FOCUSED MIDTERM REPORT

Submitted to the Accrediting Commission For Community and Junior Colleges of the Western Association of Schools and Colleges

Prepared by

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March 2004

CAÑADA COLLEGE

Approval of <u>Focused Midterm Report</u>

This Focused Midterm Report is submitted in response to the recommendations from Cañada College's 2001 accreditation visit.

This report has been reviewed and approved by the San Mateo County Community College District Board of Trustees and with input from various members of the campus community.

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Ron Galatolo
District Chancellor

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Karen Schwarz
President, District Board of Trustees

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Rosa G. Perez
President, Cañada College

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Richard Claire
President, Academic Senate

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Matthew Friedman
President, Classified Senate

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Caitlyn Gilley
President, Student Senate

CAÑADA COLLEGE
FOCUSED MIDTERM REPORT

TABLE OF CONTENTS

Cañada College
Statement of Midterm Report Preparation

During Cañada College's re-accreditation process in 2000, the college community created its "Report of the Institutional Self-Study" for the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). In 2001, the Commission responded to this document with four recommendations for improvement at Cañada College. In 2002, the College wrote an Interim Report addressing these four recommendations. The following document, the Midterm Report, discusses the College's progress since 2002 and addresses the Commission's recommendations that re-appear in its January 17, 2003 action letter.

Cañada College's Midterm Report was begun in Fall, 2003 by the accreditation liaison officer. Memos were sent to Senate, College Council and standing committee members, to members of the Strategic Planning Committee, to the co-chairs and/or members of the original Standard Committees and to active members of the college community. Responses were collected through telephone, in-person interviews and in writing. The 127 college recommendations (called "planning agendas") that were made by members of the Standard Committees in the 2000 Self-Study Report are found under heading II of this Midterm Report. Consulted in this process were:

Rosa Perez, President, Cañada College
Marilyn McBride, Interim Vice President of Instruction; Dean, Science and Technology
Phyllis Lucas-Woods, Dean, University Center and Academic Support Services
Kuni Hay, Dean of Humanities and Social Science
Linda Hayes, Dean, Business and Workforce Development
Patty Dilko, Vice-President, Cañada College Academic Senate
Paul Roscelli, Secretary, Cañada College Academic Senate
Diane Eyer, Chair, College Council of Cañada College
Romy Thiele, Chair, Cañada College Curriculum Committee
Marsha Ramezane, Director of Articulation, Matriculation and Transfer
Ruth Miller, Assistant Registrar, Cañada College
Roberta Chock, Promotions & Web Content Coordinator, Cañada College
Bart Scott, Director of Research, Cañada College
Susan Traynor, College Liaison for Facilities Projects
Standard Co-chairs: Joan Del Gaudio, Jeanne Gross, Linda Hayes, Lisa Palmer, Rita Sabbadini, Lesli Sachs.

In addition, information was gathered from the following faculty and classified staff: Jennifer Castello, Martha Chavez, Matt Friedman, Joan Del Guadio, Debbie Joy, Barbara McCarthy, Joan Murphy, Martin Partlin, Jonna Pounds, Jose Romero, Rita Sabbadini, Pat Tyler.

A report on the process and progress of this Midterm Report was presented to the San Mateo County Community College Board of Trustees for discussion at their January 29, 2004 meeting. A working draft of this Midterm Report was presented to the College Council, Cañada College's shared governance body, on February 5, 2004. The final draft of the Midterm Report was given to members of the College Council on February 19 for their review, discussion, comments and approval. The final Midterm Report was submitted to the San Mateo County Community College Board of Trustees for approval at their February 25, 2004 meeting.

Rosa Perez
President, Cañada College

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Cañada College
Focused Midterm Report

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In 2001, Cañada College underwent a site visit by the Western Association of Schools and Colleges (WASC). As a result of this visit, the Commission made four recommendations to the college. In 2002, the College sent a response to these four recommendations in its Interim Report. This Midterm Report is a follow-up to the 2002 Interim Report and contains:

   I. Response to the team recommendations and the Commission action letter;
  II. Response to self-identified issues.

In two of the four recommendations below, there is reference to an "Educational Master Plan". An Educational Master Plan exists for the District encompassing goals for all 3 colleges. In 1995, the District completed this Educational Master Plan through a collaborative 16-month process with all three colleges. Reviewing the goals of this Master Plan and Cañada's contribution will clarify ways in which this document has contributed to Cañada's planning. The main goals of this plan were to improve:

1. District Resources (Networked)
2. Learning Foundations and Requisite Skills
3. Student Support Systems
4. Staff Development and Revitalization
5. Technology Infusion

The general spirit of the plan was that the three colleges would align themselves more closely where possible, resulting in improved services, saved resources, efficiency of operation and cohesion in the District.

During the process of developing this Educational Master Plan, Cañada College held numerous college meetings and developed its own list of priorities. They are quoted below:

1. More flexibility in curriculum and structure
   a. Be dynamic
   b. Weekend College
   c. Short term offerings
   d. EXCEL program
   e. Off-campus sites
   f. Accelerated degree programs

2. Establish a "Training Exchange" with public, private and community partners
3. [Encourage] Distance Learning to reach [the] Bay Area, California and beyond
4. Create more sense of community (a meeting place on campus)
5. More contact between students and instructors; tutoring and mentoring
6. Faculty team building between and among Colleges
7. More Training and counseling for faculty
8. More access to information; [a] place to share ideas and resources

9. More support for faculty creativity/innovation (teaching lab, Faculty Training Center, Idea Exchange)

The District will begin a formal process of reviewing its Educational Master Plan during 2004. Cañada College, however, has been developing and reviewing its planning strategies since 1999. While the College has not labeled this planning an "Educational Master Plan," the College has demonstrated its commitment to District goals and strategies in its mission statement and strategic planning, and in its transformation, revitalization, marketing, enrollment goals, facilities projects, program development, and technology "infusion."

I. Response to Team Recommendations and Commission Action Letter

Recommendation 1: Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the College's mission and goals.

Student success is at the heart of Cañada College's Mission. (Attachment 1) The College revisits its mission statement regularly and upholds its principles today. All Senates, Councils and Divisions keep the College's mission and District goals in mind while making improvements in services to employees and students in communication processes; in curriculum revision and development; in facilitates planning; in professional development of faculty and staff; and in the development of research plans and programs to meet the needs of its community. The College is developing programs to improve students' access and their ability to complete their educational goals. In addition, the flexibility necessary today for student success is central to the College's program planning. Two examples that illustrate the College's commitment to access and flexibility in program planning are the University Center programs developed through partnerships with 4-year institutions and the Upward Bound Project in partnership with Sequoia Unified School District. (Attachment 2, 3)

In addition, Cañada College steadily moves forward in its planning processes. As mentioned in the 2002 Interim Report, planning focused first on the Facilities Master Plan. Goals established during this planning process include a new building with 5 new classrooms (a lab and two "smart" rooms) and several meeting rooms. Upgrades in technological support have been made to classrooms in four buildings; outside lighting, walkways and parking areas have been improved. The campus and buildings are now ADA compliant. A new Library/Learning Center has been designed with input from all constituents and will be completed in December, 2006. The ongoing process of equipping classrooms and labs with state of the art technology and equipment continues.

Cañada College has also kept moving ahead with its current strategic planning process because the College wants to progress rather than revisit issues again and again. This ongoing progress, grounded in Cañada College's values, has enabled the College to reinvent itself. These values are:

Personalized instruction and service
Active learning and interaction
High standards of excellence
Increased student access
Diversity in staff, student body and curriculum
Partnerships with business, schools, colleges and universities, governments, and
community-based organizations

Even though outside needs and influences change rapidly, Cañada stays focused on planning that meets student and community needs. Since the completion of the Interim Report submitted to the Accrediting Commission in October, 2002, the College's 18-member Strategic Planning Committee completed a rigorous 3-semester process of research, consultation and debate and produced a set of recommendations which it then shared with the college community in November, 2003. Included in this process was an All-College Town Hall meeting to finalize the themes and directions that had emerged from this consultation process. These recommendations concern academic environment, student life, workforce development, professional development, district planning, and student services. (Attachment 4) They serve as a model to guide college planning. (Attachment 5, 6).

Recommendation 2: Cañada College should fully develop its research capability with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making.

Cañada has made marked progress in the authentic support of its mission, goals and values with research. As mentioned in the 2002 Interim Report, in 2001-2002, research was conducted through reassigned time to faculty and through assistance from District researchers. Now, the position of a full-time professional researcher has been filled, and extensive research is ongoing in student retention, student success, program planning and effectiveness, funding, facilities development, and the alignment of curriculum with changing college and state goals.

Although the College's commitment to authentic shared governance processes means that research decisions may take time and much discussion before they are implemented, the foundation for change based on accurate research has been laid with college support. The Director of Research attends meetings of the College Council, the Strategic Planning Committee, and the Budget and Planning Committee, and works with managers and faculty to set research priorities.

In spite of events such as vacancies in VP positions and cuts in funding, research is being accomplished and is being used in planning decisions. For example, in 2003, data from research on retention and transfer of students from Cañada's Off-campus CBET and Menlo Park Programs was used to make decisions about program continuance, growth and support. In addition, ESL courses have been redesigned in 2003-2004 based upon research in 2003 on student retention and success. A matrix analysis of all college

subjects by student goals and educational levels has been completed. This allows a cross-reference of all classes and the students enrolled in them. Research has also been completed concerning enrollees at the College who hold Bachelor Degrees. The information from this research is allowing Cañada College to prepare for funding and tuition changes.

At the District level, a new Research Coordinating Council has been established under the Direction of ITS. This Council meets regularly to combine efforts and to set a common research agenda, define common variables and establish standards for research. Most recently a decision was made to invest in a data warehousing system that was mentioned as a high need in the Interim Report.

Recommendation 3: Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent ongoing support from the district.

Educational master planning, as stated in the introduction of this report, is done at the District level, and a district-wide planning process involving all constituencies has been commissioned. At its February, 2004 retreat, the Board of Trustees directed the Chancellor to begin the process of updating the Master Plan. As discussed in Recommendation 1 above, Cañada College had begun this planning cycle with the Facilities Master Plan. The College's formal strategic planning has continued at the same time. In addition, the College annually revises its budget and planning process. A Revised Budget and Planning Process adopted by the College Council in 2003, calls for a "bottoms-up" approach to the identification and adoption of staffing priorities and fully utilizes shared governance approaches. (Attachment 7)

Recommendation 4: Cañada College should refine and strengthen communication, information sharing, and formal professional development of instructions and student services faculty and staff by providing a variety of professional development opportunities throughout the year.

A major part of strengthening communication and information sharing is maximizing the use of the tools available through technology. In 2001, the college made a firm commitment to the use of technology for communication with students and employees. Cañada continues to develop an excellent Website which faculty, classified staff, administration and students use for communication and as a source of information. (Attachment 8) The Student Handbook is only one of many documents that are now on-line.

Since the last accreditation, HR and other departments in the District have made full use of the internal portal page with District downloads that provide copies of critical Rules and Regulations, policies and procedures. HR has consistently used its electronic

newsletter "HR News!" as well as regular district-wide e-mails as two methods of publicizing the availability of various resources on the District portal.

An intensive training program in the use of technology in the classroom, funded through Cañada College's Title V Federal Grant, was held in 2002. Faculty members are now designing their own Websites and communicating on-line directly with their classes and individually with their students. Faculty members also encourage students to use e-mail to communicate with each other. Management and the District continue to support Cañada College in the use of technology for communication. Through the Center for Teaching and Learning, the District continues to offer technology workshops every semester for all employees. (Attachment 9) The Communications Office at Cañada College has recently launched an electronic newsletter for employees that will be updated monthly with campus input.

Not only has the use of technology improved communication and information sharing, but on-campus activities have as well. Examples mentioned in the 2002 Interim Report are formal All-College Meetings, and the "President's Pen." In addition, the College's Communications Office is now fully staffed, and the College Council reaffirmed the importance of a full-time position for a Director of Marketing and Public Relations in 2003. In addition, recently, the College Council has participated in workshops on effective communication and group process. The Academic Senate Governing Council as well has held workshops on communication, representation and state processes.

As mentioned in the 2002 Interim Report, several professional and staff development funding sources are available on campus: AB1725, Professional Development, Classified Staff Development and Trustee's Fund. While much discussion has taken place between the administration and the Academic Senates of all three colleges about merging faculty professional development efforts, it has become evident that this would require agreement with the collective bargaining groups. Thus far, there has been no agreement to do so, and many college faculty members do not wish to have faculty professional development funds centrally managed.

However, since 2002, after many semesters of discussion about opportunities for faculty professional development, district flex days have been changed. They are now "flexible" in the sense that faculty members, with approval from their Division Deans, may meet their Flex obligations individually throughout the semester by choosing workshops, conferences and activities that are of interest to them.

Also, professional development opportunities on campus have increased. In addition to workshops offered through the Center for Teaching and Learning each semester, in 2002 a Title V Diversity Training program was developed. Following that, in 2003, a Title V Lecture Series began. Faculty can choose from workshops such as "Working with Generation 1.5 Teachers and Learners," and participate in student and faculty panel discussions. In Spring 2004, "brown bag lunches" were scheduled into this program so that faculty can have uninterrupted time to share information and classroom techniques.

Fortunately, the College has also been able to include renowned lecturers such as trainer Dr. Sugie Goen and Firoozah Dumas. (Attachment 10)

In addition to the 4 recommendations made by the visiting team, there was an additional recommendation made to the college in the Commission's January 17, 2004 letter. The recommendation reads:

The district should conduct regular training for supervisors of classified staff and meet the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations.

In 2003, the District HR Office, under Vice-Chancellor Harry Joel, revised and standardized classified evaluation processes. Even though there have been significant budget cuts in HR, these revised processes continue. The district's computer database records on classified staff have been updated and have improved communication with supervisors regarding scheduling evaluations. Also, a simplified evaluation form is being reviewed by district and college administrators. In 2004, all managers will be trained in the use of this form upon its approval. A monthly manager's forum will begin in February, 2004 to train managers in HR processes and practices, particularly those involving evaluation. Cañada College classified staff indicate, during interviews for this report, that evaluations at the College take place regularly, consistently and fairly through an open, scheduled process.

<u>**Self-Identified Planning Agendas**</u>

II. Response to Self-Identified Issues

In the 2000 Institutional Self-Study the college community made recommendations concerning 10 Commission Standards. In total, the College recommended 127 "planning agendas." The number recommended for each Standard was:

Standard 1: Mission Statement	0
Standard 2: Instructional Integrity	6
Standard 3: Institutional Effectiveness	8
Standard 4: Educational Programs	32
Standard 5: Student Support and Development	23
Standard 6: Information and Learning Resources	28
Standard 7: Faculty and Staff	4
Standard 8: Physical Resources	7
Standard 9: Financial Resources	6
Standard 10: Governance	13

It was evident in writing this report that the planning agendas could be grouped into functional themes. These themes and the number of planning agendas in each are:

Themes	Number of Planning Agendas
Communication	23
Research	16
Student Services	15
Planning	15
Curriculum	11
Technology	9
Facilities	9
Professional Development and Training	8
Finances	6
Program Review	6
Governance	6
Participation	3

The most important themes are the need for planning based upon research; for processes leading to effective communication; for improved services to students; and for improved facilities and access to technology.

All planning agendas for the 10 Standards were listed in the 2002 Interim Report. For brevity, in this report, the planning agendas are organized in chart form. The chart, nevertheless, reflects the depth and thoroughness of the College's planning agendas. All 10 Standards are included in the chart, followed by the planning agendas recommended for each. The theme of each planning agenda and its current status is also indicated. A key for abbreviations is at the bottom of each page. The chart also indicates which planning agenda topics are discussed in this report.

Most of the planning agendas in Cañada College's 2000 Institutional Self-Study were drawn up as tasks. Of the 127 recommendations for action made by the college community in 2000, 74 have been completed, 39 are in-progress and 14 are on-hold. Those which remain on hold depend upon College and District activities that are currently in process or scheduled for a later date.

Standard 1:   The institution has a statement that defines the institution, its educational purposes, its students and its place in the higher education community.

No planning agendas recommended.

Standard 2:   The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

Standard 2 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
2.1	Cur.	X			X
2.2	Com.	X			X
2.3	Com.	X			X
2.4	R.			X	
2.5	Com.	X			X
2.6	Com.	X			

Standard 3:   Institutional research is integrated with and supportive of institutional planning and evaluation.

Standard 3 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
3.1	R.	X			X
3.2	Com.	X			X
3.3	R.	X			X
3.4	PR.		X		X
3.5	Pl.			X	X
3.6	PR.			X	X
3.7	R.	X			X
3.8	R.				X

Com: Communication; **Cur:** Curriculum; **Fac:** Facilities; **F:** Finances; **Gov:** Governance; **Part:** Participation; **Pl:** Planning**; PR:** Program Review; **R:** Research; **SS:** Student Services; **Tech:** Technology; **Tr:** Training

Standard 4:   The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Standard 4 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
4.1	R.		X		X
4.2	R.	X			X
4.3	R.		X		X
4.4	PR.		X		X
4.5	Pl.	X			X
4.6	Fac.		X		X
4.7	SS.	X			X
4.8	SS.	X			X
4.9	Com.	X			X
4.10	Com.	X			X
4.11	Cur.	X			X
4.12	Cur.		X		X
4.13	Cur.		X		
4.14	Cur.	X			X
4.15	Cur.	X			X
4.16	Com.	X			X
4.17	PR.		X		X
4.18	PR.			X	
4.19	Tr.		X		
4.20	Tech.			X	
4.21	Com.	X			X
4.22	Cur.		X		X
4.23	Pl.		X		
4.24	Cur.		X		X
4.25	Tr.		X		X
4.26	Tr.		X		X
4.27	Tech.	X			X
4.28	Tech.		X		X
4.29	PR.				
4.30	R.		X		X
4.31	Tr.			X	
4.32	Cur.			X	

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Standard 5: The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Standard 5 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
5.1	SS.	**X**			**X**
5.2	Com.	**X**			**X**
5.3	Com.	**X**			**X**
5.4	Com.	**X**			**X**
5.5	R.		**X**		**X**
5.6	R.		**X**		
5.7	Gov.	**X**			**X**
5.8	Gov.	**X**			**X**
5.9	Gov.			**X**	
5.10	Gov.			**X**	
5.11	R.	**X**			
5.12	SS.	**X**			**X**
5.13	SS.		**X**		**X**
5.14	SS.	**X**			
5.15	SS.		**X**		
5.16	Pl.		**X**		
5.17	SS.		**X**		**X**
5.18	Tr.		**X**		**X**
5.19	SS.		**X**		**X**
5.20	SS.		**X**		**X**
5.21	SS.	**X**			
5.22	SS.		**X**		**X**
5.23	Pl.	**X**			**X**

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Standard 6: Information and learning resources and services are sufficient in quality, depth, diversity, and current ness to support the institution's intellectual and cultural activities and programs in whatever format and where ever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

Standard 6 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
6.1	Fac.		X		
6.2	Fin.		X		X
6.3	Pl.	X			X
6.4	Com.		X		X
6.5	SS.	X			X
6.6	Tech.		X		
6.7	Tech.	X			
6.8	Pl.	X			X
6.9	Cur.				X
6.10	Cur.			X	
6.11	R.	X			
6.12	R.	X			
6.13	Tech.	X			X
6.14	Tech.	X			X
6.15	Tech.	X			X
6.16	Tech.	X			X
6.17	SS.	X			X
6.18	Com.	X			
6.19	Pl.	X			X
6.20	Com.	X			
6.21	SS.	X			
6.22	Pl.	X			X
6.23	Pl.	X			X
6.24	Fac.	X			X
6.25	Fin.	X			X
6.26	Tr.	X			X
6.27	R.				
6.28	Pl.		X		

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Standard 7: The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Standard 7 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
7.1	Pl.	**X**			**X**
7.2	Com.	**X**			**X**
7.3	Com.	**X**			**X**
7.4	Fin.			**X**	**X**

Standard 8: The institution has sufficient and appropriate physical resources to support its purposes and goals.

Standard 8 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
8.1	Fac.	**X**			**X**
8.2	Fac.	**X**			**X**
8.3	Fac.	**X**			**X**
8.4	Fin.	**X**			**X**
8.5	Fac.	**X**			**X**
8.6	Fac.		**X**		**X**
8.7	Fac.	**X**			
8.8	Pl.		**X**		**X**

Standard 9: The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

Standard 9 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
9.1	Fin.			**X**	
9.2	Fin.		**X**		**X**
9.3	Pl.			**X**	**X**
9.4	Gov.	**X**			**X**
9.5	Tr.	**X**			**X**
9.6	Com.			**X**	

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Standard 10: The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Standard 10 Planning Agendas	Theme	Completed	In-Progress	On-Hold	See Report
10.1	Pl.		X		X
10.2	R.	X			X
10.3	Gov.	X			X
10.4	Com.	X			
10.5	Com.	X			X
10.6	Com.	X			
10.7	Part.	X			X
10.8	Part.	X			
10.9	Com.	X	X		
10.10	Fin.	X			
10.11	Fin.	X			X
10.12	Com.		X		X
10.13	Plan.				X

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Cañada College
Discussion of Themes

The most important themes evident in the 2000 Self-Study are discussed below. Examples of key planning agendas from each theme and their status follow each discussion. (**Co**: completed; **I-P**: In-Progress; **O-H**: on-hold)

Self-Study Planning Agenda Themes

Communication

The College makes a concerted effort to disseminate timely, consistent and accurate information throughout the college and the community. Senate and Council agendas and detailed minutes are distributed to all college faculty and staff. In addition, College Deans have developed standard practices for conducting effective meetings in all divisions. Material produced by the Communications Office is professional, colorful, adaptable, accurate and up-to-date. This has led to increased enrollment and community connection. Following are key planning agendas related to communication:

2.2   The President, with the Public Relations Office, the Office of Instruction, and the Division Deans, will establish a plan to advertise the college's programs through a series of brochures. Work will begin at the division level to follow this plan. Faculty in each of the divisions will be asked to assist in this process, so that accurate information is assured. **Co**

2.3   The Associated Student Advisor, the Student Officers, and the Vice President of Student Services will review the new "Orientation and Student Handbook" to assure that it is consistent, clear and accurate. **Co**

2.5   The Vice President of Student Services will assure that appropriate information on A Student's Right to Know, Conduct, Disciplinary Actions and Due Process is included in the Student Handbook. **Co**

2.6   Instructors will include this information in Student Success and Introduction to College courses. **Co**

3.2   The research team will develop a process to disseminate research information to all members of the campus community. **Co**

4.9   The Vice President of Instruction will change the catalog format to make it more user-friendly. **Co**

4.10   The Vice President of Instruction and the Curriculum Committee will update the Curriculum Handbook so that there is consistency between course proposal forms and the handbook, as well as bringing up to date all other information. **Co**

5.2   The Vice President of Student Services and the Coordinator of Student Activities will be responsible for updating the Student Handbook and publishing it. **Co**

5.3   Division Deans will ask all faculty to include in their syllabi reference to the College catalogue and class schedules as a source of important information for students. **Co**

5.4   The Vice President of Instruction will ensure that college policies appear on the college web sites. **Co**

6.4   The new Learning Center Coordinator will convene the Learning Center Liaison Board at least once a semester to gather input from all divisions about collaborative opportunities to support the programs, courses, and degrees offered at Cañada, including the off-campus Learning Center and technology-based instruction. **Co**

7.2   The availability of District Rules and Regulations should be publicized to all Cañada employees, so that when they have questions, wish to research Board policies, and/or need to review Board procedures, they know where to locate the information within their own division or in another College office. **Co**

7.3   To make sure that employees do know where to access this information, the Director of Human Resources will advertise it in her "HR NEWS!" newsletter, and her staff will incorporate this information in the new employee orientation program. **Co**

10.5   The College and District Academic Senates, as well as the District-level policymaking bodies need to improve the means of disseminating information. **Co**

Research

For Cañada, research has become a core part of planning to meet the changing needs of the community, to maintain funding resources, and to assure student satisfaction, success and retention. Research will continue to provide assessments and feedback on department, program, student and community needs. The College's full-time professional researcher, a key member of the college community, shares information and makes presentations regarding research planning, processes and results at college meetings. Following are key planning agendas related to research:

3.1   The College will assess whether current staffing for research is appropriate. **Co**

3.3   The college will link research closely to the planning and goal-setting mechanisms of the college so that research becomes a fundamental tool for helping the college define and reach its goals. **Co**

3.7   The college will carry out more intensive research into the issues of student success and retention. **Co**

3.8   As part of the effort to strengthen the research function, the College will develop a process for accessing its research capability, the impact of that research on the institution, and in conjunction with the District, the relationship between college and district research activities**. I-P**

4.1   The institutional research staff, under the direction of the Office of Instruction, will develop a research plan and calendar to provide for regular assessment, and feedback of information to departments, of student and community educational needs. **I-P**

4.2   The Vice President of Instruction, in conjunction with the institutional research staff, divisions, and other groups, will carry out on-going research and evaluation of the need for program changes and additions, and seek funds to support the addition of new programs. **Co**

4.3   College research staff, in collaboration with the Vice President of Instruction, will conduct research to assess how well students are able to complete programs or to transfer in a timely fashion. **I-P**

5.5   Student Services, the college research team, and ITS will work together to develop a way to collect student's needs data and forward it to appropriate programs. **I-P**

Student Services

The College developed and filled the position of a full-time Director of Articulation, Matriculation and Transfer in 2000. A proposal from the Budget and Planning Committee to create a Dean of Counseling and Enrollment Services will be undertaken by the College Council in Spring 2004. Through the implementation of the SARS Grid, the College's advising system and counseling processes continue to be improved. The college attributes much of its success in student retention and persistence to the strengthening of this area. An orientation program on-line, in person and in Spanish has been created, and the Student Handbook is on line. As mentioned in the 2002 Interim Report, semester class schedules and the catalog were redesigned to be more user-friendly. These publications continue to be revisited, revised and updated.

Cañada College's Library and Learning Center are a central part of the College's service to students. The Library has expanded its hours, and the Learning Center continues to develop its programs. In addition to the many basic skills courses the Center offers, each semester the Center sponsors a variety of workshops and has linked software such as

PLATO and Academic.com to the off-campus Learning Center. Following are key planning agendas related to Student Services:

4.7   The Vice Presidents of Instruction and Student Services will lead an effort to plan a systematic advising system, including on-going training for advisors. **Co**

4.8   The Vice President for Student Services will develop a process that ensures that all students receive appropriate systematic academic advising, have access to information and knowledge, including counseling and advising, and see counselors on a regular basis. **Co**

5.1   The College, together with the District, will continue efforts to allow students to apply and register on-line. **Co**

5.12   The Coordinator of Matriculation, Articulation and Transfer will develop a systematic approach to applying multiple measures when placing students and ensure that they are used. **Co**

5.13   The Vice President of Instruction, with the Math Department faculty, will participate in a validation study for the Math Placement Test (MDPT). **I-P**

5.19   The Vice President for Student Services will direct the Student Activities Coordinator to work with student organizations to encourage activities that are inclusive and that promote cultural diversity. **I-P**

5.20   The Student Activities Coordinator will oversee production of a campus activities newsletter. **I-P**

5.22   The Student Activities Coordinator will update each semester a list of active student clubs, along with contact information. This information will be included in the schedule of classes, the College Handbook, the college's web page and the "Pipeline." **I-P**

6.5   The Learning Center Coordinator and the Library staff will investigate, with input from the Liaison Board, expanding hours of service including the possible addition of weekend hours. **Co**

6.17   Library staff will explore the possibility of expanding hours in the evening and on weekends. **Co**

Planning

An important part of institutional planning at Cañada College focuses on serving students. Planning is being done at the college level, the division level, and the department level. Program and class planning is also being emphasized. As mentioned in the 2002 Interim Report, course schedules are now coordinated with student goals. For two years, Cañada's Title V Federal Grant has been used to analyze the College's curriculum and pedagogy in English, ESL and foreign languages. (Attachment 11) Year by year, Cañada increases its partnerships with businesses, schools, and community organizations to develop and fund programs that support student success. (Attachment 12) It goes without saying that Cañada will be an enthusiastic partner when the District renews work on its Educational Master Plan. Following are key agenda items related to planning. Those on hold concern planning across the District.

3.5   The College and the District will work together to clarify and develop stronger linkages between District strategic planning processes and individual college's institutional planning. **O-H**

4.5   The College should continue to hire full-time instructors and classified staff members, as positions are identified through the shared governance process, and investigate the funding of faculty reassigned time for projects that will increase enrollment. Grant monies and other sources of external funding should be pursued vigorously. **Co**

5.23   The Vice President of Student Services will establish target goals to implement the recommendations from the Matriculation Program Review and consultant recommendations. **Co**

6.8   The College President, the Vice President of Instruction, the Dean of B/OCED/OCS, the Dean of Humanities, and the Menlo Park Learning Center Coordinator will work on a strategic plan for the Center. This plan will address how the Center fits into the over-all goals of the college, what curricula needs to be developed or expanded, what staffing needs to be added, and what recruitment efforts need to be carried out. **Co**

6.19   Library staff will participate in planning the new, centralized Library/Learning Resource Center. **Co**

6.22   Learning Center staff will participate in planning the new, centralized Library/Learning Resource Center, which will improve accessibility. **Co**

6.23   The Dean of Business and the off-campus Learning Center coordinator will create a plan to improve and better utilize the multi-purpose room in the Menlo Park Center for various uses. **Co**

7.1   As was intended by the AB1725 SMCCCD Trust Committee, an annual review

should be conducted to provide consistency in the evaluation procedure of all faculty across the District. **Co**

9.3   College and District administration, in consultation with faculty and staff, will prepare annual capital plans, separate from the Five-Year Capital Construction Plan. **O-H**

10.1   The Chancellor, via the Chancellor's Council and District Shared Governance Council, will continue to actively review and make recommendations to the Board about policies, statutes, and regulations that will ensure quality, accountability, and consistency in all college programs throughout the District. **I-P**

10.13 The Chancellor, with the participation of administrators, faculty, and staff from throughout the District, will evaluate, update, and modify the Educational Master Plan and Facilities Master Plan every five to seven years. **I-P**

Curriculum

There are a number of important steps that Cañada College has taken in curriculum development. The Curriculum Committee has speared-headed a college-wide review and validation process of how courses meet associate degree general education criteria. Course outlines in Fall 2004 will be required to include specific general education requirements met in each course. The Curriculum Committee is also upholding the development of courses that meet standards of transfer, basic skills and workforce development.

 The English Department has addressed competencies for the last 2 years and has completed this process with extensive collaboration across the district. Also, certificate programs have been modified so that they now identify their own specific competencies. In 2003, the Director of Articulation, Matriculation and Transfer led a process in placement test validation. The ESL program re-validated its placement test and the Mathematics Department is starting this process.

As students increasingly take courses at all three colleges in the district, collaboration on curriculum, common course numbering and graduation requirements become more essential for student success. For this reason, although the three colleges want to remain autonomous, Cañada College continues to support common course numbering and common graduation requirements even though these are not priority issues in the District at this time. The College continues to support autonomy only when it does not slow student progress.

In addition to improvements in established programs, faculty members have been involved in developing new programs and courses. Several Learning Communities have been developed which offer students an integrated approach to learning across departments. The College's commitment to serving diverse populations is reflected in the

development of new courses in the History Department. The College has also expanded it certificate offerings. (Attachment 13) The following are key planning agendas related to curriculum:

2.1   The Curriculum Committee will revise the Curriculum Handbook during the 2000-2001 academic year and have it ready for dissemination by Fall 2001. **Co**

4.14   The Curriculum Committee will participate in a review of the General Education Philosophy and criteria, and develop standards for GE courses. **Co**

4.15   The Curriculum Committee will modify course approval outline forms to include a specific requirement about how courses meet general education requirements. **Co**

6.9   The Off-campus Learning Center Coordinator will investigate installing PLATO as a basic skills software program in all computers in the center. **Co**

Technology

Faculty takes an active roll in the effective use of technology on campus. On line instruction has been experimented with and the college is progressing toward a distance education model that combines on-line instruction with classroom instruction. For example, the Early Childhood Education Department experimented with on-line and video-conference courses in 2001-2002. Through analysis of student success, the department discovered that students need more face-to-face contact with faculty and each other. Similarly, on-line education is also being analyzed by other departments as they offer these courses.

Furthermore, A & R now offers student services on-line. This enables the college to manage admissions, business operations, communications and information dissemination effectively and efficiently. Faculty members now submit census and grades, and access class lists and forms on-line. The District has also centralized service to technology. This allows for more efficient solutions to service problems. In addition to this centralization of services, the District has also centralized professional development offerings in technology for faculty and staff through the Center for Teaching and Learning. As mentioned above, the Center offers many software workshops that support instruction and the use of the Internet. Following are key planning agendas related to technology:

4.27   The College needs to continue upgrading hardware and software, so that offices, labs, and classrooms are equipped with stare-of-the-art equipment. **Co**

4.28   The CTL needs to provide increased and adequate technical support for faculty and staff as they infuse the curriculum with technology mediated instruction. **I-P**

6.13 Ensure faculty involvement in the selection, organization, and maintenance of educational equipment and materials. **I-P**

6.14 The Learning Center Program Supervisor will work with the computer technicians to develop training in troubleshooting to better handle day-to-day computer maintenance in the Center, and possibly other Labs as well. **Co**

6.15 A plan to provide more computers for faculty curriculum development is being implemented and will be evaluated. **Co**

6.16 A comprehensive plan will be developed for the ongoing replacement and upgrading of computer hardware and software throughout the campus. **Co**

Facilities

The college community has great respect for its environment, and employees in the Building and Grounds Department deserve special recognition for their work. The District has centralized this department, which has led to increased efficiency. Through passage of the District's Bond measure and successful applications for grants and state funding, the college is developing its facilities at a rapid rate. As mentioned in the 2002 Interim Report, the College participated in the development of a District Facilities Master Plan. This plan assures that facility projects are related to student access and success and to meeting the needs of a diverse, rapidly changing student population-core elements of the College's mission. As the Library/Learning Center is built, space will become available to develop and expand the Student Center and Counseling Services. Meeting areas and conference facilities will also be expanded. Following are key planning agendas related to facilities:

4.6 In collaboration with the District's Facilities Department, the College should upgrade all its laboratories on an on-going basis, improve the seating in classrooms which now have fixed chairs, upgrade the electrical power supply system, and continually upgrade software, especially for occupational programs. **I-P**

6.24 To insure that students are using lab resources effectively, the computer labs will seek greater faculty and staff involvement in the supervision of computers. **Co**

8.1 The college should use facilities income to support facilities maintenance. **Co**

8.2 The college and the district need to complete a formal review of facilities. **Co**

8.3 The college will develop a list of projects that would be funded by a facilities bond. **Co**

8.5 New and more effective outdoor lighting will be installed. **Co**

8.6   Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution. **I-P**

8.8   Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate. **I-P**

Professional Development and Training

Several times a semester, professional development and training opportunities are offered to all classified staff and faculty. In this training, classified staff can learn how to use up-dated software and faculty can learn to develop their own web pages and instructional material. In addition to workshops offered on campus by the Center for Teaching and Learning, the Academic Senate Governing Council sponsors state-led training in faculty participation in governing processes. Also, the College Council recently completed training in effective group process and communication**.** The Associated Students and other faculty groups also offer workshops on campus for faculty, staff and students. (Attachment 14) Following are key planning agendas related to professional development and training:

4.25   The college will continue to offer professional development opportunities for advancement and support of new delivery modes. **Co**

4.26   The President of Instruction will provide coordination and a closer link between the CTL's course offerings and staff and faculty technical training needs.

5.18   The Administrative Council will insure that the college continues to emphasize training for all college staff and faculty on the importance of cultural diversity and inclusion. **Co**

Finances

The College has paid special attention to assuring that all constituents participate in budget and planning processes and that these processes originate at the division level. All constituents are represented on the Budget and Planning Committee. Planning begun at the division level is carried to this committee for discussion and approval. Difficult financial choices were made in 2003 during a period of budget cuts. During that time, with the three colleges, the District developed a "Managed Hiring Plan" through which a College committee made decisions regarding the redistribution of classified staff. At the same time, departments were restructured. Aside from the many grants the college has been awarded, it has also been very successful attracting private funding. A prime example of this is the College's B.A. Program in Nursing to begin in Fall 2004. Following are key planning agendas related to finances:

6.25   The college and district will identify funding for faculty computers and plan for systematic maintenance and replacement of computers to keep them up-to-date. The library staff will pursue ways to increase the library book replacement budget. **Co**

8.1   The college will continue to apply for state funding for removal of architectural barriers. **Co**

9.2   College administrators will seek additional resources from the district and from external entities to develop new and update existing programs.

10.11   The Associate Chancellor should implement a more efficient purchasing procedure that starts procurement action sooner in the annual cycle, thus eliminating the year-end rush to negotiate and award contracts.

Program Review

In 2003, the Academic Senate Governing Council began work on a model for Program Review that would assure that Program Review is used to support the continuance or discontinuance of programs, hiring decisions, and course development. Currently, the Governing Council is taking its final plans for program review to the College Council for discussion and approval. Planning agendas related to Program Review follow. Those on hold will be completed when the model is finalized.

3.4   The College Council will look at the current model for Program Review and may ask that more information on student satisfaction with the programs be included. **I-P**

3.6   The Budget Planning Council will make use of program review documents in its deliberations, thus adding another level of checks and balances. **O-H**

4.4   The College Council and Academic Senate, in conjunction with the Vice President of Instruction, will propose a modification of the Program Review process to incorporate evidence showing whether students can complete their coursework in a timely fashion in all programs, occupational and transfer. **I-P**

4.17   The College Council and Academic Senate will consider modification of the Program Review process so that it is strengthened further, incorporating feedback from students about the quality of their experiences, and linking the results of Program Review to institutional planning, budgeting, and college goals. **I-P**

Governance

Cañada College continues to develop effective and trusted shared governance practices. The principle shared governance body of the college is the College Council with 27 members from all constituent groups. Two key subcommittees are the Strategic Planning Committee and the Budget and Planning Committee. Since 2003, the College Council, the elected leaders of the Senates, and administrators have met regularly to clarify roles and strengthen communication. The Academic Senate Governing Council has been a leader in improving AB1725 shared governance processes in hiring, in the selection of committee members and division representatives, and in training representatives to communicate to their constituents. The Governing Council has also strengthened its connection to the Curriculum Committee, one of its important sub-committees. Following are key planning agendas related to governance:

5.7   The College President, the College Council, and the Associated Students of Cañada College will review annually student membership in standing committees of the college and encourage committees to seek out student members and fully involve them in the work of the committee. **Co**

9.4   The budget and planning process recently adopted will be reviewed and evaluated annually by the College Council. **Co**

10.3   At the beginning of each semester, the Academic Senate Governing Council should continue to identify committee vacancies and solicit the aid of the Deans in recommending and assisting in staffing College committees. **Co**

Participation

Since 2002, Cañada College, through the Associated Students, has improved communication with students regarding their participation on committees. Much credit should be given to elected student body presidents. They have made extraordinary efforts to maintain student participation. However, it is still a challenge for students to find the time to regularly sit on committees, the College Council, and the Budget and Planning Committee.

Lastly, for this report, the Revised Institutional Self-Study Planning Grid that appears at the end of the 2002 Interim Report has been updated. (Attachment 15)

List of Supporting Attachments

1.   Cañada College's Mission Statement

2.   University Center Programs

3.   Upward Bound Project

4.   Strategic Planning Committee Recommendations

5.   College Council Goals for Cañada College, 2003-2004

6.   Cañada College Academic Senate Goals, 2003-2004

7.   Cañada College Budget and Planning Process

8.   Cañada College Websites

9.   Center for Teaching and Learning Class Schedule, 2004

10.   Title V Federal Grant 2004 Lecture Series

11.   Language Arts Project

12.   Grants and Partnerships to Support Student Retention, Persistence, and Success

13.   New Certificate Programs

14.   Professional Development Opportunities

15.   Self-Identified Issues Planning Grid, 2002

16.   Cañada College Organizational Chart