SMCCCD

Cañada College Accreditation Midterm Report 2010

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

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Statement on Report Preparation

This Midterm Report contains Cañada College's responses to the recommendations made by the evaluation team that visited the campus in October 2007 and the planning agenda items that the college developed as part of the accreditation self study process.

This report is the outcome of a highly collaborative effort by college administrators, faculty and staff. The timeline and structure of the collaboration is summarized in the Cañada College Midterm Report Workplan (see link below). Each of the college's five recommendations were assigned a work team responsible for investigated the issues related to that recommendation, gathering the necessary evidence and writing the recommendation response. Each work team included a minimum of one administrator, one faculty and one staff member. Where a appropriate District staff and administrators were included as part of individual work teams.

Link to Midterm Workplan:
http://www.Cañadacollege.edu/inside/accreditation2010midterm/index.html

The composition of the leadership team driving the development of this 2010 Midterm Report includes several noteworthy transitions from the leadership team that crafted the 2007 Self-Study. In particular, the current team includes a new Director of Planning, Research & Student Success (hired Fall 2008), Vice President of Instruction (hired Summer 2009) and Vice President of Student Services (hired Summer 2010).

The principal writers and editors of this report included:

- Thomas Mohr, Cañada College President
- Sarah Perkins, Vice President of Instruction (Steering Committee Co-chair)
- Robin Richards, Vice President of Student Services
- Lisa Palmer, Professor of English (Steering Committee Co-chair)
- Gregory Stoup, Director of Planning, Research and Student Success
- Carol Rhodes, SLO Coordinator and Professor of Biology
- Ray Lapuz, Professor of Mathematics

These responses from the writing teams were sent in August 2010 to Cañada's accreditation liaison officer, Gregory Stoup, and the co-chairs of the accreditation steering committee who were given the task of compiling and editing the report and seeing it through the college's shared governance process.

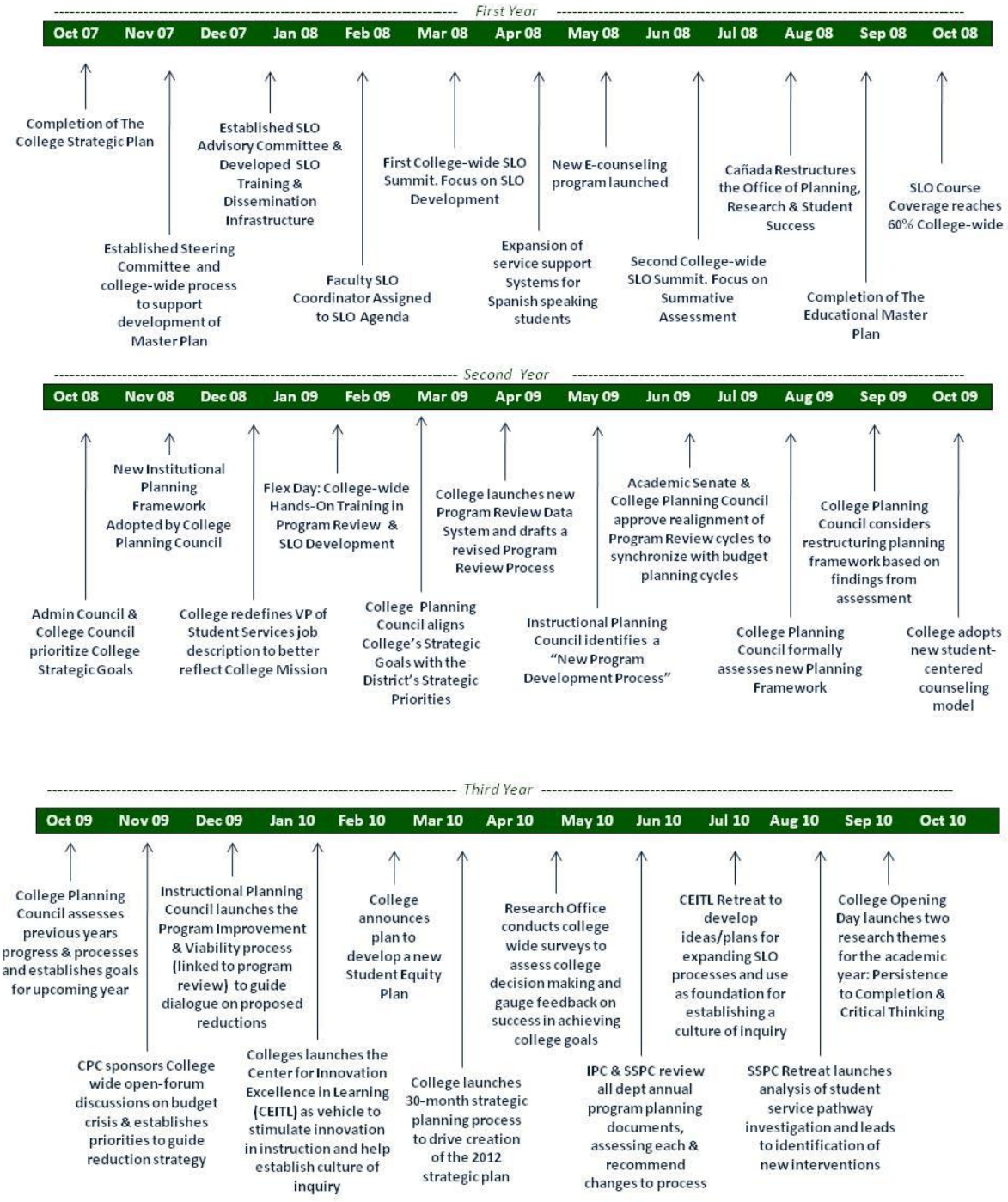
In April 2010, consultations about the timeline and process took place with the College Planning Council, the Instruction Planning Council, the Student Services Planning Council and the Administration Council. Each of these bodies approved the timelines and process. Feedback was captured from these meetings and incorporated into a revised plan. The Planning & Research Director then made a presentation to the Cañada's College Planning Council on May 2010 which

approved the process and time line. The College Planning Council is the college's primary shared governance body and its membership carries representation from faculty, staff, administration and students.

The first draft of the Report was finalized in August 2010 and posted on the college accreditation page. Feedback on the draft was received from the college over the next 4 weeks. The second draft of the Report was sent to the College Planning Council in September 2010. Comments and suggestions gathered from College Planning Council consultations were then used to prepare the final draft. A final draft of the Midterm Report was approved by the College Planning Council in September 2010. After being signed by the college president, the report was sent to the Board of Trustees for approval at their meeting September 15, 2010.

Cañada College Summary of Achievements

The body of the report describes in detail the college's accomplishments and responses to each ACCJC recommendation identified in the 2007 accreditation report. This graphic highlights some of the most noteworthy achievements made by Cañada College in response to each of the five recommendations.



Cañada College Recommendations from 2007 Visiting Team

Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities, and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b).

College Response:

I. Development of the Educational Master Plan

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

The educational master plan builds upon the Strategic Plan developed the previous year to delineate the strategic direction of the college and to integrate the many components of institutional planning. It provides a planning process for divisions and departments that incorporates the vision and goals of the college; the information generated in program reviews; the priorities elucidated in the strategic plan; and the fiscal and hiring processes and realities of our college. The educational master plan has become the springboard and guide for all institutional planning.

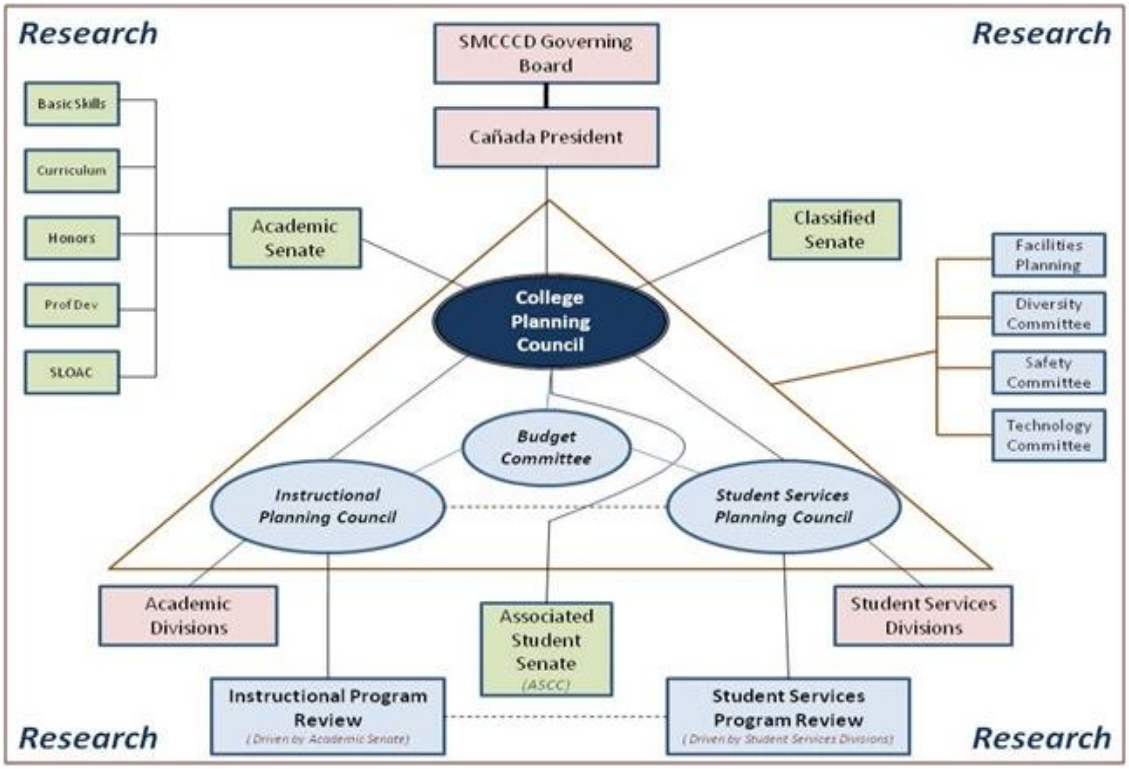
A key result of the development of the educational master plan was the integration of the planning components of the college and the creation of an integrated planning calendar. Unit plans are now grounded in program review which serve as the primary planning documents for resource allocation including human resources, instructional equipment requests, and facility requests. These unit plans respond to the eleven broad goals of the college's strategic plan.

The educational master plan also identified a need to reconsider the college’s planning infrastructure. The college’s shared governance and administrative bodies deliberated at great length on that recommendation, resulting in the development of a new college-wide planning framework.

II. New Shared-Governance Planning Framework

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

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



The new planning scheme is founded on Program Review. Program Review data feed the dialogue and decision making of the Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC). These two councils are the college's primary venues for detailed conversations related to planning and student success. These 'think tanks' improve the rigor of program review by mentoring faculty and staff, proposing modifications to program review, and by suggesting improvements to other institutional planning processes.

In Spring 2010, in response to the announcement of drastic budgetary cutbacks being imposed on the college, these two planning councils drove the first ever implementation of the the College's Program Improvement & Viability (PIV) Process. Open forum discussions were held by these two planning bodies to examine evidence on the scale, performance and momentum of several of the college's academic departments and student service programs. The PIV process was driven largely by a review of each department's program review data and a review of planning data highlighting important tends in student success and area demographics.

Upon completion of the PIV process the College Planning Council hosted an open forum dialogue on the effectiveness of the planning bodies in driving the process. The CPC is planning to review this feedback in Fall 2010 and make recommendations to the Academic Senate Governing Council on how to improve the effectiveness of the college PIV process.

III. Improvements to Program Review

As the foundation to the college's new planning structure, Program Review became the central focus for process & content improvement efforts immediately following the adoption of the new planning framework. As a first step towards this goal, the IPC facilitated a discussion on the informational needs necessary to support excellence in program review. These discussions identified several potential improvements to the program review documents targeting the capture of additional information to stimulate deeper thinking about student learning and performance.

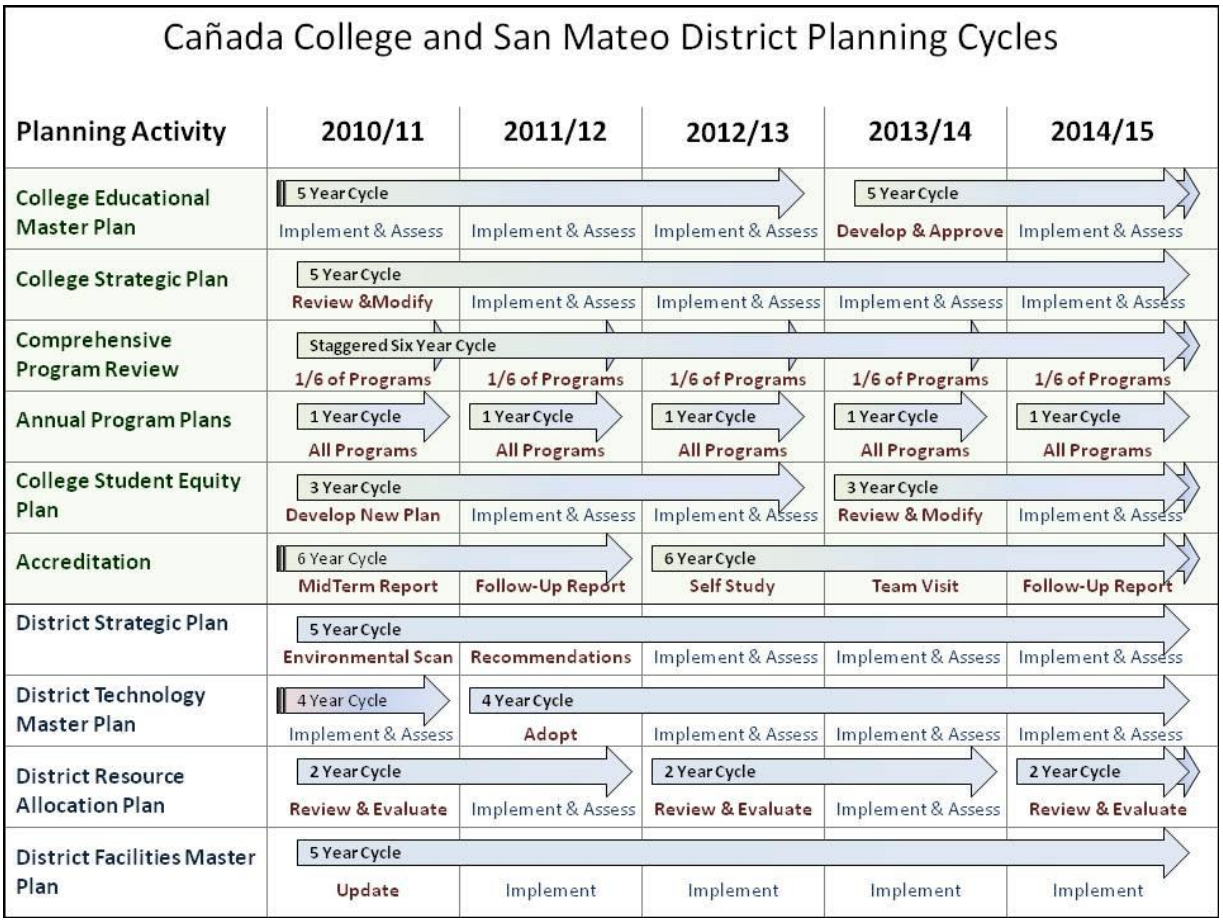
In May 2009, the academic senate, acting on advice from the curriculum committee and the IPC, produced and sanctioned the new Annual Program Planning Process as a formal supplement to the six-year Program Review process. The new Annual Program Plans emphasize the collection of information to guide equipment, personnel, and facility planning, and it is structured to elicit deeper reflection on the links between program performance and student outcomes. The Senate also approved the adoption of the Annual Program Planning process for all departments. The adoption of a formal annual planning process helps bring tighter alignment between between department planning and budget allocation decisions. The Academic Senate has also begun the work of revising the Comprehensive Program Review template so that is will come into alignment with the Annual Program Review process and institutional planning goals.

In May 2009 and May 2010, the IPC and SSPC reviewed the Annual Program Planning Information of all programs in their domain, assessing the information provided in each and making recommendations to each department on how to improve next year's submissions. In May 2010 the IPC also conducted an assessment of the Program Review process and developed a set of recommendations they will be bringing to the Academic Senate Governing Council and CPC in Fall 2010. The bulk of those recommendations call for the production of more detailed level data focusing on student success, with particular emphasis on the development of success profiles by student ethnicity in each department. This additional layer of Program Review data will build on the foundation of the Department Data Packets developed by the College Research Office in March 2009 and be linked to the data collection efforts to advance the development of the college's new Equity Plan.

IV. Planning Integration and Alignment

The educational master plan identified a need for the college to connect its planning activities. Consequently, coordinating planning was a key intention of the new college planning framework. Both the reporting structure and the membership composition across the planning bodies work to integrate planning as does the college's alignment of planning cycles, which connect the outcomes of each planning process to inputs in the others.

The figure below outlines the start of each planning cycle and its duration. A review of the content produced by each planning process as well as a review of the process occurs at the start of every new cycle.



With the adoption of the new planning framework and the changes in the reporting cycles of several planning processes, the college needed to coordinate its planning processes with those of the district office. Therefore, the college's director of planning, in cooperation with the district research council, developed a five-year planning calendar that aligns the routine planning activities of the college with those of the district.

Perhaps the most deliberate effort to streamline broad planning activities was the effort to align Cañada College's strategic goals with the San Mateo Community College District's strategic priorities.

In March 2009, the college council hosted an open forum discussion on the college's strategic goals. Participants were asked to prioritize the college's eleven strategic goals, which themselves had been determined in a campus-wide survey. Review of the survey findings and extensive discussion led to a consensus on the college's priorities, which are the need for (1) evidence-based decision making; (2), success in basic skills; (3), excellence in transfer programs; and (4), highly responsive and effective workforce programs. These goals have become the foundation for nearly all college planning and played a vital role in the emergency budget planning the college undertook in response to the steep cuts in apportionment funding beginning in Spring 2009.

Once these four goals were identified and sanctioned by the CPC as the college's top priority goals, the CPC began an exercise to link the four college goals to the strategic priorities identified by the San Mateo County District's Research Council. After extensive discussion and review the CPC produced an alignment matrix linking Cañada College goals to District Strategic Priorities.

Evidence:

Educational Master Plan: http://Cañadacollege.edu/inside/ed-master-plan/index.html

CPC Minutes: http://Cañadacollege.edu/inside/college_council/index.html

Academic Senate Governing Council Minutes:
http://Cañadacollege.edu/inside/academic_senate/index.html

Program Review Data Packets:
http://Cañadacollege.edu/inside/research/programreview/info_packet/info_packet.html

College-District Strategy Alignment
Matrix: http://Cañadacollege.edu/inside/research/integrated_planning/SMCCD_Goal_Mapping.pdf

Delineation of Functions Matrix:
http://Cañadacollege.edu/inside/research/integrated_planning/integratedplanning.htm

Recommendation 2

To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees, and services. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.B.4, and II.C.1.c, II.C.2).

College Response:

Beginning in Fall 2008 administration, faculty and staff have purposefully set course for establishing a culture of inquiry at Cañada College and for using results of this inquiry to inform planning and resource decisions. Student Learning Outcomes are a key component of this culture. Determination of Outcomes was approached both from the course level and the institutional level, and has involved everyone from the college president to Student Services staff to faculty and to support staff.

I. Course SLOs

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, Classroom Assessment Techniques, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. ***All course syllabi now include SLOs.***

Documentation of SLOAC at the course level was accomplished initially with reporting forms developed by the SLOAC Advisory Committee. These completed forms and supporting documents are posted on a Sharepoint site accessible by all faculty and staff. This approach has allowed everyone, including adjunct faculty, to review easily the work of colleagues within and across disciplines. As of Fall 2010 the percentage of courses with SLOs on file is approximately 85%, while the proportion of courses with completed SLOAC (SLOs, assessments, and reflection) increased from 11% during 2007-08 to roughly 55% in 2009/10.

The District has adopted a software database, Tracdat, to document SLOs across all three colleges. This software enables easier alignment of course SLOs with program and institutional SLOs, as well as summary reports at all levels. Cañada College is converting to this system, following training sessions held in March and continuing in Fall term 2010.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

II. Program and Institutional SLOs

The college initially defined "program" as Basic Skills, Workforce Development certificated course sequences, and General Education/Transfer. We identified student learning outcomes for each of these programs. Recently (June 2010), representatives at our college's Learning Summit agreed to expand the definition of "program" to include discipline-based academic units in order to incorporate SLOAC more readily into curricular work and resource allocation processes. In addition, institutional SLOs have been created and approved campus-wide that align with the college mission.

Major progress has been made in collecting information for aligning course SLOs with previously defined program SLOs and institutional SLOs. Once this information is incorporated into our Tracdat database, summary reports will be available for planning and resource allocation processes.

III. Student Services and SLOs

In concert with the reorganization of Student Service units (08/09 year), all 17 units established SLOs and developed assessment methods by June, 2009. Fourteen of these units also completed the full cycle of reflection and evaluation. Beginning August, 2010, Student Service units will use the District's Tracdat software to document their SLOAC work.

At a retreat in March 2009, staff from the college's service units discussed the following:

1. In what ways did your assessment method help you to understand what your unit is *doing* that is contributing to the end result of the stated outcome?
2. What meaning does the outcome have for your unit and the students involved?
3. How did you use the results for continuous program improvement?
4. Was the SLO meaningful, manageable, and measurable?

A new SLO form was developed for in-putting the SLOs, Methods of Assessment, Indicators of Success, Summary of Analysis Data and Plan of Action. Each unit spent time determining their next year's SLOs.

Throughout the 09/10 year, the Student Services Planning Council (SSPC) had discussions of SLOs and how to tie them into both the comprehensive six-year Program Review and the Annual Program Plan. Gregory Stoup, Director of Planning and Research facilitated these discussions with each unit. The Director also developed and disseminated a Student Services SLO Guide to further assist us.

IV. CIETL (Center for Innovation and Excellence in Teaching and Learning)

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

- Focused Inquiry Networks
- Learning Communities of Basic Skills, Honors, theme convergence
- Technology workshops
- SLO, assessment and Tracdat workshops
- Information sessions on innovative teaching practices
- Teams sponsored at conferences that address excellence in teaching and learning

The diverse nature of these programs shows how learning outcomes, assessments, and reflections are integrated into many aspects of our college. We are learning how to ask "is this what we wanted?" and "what did we get?", followed by "how can we better achieve our goals?" with every activity on campus. CIETL is helping to focus our efforts on learning outcomes. One example of promoting inquiry into innovative teaching was tried within the Science/Technology Division last year, with the sponsorship of the District Board of Trustees. Faculty were encouraged to experiment with a new teaching method in their courses and to report their results via a poster session within the division. Nine posters were presented at a lively Division meeting, and the posters continue to be displayed on campus and online, where faculty across the campus can readily view them.

Results and reflections for Course SLOs from the Spring '10 term are being incorporated into the Tracdat database. Student Service units will add their results, once configuration of the database is achieved. Our Sharepoint site continues to be an accessible repository for past SLO results and for Tracdat reports.

Program Planning (annual) and Comprehensive Reviews (every 6 years) now include Course SLOs as part of these processes. As decided at the recent Learning Summit, some academic units need to be redefined and accompanying Program SLOs need to be created, as well as aligning Course SLOs to these Program SLOs. This will enable closer connection of SLOs at all levels with resource allocation and planning processes.

Evidence:

Academic Senate Minutes: http://www.Cañadacollege.edu/inside/academic_senate/index.html
Curriculum Committee Minutes:
http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/default.aspx
SLOAC Advisory Committee Minutes: http://www.Cañadacollege.edu/inside/slo/meetings.html
SLOAC Sharepoint site: http://www.Cañadacollege.edu/inside/slo/meetings.html
SLO events: http://www.Cañadacollege.edu/inside/slo/events.html

CIETL: http://www.Cañadacollege.edu/inside/CIETL/index.html
CPC, IPC minutes: http://www.Cañadacollege.edu/inside/college_council/index.html, http://www.Cañadacollege.edu/inside/ipc/index.html

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Recommendation 3

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

College Response:

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

In July 2010 CIETL hosted a three day retreat in Monterey for a group of faculty, staff and administrators to begin the development of a roadmap for establishing the infrastructure for sustained college-wide inquiry into teaching and learning. One of the outcomes of that retreat was the establishment of a Distance Education Subcommittee (DES). The DES was formally established in August 2010 and was charged to develop a faculty handbook governing distance education. A draft of the Handbook is currently being vetted by the DES and will be brought forward for discussion and review to the College Planning Council (CPC), The Instructional Planning Council (IPC), the Academic Senate, the College Curriculum Committee and the Student Services Planning Council (SSPC) during the 2010 Fall term. Upon the approval of these bodies of a final handbook document, CEITL, with support of the Office of Instruction, will lead a college-wide effort to broadly share and articulate the processes outlined in the handbook. These awareness raising activities will include but not be limited to Flex Day presentations, presentations at division and department meetings as well as the posting of all related information on the CEITL website.

CEITL is also in the process of developing other dissemination vehicles that will help expand the awareness of the college's distance education policies and processes, among them a quarterly newsletter and professional development webinars targeting several teaching and learning themes including on-line instruction techniques. Additionally, CEITL has taken the lead in helping the college establish a Focused Inquiry Network (FIN). These FINs will work with faculty and staff throughout the college to share best practices including those related to on-line teaching methodologies.

Furthermore, after an assessment by the Office of Instruction into the college's current distance education capabilities, it was determined that additional expertise would be required to properly drive the development of a distance education infrastructure. Therefore in Fall 2010 the Vice President for the Office of Instruction has brought forward to the CPC and College Budget Committee a proposal to prioritize the hiring for both a distance education coordinator and an instructional designer. Discussions related to the hiring proposals are on-going and funding sources are being identified.

Evidence:

Draft of Distance Education Handbook: http://www.Cañadacollege.edu/inside/CIETL/index.html

CEITL Web page: http://www.Cañadacollege.edu/inside/CIETL/index.html

Budget Committee Minutes: http://www.Cañadacollege.edu/inside/planning-budget/index.html

CPC Minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

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Recommendation 4

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

College Response:

I. Background on the development of the Student Services Staffing Plans

In its Second Follow Up Report submitted to ACCJC in October 2009, Cañada College outlined a broad suite of changes to student service staffing patterns that spoke to each of the identified areas including counseling, the library and the learning center. The college continues to build on those improvements by making on-going refinements to service delivery processes throughout the college. Over the last 18 months student services has undergone a host of changes both as a result of the development of theses service improvement strategies and in response to the state's reductions to categorical funding. To monitor progress in this rapidly changing environment the college has begun a more systematic collection and analysis of data in the student service domain. In Spring 2010 the college administered the Noel-Levitz Student Satisfaction Survey and a detailed review of the findings from that survey has begun in earnest. Preliminary findings suggest that the process changes have largely resulted in improvements to student satisfaction and awareness. Findings will be brought forward to the College Planning Council for a college wide review in Fall 2010.

In July 2010, Cañada College hired a new Vice President of Student Services. Robin Richards joined Cañada College after more than 15 years as VPSS at the College of the Siskiyous and a decade as a Institutional Researcher at Yosemite Community College District. Under her leadership, the college continues to pursue ongoing improvements in student service planning and implementation. In July 2010, the Student Services Planning Council hosted a planning retreat that addressed the services the college provides to our new students. At the retreat, a list of barriers was identified and solutions/action plan developed. The following table illustrates the types of barriers identified at the retreat and the action plan the campus will be pursuing:

Barrier	Action Items	Who and When
Facilities/Signage		
Signage – difficult for students to get where they need to be Waiting Area – the setting is confusing to students	1. Remove one-stop sign and possible replace with welcome	Robin/Deb ASAP
	2. Tour the campus and create a list of the added kiosks to help navigate.	Soraya/Eliazer/Lucy & 2 Students (Regina will identify) ASAP
	3. Post campus maps in elevators, entry ways, at bus stop.	Robin/Deb (for $) ASAP
	4. Identify way to have accessible signage (e.g. Braille) available for directions	Regina/Robin ASAP

Barrier	Action Items	Who and When
	5. Purchase hanging signs for the following counter areas in the front: Financial Aid, Cashier, and Admissions & Records. (added signs will be purchased later if these work)	Robin/Deb ASAP
	6. Revise the "DMV" look of the foyer	Bob and others… ASAP
	7. Set up a board (e.g. portable white board) to list items of key interest to students during the busy weeks (Open Classes, How to read room numbers, etc.)	Rita/Lucy/Ruth ASAP
	8. Set up a new "forms" stand which includes all of the forms students need and is easily accessible and identifiable in the front lobby area (label & number the forms for easy retrieval)	Lucy/Ruth/Margie ASAP
Counters –need to simplify how students encounter the area Confidentiality and Security – need to work on the security of the financial aid office Veterans – need place to communicate to and recruit into the program	9. Revise the entire Building 9 ground floor configuration. Create Building 9 Task force by requesting a representative from each of the departments. The reps will meet in a group and develop options for the reorganization of the first floor space. They will be responsible for collecting input from staff, meeting developing options, and then collecting input from staff on the options. 10. Identify Funding to complete the "moves" and minor remodel.	Robin/Margie + Reps from each of the departments in Building 9 Complete plan by end of fall semester
	11. Create location for Veterans information board/area	Margie/Edith ASAP
Processes		
Lines – way too many lines; students are sent to four different lines for various things in the building 9 foyer	12. Create a triage table with a floor manager to help students identify where they need to be; schedule staff from August 9 – 20 in shifts (e.g. two or three hours)	Margie ASAP
Counseling Services – need to look at our processes for assessment, orientation, advising and registration; release of prerequisites; late registrations; drop-in vs. appointments; availability of counselors (particularly in summer and at 8am in fall/spring)	13. Refer these items to the Counseling Services division and identify ways to address	Robin/Kathy and the Counseling Services Staff Fall Semester
Parking Permits – confusing process with little explanation	14. Use the triage table staff to assist in guiding students	Margie ASAP
Photo IDs – have consistent, regular hours of availability	15. Train SS staff members to fill in when students are unavailable	Margie ASAP
Logistics of Campus – bus drops students off away from building 9 and students don't know where to begin	16. Use the group studying the location of the kiosks to address this	Soraya/Eliazer/Lucy & 2 Students (Regina will identify) ASAP
Communication & Language		
Language – need more	17. Identify the predominant "first" languages of our	Bob

Barrier	Action Items	Who and When
Spanish speaking staff; need to have common forms translated into Spanish	students (using COMPASS data)	ASAP
	18. Create directory of faculty/staff who are fluent in other languages and who are willing to help translate	
	19. Identify key documents and translate into other languages as needed (Spanish, for certain)	Ruth/Lucy – ID ASAP Robin/Margie – find translators ASAP
Website – need to review as the navigation is confusing; not unified; revise to simplify the use of higher education language	20. Review and revise the college's website using a task force of staff and students.	Robert H/Roberta Don (for accessibility) and task force 2010-2011
Institutional Vocabulary – simplify the language used in the catalog and schedule so it is not so confusing	21. Revise schedule of class information for students for the Spring schedule	Soraya/Robin ASAP
Faculty Office Hours – need to have them all posted on-line	22. Work with marketing/website and the deans to make certain this information is included	Robin ASAP
Brochures/Promo Materials – need to have updated and consistent brochures and promo materials	23. Work with marketing and the deans to have these created (include Spanish translations)	Deans/Marketing
Communication re full classes and wait lists – need to better inform students about full classes and wait lists	24. Add clear information on the foyer bulletin board; place information on the website (access from the home page)	Margie/Deans and Marketing
Staffing – need to have additional staff at peak times	25. Identify clear needs and look at alternatives for covering (e.g. other staff whose "peak" times are different, overtime, etc.)	Margie/Robin and Supervisors ASAP

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

II. The Student Service Staffing Plans

The Counseling Services department has also been working on identifying "groups" of students and applying the needed staffing so that we can do effective case management for our new students. This case management approach to staffing will be finalized in September 2010.

To ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services the college formally audited and assessed each service domain across all these criteria. Where gaps were identified changes were made to broaden coverage. Here is a summary of college services by time of day and time of the week.

Service Area	AM	PM	Weekend
ADMISSIONS & RECORDS OFFICE	*X*	*T AND W UNTIL 7:00 P.M.*	*3 PEP Sessions/Year on Saturdays*
ASSESSMENT CENTER	*X*	*T UNTIL 9 P.M.*	*12 SATURDAYS/ YEAR*
BUSINESS SKILLS CENTER	*X*	*M – TH 4:30-10:00*	*WHEN COURSES ARE IN SESSION, OTHER ROOMS ARE USED*
CAFETERIA/FOOD SERVICE	*X*	*M – TH UNTIL 8:00*	
CAMPUS SECURITY		*M – TH*	*SAT & SUN UNTIL 10 P.M.*
CASHIER'S OFFICE	*X*		
COLLEGE BOOKSTORE	*X*	*M – TH UNTIL 9:00*	*3 Saturdays/ Year*
COUNSELING CENTER	*X*	*T AND W UNTIL 7:00 P.M.*	*First Sat. of the semester & 3 PEP Session/Year*
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&E+S) ALT MEDIA	*X*	*W until 7:00 p.m. TH until 9:00 p.m.*	*3 PEP Session/Year & PEP Midnight Madness*
EOPS / CARE	*X*	T & W UNTIL7P.M.	
EVENING ADMINISTRATIVE ASSISTANT		*M-TH UNTIL 9 P.M.*	*X*
FINANCIAL AID OFFICE	*X*	*T AND W UNTIL 7:00 & BY APPOINTMENT*	*4 SATURDAYS /YEAR & OTHER by APPOINMENT*
HEALTH CENTER	*X*	*T AND W UNTIL 7:00*	
LEARNING CENTER	*X*	*M – TH UNTIL 8:00*	
LIBRARY	*X*	*M – TH UNTIL 8:00*	
PSYCHOLOGICAL SERVICES	*X*	*M & W UNTIL 6 P.M.; TH UNTIL 7 P.M.*	

Note: For Spring 2010, the college is currently studying the need to change the Monday schedule to include an 11-7 P.M. shift.

The chart below summarizes college services in terms of coverage by language background of the service provider and the method of instruction (on-line and off-site locations). The college's plans and analysis may be found at http://Cañadacollege.net/inside/slo/plans.html

Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Super Saturday, a registration day held on May 17, 2008 in Downtown Redwood City included placement testing/ assessment, counseling, DSPS, financial aid information and applications assistance, and registration. Plan to repeat in Fall 2009 for Spring 2010 semesters. (link to flyer)	***x***	***x***		***x***
2. E-Counseling offering counseling services to students on- line began Fall 2008	***x***	***x***	***x***	***x***
3. Appointments available for Assessment Testing, Counseling, and Tutoring available on-line. (dates, links)	***x***	***x***	***x***	***x***
4. In-person counseling in English and Spanish offered on as-needed basis to off-campus sites. Fall 2008.	***x***	***x***		***X***
5. Development of Student Services Information packet for off-site faculty; contains descriptions of the services (including bilingual) provided by Counseling, Enrollment Services, EOPS, DSPS, Financial Aid, Learning Center, the Library and other student supportive services. Fall 2008		***x***		***x***
6. On-site counseling session and math tutoring for County of San Mateo Accelerated Degree program as it nears goal of offering necessary coursework toward the AA in University Studies, and revised associates degrees. Fall 2008	***x***			***x***
7. Financial Aid "I Can Afford College" promotions – one at the Hotel Sofitel for the Chicana Latina Foundation and one at the HP Pavilion during a local hip-hop concert. (dates, flyers)		***x***		***x***
8. Financial Aid High School Parent Night – at Sequoia High School and Burlingame HS (for Latino parents). (dates, flyers)		***x***		***x***

9. Financial Aid "Cash for College Workshop" in January and February (evening and Saturday). (flyers)	***x***	***x***		
10. Enrollment Services event, Midnight Madness, on August 1, 2008 offered full enrollment services to serve students with difficulty completing registration services during normal business hours. Plan to repeat annually. (flyers)	***x***	***x***		
11. Priority Enrollment Services (PEP) including Orientation, Financial Aid presentations, and Placement Testing held on Saturdays for graduating Seniors.	***x***	***x***		
*12. Expanded Outreach Information Sessions (See Attached Matrix)**	***x***	***x***		***x***
13. A Spanish Bilingual Instructional Aide II has been trained to administer placement tests on an as-needed basis at Menlo Park OICW Center.	***x***	***x***		***x***
*14. Saturday Financial Aid FAFSA Workshop. **	***x***	***x***		
15. Associated Students of Cañada College Evening Programs to include (date/ flyer)	***x***			
16. Information competency workshops and classes in English/Spanish for off-site locations. Fall 2008	***x***	***x***		***x***
17. EOPS/CARE has translated all of its materials into Spanish; materials include admission application, brochures, orientation presentations (currently working on translating its website in its entirety to Spanish).*	***x***	***x***	***x***	***x***
18. DSPS is currently translating the adaptive physical education website into Spanish and revising DSPS website information.	***x***	***x***	***x***	***x***
19. Added 6 hours of Saturday Counseling for the LAST YEAR 2009-2010 year	***x***			
20. North Fair Oaks Community Festival				***x***
21. Schedule of Classes & Catalog available in Spanish	***x***	***x***		
22. First Year Experience & Crossing Boarders Learning Communities available for evening & part-time students	***x***	***x***		
23. Off-Site Testing services available for half Moon Bay and OICW Programs				***x***

A detailed summary the bilingual and evening coverage now provided by Admission & Records, Counseling, the Library and the Learning Center is detailed in the Bilingual Staffing Plan (link provided in evidence section below).

Evidence:

SSPC Minutes: http://Cañadacollege.edu/inside/sspc/index.html

Bilingual Staffing Plan: http://Cañadacollege.edu/inside/accred-oversight/Bilingual.pdf

Bilingual Staffing Plan: http://Cañadacollege.edu/inside/accred-oversight/Bilingual.pdf

Recommendation 5

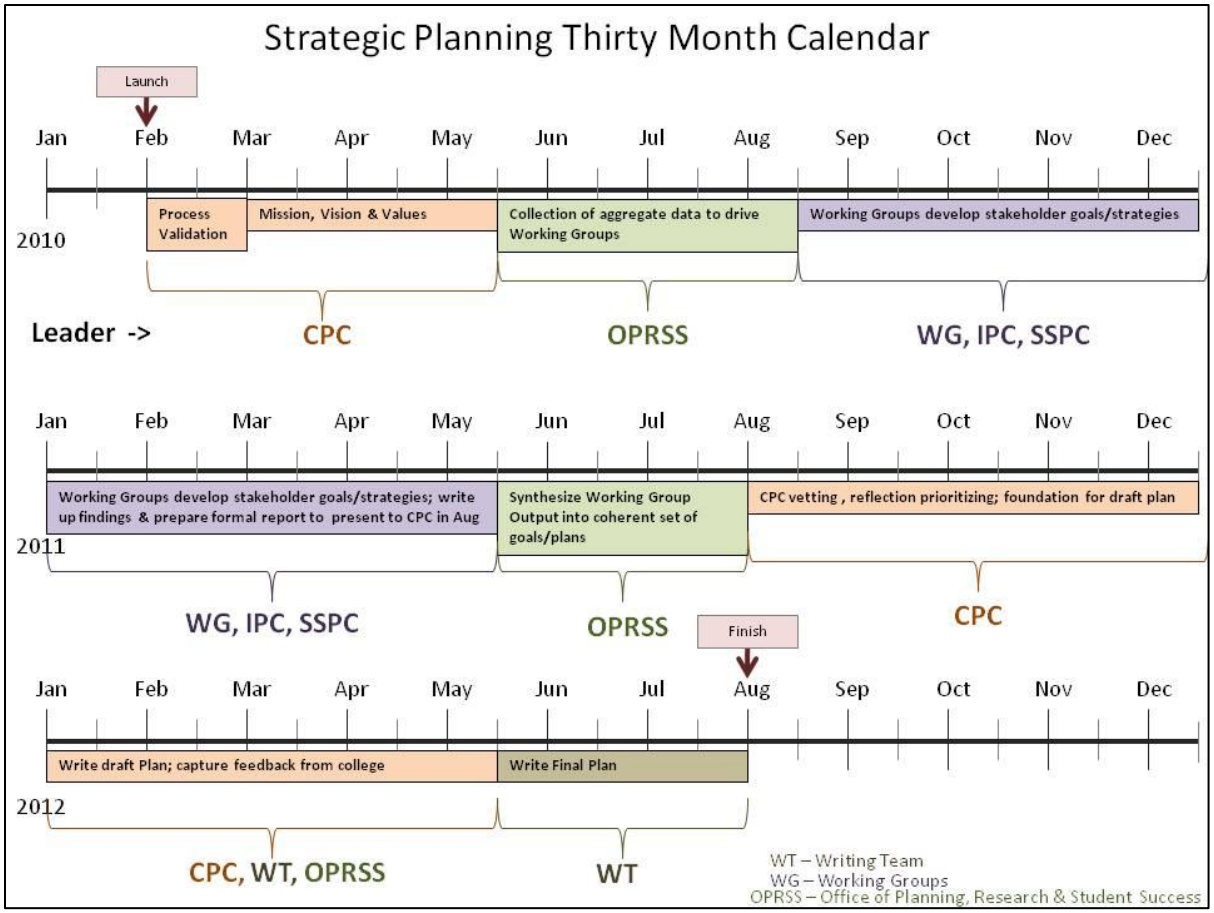
To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1,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

College Response:

I. Evaluation of Shared Governance Processes

Beginning in August 2008 Cañada College undertook a complete redesign of the college's shared governance planning process. The new planning framework outlined in Section 1 incorporated in its Bylaws a routine assessment of the effectiveness of the new planning processes. In August 2009 the College Planning Council hosted a retreat where it discussed and reviewed the new planning model and made several recommendations on how to improve processes going forward. Included in those recommendations was the establishment of an annual college-wide survey to gauge the openness, transparency, and effectiveness of the college's shared governance systems including those directly related to strategic planning, budgeting and programming. The first survey, an on-line survey to all faculty, staff and administrators, was conducted in Spring 2010. Findings from the survey were introduced to the college community during the August 2010 Opening Day Ceremony and a detailed review of findings is scheduled to be undertaken by the College Planning Council in Fall 2010. Next year's survey will be expanded to include feedback from students and possibly other stakeholders.

In Spring 2010 the college also launched into its strategic planning process. This 30 month planning process (see schematic on next page) will include the collection of new data related to the effectiveness of college processes and be brought forward for review by the College Planning Council as it becomes available over the next two academic years.



II. Evaluation of Budgeting Processes

Within the college's new planning framework, the primary function of the shared governance budgeting committee is to improve the transparency of the college's budgeting process. The Cañada Budget Committee formally approved it's mission and ByLaws in August 2010. Assessment of the college's shared governance budgeting process was incorporated into the Spring 2010 college-wide survey, and with its ByLaws now in place, the Budget Committee is scheduled to review the findings of the survey in Fall 2010.

Furthermore, the adoption in January 2009 of the Annual Program Planning process led to a review and assessment of the process by the IPC in May 2010. After a review of the instructional program plans submitted earlier that year, IPC members open up a discussion and captured feedback on how to improve both the planning process and the data & documentation supporting the process. The IPC will be revisiting that feedback in Fall 2010 with the goal of making recommendations to the CPC and Academic Senate for improving the annual program planning process.

III. Evaluation of Decision Making by Administrators

In Fall 2010 the Office of the President and the Offices of Instruction and Student Services solicited college-wide feedback on the effectiveness and quality of their decision making and leadership. This first-ever college-wide survey was launched in September 2010 and administered by the Office of Planning, Research & Student Success. The survey findings will be made available to the college community later that same term and a discussion of findings will be invited from the College Planning Council as well as any other shared governance body wishing to review the survey findings. Planning for next year's administrative assessment processes will include a campus wide evaluation of the Office of Student Services and the Office of Planning, Research & Student Success.

IV. Evaluation Technology Planning & Facilities Usage Planning

In Spring 2009 Cañada College developed a working draft of a campus-wide technology plan identifying eight goals focused tightly around the advancement of teaching and learning. The draft is in the processes of being finalized by the college Technology Advisory Committee (TAC). A final version of the draft is scheduled to be brought before the College Planning Council for discussion and approval during the 2010/11 academic year. Once a final plan is adopted by the college the TAC will convene in cooperation with the Office of Planning & Research to identify an appropriate assessment method for evaluating the technology planning process to be implemented at the start of every new planning cycle.

The development of the college's technology plan was informed by the San Mateo Community College District Facilities Master Plan. The Facilities Master Plan identifies development strategies for each of the District's three colleges and outlines five, ten and twenty year planning frameworks. The current plan was developed in 2006 and is slated for revisions every five years. As the district launches into the next cycle for redefining the Facilities Master Plan in 2010/11, Cañada College will approach that process armed with a completed Educational Master Plan and Technology Plan and the most current data and evidence emerging from its Strategic Master Planning process.

Evidence:

Link to Shared Governance Assessment Survey Findings:
http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf

Link to Strategic Planning Outline & Calendar:
http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf

CPC Recommendations: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

District Facilities Master Plan:
http://www.smccd.edu/accounts/smccd/departments/facilities/20060814FinalFacilitiesMasterPlan.pdf

Cañada College Technology Plan:
http://Cañadacollege.edu/inside/research/integrated_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf

Planning Agenda items identified in Cañadas 2007 Self Study

Standard I Planning Agendas

I.B.2: State goals in measurable terms which allow the College to readily determine the degree to which they have been met, assign timelines and responsibility for meeting the goals, and communicate extensively the progress toward meeting the goals.

College Response:

During the 2009/10 academic year the College Planning Council hosted a series of open forum discussions intended to prioritize the college's 11 strategic goals to help guide resource decisions resulting from the state budget reductions. The CPC hosted dialogues led to the identifications of four top priority goals: (1) institutionalize evidence-based decision making; (2) improve Basic Skills success, retention & persistence; (3) Improve student success and transfer; and (4) Strengthen Workforce Programs.

While the exercise brought some much needed focus to the resource allocation decision making it was also realized that in many cases the existing strategic goals were not linked in an effective way to measurable performance metrics. Furthermore CPC's discussions on the goal to improve success, retention & persistence in basic skills yielded concerns that success and retention rates might be too crude a measurement to gauge the improvements we would like to bring to that program.

In response to these dialogues Cañada College decided to launch into its next strategic planning cycle a full year in advance of the scheduled start date. The early start and lengthened cycle was imposed to provide the necessary time for the College Planning Council to delve more deeply into an analysis of current data and the selection of target outcomes to guide the strategic planning process.

Beginning in Spring 2010 Cañada College launched into a 30 month planning cycle that began with a college wide review and assessment of its vision, mission and values. In Fall 2010 the College Planning Council instructed four Working Groups to begin the process of reviewing detailed data in an effort to develop a report that describes the colleges current state in terms of student performance and identifies target outcomes related student success and institutional effectiveness, complete with timelines for completion and assignments for implementation.

Current Status:

This planning agenda is being developed.

Evidence:

Goal Prioritization Exercise: http://www.smccd.edu/accounts/Cañada/inside/accred-oversight/Identifying%20Colege%20Top%20Goals.pdf

Strategic Planning Process Outline: http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf

CPC Minutes: http://Cañadacollege.edu/inside/college_council/index.html

IPC Minutes: http://Cañadacollege.edu/inside/ipc/index.html

I.B.3: Incorporate a systematic planning and evaluation, based on quantitative and qualitative data, into the strategic plan.

College Response:

The establishment of the College's first Strategic Plan in 2007 and first Educational Master Plan in 2008 laid the foundation for mapping out a systematic process for weaving data and evidence into the routines of organizational planning. The creation of the new shared governance planning framework and the institution of the Annual Program Planning process (see Recommendation #1 for details) have helped create the operational infrastructure for bringing data and evidence into the college's multiple decision making processes.

The launch in Spring 2010 into the 30-month strategic planning cycle will bring forward a multitude of measures and indicators for the college community to review, assess and use as the foundation for establishing strategic targets for the institution.

Current Status:

This planning agenda is being developed.

Evidence:

Current College Strategic Plan: http://Cañadacollege.edu/inside/strategicplanning/Strategic-Plan-final.pdf

Strategic Planning Process Outline: http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf

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I.B.4: Effectively communicate resource allocations processes and results.

College Response:

The development of the College's new planning framework (approved in Spring 2009) was motivated by a commitment to bring greater transparency and improved communication to all planning processes, in particular, those related to resource allocations. The Budget Committee ByLaws articulate the processes for discussion and communicating information related to college resource allocations and those processes are mandated to be assessed and reviewed every year.

During its first year (2009/10) the Budget Committee hosted multiple open forum discussions detailing both the budget itself and the process for developing and revising the college budget. The College Budget Office fielded multiple requests for further analysis form both budget committee members and the college at-large. The college Budget Director responded to each request and presenting the desired information to the budget committee throughout the 2009/10 academic year. This process of open dialogue and information sharing has quickly become woven into the routine of budget committee meetings and is being continued forward into the future.

Current Status:

This planning agenda has been addressed.

Evidence:

Budget Committee Bylaws (draft): http://www.Cañadacollege.edu/inside/planning-budget/index.html

Budget Committee Minutes: http://www.Cañadacollege.edu/inside/planning-budget/index.html

I.B.5: Institute an ongoing and systematic cycle of evaluations, integrated planning, resource allocation, implementation, and re-evaluation, and make the results available to the College community and the public.

College Response:

Beginning in Fall 2008 the college developed a new planning framework that incorporates routine assessments of the effectiveness of decision making processes within each shared governance planning body identified in the framework. In Spring 2009 the college also instituted an evidence-based annual planning process (replacing the previous two-year planning process) to supplement the comprehensive Program Review process which operates on a six year cycle.

Operating on annual cycle at the department level has allowed for greater integration and alignment with other planning processes and, based on preliminary findings of a college wide survey, improved college awareness of the linkages between planning processes.

All shared governance planning bodies are open forums and include representatives from every major constituency group (faculty, classified staff, students & administration). Minutes from all meetings are posted on the college website and approved by each planning body. When topics of particular importance or relevance to the college emerge on the agenda of the College Planning Council or the Budget Committee, the colleges video tapes those meetings and makes them available as archives for viewing by all college employees.

Throughout 2010/11 the Director of Planning & Research is scheduled to lead open forum dialogues at the CPC and elsewhere on what it means to "close the evaluation loop." These presentations will be recorded and copies of the voice over recording and support material will be posted on the college website.

Current Status:

This planning agenda has been addressed. Annual assessments are incorporated into this response and therefore review and modification is ongoing.

Evidence:

CPC Minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

IPC By Minutes: http://Cañadacollege.edu/inside/ipc/index.html

SSPC Minutes: http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx

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I.B.6: Establish a specific time-line for reviewing and modifying the new planning process in order to assure effectiveness. Consider providing additional staffing for institutional research.

College Response:

At the close of every spring semester, a college-wide survey is disseminated to all faculty and staff to assess decision making processes throughout the college. Findings from that survey are shared with the CPC where they are evaluated and used as a reference for making revisions to processes. Additionally, each major shared-governance planning body identified in the planning framework (CPC, Budget Committee, IPC & SSPC) include in their ByLaws a mandated annual review and assessment of their specific planning processes. All planning reviews and assessments are tied to an annual cycle.

In Fall 2008 the College created a filled a new position of Director of Planning, Research & Student Success. Currently the Cañada Office of Planning & Research has a full-time director and a research analyst. The research analyst position is managed by the Cañada Research Director and provides research and planning support for both the college (75%) and the District (25%).

Current Status:

This planning agenda has been addressed.

Evidence:

CPC ByLaws: http://www.Cañadacollege.edu/inside/college_council/index.html

Budget Committee ByLaws: http://www.Cañadacollege.edu/inside/planning-budget/index.html

IPC By Laws: http://Cañadacollege.edu/inside/ipc/index.html

SSPC ByLaws:
http://sharepoint.smccd.edu/SiteDirectory/cansspc/Relavent%20Documents/Forms/AllItems.aspx

Findings from first planning assessment:
http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf

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I.B.7: Evaluate programs and services systematically and assess the evaluations themselves to ensure their effectiveness in promoting improvement in programs and services.

College Response:

Beginning in Spring 2008 the College moved from a two year to an annual planning cycle for all departments. The switch to the annual review cycle also ushered in a more detailed data-driven assessment process for each department.

The newly formed Instructional Planning Council (IPC) and Student Service Planning Council (SSPC) review the outcomes and products emerging from these annual planning process every Spring and make recommendations for improvement. Review of current program review processes is included as part of the Spring assessments and any recommendations emerging from that process are brought forward to the CPC the following Fall.

Current Status:

This planning agenda has been addressed. Ongoing revisions and improvements are embedded in the current processes.

Evidence:

Annual Program Data Packets:
http://Cañadacollege.edu/inside/research/programreview/info_packet/info_packet.html

IPC By Minutes: http://www.Cañadacollege.edu/inside/ipc/index.html

SSPC Minutes: http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx

Standard II Planning Agendas

II.A.1.b: Identify critical issues regarding effective distance education. Provide professional development activities for faculty to learn new teaching strategies.

College Response:

The College created the Distance Education Advisory committee to guide the development and improvement of distance education programs, including the identification of critical issues and professional development opportunities for faculty & staff. The newly established Center for Innovation & Excellence in Teaching & Learning (CIETL) provides the structure for professional development and the implementation of distance education workshops that include new teaching strategies. Beginning in Spring 2010 the College Curriculum committee began mapping distance education courses and degrees.

The college administration has also brought forward to the College Budget Committee and College Planning Council (CPC) the need for hiring an expert in instructional design to facilitate the development of on-line course material and methodology. The need for this new position is currently being vetted by the CPC, the Academic Senate and the Classified Senate.

Current Status:

Distance Education Handbook has been drafted and is under review by both the Distance Education Advisory committee and members of the college. The committee is drafting the faculty training and support training for distance education critical issues.

Evidence:

Distance Education handbook and minutes: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

CIETL calendar: http://www.Cañadacollege.edu/inside/CIETL/calendar.html

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II.A.1.c: Complete the identification of institutional Student Learning Outcomes. Develop assessment tools to verify student success. Use information generated by these tools to improve teaching strategies.

College Response:

Under the leadership of the College SLO Coordinator, the college has developed Institutional Learning Outcomes (ILOs). The ILOs were discussed in great detail by the Center for Innovation & Excellence in Teaching & Learning (CIETL) during its Summer 2010 retreat. The retreat dialog led to several revisions of the ILOs as well as framework for a college-wide process to further the understanding of several overarching themes related to the college ILOs. The first theme to be introduced for college-wide discussion in 2010/11 is Critical Thinking.

Those college wide conversations will be facilitated by the Office of Planning & Research and will include a focused discussion on what measures and assessment methods will need to be in place to ensure ongoing improvements in teaching and learning strategies.

Current Status:

This planning agenda item is being developed.

Evidence:

Notes from faculty retreat: http://www.Cañadacollege.edu/inside/ipc/index.html

SLOAC website: http://www.Cañadacollege.edu/inside/slo/index.html

Curriculum Committee minutes:
http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/default.aspx

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II.A.2.b: Identify SLOs for every course and program along with the associated assessment techniques. Use the results of the assessments to modify and improve instructional techniques where appropriate.

College Response:

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, Classroom Assessment Techniques, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. All course syllabi now include SLOs.

Documentation of SLOAC at the course level was accomplished initially with reporting forms developed by the SLOAC Advisory Committee. These completed forms and supporting documents are posted on a Sharepoint site accessible by all faculty and staff. This approach has allowed everyone, including adjunct faculty, to review easily the work of colleagues within and

across disciplines. As of Fall 2010 the percentage of courses with SLOs on file is approximately 85%, while the proportion of courses with completed SLOAC (SLOs, assessments, and reflection) increased from 11% during 2007-08 to roughly 55% in 2009/10.

The District has adopted a software database, Tracdat, to document SLOs across all three colleges. This software enables easier alignment of course SLOs with program and institutional SLOs, as well as summary reports at all levels. Cañada College is converting to this system, following training sessions held in March and continuing in Fall term 2010.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

Current Status:

This planning agenda item is being developed.

Evidence:

SLOAC Website: http://www.Cañadacollege.edu/inside/slo/index.html

CIETL website: http://www.Cañadacollege.edu/inside/CIETL/index.html

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II.A.2.c: Identify new funds for professional development.

College Response:

Cañada College has been quite aggressive in efforts to acquire outside funding to support the development of the foundations for a sustainable learning college. The college was recently successful in capturing two peer reviewed grants: HSI-CCRAA and MSEIP. Both grants contained significant funds for professional development in support of programs to further student learning.

The recently established Center for Innovation & Excellence in Teaching & Learning (CIETL) also provided funding in support of professional development.

And the college continues to pursue ever more funding opportunities. Cañada recently applied for for grants to support a partnership with the Institute for Education Service with UC Santa Cruz and was just awarded a federal program grant called Innovative Engineering Education Classroom Instruction (IEECI) which also includes support for professional development among faculty and staff.

Current Status:

This planning agenda item has been addressed.

Evidence:

Grant applications/announcements: being documented; to be posted on the college website.

CIETL website: http://www.Cañadacollege.edu/inside/CIETL/index.html

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II.A.2.d: Provide continuous faculty development opportunities that focus on teaching students with language and/or basic skills needs. Provide additional opportunities for faculty to learn new technologies.

College Response:

In addition to the outside funding sources identified in the previous planning agenda above (II.A.2.c) all of which included support for basic skills program development, the college has hosted a series of Basic Skills seminars that provided information regarding best practices and recent innovations. College Flex Days routinely include several sessions devoted to discussions about new innovations in basic skills and ESL programs. These dialogues and presentations have been supported by on-going research from the Office of Planning & Research that have helped expand an understanding of the local challenges in basic skills and ESL programs and furthermore helped identify several new interventions to respond to those challenges.

Several other development activities provided by the college include:

Fall 2009 Flex Day Workshops:

- turnitin.com session
- Assessment and Planning of Learning Communities
- Notetaking for Lectures and Textbooks 101
- Googledocs and More
- COMETS Math Panel
- Reading Apprenticeship Workshop,

Learning Community workshops

- Jan 15, 2010: Integrating Language Curriculum for the Workforce: Contextualizing ESL and English across Disciplines
- Spring 2010 Flex Day Workshops: Learning WebAccess in th Field with a Novice, Advocacy and Strategies for Students with Disabilities, Teaching College Courses at the High School Level, Introduction to turnitin.com, Classroom Assessment Techniques, Snap, Record, and Share with Jing,

Current Status:

This planning agenda item has been addressed.

Evidence:

Basic Skills meeting minutes: http://www.Cañadacollege.edu/inside/basicskills/index.html

Learning Community retreat minutes: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

Basic Skills Research:
http://Cañadacollege.edu/inside/research/research_learning/learningresearch.htm

ESL Research: http://Cañadacollege.edu/inside/research/research_learning/learningresearch.html

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II.A.2.e: Evaluate the need for completing the biannual report for program review. Assess Program Student Learning Outcomes.

College Response:

One of the first items on the agenda of the newly formed IPC (Spring 2009) was to assess the effectiveness of the colleg'e biannual program review process. After much open dialogue the IPC recommended that an annual program planning process was necessary to bring tighter alignment across the colleges various planning activities and, in particular, to better align program planning with the college's resources allocation processes. The IPC is currently (and in an on-going fashion) discussing how to best incorporate SLO assessment into this annual planning process. Recommendations from the IPC will go to the Academic Senate in 2010/11.

Current Status:

This planning agenda item is being addressed.

Evidence:

IPC minutes: http://www.Cañadacollege.edu/inside/ipc/index.html

Academic Senate minutes: http://www.Cañadacollege.edu/inside/academic_senate/index.html

CPC minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

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II.A.2.f: Develop new funds for professional development. Actively work to develop SLOs for all programs and the associated assessment tools. Share the results of the assessments with appropriate constituents.

College Response:

The development of new funds to support professional development was articulated in detail in Planning Agendas II.A.2.c and II.A.2.d. The work in development of Program SLOs is addressed directly in Planning Agenda II.A.2.i and in broad language within the College's response to Major Recommendation #2.

Program assessment is explicitly embedded in the IPC and SSPC mandates. As Program SLOs become incorporated into the annual program review process (implementation targeted for 2010/11) assessment of PLOs will be assessed annually. The IPC and SSPC are shared governance planning bodies; all meetings are open forums, both IPC & SSPC membership includes representatives from faculty and staff and the minutes from all IPC and SSPC meetings are made available to the college stakeholders through the college website.

Current Status:

This planning agenda item is being addressed.

Evidence:

IPC ByLaws: http://www.Cañadacollege.edu/inside/ipc/index.html

SSPC ByLaws:
http://sharepoint.smccd.edu/SiteDirectory/cansspc/Relavent%20Documents/Forms/AllItems.aspx

Grant applications/announcements: http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf

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II.A.2.i: Develop Student Learning Outcomes for all programs.

College Response:

The identification of Program Level Learning Outcomes (PLOs) was addressed in the CEITL retreat during the Summer 2010. A detailed discussion among retreat faculty and staff led to the identification of program domains to support program level assessment. The definitions outlining the proposed PLO domains will be brought forward for college wide discussion in 2010/11. The engineering intent of the new program definitions is to parallel those to be used in Program Review so as to support a more comprehensive assessment of programs in terms of both resource allocations and student learning.

Current Status:

This planning agenda item is being addressed.

Evidence:

IPC Retreat Notes: http://www.Cañadacollege.edu/inside/ipc/index.html

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II.A.3.a: Create a handbook which documents criteria for general education requirements.

College Response:

During the 2009-10 academic year, the Curriculum Committee began discussion on the college's general education requirements and those discussions will continue throughout the 2010/11 academic year. A subcommittee of the Curriculum committee is being formed to review criteria and create a handbook.

Current Status:

This planning agenda item is being addressed.

Evidence:

Curriculum Committee minutes:
http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/default.aspx

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II.A.6.b: Develop a clear process to inform students of program elimination and what students need to do subsequent to elimination.

College Response:

Program elimination is a processes overseen by the Instructional Planning Council (IPC) and Student Services Planning Council (SSPC). Students have representation (with full voting rights) on both these planning councils as well as the College Planning Council and the Budget Committee.

Furthermore, the college President meets regularly with the ASCC President to discuss issues including those related to academic programs. ASCC representatives are working with the planning councils on a written process to inform students of program elimination.

Current Status:

This planning agenda item has been addressed.

Evidence:

IPC Membership: http://www.Cañadacollege.edu/inside/ipc/index.html

SSPC Membership: http://www.Cañadacollege.edu/inside/sspc/index.html

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II.B.1: Implement data collection strategies including qualitative and quantitative data to assess student satisfaction and quality of Student Support Services.

College Response:

In Spring 2010 Cañada's Office of Planning & Research administered the Noel Levitz Student Satisfaction Survey. The survey methodology deployed used a random stratification design to facilitate detailed analysis of findings by multiple student designations (age, ethnicity, basic skills status, etc.). Findings will be shared in college wide forums throughout 2010/11. The Student Services Planning Council will undertake a detailed review of the findings and develop recommendations to address any challenges.

Furthermore, during the Summer of 2010 the SSPC held a retreat to discuss the current efficacy of student services. A list of recommendations was developed and those recommendations have become the foundations for current student services planning both at the SSPC and with the college's Administrative Council.

Current Status:

This planning agenda item has been institutionalized into college systems.

Evidence:

Noel Levitz Student Satisfaction Survey results: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

SSPC Retreat minutes: http://www.Cañadacollege.edu/inside/sspc/index.html

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II.B.3.a: Explore additional funding sources and staffing resources for expansion of services and extended hours.

College Response:

The college has applied for and won numerous grants that have helped to expand and improve the delivery of student services. A list of recently captured grants would include:

- NSF IEECI Innovations in Engineering Education, Curriculum and Infrastructure, proposal number 1032660 – Online and networked education for students in transfer engineering programs 10/1/10-9/30/12 PI Enriquez
- DOE HSI-CCRAA – College Cost Reduction and Access Act, Award number P031C080188 – Creating Transfer opportunities for Math, Engineering, Technology and Science, PI Abe, 10/1/08-9/30/10 with 1-year no-cost extension to 9/30/11.
- DOE MSEIP – Minority Science improvement, Award number P120A080080 – Student on-ramp leading to engineering and sciences 10/1/09-9/30-11, PI Enriquez
- NSF S-STEM – Scholarships in STEM 10/1/09- 9/30/14, PIs Enriquez, Medina and Stringer
- Governor's 15% Workforce Investment Act Funds for Allied Health Programs, Phase I, 08-115-15, 6/30/10-3/31/12, Allied Health Program Expansion, PI Stringer
- Economic Stimulus Program Funds for Phase II Allied Health Program Expansion (from State), 09-127-19, 7/14/09-6/30/11, Allied Health Program Expansion, PI Stringer

And Cañada continues to explore opportnities for outside funding in support services; the college has a FIPSE application pending for support of the development of an expanded Veterans Support program.

Current Status:

This planning agenda item has been institutionalized into college systems.

Evidence:

Grant applications/announcements: http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf

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II.B.3.b: Explore additional resources and creative ways to increase student life outside of the classroom.

College Response:

During the 2009/10 academic year the Cañada Administrative Council developed revised organization chart for the college that included a repositioning of the Student Activities Coordinator position to create greater coordination with other college processes. The college re designed the position to better fit the needs of current students which resulted in a revised job description. In August 2010 the college hired its new Student Activities Coordinator and is in the process of developing a student activities agenda for 2010/11. That agenda will include the identification of outside funding to further develop the portfolio of activities available to students through the Office of Student Activities.

And as mentioned in the responses to previous Planning Agendas, Cañada College has been quite successful in capture state and federal grant dollars to support an expansion of student services. Several of those grants include funding to support student activities.

Current Status:

This planning agenda item is being addressed.

Evidence:

Cañada College Organizational chart: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

Grant applications/announcements: http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf

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II.B.3.c: Develop a webpage that will organize pertinent information for counselors to access easily such as program changes and four-year institution updates. Evaluate Counseling Program Review and plan for implementation of appropriate recommendations.

College Response:

One important outcome of the Student Services Planning Council Summer 2010 retreat was the identification of the need to focus more attention on developing more elegant and user-friendly web support for internal program managers and users. A list of recommendations was developed and the College's Marketing Office in cooperation with the Office of Planning & Research is undertaking a detailed investigation of current web challenges. The investigation will include open forum discussions and focus group dialogues with multiple stakeholder groups including counselors and students.

The college is also pursuing the hire of a full-time articulation officer to focus on bringing greater alignment and coordination of college program curriculum with four year transfer requirements.

Counseling is now included in both the college's comprehensive program review process as well as the annual program planning review.

Current Status:

This planning agenda item is being addressed.

Evidence:

Notes from SSPC Retreat: http://www.Cañadacollege.edu/inside/sspc/index.html

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II.B.3.e: Conduct validation studies on the new ACT COMPASS placement and adjust cut-scores as necessary. Review current multiple measures with faculty and implement new criteria if necessary.

College Response:

Evaluation of placement outcomes and cut score validation is on-going and has been institutionalized into the placement process and is performed by the college placement office. Starting in 2010/11 the placement office will begin sharing placements assessment results with both the Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC) to capture any recommendations for improvement. Likewise validation study results will be reviewed by the IPC and SSPC each time the validation cycle is completed.

Current Status:

This planning agenda item is being addressed.

Evidence:

Placement data:
http://www.Cañadacollege.edu/inside/research/research_learning/learningresearch.html

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II.B.4 Implement Program Review cycle for Student Services programs.

College Response:

The program review cycle for all Student Services programs was implemented during the 2009-10 academic year. Each service program presented its program review findings to the SSPC in Spring 2009 and 2010. The presentations and the content associated with each program review was assessed by the SSPC and recommendations for improvement, where identified, were made.

Current Status:

This planning agenda item has been addressed.

Evidence:

SSPC Minutes: http://sharepoint.smccd.edu/SiteDirectory/cansspc/Minutes/Forms/AllItems.aspx

Service department Program Review calendar:
http://www.Cañadacollege.edu/inside/program_review/Comprehensive-Program-Review-schedule-2009-2010.pdf

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II.C.1.a Identify appropriate resources to provide consistent yearly allocation of funding for maintaining print collection.

College Response:

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Digital Collection: Until 2009, all community college libraries were allotted $38,00 a year for electronic resources which we used to purchase databases, one of the most popular library resources. This funding was eliminated and we will use up the reserve balance by 2011.
- Textbook Reserve Collection: A popular library resource funded by an anonymous donor since 2005.
- Print Collection: This planning agenda item is being addressed. Library staff are working with the Office of Instruction to identify resources for expanding the print collection.

Current Status:

This planning agenda item is being addressed.

Evidence:

Being developed (to be placed here): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

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II.C.1.b: Identify SLOs and Service Area Outcomes and the assessments of each.

College Response:

The college's response to this Planning Agenda is addressed in this report as part of the response to the #2 Major Recommendation.

Current Status:

This planning agenda item is being addressed.

Evidence:

SLOAC Advisory Committee Minutes: http://www.Cañadacollege.edu/inside/slo/meetings.html

SLOAC Sharepoint site: http://www.Cañadacollege.edu/inside/slo/meetings.html

SLO events: http://www.Cañadacollege.edu/inside/slo/events.html

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II.C.1.c: Expand library hours and services.

College Response:

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Associated Students of Cañada College funded extended library hours during the last two weeks of the semester Fall 2009 (extending closing time from 8:00pm to 10:00pm).
- We increased enrollment in LIBR 100 from an average of 5 students to an average of 25 students in 2010.
- Staff have worked to increase the number of library orientation session over the last four years:

Academic Year	Library Orientation Sessions
2006-2007	97
2007-2008	101
2008-2009	151
2009-2010	148

- Gate Count (number of students entering the library) has increased steadily:

Year	Annual Gate Count
2006	63,707
2007	83,418
2008	107,482
2009	126,246

Academic Year	Average Daily Gate Count
2006-2007	346
2007-2008	544
2008-2009	609
2009-2010	666

- Over the last two years the library staff have created 65 online research guides for courses and departments

- Since 2007 the library has increased the number of computers for student use (from 15 to 70) and our student study rooms (from 1 to 6).

Current Status:

This planning agenda item is being addressed.

Evidence:

Provided above.

II.C.2: Develop evaluation to ascertain effectiveness and comprehensiveness of Library services.

College Response:

In response to this planning agenda recommendation Cañada Library staff have undertaken the following:

- Completed a program review in 2009 that included an assessment of findings from a student survey and focus group
- Conducted an annual review in 2010 and is currently revising the annual program review form to evaluate library services
- Participating in the California Library Association's Library Snapshot Day on 10/4/10
- In Spring 2010 began conducting pre- and post-surveys for the Library 100 course.
- Is currently working with faculty to review information literacy instruction at the college, including credit courses, workshops, and orientation sessions.

Current Status:

This planning agenda item is being addressed.

Evidence:

Being developed (to be placed here): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

Standard III Planning Agendas

III.A.1.c: Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.

College Response:

During February of 2008, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support a meaningful Student Learning Outcome Assessment Cycle. Work on course SLOs by faculty was accelerated by sessions held on our first SLOAC Summit in March 2008. Periodic training sessions on writing and assessing SLOs were held on subsequent professional development days. Personal copies of the landmark text, Classroom Assessment Techniques, (Angelo and Cross, 1993) have been distributed to many faculty. Protocols adopted by the Curriculum Committee require submission of course SLOs with any new or modified Course Outlines of Record. All course syllabi now include SLOs.

In Fall 2009 the Director of Planning, Research & Student Success led a workshop on how to develop a classroom assessment instrument. And beginning SLOAC has routinely held workshops and training session related to SLOs on college Flex Days ad throughout the academic year.

Most importantly, the SLOAC process has stimulated conversations among faculty, both full time and adjunct, on student learning and teaching techniques. Emphasis is shifting from writing SLOs and designing assessments to strategies that will best foster student learning.

Current Status:

This planning agenda item has been addressed. Implementation is on-going.

Evidence:

SLOAC Website: http://www.Cañadacollege.edu/inside/slo/index.html

Flex Day Schedule: http://www.Cañadacollege.edu/inside/slo/events.html

CIETL website: http://www.Cañadacollege.edu/inside/CIETL/index.html

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III.A.1.d: District will adopt a Code of Ethics for all personnel.

College Response:

The San Mateo District Board adopted Policy of Professional Ethics in June 2008. This policy references professional code of conduct of the Board of Trustees, Administration and classified staff, faculty, and the Associated Student organizations.

Current Status:

This planning agenda item has been addressed.

Evidence:

Policy:
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf

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III.A.2: To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College. Include a mid-year hire process for faculty positions.

College Response:

As part of the Program Improvement & Viability (PIV) process invoked in Spring 2010 the College Planning Council (CPC) and the Instructional Planning Council (IPC) reviewed data on the full-time to adjunct ratio of faculty ratio both at the College and throughout the District.

During the 2009-10, the faculty hiring process took place for the 2010-11. There were three full-time faculty members hired in the disciplines of Chemistry, Counseling, & Multimedia. The hiring process began and was completed during the mid year cycle. The President of the Colledge has made it a priority to hire additional full-time faculty providing sufficient financial resources during this academic year.

In Fall 2010 the Academic Senate and CPC will review the process used for the hires this past year. And there will be ongoing review of college budget to assess ability of the College to hire additional full-time faculty.

Current Status:

Evidence:

Academic Senate Minutes: http://www.Cañadacollege.edu/inside/academic_senate/index.html

CPC minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

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III.A.4: Reactivate the EEOAC committee at the College and District level.

College Response:

In 1990, the San Mateo District Board of Trustees approved plans that included the establishment of both a District-wide committee that was advisory to the Chancellor and a College-level committee that was advisory to the College President on staff diversity (Minutes from the September 26, 1990 Board Meeting; Minutes from the October 12, 1994 Board meeting; Board report No. 94-10-3B). The district-wide committee, with the support of the Board of Trustees, established an employee development initiative in partnership with the Museum of Tolerance Training Program to increase the cultural sensitivity of as many faculty, classified and management staff as possible to the Museum of Tolerance (Board Report No. 02-5-108B). Twice each year, groups of employees from each campus were sent to the Museum of Tolerance in Los Angeles, CA, for a series of training activities. Upon their return, facilitated follow-up discussions with other Museum of Tolerance attendees enabled all employees to gain better understanding and support for diverse cultures, viewpoints, and behaviors. It was the view of Human Resources Administration that the Museum trips and follow-up discussions with the broader group fulfilled the intent of the EEOAC district-wide committee, and the monthly committee meetings were replaced with the twice yearly group meeting. In view of the budget crisis, the Museum of Tolerance Program funding was discontinued in 2009.

Current Status:

This planning agenda item has been addressed.

Evidence:

District Board minutes: http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml

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III.A.5.a: Develop additional support for workshops, seminars, and guest speakers. Collect data for the website and methodologies for evaluating the data.

College Response:

The establishment of the Center for Innovation & Excellence in Teaching & Learning (CIETL) in Spring 2010 provided the foundation for on-going funding of professional development activities including workshops, seminars, and guest speakers. In its first year CEITL will be hosting a series of seminars and prostrations related to critical thinking, the theme identified at the CEITL retreat as the college theme for the upcoming year.

Website related data is collected routinely by the Marketing Office and is reviewed on an ongoing basis at the Administrative Council.

Current Status:

This planning agenda item has been addressed.

Evidence:

CEITL Webpage: http://www.Cañadacollege.edu/inside/CIETL/index.html

Web data being compiled (to be placed here): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

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III.A.5.b: Identify funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.

College Response:

The college has worked to be creative in its efforts to secure funding for professional development funding. Among the list of recently awarded grants the HSI-CCRAA and MSEIP grants included significant funds for professional development that included funding for in and out of state conference attendance.

As highlighted in previous Planning Agendas the Center for Innovation & Excellence in Teaching & Learning (CIETL) places professional development as a high priority and provides funding faculty and staff to attend conferences and workshops.

Current Status:

This planning agenda item has been addressed and the college will continue to explore external funding sources.

Evidence:

CEITL Webpage: http://www.Cañadacollege.edu/inside/CIETL/index.html

Grant applications/announcements: http://www.Cañadacollege.edu/inside/accred-oversight/Cañada%20College%20Grants.pdf

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III.B.1.a: Increase the level of custodial staffing.

College Response:

While the District is responsible for hiring and managing plant services personnel, the college has included an informal campus grounds and facilities assessment within the yearly agenda of the Administrative Council. The Administrative Council is exploring option for introducing a

grounds and facilities assessment procedure to the College Planning Council. Outcomes of that assessment will be brought forward for discussion as needed.

Current Status:

This planning agenda item is being addressed.

Evidence:

Being developed (to be placed here): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

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III.C.1: Develop a funding plan to maintain currency of appropriate instructional equipment in classrooms.

College Response:

The planning for maintaining the college's instructional equipment is shared process between Cañada College and the San Mateo District. The District IT Department (ITS) keeps a running inventory of all instructional equipment used at the College, including all Smart classroom equipment. The Cañada Office of Instruction also maintains a detailed spreadsheet of all faculty/staff issued computers, desktop and laptops and all peripheral devices, e.g. printers, including the date of purchase and location of hardware.

ITS works closely with the College in coordinating the transfer of inventoried computers to locations where the need is the greatest. In 2009-10, Cañada received computers that were of higher quality, faster computers than what was in the classroom, so ITS swapped out the old for the newer computers at no cost to the College.

For the past years, the college had been given an allocation from the State for instructional equipment. Currently, State Lottery Funds are used to fund instructional needs including instructional equipment. There is an extensive shared governance process that is followed for the critical needs and purchase of instructional equipment for classroom instruction. Besides the limited dollars from the state, another funding mechanism used at the College is through grant funds. Any time grants are written and it is permissible within the grant, we include instructional equipment as part of the overall funding needs.

Also, the College administration agreed on a yearly basis, to carry over to the next academic year, a specific dollar amount of instructional equipment dollars in case of any unforeseen critical instructional equipment requests.

Current Status:

This planning agenda item has been addressed.

Evidence:

Cañada Banner System and Web Extender houses all instructional invoices

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III.C.2: Develop a technology plan that integrates technology and institutional planning.

College Response:

The college developed a draft technology plan in Spring 2009 and formed a Technology Advisory Committee (TAP). The TAP team is finalizing the details of the plan and is scheduled to introduce the plan to College Planning Council in 2010/11 for an open discussion. CPC review of that plan will include examination of the output and data produced by the colleges other planning activities including the Educational Master Plan, the Strategic Plan and Program Review.

Current Status:

This planning agenda item is being addressed.

Evidence:

Cañada Technology Plan (draft):
http://www.Cañadacollege.edu/inside/research/integrated_planning/Technology%20Plan%20Cañada%20Draft%202%20jp.pdf

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III.D.1.d: Make the budget development process more transparent to the whole College community.

College Response:

The college's new planning framework led to the creation of a new Cañada Budget Committee. The Budget Committee ByLaws were approved by the committee in September 2010. As stated in the ByLaws the role of the Cañada Budget Committee includes providing ongoing communication and transparency on all college budget related matters. The Budget Committee has representation form faculty, staff, students and administration. All meetings are held in an open forum and minutes from the meetings are posted on the college website.

Current Status:

This planning agenda item has been addressed.

Evidence:

Cañada College Planning Framework: http://www.smccd.edu/accounts/Cañada/inside/accred-oversight/pg10_College-Planning-Structure-12-2008.pdf

Budget committee By Laws: http://www.Cañadacollege.edu/inside/planning-budget/index.html

Standard IV Planning Agendas

IV.A: Develop and adopt a code of ethics for all employees.

College Response:

The San Mateo District Board adopted Policy of Professional Ethics in June 2008. This policy references professional code of conduct of the Board of Trustees, Administration and classified staff, faculty, and the Associated Student organizations.

Current Status:

This planning agenda item has been addressed.

Evidence:

Policy:
http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Rules%20and%20Regulations/2_21.pdf

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IV.A.1: Pursue increased funding for professional development opportunities for all employees. Evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated, or organized more efficiently.

College Response:

The response to the professional development funding is addressed in detail within Planning Agendas II.A.2.c and II.A.2.d.

Regarding the assessment of shared-governance planning bodies: at the close of every spring semester, a college-wide survey is disseminated to all faculty and staff to assess decision making processes throughout the college. Findings from that survey are shared with the CPC where they are evaluated and used as a reference for making revisions to processes. Findings from the Spring 2010 survey revealed that there was some modest concern among faculty and staff about committee workload and planning coordination. In-depth review of those survey findings will be undertaken by the CPC in September 2010.

Additionally, each major shared-governance planning body identified in the planning framework (CPC, Budget Committee, IPC & SSPC) include in their ByLaws a mandated annual review and assessment of their specific planning processes. All planning reviews and assessments are tied to an annual cycle.

Current Status:

This planning agenda item has been addressed.

Evidence:

Findings from first planning assessment:
http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf

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IV.A.2.a: Review existing systems which provide orientation and leadership training to student leaders. Specifically, student leaders need to be informed of their Title V rights and responsibilities, of how to meaningfully participate on governance bodies and of how to access institutional resources. Develop Meet and Confer working condition representation for Confidential/Supervisory employees and administrators who are not represented by collective bargaining agents.

College Response:

Beginning in the Summer of 2010 college administrators began developing an informal mentoring program to help provide orientation and leadership support for students elected to an ASCC office. This informal mentoring has provided important insight into the leadership challenges facing Cañada students and has informed the planning for a formal leadership development process that will be implemented in the 2010/11 academic year.

The College Planning Council has also begun to bring great attention to the role and involvement of students in the college planning process. Discussions on how to improve participation, expand awareness of key issues and mentoring is expected to be addressed in 2010/11.

Current Status:

This planning agenda is being addressed.

Evidence:

CPC Minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

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IV.A.2.b: Create a program development policy.

College Response:

During the Spring 2010 semester Cañada College for the first time invoked the Program Improvement & Viability (PIV) process. The PIV process worked its way through the various shared governance planning bodies identified in the college's new planning framework and yielded in-depth discussions about program goals and effectiveness.

While largely effective in capturing college-wide feedback, upon review and discussion by the CPC, it was decided that the process should be formalized and a schematic of that processed be broadly shared with faculty and staff. The Office of Instruction and the Office of Planning & Research have been charged with developing that schematic and it will be brought forward for discussion at the CPC during the 2010/11 academic year.

Current Status:

This planning agenda is being addressed.

Evidence:

Planning Framework: http://www.Cañadacollege.edu/inside/accred-oversight/links.html

CPC minutes: http://www.Cañadacollege.edu/inside/college_council/index.html

PIV Process (as executed in 2010): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

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IV.A.5: Develop an annual schedule to review shared governance systems.

College Response:

Within the ByLaws of each of the new shared governance bodies embedded in the college's new planning framework, is a requirement to review and assess the efficacy and quality of the processes and decisions associated with each committee and between committees every year. Those assessments are performed at the close of the Spring term; feedback from those assessments are reviewed in the Fall including any revisions or proposed changes to structures or processes.

To support a more holistic assessment of shared governance that includes the perspectives of all faculty and staff the college has initiated an annual survey to assess the transparency, openness and efficacy of the college's shared governance decision making. Findings from the survey are made available to the entire college and are discusses at each of the college's primary shared governance planning bodies.

Current Status:

This planning agenda has been addressed.

Evidence:

CPC ByLaws: http://www.Cañadacollege.edu/inside/college_council/index.html

Survey Findings:
http://Cañadacollege.edu/inside/research/integrated_planning/Decision_Making_Survey_Findings_FINAL.pdf

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IV.B.1.g: The Board will review its evaluation tool.

College Response:

The Board has evaluated itself annually. In 2007, the Board discussed the evaluation instrument and made no changes. As part of their annual evaluation in 2011, the Board will again review the evaluation instrument.

Current Status:

This planning agenda item has been addressed.

Evidence:

In development by the District

IV.B.2.a: Evaluate the distribution of work among the administrators.

College Response:

In Spring 2009 the College Budget Office and the Office of Planning, Research & Student Success undertook an extensive examination of workload across all domains of administration and college support staff. The workload review led to a significant restructuring of the college's organizational chart which had as a primary intent to improve information and works flows within the domains of administration, instruction and student services.

Additionally, over the last two years the college made some additional hires to support the development of needed work. In August 2008 the college hired a Director of Planning, Research & Student Success and secured research analyst support from the district. In July 2009 the college hired a new Vice President of Instruction and the following July hired a new Vice President of Student Services. These new administrators have championed efforts to evaluate the effectiveness of programs and processes throughout the college and have modified operations and reporting channels to better accommodate the work demands in areas associated with heavy workloads or peak work cycles known to create bottleneck challenges.

Current Status:

This planning agenda has been addressed.

Evidence:

Reorganization Plan (2009): http://www.Cañadacollege.edu/inside/accred-oversight/links.html

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IV.B.2.b: Complete the Strategic Planning process.

College Response:

In 2007 the college hired The Voorhees Group LLC to engage the college stakeholders around the development of a college strategic plan. The output of that year long process was the college's current strategic plan.

In Spring 2010 the college launched into a 30-month strategic planning process which began with an assessment of the existing strategic plan including a review of progress in each strategic area identified in the 2007 plan and will result in the establishment of a revised Five Year Strategic Plan in 2012.

Current Status:

This planning agenda has been addressed.

Evidence:

College Current Strategic Plan: http://Cañadacollege.edu/inside/strategicplanning/Strategic-Plan-final.pdf

Overview of 2012 Strategic Planning Cycle:
http://Cañadacollege.edu/inside/research/integrated_planning/Strategic%20Planning%20Launch_LONG.pdf

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IV.B.2.d: Formalize and schedule regular analysis and reporting of budget and financial matters.

College Response:

The college's new planning framework led to the creation of a new Cañada Budget Committee. The Budget Committee ByLaws were approved by the committee in September 2010. As stated in the ByLaws the role of the Cañada Budget Committee includes providing ongoing

communication and transparency on all college budget related matters. The Budget Committee has representation form faculty, staff, students and administration. All meetings are held in an open forum and minutes from the meetings are posted on the college website.

Current Status:

This planning agenda has been addressed.

Evidence:

Budget Committee Minutes: http://Cañadacollege.edu/inside/planning-budget/index.html

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IV.B.3.a: The district will publicize the location of existing information about its roles, responsibilities and services.

College Response:

The district website maintained by the district office has undergone frequent revisions for the purpose of making the information much easier for search and retrieval. All key departments of the district office have established their individual websites. Key information, such as Board Policies, human resources information, are carefully maintained and updated by respective departments.

Current Status:

This planning agenda has been addressed.

Evidence:

District evidence: http://smccd.edu/portal/

IV.B.3.b: Use facilities program review data to evaluate the need for additional staff in order to make improvements in the area of facilities cleanliness. Develop survey document and procedures, so that all District faculty, staff, and administration can provide input into evaluation of all District services

College Response:

Beginning in Summer 2010 the San Mateo College District began the development of a Program Review process linked to multiple District functions including facilities and plant services. The goal of the process is to put in place a system for routine program review and assessment that includes reflection and analysis of evidence related to operational performance.

Current Status:

This planning agenda is being addressed.

Evidence:

In development by the District

IV.B.3.g: The district will assess the newly created functional map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes district wide. The District will study the need for a process to regularly evaluate governance and decision making structures and processes.

College Response:

In Spring 2010 The San Mateo Community College District, under consultation with the three colleges, developed a Function Map that outlined and delineated responsibilities of a host of system operations. The Function Map identifies for each operation whether the leadership and oversight of a function is primarily with the District of the individual colleges. It further identifies where any secondary responsibility or shared responsibilities also exist.

The Functional Map was brought forward for review to the Cañada College Planning Council in May 2010. The CPC reviewed the document and committed to conduction further reviews of the document in Fall 2010.

Current Status:

This planning agenda has been addressed.

Evidence:

District Functional Map:
http://Cañadacollege.edu/inside/research/integrated_planning/Accredit%20Function%20Map%20v5.doc

CPC Minutes: http://www.Cañadacollege.edu/inside/college_council/index.html