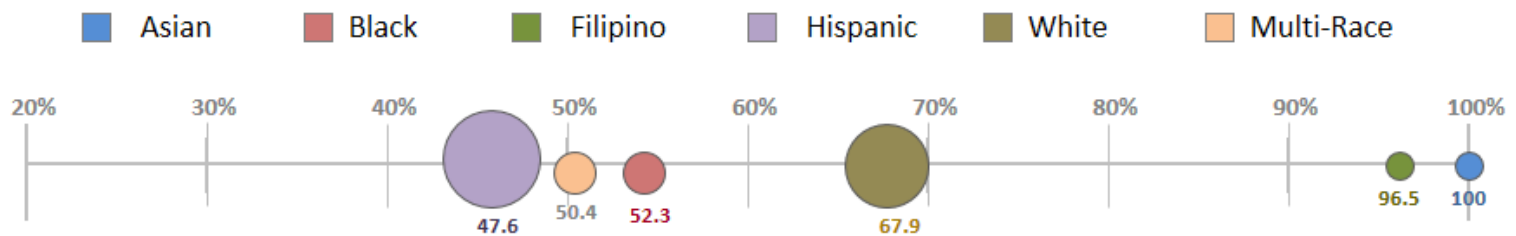
Units Attempted in First Term



Student Age



Student Ethnicity

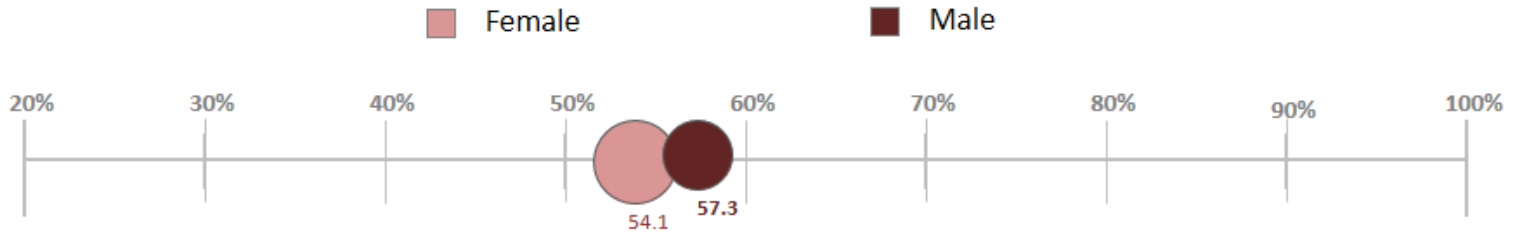


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

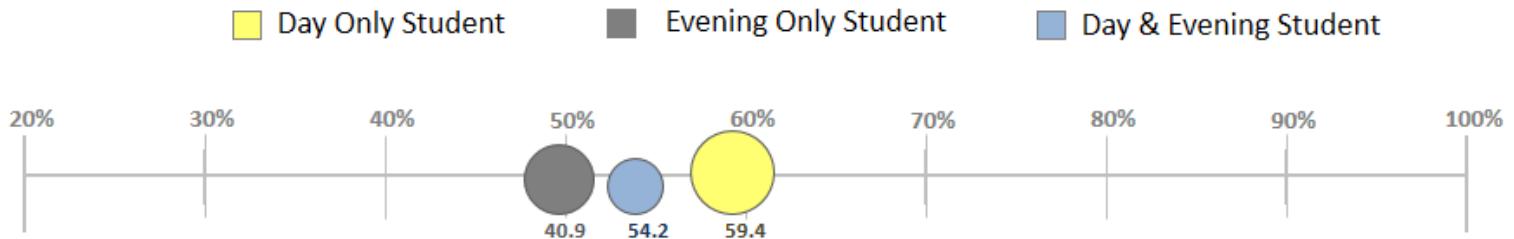
Appendix A

Percent of Students Placed into Pre-transfer Math that take Pre-transfer Math in their first term (Fall 2011 Cohort)

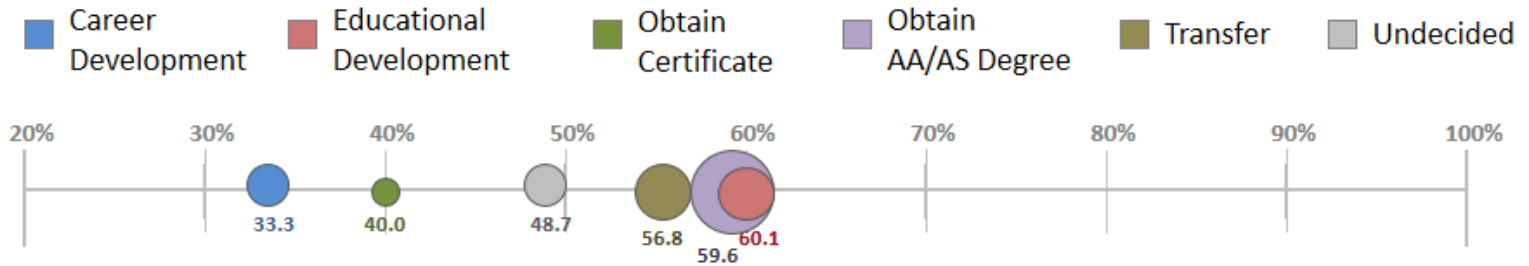
Gender



Day / Evening Status



Primary College Goal

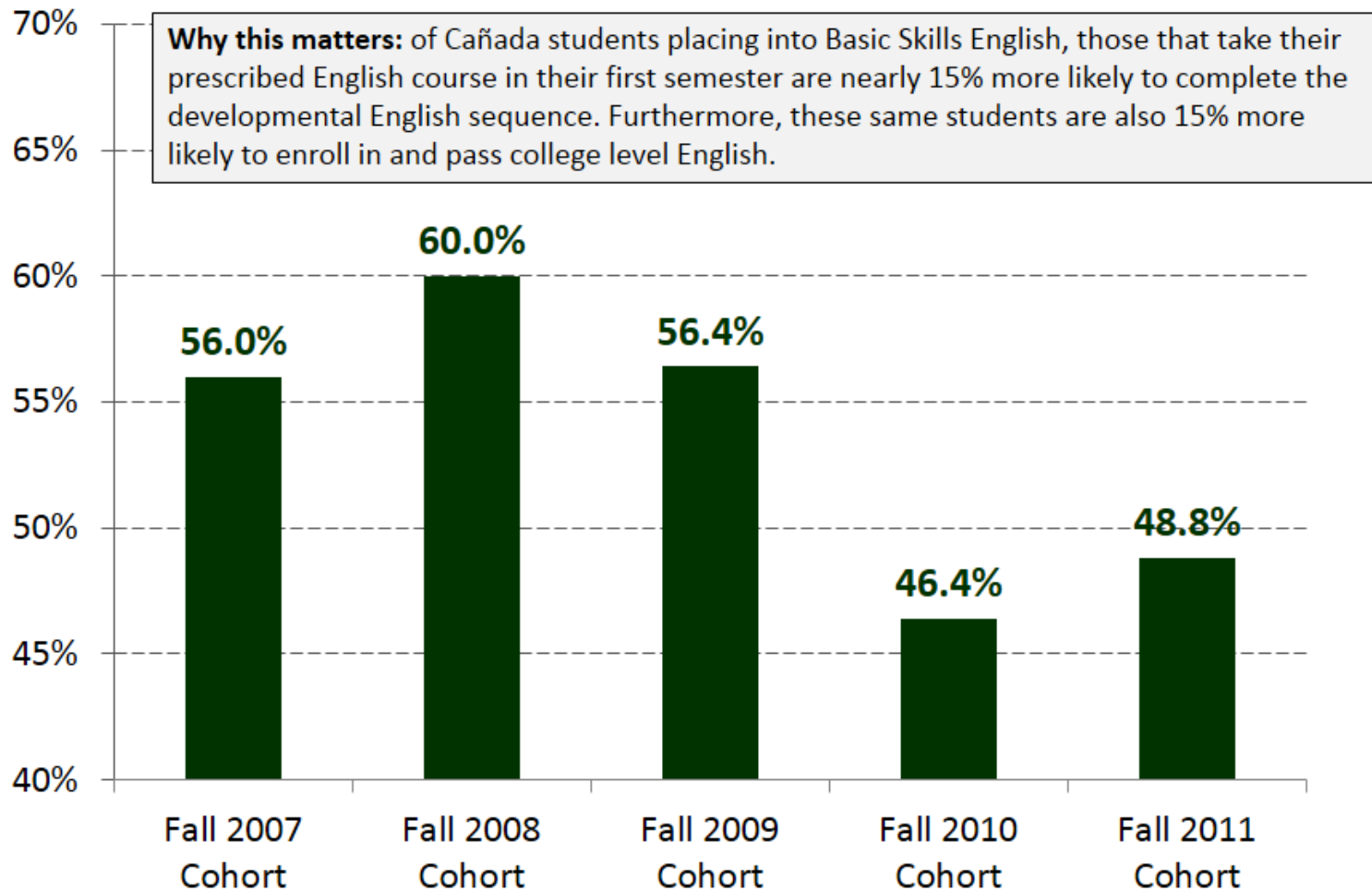


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

Appendix A

Percent of Students Placed into Pre-transfer English that take Pre-transfer English in their first term

(Fall 2006 - Fall 2011)

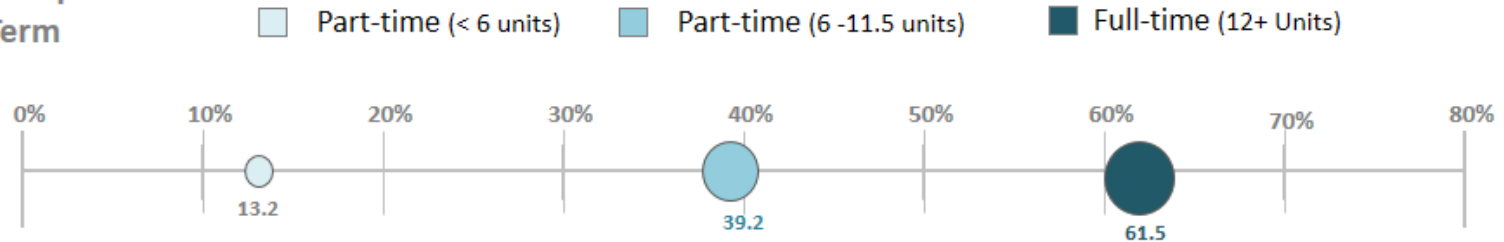


This measure is the percentage of first time students that took the placement test, placing into any pre-transfer English course and enrolled in that English course in their first semester.

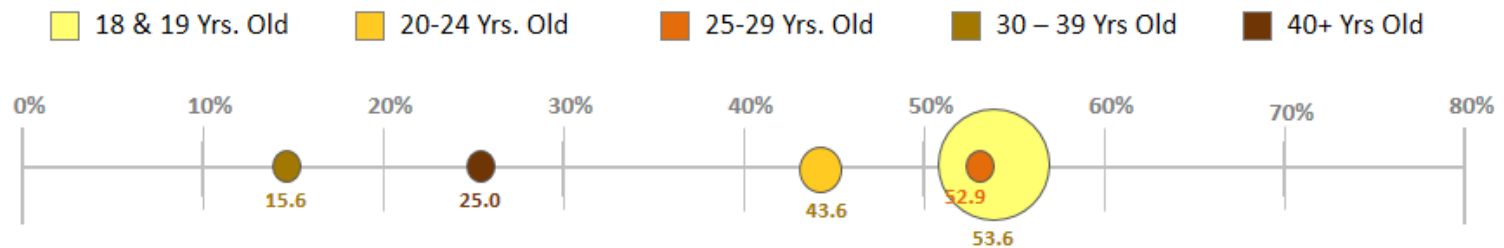
Appendix A

Percent of Students Placed into Pre-transfer English that take Pre-transfer English in their first term (Fall 2011 Cohort)

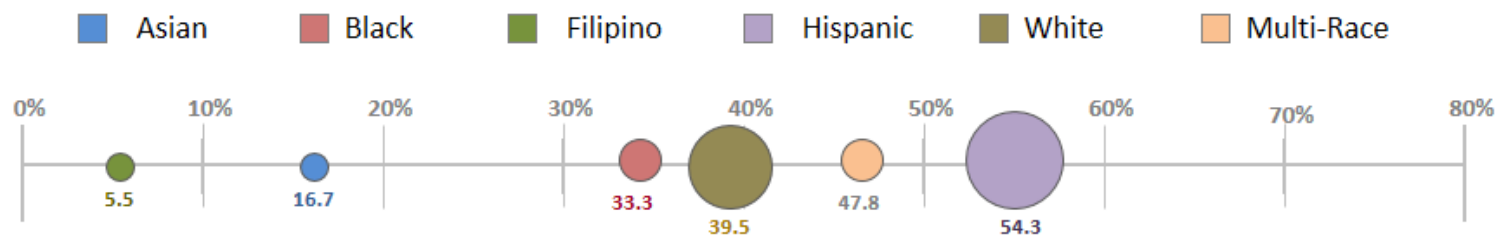
Units Attempted in First Term



Student Age



Student Ethnicity

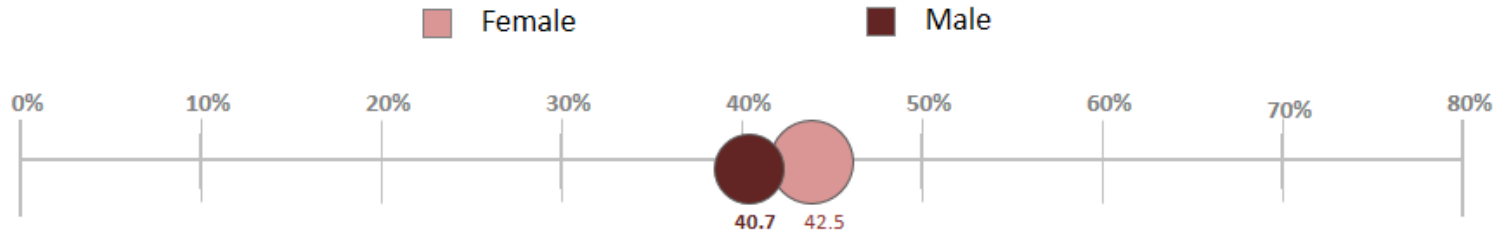


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

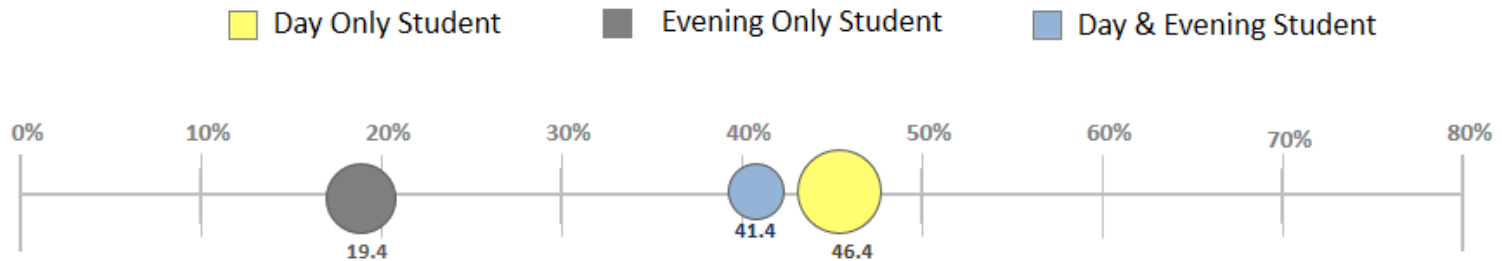
Appendix A

Percent of Students Placed into Pre-transfer English that take Pre-transfer English in their first term (Fall 2011 Cohort)

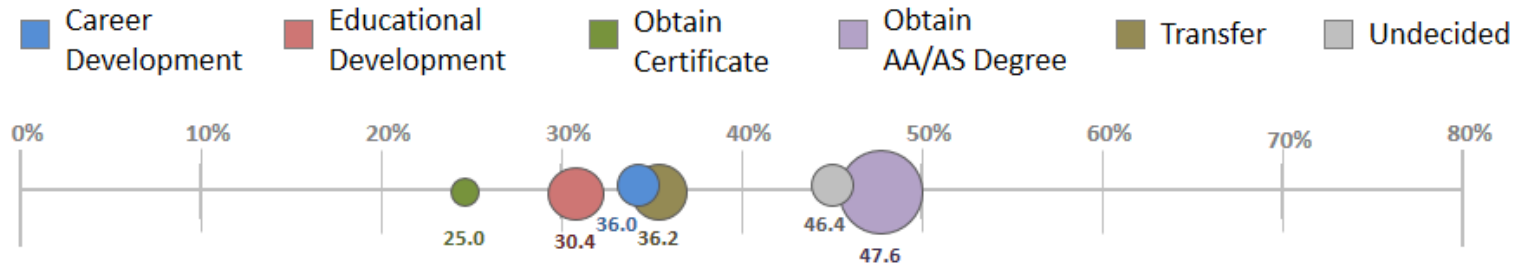
Gender



Day / Evening Status



Primary College Goal

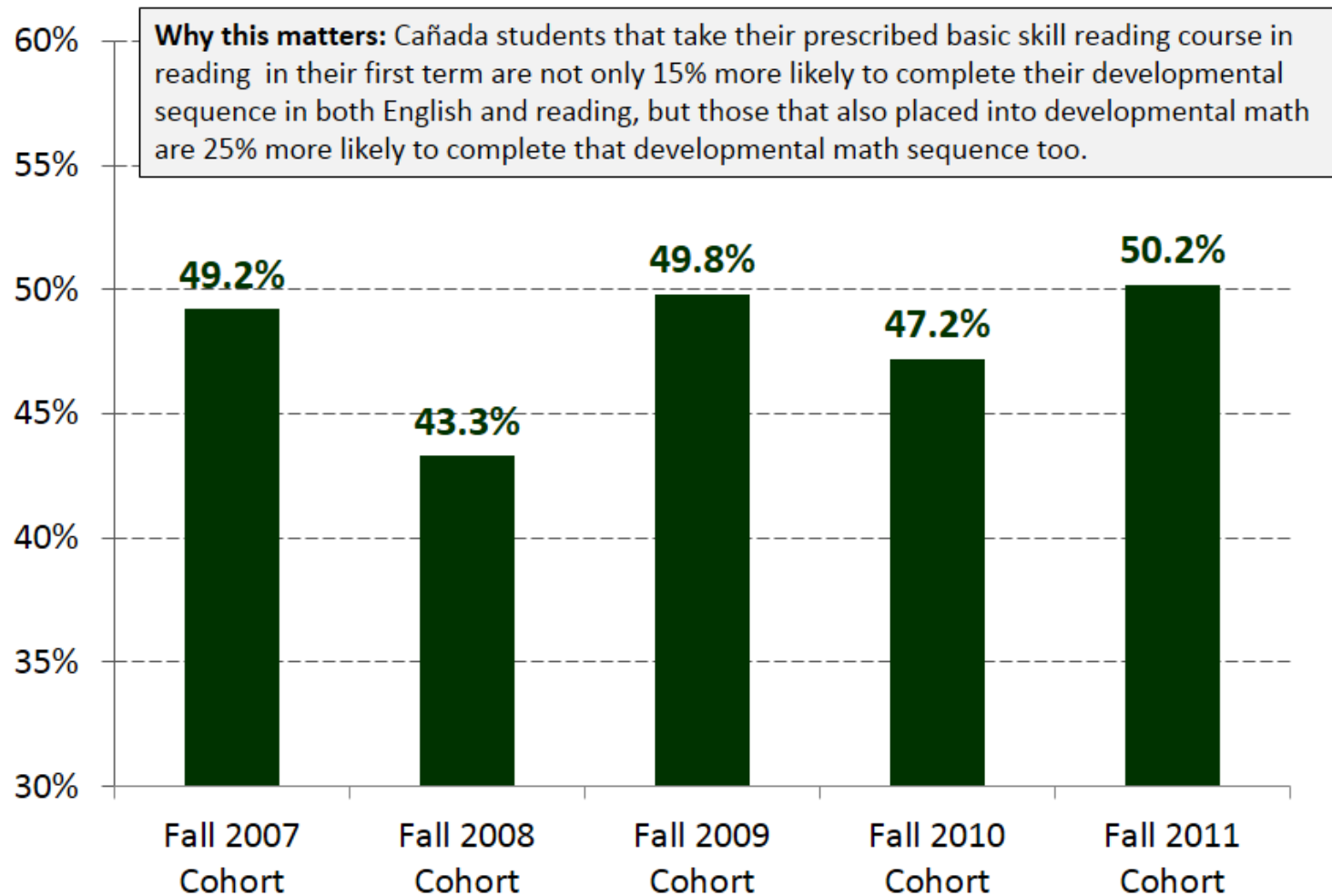


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

Appendix A

Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term

(Fall 2006 - Fall 2011)



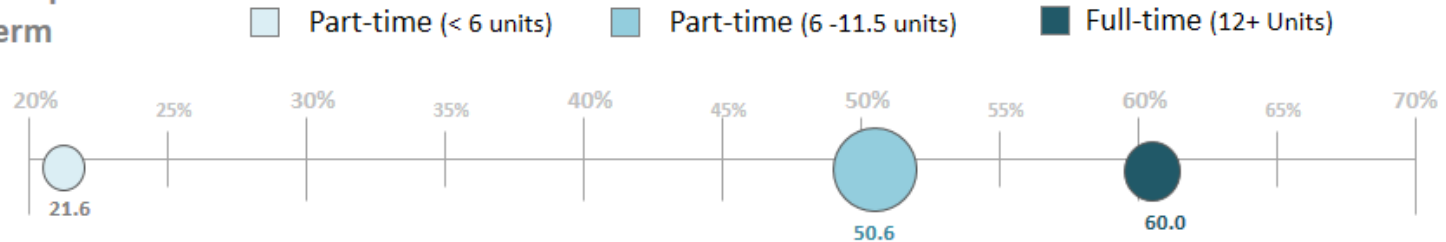
This measure is the percentage of first time students that took the placement test, placing into any pre-transfer Reading course and enrolled in that Reading course in their first semester.

Appendix A

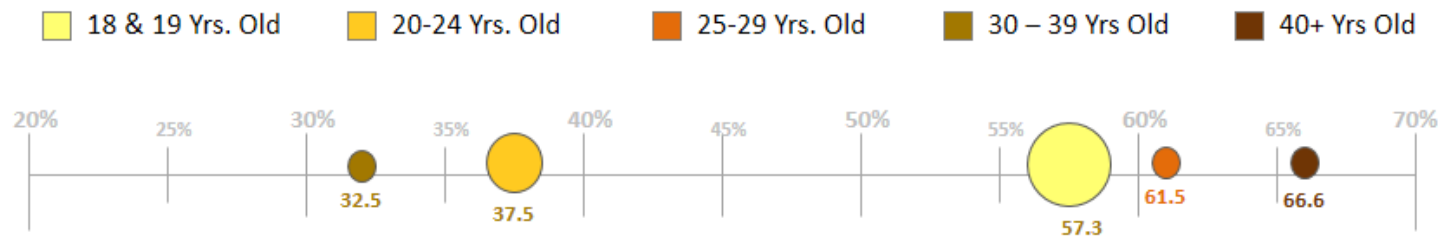
Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term

(Fall 2011 Cohort)

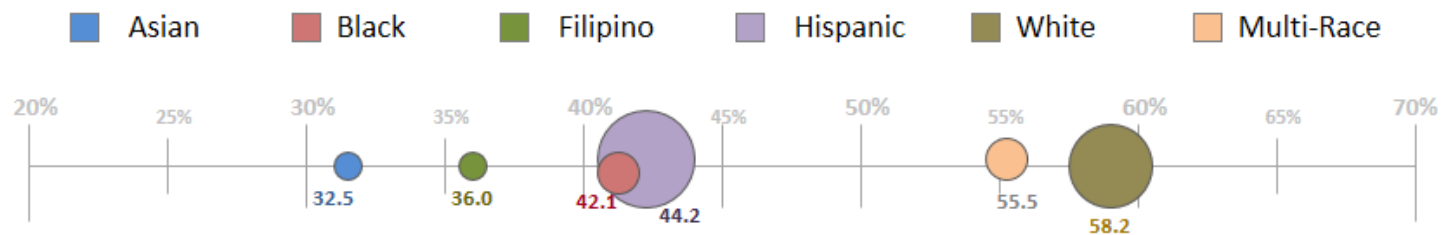
Units Attempted in First Term



Student Age



Student Ethnicity

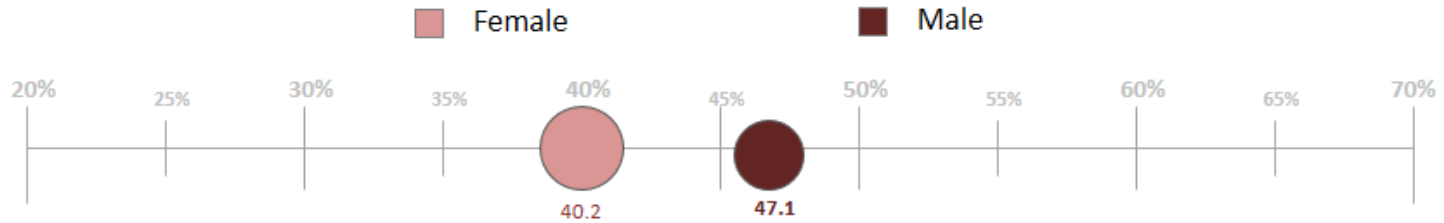


Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

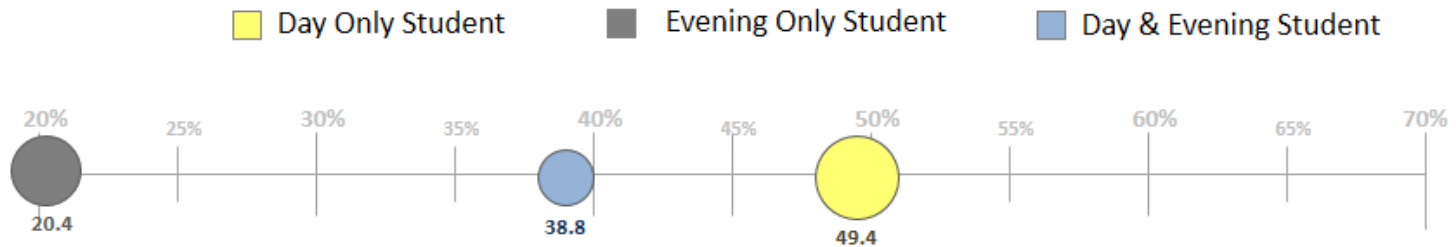
Appendix A

Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term (Fall 2011 Cohort)

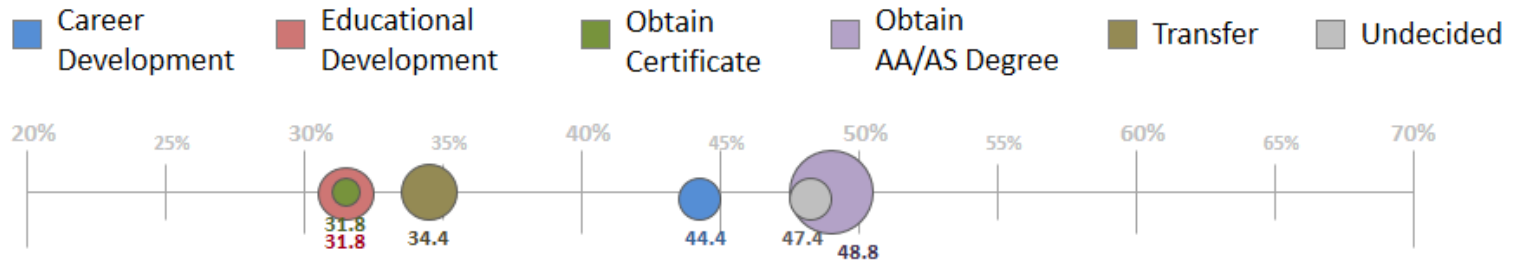
Gender



Day / Evening Status



Primary College Goal



Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.

Appendix A

Cañada Dashboard: Sources of Variation Summary

Primary Sources of Variation in each Measure

<u>Scorecard Measure</u>	<u>No. Units Attempted</u>	<u>Student Age</u>	<u>Student Ethnicity</u>	<u>Student Gender</u>	<u>Day/Evening Status</u>	<u>College Goal</u>
1. College Completion Rate			X			X
2. Fall-to-Spring Persistence Rate of first-time students	X				X	X
3. Fall-to-Fall Persistence Rate of first-time students		X			X	X
4. Student Success Rate during first year at College		X	X			X
5. Success Rate in Gen Ed Courses		X	X			X
6. Success Rate in CTE Courses		X	X			
7. Success Rate in Pre-Transfer Math, English & Reading Courses			X			
8. Success Rate in ESL Courses	X	X			X	

Appendix A

Cañada Dashboard: Sources of Variation Summary

Primary Sources of Variation in each Measure

<u>Scorecard Measure</u>	<u>No. Units Attempted</u>	<u>Student Age</u>	<u>Student Ethnicity</u>	<u>Student Gender</u>	<u>Day/Evening Status</u>	<u>College Goal</u>
9. Six Year Degree Completion Rate for first-time students	X					X
10. Six Year Certificate Completion Rate for first-time students	X	X				
11. Median Time to Degree	X	X				
12. Average # of Units Accumulated after 1 Year	X				X	
13. Average # of Units Accumulated after 2 Years	X					X
14. Pct Placed into BS Math & taking BS math in first term	X		X			
15. Pct Placed into BS English & taking BS English in first term	X		X			
16. Pct Placed into BS Reading & taking BS Reading in first term	X		X			

Appendix B—Compliance with U.S. Department of Education Regulations

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Appendix B

Appendix B: Compliance with U.S. Department of Education Regulations

The United States Department of Education requires that colleges comply with certain regulations, including the following:

- Student Success Standards
- Time Invested Standards
- Grievance and Complaint Process
- Distance Education
- Financial Stability

Appendix B outlines how Cañada College is addressing these requirements.

Student Success Standards

602.16(a)(1)(i) Success with respect to student achievement and 602.17(f) Performance with respect to student achievement

Use of 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 Performance and Equity Dashboard disaggregates these metrics by: number of units attempted in first term, student age, ethnicity, gender, day/evening status, and primary student goal; these data make up Appendix A of this document, and can be found on page 341. Faculty of instructional programs use the following student achievement data in their annual plan/program review: successful course completion rate, retention rate, average number of units attempted/academic year, average number of units earned/academic year, average academic year GPA, and average cumulative GPA.

Setting the Standards

In spring 2013, the College began a transition from examining student achievement metrics solely on the basis of comparison to five-year longitudinal

data, to include a normative analysis based upon standard benchmarks and goals. The College set these standards through a participatory process. Faculty and staff who participated in a college-wide professional development workshop were provided five-year historical achievement data for 19 metrics of institutional effectiveness, and were charged with identifying ambitious and attainable benchmarks and goals. The College defined the term *benchmark* as 'a satisfactory level of success below which the College would deem its performance unacceptable requiring an actionable plan to return to or exceed the benchmark.' The College defined the term *goal* as 'a level of success above current performance to which the College will strive to attain by implementing strategic plans.' The quantitative results of the benchmarking workshop were reviewed and modified by the Administrative Planning Council and the Planning and Budgeting Council. Final benchmarks were [adopted by the Planning and Budgeting Council on March 20, 2013](#).

Assessing our Performance

At the program level, the faculty examine longitudinal student achievement data when undertaking annual program planning and comprehensive program review. At the institutional level, the College examines its performance with respect to longitudinal data and the standard benchmarks as part of its annual institutional assessment cycle in August and September. In this process, various participatory governance groups, including the Planning and Budgeting Council, review the overall college metrics as well as the disaggregated metrics described within the Student Equity Plan. Actionable plans for improvement are established through consultation with the Strategic Plan and Educational Master Plan, being consistent with the College's mission. Through these reviews, the College ensures that it is effectively achieving its mission of providing education to transfer, career and technical education, and basic skills students. A list of these benchmarks set by the College, as well as the goals that have been set for the next three-to-five years is detailed in Table 48 on page 403.

Table 48: USDE-Required Metrics

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Metric	Benchmark, analysis and goals
Course Completion	The College has set a course completion benchmark of 70%. Successful course completion is defined as the percent of earned A, B, C, P and CR grades. The College has met or exceeded this standard in four of the last five years. Since higher rates of course completion are associated with increased degree and certificate completion, the college seeks to raise this metric to 72% within the next 3-5 years.
Graduation Rate	The College awards, on average, 236 AA and AS degrees annually but saw a significant increase to 319 in the 2011-12 academic year. Anticipating the cumulative positive impact of the recent implementation of DegreeWorks and establishment of AA-T degrees, the College has set a benchmark of 300 degrees awarded per year and a 3-5 year goal of 330.
Transfer Rate	The College monitors the number of students transferring to UC, CSU and other four-year institutions. The College has set a benchmark of 275 for total number of transfers with 165 of those to a UC/CSU. The College has met or exceeded this latter metric in three of the last five years. The College seeks to raise these metrics to 300 total transfers and 170 to UC/CSU.
Certificate Completion	The College typically awards between 270-280 certificates annually. It has met or exceeded its benchmark of 280 in three of the last five years and seeks to raise this level to 300 within the next 3-5 years.
Persistence Rate (fall-to-fall)	The fall-to-fall persistence rate informs the College about its effectiveness in retaining students into a second year thereby increasing their likelihood of completing a certificate or degree program. In every one of the last five years the college has met or exceeded its benchmark of 37%. The College aims to raise this metric to 40% within 3-5 years.
Licensure Pass Rate	The Radiologic Technology program tracks the success of its students on the national ARRT exam. The program historically has a 100% pass rate. The College set 100% as its benchmark.

Time Invested Standards and Transfer of Credit

602.16(a)(1)(viii) Program length, 600.2 Definitions, 668.8(k),(l) Eligible program

All associate degree programs offered by Cañada College require at least 60 semester credits of degree applicable coursework in compliance with Title 5 regulations and the California Community Colleges Chancellor's Office requirement; this is detailed on page 106 of the [Program and Course Approval Handbook](#). The College requires each program to contain a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. The intended outcomes of all degrees and certificates are identified as Program Learning Outcomes; they are printed in the College Catalog and appear online on program websites. Faculty evaluate the

effectiveness of programs through assessment of student achievement of program learning outcomes as a component of the Annual Plan/Program Review.

602.24(e) Transfer of Credit Policies

College policies regarding "Incoming Transcripts," "Transferring within the District," and "Examination Credit" are printed in the *Grades and Academic Standing* section of the College Catalog. These policies are consistent with the Board of Trustees [Policy 6.26](#) that sets requirements regarding transfer of credit without penalty between colleges within the District. It also specifies that,

Students who have completed the majority of their course work at a college outside the District must complete a minimum of twelve (12) units and a minimum of fifty percent (50%) of the total units required for the major

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at one or more the District Colleges in order to be recommended for graduation with the Associate Degree or completion of a Certificate Program.

The College offers a [Transcript Evaluation Service](#) for students who have completed coursework outside of the District. Only coursework from institutions that are accredited by a [recognized agency](#) are reviewed. Courses from private, for-profit college that have independent articulation with the CSU system may also be reviewed. The Transcript Evaluation Service can include an evaluation of external exam results (AP, IB, CLEP). Foreign coursework is not evaluated for transfer purposes, but the results of a Foreign Credential Evaluation Service may be considered for application to an Associate's degree or certificate.

602.24(f) Credit Hour Policies

College policy regarding "Units of Work and Credit" are printed in the *Grades and Academic Standing* section of the College Catalog. 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](#). The Office of Instruction administers credit courses and uses the [Student Attendance Accounting Manual](#) to ensure that credit hours are correctly assigned and that credit hours are converted to clock hours correctly to determine whether a credit program is eligible for federal financial aid. 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 resulting in 48 total hours of work. This standard complies with the California Community Colleges Chancellor's Office requirement for awarding credit, which is on page 99 of the [Program and Course Approval Handbook](#). Consistent with Board of Trustees [Policy 6.85.1](#), sections of courses offered through distance education earn the same credits as traditional sections offered on campus. A list of examples for the course offerings according to credit hour can be found in Table 49.

Table 49: Evidence of Credit Hour Allocation

Type	Course Outline of Record	Syllabus
Lecture 3 unit	COR_ENGL100.pdf	syllabus_ENGL100.pdf
Lecture 3 unit	COR_HSCI116.pdf	syllabus_HSCI116.pdf
Lecture 1 unit	COR_CRER401.pdf	syllabus_CRER401.pdf
Lecture 1 unit	COR_FITN334.pdf	syllabus_FITN334.pdf
Lab 1 unit stand-alone course	COR_BIOL132.pdf	syllabus_BIOL132.pdf
Lab 1 unit of 4 unit course	COR_BIOL250.pdf	syllabus_BIOL250.pdf
Distance Ed	Please see Table 52 on page 406	
Clinical	COR_RADT418.pdf	Syllabus_RADT418.pdf

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Grievance/Complaint Process

602.16(a)(1)(ix) Record of student complaints

The College has a well-defined grievance and complain process that is described in the [College Catalog](#); it is additionally described in the Board of Trustees [Policy 7.73](#).

Table 50 details the grievances and complaints that have undergone this process in the 2011-2012 and 2012-2013 academic years.

Table 50: Grievances and Complaints for Academic Years 2011-2012 and 2012-2013

Academic year	Number of Grievances and Complaints	Type of Grievance and Complaint
2011-2012	13	Fees (4) Overlapping Classes Repeating Classes Program Access Remove W (2) Late Withdrawal (2) Pass Grade Prerequisite Challenge
2012-2013	4	Fees (3) Repeating Course

668.43(a)(6) Disclosing accrediting agency, and 668.43(b) Disclosing accreditation status and complaint process

The College complies with the Board of Trustees [Policy 2.70.1](#) on Accreditation. The College Catalog and college [website](#) identify the ACCJC/WASC as its primary accrediting body. All accreditation reports are posted on the [Accreditation website](#) and are available in the Office of the President. On its [Complaints Process webpage](#), the College informs the public that complaints regarding the college's compliance with program quality and accrediting standards may be filed with ACCJC.

Other complaint processes

The College provides the public with detailed information regarding [complaints and grievances](#)

[on its website](#) and in the *Student Rights, Responsibilities and Records* section of the College Catalog. Table 51 details a list of information that the College and the District provide.

Table 51: Complaint Processes

College information online	College Catalog	Board Policy/Procedure
Student Grievance		Policy 7.73
Student Discipline		Policy 7.69 and Policy 7.70
Academic Integrity		
Sexual Harassment		Policy 2.25 and Policy 7.67
Nondiscrimination		Procedure 2.19
Employee Rights/Whistle Blower Protection		Policy 2.12

Distance Education Verification

Regulation 602.17(g) Delivery mode, verification and privacy of DE student identity

Delivery Mode Definitions

In the [Distance Education Handbook](#), the College [defines](#) three types of distance education courses: web-assisted, hybrid, and online courses. The College does not currently offer correspondence education courses. In such courses the online activities primarily involve reading of posted materials, posting of homework, completing exams, and student-initiated interactions. Such activities may be components of web-assisted and hybrid courses. Web-assisted courses are those with online activities comprising less than 51% of the contact hours; hybrid courses substitute 51-99% of the contact hours with online activities but the course still requires mandatory on-campus meetings. In online courses the student and instructor are separated by distance and communicate exclusively through communications technology throughout the entire course. All distance education courses 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

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sufficient, and evaluation methods are appropriate and secure. The following resources ensure that the college's distance education courses meet college and state requirements: [Rubric for Online Instruction, Regular and Effective Contact Guidelines](#) and [Distance Education Accessibility Guidelines](#).

Verification of Student Identity

When approving courses for Distance Education, the Curriculum Committee references Administrative Procedure [Policy 6.85.1](#) and Title 5 regulations and ensures that the course has a system to verify student identity. All Distance Education courses must either utilize a login and password-protected course management system or utilize proctored examinations. All students who register for courses at the College receive a unique user id and password and are urged to keep these private. These credentials are used to access online courses as well as the online WebSmart registration system. Alternatively, DE courses may require students to take a proctored examination in order to meet the Higher

Education Opportunity Act (HEOA) regulations. To date, all proctored examinations take place in the Learning Center where students must show photo identification in order to begin an exam.

Privacy of Student Identity

The College complies with Board of Trustees [Policy 7.28](#) that describes the requirements of FERPA and Title 5 with respect to student educational records and directory information. Directory information that the College may release includes: student's name, 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 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.

Table 52: Course Syllabi, Grading Policy, and Instructional Delivery Examples

Type	COR	Syllabus
Web Assisted	COR_ASTR100.pdf	syllabus_ASTR100.pdf
Web Assisted	COR_BIOL260.pdf	syllabus_BIOL260.pdf
Web Assisted	COR_ESL400.pdf	syllabus_ESL400.pdf
Web Assisted	COR_SPAN110.pdf	syllabus_SPAN110.pdf
Hybrid	COR_CHEM410.pdf	syllabus_CHEM410.pdf
Hybrid	COR_COMM110.pdf	syllabus_COMM110.pdf
Hybrid	COR_MATH251.pdf	syllabus_MATH251.pdf
Online	COR_ANTH110.pdf	syllabus_ANTH110.pdf
Online	COR_ENGL100.pdf	syllabus_ENGL100_OL.pdf
Online	COR_MATH110.pdf	syllabus_MATH110.pdf
Online	COR_MATH111.pdf	syllabus_MATH111.pdf
Online	COR_MATH112.pdf	syllabus_MATH112.pdf
Online	COR_MATH200.pdf	syllabus_MATH200.pdf
Online	COR_OCEN100.pdf	syllabus_OCEN100.pdf

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Financial Stability

Regulation 602.19(a-e) Monitoring and reevaluation of accredited institutions and programs

Longitudinal Data on Fiscal Condition (significant increases or decreases)

The District maintains a reserve of at least 5% in compliance with state mandate. The District has sufficient funds to meet its needs, even in the case of an emergency. Table 53 shows the District's ending balances as a percentage of the revenues for the unrestricted general fund, and is taken from the [Annual Budget Reports](#). The District also has reserves to fund its self-insurance retention and workers' compensation. These balances are available in an emergency.

Table 53: Longitudinal Data on Ending Balances

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%

Assessment of Fiscal 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](#). To encourage effective long-range planning, the District prepares three-year financial projections and works with the colleges on their allocations. The 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 even more predictable and stable.

Headcount enrollment

The College annually reviews its headcount enrollment and the District regularly reports to the State Chancellor's Office through the Management Information System. The College has a publicly documented funding base, financial resources, and plans for financial development that are adequate to support its mission 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 office 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. Figures 19 and 20 on page 409 show the ten-year trends in both student headcount and enrollment for Cañada College.

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Figure 19: Ten-Year Enrollment Trend in Student Headcount

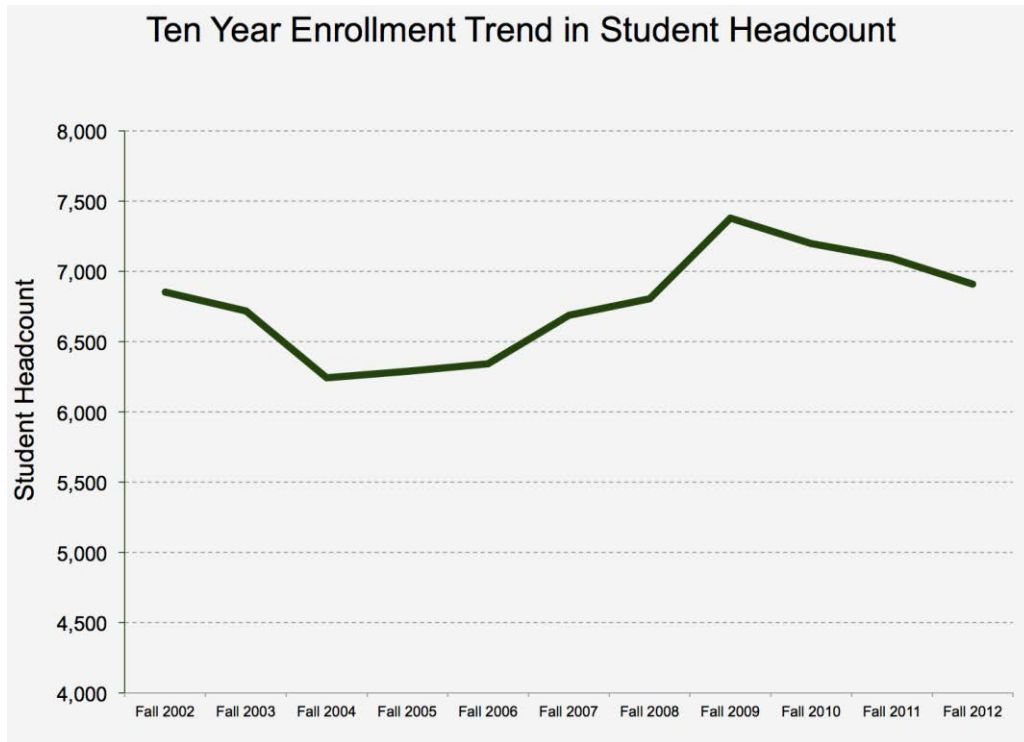
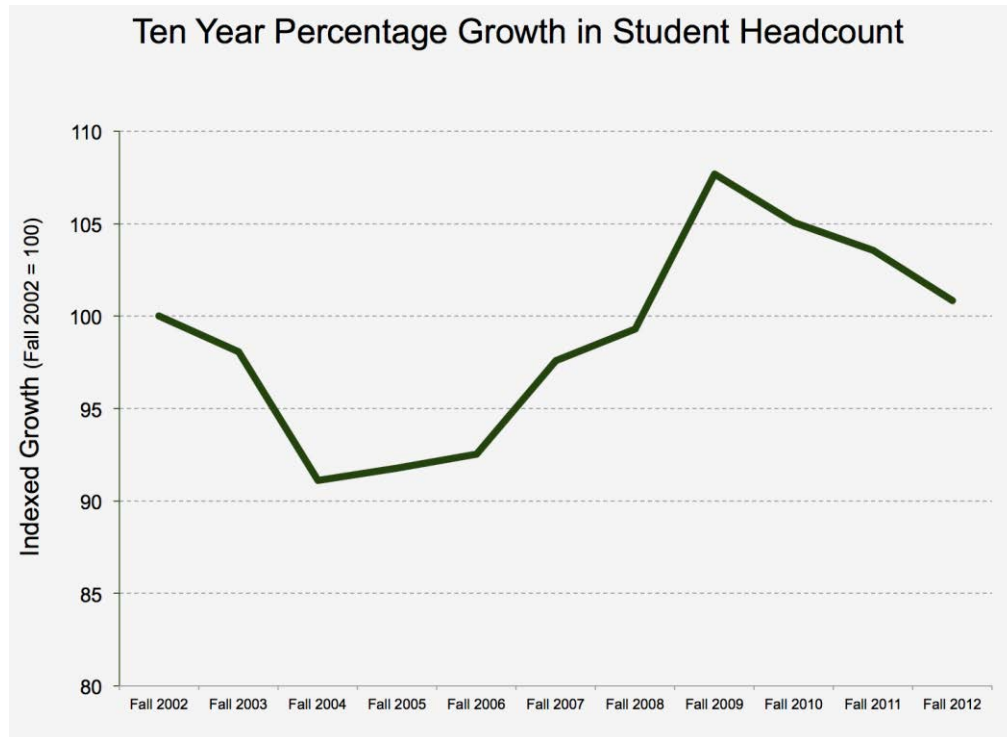


Figure 20: Ten-Year Percentage Growth in Student Headcount



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List of Evidence for Appendix B

[Academic Integrity \(Cheating and Plagiarism\)](#)
[Accreditation Self-Evaluation 2013](#)
[Accreditation website](#)
[College Catalog](#)
[Complaints Process website](#)
[Course Outline ANTH 110](#)
[Course Outline ASTR 100](#)
[Course Outline BIOL 260](#)
[Course Outline CHEM 410](#)
[Course Outline COMM 110](#)
[Course Outline ENGL 100](#)
[Course Outline ESL 400](#)
[Course Outline MATH 110](#)
[Course Outline MATH 111](#)
[Course Outline MATH 112](#)
[Course Outline MATH 200](#)
[Course Outline MATH 251](#)
[Course Outline OCEN 100](#)
[Course Outline SPAN 110](#)
[Course Syllabus ANTH 110](#)
[Course Syllabus ASTR 100](#)
[Course Syllabus BIOL 260](#)
[Course Syllabus CHEM 410](#)
[Course Syllabus COMM 110](#)
[Course Syllabus ENGL 100](#)
[Course Syllabus ESL 400](#)
[Course Syllabus MATH 110](#)
[Course Syllabus MATH 111](#)
[Course Syllabus MATH 112](#)
[Course Syllabus MATH 200](#)
[Course Syllabus MATH 251](#)
[Course Syllabus OCEN 100](#)
[Course Syllabus SPAN 110](#)
[Curriculum Committee Handbook](#)
[Directory Information Policy](#)
[Distance Education Accessibility Guidelines](#)
[Distance Education Definitions](#)
[Distance Education Handbook](#)
[Planning and Budgeting Council Minutes 3/20/2013](#)
[Policy of Non-discrimination](#)
[Program and Course Approval Handbook](#)
[Regular and Effective Contact Guidelines](#)
[Rubric for Online Instruction](#)
[Sexual Harassment Policy](#)
[SMCCCD Board Policy 2.12 Employee Rights and Protection, Domestic Partner Rights, and Whistleblower Protection](#)

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[SMCCCD Board Policy 2.19 Nondiscrimination](#)
[SMCCCD Board Policy 2.70.1 Accreditation](#)
[SMCCCD Board Policy 6.12 Definition of Credit Courses](#)
[SMCCCD Board Policy 6.26 Transfer of Credit](#)
[SMCCCD Board Policy 6.85.1 Distance Education](#)
[SMCCCD Board Policy 7.28 Student Records, Directory Information, and Privacy](#)
[SMCCCD Board Policy 7.69 Student Conduct](#)
[SMCCCD Board Policy 7.70 Student Disciplinary Sanctions](#)
[SMCCCD Board Policy 7.73 Student Grievances and Appeals](#)
[SMCCCD Board Policy 8.00 Fiscal Management](#)
[SMCCCD Board Report 11-12-1C Financial Summary for the Quarter Ending September 30, 2011](#)
[SMCCCD Board Report 12-2-100B 2011-12 Mid-Year Budget Report](#)
[SMCCCD Committee on Budget and Finance](#)
[State Authorization - Complaint Process](#)
[Student Attendance Accounting Manual](#)
[Student Grievances and Appeals](#)
[Transcript Evaluation Service](#)
[Transcript Evaluation Service Accepted Accreditation](#)

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Appendix C—Addressing the Rubrics for Institutional Effectiveness

Program Review

Planning

Student Learning Outcomes

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Appendix C: Addressing the Rubrics for Institutional Effectiveness

Implementation of Program Review, Planning, and Student Learning Outcomes

Cañada College received and acted upon the Commission's [July 2011 letter](#) which provided revised rubrics for evaluating institutional effectiveness in the implementation of program review, planning, and student learning outcomes. Full descriptions of the College's progress in these three areas permeate the Self Evaluation report, especially in Standards IB, II, and III. Below are summaries of how the College meets the Commission's expectations for institutional performance at the required level of implementation.

Program Review

Cañada College is at the "Sustainable Continuous Quality Improvement" level of implementation.

Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.

Program review is ongoing:

At Cañada College every [instructional program](#), [student service](#), and [administrative service](#) performs annual evaluation and goal setting activities. The resulting Annual Plan is reviewed by the appropriate Instruction, Student Services, or Administrative Planning Council. For instructional programs, the annual plans form the basis of a Comprehensive Program Review that occurs every six years. Both instruments are comprised of the same evaluation components. The primary differences between the annual plan and comprehensive program review are: (a) only the comprehensive reviews are sent periodically to the Board of Trustees, (b) the comprehensive, by virtue of its six-year cycle, provides program the opportunity to look for longer-range trends and impacts of curricular changes, course- and program-level learning outcomes assessment, and changes to the academic field and/or industry.

Program review is systematic:

Program review is implemented universally throughout the College. Every instructional program, student service area, and administrative service area undergo annual planning/review. The planning/review process has a prescribed timeline and formalized documentation. The results of the annual plan/review are integrated into the College's planning and resource allocation activities.

Program review is used to assess and improve student learning and achievement:

The Annual Plan/Program Review process is outcomes driven. Instructional programs evaluate their effectiveness through examining several metrics of student achievement data as well as results of student learning outcomes and program learning outcomes assessment. Student services programs evaluate relevant data and their achievement of student learning outcomes and program learning outcomes. Administrative services evaluate and base their plans upon their achievement of Administrative Unit Outcomes.

The institution reviews and refines its program review processes to improve institutional effectiveness.

The College regularly reviews and refines its program review process. The Academic Senate/Curriculum Committee work with the Instruction Planning Council to make changes to the review process for instructional programs. Student Services Planning Council and the Administrative Planning Councils are responsible for revising their review processes.

Over the past several years the following changes have been implemented to improve the usefulness of the program review process and to integrate it into the College's planning processes:

- Inclusion of administrative services into program review
- Customized documentation forms developed for Student Services
- Customized documentation forms developed for Administrative Services
- Change from biennial cycle to annual cycle of program plan/review

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- Incorporation of student learning outcomes assessment
- Incorporation of program learning outcomes assessment
- Incorporation of service area outcomes and administrative outcome units assessment
- Integration of resource-related planning: equipment, staffing, facilities, professional development, research data.

The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

The College's mission and vision is the foundation for program review. Through the process, each program explicitly assesses how it helps the institution achieve its mission. Programs evaluate their effectiveness in achieving student learning outcomes, program learning outcomes, and/or administrative unit outcomes. Programs use the annual planning/review process to identify areas of effectiveness, areas in need of strategic improvement, as well as areas of inquiry to which research resources might be applied. By integrating resource allocation (physical, human, research) into the annual plan/program review, the College can make strategic investments that will ultimately improve its ability to help students achieve their desired academic goals.

Planning

Cañada College is at the “Sustainable Continuous Quality Improvement” level of implementation.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Cañada College establishes institutional plans that guide its decisions and actions to strategically and effectively meet its mission. These institutional plans include: Educational Master Plan, Strategic Plan, Facilities Master Plan, Technology Master Plan, Student Equity Plan, Distance Education Plan, Sustainability Plan, and Basic Skills Plan. These plans are regularly reviewed and revised according to timelines established within each plan. All institutional plans derive from and support the college's Educational Master Plan, which describes the mission and goals of the College. The Strategic Plan details how the Educational Master Plan goals are to be achieved on an annual basis. It aligns the

objectives of the many institutional plans to each year's annual initiatives, thus ensuring that the college community works together with a common focus. “Pathways, Community and Completion” is the initiative for 2013-2014.

The College's mission and vision, which is established in the Educational Master Plan, is the foundation for the [Annual Plan/Program Review](#). Through this process, each instructional program, student service, and administrative service explicitly assesses how it helps the institution achieve its mission. Programs evaluate their effectiveness in achieving student learning outcomes, program learning outcomes, service area outcomes, and/or administrative unit outcomes. Programs use the annual planning/review process to identify areas of effectiveness, areas in need of strategic improvement, as well as areas of inquiry to which research resources might be applied. Resource allocation requests for physical, financial, human, and research resources are integrated into the annual plan/program review. This enables the College to make strategic investments of its resources to achieve its goals and to improve its ability to meet students' academic needs.

There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.

Institutional planning and effectiveness activities are led by the Planning and Budgeting Council, Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, and the Office of Planning, Research, and Student Success. Through evaluation and assessment, each of these institutional bodies supports planning and decision-making by using 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. The planning councils are all highly representative thereby assuring that all campus constituencies can participate in the planning, evaluation and decision-making processes. These processes are delineated in the [Participatory Governance Manual](#) so that all members of the college community may be informed of how/when decisions are made and how an individual may be involved. Data, analyses, and dialogue that arise from these entities are publicly available through the [Inside Cañada](#) web page.

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There is ongoing review and adaptation of evaluation and planning processes.

Institutional plans are evaluated annually by participatory governance groups specified in the Strategic Plan and are revised according to timelines established within each plan. The entire participatory governance structure, including the many planning councils, conducts an annual self-evaluation as prescribed by the Participatory Governance Manual. Groups assess their own effectiveness, as well as the relationship between governance groups, and the effectiveness of specific planning processes. The results of this analysis are presented to the Planning and Budgeting Council for further discussion and implementation. It is through this process that changes are initiated to the Annual Plan/Program Review process and the College's participatory governance structure itself.

There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

The College has a long-standing commitment to the integration of student learning outcomes assessment throughout the entire institution. Outcomes assessment, student achievement data, and other measures of effectiveness are incorporated into the planning processes of instructional programs, student services and administrative services. All institutional plans have measurable goals, objectives, and action plans so that progress and effectiveness can be tracked and assessed.

Student Learning Outcomes

Cañada College is at the “Proficiency” level of implementation

Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.

- Student learning outcomes are in place for 100% of the College's 498 courses. Assessment plans are in place for over 98% of these courses. At least one course-level learning outcome is assessed every time a course is offered; all course-level learning outcomes are assessed at least once every four years.

- Program learning outcomes are in place for 100% of the College's 42 degree and certificate programs. Assessment plans are in place for 100% of these programs. Programs completed an assessment cycle of program learning outcomes in spring 2013.
- Program learning outcomes are present in all eight of the College's Student Support Services programs that have been grouped together for outcomes assessment purposes. Assessment plans are in place for 100% of these programs. The outcomes have been assessed, discussed and changes implemented.
- Administrative unit outcomes are present in all six of the College's Administrative Services that have been grouped together for outcomes assessment purposes. Assessment plans are in place for 100% of these services. The outcomes have been assessed, discussed and changes implemented.
- The College has four institutional learning outcomes in place; these are the same as the College's general education learning outcomes. The College has used student surveys and, in the spring of 2013, a pilot ePortfolio project to assess institutional learning outcomes.

Table 54: Timetable of Learning Outcomes Implementation

Task	Sem/Yr
Alignment of SLOs and PLOs to ILOs	Fall 2012
Interim ILO Assessment via CCSSE survey	Spring 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

Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

The College's institutional planning and decision-making processes are documented in the Participatory Governance Manual. Framing all decisions are three documents: the Educational Master Plan, the Strategic Plan, and the Annual Plan/Program Review. Supporting and improving

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student learning is the key focus of all three of these documents. Learning outcomes assessment is central to the Annual Plan/Program Review.

Three key governance bodies, the Instruction Planning Council, the Student Services Planning Council, and the Administrative Planning Council are responsible for major steps in the planning process, including conducting dialogue on Annual Plans/Program Reviews, and recommending assessment procedures for instructional and student service programs, respectively. These Councils review the plans and provide written feedback. The Annual Plans allow these Councils to make data-driven decisions that are informed by student learning outcomes.

There is widespread institutional dialogue about the results of assessment and identification of gaps.

Assessment is a major theme throughout the College. Through the Center for Innovation and Excellence in Teaching and Learning (CIETL), there have been numerous workshops on assessment techniques for knowledge, skills, and attitudes. New faculty orientations include discussion of learning outcomes and assessments.

Results from student learning outcomes assessments are reviewed by program faculty at least twice per year, either on designated professional development days or during division and department meetings. For academic programs, the program-level data is updated and available as part of Annual Plan/Program Review. To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers. Based on this dialogue, changes are incorporated into courses by instructors and into curriculum by programs.

For student services, the annual plans include a section related to dialogue about student learning outcomes and the changes to be made as a result of the conversation. The dialogue takes place at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans.

Student achievement data and institutional learning outcome assessment results are presented to the campus via participatory governance bodies such as the Planning and Budgeting Council.

Appropriate resources continue to be allocated and fine-tuned.

The District contracts with Nuventive to provide TracDat, a district-wide database, for student learning outcomes work that encompasses student services and instructional data. On-going training and service is also part of the contract.

The College is committed to providing resources to assist faculty and staff in the development and assessment of all forms of learning outcomes. Since 2008 more than two-dozen workshops have been presented to help employees create good student learning outcomes and develop valid assessment plans. Adjunct faculty have been given financial compensation to participate in student learning outcomes assessment cycle-related training on Flex days, thus resulting in high rates of participation. The College has funded release time for a faculty Student Learning Outcomes Assessment Coordinator since 2005. The Coordinator guides the college as a whole, along with groups and individuals, toward effective implementation of learning outcomes assessment. Individual assistance is also available from Assessment Mentors, and faculty designated for this purpose.

Faculty interest in using student-created ePortfolios as a means of direct assessment of program- and institutional-learning outcomes resulted in district-sponsorship of a speaker, experienced with ePortfolios, for our district's fall 2012 Opening Day. The College has funded student incentives to complete institutional learning outcomes surveys and has funded an ePortfolio pilot project for direct assessment of the institutional learning outcomes.

Comprehensive assessment reports exist and are completed and updated on a regular basis.

The college procedure for student learning outcomes assessment requires each course to have one or more of its student learning outcomes assessed each time that course is taught. Selection of which student learning outcomes to assess is at the instructor's discretion, with the provision that all the course-level learning outcomes are evaluated within a four-year period. Both course- and program-level learning outcomes results are reported in Annual Plan/Program Review. Both types of results are reported directly into TracDat, an online database system from Nuventive. Summary reports are run on a regular

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basis (at least twice per year) and posted in Sharepoint folders. This enables all employees to view assessment results from any time period. At least 35 employees across departments have direct access to the TracDat database and can run and distribute specific reports whenever desired.

Course student learning outcomes are aligned with degree student learning outcomes.

Cañada College modeled its General Education learning outcomes after the Essential Learning Outcomes developed by AAC&U. The College defines its Institutional Learning Outcomes to be the same, the outcomes achieved by students completing an AA/AS degree or transferring to a university. Course-level learning outcomes are aligned with program learning outcomes and with institutional learning outcomes through a curriculum mapping function within TracDat. This allows for indirect assessment of institutional and

program learning outcomes based upon course results.

Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Students are informed of course-level student learning outcomes via the course syllabus. All course syllabi include learning outcomes that are consistent with those found in the official Course Outline of Record in CurricUNET. Program Learning Outcomes for all degree and certificates are published on the [college web site](#) and in the annual catalog. For student services, program learning outcomes are provided to students when they participate in learning experiences, such as financial aid workshops and orientations. As programs are beginning to implement ePortfolio requirements more students are becoming aware of program- and institutional-level learning outcomes.

List of Evidence for Appendix C

[ACCJC July 2011 letter to Member Institutions](#)

[Administrative Unit Program Plans](#)

[Annual Plan/Program Review](#)

[Inside Cañada](#)

[Instructional Program Review Archive](#)

[Learning Outcomes webpage](#)

[Participatory Governance Manual](#)

[Student Services Annual Plans, SLOs and Program Reviews 2012-2013](#)

Appendix C

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Appendix D—Evidentiary Information

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Student Achievement Data:

- Data on Incoming Students: [Data Dashboard](#)
- Data on Enrolled Students: [Data Dashboard](#)
- Data on Graduates: [Data Dashboard](#)
- Policies for Award of Credit: [Board Policy 6.12](#)
- Policies on Transfer of Credit: [Standard II.A.2.h](#)
- List of Agreements on Transfers: [ASSIST.org](#) and the [2013-2014 Transfer Agreement/Transfer Admission Chart](#) on the [Transfer Center webpage](#).

Evidence of Student Learning Outcomes and Assessment of Outcomes:

- Program Descriptions: [College Catalog](#)
- Course-level Student Learning Outcomes: [CurricUNET](#) and Student Learning Outcomes—Summary Data section on page 468
- Student Work Samples: [ePortfolios Project](#)
- Grading Rubrics: Course Syllabi—see [Table 49](#) and [Appendix D: Course Syllabi](#)
- Assessment Examples: [TracDat](#)
- Summary Data on Student Learning Outcome Attainment: [TracDat](#) and [Appendix D: Student Learning Outcomes Summary Data](#)

Evidence of Quality Program Review:

- Program Review Cycles and Timelines: [Participatory Governance Manual](#)
- Curriculum Review Policies: [Curriculum Committee Manual](#)
- Use of Student learning Outcome Assessment Data: [Appendix D: Program Review](#)
- Improvements with Program Review: [Illustration II.A.2.e—English as a Second Language](#), [Illustration II.B.3—Math Jam](#), and [Appendix D: Program Review](#)
- Connection to Budgeting and Resource Allocation: [Participatory Governance Manual](#)
- Impact on Institutional Effectiveness: [Illustration II.B.3—Math Jam](#), and [Appendix D: STEM Center and Social Science Hub](#)

Evidence of Quality Student Support Services:

- Student Services Program Reviews: Student Services Annual Plans/Program Reviews, located on the [Student Services Planning Council website](#)
- Student Satisfaction Surveys: [CCSSE Survey of Student Engagement](#) and [Noel Levitz Survey](#)
- Use of Services: [DataMart](#)
- Student Loan Default Rates: [Standard III.D.3](#)
- Student Support Services Planning Documents: Student Services Annual Plans/Program Reviews, located on the [Student Services Planning Council website](#)
- Descriptions of Student Services: [College Catalog](#), [New Student Handbook](#), and [Student Services Website](#)
- Rules and Responsibilities for Students: [College Catalog](#)
- Availability and Accessibility of Services: [College Catalog](#), [Schedule of Classes](#), and [Student Services Website](#)

Evidence of Financial Performance and Integrity:

- Has the College received any qualified or adverse opinions in audit reports in the last 3 years from district, state or federal programs?
 - No. The College has not received any qualified or adverse opinions in audit reports for the past three years. Results of external audits have been satisfactory as the District has obtained unqualified opinions for more than eight years.
 - Evidence: [2009-2010 SMCCCD Annual Financial Report](#)
 - [2010-2011 SMCCCD Annual Financial Report](#)
 - [2011-2012 SMCCCD Annual Financial Report](#)

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- Has the College implemented all audit recommendations? Have there been the same recommendations for more than one year? What is the auditor's response to the management actions taken?
 - Results of external audits have been satisfactory as the District has obtained unqualified opinions for more than eight years. Audits have revealed some non-financial compliance findings and all of them have been promptly addressed with new procedures, often completed prior to the close of the audit. Auditors have been satisfied with corrective actions implemented by the college.
 - Evidence: [SMCCCD Audit Reports](#)
- What is the institution's unrestricted fund balance and reserves and how has it changed over the past three years?
 - The District's unrestricted fund balance was \$15,977,880 as of June 30, 2010; \$20,625,631 as of June 30, 2011; and \$19,601,580 as of June 30, 2012. This represents 14.2%, 18.1% and 17.1% of the total unrestricted general fund expenditures respectively.
 - Evidence: [2011-2012 SMCCCD Fiscal Trend Analysis](#)
- Does the College maintain a minimum of 5% unrestricted reserve or cash or cash equivalent?
 - Significant reserves are maintained by the District in order to meet long-term obligations as well as budget for emergencies. District reserves were 14.2% in 2010, 18.1% in 2011 and 17.1% in 2012 of the total unrestricted general fund expenditures.
 - Evidence: [2011-2012 SMCCCD Fiscal Trend Analysis](#)
- Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance?
 - No. Cañada College, along with the San Mateo County Community College District, systematically plans for both short and long term obligations.
- Does the College have long term debt financing?
 - The College, in conjunction with the District, identifies and plans for payment of liabilities and future obligations. When making short-range financial plans, the institution considers its long-range financial priorities. Financial obligations are included in the audited annual financial statement and funds are reserved for meeting those needs.
 - Evidence: [2011-2012 SMCCCD Annual Financial Report](#)
- Does the institution have an obligation for post-retirement health benefits (OPED), compensated absences, and other employee related obligations? If it does, has it done the actuarial study and identified the liability? Is there a plan for funding them?
 - The District makes multi-year projections of all expenses, including any labor costs. The District has addressed long-term post-retirement liabilities by establishing a post-retirement benefits fund to cover the medical insurance costs for retirees. In 2009, the District established an irrevocable OPED trust fund and has been transferring funds from the post-retirement benefits fund into the OPED trust fund, which currently has over \$26 million invested as of July 1, 2012.
 - Evidence: [2012-2013 SMCCCD Final Budget Report](#)
 - Evidence: [2011 SMCCCD Actuarial Study of Retiree Health Liabilities](#)
- Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing its policy on limits?
 - Yes, the College is enforcing the District's established policies for accrual of unused vacation and compensatory time. Limits are included in each of the District's collective bargaining agreements
 - Evidence: [SMCCCD Human Resources website](#)
 - Evidence: [SMCCCD Human Resources SharePoint Site](#)

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- Is the fiscal entity self-insured for health benefits, workers compensation, and unemployment? How are the levels set?
 - The District establishes the assessed costs and services of the current carriers for workers' compensation and general liability insurance.

The District decided to self-insure for workers' compensation and general liability and increase the self-insured retention for property insurance after a careful review and an actuarial study of the District's workers' compensation cost.

- Evidence: Pages 12 and 56 of the [2012-2013 SMCCCD Final Budget Report](#)

[2011 SMCCCD Actuarial Study of Retiree Health Liabilities](#)

- Does this fiscal entity have obligations for future total compensation expenditures driven by collective bargaining agreements or other agreements (corporate buy-outs, management/employee agreements, etc)? If so, what are they? Of what significance are they? What is the plan for funding these future obligations?
 - Yes, the College has obligations for future total compensation expenditures driven by college bargaining agreements. The District negotiates all labor contracts which directly impact the college. In 2012-2013, three-year collective bargaining agreements were reached with all three units. District staff members project the impact of labor management agreements to ensure that funds are available to meet the requirements of the agreement. The District takes into account both the cost of salaries and related benefits in order to ensure that projects resources are available to fund the agreements. The Board of Trustees approves contracts after carefully considering the impact of the contracts on the District budget.
 - Evidence: [SMCCCD SharePoint for Labor Documents](#)

Evidence of Quality of International Activities:

- Programs for Non-US Nationals Recruited Abroad: [SMCCCD International Program](#)
- Programs for Recruitment of International Students: [Cañada College International Program](#)
- Study Abroad Programs: [SMCCCD Study Abroad Website](#)

Evidence of Compliance with Other Areas Related to Federal Requirements:

- Distance Education: [Distance Education Substantive Change Proposal](#)
- Public Information: [College Catalog](#), [Class Schedule](#), and [New Student Handbook](#)
- Campus Sites: Not applicable

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Board Policy 6.12

CHAPTER 6: Educational Program BOARD POLICY NO. 6.12

BOARD POLICY San Mateo County Community College District

<u>Subject:</u>	6.12 Definition of Credit Courses
<u>Revision Date:</u>	11/12
<u>Policy References:</u>	Education Code Sections 70901(b), 70902(b) and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965; 34 Code of Federal Regulations Sections 600.2, 600.24, 603.24 and 668.8

1. Criteria for credit courses in the San Mateo County Community College District shall be the following:
 - a. The course shall be taught by a faculty member who meets the minimum qualifications for that discipline.
 - b. The course shall be recommended by the college curriculum or instruction committee and approved by the Board of Trustees. Individual degree-applicable credit courses offered as part of an educational program shall be approved by the Board of Trustees. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.
 - c. The course shall be designed to meet a common set of instructional objectives and shall treat the subject matter with a scope and intensity that requires students to study outside of class time.
 - d. The course shall provide for measurement of student performance based on stated course objectives and uniform grading standards and culminates in a permanently recorded grade.
 - e. The course units of credit shall be based on a pre-specified relationship between the number of units and hours, the type of instruction, and performance criteria. (Title 5, Section 55002.5)
 - f. Units earned in the course shall be applicable toward an A.A./A.S. degree, although a limit may be placed on the number of units acceptable from a single category; or shall be a part of an approved career technical certificate program, or the course can be used as an elective for initial entry into a career or lead to the upgrading of skills within the career; or be designated as a non-degree applicable credit course as defined by Education Code and Title 5.
 - g. Students enrolled in the course shall be registered in the College.
 - h. The course outline of record shall be available in the official files. That outline shall specify unit value; expected contact hours; prerequisites, co-requisites, or advisories; catalog description; objectives and scope of content in terms of a specific body of knowledge; and methods of determining whether those objectives have been met.

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6.12 Definition of Credit Courses (continued)

- i. The number of semesters for which a credit course may be designated as "may be repeated for credit" shall conform to Education Code and Title 5.
 - j. Credit courses must meet Education Code and Title 5 requirements.
2. Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program. The Chancellor will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts. The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The Chancellor shall also establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.
3. Credit courses shall be administered through the Office of Instruction at each College.

Appendix D

Course Syllabi

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Biology 132—Human Biology Laboratory: I unit stand-alone laboratory

BIOLOGY 132 ~ HUMAN BIOLOGY LAB COURSE SYLLABUS ~ Spring 2011

COURSE INFORMATION

Credits: 1
Lab: M 1:05-4:10; Room 16-212
Web Site: <http://smccd.mrooms.net>
Office Hours: Tu 10:30-12:30, W 1-2:30

INSTRUCTOR INFORMATION

Professor: Doug Hirzel
Office: 18-214 (mailbox 18-109)
Phone: 306-3284
E-Mail: hirzel@smccd.edu

COURSE DESCRIPTION

In this laboratory course you will perform investigate mammalian anatomy and physiology and utilize the scientific method. You will analyze data and draw appropriate conclusions. This course is a supplement to BIOL 130 Human Biology making it transferable as a lab science course to CSU colleges.

By the end of the semester you will be able to:

- apply all steps of the scientific method to answer questions and solve problems.
- correctly operate common lab instruments, such as pH meter, microscopes, pipettes, using the metric system of measurement.
- create and interpret graphs and tables with data.
- identify gross anatomical features of human organ systems and cells of each tissue type.
- explain how features of each organ system help maintain homeostasis.
- analyze problems of genetic inheritance with data from pedigrees or from biotechnological methods.

REQUIRED RESOURCES

Required text for purchase:

- *Human Biology lab manual* – campus bookstore

Online access:

- The course web site (WebAccess) is a digital hub for locating course materials, performing online quizzes, accessing grades, and communicating between students and the instructor. Free computer access is provided by the Learning Center (Bldg 9) which is open M-Th 8 am - 8 pm, and F 8-3.

Equipment: bring to lab every week

- Lab manual
- Lined paper, blank paper, and graph paper (3-hole punched)
- Pencil, eraser, pen
- Calculator (optional)
- Safety glasses or goggles (available at the bookstore) - REQUIRED

ASSESSMENT & EVALUATION

Pre-lab Homework

A brief summary of each lab is due at the beginning of that lab. It should be typed and consist of two paragraphs. The first paragraph of the summary should describe the overall topic and purpose of the lab. The second paragraph should describe the activities that will comprise the lab. There is no provision for late or make-up pre-lab summaries.

Lab Portfolio

Each student will keep his/her lab manual in a 3-ring binder capable of holding about 150 pages. Use tabs to separate each lab. You will insert notes, drawings and results as separate sheets of paper into your binder. Portfolios will be periodically collected and assessed for completeness.

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For each lab:

- A. Include your graded pre-lab summary as the first page of the lab.
- B. List the names of all group members on the top of the first page of the printed lab instructions.
- C. Write down any changes in procedure, intentional or not, as your group conducts the lab. These changes should be written directly in the lab manual.
- D. Answer the questions as you work through the lab. Draw all data tables, worksheets, graphs and diagrams on appropriate paper (lined, grid, or blank) and insert them into your portfolio.
- E. Some labs may require more extensive formal reports. Once graded and returned to you these should also be inserted into your portfolio.

Quizzes

You will be required to complete online quizzes to assess your learning from each lab. Each quiz is completed online at the course website during a scheduled period of days. Once you begin a quiz, you will have a specified time limit for completing it. It is expected that you will not collaborate with other students on these quizzes and will complete them in accordance with the College's Academic Integrity policy.

If you encounter a technical problem while taking a quiz, you must immediately notify your lecture instructor by email or phone with the time, date and nature of the problem. It is highly recommended that you take the quizzes in an on-campus computer lab in order to minimize technical glitches.

Grading Scheme

The grading system for the course is as follows: A 90-100%, B 80-89%, C 70-79%, D 60-69%, and F below 60%. Scores are not curved in this course and extra credit is not available.

The following distribution is tentative and subject to change if circumstances warrant in order to provide a more accurate representation of the work actually assigned during the semester.

Assessment	% of Final Grade
Pre-lab	15
Lab activities and write-ups	45
Quizzes	10
Lab practical	30
Total =	100%

You may find out your scores at any time during the semester by visiting the course web site.

Attendance

Attendance is required. You cannot pass the course with more than two absences.

Withdrawal from the Course

While I do not like to see any of my students withdraw from the course, I do realize that legitimate reasons for not completing the course do arise throughout the semester. In all cases, the College requires all withdrawals to be filed no later than April 28. After this date, according to policy, if you do not complete the course you will receive an F on your record. *It is the student's responsibility to file for a W!*

Academic Integrity

Academic dishonesty consists of copying from someone else, copying from the Internet, using crib notes on exams, or handing in written reports that do not represent your own work. Any student turning in an assignment overly similar to that of another student or another author, or found committing academic dishonesty of any other type will receive a failing grade for the assignment, and a report of the incident filed with the appropriate college authorities. Subsequent infractions may result in the student being dismissed from the class with a failing grade. For more information, see Cañada's Academic Integrity Policy, http://canadacollege.edu/inside/acad_integrity/AlforCatalog.pdf.

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Disabilities and Acceptable Course Conflicts

I will gladly accommodate students with physical or learning disabilities. If you have such a disability and are registered with the DRC, please contact me as early in the semester as possible. If you are an observant member of a religion that has a holiday that conflicts with a course requirement, please see me as early as possible to make alternative arrangements. Qualified students with physical or documented learning disabilities have the right to free accommodations to ensure equal access to educational opportunities at Cañada College.

Student Feedback

I need to hear from you about the success or failure of any aspect of this course. Please provide your criticisms, praise, or suggestions via my mailbox, office hours, e-mail, or anonymous note.

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Biology 250—Laboratory Component: I unit laboratory

BIOL 250 Lecture Syllabus Spring 2013

COURSE INFORMATION

Credits: 4.0 units
Lecture: TR 9:45-11:00am, Room 22-116
Lab AC: TR 8:10-9:25am, Room 18-221
Lab AD: TR 11:10am-12:25pm, Room 18-221
Review Session: WR 1-3pm, Learning Center
Website: <http://smccd.mrooms.net/>

INSTRUCTOR INFORMATION

Professor: Dani Behonick, Ph.D
Office: 16-205
Phone: 650-306-3386
Email: behonickd@smccd.edu
Office Hours: MT 1-4pm,
& by appointment

COURSE DESCRIPTION & LEARNING OUTCOMES

In this course you will study the microscopic and gross anatomical structures of the major human organ systems through use of human cadaver prosections, models, and illustrations. Emphasis will be placed on gross anatomy, however, the embryological origins of tissues and effects of aging and disease will also be discussed. Upon completion of the course, students will be able to:

- Describe the gross and microscopic anatomical features of human organ systems.
- Describe the anatomical changes that occur throughout the human lifespan.
- Explain how the shape and composition of anatomical structures determine their function.
- Develop and apply practicable analytical skills and study habits consistent with success in college science courses.
- Deconstruct anatomical terminology using knowledge of Greek and Latin roots, prefixes and suffixes.
- Recall and identify anatomical structures from images, models, specimens and human cadavers.
- Develop respect and appreciation for the gift of human cadavers; explain and defend their use in anatomy education.

REQUIRED RESOURCES

Required text for purchase or rental:

Human Anatomy, Sixth Edition by Marieb, Mallatt & Wilhelm, ISBN-13: 9780321570901
A Brief Atlas of the Human Body by Hutchinson, Mallatt & Marieb (included in textbook bundle)

Online access

The course web site (Web Access) is a digital hub for locating course materials, performing online quizzes, accessing grades and communicating between students and the instructor. Free computer access is provided by the Learning Center (Bldg 9) which is open M-R 8am-9pm and F 8am-3pm.

COURSE EXPECTATIONS & REQUIRED WORK

Each student is assigned to attend a specific section of lecture and laboratory, and is expected to attend his/her/zir assigned section. Students who miss lab or lecture at their assigned day/time may not make this up by attending an alternate section. Students who have documentable reasons for an absence in advance may submit this documentation at least 1 week in advance of an absence for consideration by the professor.

Learning anatomy is like learning a foreign language. The more you immerse yourself in it, exposing yourself daily to the vocabulary, the better it stays in your memory. This is especially true with the lab vocabulary. Students who do not take advantage of all required lab hours do not succeed in this course. Each day in lab you should select a partner with whom you can review and do practice drills. Students who regularly invest time with a partner reviewing, practicing, and repeating the material will do better in the course than those who review alone! You can use the following table to plan your weekly study strategy:

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Task:	Hours/week
Lecture	3
Lab	3
Reading and studying (estimated)	6

by Doug Hirzel

General expectations/requirements

- Be aware of important dates (lab practicals, lecture quizzes, lecture exams, etc.).
- Engage in the laboratory activity or classroom discussion – ask a question, make a (topic-related) comment, ask for more information about something that interests you.
- Stay on top of your grade – all of your scores in this course will be available in the “Grades” section of the course Web Access page. If you don’t understand your grade breakdown, ask to meet with the professor to review your work/scores.

Lecture

- Complete the assigned reading before coming to class.
- Print lecture notes from Web Access before coming to class (optional).
- Review notes after lecture, ask additional questions by email or at office hours.

ASSESSMENT & EVALUATION

Laboratory Practical

Please see Laboratory Syllabus for details.

Lecture Quizzes

There are two scheduled lecture quizzes that occur before each lecture exam, for a total of six quizzes for the semester. Each quiz is completed online at the course Web Access page during a scheduled period of days. It is expected that you will not collaborate with other students on these quizzes and will complete them in accordance with the College’s Academic Integrity policy.

Each quiz is 15 questions in length. Each question is worth 1 point. Quizzes will test students’ knowledge of material from the lecture portion of the course only – no material from the laboratory portion of the course will appear on quizzes. Once you begin a quiz, you have only 35 minutes to complete it. You may attempt a quiz twice but must wait at least 30 minutes between attempts. Use this time to study the material in more detail. If you make a second attempt, your final grade will be the average of both attempts. Also note that with each attempt, the questions may be slightly different. Although a "Save without Submitting" button may appear at the bottom of the quiz page, it will not work.

If you encounter a technical problem while taking a quiz, you must immediately notify your lecture instructor by email with the time, date and nature of the problem.

Quizzes will occur according to the following schedule:

Quiz	Opens	Closes	Topics Covered
1	R Jan 31	R Feb 7	Anatomical position, planes, body cavities, epithelial & connective tissues, integument
2	T Feb 12	T Feb 19	Bones, joints
3	R Mar 14	R Mar 21	Nervous tissue, CNS, PNS
4	T Mar 26	R Apr 4	Heart, Blood vessels
5	R May 2	R May 9	Respiratory system, Gastrointestinal system
6	T May 14	T May 21	Urinary system, Reproductive systems

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Lecture Exams

There will be a total of 3 non-cumulative lecture exams; the third exam is scheduled during finals week. Lecture exams consist of multiple choice and short answer questions that are relevant to lecture material. The multiple choice portion of these exams will require the use of a 50-question red colored ParScore™ form which you must purchase from the campus bookstore. Exams can be taken **only on the scheduled dates**. In the event of an extreme, unavoidable **and documentable** absence from an exam, a makeup essay exam **may** be administered at the professor's discretion within 1 week of the original exam date.

Accommodations will be made for students with verified learning disabilities as directed by the campus Disability Resource Center.

Examinations remain in the instructor's possession. Students may review the exams at any time during the semester by coming to office hours or by appointment. All exams are destroyed six months after the end of the semester. Any student who wishes to dispute the grading of an exam question must do so in writing within 1 week of the graded exam return.

On exam days, the classroom will be open 10 minutes before the start of the exam period. All possessions must be left in the front of the classroom; students may bring to their desks their ParScore™ forms, writing implements and a bottle of water. Anything else will be at the professor's discretion and will be inspected before the exam begins. Students should take care of any restroom trips before the exam begins, as no one may leave the classroom and reenter during the exam period.

CLASS POLICIES

- Each student has the right to learn in a safe and respectful environment. Be respectful of your fellow students, your instructors, your facility and your learning materials. This includes but is not limited to: paying attention during lectures, not distracting classmates during laboratory or lecture, and engaging in appropriate classroom behavior. Students who violate this policy will be removed from class and directed the Dean of the Science & Technology Division and/or the Vice President of Student Services for further guidance.
- Arrive to class on time. If you're late, come in quietly and do not interrupt the lecture with your entrance.
- Having beverages in lecture is fine, having food is not.
- Ask questions during class by raising your hand, after class, by email and/or during office hours/review.
- If you must miss a lecture, it is your responsibility to obtain notes and handouts from that class.
- **ACADEMIC INTEGRITY POLICY** Cheating or any manner of academic dishonesty (or appearance thereof) will not be tolerated and will be dealt with severely. Cheating/academic dishonesty includes but is not limited to: sneaking answers into an exam period, passing answers to a classmate during a quiz or exam, copying answers from a classmate during a quiz or exam and/or plagiarism (from a published source or another student). These infractions may result in a grade of 0 points on the quiz/exam/assignment in question and/or in expulsion from the class or the school (at the discretion of the professor, the Dean of the Division and the Vice President of Student Services).
- **TECHNOLOGY POLICY** The lecture classroom is a technology-free zone. All manner of technological devices including (but not limited to) cellular phones, satellite phones, pagers, laptops, etc. must be turned-off and remain off for the duration of the lecture. The only exception to this policy is voice recorders, which may be used to tape lectures. If you are caught using an unapproved technological device or if your phone rings during lecture, you will be asked to leave class for the day.
- **ATTENDANCE POLICY** During the first two weeks of the course, failure to attend any class meeting time will result in the student being dropped from the course. After the second week, four or more consecutive unexcused absences will result in the student being dropped from the course.

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- **WITHDRAWAL FROM THE COURSE**

Last date to drop with a refund	<u>January 28, 2013</u>
Last date to drop without “W” on transcript	<u>February 3, 2013</u>
Last date to drop with “W” on transcript	<u>April 25, 2013</u>

If you are still on my roster as of **April 25, 2013**, I must assign you a grade for this course.

GRADING POLICY

Lab practicals, 3 x 60 points	180 points
Lecture quizzes, 6 x 15 points	90 points
Exams, 3 x 80 points	<u>240 points</u>
TOTAL	510 points

The following distribution is tentative and subject to change if circumstances warrant in order to provide a more accurate representation of the work actually assigned during the semester.

FINAL GRADES:

A =	459 – 510 total points
B =	408 – 458.9999... total points
C =	357 – 407.9999... total points
D =	306 – 356.9999... total points
F =	305.9999... or fewer total points

Scores are **not** curved in this course and extra credit assignments are **not** available. I do not round, I do not “bump” students to the next highest grade regardless of how close they may be, and I **sincerely do not appreciate being asked to do this**. All requests of this nature will be ignored.

LETTERS OF RECOMMENDATION

Students who wish to request letters of recommendation from the instructor must do so at least 1 month in advance of their submission deadline. The instructor requires the following materials at this date: a copy of a current resume/curriculum vitae, a draft of the student’s personal statement, any forms that must be included with the references and any guidelines the school(s)/program(s) provide regarding desired content of recommendations. If the recommendation is to be completed/submitted electronically, a link to the upload site should be provided at this time. Any requests submitted less than 1 month in advance of the submission deadline will be denied. The instructor reserves the right to decline to write a recommendation for any student. Please note that if the instructor will be expected to mail the recommendation(s) directly to the school(s), it is good form for the student to provide postage.

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APPENDIX 1.

Thoughts on Plagiarism

Plagiarism is illegal in the United States and is not tolerated in my classroom. Don't do it and we'll get along famously.

What is plagiarism?

If you copy information word-for-word from a source and do not put it in quotation marks and clearly state who the original author/source of that information is, you have committed plagiarism. Under the laws on intellectual property, you have just stolen the words and ideas of someone else, which is a crime. You **MUST** give credit to the original author/source.

“Here are some examples: All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation from any source in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not ”

Source: www.Plagiarism.org

If you copy the words of another student and present them as your own work, this is also plagiarism.

How do you avoid plagiarism?

Just like shown above (see boxed text), you must place quotation marks (“ ”) before and after the information that you are quoting and then clearly state the origin of the information (i.e. **cite the source**). This citation can also be placed in a bibliography.

When you correctly cite ideas and information you avoid committing plagiarism AND you have the chance to have your own ideas stand out, your originality comes across and your work is more professional.

It is even preferable to this to write everything in your own words whenever possible. This not only makes it less likely that you will plagiarize, but also makes it more likely that you will retain the information you have learned, as you have explained it in a way that makes sense to you.

For more information, visit www.plagiarism.org for more explanations about plagiarism and how to avoid it, and/or talk to Dr. Behonick. Ignorance is never an excuse for plagiarism.

Authors: Drs. Silvia Foppiano & Dani Behonick

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BIOL 250 LECTURE SCHEDULE (subject to change)

<i>Date</i>	<i>Topic</i>	<i>Text Chapter</i>	<i>Lecture Quizzes</i>
T Jan 15	First Day Shenanigans / Introduction		
R Jan 17	Organizational Anatomy	1 pp. 2-12	
T Jan 22	Tissues Epithelia	4 pp. 65-76	
R Jan 24	Connective Tissue	4 pp. 76-90	
T Jan 29	Integumentary System	5 pp. 102-114	
R Jan 31	Integumentary System	5 pp. 102-114	Quiz 1
T Feb 5	Bones	6 pp. 122 – 134	
R Feb 7	Bones	6 pp. 134 - 139	
T Feb 12	Bones Joints	6 pp. 134 – 139 9 pp. 207 - 219	Quiz 2
R Feb 14	Joints	9 pp. 219 – 225, 234 – 235	
T Feb 19	Skeletal Muscles	10 pp. 241 – 246	
R Feb 21	Skeletal Muscles	10 pp. 246 – 251	
T Feb 26	EXAM 1		
R Feb 28	Nervous Tissue	12 pp. 348-362	
T Mar 5	Central Nervous System	13 pp. 374 – 382	
R Mar 7	Central Nervous System	13 pp. 383 – 397, 405, 407 – 411	
T Mar 12	Peripheral Nervous System	14 pp. 427 – 439	
R Mar 14	Peripheral Nervous System	14 pp. 439 – 456	Quiz 3
T Mar 19	The Heart	19 pp. 556 – 568	
R Mar 21	The Heart	19 pp. 568 – 572	
T Mar 26	Blood Vessels	20 pp. 581 – 588	Quiz 4
R Mar 28	Lymphatic System	21 pp. 618 – 622, 625 – 630	
T Apr 2	NO CLASS – SPRING BREAK		
R Apr 4	NO CLASS – SPRING BREAK		
T Apr 9	Lymphatic System	21 pp. 622 – 625	
R Apr 11	EXAM 2		
T Apr 16	Respiratory System	22 pp. 636 – 644	
R Apr 18	Respiratory System	22 pp. 644 – 652	
T Apr 23	Respiratory System	22 pp. 653 – 657	
R Apr 25	Gastrointestinal System	23 pp. 666 – 675	
T Apr 30	Gastrointestinal System	23 pp. 675 – 688	
R May 2	Gastrointestinal System	23 pp. 688 – 697	Quiz 5
T May 7	Gastrointestinal System	23 pp. 693 – 699	
R May 9	Urinary System	24 pp. 708 – 717	
T May 14	Urinary System Reproductive Systems	24 pp. 717 – 723 25 pp. 742 – 755	Quiz 6
R May 16	Reproductive Systems	25 pp. 731 – 739	
T May 21	EXAM 3 8:10 – 10:40am		

T = Tuesday
R = Thursday

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BIOL 250 Laboratory Syllabus Spring 2013

INSTRUCTOR INFORMATION

Professor: Dani Behonick, Ph.D
Office: 16-205
Phone: 650-306-3386
Email: behonickd@smccd.edu
Office Hours: MT 1-4pm, & by appointment
Review: WR 1-3pm, Learning Center

LABORATORY EXPECTATIONS & REQUIRED WORK

- Attend your assigned laboratory section.
- Preview the day's laboratory topic in the atlas and/or textbook before coming to lab.
- Print/download study sheet and laboratory notes (if any) from Web Access before coming to lab (optional).
- Review notes after lecture, ask additional questions by email or at office hours/review.

OPEN LABS

If possible, Dr. Behonick will hold Open Laboratory periods, where students may come for extra hands-on study time with the models and specimens, periodically throughout the semester. These sessions are subject to laboratory availability and are not a substitute for regular laboratory attendance.

ASSESSMENT & EVALUATION

Lab Practicals

There are three non-cumulative lab practical exams. These exams require you to identify structures indicated on models, preserved specimens and cadavers. Students rotate through a series of stations; time at each station is limited to 2 minutes. Although you will be in close contact with fellow students during the exam, this is not a collaborative effort. Cheating, or giving the appearance of cheating, will be dealt with according to the instructor's policies and the College's Academic Integrity policy.

To have the full time allotted for the exam, and to be able to view each station, students must arrive on time to lab practicals. Students arriving late to lab practicals will not have the opportunity to make-up the stations they miss. Lab practicals can be taken **only on the scheduled dates** and makeups are completely unavailable. Any student missing a lab practical will be assigned an grade of "Incomplete" for the semester; this incomplete will be completed in Dr. Behonick's BIOL 250 class in **Spring 2014**.

HUMAN CADAVERS & LABORATORY SPECIMENS

Cadaver Dissection

Most anatomists agree that human cadavers are essential to successfully learning anatomy. Illustrations, photographs and computer programs cannot replace first hand observation of human specimens. Dissection and handling of cadaveric preparations provides students insight into the nature of tissues and the relationships between organs and tissues that are simply not possible to describe in text or pictures. Here at Cañada we are fortunate that the College has a longstanding commitment to providing its students with the best in anatomy education. We receive a new cadaver every 1-2 years so that students have the opportunity for dissection, a prerequisite to some medical education programs. The cadavers are provided through the

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Universal Life Gift donation program administered by the State of California Curators Office. While dissection of the cadaver is optional, ***observation and testing from the cadaver is required***. Students wishing to participate in cadaver dissection are encouraged to schedule time outside of class with the instructor.

Health Considerations

The human cadavers used in this course have been prepared with preservatives containing phenol. Ordinary exposure by students in this class to these levels of phenol are not dangerous, but women who are pregnant, or who may become pregnant, should consult their health care professional for his/her/zir recommendation.

Care of bones

- Bones are FRAGILE and irreplaceable! Handle them gently and with care. If you are unsure of yourself, err on the side of using the plastic bone models.
- Do NOT use pen or pencils as pointing devices. Probes and pipe cleaners are provided and can be used to indicate structures.
- Return all bones to their labeled containers.

Care of specimens

- Always wear gloves when touching preserved specimens. This is for the protection of the specimens as well as yourself.
- Preserved specimens dry out when exposed to the air. If you are not viewing a particular specimen, or part of a specimen, keep it covered with cheesecloth or gauze.
- Periodically spray preserved specimens with "Cadaver Preservation Fluid". NEVER USE WATER!

Photography & Theft

Photography of specimens, models and even wall charts, is ABSOLUTELY FORBIDDEN and will jeopardize our license and ability to have cadavers at our college. As such, no cellular phone use is permitted in the anatomy laboratory; cellular phones used as voice recorders must be set to non-transmitting mode ("Airplane Mode"). You have limited access to the lab so make use of your time accordingly. Outside of lab hours you will have to rely on the variety of atlases and online resources that can approximate the materials and specimens you saw in class. The removal of any plastic or human specimen/bone from the lab is ILLEGAL and violators will be prosecuted! Avoid the temptation to "borrow" bones, whether plastic or real, for your own study. The plastic bones/models are extremely expensive and the possession of human bones is AGAINST THE LAW.

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BIOL 250 LAB CALENDAR: *Disclaimer - this calendar is tentative and subject to change*

DATE	LAB	Text Pages	Atlas Pages
Jan. 15	Spinal column & Thoracic bones	Ch.7, pp. 167 – 174	pp. 44 – 55
17	Spinal column & Thoracic bones	Ch.7, pp. 174 – 176	pp. 56 – 59
Jan. 22	Spinal column & Thoracic bones		
24	Skull; Skin	Ch.7, pp. 149 – 159	pp. 27 – 42
Jan. 29	Skull; Skin	Ch.7, pp. 159 – 161 Ch.5, 102 – 110	pp. 15, Plate 37
31	Skull & Head/Neck Muscles	Ch.11, pp. 278 – 285	pp. 96 – 99
Feb. 5	Skull & Head/Neck Muscles		
7	Skull & Head/Neck Muscles		
Feb. 12	Skull & Head/Neck Muscles		
14	Lab Practical 1		
Feb. 19	CNS/PNS	Ch.13, pp. 374 – 383	pp. 100 – 104
21	CNS/PNS	Ch.14, pp. 439 – 441	pp. 105 – 107
Feb. 26	CNS/PNS		
28	Upper Appendicular Skeleton	Ch.8, pp. 183 – 191	pp. 60 – 66
Mar. 5	Upper Appendicular Skeleton		
7	Upper limb/torso muscles	Ch.11, pp. 270-271, 303 – 311	pp. 87 – 89
Mar. 12	Upper limb/torso muscles	Ch.11, pp. 296 – 302	pp. 85 – 86
14	Upper limb/torso muscles	Ch.11, pp. 288 – 293	
Mar. 19	Heart	Ch.19, pp. 558 – 565	pp. 108 – 113
21	Heart	Ch.19, p. 572	
Mar. 26	Respiratory System	Ch.22, pp. 640 – 653	
28	Lab Practical 2		
Apr. 2	[SPRING BREAK]		
4	[SPRING BREAK]		
Apr. 9	GI System	Ch.23, pp. 669 – 671,	pp. 114 – 123
11	GI System	675 – 699	
Apr. 16	Lower Appendicular Skeleton	Ch.8, pp. 191 – 201	pp. 67 – 81
18	Lower Appendicular Skeleton		
Apr. 23	Lower Appendicular Skeleton		
25	Lower Limb Muscles	Ch.11, pp. 312 – 329	pp. 92 – 95
Apr. 30	Lower Limb Muscles		
2	Lower Limb Muscles		
May 7	Urinary & Reproductive Systems	Ch.24, pp. 708 – 715, 719 – 721	pp. 124 – 125
9	Urinary & Reproductive Systems	Ch.25, pp. 742 – 746, 753 – 755	pp. 128 – 129
May 14	Urinary & Reproductive Systems	Ch.25, pp. 731 – 739	pp. 126 – 127
16	Lab Practical 3		

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Communications 110—Public Speaking: 3 unit lecture, hybrid

COMM 110

CRN 43574

PUBLIC SPEAKING

LENÉ WHITLEY-PUTZ, PHD

OFFICE: BLDG 3, ROOM 216

OFFICE HOURS: M 11:00 AM-NOON

WHITLEYPUTZL@SMCCD.EDU

PHONE: 650-787-4452

SPRING, 2013



SPEECH CALENDAR

UNIT 1 JAN 22- FEB 2	Introductions Beginning Research Using Narratives F-2-F 1/26, 2/2
UNIT 2 FEB 3- MARCH 16	Research/Library Outlines Speaking to Inform F-2-F 2/23, 3/16
UNIT 3 MARCH 17- APRIL 13	Visual Aids Persuasion Speaking to Persuade F-2-F 3/30, 4/13
UNIT 4 APRIL 14- MAY 11	Ethics Working in Groups Presenting in Groups F-2-F 4/27, 5/11
UNIT 5 MAY 12- MAY 18	Community Values Language and Delivery Ceremonial Speeches F-2-F 5/18

COURSE GOALS

Our personal and professional lives are filled with public speaking opportunities. We speak to convey information, to influence our friends and colleagues, or persuade others to action. This course focuses on honing public speaking skills, enriching our public speaking repertoire, and creating tools for analyzing our success as speakers.

By the end of this course, students will:

- Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines;
- Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening;
- Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.

WHAT BOOK WILL WE USE IN THIS CLASS?

Hogan, M., Andrews, P., Andrews, J. & Williams, G. (2011) *Public speaking and Civic Engagement, 2nd edition*. San Francisco, CA: Allyn & Bacon.
ISBN 978-0-07-338515-0



Images by Tommi Komulainen, Howard Lake, rsgnanne (cc)

STUDENT RIGHTS AND RESPONSIBILITIES

IN NATIONAL SURVEYS, PEOPLE REPORT PUBLIC SPEAKING AS SOMETHING THEY FEAR MORE THAN DEATH...

In this class, you will be both speaker and audience. To best support one another, create a climate of trust and support, and engage in academically rigorous research and presentations, we'll follow a few ground rules:

BE ON TIME

Our class starts at 9 AM. Late students disrupt the flow of the class, interrupt the speaker, and present a challenge for

making sure all students have the information they need to be successful. Please be on time.

BE PRESENT

Speaking is inherently tied to listening. Support our class by being a good listener, making eye contact, refraining from texting during class, talking while others are talking, and/or having excessive absences.

BE PREPARED

Semester courses move quickly! To keep the ball rolling, it's really important that you are prepared for class each day, including staying current with readings and assignments. In hybrid courses, there is no room for falling behind—we'll move quickly through the text and the assignments, so plan time for studying each week!

ETHOS. PATHOS. LOGOS.

WORKING TOGETHER

Speaking in public can be nerve-wracking! Give your peers 100% of your support. In return, I'll be sure to give each of you 100% of my support, too.

WORKING WITH DIFFERENCES

Each of us brings a unique

background and perspective to this course, and that may include learning differences. If you have a learning difference that requires accommodation, please see me ASAP—I'll work with you and the disability resource center (DRC) to make sure all our course materials are accessible, and to ensure that this learning experience is

Image by SJGibbs80 (cc)



richly rewarding for each and every one of us. For more information, visit the DRC or their website:

www.canadacollege.edu/student/disabledservices.html



Image by hkwaffle (cc)

THE WORK

THERE ARE ONLY TWO TYPES OF SPEAKERS IN THE WORLD.

1. THE NERVOUS AND
2. LIARS.

~MARK TWAIN

This Semester, we'll do five speeches, but we'll also be doing research, creating research and presentation outlines, writing a critical analysis of a professional speech, and evaluating our own strengths and weaknesses as public speakers. Here's a brief overview of the work you will do this Semester:

PARTICIPATION (15%)

Speaking courses are unique—being present is key to your success, and the success of our class. Your 'presence' is critical in three ways: contributions to class discussion, participation as an audience member, and active engagement in our online course work on WebAccess. While this class will have some lectures, we'll also engage in class discussion of our reading and research, informal group work and group presentations.

Another important role you will play in this class is that of an engaged and enthusiastic audience member. You will be giving feedback to your study partners, and giving non-verbal feedback to each and

every speaker. The golden Rule will definitely apply here—as an audience member, give the speaker the respectful attention you will want and need when it is your turn to speak.

Finally, we'll use WebAccess to share and discuss our research. People are inherently social—we rarely work alone. In this class, we'll share information, resources, and opinions. There is a ton of information out there, and good speakers need to be informed. We'll tackle all the information with a tried and true strategy—divide and conquer!

PUBLIC SPEAKING ANALYSIS (10%)

One great way to learn is by looking at the fabulous professional presentations available to us. We'll be harnessing the power of the amazing resources at TED Talks to explore and analyze our potential role models, asking some key critical questions—what did they do well, and can we learn anything from their mistakes?

SELF-ASSESSMENT (10%)

Want to improve your public speaking? A critical step is to engage in careful self-analysis after your speeches. You'll use a rubric for each speech to keep a log of your performance and develop a game plan for improving. We'll also put you in a starring role when we tape



Image by Chandra Marsono (cc)

STUDENTS ALL OVER THE WORLD USE PUBLIC SPEAKING TO CHANGE THEIR LIVES

your persuasive speeches. You'll use your self-assessment log and video to assess your growth and formulate future goals to support your growth in this class, and beyond!

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“THE WORK” CONTINUED...

RESEARCH AND OUTLINES (10%)

Guess what? Notecards are so 20th century! We’re moving into the new millennium, where we use outlines and electronic tools to help us organize and present our information. We’ll work on three types of outlines:

- Working
- Formal
- Keyword

These outlines will help you organize your information, keep track of your sources, and remember your presentation. Outlines are due on the day of your presentation, and graded separately.

VISUAL AIDS (10%)

We learn from listening, but we can enhance our speaking effectiveness by designing and using visual aids. You will be required to use visual aids for 3 speeches, and will turn in your visual aid for your persuasive speech for grading.

THE SPEECHES

NARRATIVE (5%)

Stories are a key component of the human experience and are used in every type of speech. Stories, or narratives, are a powerful way to introduce a concept and connect with the audience. For our first speech, we’ll learn how to use a story to make a point—it’s fun!

INFORMATIVE (10%)

A good speaker is an informed speaker. In this speech we’ll use our platforms to add to our knowledge about the upcoming November election. The caveat? No arguing or persuading—just the facts. Think you can do it?

PERSUASIVE (10%)

After researching and evaluating a problem/need/controversy, we use our platforms to persuade others to take action. In this speech, your job is to persuade your peers to act.

GROUP PRESENTATION (10%)

We work in groups at home, at school, at play, and at work. Learning to present as a group is a critical skill. Your group will work together to select a topic, engage in research, and design a longer (20-25 minute) group presentation.

CEREMONIAL (10%)

Our final speech focuses on community. Called the speeches of praise and blame, we use ceremonial speeches to reinforce community values.

A NOTE ABOUT TIMELINESS

You are required to present your speech on the day you are assigned. Absences on speech days and late speeches play havoc with our very tight semester schedule. It is better to present a speech that still needs work than to miss a presentation—you can always “re-do” your speech, but not if you missed your assigned date!

A NOTE ABOUT ETHICS, HONESTY, AND ACADEMIC WORK

Over the course of the semester, we will be engaging in both written and oral assignments. I would like to stress the importance of documenting your work according to academic guidelines—in this class we’ll be using APA style.

BUILDING ETHOS

A speaker’s reputation is her foundation for creating credibility. Academic honesty and integrity are to be

maintained at all times. Copying work—from another student, from the internet, or from published work—is unacceptable, and will result in a failing grade on the assignment and possible academic repercussions. To learn more about Cañada’s policy on academic honesty, you can download the following PDF:

www.canadacollege.edu/inside/acad_integrity/AcademicIntegrityPolicy.pdf

USING APA

Learning to use academic citation styles and APA format can be confusing. We’ll be discussing these topics in class, but there are other resources available, too.

Be sure to visit Cañada’s Learning Center, or check out the Purdue’s online lab

<http://owl.english.purdue.edu>

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English 100—Reading and Composition: 3 unit lecture course

English 100 Spring 2013

ENGL 100 - Reading and Composition at Cañada College for Spring 2013 (CRN : 37813)

9:45 am-11:00 am Room 13-15
Anniqa Rana rana@smccd.edu (650) 306-3470 Office 13-228

English 100

An intensive reading and writing course based on the study of primarily non-fiction materials of culturally diverse writers. Course writing emphasizes the expository and the argumentative forms. Emphasis is placed on writing coherent, compelling essays demonstrating critical thinking skills and the basic elements of building a convincing argument. Transfer: CSU: A2, UC. (IGETC: 1A)

Office Hour: M/W immediately after class or T/Th 8:10 -9:45 or 12:00-1:00 . Please email me if you would like to make an appointment. I can also meet with on Monday, Wednesday, and Friday based on my schedule. Here are some reasons you might want to meet me during my office hour:

1. To get personal attention regarding your assignments before you submit them. Please remember to meet me at least a week before the assignment is due.
2. To discuss progress in general.
3. To discuss personal challenges related to this class or other academic issues.
4. Or to stop by and tell me how much you enjoy being at Cañada College!

Assignments

	Description	Grade percentage
Facilitate Reading Discussion	Prepare and facilitate discussion about reading	10
Two Essays	You will be expected to write two academic essays. Each should build on the next. Details will be provided.	30
Annotated Bibliography and Lit Review Sample Bibliography	<u>Create an annotated bibliography for your research paper and write a literature review</u>	10
Final Research paper	Based on your previous essays and your annotated bibliography, you will write a research paper.	30
On-line Portfolio Click here if you made your site available to me	Create a webportfolio	10
Presentation	At the end of the semester you will present your research and explain how it relates to the other essays and assignments you wrote.	10
		100

Program Outcomes:

Upon completing this course, students will successfully prepare written and oral communication that illustrates critical thinking, creation of inquiry- or research-based texts, and information literacy.

Course Learning Outcomes:

SLO 1: Students will write a compelling thesis statement that controls the argument of the essay.

SLO 2: Students will draft a well-supported, argumentative, text-based essay.

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Texts:

Mahfūz, Najīb, and Tagreid Abu-Hassabo. *Akhenaten, Dweller in Truth*. New York: Anchor, 2000. Print.(Required)
 Lessing, Doris May. *Prisons We Choose to Live inside*. New York: Harper & Row, 1987. Print. (Required)
 Hacker, Diana, Nancy I. Sommers, Thomas Robert. Jehn, Jane Rosenzweig, and Van Horn, Marcy. Carbajal. *Rules for Writers*. Boston: Bedford/St. Martin's, 2008. Print.(Required)

Policies

You are expected to attend every class. If you are absent it is your responsibility to find out what you have missed and make up for it. Please email me if you won't be able to attend.

You are expected to do all your own work. Work that is copied or done by someone else will not be accepted.

For policies on Plagiarism check out the college website:

http://canadacollege.net/inside/acad_integrity/AlforCatalog.pdf

Reminders

- It is your responsibility to check your registration status on Websmart. <https://websmart.smccd.edu/>
- Make sure you access your smccd email regularly. I will be sending emails from time to time.
- You will be expected to post your essays on TURNITIN.com. I'll send you an invitation email
- Your portfolios will be posted as a google site. www.google.com
- You will use www.easybib.com to help with citing your sources. Create an account

January 19, 20, & 21 Declared Recess Martin Luther King, Jr. Day 1/21 – Holiday

January 28 Last day to ADD a semester length course

January 28 Last day to drop from a semester length course and be eligible for a partial refund

February 3 Last day to drop a semester length course without a "W"

February 3 Last day to declare Pass/No Pass option for semester length classes

February 4 Census Day

February 15 Deadline to submit Cañada scholarship application for 2013-14

Week 1	<p>January 14 Welcome Introductions Class overview ACTIVITY: Identify key areas that support your ability to express yourself freely. Purchase the texts and begin reading them. HW: Bring an essay that engaged you.</p>	<p>January 16 Essay Outline Introductory essay for English 100 Assignment to be posted on Turnitin by Wednesday, Jan 23, 2013. I'll send you an email to your smccd account inviting you to sign up for www.turnitin.com Choose an essay you think is interesting and should be read by students. Write a short essay explaining why you would suggest a friend to read it. Include a clear thesis in your essay, but make sure the essay is not a summary of the article itself. You may summarize some key points from the article. On Monday, bring the essay you read, an outline of the essay you will write and any notes necessary. Write your essay according to MLA guidelines and post it on turn it in.</p>
Week 2	<p>January 21 MLK Day</p>	<p>January 23 1. Sentence structure</p>

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		<p>2. Planning for reading discussion: Reading discussion guidelines and Sign up sheet</p> <p>Nobel Prize in Literature 2007, Doris Lessing Read the first few pages of <i>Prisons we Choose to Live Inside</i> for 10 minutes</p> <p>Prisons We Choose to Live Inside In groups of three, write the following on a paper</p> <ol style="list-style-type: none"> 1. Three words that engaged you 2. Two sentences that made you think deeply 3. One question that you would like to ask Lessing. <p>In your groups, write a short paragraph explaining your choices</p> <p>Preparing for Essay 1</p>
<p>Week 3 January 28</p> <p>Last day to ADD/DROP a semester length course</p>	<p>January 28 Reading Writing Lab Reading facilitation list <i>Checklists for sentence-level revision and editing</i></p> <ul style="list-style-type: none"> • Webportfolios • Google docs <p>Preparing for Essay 1</p> <p>HW: Read the following personal essays to guide you as you write Essay 1</p> <ol style="list-style-type: none"> 1. Mark Twain's "The Danger of Lying in Bed" 2. Jeff River's "As Workplace Changes, New Dreams Emerge" <p>HW: Diagnostic-email the results to rana@smccd.edu</p>	<p>January 30 Essay 1 Workshop on Revising Paragraphs Preparing for Essay 1</p>
<p>Week 4</p>	<p>February 4 Discussion: When in the Future Luz Avila</p> <p>In class activity Thesis statements Respond to this survey Thesis statements exercise Akhenaten: The Rebel Pharaoh</p> <p>Introductions</p> <ol style="list-style-type: none"> 1. MLA format sample paper 2. Guidelines for MLA formatting 3. Signal phrases <p>Interview with Naquib Mahfouz</p>	<p>February 6 <i>You Are damned, We Are Saved</i> Aaron M. and Michelle</p> <ol style="list-style-type: none"> 1. Sentence Structure 2. Punctuation exercise <p>Using "I" in college-level essays Begin with this phrase: I was brought up...and write for five minutes. Diagram the page assigned to you and your partner.</p>
<p>Week 5</p>	<p>February 11 Click here to see your responses from last week <i>Switching Off to See Dallas</i> Alexandra B. and James M. Second draft of <i>Thesis sentence, sentence structure and in-text citation</i></p>	<p>February 13 Connecting with the text. Complete this assignment for Group Minds See your responses here</p>

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	<p>Workshop on Revising Paragraphs Discussion: You are Damned Discussion questions</p>	<p>Brianne L. and Monica A. Essay Checklist Respond to all the sections on this checklist.</p>
Week 6	<p>February 18 Holiday</p>	<p>February 20 Post the title and/or the first sentence of your essay here Laboratories of Social Change Justin P.</p> <p>Essay Checklist and information about posting your work today Preparing for Essay 1 Essay rubric HW: Reflection on Sentences Read this essay and identify your reaction to sentences in the texts you are reading this semester</p>
Week 7	<p>February 25</p> <p>The Beginning Darren J. ESSAY 2 Activity to help you write essay 2 Read the responses</p> <p>Poetry blog Read section 16 and 17 from The Elements of Style by Strunk Then look at your essay and see how you can adjust it for being general or for wordiness. Web Portfolio Post your response to these questions on your website</p> <p>HW: Bring a photo or image that represents the place that you will write about. Also, research a poem, essay, or short story that represents it and bring it to class on Wednesday.</p>	<p>February 27 The High Priest of Amun Elisabeth A. and Elizabeth</p> <p>-ESSAY 2</p> <p>Descriptive writing.</p> <ol style="list-style-type: none"> 1. Choose a poem or a photo that represents the place you will write about. 2. Brainstorm in response to the image. 3. Highlight words/ideas that represent your main ideas for the essay about place. 4. Create a word bank of vocabulary to help you write this essay. Include synonyms, antonyms, and related words. 5. Post all of this information on a google doc that you can access at any time. 6. Other strategies for inspiration: music, videos, articles... <p>Have you used concrete images? Read section 16 and 17 from The Elements of Style by Strunk The Big Picture</p>
Week 8		<p>March 6 Create your website and post it here Click here if you made your site available to me Write notes about your plan for your essay. This can be a formal outline or a visual that reminds you about what you are going to write and what you need to research.</p> <ul style="list-style-type: none"> · How do you plan to begin your essay? · Which articles would you like to include? · How will you relate with Akhenaton in your essay?

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	<p>March 4 Library Orientation Read Some Dreamers of A Golden Dream Planning your essay Draw a picture of the plan for your essay. Post it on your website. HW: Introductions and conclusions You can choose essays from these sights: Personal Essays Joan Didion</p>	<ul style="list-style-type: none"> · What are the two or three key ideas you will discuss in your essay? · Will you use an image, poem, or narrative to connect your ideas to create cohesion in your essay? · How will you transition from one idea to the next? · How will you conclude your essay? · Do you have some ideas for the title? <p>Poetry blog ESSAY 2</p> <p>Showing not telling Critical Thinking: Watch the trailer of <i>Who killed the American Dream</i> With a partner, list four questions about the creators, the time, the reason, and the response to the of the video http://m.youtube.com/#/watch?v=nWh-G3MFkSA&desktop_uri=%2Fwatch%3Fv%3DnWh-G3MFkSA HW: Sentence structure and in-text citation</p>
<p>Week 9</p>	<p>March 11 Create your website and post it here Click here if you made your site available to me Write notes about your plan for your essay. This can be a formal outline or a visual that reminds you about what you are going to write and what you need to research.</p> <ul style="list-style-type: none"> · How do you plan to begin your essay? · Which articles would you like to include? · How will you relate with Akhenatun in your essay? · What are the two or three key ideas you will discuss in your essay? · Will you use an image, poem, or narrative to connect your ideas to create cohesion in your essay? · How will you transition from one idea to the next? · How will you conclude your essay? · Do you have some ideas for the title? <p>Sample student essay Essay2Place.pdf (74k) Anniqa Rana, Mar 11, 2013, 10:51 AM</p> <p>Images of the American Dream The images above can be used as inspiration for your essay about stereotypes and the American Dream For an example of an essay focusing on place, read Some Dreamers of A Golden Dream Draft 2-ESSAY 2</p> <p>Showing not telling</p>	<p>March 13 Bek Cassandra A.and Andria N. Tadukipa Marvin</p> <p>Create your website and post it here Click here if you made your site available to me</p> <p>Draft 3 ESSAY 2 Tadukipa</p>
<p>Week 10</p>		<p>March 20</p>

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	<p>March 18</p> <p>Reading Like a Writer Assignment Showing not telling</p> <p>Work with a partner to complete the following exercises</p> <ol style="list-style-type: none"> 1. Incorporating sources appropriately To read about avoiding plagiarism, see 57 in <i>Rules for Writers, Seventh Edition</i>. 2. In-text citation exercise <p>To read about how to use and format MLA in-text citations, see 59a in <i>Rules for Writers, Seventh Edition</i>. Identify at least two rules regarding incorporating sources in your essay and post them here and make sure you apply them in your essay</p> <p>Final Draft Post on turnitin ESSAY 2</p>	<p>Reading Like a Writer Assignment Post your response here HW: Preparing the Annotated Bibliography</p> <p>The Big Picture Research paper</p> <p>"I was happy to bid indolence farewell, and to set off along the path of history in search of truth, a path that has no beginning and no end, for it will always be extended by those who have a passion for eternal truth." — Naguib Mahfouz (<i>Akhenaten: Dweller In Truth</i>)</p> <p>write an essay about your search for the truth about your life.</p> <p>In your previous essays you wrote about groups and places that reflect the way you think. Now research an event that has impacted the way you see the world. Your research paper will be in response to the following questions:</p> <p>What are some key ideas that guide the way you think and plan for the future? Which places and events have shaped your perspectives about life? Write a research paper answering the questions listed above. Connect with the two key texts for this class. You will also be required to incorporate the research for your annotated bibliography.</p> <p>ExErcisE 53-1 ♦ research questions To read about research questions, see 53a in <i>Rules for Writers, Seventh Edition</i></p> <p>ExErcisE 59-4 ♦ MLA documentation: identifying elements of sources</p> <p>To read about how to handle the elements of sources in MLA citations, see 59b in <i>Rules for Writers, Seventh Edition</i></p> <p>Research for Annotated Bibliography Create an annotated bibliography for your research paper. Sample Annotated Bibliography Toto</p>
<p>Week 11</p>	<p>March 25</p> <p>Toto Monica M. and Ay Juei- Chieh (Jerry Harembab</p>	<p>March 27</p> <p>Tey Heather Y. Mutnedjmet Damarys M. and</p> <p>Meri-Ra Marilyn M. and Alejandra</p> <p>Working with sentences</p> <p>Reading Like a Writer Today ExErcisE 59-5 ♦ MLA documentation: works cited</p>

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	<p>Esperanza S. Reading Like a Writer Dangling modifiers The Big Picture Research paper Research for Annotated Bibliography Create an annotated bibliography for your research paper. Sample Annotated Bibliography</p>	<p>To read about how to create and format an MLA works cited list, see 59b in <i>Rules for Writers, Seventh Edition</i>. Tey Research for Annotated Bibliography Create an annotated bibliography for your research paper. Sample Annotated Bibliography</p>
	<p>April 1 Holiday</p>	<p>April 3 Holiday</p>
<p>Week 12</p>	<p>April 8 Mae Debora G. Annotated Bibliography: Print your draft of the annotated bibliography. Then write the response to the following checklist</p> <ul style="list-style-type: none"> ● MLA format Sample Bibliography ● Title ● Four peer-reviewed articles cited according to MLA ● In one paragraph for each article include: <ol style="list-style-type: none"> 1. the background of the author(s) 2. the content or scope of the text 3. the main argument 4. the intended audience 5. any conclusions made by the author/s 6. any special features of the text that were unique or helpful (charts, graphs etc.) 7. the relevance or usefulness of the text for your research 8. the strengths and limitations of the text 9. your view or reaction to the text <p>Write a sentence indicating if you need help in any area. Please make an appointment to meet me before Wednesday. Post your bibliography on turnitin by Wednesday.</p>	<p>April 10 Balancing parallel ideas Exercise</p> <p>Maho Jose A.</p> <p>1. Post annotated bibliography on Turnitin Make sure it is formatted like the one below. Each paragraph should include a few sentences summarizing the article. This should be followed by the reason you chose the article and how it connects, or doesn't with your research paper. Sample Annotated Bibliography Complete the editing checklist from this handout and post it on your website.</p>
<p>Week 13</p>	<p>April 15 Nakhṭ Geovanna</p>	<p>April 17 Bento Tato C. and Dulce Literature Review</p>
<p>Week 14</p>	<p>April 22 Nefertiti Rachel A. and Dolores Literature Review Planning your Lit Review Complete your lit review by Wednesday and bring a copy to class. You will submit it on Edit Lit Review</p>	<p>April 24 Paragraph work Paragraph Handout EXERCISE 18-2 ♦ Exact words EXERCISE 18-3 ♦ Exact words To read about this topic, see section 18 in <i>Rules for Writers, Seventh Edition</i>. Meri-Ra :Melissa Gier and Jacquelyn/ Nicole, Diana</p>

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<p>Week 15</p>	<p>April 29 Research paper outline Outline for Research essay Verbs to introduce quotes</p>	<p>May 1 Wordiness Exercise Diana Hacker Draft of Research paper Research paper outline Click here if you made your site available to me</p> <ul style="list-style-type: none"> · Highlight your thesis statement. Identify the themes of your research paper. · Read a section from "Group Minds" or "Laboratories of Social Change" by Lessing. · Identify a quote or theme that relates to the themes in your thesis statement. · Write the quote according to MLA format and post it on today's schedule <p>For example:</p> <ul style="list-style-type: none"> · Lessing states that "young people are not interested in history" (69). · "The individual will set the tone" (Lessing 72). · Lessing asserts that individuals feel compelled to behave like the masses (51). · Even though the present is rife with challenges, like Lessing I am hopeful for the future (66). · Lessing criticizes society today for the clear distinction between groups: "elites, privileged classes, groups better educated than others" (67). <p>Verbs to introduce quotes</p>
<p>Week 16</p>	<p>May 6 Click here if you made your site available to me Research paper outline <i>Editing research paper</i></p> <ul style="list-style-type: none"> • Choose one supporting paragraph from your research paper and copy and paste it in a new document and follow the directions listed here. <p><i>You can use any paragraph from your previous essays that relates to your research paper. Follow the same guidelines for all your supporting paragraphs.</i></p> <ul style="list-style-type: none"> • With a partner, do a Google search for cohesion in paragraphs and transitions. Find three rules to help organize your paragraph and post them here. Include the link to your source. • Apply those rules to your paragraph. 	<p>May 8 Click here if you made your site available to me Sentence Variety and Combination</p> <ul style="list-style-type: none"> • Choose one paragraph from your research paper and copy and paste it in a new document and follow the directions from this link on workshop on revising paragraphs • With a partner, do a Google search for sentence variety. Find three rules to edit your sentences for variety. <p>Post your response here</p> <ul style="list-style-type: none"> • Apply those rules to your paragraph.
<p>Week 17</p>		<p>May 15</p> <p>Your essay is due on turnitin tonight</p>

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	<p>May 13 <i>Individual work (20 minutes)</i> Open your research paper Copy and paste the following sentences on a new document</p> <ol style="list-style-type: none"> 1. The first sentence of the paper 2. The thesis sentence included in the introduction 3. The topic sentences for all the following paragraphs <p>a. Lit review: Approximately two to three paragraphs b. Data analysis: Approximately three to five paragraphs</p> <ol style="list-style-type: none"> 4. Last sentence of your research paper <p>Sample outline</p> <p>Research paper format</p> <p>Before you submit your essay, show me the draft, so I can provide feedback. Here is the essay checklist</p>	<p><u>Submit your final research paper on turnitin Portfolio and Presentation</u> Final Exam:</p> <p>Portfolio Checklist</p> <ul style="list-style-type: none"> - Introduce yourself as a writer. - ASSIGNMENTS: Post all the assignments that you submitted on turnitin. Edit them before you post them. Include all related assignments. - REFLECTIONS: For each assignment include a reflection on your work. What did you do well and will continue? What do you need to improve? - FINAL REFLECTION: Reflect on what you learned this semester. Write about the texts? Were they engaging or not? Which assignments helped you as a writer? Would you suggest some other activities that would help you as a writer? <p>Click here to see the link to your portfolio</p>
<p>Week 18</p>	<p>FINAL EXAM May 20, 8:10-10:40</p>	

Sample site <https://sites.google.com/site/fiorellarincon100/final-reflection>

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ESL 400—Composition for Non-Native Speakers: 3 unit lecture, web-assisted

ESL 400 Spring 2013

ESL 400 Composition for Non-Native Speakers of English and LIBR 100

CRN 42548 ESL 400-PZA 9:45 am-12:00 pm 13 - 113
 CRN 38298 LIBR 100-PZA 12:10pm-1:00pm Library
 On Thursdays we will meet in the library for both classes.
 Anniqua Rana: rana@smccd.edu or (650) 306-3470
 Dave Patterson: pattersond@smccd.edu or (650) 306-3476
 For Library 100: <http://guides.canadacollege.edu/ESL400LIBR100patterson>
 For ESL 400: www.anniquarana.com Bookmark these sites as they will be updated regularly.
Final Exam Tuesday, May 21, 8:10 am - 10:40 am (Final presentation)

ESL 400 Course Outcomes

On completing this course, you will be able to:
Compose college-level expository essays based on response to college-level texts incorporating research following MLA guidelines.
Analyze, evaluate and interpret college-level texts and lectures through discussions and a variety of written assignments.
Recognize, differentiate, and employ the grammar and composition terms listed in the course content.
Utilize academic resources and study skills to support ESL academic course work.

Library 100 Course Outcomes

On completing this course, you will be able to:
Find information in books, periodicals, reference sources, on the Internet, and elsewhere efficiently and effectively.
Evaluate the information you find in a number of ways, including how relevant it is to your research, how credible it is, how persuasive it is, how current it is, and other criteria
Use a wide variety of compelling information strategically and ethically to support arguments in your assignments.

Activity: Identify how taking these courses concurrently will support your essay writing skills.

Anniqua's office: 13-228. I would like you to make a habit of meeting with me to discuss your progress. You can make an appointment or drop by before or after class.

Office Hours: T/Th before or after class or by appointment

Here are some reasons you might want to meet me during my office hour:

1. To get personal attention regarding your assignments before you submit them. Please remember to meet me at least a week before the assignment is due.
2. To discuss progress in general.
3. To discuss personal challenges related to this class or other academic issues.
4. Or to stop by and tell me how much you enjoy being at Cañada College!

Required Texts

Gardner, Howard. *Five Minds for the Future*. Boston, MA: Harvard Business School, 2007. Print.
 Hacker, Diana, Nancy I. Sommers, Thomas Robert. Jehn, Jane Rosenzweig, and Van Horn, Marcy. *Rules for Writers*. Boston: Bedford/St. Martin's, 2010. Print.
 English to English Dictionary

Grading

A= 93 points B= 83 points C= 73 points D= 63 points

In-class essays 20 %	Essay # 2
Essays 40 %	Essay # 1, # 3 and # 4
Quizzes 10 %	Quiz 1- Sentence structure, Fragments, and Punctuation Quiz 2-Vocabulary Quiz 3-Parallel structures and misplaced modifiers
Group presentation 10 %	Details to follow
On-line portfolio 15 %	Details to follow Sample site 1 Sample site 2 Click here for student sites Spring 2013
TBA Assignments 5 %	Attend the workshops in the Reading/Writing lab and write a short paragraph reflecting on your learning at these workshops. You will include these reflections in your web portfolios.

Policies

You are expected to attend every class. If you are absent it is your responsibility to find out what you have missed and make up for it. Please email me if you won't be able to attend.

You are expected to do all your own work. Work that is copied or done by someone else will not be accepted.

For policies on Plagiarism check out the college website:

http://canadacollege.net/inside/acad_integrity/AlforCatalog.pdf

Reminders and HW for first week

- It is your responsibility to check your registration status on Websmart. <https://websmart.smccd.edu/>
- Make sure you access your smccd email regularly. I will be sending emails from time to time.
- You will be expected to post your essays on TURNITIN.com. I'll send you an invitation email
- Your portfolios will be posted as a google site. www.google.com
 - When you create your web-portfolio use the template entitled "ESL400LIBR100PORTFOLIO"
- You will use www.easybib.com to help with citing your sources. Create an account

The schedule will be updated on a regular basis.


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	Tuesday	Thursday ALWAYS IN THE LIBRARY	Library
Week 1	January 15 1. Introductions 2. HW: Reading assignment 3. Read Superman and Me to prepare for in-class essay on Thursday Technology Homework	January 17 We will meet in the Library Discuss Reading HW On-line grammar HW: Complete the diagnostic exercise and email me your results to rana@smccd.edu	1. Why do research? 2. Library Survey 3. Homework
Week 2	January 22 Open a word document and after studying your results for the diagnostic, reflect on what you know well. Then identify grammar areas that you plan to study over the next few weeks. Open your reference book and identify the pages where you will find the information you need to study. Paste this information on a google document and share it with me rana@smccd.edu HW: Continue working on these assignments and post your reflective paragraphs on your google document Sentence Structure Sentence Structure Practice	Jan 24 9:45-10:00 Meet in Learning Center 10:00-10:30 Thesis Statement worksheet 10:30-11:00 11:30-12:00 Review Sentence Structure Practice with answers ESSAY 1 guidelines HW: To prepare for the essay, complete the following assignment over the weekend: Work on the first two sources from the attached assignment TBA: Continue working on Thesis statements	Website Evaluation 1. CRAPP test 2. Wikipedia 3. Homework
Week 3	Identify themes in Reading Discuss HW 11:30-12:00 create your website Use this template https://sites.google.com/site/esj400library100portfolio/ Copy and paste your site here ESSAY 1 Complete this brainstorming assignment at home Discuss HW: attached assignment HW: Work on the third source from the attached assignment . Do the rest of the assignments for homework. Commas , Run-on sentences 1 , Run-on sentences 2 , and Fragments Answers to some of the exercises Practice exercises MLA format	Jan 31 Working with your sentences Complete this work for Tuesday In your groups: You will be expected to share this information with the the rest of the class. 1. Run-ons 2. Commas 3. Fragments 4. Adjective clauses 5. Adverb Clauses 6. Complex sentences Directions: Create a handout for the grammar structure assigned to your group with all the important information. Make sure you share the information with me rana@smccd.edu <ul style="list-style-type: none"> · List at least four rules. · Include examples. · You can include links to sites that you have used. · Make references to Rules for Writers. Give page numbers for relevant information. · Also, include links to interactive exercises that you think will help. You will be expected to explain your handout to the class Work on first draft of essay Write at least two paragraphs of your essay. ESSAY 1 Annotated Bibliography TBA assignments: Commas , Run-on sentences 1 , Run-on sentences 2 , and Fragments Answers to some of the exercises Practice exercises	Wikipedia and EasyBib Homework
Week 4	Feb 5 Summarizing and sentence structure HW: Combine the sentences in the section above to form a complete paragraph with a topic sentence. To create cohesion, use some of the transition words in the handout. Then post it on turnitin. For more information about summarizing, open the following link: summary Presentations: You can print these handouts for your reference . 1. Run-ons 2. Commas 3. Fragments 4. Adjective clauses 5. Adverb Clauses 6. Complex sentences	Feb 7 QUIZ on Sentence Structure QUIZ 1 Sentence structure Complete the quiz and post it on turnitin. Building Vocabulary Macmillan Dictionary Click here to help with the vocabulary assignment <small>download</small> HW-vocabulary and essay: Complete the vocabulary assignment for your Essay Download (10 pts) Click here to help with the vocabulary assignment Complete this brainstorming assignment at home to help focus your essay. Bring the the first draft of your essay to class on Tuesday. We'll work on Thesis statements and outlines.	Evaluating Websites Advanced Google Searching

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	HW: Prepare for your quiz on sentence structure and sentence types Practice Topic sentences.docx (17k)		
Week 5	<p>Feb 12 <i>Presentations continued</i> You can print these handouts for your reference.</p> <ol style="list-style-type: none"> 1. Run-ons 2. Commas 3. Fragments 4. Adjective clauses 5. Adverb Clauses 6. Complex sentences <p>Read the following notes Creating an outline</p> <ul style="list-style-type: none"> • Introduction • Thesis statement • Topic Sentences • Supporting ideas (examples and references to reading-transitions) • Conclusion 	<p>Feb 14</p> <p>Click here for student sites Spring 2013</p> <p>Peer Edit</p> <p>Essay 1 Peer edit sentence structure assignment (5 pts) Identify the type of sentence. Click here if you need to review sentence types</p> <p>HW: Check turnitin.com for assignments due to be posted for grading</p>	<p>Feb 14</p> <p>Due today: Annotated Bibliography #1: MLA citation and annotation for 1 website for your education essay; use turnitin.com before midnight tonight.</p> <p>Plagiarism</p> <p>Homework</p>
Week 6	<p>Feb 19 Information on MLA format Click here for Hacker's site Post your work here Post your essay on Turnitin tonight</p> <p>HW Bring Five Minds for the Future on Thursday and read the conclusion</p>	<p>Feb 21 Checklist for Essay Post your essay on turnitin by tonight Vocabulary practice Download Begin this in class and then complete it for homework. Then post a response on the wall</p> <p>HW: Read the conclusion for Five Minds for the Future</p>	<p>Feb 21</p> <p>Gale Virtual Reference Library: Howard Gardner</p> <p>Homework: Revise your Annotated Bibliography. Submit Annotated Bibliography: Final Draft via turnitin.com by next Thursday, Feb 28.</p>
Week 7 Assignments submitted	<p>February 26 Post your sentence on the wall Vocabulary assignment #2 Begin in class and complete at home Download Five Minds for the Futureconclusion.docx Choose your group members and post the information here</p> <p>See the response here Website: Portfolio Creation: TBA Assignments Read this Poetry blog and write a response to the poetry Five Minds for the Future Watch this video Group Presentations- HW: Read the first chapter and the conclusion to Five Minds for the Future Technology Feedback</p>	<p>February 28 Checklist for Essay Post your essay on turnitin by tonight Begin vocabulary assignment with your group in class and complete it at home Download #3 Planning your presentation Group Presentations-DETAILS Make sure you choose your group and chapter</p> <p>TBA Vocabulary Practice:</p> <ol style="list-style-type: none"> 1. Access this site and complete quizzes 2. More Vocabulary quizzes 	<p>February 28</p> <p>Citations</p> <p>Homework</p>
1. Week 8	<p>March 5</p> <p>Review vocabulary homework Exercise Download 1. Download 2. Download 3</p> <p>Choose five words that relate to your first essay. Write all the related words. For homework, use any three in a sentence that you could use in your essay and post it here</p> <ul style="list-style-type: none"> • Reading Homework for Essay 2 <p>Continue work on Group Presentations-</p> <p>TBA: Read this Poetry blog and write a response to the poetry TBA Vocabulary Practice:</p> <ol style="list-style-type: none"> 1. Access this site and complete quizzes 2. More Vocabulary quizzes 	<p>March 7 INCLASS: review HW sentences posted here Guidelines for Reflection-post this reflection on your site</p> <p>Click here for student sites Spring 2013</p> <p>HW: Please update your websites with the following:</p> <ol style="list-style-type: none"> 1. Introduction 2. TBA assignments 3. Essay 1 4. Reflection on essay 1 5. Reading assignments 6. Vocabulary assignments <p>Summarize the chapter assigned to your group and post it on turnitin</p> <p>View your group information</p> <p>HW: VOCABULARY QUIZ on Tuesday-complete the assignments to prepare for the quiz Download 1. Download 2. Download 3 ANSWERS TO HW.docx</p> <p>TBA Vocabulary Practice:</p> <ol style="list-style-type: none"> 1. Access this site and complete quizzes 2. More Vocabulary quizzes 	<p>Articles Present Gardner articles from Gale Virtual Reference Library and select one for your group Finding articles: Academic Search Premier Homework: Find two articles on Five Minds for the Future in Academic Search Premier. One article must be scholarly or peer reviewed.</p>
Week 9 Academic Command of English	<p>March 12 Resources for vocabulary</p> <ul style="list-style-type: none"> • Roots, prefixes, and suffixes 	<p>March 14 Presentations Guidelines for Essay 2</p>	<p>Articles Present <i>Five Mind for the Future</i> articles from Academic Search Premier and select two for your group</p>

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<p>Language (ACE) Award = Level IV ESL courses form - download the form, complete it and submit it to the Humanities Office.</p>	<p>This quiz is open book. Use your dictionary, on-line sources, and your notes to work on it.</p> <p>Vocabulary Quiz</p>	<p>Reading homework Reading for Essay 2</p> <p>Guidelines for the summary</p> <ol style="list-style-type: none"> 1. Not more than two pages, MLA format 2. You might write one long paragraph with a topic sentence. 3. This might mean that each person summarizes their section in three sentences. 	
<p>Week 10</p>	<p>March 19 Post your comments here</p> <p>Read for five minutes</p> <p>Then Copy and paste the sentence that you relate to as a writer.</p> <p><i>Five Minds for the Future</i> All assignments due on turnitin on Friday 22-Mar-2013</p> <ul style="list-style-type: none"> • Summary of Conclusion • Summary of Chapter for Five Minds • Outline of presentation <p>Planning for Essay 2 Reading homework Reading for Essay 2</p>	<p>March 21 Ex S1-2 Parallelism Balancing parallel ideas Post your responses here</p> <p>Exercise: Download Parallel Structure</p> <p>Sample Thesis Statements Post your thesis statement here</p> <p>More practice exercise: Misplaced modifiers Misplaced Modifiers BREAK</p> <p>HW: To prepare for your essay complete the following:</p> <ol style="list-style-type: none"> 1. Reading for Essay 2 (10 points) 2. Vocabulary for your Essay 10 points 3. Planning-key sentences 5 points <p>The Assignment: Your essay will be an in-class essay in which you will reflect on the first essay you wrote. You will identify what you think did well in this essay and what you need to improve. You will make a reference to at least one of the essays you read.</p>	<p>Articles Due: Annotated Bibliography #2: MLA citations and annotations for one encyclopedia article and two journal articles. One article must be from a scholarly, peer-reviewed journal.</p>
<p>Week 11</p>	<p>March 26</p> <p>IN-CLASS Essay #2</p> <p>Come prepared with the following</p> <ol style="list-style-type: none"> 1. Reading for Essay 2 (10 points) 2. Vocabulary for your Essay 10 points 3. Planning-key sentences 5 points 	<p>March 28</p> <ol style="list-style-type: none"> 1. 	<p>Primary Sources</p>
<p>Week 12</p>	<p>April 9</p> <p>Exercise: Parallel structures and modifiers Post your sentences here Read this section about misplaced modifiers</p> <p>Practice: Placement of Limiting modifiers</p>  <p>...a man on a horse smoking a cigarette Misplace Modifiers Review 1 Review 2</p> <p>Misplaced Modifiers - exercise 2 Misplaced Modifiers - exercise 3 Dangling Modifiers Dangling Modifiers - exercise 2 Dangling Modifiers - exercise 3 Misplaced modifiers Misplaced Modifiers</p> <p>HW: Write a short reflective paragraph on your childhood memories and experiences which helped shape your gender identities. Address what messages you received as a child about what it meant to be a "boy" or a "girl." Also, discuss who sent those messages (parents, teachers, coaches, other kids, etc.). This is not to be an academic piece, but a reflective effort regarding your own experiences.</p> <p>HW: Read Women's Brains Re-write the paragraph you just wrote and include a quote from the reading. You will include this paragraph and quote in your next essay (20 points)</p>	<p>April 11 ESSAY #3</p> <p>HW: Begin writing your essay and we'll work on the outline on Tuesday</p> <p>Group reading "Women's Brains" Read the page assigned to you As you read, google the people that are mentioned to help you get an idea about their background. Post three words that are new for you Reading Assignment Highlighted version</p> <p>In your groups</p> <ul style="list-style-type: none"> • Discuss what you understand about your section • Each person in the group will write a sentence summarizing one section. • Then combine all the sentences to form a one- sentence summary of your section. • Read the information about balancing parallel ideas to help edit your sentence • Post your sentence here <p>Parallelisms</p> <p>Planning for ESSAY #3 Videos focusing on gender:</p> <ol style="list-style-type: none"> 1. TED talks on gender and social media 2. Is Title IX being taken to extremes? 3. Mexicans jump off a plane for gender equality 4. A Vote on Marriage Equality in New Hampshire 5. Born into Brothels 6. The movie "Gun Hill Road" distinguishes itself from other recent transgender 	<p>Books</p>
<p>Week 13</p>	<p>April 16 HW: First draft of your Essay #3 due on Thursday Rogerian Argument View Download Argumentative essay</p> <p>Discussion about Reading for Essay #3</p>	<p>1. April 18 Paragraph work Planning your essay</p> <ol style="list-style-type: none"> 1. Quotes <p>Author's words and ideas: "[Montessori] measured the circumference of children's heads in her schools and inferred that the best prospects had bigger brains" (Gould).</p>	<p>Books Google Books</p>

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		<p>Author's ideas and my words: According to Montessori, children with large heads had a greater potential to succeed than children with smaller heads (Gould).</p> <p>Combination of author's words and my ideas: Montessori's finding: "the best prospects had bigger brains" (Gould) was probably very harmful for many students.</p> <p>Read the responses here</p>	
Week 14	<p>April 23 Paragraph work Argumentative essay Planning your essay</p> <ol style="list-style-type: none"> 1. Quotes <p>Read the responses here Rogean Argument View Download Work on your website Research Essay 3</p>	<p>April 25</p> <ol style="list-style-type: none"> 1. Vocabulary for your Essay 10 points 2. Planning your essay 3. Post your first sentence and thesis statement here 4. Review the comments for your first two essays on turnitin 5. Write a reflection on your site about what you will do to improve your third essay <p>Click here for student sites Spring 2013 HW: Complete your essay and post it on turnitin by Tuesday.</p>	<p>April 25 MLA Citations In Class Assignment Homework</p>
Week 15	<p>April 30 Wordiness Exercise Watch this video of Martin Luther King's Letter from Birmingham HW: write short reflection about all the ways you identify yourself. HW for Essay 4</p> <p>HW: Complete the following documents and post them on turnitin along with Essay 3</p> <ol style="list-style-type: none"> 1. Vocabulary for your Essay View Download (10 points) Collocation dictionary 2. Reading assignment (10 points) 3. Essay Outline (5 points) 	<p>May 2</p> <p>Sentence and Reading Assignment Sample site 2 (Read Nadia's essay on her identity and Moroccan history) Click here for the portfolio preparation checklist Reading Assignment Homework Read the complete essay and watch the video to help understand it better. Click here to watch the video of Martin Luther King's "Letter from Birmingham Jail" Identify one quote that connects with your essay topic and write a short paragraph explaining the connection Include the Works Cited section. You will post the reading assignment on Turnitin</p>	<p>MLA In-text citation</p> <ol style="list-style-type: none"> 1. MLA In-Text Citation: Preparation 2. MLA In-Text Citation: Quiz I <p>Homework: Review for MLA Quiz II</p>
Week 16	<p>May Essay 4 Sample Essay about identity Reading Discussion</p> <ol style="list-style-type: none"> 1. Vocabulary for your Essay View Download (10 points) Collocation dictionary <p>Planning your essay Draw a representation of your essay with the following elements:</p> <ol style="list-style-type: none"> 1. key words for your thesis 2. Connection to MLK and Orwell 3. Any other images that will help you remember what you plan to write <p>In-class assignment Photo 1 Photo 2 HW: Read "Shooting an Elephant" by George Orwell. Choose a quote that interests you and write a short paragraph explaining why you chose it. Write the works cited section. Add this to your reading assignment Click here for the portfolio preparation checklist</p>	<p>May First draft of Essay 4 Sample Essay about identity Example of Reading Assignment HW Click here for the portfolio preparation checklist BEFORE THE END OF THE SEMESTER:</p> <ol style="list-style-type: none"> 1. CREATE ANOTHER SITE USING THE FOLLOWING TEMPLATE 2. POST YOUR BEST ESSAY ON THE ESSAY 3. INCLUDE A REFLECTION <p>https://sites.google.com/site/esidepartmentcanada/ Post your link here Click here for the portfolio preparation checklist</p>	<p>For your portfolio:</p> <ol style="list-style-type: none"> 1. Annotated Bibliography # 1 (Final Draft) 2. Annotated Bibliography # 2 3. Your reflections about LIBR 100. This should be about 1 paragraph (4-7 sentences) You can discuss whatever you want, but don't be too general. Try to be specific. Bad example: "I learned a lot in this class." <ol style="list-style-type: none"> a. How do you use CRAAP Test. Web-site evaluation b. How to cite sources in MLA c. Finding books. Call number d. Gale Virtual Reference Library. Encyclopedias give you strong foundation e. Academic Search Premier. f. Opposing Viewpoints g. Review this guide for more ideas: http://guides.canadacollege.edu/es1400libr100patterson
Week 17	<p>May 14 9:45-10:15 From your essay on Identity and Politics and History, copy and paste the following sentences on a google document and share it with me:</p> <ul style="list-style-type: none"> · The first sentence of your essay · The thesis sentence (Highlight the key phrases) · The topic sentences of the supporting paragraphs (Using the same colors, highlight the words and phrases related to the thesis sentence) · The last sentence of your essay <p>10:15-10:50 Peer edit for sentence structure</p> <p>10: 50-11:00 Break</p> <p>11:00-12:00 Work on your portfolios with all the reflections</p> <p>Preparation for Thursday: Complete your web portfolio and submit essay 4 by 12:00 am on Thursday</p>	<p>May FINAL EXAM in the Library 9:45-1:00</p>	<p>MLA Citation: Quiz #1</p>

Appendix D

Fitness 334—Yoga: I unit lecture



Course Outline FITN 334 YOGA

Instructor: Ana Miladinova
Telephone: 650.306.3147
Office: Bldg. 1, Room # 204
Office Hours: MTW 2-3pm

Time: MW 12:45-2:00pm, CRN: 40503
Semester Units: 1.0; **Grading Option**
Email: miladinovaa@smccd.edu

Course description

This course is designed for students to practice correct exertion of specific poses, “asanas”, breathing, movement modalities and yogy styles. It is an introduction of basic yoga, breath work and meditation. Throughout the course students will develop strength, flexibility, a sense of well-being and relaxation.

Each class will begin with a breathing technique and a slow warm up incorporating light body movements. Floor work will be incorporated to build strength and flexibility. It will continue with a series of standing poses that will strengthen and move the body. Each pose will include explanation of proper breathing technique. Each class will end with a variety of meditation techniques.

Course objectives:

- Demonstrate the knowledge of proper and safe body mechanics.
- Perform basic postures (asanas),
- Execute proper usage of breath and movements with confidence.
- Know the benefits and philosophy of yoga and apply principles such as intention, awareness and relaxation.
- Apply the principles of Yoga to ensure integration of body, mind and spirit

Student Learning Outcomes

- Students will demonstrate basic yoga poses "asanas" with proper alignment.
- Students will demonstrate basic yoga poses "asanas" with proper breathing.
- Students will examine the benefits of basic yoga poses "asanas".

Textbook

Kraines, M & Sherman, B. Yoga for the joy of it! Jones and Bartlett. 2010, First Edition.
This textbook is optional and is available in the bookstore!

Equipment, attire, health and safety:

- You will need to practice in bare feet and wear soft, stretchy clothing that allows freedom of movement. Bring layers of clothing.
- Avoid eating heavy meals before yoga. The last meal should be 3 hours before a workout. A shorter wait (an hour) will do after a light snack. Some medications, such as tranquilizers and painkillers may interfere with your ability to exercise. If in doubt, speak to your physician.
- **Try to concentrate on your own practice rather than comparing yourself with fellows.**
- Attention to personal hygiene is critical for everyone.
- Yoga should not hurt. Do not fling or force yourself into posture. Nothing in yoga should be violent, uncontrolled or careless. If you feel pain, dizzy, faint or nauseated, slowly march in place and notify me!
- If you have any injuries OR health problems, please notify me in advance about your condition!

Note for students with Disabilities: If you have a documented disability that may impact your work in this class, please contact the DSPS within next couple weeks to discuss your needs: (650) 306-3259

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Policies:

- Enrolment Management:** It is your responsibility to withdraw from any class you stop attending. The last day to withdraw from classes without “W” appearing on your record is February 3rd! Failure to do so may result in a final grade of “F.” Students will be dropped for any non-payment of fees.
- Cell phones:** As a courtesy to your classmates and to your instructor, please leave cell phones turned off and avoid text messaging while in lecture. **If your cell phone rings in the class, you will not receive the full points of participation in class. One point will be deducted for each time your cell phone rings.**
- Plagiarism:** Plagiarism is a serious offense that can lead to dismissal from Canada College and/or “F” for the course and/or assignment. Plagiarism is using someone else’s ideas or words as your own without giving the original author a credit for them. Plagiarism will be taken into account if you copy your homework/report/essay from somebody else.
- Food and drinks:** In this studio no food is allowed. Only bottled drinks are allowed. **DO NOT BRING COFFEE OR RED BULL DRINKS IN THE DANCE STUDIO. For your safety, chewing gum during the class is also not allowed.**

Personal Conduct:

- Respect:** All students are expected to treat the class, their peers, the environment, and the professor with respect. During the class please **avoid unrelated conversation, keep comments relevant to our discussions and topic, and stay awake.**
- Punctuality: Arrive on time and stay until the end of the meeting. Being excessively late (10 minutes) to class or leaving early will only give you half point.**
 - **Please reduce visits to the bathroom during the class to minimal!!! If you have to re-enter the classroom please do that as quiet as possible!!**

IMPORTANT MESSAGE: Tactile Teaching Aids: Tactile (touch) teaching may be used in this class in order to further explain concepts relating to posture, position, etc. If you are uncomfortable with this concept, please advise the instructor immediately.

GRADING CRITERIA (P/NP highly recommended)

Report	5%
Quality of participation	85%
Demonstration	10%

GRADING SCALE

A/CR	90-100%
B/CR	80-89%
C/CR	70-79% P
D/NCR	60-69% NP
F/NCR	below 60%

Pass/No Pass (P/NP) Option

Students who elect this option must complete, sign the appropriate form & submit it to the Admissions & Records Office within the first two sessions of the class. Students can also elect this option by logging into the personal websmart account. Once you elect the P/NP option, the decision is irreversible. A grade option course allows students to explore various fields of study and to broaden their knowledge, particularly in fields outside their major, without jeopardizing their grade point average. Last day to sign up for P/NP option is February 3rd!

Explanation of assignments:

Report (5%) — You will be asked to write a report about the benefits of yoga. Further instructions for writing the essays will be given on time.

Due date for the essay is:

- 1. Explain the benefits of Yoga– 4/29/13 (5%)**

Quality of Participation (90%):

Includes: PARTICIPATION WITH DEMONSTRATION OF PROPER TECHNIQUE, TARDINESS (**being excessively late to class or leaving early will only give you half point**).

Demonstration (10%):

During the finals week you will be asked to demonstrate Yoga poses and give explanation on how it is performed.

Appendix D

Math 200—Elementary Probability and Statistics: 4 unit lecture, online

Introduction to Probability and Statistics (Online) Syllabus

Spring 2013

Instructor	Raymond Lapuz	Course	Math 200OLH, CRN: 39756
E-Mail	rlapuz2@my.smccd.edu	Phone	650-306-3290
Website	http://smccd.edu/accounts/lapuz/	Office	18-314
Courseware	http://mymathlab.com/	CourseID	Lapuz69669
Hours	Tuesdays 11:00am - 12:00n at the Learning Center		

Prerequisites:

Satisfactory completion of Math 120 with a grade of C or better or appropriate score on the college placement test.

Course Description:

Measures of central tendency and dispersion; sampling distributions, statistical inference, hypothesis testing, regression/correlation, contingency tables.

Course Materials:

Text: *ESSENTIALS OF STATISTICS*, 4th Edition, by Mario Triola.

Calculator: Graphing Calculator: TI-84 (preferred) or TI-83.

Computer Access: Computer with internet access and with necessary software and plug-ins.

Student Learning Outcomes:

By the end of this course, you will be able to...

- Define statistical terms.
- Compute basic descriptive statistics.
- Compute basic probability problems.
- State the Central Limit Theorem and give examples of applications.
- Given an inferential statistics problem, identify the appropriate hypothesis test, perform the hypothesis test, and interpret the results.

Resources:

- The Learning Center: Cañada College has an excellent well-staffed Learning Center in the second floor of building 9. There are individual tutors and drop in tutors available for most of the day and some evenings. Computers are available to access the courseware. This is also the best option to take the proctored exams.
- DSPS: If you have a disability which may require classroom or test accommodations, please contact Disabled Students Programs and Services:
<http://www.canadacollege.net/student/disabledservices.html>.

Academic Integrity Policy:

Academic Integrity Policy: DO NOT CHEAT!!! Cheating will result in a failing grade in the assignment and will be reported to the VP of Student Services. For more information, visit: http://www.canadacollege.edu/inside/acad_integrity/.

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Grading:

Your course grade will be based on the following:

- **Homework (10%):** Homework can be found on the online courseware and should be done online. These problems quickly assess your learning and understanding of the materials covered in the text. Homework assignments will be automatically graded. You are allowed to make up SEVEN homework assignments for the semester.

Make Up Policy: To make up a homework assignment, send me an email with the subject titled: "**MAKE UP HOMEWORK.**" In the body of the message, clearly state the section you want to make up and give an excuse of why you did not complete the homework. You will have up to one week to make up.

- **Quizzes (10%):** Since the homework assignments do not cover statistics from a holistic point of view, you will periodically be quizzes that mimic the exam questions. Each quiz has 10 points; points are deducted for errors. There is a two point deduction for quizzes submitted up to two days late; quizzes will not be accepted three or more days after the due date since solutions will be posted at this time.
- **Exams (40%):** There will be two proctored midterm exam with 100 points. Toward the end of the semester, there will be an optional opportunity to make up ONE of the exam to gain up to half of the points that you missed. Details will be posted after the second exam.
- **Final Exam(35%):** The final exam is comprehensive with 200 points. It will have two parts: an online portion and a proctored portion. Details will be available online near the end of the term.
- **Journals (5%):** Journal assignments come in two different forms: assessments, self-evaluations, and write-ups. Some of these assignments will be "free-response" to be submitted online and others will be discussion board responses to share with the class.
- **Study Plan Tutorials (2.5% extra credit):** As you go over the text, there are study plan problems where you can practice homework type problems. These problems are tracked online and will be used as extra credit for the final overall grade. The study plan problems are due on the last day of classes.

A standard grading scheme will apply:

90%+: **A**; 80%-89.9%: **B**; 70%-79.9%: **C**; 60%-69.9%: **D**; below 60%: **F**

The Courseware:

We will be using the publisher provided course site: <http://mymathlab.com/>. You will need to purchase an access code to register for this site using the courseID: **lapuz69669**; access code is available either from the bookstore or online. If you are waiting for financial aid, you can obtain a temporary code for 17 days. It is important to gain access to the course site from the beginning. The course site has the following menu items:

- **MML Home** has the announcements and a summary of your progress.
- **Course Materials** contains syllabus/schedule, calculator notes, and other handouts.
- **HOMEWORK** is a link that takes you to the homework assignments for the semester.
- **Assignments** has Journal Assignments and Quizzes.
- **Discussion Board** has a forums related to the journals and one for class use.
- **eBook** is the link to access the textbook with interactive links.
- **Gradebook** takes you to your current grade.
- **Multimedia Library** is a way to access most of the resources available for this course.
- **STUDY PLAN** are problems you can practice and will count toward extra credit.

Appendix D

January 9, 2013

Dear Math 200 Online Students,

Welcome to our online adventure in Statistics.

You are receiving this because you have signed up for Math 200, Elementary Probability and Statistics. This 18-week semester course runs from Jan 15 through May 24, 2013.

Although this is an online course, the exams that you will take will need to be proctored. The easiest proctoring environment is through our Learning Center. However, we can make arrangements to have a different proctoring site, if needed. This will require communication and coordination, so arrangements need to be made in advanced.

This online course will be using MyMathLab (<http://mymathlab.com/>). You will be completing your homework via this course management system. Aside from the homework, you will be able to obtain announcements and other assignments from this site. The whole textbook can be accessed online, so you should purchase the actual text if you need to have a hardcopy of the text to read or want to keep a copy of the book at the end of the semester.

Before registering for this site, you will need a courseID (lapuz69669), a valid email address, and an access code or a credit card that you plan to use to purchase access to this site. You can buy an access code from the bookstore, along with the text, or by itself; there is also a 17 day trial period option so that you can be keep up with the course as you wait for your financial aid to come in. If you wish to register, go to the MyMathLab site and click on "Student" under the "Register" Section. Once you register, feel free to browse around. Some of the contents of the site will be explored during the orientation.

Cañada College has many services for students such as the Counseling Center (<http://www.canadacollege.edu/student/counselingcenter.html>) and the Disability Resource Center (<http://www.canadacollege.edu/student/disabledservices.html>). For other resources, go to <http://www.canadacollege.edu/student/index.html>.

So, are you ready for an online course? Here are a few websites to check yourself:

Cerro Coso: <http://www.cerrocoso.edu/student/services/heather/quizaccess.htm>

Palomar: <http://www.palomar.edu/areyouready/>

Basically, if you have reliable access to the internet, are self-motivated, and can devote a good amount of time for this class, then you may be for you.

We will be discussing this and more about the class in more detail. Until then, you can contact me at rlapuz2@my.smccd.edu. You can also check my website at <http://smccd.edu/accounts/lapuz/> for the syllabus, schedule and other details.

See you at the Orientation – January 15, 4:10-5:00pm in Room 17-103.

Ray Lapuz

Appendix D

Radiological Technology 418—Clinical Education I: 4 unit clinical course

**CAÑADA COLLEGE
RADIOLOGIC TECHNOLOGY PROGRAM
COURSE SYLLABUS
RADT 418 CLINICAL EDUCATION I - FALL 2012**

INSTRUCTORS: P.D. Jones
L. Wightman
S. Fontes

OFFICE: 18-210
E-MAIL: jonesp@smccd.net
PHONE: 650.306.3163

GRADING METHOD: Letter Grade 4.5 units

PREREQUISITES: Acceptance in the Radiologic Technology Program and concurrent enrollment in RADT 410, completion of RADT 400 and 408

COURSE STATUS: Non-transferable, but degree applicable

COURSE DESCRIPTION: This course is designed for the first semester radiologic technology student. It is the first segment of the first rotation. It consists of orientation to clerical procedures, image processing, darkroom procedures, patient transportation procedures, supplies and equipment procedures and radiographic room procedures. Students will observe and participate in radiographic positioning and other procedures appropriate to the student's current level of education.

COURSE CONTENT: The content of this course is dictated by the individual affiliated clinical education centers. Students are assigned to specific work areas in which a variety of radiographic procedures are performed. These may vary from center to center, but most centers provide comparable educational experiences for students. There may be variations due to a particular focus in the clinical education center.

*IN SOME FACILITIES, THE SCHEDULING OF FLUOROSCOPIC PROCEDURES HAS BEEN RESTRICTED TO SPECIFIC DAYS OF THE WEEK. THIS SITUATION MAY PRECLUDE ASSIGNED STUDENTS FROM PRACTICE IN THESE AREAS. IN SUCH CASES, STUDENTS WILL BE GIVEN THE OPPORTUNITY TO PRACTICE ROOM SET-UP AND PATIENT POSITIONING IN SUITABLY EQUIPPED ROOMS. ACTUAL PRACTICE IN THESE PROCEDURES WILL BE PROVIDED IN THE NEXT ROTATIONS.

STUDENT LEARNING OUTCOMES:

- A. ORIENTATION TO CLERICAL PROCEDURES – The student will relate clerical procedures required to:
1. Explain the image and examination filing and storage system used in the clinical facility
 2. Make new and succeeding volume film jackets
 3. Know where to find and file film jackets
 4. Process requisitions
 5. Process completed reports
 6. Describe the patient preparation for all contrast studies and special procedures
 7. Perform telephone procedures
 8. Locate and understand department procedure manuals
 9. Understand and utilize department paging system.
 10. Understand department emergency systems.

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RADT 418 F all 2012 Syllabus 2

- B. IMAGE PROCESSING - The student will demonstrate the ability to process images as described below:
1. Describe and employ appropriate safe lighting in the darkroom
 2. Use appropriate equipment to place patient identification information on image prior to processing.
 3. Store film safely in films bins
 4. Load film into processor or reader correctly
 5. Load imaging receptor correctly with film or imaging plate.
 6. Clean inside and outside of imaging receptors and store properly.
 7. Identify procedures for cleaning processor and know who is responsible for processor maintenance
 8. Make film copies
 9. Demonstrate knowledge of quality control procedures for analog and digital imaging.
 10. Describe the process by which analysis of repeated films is performed
- C. SUPPLIES AND EQUIPMENT - The student:
1. Identify location and contents of main store room
 2. Describe equipment and supplies needed for radiographic and fluoroscopy room
 3. Restock items missing from radiographic and fluoroscopy rooms
 4. Explain the purposes for the "CRASH CART" and major items stored in it.
 5. Demonstrate operation of oxygen and suction equipment
- D. TRANSPORTATION - The student will:
1. Identify transportation needs from information on patient requisition
 2. Safely transport patients by wheelchair, gurney and bed.
 3. Maintain IV, oxygen, and drainage equipment during transport
 4. Understand special considerations for transporting patients who have undergone invasive procedures (i.e. catherizations, special procedures)
 5. Employ appropriate lifting and moving techniques to preserve the safety of patients and avoid injury to self and other assisting.
 6. Document transportation of patients for nursing personnel and radiology personnel
 7. Know which procedures require the patient's chart to accompany patient to the department
- E. GENERAL PATIENT CARE - The student will:
1. Provide for the comfort, safety, confidentiality and assure the dignity of all patients
 2. Properly identify the patient for the appropriate procedure
 3. Properly dress/gown patient for examination
 4. Perform vital signs and CPR as appropriate for health care professionals
 5. Care for IV lines and other tubes that are attached to the patient
- F. EQUIPMENT - The student will:
1. Demonstrate the ability to properly manipulate all radiographic and fluoroscopy equipment
 2. Demonstrate proper use of positioning aids, restraining devices and image receptor holders.
 3. Demonstrate the proper use of footboard, hand holders and shoulder harness.
 4. Demonstrate proper use of accessory equipment as appropriate to radiographic and fluoroscopy rooms:
 - a. Calipers
 - b. Lead markers
 - c. Lead strips
 - d. Electronic and manual locks and tube and table angulation devices

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RADT 418 F all 2012 Syllabus 3

- G. RADIATION PROTECTION - The student will:
1. Utilize equipment provided by the department as appropriate to protect patients from unnecessary exposure to radiation
 2. Utilize appropriate radiation hygiene for protection of self and other health care workers
 3. Apply principles of ALARA
 4. Apply principles of the radiation control act, Title 17
- H. RADIOGRAPHIC POSITIONING - The student will be able to place a patient in all positions required to perform routine radiographic procedures.
- I. RADIOGRAPHIC PROCEDURES - The student will be able to prepare the radiographic room, prepare the contrast media and assist the technologist and/or the radiologist as required for the following examinations:
- a. Fluoroscopic procedures*
 - b. Urinary examinations
 - c. Routine adult chest examinations
 - d. Routine abdomen examinations
 - e. Routine extremity examinations

REQUIRED: Clinical Education Manual RADT 418
Student Handbook
Introduction to Radiologic Sciences and Patient Care, 5th ed., Adler, a. & Carlton, R., Elsevier
Merrill's Atlas of Radiographic Positioning and Procedures (3 volume set), 12th ed., Frank, D. et al. Elsevier
Radiographic Image Analysis, 3rd ed., Martensen, K. M., Elsevier
Radiographic Imaging/Physics texts used for Phys 405
Pocket notebook
Medical dictionary
Anatomy text
Physiology text

GRADING POLICIES:

A - 92 to 100%
B - 83 to 91%
C - 75 to 82%
D - 66 to 74%
F - 65% and below

40% Clinical Education Midterm and Final Evaluations
60% Completion of Clinical Education Manual:

1. Radiographic Image Analysis (4)
 - Hand *or* wrist (non-trauma)
 - Foot *or* ankle (non-trauma)
 - Abdomen, supine
 - Chest, PA and Lateral
2. Ancillary Competencies – 6-8
3. Clinical Competencies – 5
4. Weekly Rating Forms (one per week) – 14
5. Daily Task Inventory (updated daily)
6. Clinical Coordinator Evaluation
7. Clinical Coordinator Observation
8. Additional assignments as requested

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ATTENDANCE REQUIREMENTS: Attendance requirements are in accordance with those specified in the Cañada College Catalog and California Law (Title 17, Health) and accreditation standards.

Cañada College, General Requirements: "When repeated absences place the probability of the student's success in doubt, the Professor may drop the student from the course.

Absence means nonattendance for whatever reason. It is the prerogative of the professor to determine when absences are excessive. A guideline used by many professors to determine when absences are considered excessive is when the student has been absent twice the number of clock hours that the class meets during a week, or a pro-rata value designed to relate to shorter than semester length courses or practicum intensive programs."

Although students must make-up all hours missed in clinical education and complete a "Change in Assignment" form, attendance will affect the final grade as follows:

0 - 3 Absences	No effect on grade
4 - Absences	5% Grade drop (1 letter grade)
5 - Absences	Additional 3% drop in final grade
6 - Absences	Additional 3% drop in final grade
7 - Absences	Additional 3% drop in final grade
8 - Absences	Additional 3% drop in final grade
9 - Absences	FAIL COURSE

See detailed attendance regulations in the college catalog and in the clinical education handbook (D. Attendance).

ACADEMIC INTEGRITY: Students attending colleges in the San Mateo Community College District are expected to conduct themselves in a manner compatible with the District and College function as an education institution s outlined in the Canada College Catalog and in the Student Handbook. Three forms of academic dishonesty of which you should be aware of and which will not be tolerated in this class are:

1. **PLAGIARISM:** Plagiarism consists of using another author's words or ideas without proper documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks or other documentation, paraphrasing without proper identification or documentation. The fabrication of sources, or the art, deliberately or unintentionally, of passing another's work off as your own are also considered plagiarism.
2. **FALSIFICATION:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting it or using it out of context.
3. **MULTIPLE SUBMISSIONS:** If you wish to turn in the same work or use the same research, in whole or part, for more than one course, you must obtain permission to do so from all instructors involved.

SMCCD policy states that violators of these regulations will be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to the Colleges of the San Mateo County Community College District. In this class, the first offense will result in an "F" for the assignment in which dishonesty occurred. If it happens twice, you will be withdrawn from the course and your action will be reported to the Vice President of Student Services.

Violations of academic integrity policies will be reported to appropriate accreditation committees and certification and licensing boards.

Appendix D

Program Review

Examples of Improvement in Teaching/Learning Process and Institutional Effectiveness through SLO Assessment

Excerpts from the 2012-2013 Annual Plans/Program Reviews from instructional, student services, and administrative services are provided as examples of how analysis of student learning outcome assessment has shaped teaching, learning and institutional effectiveness. Complete annual plans and program reviews can be found online at

<http://www.canadacollege.edu/inside/research/programreview/programreview.html>

The examples included are:

- Early Child Education (Instruction);
- English (Instruction);
- Music (Instruction);
- Financial Literacy (Student Services);
- Outreach and Application (Student Services); and,
- Planning, Research, Student Success (Administrative Services)

Appendix D



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

Department/Program Title: Early Childhood Education/Child Development

Date submitted: Thursday, March 28, 2013

3. Program Information

C. Expected Program Student Learning Outcomes

- Students completing this program will view themselves as an early childhood education professional and, through the practice of reflection, critically assess their own teaching experiences to continuously guide and inform their practice.
- Students completing this program will demonstrate an understanding of theory and major trends in early childhood into an understanding of the needs of young children by developing and maintaining healthy, safe, respectful, challenging and culturally responsive learning environments.
- Students completing this program will communicate their understanding of Early Childhood Education/Child Development concepts professionally through written, oral and visual presentations.

The Department is still working on developing assessments tools for the program learning outcomes. We have been discussing having the students complete an eportfolio that would have information from each of the 8 required courses demonstrating competence in each one.

6. Program Level Data

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

The process of defining SLO's and creating assessments for each course has been a very challenging and tedious process over the past several years. As with the majority of departments in the Business/Workforce Development/Athletics Division, there is usually one full-time faculty position and many adjunct faculty. The ECE/CD department is the biggest department in the division. I feel that completing the task of developing SLO's and assessments for all of the Basic 8 courses and the specialization courses has been a huge accomplishment. This past year all of the adjunct faculty have individually taken charge of the SLOAC process. With the help of a specific form that I created for this purpose, faculty have personally taken responsibility for assessing their SLO's and providing data with regard to changes that they have made or plan to make.

The department has program SLO's. However, we have not developed assessments for the program SLO's as mentioned above and I know that this is a task that needs to be done. Every faculty meeting for the past couple of years has addressed the importance of the SLOAC process. I have to say that it is getting better. At the beginning of the 2011/2012 school year, I sent out an email to the all of the adjunct faculty letting them know the specific SLO's that needed to be on their syllabi. In addition, I informed them that at the end of the semester, I would be sending them a form on which to report their assessment data as well as action plans. At the end of the fall 2011 semester all faculty had returned their forms. At the end of the spring 2012 semester all faculty returned their forms as well. All of the data that was provided on these forms was entered by Kathy Smith for the ECE/CD program. All faculty were notified at the beginning of the fall 2012 semester that they would be sent the same form at the end of the fall semester and all faculty members submitted their data in January. I am planning to send that form out very soon for the spring 1013 semester on which to report their spring 2013 SLOAC data. The work of bringing adjunct faculty into the process has been slow and steady and I believe that now faculty remember to plan this aspect of their teaching each semester.

Revised March 25, 2011; links updated 12/12/11

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ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

7. Action Plan

Our department has made tremendous progress in the last year with regard to facilitating involvement of all adjunct faculty in the SLOAC process. As mentioned above the process has been slow and tedious and has taken personal involvement on my part with specific adjunct faculty to bring him or her along. The data entry support from Kathy Smith was extremely helpful and was so appreciated

At our March flex day in 2012, there was discussion among 4 of the ECE/CD faculty including myself and Patty Dilko about using the eportfolio process as a way of assessing program SLO's. To this end a "pilot" was tested at the end of the spring 2012 semester with a few selected students. The students who participated in the pilot were very excited about the eportfolio process. They really liked having a "place" to hold a lot of their professional information and documentation of their competence in each of the classes they included in the process. We did discover in the process that there are confidentiality and privacy issues. There were some students concerned that once their "information" was "out there" in the internet world, their privacy would be compromised. For this reason and since this time as a department we have put on hold the decision to implement electronic portfolios as part of the completion requirements for the ECE/CD certificate and /or the AS Degree with a major in ECE/CD although there is continued interest in using it as an assessment tool for the Program SLO's. Patty Dilko has continued to follow the latest issues related to electronic portfolios and has attended several trainings regarding how to implement them. We continue to be interested in using eportfolios and want to be sure to understand the overall goal of assessing the value of having this requirement, how accessible and manageable for the students to set up and access it is, how to bring other adjunct faculty on board with the concept, evaluating what type of information students would add to their portfolios and ultimately planning a process for implementation.

As the department coordinator, I am committed to the SLOAC process and its implications for student success. For myself, I believe that having SLO's that are regularly assessed and reviewed does impact my own teaching as well as student success. I am determined to have increased consistency in curriculum content especially now that we have multiple sections of more courses. I have made myself available and reached out to faculty who teach the same courses to encourage them to talk with each other. In addition, I have mentored newer faculty who have recently joined our adjunct faculty, especially those faculty who teach the same courses that I do. I appreciate the opportunity this has given me to reflect on "best practices" in the department as well as providing me with the opportunity to look at the "big picture".

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ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

Department/Program Title: English Department Date submitted: March 25, 2013

3. Program Information

C. Expected Program Student Learning Outcomes

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat (except that trying to do so will crash a Mac).

1. Students demonstrate the ability to compose an MLA-formatted essay with a sophisticated thesis statement, compelling analysis, and justified textual references.
 - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
2. Students demonstrate critical thinking, inquiry or research-based analysis, and information literacy.
 - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
3. Students will write an essay that interprets literature, discusses literary features, and analyzes literature from various critical approaches.
 - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.

Note: all three program learning outcomes and assessments were updated spring 2013.

6. Program Level Data

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: TracDAT folders in SLOAC sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
 - Summarize assessment results of Program Student Learning Outcomes.
 - Describe and summarize other data that reveals Program performance.
 - Explain how changes in community needs, technology, and transfer requirements could affect the Program.
-

English 110 is the key course for English majors (the program in English). Therefore, successful student learning outcomes in English 110 indicates positive program performance.

This semester, we assessed the following PSLO:

Students will write an essay that interprets literature, discusses literary features, and analyzes literature from various critical approaches.

We used our stated assessment method:

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ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.

Methodology:

- (1) 17 student essays from 5 sections of English 110 were collected.
- (2) Nine faculty participated in the assessment of the essays.
- (3) Each instructor assessed each essay on a scale of 1 (weak) to 4 (mastery).

Results:

- (1) Each of the essays was deemed to reveal competency (a score of 2, 3, or 4) by a majority of the faculty.
- (2) 4 of the 17 essays were deemed incompetent by a minority of the faculty (4 of the 9 instructors).
- (3) None of the essays were scored the same by all nine instructors. (In other words, none of the essays was given a 1, 2, 3, or 4 by everyone who read it.)

Reflections:

- (1) Overall, although most essays revealed competency, our students appear to land across the spectrum.
- (2) It appears that instructors have varying standards, interpretations, and/or expectations in regards to the SLO.
- (3) This exercise took longer than anticipated and, to be fully useful, requires additional discussion.
- (4) We assessed essays from this semester, which means that some of the work was less well-developed than it would have been had we used essays from the end of the semester.
- (5) The PSLO needs to be revised, as it doesn't state what we meant it to state. Possible revisions (to be discussed at April departmental meeting): "Students will write an essay that uses a clear critical approach to analyze literature" or "Students will write an essay that analyzes a text using a specific literary theory" or "Students will write an essay that analyzes literary features using an appropriate theoretical approach (e.g. new criticism, gender analysis, reader response, structuralism, etc.)."

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
 - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
 - Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.
-

Please see 6B, above, for data and assessment results for PSLOs. We will be discussing our results at our upcoming meeting, revising our PLO, and determining how to improve our process for the next assessment cycle.

During an English department meeting in April, we will evaluate the success of our new integrated/accelerated basic skills courses. Specifically, we will compare the student persistence and success rates in these new courses with the outcomes for our students in our stand-alone developmental courses.

In addition, we will evaluate the new online writing labs to make sure that they are contributing to student learning without creating undue burdens. We have already worked with Jai Kumar in the bookstore to develop a plan to

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lower student costs for the textbook. Beginning fall 2013, the discounted lab text will be included as part of the materials fee for the course, so students will have it at the beginning of the semester.

Since in our experience innovative and interesting teaching leads to improved student outcomes, we are continuing the plan implemented in January 2013 of discussing one course in particular at each department meeting. This enables us to discuss challenges and compare strategies and student outcomes.

Finally, as pressure builds to offer more courses online, we need to find more stringent means to compare the outcomes—and student body—of our online courses with outcomes in our face-to-face courses to make sure that our program continues to meet the needs of all students.

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ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

Department/Program Title: Music

Date submitted: Spring 2013

3. Program Information

C. Expected Program Student Learning Outcomes

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

1. Demonstrate the creative process; apply critical thinking about the creative process
2. Describe the roles of creative expression in human cultures
3. Engage with the arts
4. Use critical thinking in evaluating works of art in intrinsic terms, expressive content and social context; use the language of the discipline; demonstrate command of critical vocabulary

Assessment

The student will assemble a portfolio derived from classwork that supports the following assessments. The portfolio can be discussed with the student in an exit interview or reviewed by an e-portfolio assessment team.

Assessment 1 – a creative work, dramatic performance or research paper.

- appropriate assignments are created in MUS 109, MUS 100, MUS 120

Assessment 2 – essays or research paper

- appropriate assignments are created in MUS 109, MUS 202, MUS 115, MUS 240, MUS 250, MUS 260

Assessment 3 – event review or field trip report

- appropriate assignments are created in MUS 109, MUS 202, MUS 115, MUS 240, MUS 250

Assessment 4 – essays, written or verbal critiques, or research paper

- appropriate assignments are created in MUS 109, MUS 202, MUS 115, MUS 240, MUS 250, MUS 260

A reflection component needs to be added to all of the above appropriate assignments, or be included as part of creating the student's e-portfolio.

6. Program Level Data

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

PSLOs have not been in place long enough to accumulate meaningful data and full assessment awaits the full implementation of e-portfolios. Even with those caveats, actionable data has been collected and assessed. Although assessments would ideally be made after a student has completed the program, we can "take the temperature" of student success as they move through the program courses by going over rosters course-by-course looking for self-identified

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ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

music majors (3-5 at most per course). Individual assignments used for course-level SLOs flow upward to PSLO-level assessments. These “virtual random portfolios” identify a significant trend that has always been clear anecdotally: music majors are among the most likely to fail to turn in work and to drop courses. Music majors populate both ends of the spectrum of academic performance. In MUS 100 (Music Fundamentals), active musicians tend to quit or get an A+. Not reading music did not seem to hold back the careers of John Lennon or Paul McCartney, so dropping MUS 100 is not irrational or career-ending. One student, a very fine and creative musician, took MUS 250 World Music last year. Other than when his band was on tour, his attendance was good and class participation excellent. He never turned in a single paper or assignment; he was just there to listen to the music and take in the information. He would process it in his own expressive, creative way instead of the academic way. A “failure” to the system and an F in the gradebook, but obviously the student found the course and classroom lecture experience useful. Action plan: while I expect these tendencies are too ingrained to reverse, encouraging musicians and proto-musicians to engage academically may be helped by trying to start a music majors club to create a sense of social cohesion for the program. I also hope Majors Day may help to encourage a sense of professionalism and seriousness of purpose in majoring in music. Surveys early in the term may identify students that would more appropriately audit a class to at least make program numbers look better (or at least change their major so another program would look bad!).

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

See full discussion in 6.B. of music major performance

- attempt to start a music majors club. A proposed name for the club would be Students Transformed by Excellent Music; this would leverage the considerable number of STEM posters already seen on campus.
- participate and encourage student music majors to participate in Majors Day
- survey students, particularly music majors, early in courses to identify individual academic goals and to then advise best courses of action

Curriculum plans

- The most significant action to be undertaken is the revision of the major for AA-T standards. Skyline has taken the lead on this. The new Cañada AA-T major will have to dovetail with Skyline and CSM offerings of the music theory and musicianship sequence, studio instruction, and ensemble participation, since those critical components are not likely to be offered at Cañada in the near future.
- The “local” major should also be revised, particularly to include MUS 371 Guitar as a selective, as well as a MART digital audio course as a selective.
- Piano should continue to be a planning focus for the department as a way of facilitating a functional AA-T degree, so grant and fund raising opportunities for a grand piano should be continued.

Appendix D

The Student Learning Outcome

Student Population:

SLO: Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays. (Spring 2011)

SLO: Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC. (Spring 2012)

What is considered "success" in meeting this SLO?

- FAFSA completion rate and increase over our baseline. (Note: MaryHelen will pull up govt report or via BANNER to see overall applications).
- Attendance measured through sign-in.

How do we assess what students have learned?

- Successful completion of FAFSA.
- Participation and pre- and post survey/evaluation at Financial Literacy Workshop

The Background

Why did you identify this SLO?

FAFSA: Important that student population understand that there is financial aid available to them to assist them with financial issues to help them succeed in their educational goals. It helps to maximize free federal money that can be better utilized and accessed by students. FAFSA and the funding of college helps the persistence, academic standing, and ultimately to graduation/transfer.

Financial Literacy: Students are being packaged for Financial Aid but are unaware of the meaning or ramifications of grants, subsidized loans, unsubsidized loans, work-study, scholarships, and criteria and eligibility of such resources. Moreover in regards to loans, students need to be better educated on how loans affect credit, the potential to default, loss of future eligibility, and the impact on the 4-year college Financial Aid packet. We assess that if students had a better financial picture/budget, they would borrow within educational boundaries/guidelines..

As an institution, we do a great job in academic advising; however, we need to do a better job in providing upfront financial literacy support, financial fitness, advising and counseling, etc. Staffing at Financial Aid often go above and beyond and try to assist individual student questions, but if financial literacy is institutionalized via a Financial Fitness 101 curriculum, workshop, and services, then more students will have access to financial literacy. (connecting SLO to Program Plan,

Educate Faculty and staff on connecting Fin Lit to services

Infusing Fin Lit within the curriculum, including it in the syllabus.

Revised 11/28/2011

Appendix D

Cañada College Student Services Programs

FINANCIAL LITERACY

The Planned Interventions

What is planned?	Who will do it?	When will it occur?	What resources are required?
FAFSA TUESDAYS	Financial Aid Staff	Started Feb 1	
CASH FOR COLLEGE	Financial Aid Staff	FEB 12	Needs to be promoted campus-wide. Need to book venue for repeat workshops and focus on particular programs
WANDA IDA (single mothers)	Opportunity Fund	Feb 11	
San Mateo Credit Union Budget Planning	SMCU	Feb 17 (Postponed)	
IDA Workshop	Opportunity Fund	Feb 25 th	
Middle College Financial Aid Presentation	Financial Aid Staff	Feb 16 th	
Paying for your 4-Year College Transfer Experience	SFSU Financial Aid: Nancy Jodaitis	Feb 10 th	
Personal Statement Workshop	TRiO (open for all students)	Feb 15 th	
Outreach to high schools to inform them of Cash For College and Scholarships	Outreach in coordination with Financial Aid	All of Jan Feb	
Financial Literacy Workshop for Boys & Girls Club at Hoover Park	TRiO and EOPS	Feb 22	
Major outreach for FAFSA deadline and Scholarship Deadline	Entire College	All of Jan Feb	
Financial Fitness Mini-Workshops at PEP	Financial Aid staff or via Measure G	April 2, 13 th & May 4	
Scholarship Ceremony (promoting the culture of seeking available resources)	Financial Aid staff	May 13 th	
Provident Credit Union Financial Literacy Seminars	Romeo	April	

The Results

Who completed?	Data/Information	How Measured?
Primary SLO: Cash for College: Feb 12th	<ol style="list-style-type: none"> 29 students attended 100% completed FAFSAs San Mateo Credit Union Financial Literacy Survey (Faye will give copy to SLO team) 	<ol style="list-style-type: none"> Sign-in sheet Confirmation print-outs Sign-in sheet (Faye will collect)
WANDA/IDA Feb 11th	<ol style="list-style-type: none"> 10 RSVPed, 5 attended 4 signed up for the program Learned strategies EOPS/CARE/CALWORKS sponsored food for participants and provided gas cards for CALWORKS. 	<ol style="list-style-type: none"> Sign-in sheet Applications Submitted to Opportunity Fund Delta: Needed a survey. Short timing, mostly focused on recruitment.
How Do I Pay for College – Workshop Feb 10th	<ol style="list-style-type: none"> 32 students attended Learned strategies 	<ol style="list-style-type: none"> Sign-in sheet Delta: Needed a survey. Short timing, mostly focused on recruitment.

Revised 11/28/2011

Appendix D

SERVICE AREA OBJECTIVE

Program: Outreach and Admissions SAO Year: 2011-2012	Function: To provide students with information on the advantages of a college education and help them understand the entire process of preparing for, choosing and applying to the right college for them.		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Team Members: Vets – <u>Margie Carrington, Team Leader</u> Outreach – Bob Haick, Ari Alvarez A&R – Jeanne Stalker DRC – Regina Blok Counseling – Sandra Mendez </td> <td style="width: 50%; border: none;"> PIO – Robert Hood SSS/UB – Lena Mira, Maria Huning International – Jeanne Stalker EOPS/CalWORKs – Bob Haick Financial Aid – Manuel Delgado </td> </tr> </table>	Team Members: Vets – <u>Margie Carrington, Team Leader</u> Outreach – Bob Haick, Ari Alvarez A&R – Jeanne Stalker DRC – Regina Blok Counseling – Sandra Mendez	PIO – Robert Hood SSS/UB – Lena Mira, Maria Huning International – Jeanne Stalker EOPS/CalWORKs – Bob Haick Financial Aid – Manuel Delgado	
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The Student Area Outcome

SAO: 1. Increase participation in Priority Enrollment Program by feeder high schools 2. Develop Veteran Outreach Plan
What is considered “success” in meeting this SAO? PEP outcome success : <ul style="list-style-type: none"> • increased participation from Woodside and other feeder schools with which we have experienced a decrease in outreach involvement and participation • Increase number of overall participants from 09-10 by 20% • Feedback that changes made from prior year (i.e. assessment on different day as option) improved event Veterans Outreach Plan success (TBD) <ul style="list-style-type: none"> • Create outreach team • Identify outreach locations (VA, Moffett, Redwood City Vet Center, In-reach strategy, student club, etc) • Create Veteran friendly outreach/orientation program (modify new student orientation) • Calendar of activities and promote
How do we assess what we have done? PEP <ul style="list-style-type: none"> - Review data on number of participants attending PEP by high school - Solicit and evaluate feedback from high school counselors Veterans Outreach <ul style="list-style-type: none"> - Document number of activities and participation by veterans - Calendar of veterans activities, workshops and events is regularly updated and available - Club is active - Survey veterans to assess their awareness of services

The Background

Why did you identify this SAO? <ul style="list-style-type: none"> - Early outreach and providing a comprehensive front-end orientation and counseling session provide students with a strong foundation for success as they transition from high school to college. - State and college data shows that the majority of our new matriculating students require English or math basic skills remediation. Students who have priority enrollment are more likely to be able to enroll in the appropriate courses thereby having a higher likelihood of success in their first semester. - Veterans may be underutilizing campus services or failing to access VA resources due to lack of awareness or reluctance to disclose need.

Revised 11/28/2011

Appendix D

Cañada College Student Services Programs

Outreach and Application

The Planned Interventions

What is planned?	Who will do it?	When will it occur?	What resources are required?
PEP debriefing meeting	PEP Leads (Soraya/Ari)	Late May	<ul style="list-style-type: none"> - Data on participants by school - Feedback from high school counselors - Input from Cañada staff
Veterans Survey	Admissions	Late May	<ul style="list-style-type: none"> - Develop survey (assistance from research dept)
Incorporate Veteran Outreach into general Outreach Plan	Veteran Advisory Committee, Outreach, Dean	June/July for fall implementation	

Outreach & Admission Program Review

Was the SLO successful? Did students learn?

Assessments are in-progress for both SLO 1 (student knows steps to success) and SLO 2 (students knows steps to apply for financial aid). The assessments will be completed mid-May after all of the PEP sessions are held. After the first PEP on April 2, an adjustment was made to the assessment document because the open-ended response section of the survey for students to write in all of the steps to success was not demonstrating any learning or understanding of the process as it had been described, explained or shown to the students in previous interactions with the Campus Ambassadors. The survey was modified so students would see the list of steps out of order and they were then asked to properly order the steps to success sequence (4/13/2011).

Conversations/Dialogue about the SLO Success...

Meeting Date/Group	Comments
4/5/2011	Discussed preliminary results of PEP survey with Ariackna Alvarez and she provided a revised survey to use for the remainder of the PEP sessions.

Revised 11/28/2011

Appendix D



ADMINISTRATIVE UNIT PROGRAM PLAN

1. **Name of Unit:** Planning, Research and Student Success (PRSS)

2. **Completed by (Writing Team):** Director of PRSS, Gregory M. Stoup
Research Analyst, Bart Scott

3. **List of staff/personnel in Unit with titles**

Director of PRSS
Research Analyst

4. **Unit Mission. Describe the purpose of the unit, its objectives, goals and connection to the Mission of Cañada College.**

The Office of Planning, Research & Student Success at Cañada College, is committed to building, maintaining and nurturing a culture of inquiry and reflection by providing a research and planning foundation for the effective and pervasive practice of evidence-based decision making at every layer of the institution. Its primary purpose is to empower faculty, staff and administrators with information to effectively pursue and achieve the mission of the college.

5. **Explain to what extent your Unit supports other programs and/or units at this institution. Please include any student and/or staff demographics relevant to your Unit and its purpose.**

The Office of PRSS provides information and guidance, in an ongoing fashion, to the college's administrative leadership team, faculty and staff to help guide decision-making. The office supports classroom and program level decision making by providing information related to student performance and responsiveness to college interventions. Support is provided through a variety of tools & venues including program review, individual research requests, presentations of evidence and research findings, facilitated conversations, and the development and monitoring of student learning outcomes.

6. **Assessment of last year's plan and the impact that your efforts had toward achieving your objectives and outcomes – and ultimately the mission of the institution.**

The office of PRSS currently has no formal plan to assess. This document captures the office's goals and objectives for the upcoming year as well as an assessment plan to gauge effectiveness in meeting those goals and objectives.

PRSS

7. Identify the sufficiency of the physical, financial and personnel resources available to support your unit this past year.

The recent hiring of a research analyst in December '12 to support grant monitoring and development is expected to help free up time and resources to support on-going planning and research demands and accreditation related support.

However, a significant gap remains in the ability of the office of PRSS to adequately support the college's on-going accreditation mandate of sustainable and continuous quality improvement in all areas of institutional effectiveness.

8. Unit Action Plan for 2011/12

- (1) To support senior leadership by providing on-going information, data and other evidence to support college's strategic goals in response to on-going needs – and to developing a reference and tracking mechanism that will allow college cabinet and other leaders to accurately track college plans, strategies and decision derived from data/evidence and monitor performance. This tool/mechanism will allow the institution to properly “close the loop” on planning decisions and better evaluate the effectiveness of those decisions.
- (2) To develop a research request infrastructure to help the office better monitor, manage and prioritize the multiple research and data requests brought to the office of PRSS.

9. Identify anticipated future changes and resource needs necessary to pursue your Action Plan. Respond to each area listed below and include any cost/budget estimates.

Personnel: A second research analysts focused on providing on-going support to faculty and staff in their work to achieve sustainable, continuous quality improvement (as per the accreditation standard) in program review and student learning outcomes. Est Approx. \$60K – 80K (w/o benefits)

Professional Development: Yearly conference, webinars, training and other prof development for all staff geared toward keeping current in both policy changes related to reporting mandates and techniques & tools that help develop and maintain a culture of evidence, inquiry and experimentation. Est approx. \$4,000 per year

Supplies & Equipment: Regular statistical software purchases and upgrades. Est approx. \$1,200 per year

Facilities: none

Other: none

10. Administrative Unit Outcomes: List the administrative unit outcomes for the administrative dept/area.

- (1) To develop and conduct an annual satisfaction survey of all college faculty, staff and administrators to gauge both overall and project-specific satisfaction related to support provided by the office of PRSS. The first survey will be conducted in Spring 2013 which will provide a baseline for establishing outcome targets for subsequent years.
- (2) To work with the college leadership to identify the college's key performance measures, and then once identified, establish broad college wide awareness of the college's key performance measures. The measures will likely include degree and certificate completion rate, college transfer rate, basic skill sequence completion rate. Assessment will be conducted through an on-line survey of all college faculty and staff. The first survey will be conducted in Spring 2013 which will provide a baseline for establishing outcome targets for subsequent years.

PRSS

Appendix D

Administrative Unit Outcome assessment

Assessment results: First assessment scheduled for 2013

Summary of dialogue about results: assessment results will be discussed in 2013 with senior leaders in college cabinet and with the college community at the college's planning & budget council

11. Commentary: Other thoughts regarding your administrative unit you would like to be included in future planning or decision making

None at this time.

Appendix D

Evidence of Quality Program Review

Cañada College is at the Sustainable Continuous Quality Improvement level of implementation of Program Review and Planning. A detailed explanation of how the College meets this requirement is provided in Appendix C on page 413.

Program Review Cycle

The following excerpt from page 15 of the [Participatory Governance Manual](#) identifies the program review cycle and illustrates how it is integrated with planning and resource allocation cycles. The cycles of program review and planning are coordinated in the College's [Integrated Planning Calendar](#) which can be found online on the Inside Cañada portal.

Appendix D

Adopted December 5, 2012

3. Integrated Planning, Program Review, and Budgeting Processes

All programs at the college develop an annual plan, program review and budget recommendation document each year. The Annual Planning, Program Review, and Budgeting timeline is outlined in the table below. The primary participatory groups (IPC, SSPC, APC and PBC) 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 made as needed.

Integrated Planning, Program Review, and Budgeting Timeline

Month	Activity	Who's Responsible
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.	VPI VPSS Director of Planning, Research & 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.	President VPI VPSS
October – March	College and District works together on budget parameters, FTES goals; college discusses budget strategy, adjustments requiring legal, state, fiscal action and makes recommendations for the PIV process, if needed.	District Office Personnel College Cabinet
November - March	Meet and Develop Annual Program Plans: By March 31, the Annual Program Plan will be completed for each of the identified areas and submitted.	Individual Programs
April	Planning Councils will review the plans developed by the individual areas and provide feedback.	IPC, SSPC APC
April	Review/Recommendations for Budgeting: 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-term and long-term institutional strategies for achievement of the objectives in the Educational Master Plan are presented to PBC.	PBC
March – May	Review Preliminary Budget: The individual budgets are entered into the system and reviewed. Review Accomplishments in the EMP: The PBC reviews the accomplishments made during the previous year.	PBC
April/May	Tentative Budget and Plans: The tentative budget is submitted to the Board of Trustees.	President Business Officer
June	Tentative Budget: The tentative budget is reviewed and adopted by the Board of Trustees.	Board of Trustees President
September	Final Budget: The final budget is submitted to the Board of Trustees for approval.	Board of Trustees President

Programs

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Role of SLO Assessments in Program Review and Planning

The course, program, and institutional learning outcomes are tied together. Data on the assessment and evaluation of course learning, instructional and student support program learning, and institutional learning are housed in TracDat which produces extensive reports. The faculty and staff use the information obtained from the assessments as part of their annual planning and program review discussions and make changes based on these data. Once the data have been collected, the information on course-level and program-level outcomes is integrated in the Annual Plan/Program Review and also in the Comprehensive Review documents. There are extensive discussions at the Instructional Planning Council, Student Services Planning Council and the Administrative Planning Council on the results and the groups provide feedback to the programs on changes that might be made to improve student learning.

For academic programs, the program level data are updated and available as part of Annual Program Planning. To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers. For student services, the annual plans include a section related to dialogue about student learning outcomes and the changes to be made as a result of the conversation. The dialogue occurs at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans. College-wide data are regularly presented to the campus and to subgroups through the college participatory governance committees, where they review data and discuss its implications regularly.

Actions Taken and Improvements Made Based upon Program Review

Below are examples of program improvements that have occurred as a result of Annual Plans/Program Review. The examples are excerpted from the Annual Plans and Comprehensive Program Review reports submitted by instructional, student services, and administrative services during the spring 2013 review cycle. Copies of the complete reports are available [online](#). The following program review reports have been included in Appendix D:

- Art Program
- Communication Studies Program
- English Program
- Early Childhood Education Program
- Library
- Marketing and Outreach
- Mathematics Program
- Transfer Center
- University Center

Art Program

Studio Art has just developed and submitted two new AA degrees to the Curriculum Committee; AA in Studio Arts and AA-T in Studio Arts. In order to comply with the requests from Sacramento, most of the studio art course outlines of record were revised. Those that were 4 units were changed to 3 units, and repeatability was eliminated from any course that was repeatable. Also of importance, a new studio art course, Three-Dimensional Design, has been developed that will be part of the core for the AA-T in Studio Arts. With the addition of this course we can comply with the Transfer Model Curriculum in Studio Arts. In order to offer the new course, ART 306 Three Dimensional Design, the art studio, 3-227, needs modifications. This consists mostly of creating more storage space for the materials, tools, and student projects. Shelving and cabinets will be requested as part of facilities request. Tools and some materials will be requested with Instruction Equipment requests.

- Art History will develop a new course in the Art of Latin America, Africa and Oceania
- Art History will continue to develop the tutoring program
- Recent work in Art History requiring note-taking review, development of study guides, and sessions on how to write an art history

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essay have had a positive impact on SLO's, so this will continue

- Art History 680's and 685's (stand alone courses) are being replaced by a series of Art 200 Courses. The first of these, Art 201 The Art History of Rome, will be offered for 3 units (instead of 2) in Fall 2013
- We are developing an Art History Certificate, to be proposed to the Curriculum Committee in Fall 2013. This will include the current survey courses, plus a selection of special topics in Art History with permanent numbers. This will offer students who aren't Art History majors the opportunity to earn a certificate indicating their proficiency in Art History (not unlike a minor). We expect this to be especially important for students in the Humanities and Social Sciences, but also for students across the college
- A focus of inquiry for next year will be to check on the success of our Art History majors, both while they are at Cañada, and after they graduate. This will require help from the Office of Planning, Research and Students Success (please see 8.D Resource Requests: OPRSS). This information will assist us in understanding whether or not our program is effective in helping students realize their objectives as Art History majors.

Communication Studies Program

One concern that was addressed in last year's program review was that the department only offered five courses. The recommendation of building a new Argumentation and Debate course was satisfied and it will be offered for the first time in the fall 2013. The addition of the Argumentation and Debate course will give students one additional course option when completing their degrees and/or certificates, and another course option should their schedule conflict with the curriculum course offering sequence. In particular, this change will benefit students pursuing an AA or an AA-T in Communication Studies because it gives students six course options to complete five courses, adding flexibility for students. Depending on the success of the Argumentation and Debate course, adding a college wide Speech and Debate team could be an option for the department in the future. Should this be the case, a second full-time hire would be necessary. In addition, with the increase in course offerings additional sections should be offered.

1. Hired a full-time faculty member in the fall 2011.
2. The AA-T in Communication Studies was approved in fall 2011.
3. The Communication Studies department will offer six courses starting fall 2013, compared to only two courses offered when the last comprehensive review in 2007 was completed.
4. Created a new course debuting in the Fall 2013, COMM 127 Argumentation and Debate; this course is CSU and UC approved
5. All six Communication Studies CORs were modified in the fall 2012 to align with the C-ID descriptors.
6. Updated AA-T in Communication Studies program requirements to reflect the new COMM 127 course.

English Program

The placement test results show a significant decline in student enrollment at the Reading 826 and English 826 levels over the past several years (see attachment "Placement by Course Summary"). The placement test results for Reading 836 and English 836 also show a less-significant decline. The placement test results for English 100 do not show an increase in enrollment. It appears that this pattern in enrollment is one of many reasons why there were cancellations of several sections of stand-alone and accelerated integrated reading and English classes at the 826 and 836 level spring 2013.

Three faculty members met with the counseling department this semester to discuss other possible factors that might be causing this decline in enrollment in the department's developmental classes. Counselors' opinions included the following: the new online labs (English 829 and English 849), which are co-requisites to English 826 and English 836, frustrated and discouraged students when they tried to enroll in both courses through WebSmart; the purpose of the new online labs was unclear to students, and counselors were not sure what to tell them about the content and form of delivery (hybrid or completely online) for these classes; the classes were cancelled too soon, before the end of the second week of school; more students are working and cannot take as many classes; classes are more expensive; financial aid policies have changed; new repeatability rules have come into effect; some students do not take their basic skills classes first because they prefer to

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take transfer-level classes; and students are dealing with other major personal challenges.

After reflecting on this discussion, it was recognized that there needs to be more time spent on describing the content, purpose, delivery and expectations of traditional stand-alone developmental classes, new online labs, and accelerated/integrated classes to counselors. The English department also recognizes that the counseling department has gone through some recent changes in staffing, so there are newer counselors who would benefit greatly from this type of orientation. The director of counseling is also considering giving more student orientations to new students closer to the beginning of the semester and during the first week of school because developmental students, especially students at the 826 level, tend to register later, often just shortly before the semester begins or during the first week of school. She hopes to enroll more students at the developmental level this way. The English faculty are also considering attending some of these student orientations to make short presentations about our reading and English sequence and why it is important for students to take their basic skills classes first.

Early Childhood Education Program

The third key finding and/or trend, so to speak, is the increasing focus on kindergarten readiness and school success. The topic of closing the achievement gap between high and low performing students has now been directly related to the importance of early care and learning experiences for young children. The relationship between children who have the benefit of this experience and their later success in school has been clearly documented and substantiated. The department's collaboration with the Silicon Valley Community Foundation through their Bridges to Success Initiative has been tremendously timely and has allowed the department to develop a fabulous new curriculum specialization called, "Ready for School". This new specialization includes two new three unit classes. One is titled: "Pre-kindergarten Learning and Development Guidelines" and the second is titled: "Foundations for Learning". Students who complete these courses will have completed a "Ready for School" specialization which can be used for the Master Teacher Permit issued by the Commission on Teacher Credentialing.

Library

The Library continues to teach a day and evening section of LIBR 100 linked to ESL 400 in a learning community. Numbers of students enrolled in the course have risen significantly since linking LIBR 100 with ESL 400, from a total enrollment of 24 in two sections in the 2008/2009 to a total enrollment of 112 in 4 sections in 2011/2012. Success (81%) and retention (89%) rates have improved significantly since linking LIBR 100 with ESL 400.

Received requested funding for Electronic Resources Librarian to assist with planning, collection development, instruction and outreach for electronic resources

The library staff developed an online guide with hiring and training information for student workers.

To increase the number of LIBR 100 sections, LIBR 100 and SOCI 100 were taught together as a learning community for College for Working Adults during Summer 2012. The main advantage of this learning community was that students learned research skills, such as how to use JSTOR and a historical newspaper database in LIBR 100, that supported their work in SOCI 100.

The library staff also collaborated with Political Science faculty to develop an online guide for Honors course

Marketing and Outreach

Over the past year, the Office of Marketing and Outreach has adjusted its annual plan to meet the changing nature of the college's enrollment. Less money was spent on traditional television/radio advertising to recruit new students and more effort was spent on redeveloping the school's website, the primary tool used to interact with the public.

In 2012, the Office of Communications and Outreach formed a Website Development Committee, conducted focus groups with faculty, staff, students, administrators and the public, and worked with the District Office to develop a new site based on the feedback of users. A new A to Z Guide was developed to help users better navigate the site and Ask Cañada was implemented to help answer user questions.

The office's primary objective over the past year was to make the Cañada College site more user-friendly and responsive to visitors. This was accomplished by implementing Ask Cañada. The

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new web feature allows visitors to ask specific questions and receive answers to those questions. The site receives approximately 1,500 questions per month with 80 percent of those questions receiving a correct answer immediately. Specific questions are answered via email and less than 5 percent of the questions are unable to be answered. Ask Cañada has been a big step forward in customer service for web users.

The rise of social networking sites such as Twitter and Facebook have required an increasing number of hours of staff time each day. To be effective, social networking sites need to constantly be updated with relevant information. The Cañada Facebook site doubled in users over the past year and a growing number of students rely on it for information. Facebook now refers nearly 5,000 users annually to our website. It is not unusual for the college Facebook site to be updated five or more times a day. Twitter serves a different purpose. While a small number of students use it as a news source, a much larger number of news outlets and government agencies use Twitter to gather information. It has become a crucial tool for disseminating information to the general public about our campus. The College is adding approximately 300 tweets every quarter and sends out about 100 tweets per month.

Mathematics Program

There is some research that show that if pathways to a degree are shortened, then retention and success increase. To that end, the Math Department has created several programs to accelerate students. Currently there are the accelerated algebra sequence, Path to Statistics, Fast Track to Calculus, and Math Jam, which are all designed to help students move through their math requirements more quickly.

- The accelerated algebra sequence has been offered for about 3 years, but few students have been able to complete it. The way it is set up allows students to at least get credit for Math 110 even if they do not finish Math 120, so they do not fall behind in their math sequence. Professor Innerst has been offering it as part of his online Math 120 class so it does not require additional instructors.
- This Spring Professor Lapuz is teaching a Path to Statistics class. This class takes students who place into Math 110 and gets them ready for statistics in one semester. Student reviews are positive and the data will be analyzed over the next couple of semesters.

- Also this spring Professor Hum is teaching a Fast Track to Calculus class which combines together Trigonometry and Pre-calculus for STEM majors. Like the Path to Statistics class, student reviews have been positive and many want to sign up for the class in the future.
- There have been some changes to Math 81 I. Professor Hoffman has rewritten the course outline to include 2 hours of lecture and 3 hours of lab. This replaced the 3 hours of lecture and 2 TBA hours, which the students usually failed to complete.
- Math Jam has continued to grow and has become extremely popular and successful. By participating in Math Jam students can place in higher levels of math or simply prepare themselves to be successful in the classes they are taking.

Transfer Center

As the result of the accomplishments and activities, such as workshops, classroom visits, informational tables, field trips, creating a standalone webpage, and presentations to faculty, the transfer center reached its goal of increasing the number of transfer students by 1%. According to a survey, there was an increase in number of students who were using transfer resources in developing their transfer educational plan. For instance, there was 17% increase in the number of students who learned to use Project ASSIST in developing a Student Educational Plan, 30% increase in using the Transfer Web site to find transfer information, 13% increase in using General Education sheets (CSU GE breadth, and IGETC) in selecting courses, and a 22% increase in using the college Catalog in planning. Consequently, there was an increase in transfer students.

Compare to the previous year, the number of UC applicants increased by 20%, and the number of students who took advantage of the UC Transfer Admission Guarantee increased by 45%. This reflects that students were proactive in planning their transfer path by attending the workshops and seeking information through workshops, visiting the transfer web page, visiting the transfer center and meeting with counselors. However, there were a 9% of students with Transfer Admission Guarantee applications were denied due to ineligibility, and 16% were not qualified to submit the Transfer Admission Guarantee application. This indicates there is a need for additional support in providing information to students as

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well as a Transfer specialized counselor in assisting students with their educational planning.

Based on the new initiative SB 1440, there was a campaign to increase the number of students obtaining AA-T/AS-T degrees, which is a path to CSU campuses, by 1%. The information provided to students in the class schedule, college catalog, DegreeWorks, Application workshops, creating related flyers, posting the flyers around the counseling department, and providing information to faculty at their division meetings contributed to the success of reaching this goal by increasing the number of students by 92%, which is beyond the initial goal. This is a great accomplishment considering that number of AA-T/AS-T degree programs offered at Cañada College has not increased yet.

University Center

One desired program outcome was to increase the number of degree programs above the three programs offered in 2008:

- A B.A. in Child Development;
- A B.S. in Nursing; and,
- An executive master's degree in Business Administration.

Currently, there are five degree programs being offered, with a sixth to begin in fall 2013:

- A B.S. in Allied Health;
- A B.S. in Business Administration;
- A B.A. in Child Development, which will begin fall 2013);
- A B.S. in Human Services; and,
- A B.S. in Nursing, B.A. in Psychology.

Through new University Center partnerships, National University now offers its Allied Health B.S. program, and in fall 2013, National Hispanic University will begin offering its Child Development B.A. program. Discussions are underway with San Jose State University, San Francisco State University, CSU-East Bay, and Arizona State University to bring new degree programs to Cañada College in the near future.

A second desired program outcome was to further develop the University Center programs. For much of this comprehensive review period, the University Center suffered from inadequate program infrastructure, including sporadic funding and leadership, limited program staff, and no physical home on campus. In the past two years, significant improvements have been made to the University Center infrastructure:

- The University Center now has substantial grant support and other funding mechanisms in place to support long-term financial stability going forward.
 - FIPSE funding received in fall 2010 allowed for the hiring in spring 2011 of a new director and for part-time administrative support. One of the first things the new director did was to request and receive a no-cost extension to continue FIPSE funding through June 2012.
 - In spring 2012, Cañada College received a five-year USDOE HSI grant to expand University Center programs, including further increasing the number of degree programs offered and providing support services for students moving into and through its degree programs.
 - The USDOE HSI grant includes matching funding to create an endowment for the University Center, which will increase the long-term financial stability of the program. A total of \$25,000 in funds has already been raised to receive a matching \$25,000 from the grant in Year One. The remaining four years of the grant also include \$25,000 in matching funds each year for the University Center endowment.
 - The Sequoia Healthcare District Foundation recently agreed to extend its funding of the University Center nursing program through spring 2017.
 - All new partnership agreements now include a facilities use clause, which allows the University Center to collect classroom and office use fees from University Center partners.
- The University Center now has consistent leadership and program staff.
 - Three full-time employees have been hired as a result of the USDOE HSI grant.
 - The USDOE HSI grant also includes partial funding for the Center for International and University Studies director, a librarian, researcher, articulation officer, counselor, and distance education advisor, as well as for faculty time, peer mentors, and an external evaluator.

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- The University Center now has a physical home on campus.
 - The University Center became part of the Center for International and University Studies in summer 2012, when it became housed, in conjunction with

international programs, in the newly renovated Building 5. This space includes University Center staff offices and a shared office for university partner faculty. Seminar rooms in Building 5 provide space for meetings.

Program Review is Integrated into Planning and Resource Allocation

Requests for human, equipment, professional development, research and facilities resources are integrated into all annual plans/program reviews. Decisions regarding resource allocation are informed by the data and context provided in the Annual Plan/Program Reviews. Below are the forms used by faculty and staff to complete their instructional program annual plans/program review, and student services program plans. The resource requests occur in the latter half of each form.

Included in Appendix D are excerpts from the resource request portion from the Annual Plan/Program Review documents. The full documents can be found by clicking the following hyperlinks:

- [Instructional Programs Annual Plan/Program Review form](#)
- [Instructional Programs Comprehensive Program Review form](#)
- [Student Services Annual Plan/Program Review form](#)

Instructional Programs Annual Plan/Program Review – 2013 Submission Cycle

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).

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- List special facilities and equipment that you currently use and require.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

E. Facilities requests

Guidelines:

- List facilities requests.
 - Explain how the requests will serve the Department/Program/Division/College needs.
-

Instructional Programs Comprehensive (6-Year) Program Review – 2013 Submission Cycle

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

[Click here and type]

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

[Click here and type]

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
 - Explain how it will serve the Program/Division/College needs.
-

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[Click here and type]

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

[Click here and type]

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

[Click here and type]

Student Services Programs Annual Plan/Program Review – 2013 Submission Cycle

6. Resource Identification

A. Faculty and Staff hiring requests

Guidelines: complete the appropriate form and attach

- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

B. Professional Development needs

Guidelines:

- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

C. Equipment requests – must be related to instruction

Guidelines:

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

D. Office of Planning, Research & Student Success requests

Guidelines:

- *List data requests for the Office of Planning, Research & Student Success.*
 - *Explain how the requests will serve the Program/Department/College needs.*
-

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E. Facilities requests

Guidelines:

- *List facilities requests.*
- *Explain how the requests will serve the Program/Department/College needs.*

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Student Learning Outcomes—Summary Data

Table 55: Student Learning Outcome Summary Data for Courses

Number of college courses in the 2012-13 college catalog	498
Number of college courses with defined SLOs	498
Percentage of total	100%
Number of courses with ongoing assessment of learning outcomes	490
Percentage of total	98.4%

Table 57: Student Learning Outcome Summary Data for Student Learning and Support Activities

Number of student learning and support activities	6
Number of student learning and support activities with defined SLOs	6
Percentage of total	100%
Number of student learning and support activities with ongoing assessment of learning outcomes	6
Percentage of total	100%

Table 56: Student Learning Outcome Summary Data for Programs

Number of college programs	42
Number of college programs with defined PLOs	42
Percentage of total	100%
Number of programs with ongoing assessment of learning outcomes	42
Percentage of total	100%

Table 58: Student Learning Outcomes Summary Data for Institutional Learning Outcomes

Number of institutional learning outcomes defined	4
Number of institutional learning outcomes with ongoing assessment of learning outcomes	4
Percentage of total	100%

Implementation of Student Learning Outcomes Assessment

Cañada College is at the Proficiency level of implementation of Student Learning Outcomes Assessment. A detailed explanation of how the College meets this requirement is provided in Appendix C and is described in the College's October 2012 Status Report to ACCJC, which is found in Appendix G on page 524.

Institutional Learning Outcomes Assessment

Below is the executive summary of the College's 2013 Institutional Learning Outcome assessment. The complete report can be found [online](#).

In April 2013, the College conducted a survey of its graduating students (associate degree and certificates) asking them to assess the degree to which they had achieved the College's four institutional learning outcomes. In essence, the survey serves a self-assessment of student learning

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and an indicator of institutional effectiveness. The survey garnered a response rate of approximately 50%, or nearly 200 students. An analysis of their responses is shown below followed by a reflection on the qualitative comments written by students. The survey's key findings are:

- On average, students ranked their level of achievement of the institutional learning outcomes as 4.25 on a 5-point scale (range 4.11-4.45). This indicates that overall students are confident about their successful attainment of the desired institutional learning outcomes.
- Across all institutional learning outcomes, only about 2.5% of respondents on average (range 1.0-4.8%) selected the lowest two scoring options of “a little bit” or “not at all”. If these are considered to be “failures to achieve”, then “incomplete achievement” occurred in 12% of respondents and “substantial achievement” occurred in 85.5% of respondents.
- Students felt most strongly that they had achieved Institutional Learning Outcome 1 -

Society and Culture. More respondents selected the highest ranking option of “a tremendous amount” for this outcome than for any of the others.

- Although none of the scores would properly be considered to be “weak”, the score of Institutional Learning Outcome 2 - Scientific and Quantitative Reasoning was the lowest in the survey, 4.11 out of 5. While this result does not signify true weakness or failure, it does indicate there is opportunity for improvement. Of particular note, the weakest response, 3.97 out of 5, was obtained by the statement, “I can use equations to analyze and solve problems.” Since students were more confident in their ability to interpret data in the form of tables, graphs and diagrams, it is likely that any weakness uncovered here relates more to performing mathematical calculations than to the less technical skill of data interpretation.

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The STEM Center and the Social Science Hub

STEM Center

[The STEM Center](#) was created in 2001 as a collaborative effort between the Director of MESA, the coordinator of Math Jam, and two staff members who became the Project Director and Assistant Project Director of the Center. The goal is to increase the number of women, minority, first-generation, and under-represented students who study science, technology, engineering and mathematics; a secondary goal is to decrease the time from enrollment to transfer for STEM majors. Additionally, the Center serves as a way to improve and consolidate STEM resources at Cañada College.

Located in the Student Services Building, next to the Learning Center and the TRIO Center, the STEM Center has become a hub for all programs related to science, technology, engineering and mathematics, including:

- Accelerated math courses;
- Club meetings;
- Faculty resources;
- Instructional support and tutoring;
- Internships;
- Math Jam and Physics Jam;
- MESA;
- Scholarships in STEM;
- STEM Center Internships;
- STEM Counseling;
- STEM-focused workshops;
- STEM Institute;
- STEM Speaker Series; and,
- Study Groups.

There is strong participation by students, faculty, and staff within the Division of Science and Technology. Collaboration is strong among all groups, and there has been strong positive response to the Center and the resources that it provides. Included in these services and resources are STEM Counseling sessions, which utilize student action plans as a way to provide clear pathways for those students who are looking to prepare for transfer to a four-year institution in a STEM major. Additionally, the Center provides a central location for faculty to hold office hours and mentor students.

The STEM Center has contributed to [significant increases in enrollment in science, technology, engineering and mathematics courses](#). There has been a 43.6% increase in enrollment between fall

2008 and fall 2012; Engineering alone has increased enrollment numbers by approximately 200% since fall 2008. The efforts by the faculty, staff, and students who work in the Center are key in the rising interest in STEM majors at Cañada College. Retention and success rates have held strong since fall 2008, and this is in part due to the tutoring and mentoring available at the STEM Center.

There has been a rise in external grant funding and student participation in local and national conferences, which in part can be attributed to the STEM Center. Since the 2007-2008 academic year, nearly \$1.7 million in STEM student scholarships has been awarded to Cañada students; in that same period, 98 STEM student internships have been awarded, with 39 internships alone being awarded in the 2012-2013 academic year. These grants and internships have primarily recruited, supported, and encouraged under-represented students to study science, math, engineering and technology. Scholarships and internships are announced to students at the Center and on the [Center's Scholarships/Internships website](#).

The Center also strives to inform science, engineering, technology and mathematics majors about various events and conferences both in the Center and on [the Center's News/Events website](#). Over the last six years students have attended and/or participated in the following conferences, many of them on an annual basis:

- AMSA/ARC Pre-Med Conference;
- Annual Biomedical Research Conference for Minority Students (ABRCMS);
- ASEE Regional Meeting;
- ASEE Robotics Competition (Engineering);
- Cal Poly Engineering Day;
- MESA Student Professional Development Conference;
- MESA Student Leadership Retreat;
- National Joint Mathematics Meeting;
- SACNAS National Conference;
- Society of Hispanic Professional Engineers (SHPE) Regional Leadership Development Conference;
- SUMMA Pre-Med Conference; and
- UC Davis STEM Day

Starting in fall 2013, students will have the opportunity to participate in the Geoscience Conference. A small group of STEM majors and the Professor of Earth Sciences will be attending,

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with the hopes of increasing interest in sustainability and environmental and earth sciences.

Social Sciences Hub

Due to the strong positive results of the STEM Center, the Social Sciences faculty sought to have a similar gathering space for those students who were enrolled, majoring, or interested in the social sciences. This proposed center would also serve those students who needed assistance with their General Education and/or AA-T requirements.

The Social Sciences Hub opens in the fall 2013 semester in a portion of the Library space. The Hub serves as a laboratory and resource space for all Social Science departments on campus for students, faculty, and staff alike. It provides a space for clubs to meet, a dedicated area for group study, a tutoring center for social sciences courses, and an area for faculty to hold office hours and mentor students.

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List of Evidence for Appendix D

[ASSIST.org](#)
[Cañada College Catalog](#)
[Cañada College International Program](#)
[CCSSE Survey of Student Engagement](#)
[Curriculum Committee Manual](#)
[CurricUNET](#)
[Data Dashboard](#)
[DataMart](#)
[Distance Education Substantive Change Proposal](#)
[Financial Aid Compliance Report](#)
[ILO ePortfolio Project Report](#)
[ILO Outcomes Survey Assessment 2013](#)
[New Student Handbook](#)
[Noel Levitz Survey](#)
[Participatory Governance Manual](#)
[Schedule of Classes](#)
[SMCCCD Actuarial Study of Retiree Health Liabilities 2011](#)
[SMCCCD Annual Financial Report 2009-2010](#)
[SMCCCD Annual Financial Report 2010-2011](#)
[SMCCCD Annual Financial Report 2011-2012](#)
[SMCCCD Audit Reports](#)
[SMCCCD Board Policy 6.12](#)
[SMCCCD Final Budget Report 2012-2013](#)
[SMCCCD Fiscal Trend Analysis 2011-2012](#)
[SMCCCD Human Resources SharePoint Site](#)
[SMCCCD Human Resources website](#)
[SMCCCD International Program](#)
[SMCCCD Sharepoint for Labor Documents](#)
[SMCCCD Study Abroad website](#)
[STEM Center News and Events](#)
[STEM Center Report](#)
[STEM Center Scholarships & Internships](#)
[Student Services Planning Council website](#)
[Student Services website](#)
[TracDat](#)
[Transfer Agreement/Transfer Admission Chart 2013-2014](#)
[Transfer Center website](#)

Appendix E—District Function Map

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San Mateo County Community College District Function Map

The San Mateo County Community College District (SMCCCD) Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the three colleges of the District, Cañada, College of San Mateo, and Skyline and the San Mateo County Community College District office. It was first drafted by the Director of Planning, Research and Institutional Effectiveness at Skyline and sent for feedback to the researchers at Cañada College and College of San Mateo and to members of the district accreditation coordination committee that consists of the co-chairs of the steering committees at each college, the Vice Chancellor for Educational Services and Planning and key contributors for the District office. After consultation and revision it was given to the Chancellor's Council for review and approval. It was returned to the District accreditation coordination committee for final approval before its inclusion in the colleges' self study drafts.

The revision process helped clarify some areas in the standards and also revealed the differing perspectives on a few of these responsibilities. This was particularly true for Standard III because overall supervision of Human Resources, Physical Resources, Technology and Financial Resources is centralized in the District and yet these resources are used under the direction of the colleges to promote our primary mission as institutions of teaching and learning. The places where this is a concern have been identified in the self studies and, where needed, recommendations are included in the planning agenda.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

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which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

N/A = Responsibility Not Applicable: In cases where neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

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Revision note: based on review of the Function Map by the colleges in spring 2010, Standard III, B, 1.a and 1.b were changed to SH.

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Standard I: Institutional Mission and Effectiveness

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.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
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.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
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.	P	S
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.	P	S
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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

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Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
<p>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.</p>		
	College	District
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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 role of its faculty for establishing quality and improving instructional courses and programs.	P	S
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	P	S

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student progress towards achieving those outcomes.		
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
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.	P	S
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.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
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.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
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. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
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.	P	S
b. A capability to be a productive individual and life long 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.	P	S

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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.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
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.	P	S
6. The institution assures that students and prospective students receive 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 objectives consistent with those in the institution's officially approved course outline.	P	S
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.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
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.	P	S
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	P	S

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academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.		
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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 student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
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.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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.	P	S
b. The institution provides an environment that encourages personal	P	S

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and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.		
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.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
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.	P	S
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.	P	S

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 students 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.

	College	District
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.	P	S
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	P	S

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mission of the institution.		
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.	P	S
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.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
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.	P	S
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.	P	S

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Standard III: Resources

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever 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.

	College	District
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.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are 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.	SH	SH
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.	SH	SH
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.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
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	P	S

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preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.		
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.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
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.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
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.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
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.	P	S
6. Human resource 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.	P	S

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.

	College	District
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.	S SH	P SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization	S SH	P SH

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and the continuing quality necessary to support its programs and services.		
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.	S SH	P SH
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.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is 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.	P	S

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.

	College	District
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.	S	P
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b. The institution provides quality training in the effective application of its information technology to students and personnel.	S	P
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	P	S
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

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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.		
	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
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.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
b. Appropriate financial information is provided throughout the institution.	P	S
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	P	S
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally	P	S

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funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.		
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S
f. 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.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	P	S
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	P	S

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Standard IV: Leadership and Governance

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.		
	College	District
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.	P	S
2. The institution establishes and implements a written policy 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.	P	S
a. Faculty and administrators have a substantive and clearly defined role 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.	P	S
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.	P	S
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.	P	S
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.	P	S
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	P	S

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communicates the results of these evaluations and uses them as the basis for improvement.		
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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.		
	College	District
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.	S	P
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.	S	P
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.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
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.	S	P
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.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and	S	P

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<p>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.</p> <p>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.</p>		
<p>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.</p>	P	S
<p>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.</p>	P	S
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • 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. 	P	S
<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	P	S
<p>d. The president effectively controls budget and expenditures.</p>	P	S
<p>e. The president works and communicates effectively with the communities served by the institution.</p>	P	S
<p>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</p>	S	P

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between the colleges and the governing board.		
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.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
c. The district/system effectively controls its expenditures.	S	P
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.	S	P
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.	S	P
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.	S	P

2010 *Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility* Page 18 of 18
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Appendix F—Chronology of Commission Action and College Reports

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In July 2007 Cañada College submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) its *Institutional Self Study in Support of Reaffirmation of Accreditation 2007*. In October 2007 the ACCJC Self Study Evaluation Team subsequently visited Cañada College. In its letter of January 31, 2008, the ACCJC notified the College that the Commission had acted to issue a ‘warning’ to Cañada College. It cited eight recommendations that addressed areas of concern and required that two Follow-Up Reports be completed by October 2008 and October 2009 to document institutional progress in resolving those recommendations.

In its letter of February 3, 2009, the Commission accepted the College’s 2008 First Follow-Up

Report, took action to remove the College from warning, and reaffirmed accreditation. In its letter of January 29, 2010, the Commission accepted the College’s Second Follow-Up Report. In its letter of January 31, 2011, the Commission accepted the College’s 2010 Mid-Term Report, noting that Cañada College had successfully resolved all eight recommendations.

Table 55 displays the actions by Cañada College and of responses to said actions by ACCJC. It also includes substantive change reports regarding international education and distance education. Finally, the recent 2012 Student Learning Outcomes Report has been added. Links to the documents are provided, and can also be found on the [Accreditation website](#).

Table 59: Chronology of Commission Action and College Reports

Cañada College	ACCJC
2007 Cañada College Accreditation Self-Evaluation Report	2008 ACCJC Letter of Warning
2008 First Follow-Up	2009 ACCJC Letter of Reaffirmation
2009 Second Follow-Up	2010 ACCJC Response and Acceptance of Report
2010 Mid-Term Report	2011 ACCJC Letter of Response
2011 Substantive Change Proposal: “San Mateo Program” at Tianhua College Shanghai Normal University in Shanghai, China	2011 ACCJC Letter of Commission Action
2012 Distance Education Substantive Change Report	2011 ACCJC Letter of Acceptance
	2013 ACCJC Letter of Response
	2012 ACCJC Response to AT Degrees
2012 Student Learning Outcomes Report	

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**Appendix G—October 2012 Student Learning
Outcomes Report**

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PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3[See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses
 - a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 498
 - b. Number of college courses with defined Student Learning Outcomes: 498
Percentage of total: 100%
 - c. Number of college courses with ongoing assessment of learning outcomes: 490 (courses with assessment plans in place)
 - d. Percentage of total: 98.4%
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 42
 - b. Number of college programs with defined Student Learning Outcomes: 42
 - c. Percentage of total: 100%
 - d. Number of college programs with ongoing assessment of learning outcomes: 42 (programs with assessment plans in place)
Percentage of total: 100%
3. Student Learning and Support Activities
 - a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 6
 - b. Number of student learning and support activities with defined Student Learning Outcomes: 6
Percentage of total: 100 %
 - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 6 Percentage of total: 100%
4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: 4
 - b. Number of institutional learning outcomes with ongoing assessment: 4 (operating on a four year cycle; one ILO assessed every year)

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PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The institutional planning process at the college integrates SLO 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 (1.1) as well as the annual plan/program review forms (1.2, 1.3). SLOs and assessment plans are in place for nearly all courses, programs, support services, certificates and degrees.

The Course Student Learning Outcomes (SLOs) and assessment plans for courses are documented using a TracDat database. Course SLOs are assessed regularly, following procedures determined by the SLOAC Advisory Committee (1.4).

Program SLOs have been developed for all academic programs, in synchrony with revision of institutional learning outcomes (1.5) and plans are in place for both direct and indirect assessments, depending on the individual programs. The Fall 2012 term will be the first application for some of these assessment plans.

For Student Services, programs are defined from the perspective of the student's use of services (1.6). All (100%) of the student support programs have developed program SLOs, completed assessments, discussed them, and made changes based on dialogue. (1.7)

Both academic and non-instructional SLOs are recorded in an online database, which allows for retrieval of information at both detailed and summary levels (1.8). These reports are part of the Annual Program Plans which is the basis for planning and resource allocation across the college.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Assessment is a major theme throughout our college. Through the Center for Innovation and Excellence in Teaching and Learning (CIETL), there have been numerous workshops on assessment techniques for knowledge, skills, and attitudes. New faculty orientations include discussion of learning outcomes and assessments. (2.1)

Results from SLO assessments are reviewed by program faculty at least twice per year, either on designated professional development days or during division and department meetings. Based on this dialogue, changes are incorporated into courses by instructors (2.2) and into curriculum by programs (2.3).

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For academic programs, the program-level data is updated and available as part of Annual Program Planning (APP). To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers (1.9). In March 2012, faculty identified assessment plans for Program SLOs, which are being implemented this fall term. Results will be available for the next APP cycle.

For student services, the annual plans (1.3) include a section related to dialogue about SLOs and the changes to be made as a result of the conversation. The dialogue takes place at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans. (1.8)

College-wide data is regularly presented to the campus and to subgroups. College governance committees, including the College Planning Council (CPC), Instructional Planning Council (IPC), Curriculum Committee, the Administrative Council, and the Student Services Planning Council (SSPC) review data and discuss its implications regularly (2.4).

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

The college's institutional planning, budgeting and program review processes are documented in the Participatory Governance Manual. (1.1) A key part of the institutional planning is the Educational Master Plan. The college revised its Educational Master Plan in 2011 and is in the process of implementing the objectives (3.1). There was considerable dialogue about improvement of student learning, student success and assessment as part of the development of the master plan, and it serves as the foundation for the Annual Program Plans.

The Annual Program Plans are completed for each academic and student support program and provide the basis for decision-making on new positions, equipment, and facilities. Course and program SLO assessment results are part of these Program Plans (1.2, 1.3).

Two key governance bodies, the Instruction Planning Council (IPC) and the Student Services Planning Council (SSPC), are responsible for major steps in the planning process, including conducting dialogue on program reviews, and recommending assessment procedures for instructional and student service programs, respectively. These Councils review the plans and provide written feedback (3.2, 3.3).

Comprehensive Plans for academic programs, which are done every six years in a staggered schedule (3.4) are presented to the entire college community under the leadership of the Curriculum Committee

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and critiqued in this public forum (3.5).

College wide dialogue takes place in the CPC where data are provided on a regular basis for the campus community to review and make recommendations on how we can improve (3.8)

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

SLO assessment results are integrated into institutional planning and resource allocation as a regular part of our institutional process (1.1). Individual annual program plans use the SLO assessment results to help develop their objectives for the upcoming year and influence resource allocation recommendations (1.2, 3.3).

The college is committed to providing resources to assist faculty and staff in the development and assessment of SLOs. Numerous workshops have been held during the past seven years on the process of creating good SLOs and developing valid assessment plans (2.1, 4.1). Individual assistance has been given when requested, either by the SLOAC Coordinator or by Assessment Mentors (faculty designated for this purpose).

Time for discussion of student and program learning outcomes is provided regularly on Professional Development days (4.2), with adjunct faculty given financial compensation for their participation, thus resulting in high rates of participation.

The District contracted with an outside vendor to provide a district-wide database for SLO work that encompasses student services and instructional data. On-going training and service is also part of the contract. This system now enables a variety of summary reports and alignment of SLOs that should be useful, especially with regard to program and college assessments.

Faculty interest in using student-created eportfolios as a means of direct assessment resulted in district sponsorship of a speaker, experienced with eportfolios, for our district's Fall 2012 Opening Day. The faculty have initiated projects focused on components necessary for the successful use of eportfolios and the college is supporting this effort.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning

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outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The college procedure for student learning outcomes assessment requires each course to have one or more of its SLOs assessed each time that course is taught. Selection of which SLO to assess is at the instructor's discretion, with the provision that all the Course SLOs are evaluated within a 4-year period. (1.4). Program SLO results are reported annually in the annual program plan. (1.2, 1.3)

Results now are reported directly into the online database (Tracdat). Previously, results were submitted electronically and compiled in department folders in a Sharepoint site. Summary reports are run on a regular basis (at least twice per year) and posted in the Sharepoint folders. (5.1) This enables all employees to view assessment results from any time period. At least 35 employees across departments have direct access to our Tracdat database and can run and distribute specific reports whenever desired.

For instruction, reports include the course SLO, assessment plan, results, and action plans. Each course SLO is linked to program and college-level outcomes. This allows curriculum mapping and indirect assessment of program outcomes (5.2), based on course results. Recently, the database configuration was changed to permit entry of direct assessment plans of program learning outcomes. The entry of these results into the database, and in some cases, the assessment itself, is just beginning. For student support services, program SLOs are listed and assessment results included (5.3)

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

After revising the General Education Outcomes to correspond with the Essential Learning Outcomes developed by AAC&U, Cañada College redefined their Institutional Outcomes to be the outcomes achieved by students completing an AA/AS degree or transferring to a four year university. Program SLOs were also reviewed in March 2012 and revised, where necessary, in order to better align with these Institutional SLOs (4.2). New degrees were recently added to incorporate a larger proportion of transfer students (6.1).

These changes required review and adjustment of Course SLO alignments, along with entry of these alignments into Tracdat. Some of this work is still being completed. The Tracdat database permits summary reports that illustrate alignments in a variety of forms, including a version of curriculum mapping. (5.2)

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PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.	
Standards: I.B.5; II.A.6; II.A.6.a; II.B.	
<p>EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.</p>	
PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE	
<p>Each course syllabus includes the SLOs for that course. Each course syllabus is submitted to the appropriate Division Office each term (7.1). Updates and modifications of Course Outlines of Record that are submitted to the Curriculum Committee specify Learning Outcomes (7.2).</p> <p>Program Learning Outcomes are published on the College web site (7.3), and in the Course Catalog, which is available both online and as printed copies, as part of the program descriptions (7.4). College Learning Outcomes are published on the Cañada College Student Learning Outcomes web site (7.5) and in on page 53 of the College Catalog (7.4).</p> <p>For student services, program learning outcomes are provided to students when they participate in learning experiences, such as financial aid workshops and orientations (7.6).</p>	
SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?
SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE	
<p>According to the rubric for Institutional Effectiveness in Student Learning Outcomes, 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 SLO assessment results as well as other sources, often provided by our Director of Research.</p> <p>Instructional programs all have Learning Outcomes identified that are aligned with College Learning Outcomes. Course SLOs are regularly assessed and those results reflected on by faculty, often in group discussions. As these results accumulate, they become more meaningful and useful in making decisions about pedagogy, curriculum, and strategic use of resources.</p> <p>Assessment methods for all of the Program Learning Outcomes are being implemented this year and we expect further development of these plans, in particular for means of direct assessment. There is district-wide discussion of using eportfolios, which was showcased in our district Opening Day agenda this August. Five departments at Cañada are piloting the use of student eportfolios on a small scale.</p>	

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Many faculty view student eportfolios as a valid way of assessing the College Learning Outcomes, as well as a valuable learning tool for students. Efforts are now underway to develop the tools necessary for effective use of eportfolios.

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TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

- 1.1 Cañada College Participatory Governance Manual
- 1.2 Instruction: Annual Plan/Program Review Forms
- 1.3 Student Services: Annual Plan/Program Review Forms
- 1.4 Course SLO assessment procedure
- 1.5 Institutional Learning Outcomes
- 1.6 Student Support Programs and SLOs
- 1.7 Student Services 2012-13 Program Plan: Appendix 4 Student Learning Outcomes
- 1.8 Sample of course Assessment Report
- 1.9 Sample Instructional Department Evidence Packet - Accounting

PROFICIENCY RUBRIC STATEMENT 2: INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS

- 2.1 List of Student Learning Outcome/Assessment Workshops – CIETL
- 2.2 Example: Course Assessment Results – Anthropology
- 2.3 Example: Program Assessment Results – ESL
- 2.4 CPC & Budget Committee Agenda: September 19, 2012

PROFICIENCY RUBRIC STATEMENT 3: DECISION-MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING

- 3.1 Cañada College Educational Master Plan (2012-2015)
- 3.2 Instruction Council Annual Plan Feedback Form
- 3.3 Student Services Annual Plan Feedback Form
- 3.4 Academic Program Comprehensive Program Review Cycle
- 3.5 Curriculum Committee Agenda and Minutes: April 27, 2012

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED

- 4.1 Student Learning Outcomes and Assessments: Resources
- 4.2 FLEX Day Agenda March 9, 2012

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

- 5.1 Sample TracDat Assessment Report for Instructional Program
- 5.2 Sample alignment of course to program SLOs
- 5.3 Sample TracDat Assessment Report for Student Services Program

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDNT LEARNING OUTCOMES ARE ALIGNED WITH

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DEGREE STUDENT LEARNING OUTCOMES.

6.1 Degree and Certificate Programs, Course Catalog, page 71.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

- 7.1 Example: Course Syllabus with SLOs
- 7.2 Example: Course Outline of Record - Biology
- 7.3 College and Program Learning Outcomes web listing
- 7.4 Degree and Certificate Program SLOs, Course Catalog, pages 71 – 117.
- 7.5 College SLO Website (screenshot)
- 7.6 Student Services Orientation SLOs from Workshop

Accrediting Commission for Community and Junior Colleges (ACCJC)

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Appendix H—All Evidence

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