

CAÑADA COLLEGE

Report of the Institutional Self Study for Reaffirmation of Accreditation

December 2000





Cañada College

Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

to

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

December 13, 2000

CERTIFICATION
OF THE
SELF STUDY REPORT



CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

DATE: December 13, 2000

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed: _____
Earl P. Johnson, District Chancellor

Patricia Miljanich, President, Board of Trustees

Rosa G. Perez, President

Rudy Sanfilippo, Chair, College Council

Jacqueline B. Phillips, Chair, Academic Senate

Lorraine Barrales-Ramirez, President, Classified Senate

Tony Hanni, President, Associated Students of Cañada College

Olivia G. Martinez, Jacqueline B. Phillips, Co-Chairs,
Accreditation Steering Committee

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**ABSTRACT OF THE
REPORT**



ABSTRACT OF THE REPORT

STANDARD ONE: INSTITUTIONAL MISSION

Canada College has regularly reviewed its mission statement since the last accreditation site visit. The statement of mission emanates from the District mission, is adopted by the governing board and identifies the broad-based educational purposes that the institution seeks to achieve. The college has reviewed its mission statement by inviting key members of the campus community and constituent groups to meet, usually for one half day, to review, reflect and discuss the college's mission. These meetings, or college retreats, have been convened both on and off campus and included the Academic Senate, College Council, Classified Senate, Associated Students, Administrators and District Office Staff.

Beginning in 1995-96, the Cañada College Mission Statement has guided the institution as it began its transformation from a traditional college offering classes in the standard semester format and administering itself in the traditional structure of instruction and student services to a more flexible, integrated, and streamlined college. With the demographical changes seen in recent years, the mission statement has served to help the College define the students it serves as well as the parameters under which programs can be offered and resources allocated. The annual goals and objectives of the college, which are also developed collaboratively by members of the College Council, Administrative Council, Academic Senate, and Classified Senate, directly reflect the college's mission statement, as well as the mission for the San Mateo County Community College District, shape college planning, and inform budgetary decision making

STANDARD TWO: INSTITUTIONAL INTEGRITY

Cañada College publishes a college catalog, a schedule of classes, a faculty handbook, a student handbook, a booklet of faculty schedules, a telephone directory, and a personnel directory. These publications communicate College standards, policies and procedures, degree requirements, curricular offerings, student fees and refund policies, financial aid information, codes of conduct for faculty, staff, students, and administrators, participation of constituencies in campus life and governance, as well as faculty and staff names, telephone numbers, and other relevant personnel information. In addition to these basic publications, the College prints and distributes many other documents about individual divisions, constituencies, departments, offices, and individuals to disseminate information about specific programs, procedures, curricular and workshop offerings, financial aid and scholarship opportunities and announcements, etc.

The District website has a wide range of information pertaining to all three colleges. Faculty e-mail addresses appear on this website. In addition, on Cañada College's individual website, users can access the schedule of classes and find information about counseling, some division programs, and most faculty and can link to counselors through e-mail for personal counseling online. Information is also available online about the Cañada College library, its main campus Learning Center, and its Middle College.

The governing board-adopted policy on academic freedom and responsibility is stated in the District Rules and Regulations, which is available in the Division offices. The document is also

available in the College Library, is printed in the Appendix of the Cañada College Faculty Handbook and in the Cañada College Catalog, and is on the college's Website.

The College recent applied for and was awarded two grants, which demonstrate its commitment to diversity. The Packard foundation funded the college to help it better prepare its faculty and staff for the changing student demographics. Also, the College recently achieved the designation of "Hispanic Serving Institution" and was awarded a five-year grant to help its faculty offer more culturally appropriate instruction, infuse technology into more of its instructional activities and provide more authentic assessment for career and life planning.

The 1997 Student Handbook provided students with appropriate information on Student Right to Know, Conduct, Disciplinary Actions, and Due Process. This Handbook has not been available since 1998; however, the same information is available in the College Catalog. All athletic programs are in full compliance with the Athletic Code and free from practices lacking in integrity. The College prides itself on its high caliber athletic opportunities.

Cañada College has consistently responded to Commission recommendations, followed commission guidelines, made public disclosure in print and on-line, and undergone self-study. The current self study involved wide participation from all segments of the college community. Signatures of the College President, the Academic Senate President, and the Classified Senate President attest to the honesty and integrity of the document.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

For almost a decade, Cañada College has engaged in focused institutional planning and goal setting. At first this was accomplished through a college-wide annual Self-Assessment, Planning and Budgeting process, which required each department or unit to develop its own plans. These were then integrated into division plans that were used for college wide planning and budgeting. Early on, the college established this process as the method for identifying and prioritizing new faculty and staff positions, equipment requests, and facilities modifications. The process has been continued, but in a somewhat simpler fashion, with each department and division in the fall semester developing goals and priorities for staffing, equipment, and facilities.

For many years the college carried out research through Instruction Office personnel. Two years ago a research position was funded and filled for a short time. It was then decided to assign research responsibilities to two faculty members, each assigned part-time to research. to concentrate on college outcomes and matriculation data. The difficulty of filling a fulltime research position, followed by a decision to fill this role with two fulltime faculty, has meant that the College is not as far along in its formal research structure as desired. Dissemination of research information to the campus at large has not occurred on a regular and systematic basis. However, with the two faculty researchers and the new Dean of Matriculation, Articulation, and Transfer, progress is being made in research. The College will need to assess whether the present staffing structure is sufficient to meet its research needs. As new student populations enter the college and new programs are developed, research needs may grow so that additional support, either classified or professional, may be needed

As a result of research and planning and budgeting, significant structural changes have occurred at the college, including a more flexible schedule, short classes, weekend and off-campus classes, block scheduling of selected courses, increased offerings at the Redwood City Center, a more diversified curriculum and modified teaching methods and styles such as the Learning Commu-

nities, cooperative learning, teamwork writing, supplemental instruction and many other changes delineated more fully in Standard Three.

Evidence of student success was documented in the 1999 release of the State Chancellor's list of Transfer, Degree and Certificate Completion Rates, where Canada was the only College in the state to be in the top ten on both measures. The Program Review Process has resulted in some programs being dropped, such as Ophthalmic Dispensing and others, such as Interior Design, being scaled back. Program Review also highlighted the need for improved counseling and advising and resulted in counselors being assigned to divisions.

The college published a Fact Book about Canada College in 1997 describing

its students, trends, programs and feeder attendance areas. An Enrollment and Student Characteristics Report was published in Fall 1999 along with an Occupational Program Student Follow-Up Survey Report. In October 1999 a Retention, Success, GPA and Grade Distribution Pattern and analysis of high school demographics was prepared. The College generally evaluates its research, plans and planning processes annually at the College Retreat where it specifies its goals and objectives for the coming year.

STANDARD FOUR: EDUCATIONAL PROGRAMS

Cañada College provides courses and programs for students of different demographic characteristics, including gender, age, ethnicity and economic levels. The College serves traditional high school graduates, working adults, and multicultural and international students. Diverse learning styles and levels of academic preparation are also addressed. In fall 1999, the college's total enrollment was 5,537. The Cañada College student population is almost two-thirds female, and over half are under 35 years of age. The largest ethnic group is White, and the Hispanic population is steadily increasing, now constituting over one-quarter of the student population. Other populations in decreasing order are Asian/Pacific Islander, African-American, and Filipino. Just under one-half of students are evening only and almost one-fifth take classes in both day and evening. The vast majority of Cañada College students, about 80%, attend classes part time and about one-quarter hold a BS or BA or higher degree. There is an increasing number of high school students enrolled concurrently or in the Middle College High School Program. The demographic make-up of the student body parallels the demographics of the service area.

During the last two years, the College has expanded its flexible scheduling to include distance learning, accelerated courses, weekend courses, and short courses during the January intersession, and interdepartmental Learning Communities.

Evidence that the college is successfully meeting the educational needs of its students is given by the 1998-99 comparative data from the state MIS system and from IPEDS. IPEDS data show that Cañada College has the ninth highest transfer rate, and the tenth highest certificate and associate degree completion rate in the state; it is the only college in California to be in the top ten in all categories.

The degree and certificate programs offered at Cañada College are a central part of meeting the college mission. Associate degree programs prepare students to transfer to the UC or CSU system or to private institutions and to work in selected fields. Certificate programs prepare students for specific jobs. Educational goals of Cañada College students are supported by the college's articulation efforts among campus divisions and between Cañada and other institutions (UC, CSU, private colleges and universities). Transfer and Certificate programs are listed in the Cañada College catalog. Career opportunities are also listed under each department and/or

program. Important information on tools for planning an educational program is presented in the catalog immediately preceding the AA/AS, CSU GE, and IGETC requirement forms.

Cañada College has a general education program with a well-founded purpose and objectives closely aligned to those of transfer institutions. In many cases, courses which meet general education requirements for the AA/AS degree also serve to meet the CSU GE requirements and, to a lesser extent, the IGETC requirements. The general education program is sufficiently broad in scope to provide students with intellectual development and the acquisition of knowledge, enhancement of communication and critical thinking skills, exposure to the arts and humanities, awareness of social issues and an appreciation for cultural diversity, and technological awareness and competency.

The variety of day and evening general education offerings every semester enables students to complete their requirements in a timely fashion. The College endeavors at all times to offer consistent, high quality and timely educational programs to its student body. New programs are identified, developed and offered based on community interest, need and resources available.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

All admissions standards are consistent with Cañada College's mission. The College has made great strides over the last couple of years to broaden the level of access for students from diverse backgrounds through outreach, by providing information in other languages in addition to English, and by making information available through the Internet as well as in print.

Cañada College offers an intimate small-school atmosphere where the ratio of students to staff is low. Students or prospective students who want to know about the college's policies and procedures have multiple sources for that information, such as knowledgeable staff, printed material, and special events. Students are referred to services and resources on and off campus by counselors and other staff, based on the student's own identification of needs and staff observations during class or counseling sessions. However, the conversion from in-person registration to the SMART (telephone registration) system has limited the efficacy of counseling referrals, as many students do not now see a counselor before, or in conjunction with, registering for classes. Instructors also make direct referrals, based on students' classroom performance and/or conversations directly with individual students.

The appropriateness and effectiveness of the programs themselves are reflected in statistics on the use of services, required annually for many categorically funded programs, and through internal program review and planning, and District Program Reviews, scheduled on a six-year cycle for all three colleges in SMCCCD. Some programs (Learning Center, Tutorial Center, the Child Development Center, etc.,) conduct annual surveys of student satisfaction on their own. The Noel-Levitz Survey of Student Satisfaction, taken in 1997, was the first overall student evaluation of college program and services in a long period of time. The results suggested that improvements were needed in several areas, but also revealed that in many areas our students recorded higher satisfaction ratings than the national average. Cañada College continues to provide comprehensive services for its students. However, the college needs to make greater use of information provided by students identifying their needs, and must also permit/encourage students to evaluate services they receive.

Canada College serves students at the main campus and two off-campus centers in Redwood City and Menlo Park, and various off-campus locations, as well as on-line through the internet,

and classes offered over KCSM TV. Services for students are primarily at the main campus, and they are available to all enrolled students regardless of where they attend classes.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

For several years the staffing in the library was limited due to budget constraints. The planned hire of a Reference Librarian for Spring 2000 will provide more consistency in the delivery of services and development of outreach. The book collection is currently small and outdated. The library needs consistent, additional funding over the next 20 years to meet minimum standards. The library's membership in the Peninsula Library System provides additional resources as it includes over 25 million books.

The on-campus Learning Center has thrived since the last Accreditation Report. A Faculty Survey indicated that 83% of the faculty either strongly agree (48%) or agree (35%) that the on-campus Learning Center adequately supports their course/program needs. Learning Center and Tutorial Center administered campus surveys indicate strong student support as well. Additionally, the Faces of the Future Student survey indicates that 40.3% of students feel computer labs in general are adequate although they do not feel the lab hours are sufficient. Campus and District Administration continue to consider new solutions to the ongoing problem of computer and media technical services. For example, the district will create a district-wide help desk designed to coordinate maintenance services better. Recent personnel changes have greatly improved services.

The college is fortunate to have the Center for Teaching and Learning on the campus. The wide range of offerings, offered free of charge to all employees, are a unique and valuable district resource.

STANDARD SEVEN: FACULTY AND STAFF

The college is making significant progress towards addressing staffing needs in all areas. The Budgeting and Planning process for identifying positions involves constituents at all levels and ensures that all departments have an opportunity to request positions. The criteria for requesting positions are public, specific and detailed and are broad enough to apply to disciplines with unique and differing needs. In addition to other information and data, requestors are asked to address the relationship of the position to the College's mission and goals, as well as the department's needs. Through a focus on institutional priorities, decisions on which new positions to fill reflect what is needed to rebuild the institution.

The college catalog, which is updated yearly, contains the current list of degrees held by faculty, and all listed degrees are from accredited U.S. institutions. Using a shared governance vehicle, the faculty evaluation system provides for measuring teaching effectiveness from the perspective of both the college and the student.

The San Mateo County Community College District is an equal opportunity, Affirmative Action employer that implements Board policy through all of its employment procedures for all categories of employment.

STANDARD EIGHT: PHYSICAL RESOURCES

While physical resources are generally adequate to support the college's educational programs, it is clear that the campus is feeling the results of its facilities being designed in 1968 for functions

and programs that were different than those in 2000. Physical resources for student services programs, while adequate, are not optimum. During certain parts of the year, the Counseling Center and parts of building 8 become uncomfortably warm for staff and students. Housing for staff offices is barely adequate. As the college moves forward with its partnership with San Francisco State University, close attention will have to be paid to ensuring that the college will have adequate physical resources to support this joint venture.

The College Facilities Department, with management support from the District Facilities Director, continues to supply a quality environment that serves student, faculty, and classified staff. Physical resource planning and evaluation support institutional goals and are adequately linked to overall institutional planning and evaluation efforts.

STANDARD NINE: FINANCIAL RESOURCES

During the past several years, long-range financial planning has been difficult due to a steady decline in district enrollment and the uncertainty of funding. Since the budget allocation model is driven by FTES, the college's allocation has been substantially reduced, causing the college to operate under severe budgetary constraints. The San Mateo County Community College District utilizes an FTES driven budget allocation model for its three colleges. The District's allocation of funds to each college is based on the average percentage of District FTES generated by each during the previous three years. The budget allocation model drives college and district-wide planning efforts.

At the college level, the President and College Council have held budget planning retreats during the spring semesters to review progress on the previous year's goals, develop new goals for the coming year, and identify budget priorities. A direct result from this planning effort is the annual goals document which is reviewed by all college constituencies before being submitted to the Chancellor for Board of Trustees review.

In recent years, the college has made a determined effort to increase its financial resources through external funding. A number of grants for specific purposes have been received. These additional funds have allowed program enhancements in student services, engineering, child development services, learning communities, math, Hispanic supported education, and other areas. For example, continuation of the new Middle College Program would not have been possible without grant support.

The San Mateo County Community College District maintains comprehensive financial records of all college and district programs, including Financial Aid, Bookstore, Associated Students, Corporate & Community Education, and institutional investments. Management of the District's finances is in accordance with the district's established Board policy, as well as the California Community Colleges Accounting Manual, and generally accepted accounting principles.

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

In conjunction with the Planning and Budgeting committee and Administrative Council, the President of the College develops annual goals and plans for the College. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are part of the President's evaluation and approved by the Board of Trustees.

In conjunction with the Planning and Budgeting committee and Administrative Council, the President of the College develops annual goals and plans for the College. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are part of the President's evaluation. Cañada College faculty have clearly defined and active roles in almost all areas of institutional governance, and particularly in matters of educational program and faculty personnel.

The Cañada College Council By-Laws and Operating Procedures makes specific references to the selection of representatives from the college staff to serve on governance and College committees. The Cañada College Classified Senate maintains its own Constitution and By-Laws that provide for participation and representation. Classified Staff hold six out of the twenty votes on the College Council.

The officers of the Associated Students of Cañada College (ASCC), which represents all students and serves as the voice of the students to college administration, include students elected and those appointed by the Student Body President. In the Associated Students of Cañada College Constitution and By-Laws one of the published rights and responsibilities of an appointed student senator is to serve on a College committee.

The Chancellor and Board of Trustees provide effective District leadership through regular consultation and planning with the District Shared Governance Council, Chancellor's Council, District committees, District senior administration, and College Presidents.

The Chancellor and Board of Trustees have increasingly supported the College in its efforts to define its goals, establish individuality to meet community needs, develop plans, and establish and follow through with institutional priorities. In recent years, the College has experienced a greater degree of District support. The District has given substantial funding for program development and improvement that has had a positive impact in our increased enrollments, program development, staffing, and morale.

ORGANIZATION
FOR THE
SELF STUDY



ORGANIZATION FOR THE SELF-STUDY

Accreditation standard committees were formed during the spring semester of 1999, trained prior to the fall semester of 1999 and began work in earnest in early fall 1999. Each committee was required to describe the policies, procedures, and practices at Cañada College, evaluate these, and create planning agendas based upon what, if anything, needed to be done differently, according to the criteria set forth in that standard.

The composition of the committees reflected Cañada College's commitment to collaboration between all constituents on campus. The ten standard committees were composed of forty-eight faculty members (77% of the full-time faculty), ten administrators/managers, fourteen classified staff members, seven students, and five district employees. All standard committees except Standard 5 (Student Support & Development) and Standard 8 (Physical Resources) were co-chaired by faculty, and, in each case, the other co-chair was either a classified staff member or an administrator. In fact, six of the ten committees were co-chaired by classified staff. In addition, our Vice-President of Instruction co-chaired two committees and our Dean of Humanities co-chaired a committee and was our editor.

Work was organized to be completed on time and involve as many people on campus as possible. All ten standard committees met independently as much as necessary. The Accreditation Steering Committee, made up of the co-chairs of each standard committee, met once a month during the last academic year in meetings to which all college employees and students were invited. During these meetings, steering committee members monitored progress, discussed issues that arose from the process, and created and revised their standard documents. During January 2000 Flex Day, the steering committees sponsored ten accreditation standard workshops in which all committee members worked on issues and revisions. The entire Cañada community was invited to these workshops.

During summer 2000, members of the Steering Committee met regularly to create the semi-final version of the self-study. This semi-final revision was then distributed to the entire college community through copies sent to each Division, to the Library, to the Classified Senate, to the Student Senate, and to the Administration.

On October 5th, the Steering Committee met with Jesus Carreon, the chair of the accreditation team, to discuss last minute issues as well as expectations for our March accreditation visit. Also, throughout October, members of the steering committee met to make the final revisions to the Self-Study. Finally, in November, we scheduled an All-College meeting in which members of the steering committee met with the college community to hear final comments and recommendations.

ACCREDITATION SELF STUDY TIME LINE

- Team Visit**
March 27-29 2001
-
- Mail Final Self-Study**
December 2000
-
- Finalize Self-Study**
November 2000
-
- Incorporate Final Suggested Changes**
October 2000
-
- Campus Review of Self-Study**
September 2000
-
- Distribute Final Draft of Self-Study to all Campus Constituents**
August 2000
-
- Self-Study Written**
June/July 2000
-
- Steering Committee Meets to Review Final Drafts of All Standards**
May 2000
-
- Final Drafts Submitted for Standards per Work Plan Timeline**
February - May 2000
-
- Compile all Documentation**
January 2000
-
- Steering Committee Meets to Update Work-Plan with Progress Reports**
December 11 1999
-
- Survey Results Due**
November 18 1999
-
- Drafts of Student/Faculty Surveys Submitted**
Progress Reports from Standard Committees Due
October 20 1999
-
- Standard Committees Work-Plans Due**
October 14 1999
-

**Steering Committee Organizational Meeting
Standard Committee Work Schedule Due
September 30 1999**

-

**First College Meeting on Accreditation
September 16 1999**

DESCRPTIVE
BACKGROUND AND
DEMOGRAPHICS



DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

GEOGRAPHY AND POPULATION

Cañada College opened for instruction in September, 1968 with forty percent of its projected campus building in place. County planners had looked for intense development and, hence, a large population base, in nearby Woodside, Portola Valley and Menlo Park. Neither they nor college planners could have predicted the “slow-growth” climate of the early seventies. Cañada has been left to draw from sixty percent of its projected population base.

In a broad sense, the community served by Cañada College is the entire 454 square miles of San Mateo County with a population estimated in 1998 to be 715,400. More specifically defined, the primary community is the southern portion of the county which has a population 320,000. The cities/towns in the South County and their respective populations are Atherton (7,800), East Palo Alto (25,450), Menlo Park (34,600), Portola Valley (4,550), Redwood City (76,600), San Carlos (28,500), and Woodside (5,625). Approximately 75 percent of Cañada’s students come from the following four areas: Redwood City/Woodside (41 percent), Menlo Park/Palo Alto/Atherton/Portola Valley (16 percent), San Carlos (10 percent) and San Mateo (8 percent).

The Association of Bay Area Governments projects that the San Mateo County population will continue to increase through the year 2005 at the same slow but steady rate that has prevailed over the last decade. Since 1988 the total county’s population has increased by only 11.9 percent. The South County has grown at a faster rate than the overall county (14.8 percent), primarily due to growth in Redwood City and East Palo Alto. Hispanics are the largest ethnic minority in south San Mateo County.

ENROLLMENTS

The overall college enrollment declined in the early to mid-nineties but the decline has leveled off during the last two years. In fall, 2000, the first census enrollment was 5,332. Hispanics are the fastest growing ethnic group on campus and now constitute 29 percent of students. African-Americans constitute 4 percent of students; Asians 9%; and Filipinos just 2%. The White population has been steadily declining and now stands at 51%. Females constitute 64% percent of the students in Fall, 2000.

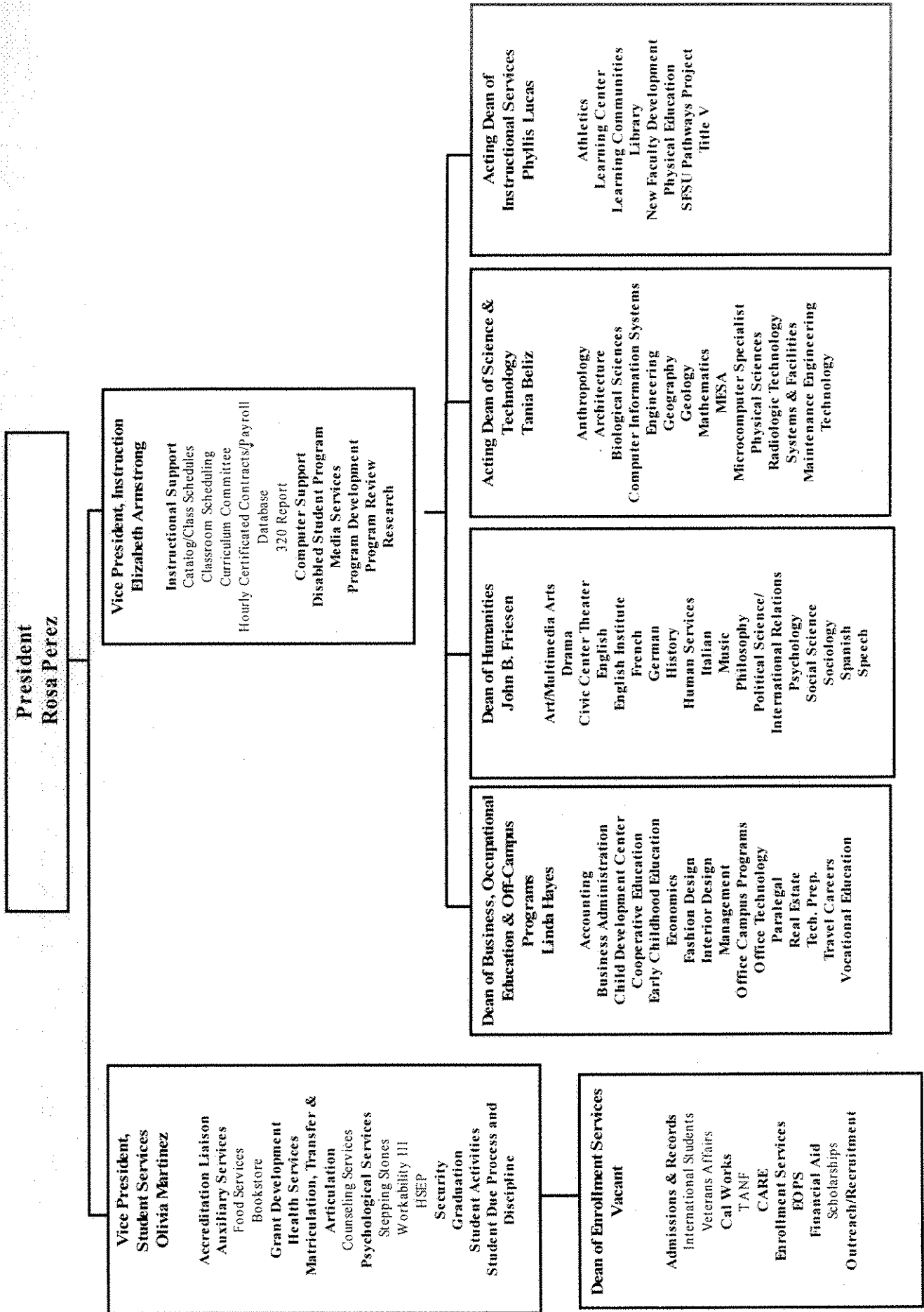
STAFFING

Regular faculty numbered 81 FTE in Fall, 2000, compared with 71 FTE in Fall, 1999. Adjunct faculty numbered 56.7 FTE in Fall, 2000 compared with 63.25 FTE in Fall, 1999. There are 187 adjunct faculty employed in Fall 2000. The allocation for Classified staff was 60.43 FTE in Fall, 2000. Administrators numbered eight in Fall, 2000.

ORGANIZATION
OF THE
INSTITUTION



Cañada College Administrative Organizational Chart 2000-2001



**CERTIFICATION OF
CONTINUED COMPLIANCE
WITH ELIGIBILITY
REQUIREMENTS**



ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. AUTHORITY

Canada College is the second oldest campus in the San Mateo County Community College District, opening its doors in 1968. The institution's authority to operate as an educational institution and to award degrees derives from the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

This authority is noted on the first page of the College Catalog.

2. MISSION

The mission of Canada College has been revised as appropriate over the years. The current mission statement may be found in the college catalog and the District Educational and Facilities Master Plan.

3. GOVERNING BOARD

A five-member board governs the San Mateo County Community College District (SMCCD). Each Board member is elected at large from the geographical area of the District and incorporates all of San Mateo County. Terms on the board are staggered so that there are always at least two returning members serving. During the election in 1996, two new board members were elected and one incumbent was re-elected. In 1998 one incumbent and one new board member were elected. In the most recent general election November 2000, all three incumbents were returned to office. The District has enjoyed strong continuity and expertise on its Board of Trustees, an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.

A student trustee, elected by the Student Senate from each of the three Colleges, serves in a non-voting capacity.

The Board meets on the first and third Wednesday of the month and regularly provides the opportunity for both community and staff to comment on items before the board and on items not on the agenda as well. The president of the academic senate, the Presidents of all three colleges, and the Associate Chancellor are invited to give regular reports at each meeting.

Over the last thirty-two years, to the best of our knowledge, no board member has had any employment, family, or personal financial interest related to either the College or the District.

4. CHIEF EXECUTIVE OFFICER

The President of the college was selected by the Chancellor and appointed by the governing board following a national search and a participatory selection process involving all constituent groups on the campus. The primary responsibility of the President is to the institution, although there is an additional expectation that she will contribute to district-wide initiatives as well.

5. ADMINISTRATIVE CAPACITY

The institution does have sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. However, most of the college administration and staff would agree to the need for additional administrative support because of the extraordinary workload maintained by existing administrators on a continuing basis.

It is widely recognized, however, that the most important place to spend scarce dollars is within the classrooms and programs that serve students.

6. OPERATIONAL STATUS

Students are actively enrolled in a variety of courses that lead to two-year degrees, certificates of completion, certificates of achievement, and/or are preparing to transfer to baccalaureate institutions. Another segment of the student population is enrolled in courses for life-long learning or self-enrichment.

7. DEGREES

The majority of Canada College's offerings are in programs that lead to an AA or AS degree, as described in the College Catalog. Significant numbers of students are enrolled in these courses and degree opportunities and transfer courses are clearly identified in the College Catalog.

8. EDUCATIONAL PROGRAMS

Canada College's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length and conducted at levels of quality and rigor appropriate to the degrees offered. Most degree programs are of two academic years in length.

9. ACADEMIC CREDIT

The College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Title V, Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction are the standards used in granting course credit.

10. EDUCATIONAL OBJECTIVES

Canada College defines and publishes educational objectives for each of its degree and certificate programs in the College Catalog and in its individual course outlines and syllabi. In addition, each division publishes supplemental descriptions, brochures, and flyers about its programs and services that include educational objectives and/or goals.

11. GENERAL EDUCATION

Canada College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The general education component includes demonstrated competence in writing, computational, and computer skills and an introduction to major areas of knowledge. The quality and rigor of these courses is consistent with academic standards appropriate to higher education and is consistent with Title V section 55806. Requirements for an AA/AS degree are published in every schedule of classes and in the College Catalog, and clearly specify the general education courses needed for the degree.

12. FACULTY

Canada College has eighty-one faculty with full time responsibility to the institution and one-hundred-eighty-seven adjunct faculty. The names, degrees, and years of employment of all full-time faculty are listed in the College Catalog. Information regarding adjunct faculty is kept in the division offices and in the college payroll office. The faculty serves 5,700 students by providing them with quality programs in transfer and career education and in the mastery of basic skills and English as a second language. Faculty responsibilities are stated in the Faculty Handbook, in Board Policy, and in the bargaining unit's contract.

13. STUDENT SERVICES

Canada College acknowledges the importance of providing appropriate student services and student development programs to its diverse student population to ensure student success. Consistent with student characteristics and its institutional mission, the college has recently sought to integrate more of its student services into instructional activities and educational programs. Following the premise that both instructional and student services personnel are responsible for outreach, retention, and transfer/degree completion, more and more student services programs are being assigned to instructional divisions. Another recent change in service delivery is the decentralization of counseling, so that counselor time can be better utilized and available to instructional faculty for consultation, presentation to classes, and meetings with division majors. Recent grants awarded to Student Services were more instructional in nature and demonstrate this dual responsibility. In addition, the college maintains a number of traditional student services that are designed to assist students directly. These are as follows:

Admissions and Records

Matriculation

CalWORKs

Health Services

Learning Center

International Student Center

High School Outreach

Integrated Counseling Center (Career, Transfer & Academic Counseling)

Psychological Services

Stepping Stones

Workability III

DSP&S

Financial Aid

EOP&S

Student Activities

MESA

Stepping Stones

HSEP

14. ADMISSION POLICIES

Canada College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. These include the admission of re-entry students, international students, high school completers, reverse transfers, concurrent enrollment students, and high school non-completers.

15. INFORMATION AND LEARNING RESOURCES

The College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. The Learning Centers and College Library, with its access and partnership with the Peninsula Library System, along with ten computer labs and the counseling/career center, support this effort.

A fiber optic backbone supports the campus and district-wide network structure to allow Internet access and network access to information within the College and at the District's two other colleges. There is general agreement that the media and print resources in the Library need to be increased and the college is fortunate to have the resources of the San Mateo County Peninsula Library System to augment its offerings.

16. FINANCIAL RESOURCES

Canada College can document a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability. Most of the financial resources of the College come from the State of California, through the District Office, where an allocation formula is agreed upon by each of the three Presidents and the Chancellor. Additional funding is obtained either directly or through the District from grants, vocational funding sources, or special allocations. In recent years, the College has been successful in attracting a large number of external grants.

17. FINANCIAL ACCOUNTABILITY

The College regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The San Mateo County Community College District is audited on an annual basis by an independent audit firm. Any audit exceptions are noted and documented in a letter to management. The board of Trustees of the SMCCCD reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm. Prior to this process, an exit interview with key personnel is conducted to review, explain, and make recommendations to the audit findings.

18. INSTITUTIONAL PLANNING AND EVALUATION

Basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement are in place and functioning. In 1997 the District concluded a five-year effort to integrate educational and facilities master planning that was tied to budget resources. This included a comprehensive needs assessment in the community and the identification of new directions for program development. At the same time, the Academic Senate, Administration, and staff agreed to procedures for systematic program review on a six-year cycle. Canada College had earlier instituted a process of using data to assess program and student need, identifying desired interventions, specifying personnel and facilities needed to implement those interventions, and then summarizing all this in a division

planning document. Budgetary decisions were then made based on a prioritization of college needs based on this planning, budgeting, and review process.

It was subsequently decided that this process should move to a two-year cycle because of the work-intensive nature of the activity. Changes in personnel during the past three years have rendered the process to be less consistent in its application to all areas; however, it still serves to reflect an integrated approach to planning that involves research data, program review, personnel needs, facility needs, and budget.

19. PUBLIC INFORMATION

Canada College publishes in its catalog and in its schedule of classes accurate and current information that describes its admission requirements and procedures, rules and regulations directly affecting students, programs and courses, and the degree requirement, costs, and refund policies. The institution publishes in its catalog degrees offered, its purposes and objectives, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it. The College also has an operational Web site that is continually expanding and contains links to various programs and departments.

20. RELATIONS WITH THE ACCREDITING COMMISSION

In the San Mateo County Community College District and Canada College, there is a clear commitment to adhere to the eligibility requirements and accreditation standards and policies of the commission. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Rosa G. Perez, President

Patricia Miljanich, President, Board of Trustees

RESPONSES
TO
RECOMMENDATIONS



PREVIOUS RECOMMENDATIONS

INTRODUCTORY COMMENTS:

When the evaluation team members visited Cañada College on April 4-6, 1995, they made ten recommendations for our college and shared an equal number of commendations. Cañada College was also asked to submit a Midterm Report indicating progress toward meeting the evaluation team's recommendations and a summary of progress on college identified concerns as expressed in the 1995 self-study. The College was asked to focus its Midterm Report on recommendation #6 pertaining to Student Services. Commission representatives then made a brief visit to the campus following receipt of the Midterm Report.

Following the brief visit to the college and review of the Midterm Report completed in October 1997, the Commission requested an additional Progress Report in November 1998. A full and complete response to Commission concerns was prepared and submitted as requested and both the 1997 and 1998 documents are available for further review. It should be noted that Cañada College is a completely different institution today than it was in 1995 or in 1998. Major changes have occurred with regard to leadership, fiscal resources and community and institutional partnerships.

LEADERSHIP:

Three different Presidents have served since 1995 and the last Interim President, Rosa Perez, was made permanent in spring 2000. The new President has been a resident in the College and District attendance area for a number of years and was a former employee of the District. She is well known and highly regarded in the community and has deep roots in the bay area. The stability, knowledge, and vision her leadership has brought to the College has helped move the institution a long way towards transformation into one of the more dynamic and effective community colleges in the area. In addition, the College has restored the position of Vice President of Instruction and created two new administrative positions, Dean of Enrollment Services and Dean of Instructional Services. The position of Vice President of Instruction was filled by the former Dean of Science and Technology. Her long tenure at the College, credibility, knowledge, and appreciation for both instruction and student services has filled a huge void. The Dean of Enrollment Services is the first administrative position to be restored to student services since 1993, when all but the Vice President of Student Services were eliminated. In addition, two new Academic Supervisor positions were filled this past August: Coordinator of Matriculation, Articulation and Transfer, and Coordinator of the Learning Center.

FISCAL RESOURCES:

The College has earned the distinction of being a "Hispanic Serving Institution" and was awarded a significant federal grant to help transform and prepare the College to meet the needs of a new demographic population. Several members of the administrative and teaching staff have taken the initiative to seek out external funding that has brought substantial additional funding to the College for special programs, services, and initiatives. These new funds have greatly improved the visibility of the college, boosted staff morale, and reinvigorated the College in general by replacing or providing much needed equipment, new staffing, and funding to increase college opportunities in the community. They have also brought additional work. The

new Chancellor of the SMCCCD and the Board of Trustees have also been very supportive, allocating additional funds to Cañada for growth initiatives and new partnerships.

PARTNERSHIPS:

What some are calling the most significant developments in the history of the College came about because of the tenacious and impressive people skills of our new President, who made it a goal to establish personal and institutional relationships with our feeder institutions and surrounding communities. After visiting the Superintendents and Principals of our four feeder high schools and elementary school districts, the College succeeded in crafting its first ever signed articulation agreement with the Sequoia Union High School District and verbal commitments with the Redwood City Elementary School District to create a seamless “pipeline to college” for the growing underserved Latino student population in the area. This was followed by an unprecedented agreement with San Francisco State University to co-locate on the Cañada College campus specified, upper division Baccalaureate programs beginning in the Spring of 2001. This agreement will enable residents of the College attendance area to complete their AA/AS and/or transfer to SFSU without having to leave the community and provides the means for an articulated K-16 pipeline to a college. Hailed in the community as a potential answer to the Digital Divide, the teacher shortage, congestion on the freeways, and overcrowding at the four-year institutions, this partnership has gained the enthusiastic support and endorsement of local officials, from the Mayor of Redwood City all the way to the Governor of California. Our local trustees immediately provided \$100,000 to begin the planning, and a bill to upgrade college labs and equipment for upper division work is moving swiftly through the legislature.

Thus, it is from this context that the reader is requested to review the College’s response to the following recommendations made in 1995.

[Originally Recommendation 1: “The College should explore ways to provide institutional research for the campus in order to conduct a comprehensive Community Needs Assessment of the service area; to evaluate student needs, satisfaction, and outcomes; and to validate the effectiveness of current programs and services.”]

Response: A comprehensive Community Needs Assessment of the service area was completed in spring 1996. In addition a campus-wide Student Satisfaction Survey was administered in October 1997 to validate the effectiveness of programs and services offered. In the 1998/99 academic year, student focus groups were convened to provide additional student feedback and follow-up on programs and services provided by the college. While the results were overwhelmingly positive for the vast majority of programs and services provided, valuable information about student perception of counseling and advising became apparent and these results formed the basis for subsequent reorganization of counseling.

The College allocated funding for a Researcher position, augmented by a small grant from the Chancellor’s Office. This position was filled for a short time, and presently two full-time faculty in the math department are providing reassigned time to conduct research for the College. These two faculty work under the supervision of the Vice President of Instruction and consult with the College Research Committee. The District regularly produces reports and other data to assist the Colleges in related research and representatives from all three campuses meet periodically to review research needs, approaches, and common problems. A decision will be made this

spring whether the College should once again attempt to fill the researcher position or continue with the current arrangement.

[Originally Recommendation 2: “The College should take advantage of the opportunity to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College.”]

Response: Since 1995 the College has made enormous strides in this area. Not only have the faculty, administration, and staff become more diverse, so has the student body.

The College has developed a recruitment system that focuses on the needs of its community in the South County, a very diverse community with a large population of Hispanic students. Outreach has been developed to reach this population at feeder high schools and in the community. Examples can be found in several standards in this document. The College is also consciously examining its hiring practices and its campus environment in order to embrace more completely and serve a more diverse student body.

For example, the Faculty and Staff Diversity Committee has been re-created as a proactive committee on campus. Also, through the efforts of new faculty members, the student clubs that forward the issues and serve the needs of gay, lesbian, and African-American students have been revitalized. There is also a District-wide commitment through the efforts of the District Academic Senate and the College Academic Senates to promote the philosophy of inclusion and community-building in curriculum, professional development events, college and district-wide discussions, and conferences. An example of this is the initiative begun last year to fund members of all three colleges to attend the Museum of Tolerance and share the experience with all. The first group will attend this experience in December and groups will be funded regularly in the future.

In the spring of 2000 the College was designated as a Hispanic Serving Institution (HSI), meaning that more than 25% of its student enrollment was of Hispanic origin. The College has agreed to provide Community Based English Training to parents of students in the Redwood City School District and is active with Latino parent groups and organizations throughout its feeder attendance area. In March 2001 the College will host its first Cesar Chavez Celebration in cooperation with local kindergarten classes to produce a “College Caminada” (Road to College), an attempt to instill college aspiration in 5 and 6 year olds. While issues of diversity still evoke strong and sometimes divergent feelings among various segments of the campus community, there is no question that the College is taking full advantage of every opportunity to attract and embrace a more diverse student body and staff. This effort is greatly enhanced by the bilingual and bicultural capabilities of the President and other members of her staff.

[Originally Recommendation 4: “The College should explore, develop, and offer other instructional delivery systems that incorporate new technologies.”]

Response: The College has implemented a number of new delivery methods in order to accommodate student needs for a broader range of instructional approaches. Grants from the Packard Foundation and more recently the Department of Education have enabled faculty to be exposed to techniques for more culturally and linguistically appropriate instruction, collaborative learning, technology-infused instruction, twenty Telecourses, and twenty-two online courses. CAT

instruction in two ESL labs, a Writing Lab, and computer based language instruction in the Learning Centers, both on and off-campus, have also been added. Many faculty have been trained in CAI through the college's Center for Teaching and Learning. With the arrival of San Francisco State University on campus, co-enrollment in courses, increased articulation, and more alternative formats for educational offerings may be possible.

[Originally Recommendation 7: The College should ensure the security of student records, particularly in the areas of admissions and progress reports. These records need to be protected from damage by fire and earthquake. Resources need to be provided to ensure that all records are duplicated.]

Response: Storage and security of records is no longer a problem. Records are located in a secure, fireproof area, and backed up by data files on line.

[Originally Recommendation 8: "The College should consider staffing needs in the library, as funding permits."]

Response: The College has restored funding for a reference librarian in the permanent budget and the Library Coordinator position has been increased from an 11-month academic position to a 12-month position.

[Originally Recommendation 9: "The College should develop a plan to increase funding from external sources. Sources include, but are not limited to, increased grant activities, contract education, and fund-raising efforts."]

Response: The College successfully undertook a significant campaign to increase external funding from local, state, and federal sources. Since 1995 the college has received well over a million dollars in external funding, with every indication that this figure will increase substantially in the next few years.

[Originally Recommendation 10: "The Academic Senate and faculty union should develop a workable agreement to delineate the function and scope of each organization. As the resolution of this matter is rather global in nature, it may be best addressed at the level of the three colleges and the district."]

Response: Meetings have taken place since this recommendation was originally made and the function and scope of each organization has been more clearly defined. These discussions have occurred at both the campus and district level and there currently exists on campus a highly collegial atmosphere between the organizations. The union now has a seat on the District Shared Governance Council and participates actively in the college Academic Senate agendas.

RECOMMENDATIONS FROM THE FOCUSED PROGRESS REPORT IN 1998

[Originally stated as Recommendation 5 by 4/95 Evaluation Team and restated by the 11/97 Focus

Team: “The College needs to improve overall supervision, effectiveness and support of counseling, identify and implement strategies for improved communication and cooperation among counseling faculty and other Student Services support staff, continue to improve interface with instructional faculty and division offices, identify and implement activities that will foster staff morale, unity, and sense of purpose; it also needs to implement an enrollment management system with appropriate staffing. The Midterm Team strongly believes the College should continue to explore and expand its concept of a one-stop shop from Student Services including such ideas as reuniting DSP&S with the rest of Student Services.”

As stated by Executive Director Wolf: “While significant progress has been made in revitalizing student services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed.”]

[Originally stated as Recommendation 6 by 4/95 Evaluation Team: “The College should undertake an in-depth study of the student services area in order to determine what services should be offered, what resources are required, and how the area should be organized. As part of the process, the college should identify and investigate successful service delivery models used by other colleges of similar size.”]

Response: Recommendations from previous site visits have enumerated many concerns in Student Services; however, they have also noted that comprehensive services have continued to be offered, and that “Student services staff have performed admirably in the face of major obstacles...each person interviewed gave evidence of being committed to the college’s mission, and more particularly, to student success.” The concerns expressed through the recommendations deal primarily with organization, structure, and efficacy of services, and with enrollment management.

Organizational Structure: At the present time, five of the eight full time counselors now report to instructional deans and the College has moved to an integrated counseling services model, where students may avail themselves of transfer, career, general academic, or specialized counseling services as needed in one location. The integrated counseling center is intended to augment services provided by division counselors who concentrate their services on majors by disciplines. A new full time bilingual counselor was recently hired for outreach and pre-admissions counseling, as a result of grant funding. The new Coordinator of Matriculation, Transfer, and Articulation has been a much-welcomed addition in an area that was significantly lacking in leadership. A Lead Counselor was named and other new positions supported by grants (HSEP Program Services Coordinator; CalWORKs; and Workability III) have been added. We are currently seeking to fill a vacant Dean of Enrollment Services position. Staffing in other student services areas continues to be a challenge, either because of ongoing vacancies due to retirements and resignations or lack of funding. Overall, staffing in Student Services areas has rebounded from the cuts imposed in lean budget years (95-98), but not necessarily in the same areas as before. Services to students in admissions, assessment, registration, and orientation, academic counseling, and follow-up with educational support have continued to be successfully provided, to the extent that students responding to the Fall 99 AACC Survey, “Faces of the Future,” indicated an 85% satisfaction rate with Cañada College. The survey did not include

specific questions about Student Services, so there is no specific data to compare with the Noel-Levitz survey taken in 1997.

The current atmosphere in student services is dynamic, fast-paced, and stressful. Significant technological advances have resulted in new systemic and procedural changes that, while more current with the times, have not reduced demand on staff time or workload. It seems that while technology has increased, so have the needs of our changing student population.

Remodeling projects in Admissions and Records, EOPS/Financial Aid, and the Career Center/drop-in area have improved visibility and accessibility for students and improved the work environment for staff in those areas. First-round approval has been granted by the State Chancellor's Office for a new Library / Learning Resources building, which will place the Library and Learning Resources in the center of campus, allow the expansion of Student Services, and enable various programs to be in closer proximity. For example, Cañada College has long been concerned with better integration of DSP&S, Health Services, and Psychological Services to improve access for students and approach the goal of a "one stop shop." In the administrative re-organization in spring of 1999, DSP&S and Learning Resources were assigned to the Instruction Office, while DSP&S remained physically in Building 3. Psychological Service and Health Services remained in Student Services, in Building 6 and Building 5, respectively. In the summer of 2000, DSP&S was moved to building 5 where it is housed with Workability III, and the Learning Disability Program was moved to the Learning Center. The Health Center was moved to Building 1, and the Transfer Center was moved into the Integrated Counseling Center. Financial Aid was moved next to Admissions & Records and EOP&S was moved to Building 3, where DSP&S used to be located.

Small, cramped office space continues to be an issue but with the promise of a new Library/Learning Resources Building in the near future, relief is at least in sight. Current plans call for all student services finally to be located all together in the air-conditioned space presently occupied by the Learning Center. Vacancies in key areas increase the challenge to "get everything done" in a timely way and with the standard of excellence that has been a source of pride to classified staff. A systematic process for ongoing solicitation of student feedback about services provided is not yet in place and other planned activities must wait until staff is freed up or hired to manage them.

Enrollment Management: The College's commitment to enrollment management is evident in recent staffing, establishment of an oversight committee with broad representation, and aggressive recruiting and outreach activities. Enrollment has indeed increased, as has the proportion of younger students. For 1998-99, the college appointed an Acting Dean of EOPS, Outreach, and Enrollment Management. The position has been made permanent as Dean of Enrollment Services, and is in the process of being filled (Spring 2001). The positions of College Recruiter and Program Services Coordinator for EOPS have been created and filled, resulting in much greater efforts and success in community outreach, particularly to area high schools. An Enrollment Management Team was formed in Fall 1998 to develop plans to 1) serve and retain more students, 2) evaluate and improve institutional effectiveness, 3) improve effectiveness of Student Services to increase student satisfaction and to better integrate Student Services and Instruction, 4) strengthen planning for staff retirements, professional development for employees, and develop a more diverse workforce, 5) increase college/community connections, 6) plan how to implement a new facilities master plan, and 7) continue resource development for students, program development, and institutional advancement. The Team's composition reflects all areas of the College, including a broad spectrum from Student Services, and all levels

of employees and student representatives. While the current Enrollment Management Plan is of necessity more limited in scope than the original charge, it demonstrates clear focus on outreach, recruiting, and retention.

Activity in pursuit of enrollment has been impressive. However, the many changes in administrative organization, staff additions, reassignments, deletions, and program additions experienced in Student Services for the past three years have been challenging. Although driven by financial incentives, efficiency, and the quest for improvement, the frequency of changes and the lack of specific evaluative measures in most areas make assessment of effectiveness of those changes difficult at this time.

Types of Support Services Offered: The College continues to offer traditional student support services augmented by a new concept – supported education. There has never been a doubt that the College must continue to provide the basics in student services. The question was how to provide them effectively, given the staffing, resources, and physical limitations. Judging by the transfer and degree/certificate completion indicators released last Spring by the State Chancellor’s office, Cañada is doing quite well. With its new partners in the community, there is no question that the number and complexity of student services needed by our new population means that traditional services are not sufficient. Our planned new emphasis on supported education is grounded in research on special populations. Supported education approaches mean building student services directly into the learning process. Supported education melds student services with instruction by incorporating one into the other via in-class supplemental instruction, student instructional processing: seminars taught by student services staff in collaboration with teaching faculty, mentors and tutors as case managers, and acculturation activities designed to change the mental set of entering students to “college students” via a freshman experience. MESA, Learning Communities, HSEP, HSI, and EOP are all examples of programs that will incorporate supported education. This approach will undoubtedly set Cañada off as distinctive and unique and that is how it should be, given the unique and distinctive position it currently enjoys in the community.

STANDARD ONE:

MISSION STATEMENT



Committee Members:

Faculty

*Joan Del Gaudio,
Co-Chair*

Classified

*Rita Sabbadini,
Co-Chair*

Janet Hancock

Administrator

Barbara Christensen

Student

Connie Luehrs

STANDARD ONE: MISSION STATEMENT

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

1. *The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.*

Descriptive Summary

Cañada College adheres to the mission of the San Mateo County Community College District (SMCCCD), as adopted by the Board of Trustees and published annually in the Canada College Catalog (Ref. #1). Included in the Mission Statement are the broad-based educational goals that are incorporated in Cañada College's mission statement. This mission statement, in turn, provides the parameters for the development of college goals and priorities, which in turn inform the planning process, which drives budgetary decisions at the college and division level. The goals of Cañada College, derived from the District Mission Statement, demonstrate a commitment to provide collegiate and pre-collegiate courses, technical and vocational training, and a breadth of extra curricular activities in order to develop a well-rounded and educated individual.

Self Evaluation

The college's Mission Statement, Vision Statement, and Values statement together describe how the College will accomplish its mission. These documents state that Cañada College will promote standards of excellence so that students from diverse backgrounds may have the opportunity to develop an educational plan, pursue their educational goals, and seek life-long learning enrichment. This commitment to excellence shall be achieved by creating an environment in which students have access to personalized, flexible, and innovative instruction in

- Transfer and general education courses,
- Professional/technical programs,
- Basic skills programs, and
- Activities that foster personal development and academic success.

In addition, the college will infuse essential skills and competencies throughout the curriculum and will assess student learning so as to measure the institution's effectiveness.

The college's mission statement has further shaped college programs by guiding and informing staff in the identification, preparations, and implementation of local state and federally funded grants to help the college respond to the changing needs of its increasingly diverse population. For example, the HSI, HSEP, and Packard grants were all written in response to the mission's direction to better embrace a diverse population.

Planning Agenda

None.

2. *The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.*

Descriptive Summary

The current mission statement, revised and approved by the College Council in Spring 1999, contains within its wording the statement that we will serve students from diverse backgrounds, offering programs with goals of career preparation, transfer, development of college-level skills, and lifelong learning.

Self Evaluation

The present mission statement is broad based enough to provide open access to a changing and diverse student population. The mission statement further defines that the programs are to be offered through personalized, flexible, and innovative instruction. By being involved and responsive to the community, Cañada develops new programs and partnerships by incorporating new technologies and methodologies, as appropriate, into its programs and services.

In consultation with the budget and planning committee and the College Council, resources are reviewed and discussed according to the Master Plan for the District (Ref. #2) and the changing goals of the College. (Ref. #3) Upon review of the Mission Statement for the district, which was Board approved and revised in January 1999, the Cañada Mission Statement was developed to reflect the district and college in a continuously changing development. The district resource allocation model provides resources based on student enrollment from previous years.

Planning Agenda

None

3. *Institutional planning and decision making are guided by the college's mission statement.*

Descriptive Summary

Beginning in 1995-96, the Cañada College Mission Statement has guided the institution as it began its transformation from a traditional college offering classes in the standard semester format and administering itself in the traditional structure of instruction and student services to a more flexible, integrated, and streamlined college.

Self Evaluation

Faculty and staff, through the College Council, Academic Senate Governing Council, Classified Senate, and Administrative Council participated in the challenging task of re-inventing Cañada and revising its mission and direction (Ref. #4, 5, 6). Using a 1996 needs assessment, the college added new faculty members in chemistry, math, multimedia, office technology, speech, English, and child development (Ref #7). The addition of a new fitness center, child develop-

ment center, and multimedia and networking labs, as well as expansion of the Cañada College Education and Technology Downtown Center, have also strengthened the college and reflect its mission by serving the community's varying needs. With the addition of more on-line classes, a new Middle College for high school students, and better planning of evening, weekend, and off-campus classes, the College has promoted more flexible and innovative instruction, thereby fulfilling another area of the college's mission statement (Ref. #8, 9, 10).

Planning Agenda

None

4. *The institution evaluates and revises its mission statement on a regular basis.*

Descriptive Summary

Cañada College evaluates, and if necessary, revises its mission statement on a regular basis.

Self Evaluation

In Spring 1998 and again in Spring 1999, Cañada's mission statement was revised significantly. (Ref. # 11,12). The annual goals and objectives of the college, (Ref. #2) which are also developed collaboratively by members of the College Council, Administrative Council, Academic Senate, and Classified Senate, directly reflect the college's mission statement, as well as the mission for the San Mateo County Community College District, shape college planning, and inform budgetary decision making.

Planning Agenda

None

SUPPORTING DOCUMENTS

1. Mission Statement, Cañada College Catalog, 2000 - 2001
2. Educational/Facilities Master Plan, San Mateo County Community College District
3. 2000-2001 Budget Report to the College Council, May 4, 2000
4. Letter to Campus Community from President Marie E. Rosenwasser, regarding administrative reorganization and transformation of the college, October 4, 1995
5. Program for Strengthening Cañada Community Connections and Marketing, October, 4, 1995, reviewed and endorsed by Administrative and College Councils
6. Re-Inventing Cañada College, Goals, Assessments, Strategies for Securing Cañada's Future, developed by administrators, faculty, and staff in fall 1995, approved by Administrative and College Councils, December, 1995
7. Community Needs Assessment, Cañada College, San Mateo County Community College District, August, 1996, The Resource Group
8. Directions, Connections, Accomplishments, report to San Mateo County Community College District, Board of Trustees, April 24, 1996
9. Report on Enrollment Analysis and Planning at Cañada College, report_to San Mateo County Community College District Board of Trustees, February 11, 1998
10. Enrollment Plans for 1998-99 and 99-00, prepared by Enrollment Management Committee of Cañada College
11. Mission, Vision, Values Statement, adopted May, 1998
12. Mission Statement, Cañada College, adopted Spring 1999

STANDARD TWO:

INSTITUTIONAL INTEGRITY



Committee Members:

Faculty

Lesli Sachs, Co-Chair

Jacqui Phillips

Sondra Saterfield

Classified

Terri Creswell

Maria Blanco

Administrator

John Friesen, Co-Chair

Student

Jane Presta

STANDARD TWO: INSTITUTIONAL INTEGRITY

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.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, students financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

DESCRIPTIVE SUMMARY

Cañada College is one of three colleges in the San Mateo County Community College District. The District publishes a document, the SMCCCD Rules and Regulations, that includes policies and procedures that regulate the three colleges and the Board of Trustees. In addition, the District publishes an Orientation Handbook that is distributed to all new hires. (1.1)

Cañada College publishes a college catalog, a schedule of classes, a faculty handbook, a student handbook, a booklet of faculty schedules, a telephone directory, and a personnel directory. These publications communicate College standards, policies and procedures, degree requirements, curricular offerings, student fees and refund policies, financial aid information, codes of conduct for faculty, staff, students, and administrators, participation of constituencies in campus life and governance, as well as faculty and staff names, telephone numbers, and other relevant personnel information. (1.2)

The catalog is published each academic year. It includes all information that a reader interested in the College would need to know to understand education requirements, course descriptions, personnel, organizational structure, and policies and procedures. The schedule of classes is published three times a year, fall, spring, and summer. The Office of Instruction oversees the publication of both of these documents. The catalog is available in the bookstore, in the Library, in Division Offices, in Admission and Records, at Off-Campus Sites, in the Career Center/ Counseling Office, and on the college's Website.

Cañada College also publishes a faculty handbook. This handbook is distributed to full-time faculty at time of hire and is available in the Division Offices, the Office of Instruction, and the Cañada College Library to all constituencies. The Student Services Division and the Cañada

College Associated Students have published a Student Handbook. The last Student Handbook was distributed in 1997. Up until 1998, a revised Student Handbook was published annually. In 1998, the Student Activities Coordinator left the college and the position has yet to be filled on a permanent basis. A new Student Handbook, integrated with matriculation orientation procedures, is scheduled to be available for Spring 2001. The booklet of faculty schedules is published through the Office of Instruction each semester. (1.3)

In addition to these basic publications, the College prints and distributes many other documents. The documents are written, designed, and printed by the College, individual divisions, constituencies, departments, offices, and individuals in order to disseminate information about specific policies, procedures, curricular and workshop offerings, financial aid and scholarship opportunities and announcements, events, announcements, agendas and minutes of committees, councils, and senates. (1.4)

The College distributes procedures and forms for curriculum processes. The Cañada College Curriculum Committee published a Curriculum Committee Handbook in 1995. Copies are distributed to the members of the Curriculum Committee and are available in Division Offices. Recently, the members simplified and clarified these forms. These forms are available in the Instruction Office and division offices and are distributed upon request. In addition, the Chair of the Curriculum Committee is a member of the Academic Senate Governing Council and gives monthly reports on the activities of the committee. These reports are included in the Academic Senate publication that summarizes minutes of Senate meetings and issues relevant to faculty. These summaries are distributed to all Cañada employees and officers of the Associated Students and are also kept in the Academic Senate files. (1.5)

The divisions design, print, and disseminate brochures and fliers advertising their programs. The District Office requires that the college logo and the names of the members of Board of Trustees and the college president appear on all brochures; in addition, since 1996 all brochures have had to have the approval of the college Public Information Officer to insure consistency of quality standards. However, beyond this, each division creates its own style and establishes its own definition of creative freedom in the brochures that it publishes.

San Mateo County Community College District and Cañada College have websites (<http://SMCCD.net> and <http://canadacollege.net>). The District website has a wide range of information pertaining to all three colleges. Faculty e-mail addresses appear on this website. In addition, on Cañada College's individual website, users can access the schedule of classes and find information about counseling, some division programs, and most faculty. To illustrate, students can access information about classes offered at the Small Business Center located at Cañada's Education & Technology Downtown Center, can link to counselors through e-mail for personal counseling online, and can find answers to the most typically asked questions about college procedures. Information is also available online about the Cañada College library, its main campus Learning Center, and its Middle College. In addition, students can access EUREKA, a career information and assessment site, and ASSIST, the community college, CSU and UC articulation site.

Committees, Councils and Senates distribute agendas and minutes. Each group has its own process and procedure for publication and dissemination of these documents. For example, the Curriculum Committee only disseminates to members of the Committee and to administrators, the College Council and the Academic Senate Governing Council disseminate to all constituencies, the Funding Committees disseminate to relevant constituencies, the Classified Senate disseminates only to the classified employees. (1.6)

SELF EVALUATION

The basic documents published by the District and Cañada College, the District Rules and Regulations, the District Orientation Manual, the booklet of faculty schedules, and the personnel directory, all “clearly, accurately and consistently” communicate information to constituencies.

Problems have existed in two of the important basic publications of the College, the Schedule of Classes and the Faculty Handbook. Over the last two years, a sub-committee of the Enrollment Management Council has suggested revisions to the Cañada Schedule of Classes, and current schedules incorporate these suggestions.

Due to the departure of the former Student Advisor, no Cañada College Student Handbook is available on campus. The Student Services Division reports that work is currently being done on an “Orientation and Student Handbook,” which will be ready in Spring 2001. The Handbook will be distributed at college orientations and at placement testing and will be available in all division offices and in the ASCC office.

Individual documents currently developed in departments and divisions are, for the most part, clear and accurate. This is particularly true regarding information about curriculum, program offerings, and procedures. The fliers collected are consistent, accurate, and clear examples of the sorts of fliers distributed to students, prospective students, and the community. However, in some instances divisions still distribute some out-of-date brochures with the names of previous Board members, the previous Chancellor (now three years off the job), the previous College President, and the previous division designations; nevertheless, the program content in these brochures is current. Time and cost of redesigning and republishing these brochures has led to their continued distribution.

Information that appears on the District and College websites is clear, accurate and consistent. Webmasters in the District and in the Cañada Office of Instruction are constantly involved in the update and expansion of online information. In addition, the staff of the Cañada Office of Instruction is currently re-designing the college website. When this is completed, the college catalog will be available online and the website will have a new look and will have expanded information about curriculum, programs, and procedures.

In 1999, the Admissions and Records Department published college application forms and instructions to register on the SMART telephone system in English, Chinese, and Spanish. In addition, the district each year designs a special application for high-school concurrent enrollment students. Admissions and Records staff have also been actively involved in the Enrollment Management Council, and A & R staff members are revising letters and the college application to make them more consistent, less complicated, and more culturally sensitive.

The Financial Aid Department distributes clear, accurate, and consistent information to students regarding financial aid procedures, policies, and workshops. Also, the Financial Aid staff, with the members of the Scholarship Committee, has been careful to update and streamline the scholarship application process and procedures for notification on a yearly basis to keep up with rapid growth in the program. Work has recently been completed to change the notification letters to recipients to clarify the requirements of the scholarships that are being awarded, such as transfer expectations. (1.7)

In addition, information created and disseminated by the remaining Student Services Division departments - Counseling, Career Center, Transfer Center, Health Center, and Assessment Center - is clear, consistent, and accurate.

Even though individual committees, councils, and senates have their own processes and procedures for the production and dissemination of their agenda and minutes, each group seems to be sensitive to the needs of all constituencies and publishes clear, accurate, and consistent information through its publications. The College Council, Canada College's shared governance body, is to be especially commended for its clear, accurate, and consistent minutes, which, as of 1999, it disseminates to all constituencies. In addition, the present Academic Senate Governing Council creates precise, up-to-date agendas that it circulates to all constituents on campus before meetings, makes an effort to include information relevant to pending discussions and actions, and publishes a summary document of meeting discussion, actions, and concerns. In 1999, responding to complaints of a lack of communication on campus, it published an Academic Senate Newsletter. This newsletter was discontinued in 1999-2000, but will be back by popular demand in 2000-2001. (1.8)

The Associate Students have also been listening to campus requests for communication between groups and in Fall 1999 published a clear, accurate, and consistent Student Newsletter. In addition, the then interim president, with the Public Information Office, began a College Newsletter in Fall 1999 and continues to publish this document. (1.9)

The Cañada College Library has a complete, up-to-date College Archive section where present and past copies of District and College documents are located and can be referenced by all constituencies.

PLANNING AGENDA

1. The Curriculum Committee will revise the Curriculum Handbook during the 2000-2001 academic year and have it ready for dissemination by Fall 2001.
2. In Spring 2000, 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 no later than Spring 2000. Faculty in each of the divisions will be asked to assist in this process, so that accurate program information is assured.
3. In Fall 2000, 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.

2. *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

DESCRIPTIVE SUMMARY

The governing board-adopted policy on academic freedom and responsibility is stated in the District Rules and Regulations, which is advertised as "readily available" in the Division offices. The document is also available in the College Library, is printed in the Appendix of the Cañada College Faculty Handbook and in the Cañada College Catalog, and is on the college's Website.

The policy clearly states the district's and the college's commitment to the free pursuit and dissemination of knowledge and defines academic freedom as "the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint." In addition, the policy states that "faculty members are free to speak and write publicly on any issue," and that the "District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate."

The policy addresses the issues of responsibility by stating that "academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth." The policy also states that the freedom that faculty have to speak and write publicly on any issue is restricted by their agreement to indicate that they are not speaking for the institution. The policy further states that "academic freedom is the responsibility of the college community" and that it must be "free from distortion and doctrinal obligation." By including students in this policy, the policy also protects the teaching-learning process in stating, "In a search for truth and in a context of reasoned academic debate, students also have the right to express opinions and to question those presented by others."

(Ref: Rules and Regulations)

SELF EVALUATION

The policy is clear in protecting academic freedom and responsibility and in fostering the integrity of the teaching-learning process.

The policy is readily available to full-time faculty members in their copy of the Faculty Handbook and to all employees in the college catalog, in the District Rules and Regulations available in the College Library, and on-line.

PLANNING AGENDA

None

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTIVE SUMMARY

Through instruction, faculty present ideas, both pro and con, that stimulate and encourage critical thinking by their students. Objectivity and a balanced perspective are evidenced in a review of course outlines. The integrity of the teaching-learning process, as well as other communications under the auspices of the college, is regulated through the District Policies and Procedures, specifically Section 2.30 *Political Activity*, Section 6.35 *Study of Controversial Issues*, and Section 6.38 *Criteria for Selection of Guest Speakers*. Other policies that govern the integrity of how information is communicated are the policy of *Professional Ethics* and the policy on *Students' Right to Learn*, both found in the Faculty Handbook. The *Statement on Academic Freedom*, found in the college catalog, urges responsible "informed debate and search for truth" and requires "professional competence, open inquiry and rigorous attention to the pursuit of truth."

Additionally, tenure review and faculty evaluations, which include classroom observation, review of study surveys, and faculty portfolios, provide another way to assess the accuracy, appropriateness, and objectivity of information provided in any course. Non-instructional faculty are similarly evaluated by a process, modified and approved in 1999, that includes committee and peer evaluation, as well as the processes described above. Classified staff are evaluated twice during their probation period, then once a year; after two satisfactory evaluations, they are evaluated every two years.

Departments in Student Services, including EOPS, Financial Aid, and categorically funded programs that receive state/federal funding, are governed by state and federal guidelines that require information be delivered equitably and without bias. District Rules and Regulations, which respond to Title V regulations, similarly govern the Admissions and Records Department.

SELF EVALUATION

It is difficult to evaluate practices that involve communication of information and ideas. However, Cañada College has a commitment to upholding this standard, as evidenced by the policies above and by the thoroughness of the evaluation process. Furthermore, there is in place a grievance process for students who feel that there has been bias in any communication.

In the Noel-Levitz Student Satisfaction Inventory in 1997 and the ACT "Faces of the Future" survey in 1999, Cañada College faculty and staff were rated high in respectful and unbiased treatment of racial and ethnic groups. Additionally, faculty were rated quite high in the quality of instruction, which suggests that instruction is delivered in an unbiased manner.

The student survey form for faculty and the student survey form for non-instructional faculty do not include a question that speaks to unbiased delivery of information.

PLANNING AGENDA

The President of the Faculty Senate will work with her counter-parts at Skyline and CSM to add to future official student survey forms a question on objectivity and non-bias in instruction and in counseling.

4. *Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.*

Not applicable to Cañada College.

5. *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

The Faculty Handbook provides faculty with clear expectations regarding the principles of academic honesty and the sanctions for violation in two sections: *Professional Duties and Responsibilities* and *Assignments, Testing and Evaluation*. In these sections faculty can find statements on class conduct, expectations, and suggestions for assignment, testing, and evaluation procedures. Also, in the Faculty Handbook and in the District Rules and Regulations are clearly defined sections on copyright laws, responsibility, and infringement. (5.1)

Also, in the *Student Information and Procedures* section of the Faculty Handbook is a clear statement that the principle of personal honor is the basis for student conduct at Cañada College. The section also clearly reviews District Policy as it relates to class and campus activities, disruptive behavior, disciplinary action, due process, and the College Grievance and Appeal Procedure. (5.2)

SELF EVALUATION

The sections in the Faculty Handbook are clear and provide detailed information on the definition and principles of academic honesty and the sanctions for violation.

The 1997 Student Handbook provided students with appropriate information on Student Right to Know, Conduct, Disciplinary Actions, and Due Process. This Handbook has not been available since 1998. A review of the course outlines for Student Success courses and Student and Faculty Orientation indicates that this material is not covered.

PLANNING AGENDA

1. By Fall 2000, the Vice President of Student Services will assure that this information is included in the 2000-2001 Student Handbook.
2. By Fall 2001, instructors will include this information in Student Success and Introduction to College courses.

6. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity*

DESCRIPTIVE SUMMARY

District Policy on Equity and Diversity printed in the District Rules and Regulations and in the District Affirmative Action Plan follows Title 5 Education Code on Affirmative Action. The college also has a Policy of Non-discrimination and a Policy on Americans with Disabilities Act that appear in the college catalog, the schedule of classes, the Faculty Handbook, and the 1997 Student Handbook. Also, these publications address issues of equity and diversity when writing about hiring and evaluation practices, financial aid, scholarships, the Career Center, the International Student Center, the English Institute, student conduct, disciplinary actions, and student appeals and grievances. The policy of equity and diversity is also reflected in Cañada College's Mission statement, its Student Equity Plan, and its Ethnic Studies graduation requirement. (6.1)

Cañada College implements these policies through a wide-range of practices. Special services are in place for students with learning differences, physical disabilities, and other special needs. Cañada faculty and staff who recognize a student's need for special support services because of learning differences may refer him or her to the Learning Disabilities Program or to the Learning Center. The purpose of the DSP&S program is to make it possible for learning-disabled college students to function as successfully as possible in mainstream classes and to improve basic skills for vocational training programs and employment. In addition, the Adaptive Physical Education Program offers an individualized approach to physical education as well as weight training and general conditioning for physically disabled students. The focus of the program is to promote optimum physical fitness to disabled students. The campus is also physically equipped with ramps and elevators for those that need them and a library book return is located at the drive-

way access to the college. All computer labs on and off-campus are equipped with learning stations for students in wheel chairs. In addition, the on and off-campus Learning Centers have software available to meet the physical and learning needs of students. In addition, Psychological Services offers the Adult Supported Education Program and Stepping-Stones, a transition to college program for high school students and other youth who are psychologically disabled and need supported education to succeed in school. The English Institute provides appropriate instruction to students whose first language is other than English. Whenever possible, notices are published in English and in Spanish. (6.2)

Other procedures on campus reflect the college's commitment to issues of equal opportunity. For example, the Faculty and Staff Diversity Advisory Committee plays an important role in the formation of screening committees, and there is always a trained Affirmative Action representative on hiring committees.

In Spring 2000, the college began providing pre-admission counseling to students who have been traditionally underrepresented in college. This outreach has increased access for the growing Latino population in the college's feeder high schools and has resulted in more students from homes where English is not the first language enrolling in college. The college submitted a grant application to become an Hispanic Serving Institution (HSI), which was funded for 2000-2001. This grant, along with a Packard grant, will help the college better plan and provide for its changing student population.

SELF EVALUATION

The College makes every effort to be compliant in its physical plant and its processes and procedures. For example, many changes were made in office assignments in Summer 2000 in order to create ADA compliant space for the DSP&S Program. Faculty have been commended for the efforts they make to create programs and materials for students with special needs and the college strives to make adjustments, develop programs, and acquire equipment and material to serve all students. In addition, as of Fall 2000, approximately one third of full-time faculty members and half of administrators were from ethnically underrepresented groups. Efforts continue to bring increased diversity to our faculty ranks. Still, there is a perception on campus among faculty leaders concerned with the values and issues of underrepresented students that we need to put more effort into multi-cultural perspectives on campus.

Compliance with Affirmative Action Guidelines as stated in Title 5 is an issue with some faculty members. A vocal few believe that we should not be following these guidelines at all. Others feel that we are not doing enough to represent all ethnic groups, but are concentrating all of our efforts in representing one group — Latinos. We continue to work on all concerns, but clearly supporting Affirmative Action and open access for all. (6.3)

PLANNING AGENDA

The Academic Senate Governing Council, the newly reorganized Faculty and Staff Diversity Advisory Committee, the Classified Senate, and the Student Senate will collaborate proactively in addressing issues of equity and diversity.

7. *The institution demonstrates honesty and integrity in its athletic programs.*

DESCRIPTIVE SUMMARY

In order to maintain the integrity of the college's athletic program, the Athletic Department, under the direction of the Acting Dean of Instructional Services and the Athletic Director, adheres to the rules and regulations of the Coast Conference on Athletics, the constitution of the Commission on Athletics, and Cañada College policies on Athletics.

The college policy enables student athletes to earn an associate degree and/or prepare to transfer to a four-year institution, while maintaining eligibility for athletics. Athletic eligibility rules require the college to verify that all student athletes are making satisfactory progress toward successful completion of 24 units per year prior to their playing in competition. This procedure is meticulously implemented by the Athletic Director and the Staff Assistant for Athletics. Students who do not meet the unit requirement, or who fall below the academic standard, are ineligible to participate in competition and are immediately denied participation. Eligibility checks are completed by the Staff Assistant four times a year. All coaches are aware of the stringent enforcement of these policies. The Athletic Director and Staff Assistant meet with each team and coach to review eligibility requirements and to assist in filling out the eligibility paperwork each semester.

No special financial incentives are made available to student athletes. However, student athletes, as all other students, may be eligible for financial aid through the standard financial aid program at the college. Athletes are informed of the availability of financial aid, as well as other resources, so that they may avail themselves of these services. The Registrar's Office assists in assuring that strict adherence is paid to eligibility requirements.

The athletic program consists of seven teams: men's soccer, basketball, baseball, golf, and tennis; women's soccer and tennis. The coaches of the men's teams are faculty members; the coaches of the women's teams, under the supervision of a faculty member, are classified staff.

SELF EVALUATION

By strict adherence to and enforcement of the rules of the Commission on Athletics and the Coast Conference on Athletics, the Cañada College athletic program maintains a high level of integrity. However, the academic success of student athletes over time cannot be assessed because of a lack of data on completion and transfer rates.

An area of concern is the athletic program's lack of compliance with federal guidelines regarding Gender Equality in Title 9. Of seven competitive teams, only two are women's teams. This ratio does not represent the demographics of the college, where almost two-thirds of the enrolled students are women (Enrollment Data and Student Characteristics Report, Fall 1999). Furthermore, while all the men's teams' coaches are faculty, the coaches of the women's teams are classified staff. While not a statement about the abilities of the individual coaches, this difference does represent an inequity in the hiring and utilization of staff between the men's and women's teams. There is also concern that, in the recruitment of women for the athletic program, women are not made aware that their coaches are not held to the same requirements as the coaches of the men's teams.

The college hopes at some point in the near future to hire a full-time faculty member with minimum qualifications to coach at least one women's sport.

PLANNING AGENDA

None

8. *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission Standards, policies, guidelines, public disclosure, and self study requirements.*

DESCRIPTIVE SUMMARY

Cañada College has consistently responded to Commission recommendations, followed commission guidelines, made public disclosure in print and on-line, and undergone self study. The current self study involved wide participation from all segments of the college community. Signatures of the College President, the Academic Senate President, and the Classified Senate President attest to the honesty and integrity of the document.

SELF EVALUATION

Previous self studies and mid-term reports indicate that the faculty, staff, and administration at Cañada College do, indeed, respect the accreditation process and value it as an opportunity to evaluate honestly all components and functions of the college.

PLANNING AGENDA

None.

9. *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.*

DESCRIPTIVE SUMMARY

Major publications (e.g., schedules and catalogs) are reviewed annually by various offices of the college, including Instruction, Student Services, Public Information, and Administrative Council, to insure that they and the policies and practices described therein accurately reflect the mission, programs, and services of the institution. In addition, the several divisions review those portions of publications pertaining to their areas of responsibility for accuracy and currency. Besides the Administrative Council, College Council, Curriculum Committee, and Academic Senate also engage in on-going review of policies and practices to ensure that they accurately reflect and are designed to achieve implementation of the college's mission.

SELF EVALUATION

The college has in place an adequate system to assure consistency in all publications, including those on-line, in representing the college's mission, its programs, and its services. Further, the

college has in place an adequate mechanism to insure that materials are updated as changes occur.

PLANNING AGENDA

None.

SUPPORTING DOCUMENTS

1.1 District Materials Packet

1.2 Cañada College Materials Packet

1.3 Handbooks Packet

1.4 Miscellaneous Material Packet

1.5 Committees Packet

1.6 Web Packet

1.7 Financial Aid Packet

1.8 Governing Councils Packet

1.9 Newsletters Packet

2.1 Ref: District Rules and Regulations

5.1 Ref: Faculty Handbook

5.2 Ref: Faculty Handbook

6.1 Ref: Rules and Regulations; Faculty Handbook; Student Handbook

6.2 Disability Materials packet

6.3 Academic Senate Faculty Questionnaire

STANDARD THREE:

INSTITUTIONAL EFFECTIVENESS



Committee Members:

Faculty

*Richard Anderson,
Co-Chair*

Jean Mach

Jim Steidel

Ron Trugman

Walter Owyang

Classified

Jose Peña

Administrators

*Elizabeth Armstrong,
Co-Chair*

Gus Petropoulos

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

A. INSTITUTIONAL RESEARCH AND EVALUATION

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

For almost a decade, Cañada College has engaged in focused institutional planning and goal setting. At first this was accomplished through a college-wide annual Self-Assessment, Planning and Budgeting process, which required each department or unit to develop its own plans. These were then integrated into division plans that were used for college wide planning and budgeting. Early on, the college established this process as the method for identifying and prioritizing new faculty and staff positions, equipment requests, and facilities modifications. The process has been continued, but in a somewhat simpler fashion, with each department and division in the fall semester developing goals and priorities for staffing, equipment, and facilities.

At first, the process was out of phase with the establishment of overall institutional goals but, in subsequent years, this was corrected with college goals established in late spring prior to the development of the department's and division's planning activities. The college goals are integrated with the District goals, which are adopted by the Board of Trustees in late spring for the upcoming year.

Division planning priorities are forwarded to the Vice Presidents who, in collaboration with deans, set overall priorities for their respective areas, Student Services and Instruction. These are submitted to the College Budgeting and Planning Committee, which makes overall recommendations to the president. The President's decisions are communicated to the College Council.

Research is integrated with the planning process. In establishing requests and determining priorities, departments are asked to provide justifications and evidence for the need (refs 1, 2). The evidence requested includes data on enrollment, efficiency, number of full-time and part-time faculty, results of prior program reviews, program need, and other relevant data.

For many years the college did not have a researcher but nonetheless carried out research through Instruction Office personnel. Two years ago a research position was funded and filled for a short time. It was then decided to assign research responsibilities to two faculty members, each assigned part-time to research. These researchers are concentrating their efforts on college outcomes and matriculation data, since district-wide research is carried out by District staff.

Pre-designed reports are routinely extracted from the district's Information Technology System (Banner) and used for planning schedules, faculty loads, financial issues, and patterns of offering classes. In addition, a data query tool called SDA provides customized reports according to individual needs. These reports are used for institutional planning. In 1995 and again in 1997, two fact books (ref 3) were produced. Research data is available now on both the District's and College's websites. In May 1999, a vocational follow-up study was completed. A research committee was formed four years ago and met infrequently at first. The committee's main task

was to develop a research agenda. This year, with the introduction of the two faculty researchers and the hire of a Coordinator of Matriculation, Articulation, and Transfer, the research committee has begun regular monthly meetings. Two years ago, a Noel-Levitz institutional effectiveness survey and study (ref 4) was undertaken, and the information generated by it was used in institutional planning. Many of the study's recommendations were implemented.

Self Evaluation

The annual planning process for setting staffing, equipment, and facilities priorities is institutionalized and working well. All have an opportunity to be involved and good collaboration occurs between different units. The process appears to be well understood and accepted.

Studies, such as the Noel-Levitz study, have been used for institutional planning and evaluation.

As a result of research and planning, the following changes have occurred:

- § a more flexible schedule, including short classes, weekend and off-campus classes, was introduced,
- § block scheduling of selected courses was offered,
- § offerings were increased at the Redwood City Center,
- § a more diversified curriculum and modified teaching methods and styles were introduced, (Learning Communities, new math approaches, cooperative learning, teamwork writing, supplemental instruction),
- § a new multimedia program was developed as a result of a research study on possible new programs for Cañada,
- § a stronger focus on retention of students was implemented through a system of deficiency notices devised by an Academic Senate Advisory Committee,
- § some service learning was introduced in areas such as ESL and through the Eisenhower project.
- § the process for receiving and reviewing Program Reviews was refined last year by the College Council. The Council will continue to improve the Program Review document and will include a student feedback component and a link back to college decision-making.

Planning Agenda

None.

A. 2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

Through the District, large amounts of information are available either in the form of printed reports on-line through Banner, or on the District and College research Web sites. Other information, such as reports on the success of transfer students, is available on public Web sites. The college funded a research position, but has chosen instead to use two full-time faculty members released partially from their teaching responsibilities to carry out research. Through the District Intranet and the Internet, many employees have access to the District and College websites that include our research data. College researchers and other employees have available

to them a simplified data access tool, (SDA), which permits research on specific research questions.

The Vice President of Instruction position, vacant for three years, has now been filled. This position adds a focus in the Office of Instruction on research. The administrative assistant position in the Instruction Office is filled by a person who is skilled in answering research questions and using the information for instructional planning purposes.

Self Evaluation

The difficulty of filling the fulltime research position, followed by a decision to fill this role with two fulltime faculty, has meant that the College is not as far along in its formal research structure as could be desired. Dissemination of research information to the campus at large has not occurred in a regular and systematic way because of this. Now, however, with the two faculty researchers and the new Dean of Matriculation, Articulation, and Transfer, progress is being made in research. The College will need to assess whether the present staffing structure is sufficient to meet its research needs. As new student populations enter the college and new programs are developed, research needs may grow so that additional support, either classified or professional, may be needed for the researchers.

Discussion has been occurring with Cañada's sister colleges and with the District about coordinating efforts for research and collaborating more so as to reduce duplication of efforts. Depending on the outcome of these discussions, the College may need to engage in more research activities.

Planning Agenda

Within one year, the College will assess whether the current staffing for research is appropriate.

A. 3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

Annually, the College assesses the extent to which the previous year's goals have been accomplished. The following year's goals are established with this assessment in mind. Through the Vice President, Instruction, goals for teaching FTES, FTE and load are established each fall for the upcoming year's schedule (ref 5). Divisional targets are established and areas of emphasis for the schedule are agreed upon. The previous year's goals and the extent to which they were accomplished are evaluated and used as one of the methods of setting the next year's goals.

The program review process has been operating for six years. It was developed collaboratively District-wide and includes both instructional programs and student services. Programs are evaluated on a rotating six-year cycle. College Council receives and evaluates, both quantitatively and qualitatively, the program reviews. The qualitative review includes looking at the currency of the curriculum and the nature of the student body (ref 6).

Vocational program Advisory Committees meet twice annually and provide valuable advice. Program changes, especially curricular additions and modifications, are often a result of the advice of these bodies.

Student outcomes data for the last six years have been developed and are available to all on the college research Web site. It includes information on success, retention, and department grade distribution, as well as other data. Information on degrees, certificates, and transfers is available on other public Web sites and is used in planning.

Self Evaluation

The College's annual process of reviewing the prior year's goals and establishing the goals for the upcoming year works well. Likewise, the process for developing staffing, equipment and facilities priorities is well understood and works well. The Program Review process has received scrutiny from the College Council and Academic Senate for the past three or four years. Recent improvements to the process have refined and improved the quality of the reports. Further improvements are envisaged in order to strengthen the link back to institutional planning and to include student satisfaction data. With a new president, a renewed focus on serving the community, especially the rapidly growing Hispanic population, means that the College's process of annually setting goals may need to be strengthened through a long-range strategic planning process.

The college's student outcomes data provide solid evidence of the success of its students and provides information that is useful in improving curriculum, services, or in addressing the needs of specific groups of students. At this point, the information is not being widely or routinely used. Greater use of research data in addressing student success issues is needed.

Planning Agenda

- 1..Within one year, the research team will develop a process to disseminate research information to all members of the campus community.
2. During 2001-2002, the College will engage in a long-range strategic planning process linked to research evidence and the needs of the community.

A. 4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

Vocational programs Advisory Committees routinely make recommendations for program and curriculum changes, thus enabling the programs to keep up-to-date and to prepare students to be successful when they enter the workforce.

The Program Review process has provided justification for changes in program staffing, facilities or funding. For example, increased staffing in Mathematics and English came about partly as a result of the findings in their program reviews. In addition, the findings of the Noel-Levitz study were used to introduce a number of college changes including schedule, curriculum, staffing, and program modifications. Additionally, information on dissatisfaction with student services led to changes in counseling procedures and policies.

Self Evaluation

The college is making progress in integrating institutional research with planning and evaluation. As an example, The Noel Levitz survey was used in making changes, such as adding off-site centers and changing procedures in counseling. This study was used as the basis for much institutional planning. In addition to the Noel-Levitz study, in fall 1999, the College completed a student survey study, the Faces of the Future survey from the AACCC/ACT Evaluation/Survey Service (ref 7). This study validates findings from the Noel-Levitz, and represents the College's intent to continue such studies on a regular basis.

In addition, the Program Review system works well, is valued by the faculty, and is used in planning. The college has six years of Program Reviews that show change based on the process of research and planning. In the vocational programs, the Business Department has responded to the needs of the community.

Despite this progress, the college still needs to formalize further research and evaluation, to improve its communication about research activities across the District, to provide training in the use of research information for decision making, and to coordinate these activities better.

Planning Agenda

1. 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.
2. 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.

B. INSTITUTIONAL PLANNING

B. 1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

On an annual basis, planning begins at the District level, with the adoption by the Board of Trustees of general institutional goals and budget priorities in late spring. College goals and budget priorities (ref 8) that are linked to the District goals are established simultaneously. The college planning process includes annual division planning, starting at the departmental level and using input from all constituents--faculty, staff, administrators --to determine requests for staff, equipment, and facilities; all are given a chance to participate. The process moves to the division level for prioritizing, with input from the division councils on planning with budget implications; it then goes to the respective vice-presidents, with prioritizing at all levels. The Budget and Planning Committee is responsible for recommending overall priorities to the President, who communicates her decisions to the College Council.

Self Evaluation

This institutional planning process is indeed effective and functional, and appropriate constituencies are involved at various levels of the process. A document describing the flow, constituencies, and timeline of the process is available (ref 8).

Planning Agenda

None

B. 2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary

Annually, the College Council evaluates the work it has accomplished during the past year, and how well its processes have occurred. Modifications to the Council's procedures have occurred as a result of these evaluations, resulting in observable improvements each year.

The College Council evaluates the program reviews and the program review process. As a result of the planning process, which takes place from the department level on through College Council, the institution does establish priorities. For example, staffing, equipment, and facilities priorities are established through a bottom-up process that involves all segments of the college community.

Self Evaluation

The College engages in reflection about its evaluation and planning processes and each year adjusts these to make improvements. Both the processes and the outcomes are becoming stronger. Processes are placing greater emphasis on the use of data and outcomes.

Planning Agenda

None

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

In 1991, the District adopted a vision statement, Vision 2000, that serves as a companion to the District's Mission, further guiding the District into the 21st Century. In June 1994, the entire District embarked on an Educational/ Facilities Master Planning Process intended to extend the goals of Vision 2000 to its long-range facilities planning. The three-year process produced several planning documents (ref 9): Outlook Papers; Baseline Information for Master Planning (Summer/Fall 1994); Educational/Facilities Planning Project: Phase One Final Report (September 1996) which contains recommendations for instructional and student services planning; and Educational/Facilities Planning Project: Phase Two (June 1997), which contains recommendations about each college's physical plant. In addition, an extensive community needs assessment took place (ref 10). The master planning was based upon the community needs assessments and surveys. Many of the recommendations, ranging from a new library-learning center for the College to the student-centered model, were acted upon.

The college planning process includes all components: educational, financial, physical, and human resources. College goals are tied to District goals and are guided by the president (ref 8).

They are developed in a retreat that includes the College Council, the Classified Council, Academic Senate, and administrators, then refined by the College Council. Annually, the College Council meets with other shared governance bodies to review the past year's college goals, to decide which to continue, and to add new goals. The College's goals are again integrated with the District's goals. After being reviewed and revised through several steps, they are then shared in packets with all faculty and staff on opening day.

Self Evaluation

The planning process has been functioning top to bottom, bottom to top, for a number of years. The system for identifying priorities has been working well now for at least five years, and has become an integral part of the institution, based on the use of data in rational decision-making. It is only budgetary concerns that limit the college from carrying out all the goals defined by this process. With the majority of personnel involved in the process, with ample opportunity for input, no voice should go unheard. For example, the entire Science and Technology Division was aware of and participated in the process of researching nuclear medicine and physical therapy assisting programs, and, in both cases, decided not to go ahead with the programs, based on research done and comments from industry.

During the time that District Master Planning occurred, there was great emphasis on integrated District and College planning. Since the formal Master Planning process ceased in 1997, the integration of district and college planning has become less clear. The College engages in planning and determines what research is needed. However, there is no overall direction or research plan that guides the District and the three colleges.

Planning Agenda

1. 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.
2. The new Budget Planning Council will make use of program review documents in its deliberations, thus adding another level of checks and balances.

C. INSTITUTIONAL OUTCOMES ASSESSMENT

C1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

Through the annual College goals, the institutional outcomes are clearly described (ref 8). The extent to which they are accomplished is assessed at the end of each year in a written summary that is discussed by the College Council. The achievement of the goals, or lack thereof, is a factor taken into consideration in establishing the next year's goals.

The college's Web site research page (ref 11) includes data for a six year time period on student outcomes including success, retention, enrollment by majors, placement test results (math, English, and ESL), grade point average by discipline, and other information. For English, ESL, and math, the success, retention, and placement test data are given by gender and ethnicity. In

addition, the College is making use of IPEDS student right-to-know data on student outcomes, such as transfer and certificate and degree completion rates.

Self Evaluation

The College clearly specifies and evaluates its intended institutional outcomes through its annual goals and the process of establishment and evaluation. A good start has been made in developing base line outcomes research for students and programs and the college has begun to look at student success and retention in more detailed ways. This research needs to be continued to provide much more comprehensive and detailed information about how our students do, especially in areas of the curriculum where the drop-out rate is high. The college needs information that may be used to develop strategies for improving student success and retention.

Planning Agenda

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

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary

The Noel-Levitz study gave more impetus to communication of information. The college now gives local high school districts very specific information on how their students are doing, including GPA, retention, success rates, transfers, and placement. All the vocational programs have advisory committees, and the college gives feedback to them. The District Office publishes Community Connections, and the college routinely publicizes its successes and activities through the public information office. College Night in October and outreach to the high schools disseminate information, and orientations for new students include information on the college. The catalog and schedule focuses even more on student success, with photographs and anecdotal material. The District's and College's websites have a compendium of documents that will communicate information on the College's success and quality, as well as a wide-range of other information on students, programs, and the community. On the college's own website, information is available about the college in general, special events, and program information. The college has an award-winning college brochure, and individual departments are developing more brochures. Many events, activities and groups, such as the Fashion Design show, the Arts & Olive Festival, the engineering design contest, athletic teams, plays, cultural events, Phi Theta Kappa (our award-winning honor society), and the Latin American Friendship Club, and ASCC all promote the college to the public. During the past year, the District has conducted a special campaign to promote college programs on cable television stations in San Mateo County, emphasizing student success in various programs. In addition, on KCSM, the District-run PBS station, there are frequent promotional spots highlighting college programs and its graduates.

Self Evaluation

The institution communicates frequently and in varied ways with the public about its programs, services, and successes. Last year, the high transfer, degree and certificate rates documented by IPEDS, was a major part of how the college communicated the institution's success to the public.

Planning Agenda

None

C.3. The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

The College Council has been involved and responsible for developing and reviewing college goals, staffing, and budget planning. It has actively sought feedback to identify areas for improvement through the Noel-Levitz study.

The College formed a research committee, established a research position, and delineated research goals that have been followed for the past 3-4 years. The committee has merged with the enrollment management committee to strengthen the relationship between research and enrollment management.

Self Evaluation

The College has made considerable progress in the last few years in gathering data about supporting programs that meet college goals. For example, the learning communities and distance learning classes are receiving support over a longer period in order to establish them and document how they are achieving those goals. Despite the recent efforts that have been made, communicating the quality opportunities the college offers to the community is a continuing challenge.

The College is just starting to formalize systems for reviewing its institutional research effort, evaluation process, and the planning process. Cañada has made a good start on research by collecting local data and looking at District data. The college are generating a large amount of data and it is being used in a number of ways, although it is not yet being used consistently and routinely in all areas. The process that ties research to college goals is not yet consistently implemented.

Planning Agenda

As part of the effort to strengthen the research function, the College will develop a process for assessing 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.

SUPPORTING DOCUMENTS

1. Priorities for Staffing Requests, Fall 2000
2. Priorities for Equipment and Facilities Requests, Fall 2000
3. Canada College Fact Books, 1995 and 1997
4. Noel Levitz Institutional Effectiveness Study, 1997
5. Schedule Development Goals and Priorities for 2000-2001 and 2001-2002
6. Program Review – guides to process
7. AACC/ACT Faces of the Future Survey, 1999
8. 2000-2001 Canada College Budget Assumptions, Goals and Priorities
9. SMCCCD Master Planning documents
10. SMCCCD Community Needs Assessment
11. Canada College research Web site

STANDARD FOUR:

EDUCATIONAL PROGRAMS

Committee Members:

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STANDARD FOUR: EDUCATIONAL STANDARDS

A. GENERAL PROVISIONS

A.1 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.

Descriptive Summary

The stated mission of Cañada College is “to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students’ personal development and academic success.”

Cañada College provides courses and programs for students of different demographic characteristics, including gender, age, ethnicity and economic levels. The College serves traditional high school graduates, working adults, and multicultural and international students. Diverse learning styles and levels of academic preparation are also addressed. In fall 1999, [A1: Enrollment Data and Student Characteristics Report] the college’s total enrollment was 5,537. The Cañada College student population is almost two-thirds female, and over half are under 35 years of age. The largest ethnic group is White, and the Hispanic population is steadily increasing, now constituting over one-quarter of the student population. Other populations in decreasing order are Asian/Pacific Islander, African-American, and Filipino. Just under one-half of students are evening only and almost one-fifth take classes in both day and evening. The vast majority of Cañada College students, about 80%, attend classes part time and about one-quarter hold a BS or BA or higher degree. There is an increasing number of high school students enrolled concurrently or in the Middle College High School Program. The demographic make-up of the student body parallels the demographics of the service area. Addressing the needs of the unemployed and underemployed in the surrounding area, the college runs CalWORKS and JTPA/MA programs, as well as centers in downtown Redwood City and Menlo Park. It has received grants to recruit East Palo Alto and East Menlo Park residents into job training programs, such as the Computer Technician program for EPA.

The college offers a broad range of courses and programs, including degree programs, certificate programs, transfer preparation, career occupational and professional/technical programs. [A2: Chancellor’s Office California Community Colleges Curriculum Standards and Instructional Services Inventory of Approved and Projected Programs]. The college also offers basic skills courses, including an extensive English as a Second Language curriculum through our English Institute. In addition, Cañada College encourages lifelong learning, with many students enrolled in art, music, drama, foreign language, fitness, sports, and computer literacy courses. During the last two years, the College has expanded its flexible scheduling to include distance learning, accelerated courses, weekend courses, short courses during the January intersession, and interdepartmental Learning Communities. Concurrent enrollment of high school students for Fall 1999

numbered 247, including 65 in the new Middle College program, and 307 in Spring 2000, up from 185 in Fall 1998.

Self Evaluation

The College and the District have actively researched the communities' and students' needs [A3: SMCCCD Educational and Facilities Master Plan, 1997; A4: ACT Faces of the Future Survey, Fall 1999; A5: Noel Levitz Survey, 1997] and are attempting to improve offerings to fit current needs. The SMCCCD Educational and Facilities Master Plan project demonstrated, among many other things, the need for the colleges to be more responsive to community wishes by providing more accessible, flexible classes and services. The Noel Levitz study carried out for Cañada College in 1997 pointed out the need to improve student services and to develop a wider range of programs at the college. Then in 1997, the college president commissioned a needs assessment on potential new programs. After extensive discussion with the College Council and other groups, a decision was made to add a Multimedia Arts Program. Certain other recommendations from this needs assessment were further researched and, for a variety of reasons, found not feasible. In 1998, the SMCCCD chancellor offered district colleges the opportunity to compete for substantial funding for program development. The college submitted over a dozen FTES Enhancement proposals, of which three were funded. From the funds awarded, the college developed its Multimedia Arts Program, Fitness Center, and Child Care Center. In 1999, the chancellor awarded additional FTES Enhancement funds to expand the Information Technology program, leading to the development of a new Network Technology Lab; full development of this curriculum awaits the hiring of a full-time instructor for this program.

The college has rapidly expanded its Information Technology curriculum, which comprises courses in Computer Information Systems, Business Skills, Networking Technology, and Multimedia Arts. Further expansion of this program is hampered by the difficulty in recruiting full- and part-time instructors.

In partnership with CSM, Cañada has developed and now offers a Human Services certificate program. College staff have investigated developing a Physical Therapy Assisting Program; however, feedback from the local industry is negative, with both employers and employee groups stating that there is not a need for an additional program in this area, even though national statistics indicate otherwise. In spring 2000, staff began a needs assessment for a dental hygiene program. It is too early to determine where this will lead.

The college's on-campus Learning Center continues to expand to provide instructional support for students across the curriculum. The Center houses the Writing Lab, Math Lab, Tutorial Center, general computer center, MESA Center, STAR diagnostic center, and Learning Center self-paced courses. An ESL classroom lab is also housed in the Center. Recently, the staffing for the Writing Lab and Math Lab have been increased to fulltime positions with Partnership for Excellence and MESA grant funding, thus providing more extensive services to students.

At the college's Menlo Park Center, the college has three classrooms: a Learning Center, a Business Skills computer lab, and an all-purpose classroom. The Learning Center provides self-paced instruction in basic skills in English, Writing, Reading, ESL and mathematics.

Evidence that the college is successfully meeting the educational needs of its students is given by the 1998-99 comparative data from the state MIS system and from IPEDS. IPEDS data show that Cañada College has the ninth highest transfer rate, and the tenth highest certificate and

associate degree completion rate in the state; it is the only college in California to be in the top ten in all categories. MIS data show that Cañada has higher success rates for students completing transfer and basic skills courses than the average for California community colleges.

Planning Agenda

1. By spring 2001, 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.
2. Similarly, the Vice President of Instruction, in conjunction with 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.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

The college offers a wide array of specific occupational programs, listed in the catalog, that provide both certificates and A.S. or A.A. degrees. A variety of general education courses is offered in both the day and evening programs, although the evening offerings are somewhat more limited. Some general education courses listed in the catalog have not been offered in some time.

To serve students unable to attend weekday daytime classes, a number of Saturday classes are offered, including a small number of general education classes. Additionally, television and on-line courses provide alternatives for students who need classes at nontraditional times.

Self Evaluation

In planning the schedule, divisions and the Instruction Office coordinate to minimize schedule conflicts and to provide maximum opportunity for students to take classes [A6: Spring 2000 General Education Course Offerings.] Although not every general education course is scheduled both day and evening, there is a wide variety to fulfill each of the G.E. areas for the AA/AS degree, CSU GE, or IGETC curriculum for day and evening students. For vocational programs, many of the classes are offered every semester and others at least once a year, so that students may complete degrees and certificates in a timely manner. Even with careful planning, the number and variety of sections offered is less than some students desire.

Planning Agenda

1. 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.
2. By fall 2001, 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.

A.3 *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Descriptive Summary

As courses are added, deleted or modified, program modification also occurs simultaneously to incorporate these changes. Such changes are more frequent for vocational programs that must remain current with business and employer needs and changes in technology.

Program offerings are reviewed regularly, and at least every six years in accord with Title 5 and Program Review, to determine their relevance to students' needs, currency, and the ability of the college to offer these courses. Occupational programs receive regular advice from industry Advisory Committees that meet at least semi-annually.

Students earning associate degrees or certificates are required to meet program requirements according to the catalog at year of entry or the current catalog. If a course is no longer offered or cancelled, students may petition for course substitution so that they may complete their degree or certificate in a timely fashion. In the rare case of program discontinuance, arrangements are made for existing students to complete their degree or certificate programs. In spring 2000, the college began the process of determining the future status of the Travel Careers Program. Classes for 2000-2001 have been scheduled so that students may complete their program. Notification of the possibility of program discontinuance has been placed in the schedule and catalog, and discussed with faculty, staff, counselors, and Advisory Committee members.

Self Evaluation

Program faculty and instructional administrators take into account students' need to complete programs in a timely fashion and changes are made with this in mind. On occasion, it has not been possible to offer a class because of low enrollments, and then course substitutions are provided for students.

Planning Agenda

None.

A.4 *The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.*

Descriptive Summary

In terms of human resources, the College currently has 139.31 total faculty FTE to serve a student body of 3339 FTES, giving a ratio of FTES to total faculty FTE of only 23.97. This ratio indicates that the College has sufficient faculty to support its educational programs. But, alarmingly, of the 139.31 total faculty FTE, only 55 are full-time instructional faculty FTE. When full-time overload FTE are included, the full-time instructional faculty FTE is 60.39. Since the adjunct faculty total is 63.25 FTE, there are more student contact hours in the classroom with adjunct faculty than with full-time faculty. Clearly, the state goal of a ratio of 75:25 for full-time

contact hours to hourly contact hours is not close to being met at the College. Over the past decade, the FTE from full-time faculty has dropped almost every year while the FTE from hourly faculty has increased, in general. This is in spite of the fact that eleven fulltime faculty members have been hired over the past three years. Classified staff FTE underwent a large decrease during the first half of the last decade, but has been on the rise for the past three years [A7: Report on FTE and FTES from 1982—1999].

The college hired nine new full-time faculty for fall 2000: one in CIS, one in Radiologic Technology, two in Math/MESA, one in Anatomy/Physiology, one in History, two in ESL, and one in English. These new hires reduce the disparity of teaching contact hours between full-time and adjunct instructors.

During the mid-1990's, the College faced ever-decreasing budgets, which had an adverse impact on the ability of the College to address educational needs. Hiring of full-time instructors was severely limited, there were significant decreases in the number of classified staff positions, and discretionary budgets were decreased. More recently, through a redevelopment grant, the College has been able to expand into its Menlo Park Center. With financial assistance from a Community Development Block Grant, the Redwood City Education and Technology Downtown Center was developed. In the past three years, budget allocations have stabilized and even grown in some areas. The District has provided resources for FTES growth proposals, so that the College has been able to implement increases in the number of faculty positions and is starting to fill classified staff positions.

The main campus has sufficient space for current course offerings, although classroom space for evening classes is scarce. The Redwood City Education and Technology Downtown Center and the Menlo Park Center have limited space. At Menlo Park, space needs to be reallocated to accommodate the growth of enrollment in the Learning Center. In addition to courses offered in classrooms, 16 courses are currently being offered online, with 21 on-line courses expected in the Fall 2000 semester. In recent years, the College has added a multimedia lab, a networking lab, a fitness center, and a child development center. Technological resources include several computer labs on the main campus and two computer labs at each of the off-campus sites. The College has recently upgraded its entire e-mail system, which is now Web-based, so employees have access to Internet and e-mail from any location.

Self Evaluation

The college, through its shared governance planning process, has identified the need to hire several new full-time instructors. Some classified staff members will need to be hired to ease the burden on those working without support as a result of staffing cuts in the recent past, as well as to meet new or emerging institutional needs.

The failure of a recent bond measure for the District means that plans for large-scale building improvements are on hold. However, the college has been funded for a permanent Child Development Center; construction is scheduled to begin in late Spring 2001. The recent IPP for a new Library/Learning Resource Center has been advanced to the FPP stage and the college will be submitting its FPP during Fall 2000. Funds for the hiring of faculty and staff, while increasing, are not sufficient to fill all of the needed positions. Some members of the faculty feel that funds for released time for those involved in program coordination, recruitment, curriculum development, and creative partnerships with the community and industry are not sufficient. Although the financial resources of the College are by no means fully adequate to meet all of its needs, the

financial situation in general seems to be improving, due in part to the recent acquisition of funds from several grants and Partnership for Excellence funding.

While physical resources are generally at least minimally adequate, much needs to be done to modernize existing facilities. A short list of some pressing issues would include that some of the laboratories have functional, but rapidly aging equipment, that many classrooms have chairs which are not moveable, making some modes of instruction difficult, and that the existing electrical power supply system is insufficient to support additional computer facilities.

Planning Agenda

1. 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.
2. In collaboration with the district's Facilities Department, the College should also continue to upgrade all its laboratories on an ongoing 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.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares students and other personnel responsible for the advising function.

Descriptive Summary

Cañada College's counseling and advising program was designed four years ago by the counselors and their administrator, the Vice President of Student Services. This program consists of the following three kinds of counseling:

- General Academic Counseling: Includes drop-in for both day and evening students
- Division Academic Counseling: Each academic division is assigned a specific counselor
- Functional Counseling: counseling for students in specific programs, such as Transfer and Career counseling, counseling for EOPS, Stepping Stones, and Workability III.

In addition, informal faculty advising occurs routinely, with specific recommendations from the counselors themselves. New students who declare a goal of transfer or a degree are required to meet with a counselor once during their admissions process to obtain a Permit to Register. This gives them access to SMART, the telephone registration process. During this meeting, students receive an orientation, which may include a discussion of placement test scores and appropriate class placement.

Professional training for counselors/advisors occurs at the twice monthly counseling meetings, where in-service training on Banner, the District database, and on updates to academic requirements, general education certification, and assessment are explained by experienced counselors. To keep abreast of academic and transfer requirements, counselors voluntarily attend workshops given twice a year by the CSU and UC system.

The counseling program has been evaluated formally by the counselors themselves and by student surveys. Individual employee evaluation of counselors is now included under the district faculty evaluation guidelines and in Fall 1999 the formal evaluation process began.

The District is developing a computer-based degree audit system that will allow students and advisors to determine their progress toward transfer requirements or degrees.

Self Evaluation

The three-tiered counseling program appears to be working reasonably well. However, the issue of how students gain access to counselors and how counselors maintain their communication with students needs to be systematized. Now, especially for drop-in counselors, meetings with students seem often by chance. One division counselor sends out postcards to his counselees at mid-term asking them to make an appointment to see him; he also attends classes to introduce himself to students in his division and to explain his services.

In addition, faculty need to know whom to call when a student experiences academic, emotional or financial difficulty. While students with a declared major are assigned to division counselors, the vast majority of students have no assigned counselor.

The success of the division counselors varies greatly depending on personnel. The role has been defined: the division counselor reports directly to the division dean, attends all division and some department meetings, maintains a close contact with division faculty to discuss placement and enrollment issues, and assists them in informal advising.

Beyond the regular counseling meetings, preparation for counselors seems to be voluntary; a great deal of their efficacy depends on their willingness to gain the information they need to be effective. More systematic training requirements might be helpful. There appears to be little oversight and training for division counselors, and even the choice of who becomes a division counselor seems to have been made without direct consultation with division faculty.

Planning Agenda

1. The Vice Presidents of Instruction and Student Services will lead an effort to plan a systematic academic advising system, including on-going training for advisors.
2. 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.

B. DEGREE AND CERTIFICATE PROGRAMS

B. 1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

The mission of Cañada College is “to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education

courses, professional/technical programs, basic skills, and activities that foster students' development and academic success.”

The degree and certificate programs offered at Cañada College are a central part of meeting the college mission. Associate degree programs prepare students to transfer to the UC or CSU system or to private institutions and to work in selected fields. Certificate programs prepare students for specific jobs. Educational goals of Cañada College students are supported by the college's articulation efforts among campus divisions and between Cañada and other institutions (UC, CSU, private colleges and universities). Transfer and Certificate programs are listed in the Cañada College catalog. Career opportunities are also listed under each department and/or program. Important information on tools for planning an educational program is presented in the catalog immediately preceding the AA/AS, CSU GE, and IGETC requirement forms.

Transfer and certificate requirements are reviewed and updated periodically to ensure that they have a coherent design and that they offer the depth and breadth necessary for students to succeed academically. Divisions take appropriate steps to offer courses in a sequence that maximizes completion of requirements within reasonable time lines. In 1998-99, Cañada College had 675 courses articulated with the CSU system, and 331 with the UC system.

The Transfer Center provides assistance to students in transferring to a four-year college or university. The Center provides catalogs, advice on selecting a transfer institution, assistance with applications, and workshops on the transfer process. There are frequent visits from public and private four-year college and university representatives. Students from Cañada may transfer to all California public and private colleges and universities following normal application procedures. Where special transfer agreements exist, the transfer process is simplified and students are guaranteed a place at the transfer institution earlier than through the normal application process, provided certain criteria are met.

Self Evaluation

The degree and certificate programs offered at Cañada College prepare students to transfer to the UC or CSU system, or to private institutions; they also prepare students for work in selected fields. Certificate programs prepare students for specific jobs. Educational goals of Cañada College students are supported by the college's articulation efforts among campus divisions and between Cañada and other institutions (UC, CSU, private colleges and universities.) Degree and certificate requirements are reviewed on a regular basis to conform to transfer guidelines and job market demands.

Planning Agenda

None.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree, objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

The institution identifies its degrees and certificates in the catalog and gives brief descriptions and objectives for each program/major. It also identifies recommended, required, and supporting

courses, as well as career opportunities for every program (certificate, degree, and transfer) under each major. Programs are also identified in the general college brochures, division/program brochures, and brochures from the International Student Program.

The institution ensures program consistency by requiring a course outline, which specifies objectives and content, for every course in a degree, certificate, or transfer program. The Curriculum Committee reviews all newly proposed courses and course modifications to ensure consistency in title, units, content, contact hours, method of instruction, faculty loading, prerequisite skills, catalog descriptions, student objectives, method of evaluation, texts, and materials used.

Self Evaluation

Programs are grouped in the catalog according to the division that offers the program. Students are not necessarily aware of the organizational structure of the college, and this catalog format is not very user friendly.

The Curriculum Committee meets regularly and reviews new programs/courses to ensure consistency. Catalog listings are updated annually.

Planning Agenda

1. By Fall 2001, the Vice President of Instruction will change the catalog format to make it more user friendly.
2. By Fall 2001, 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.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

The catalog describes in detail all requirements students must meet in order to be awarded a certificate or an AA or AS degree (See Standard B.4 for details.). Included in the catalog are the overall area, competency, and scholarship requirements for a degree or certificate, and the course requirements for specific majors. The class schedules carry the general degree and certificate requirements, but not the detailed information on major requirements. In addition, departments publish brochures and flyers describing programs and offerings. Upon a student's application for a degree or certificate, the Office of Admissions and Records, in consultation with counselors, verifies that students have, indeed, met all degree or certificate requirements.

Self Evaluation

According to recent IPEDS data, Cañada College ranks in the top ten in completion rates for AA and AS degrees, certificates, and transfers when compared with the 107 California community colleges. [B3: Integrated Post-Secondary Education Data System report on California

Community Colleges, Fall 1999] This fact in itself demonstrates that our students achieve our college's stated learning outcomes. Transfer reports on Cañada's students achievement upon transfer to the CSU and UC system indicate that they are well-prepared and able to compete successfully [B4: CSU and UC Transfer Statistics].

Planning Agenda

None.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

The requirements for all Associate Degrees awarded at Cañada meet Title 5 Education Code requirements, including completion of a general education component. The Associate Degree general education requirements are similar to the CSU GE pattern, although there are some differences. In this way, it is generally possible for students to complete the Associate Degree general education requirements at the same time as completing their CSU GE or IGETC.

The Associate degree requires five areas for general education:

- A. Language and Rationality (6—9 units);
- B. Natural Sciences (3 units);
- C. Humanities (3 units);
- D. Social and Behavioral Sciences (3 units);
- E. Ethnic Studies (3 units).

The purpose and criteria for general education are described in the college catalog and are consistent with CSU general education criteria. Cañada's general education curriculum provides an introduction to broad areas of knowledge and the methods of investigation and thought in the various areas, fosters critical thinking ability, and develops a sense of ethical responsibility.

The Curriculum Committee is charged with the responsibility of approving courses for general education. Two years ago, a change in the associate general education requirement was made to require completion of English 100 for all students completing the AA degree; previously, students receiving the Associate in Science Degree could meet the Language and Rationality requirement with a lower level English course. Courses submitted for Area E. Ethnic Studies must be considered by the Ethnic Studies subcommittee first. This committee then recommends them to the Curriculum Committee for action.

The college's official course outlines, approved by the Curriculum Committee, are required to include critical thinking components for all courses. At the moment, courses which are submitted for general education status are not required to show how they meet the general education criteria. In late December 1999, the Academic Senate Governing Council endorsed a proposal from the acting Vice President of Instruction to develop a set of general education criteria and a validation process. During 2000-2001, the Curriculum Committee will establish and begin the process for carrying out this charge.

In accordance with Title 5, the major for the Associate Degree requires 18 units or more in a major area. The specific coursework for several majors are fully described and delineated in the catalog, especially for vocational majors. In transfer areas the major is defined as the undergraduate preparation for the Bachelor's Degree in that discipline. Because of differences in transfer institutions' requirements, the actual coursework for the major is determined by the college the student selects for transfer; therefore, the catalog does not give specific coursework for the major in these areas.

The Liberal Arts major for the AA Degree provides a flexible major intended for students who are undecided about their specific major but who, nevertheless, are completing an AA Degree. The college also offers an AA Degree, CSU University Studies Major, that provides the lower division preparation for the undecided liberal arts major. This major is an interdisciplinary one, with coursework selected from the general education areas in a balanced manner.

Self Evaluation

The general education coursework pattern for the associate degree closely parallels that for CSU transfer so that students can readily complete both. The Curriculum Committee reviews courses submitted for general education, but does not examine them explicitly to determine how they meet these requirements. At present, new course proposals are not required to describe how courses fulfill G.E. requirements.

The Curriculum Committee has engaged in discussions of outcomes and their assessment. Selected departments, such as English, ESL, and mathematics, have developed or are developing detailed learning outcomes for students and include these in their outlines and syllabi. Discussion has begun at the Curriculum Committee about examining general education outcomes and how well an Associate Degree graduate has been exposed to and met these outcomes.

Planning Agenda

During 2000-2001, the Curriculum Committee will participate in a collegewide review and validation process for how courses meet Associate Degree general education criteria. This process is anticipated to continue beyond the 2000-2001 year.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

Students completing degree programs must demonstrate basic competence in reading by being eligible for Read 420, as determined by the English Placement Exam, or by satisfactory completion of Engl 100, or by satisfactory completion of Read 802. Competence in written communication is demonstrated by successful completion of Engl 100, Engl 400 or 800, or eligibility for Engl 100 as demonstrated by the placement test.

Students completing degree programs demonstrate basic competence in computation by achieving a score of 21 or above on the Math Placement Exam #2, achieving a score of 27 or above on the SCAT, achieving a score of 15 or above on the ACT Math, achieving a score of 400 on the SAT Math, or by successfully completing Math 110, or Math 111 and 112, or any mathematics course with Math 110 as a prerequisite.

Self Evaluation

The measures used to determine competence in the use of language and computation are in accord with those used at many, if not most, community colleges. In order to ensure that successful completion of courses in English and ESL is independent of the instructor, the English and ESL faculty have instituted norming of standards and grades and conduct norming sessions for grading final exams. Some members of the mathematics department feel that students should be required to take at least one mathematics course at the college in order to complete a degree program.

Planning Agenda

1. During 2000-2001, the Curriculum Committee, as part of the General Education review process, will review how competencies for the degree, including mathematics, are assessed.
2. During 2000-2001, the faculty in those departments where students demonstrate competence in the use of language and computation will expand the use of norming of grades on a departmental basis.

B.6 *The institution documents the technical and professional competence of students completing its vocational and occupational programs.*

Descriptive Summary

Students' technical and professional competencies in occupational and vocational programs are measured through theory or written examinations, hands-on skill demonstrations and skill tests, laboratory evaluation, observation evaluation, and volunteer and/or paid internships. Students who successfully achieve the competencies of required courses in their particular programs are awarded a certificate and/or degree. For example, in addition to passing all written and skills tests, students in the Radiologic Technology program must take the licensure examination required by the State of California and the certification examination given by the American Registry of Radiologic Technologists. In the 1999-2000 academic year, 117 certificates and 156 Associate of Arts/Associate of Science degrees were awarded in the occupational and vocational areas.

Cañada College documents the technical and professional competence of students completing its occupational and vocational programs by the certificates and AA/AS degrees awarded.

Self Evaluation

In order to evaluate the success of occupational program completers in the San Mateo County Community College District, a survey was conducted in July 1998 of 693 students who graduated from ten broad occupational program areas at Cañada College. The survey examined 1995 through 1997 graduates and addressed topics such as attendance objective, educational status, salary, employment status, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. [B5: 1995-97 Occupational Programs Followup Survey]

All of the occupational and vocational programs have active industry-based advisory committees to assist in determining the competencies and skills sets required in a particular field. The

functions of the advisory committees are a) to study the educational needs of students enrolled in specific programs and to make recommendations to the College administration relating thereto, b) to furnish specialized information and advice on technical requirements for effective programs, c) to serve as liaisons between the College and the various organizations and agencies of the community interested in the programs, and d) to facilitate cooperative relationships between the College and the resource agencies of the community in support of the occupational and vocational programs. Broadly stated, the function of the College's Advisory Committees is to advise the administration regarding the programs in specific occupational and vocational areas.

Planning Agenda

Department coordinators will work with the college researcher to obtain pertinent research data about the students being served within a program. This information will be used by the coordinators to maintain currency in occupational and vocational programs.

C. GENERAL EDUCATION

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

The Cañada College catalog outlines clearly the graduation requirements for the Associate in Arts Degree and the Associate in Science Degree. The areas of study that apply to transfer, degree, or certificate programs are listed and individual course descriptions are included. The college catalog provides students with specific information regarding graduation requirements, including the General Education Areas A-E, and the appropriate courses that can be taken to fulfill the requirements. All degree programs require general education units to include Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Ethnic Studies. The Associate in Arts (A.A.) Degree requires 21 units of General Education, and the Associate in Science (A.S.) Degree requires 18 units of General Education. Information regarding the California State University General Education Certification and IGETC (Intersegmental General Education Transfer Curriculum) is also included in the catalog.

Self Evaluation

The college catalog provides students with specific information regarding the requirements for graduation, including the general education sequence, and the appropriate courses that can be taken to meet the General Education Areas A-E. The catalog also contains individual course descriptions, excluding the experimental courses. Students may purchase the college catalog in the Bookstore.

Planning Agenda

None.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

The purpose of the General Education curriculum, as stated in the catalog, is “to foster the preservation, communication and development of knowledge, the cultivation of wisdom, and the understanding of values that will help ensure the survival of humankind and improve the quality of human life,” and “to foster learning with curiosity and wonder, respect for knowledge, independent and critical thinking, creativity and imagination, and ethical responsibility.”

The Categories and Objectives of the General Education curriculum are stated in the catalog:

- Language and Rationality: To improve communication skills (listening, speaking, reading, writing) based on analytical thinking.
- Humanities: To acquire broad perspectives on the human experience by studying both western and non-western civilizations.
- Natural Sciences: To gain an understanding of the principles of natural phenomena, technological developments and their effects on society.
- Social and Behavioral Sciences: To develop sensitivity to the human dilemma.
- Ethnic Studies: To develop the knowledge and understanding of the rights, responsibilities and privileges involved in living in a pluralistic society.
- To provide opportunities to gain information that could aid students in making realistic career decisions.

The GE unit requirements are 21 units minimum for the AA degree and 18 units minimum for the AS degree.

Self Evaluation

The General Education criteria rationale are clearly stated in the catalog.

The goals of General Education at Cañada College are idealistic and laudatory. As the statement asserts, they are “general, broad” as befits the introductory, non-specialized nature of most GE courses.

The “curricular objectives” designed to guide faculty in the creation of courses appropriate to the General Education requirement, and to help departmental committees evaluate such courses, are equally philosophical. They speak of improving communication skills, of acquiring broad perspectives on human history, of gaining understanding of natural phenomena, technological developments, of developing sensitivity to social issues, of developing civic knowledge and understanding of a citizen’s rights and responsibilities and privileges, and of gaining information to make realistic career decisions.

Evaluation of whether or not a specific course meets these curricular objectives takes place at three levels. First at the department level, faculty, who are experts in the course subject matter, scrutinize the course. Then, once the course has passed this level of scrutiny, it moves to the Division Dean, who, after review and consultation with the Division Council, forwards it to the College Curriculum Committee, which relies upon the diligence and expertise of the depart-

ment, the Dean, and the Vice President of Instruction to determine the appropriateness of the course for GE requirement. Members of the College Curriculum Committee include faculty, classified staff, and a student. The Vice President of Instruction is ex officio. Among the committee's primary concerns is the integrity of the college's programs and curriculum. The college Curriculum Committee meetings are open and faculty and staff are free to comment on the appropriateness of any addition to the college's GE requirements. Once the College Curriculum Committee approves a course, it is added to the courses listed in the college catalog and the Articulation Officer submits the course to be articulated to the appropriate CSU and UC departments for approval. If approved, the course is then added to the college's general education course lists.

Planning Agenda

During 2000-2001, the Curriculum Committee will participate in a review of the General Education philosophy and criteria, and develop standards for GE courses for the Curriculum Committee Handbook.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides an opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

In its catalog, Cañada College describes the purpose and curricular objectives of its general education program: to foster the preservation, communication and development of knowledge, the cultivation of wisdom, and the understanding of values that will help ensure the survival of humankind and improve the quality of human life. Courses which meet the general education requirements introduce students to the variety of means through which people comprehend the modern world. The subject matter presented in general education courses is designed to be general, broad, and frequently introductory rather than specialized. In order to promote these goals, the general education program incorporates the content and methodology of the major areas of knowledge:

- Essential communication skills of listening, speaking, reading, and writing based on analytical thinking;
- Broad perspectives of the human experience through a study of both western and non-western civilizations;
- Natural sciences, including natural phenomena, technological developments, and their affects on society;
- Insights afforded by the social sciences into the human experience;
- Contributions of the humanities to the enrichment of the human existence;
- An introduction to the key social issues of the contemporary era;

- Development of the knowledge and understanding of the rights, responsibilities, and privileges involved in becoming a participating citizen in a democratic, pluralistic society;
- The opportunity to gain information to aid in making realistic career decisions.

The general education philosophy for the AA/AS degree is closely aligned with the CSU-GE philosophy.

The Cañada College general education program is divided into five areas:

- **Area A Language and Rationality (6-9 units required):** To meet the Area A requirement, students must complete 6 units in English Composition (AA degree) or 3 units in English Composition (AS degree) and at least 3 units in A2 Communication and Analytical Thinking. Courses meeting the Area A1 English Composition requirement include English 400 or 800, 100, 110 and 165. Courses in A2 Communication and Analytic Thinking include courses in Business, Computer Science, English, Music, Philosophy, Speech, Political Science and Math.
- **Area B Natural Sciences (3 units required):** Area B Natural Sciences include courses in both physical and life sciences—Astronomy, Chemistry, Geography, Geology, Natural Science, Oceanography, Paleontology, Physics, Anthropology, Biology, and Health Sciences. A lab course is not required for the AA/AS general education requirement, although some of the courses included are lab courses.
- **Area C Humanities (3 units required):** Area C Humanities includes a wide range of offerings divided into Arts, Languages, Literature, Philosophy, and Development of Cultures. Disciplines included are Art, Drama, Film, Interior Design, Music, History, French, Spanish, Philosophy, English, Literature, and Speech.
- **Area D Social and Behavioral Sciences (3 units required):** Area D Social and Behavioral Sciences courses are divided into American Institutions (Economics, History, and Political Science), State and Local Institutions (History and Political Science), and Social Institutions (Anthropology, Economics, Geography, Human Services, Political Science, Psychology, Sociology, and Social Science).
- **Area E Ethnic Studies (3 units required).** Area E Ethnic Studies include courses in Art, Anthropology, History, Literature, Psychology, Sociology, Social Sciences, and Spanish.

In addition, students earning the AA/AS degree must also demonstrate competency in Reading, Writing, mathematics, and computer literacy and take at least 2 units of physical education. The computer literacy requirement is designed so that students earning an AA/AS degree or certificate possess foundation skills to use computers to communicate, design, research and explore so that they are prepared appropriately for transfer or for entry into the workforce.

Course offerings in all areas of GE are generally well distributed so that both day and evening students can meet these requirements. An analysis of the schedule by day, time, and GE offering is currently being carried out with the intent of identifying days and times when offerings may not be sufficient, improving the distribution of offerings, and better informing the counseling process.

Self Evaluation

Cañada College has a general education program with a well-founded purpose and objectives closely aligned to those of transfer institutions. In many cases, courses which meet general education requirements for the AA/AS degree also serve to meet the CSU GE requirements and, to a lesser extent, the IGETC requirements. The general education program is sufficiently

broad in scope to provide students with intellectual development and the acquisition of knowledge, enhancement of communication and critical thinking skills, exposure to the arts and humanities, awareness of social issues and an appreciation for cultural diversity, and technological awareness and competency.

The variety of general education offerings every semester, day and evening, enables students to complete their requirements in a timely fashion. Analysis of the class schedules will assist in further improvement of general education offerings.

The course outline approval forms submitted to the Curriculum Committee include a check off to designate courses as general education. However, the forms do not call for written explanation of how courses meet these requirements.

Planning Agenda

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

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

A student completing general education requirements with a grade of "C" or better has demonstrated competence in language and rationality (English 100, 110, or 165); communication and analytical thinking skills (Speech 110, 105, or 120; Phil 103 or 200; Math 110, 111, 112, 115, 120, 122, 123, 125, 130, 140, 200, 219, 241, and 251.) Scientific, quantitative reasoning, critical and logical thinking skills may be developed by taking any of the required Physical or Life Sciences classes (see 1999-00 catalog, page 36).

Self Evaluation

Competency in oral and written communication, scientific, and quantitative reasoning and analysis, and logical thinking skills can be demonstrated by a grade of C or better in the general education courses.

Planning Agenda

None.

D. CURRICULUM AND INSTRUCTION

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The responsibility for establishing, implementing, and updating curriculum, including new courses or programs, is initiated at the department level by faculty in conjunction with instructional administrators. Proposals for new courses and programs as well as changes are submitted to the Curriculum Committee, a subcommittee of the Academic Senate, for approval. New courses and programs also require approval by the Board of Trustees after approval by the Curriculum Committee; Board approval occurs annually in late spring in sufficient time for the newly approved courses or programs to be published in the next year's catalog.

The Curriculum Committee is comprised of representatives from each instructional division, the student services division, classified staff, and a student.. The committee is chaired by an Academic Senate member appointed by the Governing Council. Ex-officio to the committee is the Vice President of Instruction, or designee, of the college. Policies and procedures for the Curriculum Committee are contained within the Curriculum Committee Handbook. Faculty presenting new courses or changes to the committee are expected to attend the meeting to answer questions and explain the proposal; in addition, division representatives are asked to assist in representing agenda items from their division.

The task of overseeing Program Review is shared by the Academic Senate and the College Council. In Fall 1998, a sub-committee consisting of four members representing these two bodies was formed and charged with developing a process for evaluating and approving program reviews. In accord with this sub-committee's recommendations, the procedure for evaluating program reviews starts with formation of a subcommittee for each program review; the subcommittee's membership includes one College Council member each from classified staff, faculty, and administration, and one member of the Academic Senate Governing Council. This body is responsible for receiving and evaluating the program reviews in accord with established procedures, which includes assessing how well the review meets criteria, submitting a written response to the program under review, meeting with the program to review the written response, receiving a written reply to the response, and presenting the results to the College Council. Annually, the executive summaries of all program reviews completed by the three colleges of the District are presented to the Board.

All instructional programs have been placed on a six year cycle for review. Program reviews have been conducted annually at Cañada for six years and almost all programs, both instructional and student services, have now been reviewed. A few have not yet completed program review and are behind in the schedule, while others are about to start on their second review cycle. [B4: CSU and UC Transfer StatisticsDI: Program Review Cycle.]

Certain categorical programs are subject to external review. In 1999-00, both matriculation and DSP&S programs have had site visits. The Radiologic Technology Program is subjected to regular special accreditation by the Joint Commission on Accreditation in Radiologic Technology; the most recent such visit occurred in Spring 1999, resulting in an award of a 3-year accreditation status extendable to 5 years based on a satisfactory submission of follow-up information in Spring 2000.

Self Evaluation

The Curriculum Committee policies and procedures are well understood and effective. The November 1999 Matriculation review team commended the college's curriculum committee procedures and forms and attention to standards. Recent leadership of the committee has

resulted in a renewed attention to standards for course and program approval and greater understanding of issues such as prerequisites. The committee has recently updated and improved the forms for course approval and modification. Not yet updated to reflect the new forms, the changes in division and administrative structure, and recent Title 5 changes, is the Curriculum Committee Handbook; this is scheduled for update by the start of the 2001-02 academic year.

The Program Review process has been improved by the increased scrutiny by College Council and Academic Senate subcommittees. The college's goals and planning processes do not utilize the results of program review, so there is no incentive for a program to demonstrate improvement. In addition, other than the College Council, the results of program reviews are not communicated to the college community. During 1999-2000, the College Council and Academic Senate discussed the need to utilize program review outcomes in the budget development and planning process. As a result, the president has incorporated Program Review in the college's new budget process. Program review incorporates qualitative and quantitative data and self-assessment, but there is no required feedback from students about their perceptions of the department.

Planning Agenda

1. The Vice President of Instruction and the Curriculum Committee will update the Curriculum Committee Handbook before the start of the 2001-2002 academic year and periodically update it so that it is always current.
2. 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.
3. Student Services departments will be included in the regular six-year cycle of program review.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

Each Division and the District ensure the quality of instruction by reviewing all programs every six years [DI: Program Review Schedule]. Once the Curriculum Committee approves a course outline, all instructors teaching that course must follow the approved outline. Each instructor must turn in course syllabi to the Department/Division.

Both full-time and part-time faculty are evaluated for the effectiveness and quality of their instruction. The college implements two types of faculty evaluation:

- **Standard Evaluation** consists of student surveys through a questionnaire, including written comments, and self-assessment. A faculty committee and the division dean review surveys and portfolios.
- **Comprehensive Evaluation** consists of student surveys, peer observations, a portfolio, and optional self-assessment. A faculty committee and the division dean review the results of the evaluation with the instructor.

All full-time faculty (on/off campus, on-line courses) are evaluated every 3 years. New full-time faculty undergoing Tenure Review are given a Comprehensive Evaluation for 4 consecutive years. Once they become tenured, they will be evaluated alternately by Comprehensive and Standard Evaluation every 3 years.

Part-time faculty (on/off campus) are evaluated during the first semester and then every 6th semester. Their effectiveness is generally evaluated based on **Standard evaluation**; some departments, such as English and English Institute, evaluate their part-time faculty with comprehensive evaluation.

An orientation for new full-time and part-time instructors is provided every year. The college also provides a mentor program for new full-time and part-time faculty in which mentors are responsible for familiarizing the newly hired faculty with its campus, programs, policies and procedures, and services, as well as helping new faculty deal with the daily issues of teaching. Each occupational program has an active Advisory Committee that meets twice annually to give advice and feedback to the program's faculty and staff.

Self Evaluation

A course/program must meet the standards for academic rigor as defined in Title V and must be consistent with the requirements of the California Post Secondary Education Commission. The Curriculum Committee reviews new courses and programs when required by the division for all on/off campus courses. A course outline for on-line/distance learning course approval has recently been developed.

The Noel-Levitz Survey conducted in 1997 showed overall student satisfaction with the college, reflecting, among other things, its quality of instruction, academic rigor, and educational effectiveness. A similar student survey entitled Faces of the Future was conducted in Fall 1999, and showed results very similar to those of the Noel-Levitz Survey. The college ensures the quality of its full-time instructors with a rigorous four tiered selection process:

- Application that ensures each applicant meets the State's minimum qualifications
- Interview and teaching demonstration before a screening committee.
- Final interview with the Division Dean, College President, and/ or Vice President of Instruction or Student Services.
- Final approval by the Board of Trustees.

Cañada College abides by the State's minimum qualifications for part-time instructor selection. Part-time instructors must meet the same minimum qualifications as full-time instructors and are selected by a faculty committee and the appropriate Dean, based on their qualifications, education, and teaching experience. They must submit transcripts with their application. Except for certain occupational education disciplines where a master's degree is not normally available, a master's degree in the discipline is the minimum qualification; applicants may assert equivalency if they do not meet this qualification. Equivalency assertions are evaluated by the screening committee, using the District-approved equivalency process and criteria. Those faculty hired based upon equivalency must have their equivalency approved by the Board of Trustees.

The mentor program does ease the transition for the new faculty by providing professional guidance and by supplying the faculty with a binder that includes lists and descriptions of materials and resources available at Cañada. Mentoring of adjunct faculty, however, does not take place consistently in all departments.

Planning Agenda

1. Starting in Fall 2000, each division will implement consistently the mentoring program for new adjunct faculty.
2. During Fall 2000, the college also needs to develop an evaluation system for online/distance courses.
3. During 2000-2001, the Vice President of Instruction, in conjunction with divisions, will ensure that all faculty submit current course syllabi to deans on a timely basis.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

Criteria for evaluation of student learning and grading systems are clearly established both in the college catalog and in the grading policies established by instructors in each class. Definitions of grades and academic standing are clearly stated on page 27 of the 1999-00 catalog (A, B, C, D, F, CR, and NC). Course outlines and syllabi are kept on file in the division offices and are available for others to review.

Credit is based upon the Carnegie system that specifies one unit per lecture hour and one unit per three hours of lab work per week for a semester. For lecture courses, an average of two hours of homework or out-of-class work is expected for each hour of in-class work. For short courses, the hours are pro-rated. The number of hours required to complete a course is determined through careful curriculum planning; appropriate sections of the curriculum committee's course approval forms address the number of lecture and lab hours needed for a class to meet transfer and articulation requirements.

Evaluation of student learning is detailed in course outlines. Evaluation of learning is based on multiple measures, including short quizzes, comprehensive midterms and final exams, lab reports and papers. Papers and test questions include conceptual understanding of subject matter as well as analysis and synthesis of information presented in the classroom and in reading assignments. Evaluation and grading criteria are discussed at the beginning of each class each term, and reviewed as necessary during the semester; they are, also, included in course syllabi.

Self Evaluation

Faculty have the primary responsibility for evaluating student performance and maintaining grading standards. During the evaluation process and in norming sessions, faculty work collaboratively in reviewing grading and evaluation criteria. In the English departments and in the English Institute faculty are using norming standards. As an example, in English 800 and 400 and in ESL courses, faculty gave common final exams at the end of the Fall 1999 semester and collaborated on norming sessions for grading these exams. The department intends to expand norming to include English 100 in Fall 2000.

Planning Agenda

Deans will encourage faculty in other departments to collaborate on norming sessions.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

Students can earn units of credit in a variety of ways—transfer of credits from other institutions, credit by examination, advanced placement, and military experience.

The assigned counselor and assistant registrar of the college review all requests for transfer of credit from public and private institutions. The counselor, assistant registrar, and dean review all requests for credit for course substitutions. The units will be accepted if they fall within the criteria of the individual course in question.

The California Articulation Number (CAN) identifies some of the transferable lower division introductory courses commonly taught within each academic discipline on college campuses. The system assures students that CAN courses on one participating campus will be accepted in lieu of the comparable CAN course on another participating campus. Counselors provide interested students with a list of participating institutions, and CAN numbers are published in the college catalog. The CAN system is growing and designed to facilitate student transfer between and among public institutions of higher education in the State of California. CAN numbers are listed parenthetically after the course descriptions in the listing of courses. The College has received recognition for the number of courses accepted into the CAN system.

The college had 648 courses articulated with the CSU system in 1997-98 and 675 in 1998-99 and 316 courses articulated with the UC system in 1997-98 and 331 in 1998-99.

In 1999, the District began development of a computer based degree audit system that will permit students at any time to determine their progress toward an AA/AS degree, certificate, CSU-GE, or IGETC. Members of the degree audit committee include a Cañada administrator, a counselor, and classified staff members from instruction and student services.

Self Evaluation

The transfer of credit policy is clearly stated in the college catalog. The Articulation Officer works with the articulation officers in the CSU and UC systems. Cañada College participates in an articulation program with signed articulation agreements for San Francisco State University, UC Berkeley, San Jose State University, Hayward State University, and College of Notre Dame.

When implemented, the degree audit system will be a significant improvement in the college's ability to assist students in determining their progress towards a degree, certificate, or transfer. The system will be developed in 2000-2001 for auditing of the IGETC, CSU-GE, associate degrees, and certificates.

An academic supervisor of transfer, matriculation, and articulation was hired in Summer 2000. The addition of this position will strengthen the articulation agreements with the four-year institutions.

1. In collaboration with the district, the college will implement and begin using the degree audit system during 2000-2001.

2. In collaboration with other district colleges and the district Curriculum Committee, college faculty and administrators will continue work towards common course numbering of those courses that are taught in common and towards aligning graduation requirements.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

Cañada College utilizes a variety of delivery systems and modes of instruction according to the objectives of the course, the type of course, and the students enrolled. In addition to the normal face-to-face delivery system offered at on- and off-campus sites, the college offers on-line, Web-based, televised, and computer-assisted courses, with labs, lectures, discussion, and small group instruction. Two-way teleconferencing equipment is also available at Cañada on-campus and at the Menlo Park Center. Lectures and discussions are the most common modes of instruction. A number of instructors enhance course discussions by incorporating electronic mail and bulletin boards as part of the delivery of information and instruction. Cañada College also offers individualized, self-paced courses, many incorporating computer-assisted instruction; students may complete assignments whenever the Learning Centers or Computer Labs are open.

Distance education courses accommodate student preferences for asynchronous class delivery. Students have different options to access televised courses: they can watch the segments at the time of the broadcast, they can tape the broadcasts for later viewing, they can check out the entire set of video-tapes at the CSM library's loan desk, or they can view the video-tapes at the CSM library. Telecourses include a mandatory orientation session and several scheduled meetings on campus.

One to eight week short courses, one and two day weekend courses, and semester long courses are offered on campus and at the Education and Technology Downtown Center (Redwood City Center Plaza) and the Menlo Park Center. Multiple sections of many courses are offered in a variety of schedules during the day, evening, and weekends.

The Disabled Students Program and Services (DSPS) Center and staff provide help to students with disabilities. The DSPS staff work with faculty to coordinate when accommodations are needed. Services include Learning Disabilities assessment, extra time and a distraction-free environment for test-taking, specialized software for people with learning differences or who are sight impaired, specialized tutoring through enrollment in DSKL 816, arrangements for note-takers or interpreters for hard-of-hearing students, and other services.

Self Evaluation

Cañada College offers an up-to-date approach to educational offerings. Through the curriculum and program review processes, the College evaluates delivery and modes of instruction on a regular basis.

The college continues to make audio, visual, computer, and other technology-based teaching/learning aids available for instructors. The Center for Teaching and Learning (CTL) provides opportunities for faculty to receive training in the use of the computer based delivery modes. Faculty have been progressively exploring interactive and collaborative modes of teaching and

learning. Hands-on and clinical experience are methods used in the vocational/occupational areas.

The Vice President of Instruction is responsible for evaluating and coordinating the technical support, media services, and training that faculty and staff need as more and more technology is infused into the curriculum.

Planning Agenda

1. The Vice President of Instruction will provide coordination and a closer link between the CTL's course offerings and staff and faculty technical training needs.
2. The CTL needs to provide increased and adequate technical support for faculty and staff as they infuse the curriculum with technology mediated instruction.

D.6 The institution provides evidence that all courses and programs, both credit and noncredit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary

Cañada College ensures that all courses and programs regardless of setting, method of delivery, or type of offering are designed, approved, administered, and periodically evaluated under established institutional procedures. The Curriculum Committee, a committee of the Academic Senate, oversees development of credit bearing courses and programs. The Curriculum Committee also approves and evaluates the curricular content of both transfer and certificate programs. New classes and programs are also reviewed internally at the divisional level by faculty and deans.

The College Council, Cañada's shared governance body, and the Academic Senate Governing Council conduct a review of all instructional programs on a rotating basis. Programs undergo review every six years. One academic program, Radiologic Technology, also undergoes external review by independent accrediting bodies. The College Council also discusses the development of new programs and assists in evaluating the appropriateness of new academic and occupational offerings.

Community, corporate, and contract education offerings are developed by the Office of Corporate and Community Education, a districtwide division since 1994. In developing these courses, the Office of Corporate and Community Education consults with the college administrative team. A variety of community education classes and summer youth programs are offered. Throughout each of the past five years, the self-supporting Community Education program has increased the number of course offerings, and enrollments continue to grow steadily, with average annual enrollments of 5,000 districtwide. The Community Education catalog contained 338 courses, of which 75 were new classes, in categories such as Arts and Crafts, Business and Computers, Classes Online, Cooking, Fitness and Recreation, SAT/CBEST Preparation and Travel, Trips and Tours. In addition, the College for Kids and Music and Fine Arts youth programs are offered for three weeks each summer, providing recreation and enrichment classes for

youth entering 5th through 9th grade. The Community Education program has been successfully established as a comprehensive program serving a wide variety of community interests.

Through the Corporate and Community Education division, Cañada College delivers performance consulting services and training programs to local employers who need to upgrade employee skills and enhance their organizations' competitiveness. Contract Education serves 40-50 employers annually, providing training to approximately 2,000 employees. Examples of programs and employers include Heublein/UDV in Menlo Park — Statistical Process Control and Management Development; Acteron in Redwood City — Production Processes and Supervisory Training; and DES Architects and Engineers in Redwood City — Computer Applications. In July 1998, an Account Representative was hired to increase the sales and marketing efforts in the business community. The result has been an increase in new client partnerships and the implementation of a performance-based consulting model in Contract Education.

Independent, external reviews are also conducted of specific programs, such as matriculation, EOP&S, and Disabled Students Programs & Services, that combine student support with instruction. Matriculation review as well as WASC accreditation process, itself, provides evidence of the effectiveness of established institutional procedures in maintaining educational program(s). In fall 1999, the college completed a matriculation site review and underwent a DSPS review in spring 2000. As required by Title V, several college programs utilize community and/or industry advisory boards to provide oversight. These programs are Workability 111, Stepping Stones, and all occupational programs.

Self Evaluation

Overall, Cañada's institutional evaluation procedures are effective in ensuring that educational programs are designed, approved, administered, and periodically evaluated under established institutional procedures. The Program Review process, however, does not at present include student services programs on a regular schedule. A number of these programs combine student support services with special classes tailored to specific populations. These programs need to be included on the program review schedule. It would also be useful for the College Council to conduct periodic reviews of corporate, community education, and contract offerings.

Planning Agenda

The college administration needs to require student services programs and corporate, community education and contract offerings to undergo periodic review by the College Council.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

Descriptive Summary

In 1998, Cañada College began offering distance education curricula through television and through the Internet. The television courses are offered through KCSM, the district's television and radio station. Until 1998, all distance education courses broadcast on KCSM had been offered as CSM courses only. During 1997-98, the college adopted a number of these courses as its own and began offering them. Students select whether to enroll in the Cañada or the CSM

section of the course, although the sections are offered concurrently with one instructor and one syllabus. Each television course requires three or more on-campus meetings, including an introductory meeting, a mid-term, and a final examination. Support for television courses is offered through the Distance Learning Office at the College of San Mateo.

In Fall 1998, the college launched its first Internet offerings with a set of five courses in Mathematics, Reading, Computer Sciences, and Career and Personal Development. The number of Internet offerings each semester has grown and now stands at 21 for Fall 2000. In addition to the original set of offerings, disciplines now include English, Geological Sciences, History, Business, and Interior Design. Each Internet course includes a mandatory orientation meeting and examinations given on-campus. Each instructor provides a number of regular on-campus meetings throughout the semester for individual consultation, problem-solving sessions, and testing. The Learning Center serves as a testing center for the on-line courses, providing flexibility for students to take tests when it best fits their schedule.

Training for faculty to teach Internet courses is available through the District's Center for Teaching and Learning. While each college has its own CTL for individual faculty work, Cañada has the district's only CTL classroom where short classes on a wide variety of computer topics for staff development are presented. A series of courses designed to assist faculty to gain skills in on-line instruction is offered regularly and many Cañada faculty have taken advantage of these. Faculty interested in offering on-line courses are encouraged to take these courses and use the assistance available in the CTL as they develop their courses. In addition to the Internet class offerings, several faculty members use the Internet as a part of a traditionally offered course, providing a Web page for each course and communicating with students via e-mail.

Self Evaluation

The number of students enrolling in the television and on-line courses varies from course to course. Some courses seem to be more attractive than others, but no overall survey of offerings has been carried out. However, the distance learning curriculum offers flexibility to those students who are unable to attend classes scheduled in the traditional way.

The initial group of Internet course instructors worked closely together to develop and improve their courses. A number of meetings were held to facilitate the process and to share the successes and problems, both technical and pedagogical. More instructors are now coming forward to offer Internet courses and need similar assistance above and beyond that offered by the CTL.

Planning Agenda

1. During 2000-2001, the college research team, in collaboration with the Vice President of Instruction, will survey students and faculty in television and on-line courses and make strategic decisions about the future directions of distance education at Cañada College.
2. The Technology Committee will develop a set of criteria for the preparation of faculty teaching on-line courses.
3. The Technology Committee will develop a set of expectations for the offering of on-line courses to ensure consistency in quality of offerings and to ensure that these course meet standards of good practice.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals

operate in conformity with applicable Commission policies and guidelines.

Not Applicable to Cañada

SUPPORTING DOCUMENTS

- A1. Enrollment Data and Student Characteristics Report, Fall 1999, prepared by Don Biederman
- A2. Chancellor's Office — California Community Colleges - Curriculum Standards and Instructional Services Inventory of Approved and Projected Programs
- A3. San Mateo County Community College District Educational and Facilities Master Plan, 1997
- A4. Cañada College Faces of the Future Survey, 1999, ACT/AACC
- A5. Cañada College Noel Levitz Survey, 1997
- A6. Spring 2000 General Education Course Offerings
- A7. Report on FTE and FTES from 1982—1999
- B1. Cañada College 1999-2000 Catalog
- B2. Cañada College Curriculum Committee Handbook
- B3. Integrated Post-Secondary Education Data System report on California Community Colleges, Fall 1999
- B4. CSU and UC Transfer Statistics
- B5. 1995-97 Occupational Programs Followup Survey
- D1. Program Review Cycle and Procedures

STANDARD FIVE:

STUDENT SUPPORT AND DEVELOPMENT

Committee Members:

Faculty

Irene Serna, Co-Chair

Amelito Enriquez

Glory Bratton

Bill Morales

Daniel Yang

Patty Dilko

Sharon Finn

Sal Mendoza

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Betty Fleming,
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Lorraine Barrales-Ramirez

Tami Gonzales

Carnetta Dugar

Susie Tong

Administrator

Paula Anderson

Student

Patricia Brown



STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

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

Descriptive Summary

Mission Statement: Cañada College enables students from diverse backgrounds to achieve their educational goals by concentrating on transfer and general education courses, professional/technical programs, basic skills, and support services and activities that foster students' personal development, academic success, and life-long learning.

Cañada College's catalog and class schedules clearly describe the admission policies of the college as being consistent with college's mission statement. For each semester, the schedule of classes is distributed to each household in south San Mateo County. Students are also able to access information from the College's web page.

Cañada College's student services offer students a variety of support programs consistent with the college mission statement to assist them in achieving their educational goals. Some of these programs are Extended Opportunity Programs and Services (EOPS), the Disabled Student Programs and Services, the Child Development Center, and the Learning Center. Students identify those services they are interested in by completing Section 24 of the application. A few programs require special admissions, such as the Radiologic Technology Program, Workability III, Stepping Stones, Middle College, and MESA. Students wanting to participate in these programs must fulfill specific requirements, which are identified by each program. The objectives of these programs are in line with the mission of the College.⁸

Employing practices consistent with the college mission statement and policies of serving students from diverse backgrounds, the college has modified application forms to make them clearer, does outreach work to prepare students for college, and provides one-on-one assistance with registration for ESL students. In the college catalog, the policies and information on student support programs have been translated into Spanish.

To improve services, touch-tone telephone registration, SMART, and the College's web page were implemented in 1996 and 1999 respectively. SMART allows students to register for classes and retrieve their grades. The web page enables students to access the schedule of classes and to retrieve their grades and other information about the College's programs and services.

WebSMART, allowing students to register on-line, will be implemented fall 2000 for the spring semester.

The SMART worksheet was translated into two languages, Spanish and Chinese, in Fall 1998. Since the SMART recording was only in English at the time, the translations assisted additional students in accessing telephone registration. Due to the large demand for having the SMART recording in Spanish, a year later SMART en Español was implemented.

In Fall 1998, there was an attempt to allow students to apply online via the College's web page. It was discontinued at the end of Spring 1999, due to technical complications. Currently, students are able to download the application and either mail or fax a completed copy to Admissions and Records. Since Fall 1999, International Students are also able to access the application via the web. The College has placed two computers and a printer in the Counseling Center to allow students access to college information via the internet (e.g., schedule of classes, grades, etc).

Due to the large number of Spanish speaking students at Cañada College, the College now provides the application in Spanish as well as English. Four A & R staff members are bilingual, and assist students who are limited in English.

In order to better explain the matriculation process to students, the "Steps to Enroll" brochure was developed in English and Spanish in Summer 1999. It explains the enrollment process and provides students with telephone numbers to student support programs, such as Financial Aid, EOPS and counseling.

After much discussion with the concurrent enrollment counselor and outreach staff, the deadline for concurrent enrollment applications was reassessed. In order to better accommodate concurrent enrollment students and still provide them with adequate service, the deadline was changed to a later date compared to CSM and Skyline's deadline. The new deadlines will be implemented in the Summer 2000 semester.

Self Evaluation

All Cañada College standards for admissions are based upon norms established for California Community Colleges. All admissions standards are consistent with Cañada College's mission. The College has made great strides over the last couple of years to broaden the level of access for students from diverse backgrounds through outreach, by providing information in other languages in addition to English, and by making information available through the internet as well as in print.

Due to a lack of resources, information from the Student Needs section of the application (#24), gathered since 1995, has not been used by the college to directly link students to services. It is understood that this vital information needs to be used, but it is unclear how to best use the information in order to follow-up effectively with students. The new Coordinator of Articulation, Matriculation and Transfer will review how this information might be effectively used.

Planning Agenda

A& R will work with ITS and the Research Team to develop a means of collecting information on student needs from the application (Section 24) and of relaying that information to the programs that serve those needs.

5.2 The institution provides all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, student conduct standards and complaint and grievance procedures.

Descriptive Summary

Cañada College offers an intimate small-school atmosphere where the ratio of students to staff is low. Students or prospective students who want to know about the college's policies and procedures have multiple sources for that information, such as knowledgeable staff, printed material, and special events.

One way students can find the information is by reading the college catalog, which has information about programs, admissions policies, graduation requirements, social and academic policies, student conduct standards, and complaint and grievance procedures. Similar information can be found in the course schedule; however, the material is presented in a condensed form. Another source of information is the Student Handbook, which includes the same policies found in the catalog. Prospective students can also get information on specific programs in various brochures or they can get the same information at the college website. Both sources also have information on admission policies⁹

In a more direct method of informing our students, orientation presentations for new students are offered at the beginning of each semester. Similarly, to reach prospective students, an out-reach team (comprising the college recruiter, a pre-admissions counselor, the EOPS Program Services Coordinator, and the Dean of Enrollment Management) regularly makes presentations at local high schools and arranges field trips to our college to showcase various programs and our admission policy. To reach our local community, we hold annual information fairs for our local community and College Night each fall for the local high school district, in which departments present information on their various programs.

A summary of the information we provide and the sources are listed in the chart below:

Type of information	Course Schedule	Catalogue	Web site	Brochures	Recruitment	Orientation	Counselor	Student Handbook	Info. fairs
programs	x	no	x	x	x		x		x
admissions policies	x	x	x	x	x	x	x		x
graduation requirement	x	x		x			x		x
academic policies	x	x				x	x	x	
social policies	x	x					x	x	
Student conduct standards	x					x	x	x	
complaint and grievance procedures	x	x				x	x	x	
refund policies	x	x					x		

College catalogs and course schedules are widely distributed. Anyone, student or member of the public, can obtain a copy of the college catalog in the college bookstore. They can also visit the Career Counseling Center to get a copy, or examine one in the Library. On a regular basis, Cañada College catalogs are sent to community colleges across the state, local high schools and local libraries. Copies of our class schedule are placed all over the campus in newsstands, classrooms, division offices, and the Student Center. Schedules are also sent by mail to each household in our service area. Just as with the catalog, copies are sent to high schools and libraries. Furthermore, Cañada routinely staffs information tables at community fairs and special events

on and off campus where the catalogs and course schedules are distributed. The Student Handbook was last published for 1997-1998.¹⁰

Various departments independently distribute their own information fliers via campus mail and the college's e-mail network to advertise various services and programs. Instructors who get these fliers or e-mails make every effort to post and announce the information. Many campus programs publish brochures that are distributed to prospective students by mail or at local events, meetings, community agencies and businesses.

The college website (canadacollege.net) is linked with the district website (smccd.net), and it is easily found using any search engine. The public can also find the web address in our course schedule. The website carries admissions information and application, general college information, the current class schedule, and faculty information.¹¹

Our counselors and recruiters regularly present all this information to current and prospective students. As an example, the counselor assigned to students in the Radiologic Technology Program conducts an information session once on information night to prospective radiologic students, again to newly enrolled students in their classroom, and finally to the same students in their final year. Of course, the most comprehensive attempt by our counselors to inform our students is the orientation for new students. This presentation is mandatory for all entering students who are enrolling in six or more units. Orientations are scheduled to complement placement testing, so that students can accomplish both in one trip, and are also available on computer (Power Point) for individual presentations. Also, the college recruiter, who has extensive contact with local high schools, arranges to see prospective students at their high schools and also arranges for them to come to the campus for an information tour. There is definitely a coordinated effort to get out the information regarding student programs and services.¹²

There is a concerted effort to keep student services information updated in all printed material, such as the catalog, class schedules, and the Web site. The responsibility for this task rests with the Office of Instruction. Each time that a class schedule or catalog is produced, administrators are asked to review the relevant areas and update them as necessary. Information on program (degree and certificate) requirements is submitted by divisions, after being approved by the Curriculum Committee. Information on admissions policies, refunds, student conduct standards, complaint and grievance procedures is provided by the Student Services Office. The Vice President of Instruction has the ultimate, although not sole, responsibility for ensuring that the information in the catalog, schedules, and Web site is accurate and up-to-date, and careful editing is carried out to ensure compliance.¹²

Self Evaluation

Overall, Cañada College has a good network for the distribution of published information on student programs and services. However the Student Handbook is out of date and needs to be revised, printed, and distributed to new students, as well as to continuing full-time and part-time students at all sites.

Our counselors and recruiting team are very knowledgeable about student services and other college programs. They regularly call various departments on campus to clarify changes in policies. In contrast to the efforts the college has made to make information widely and easily available, many students seem unaware that they can get the same information in the college catalogs, course schedules, and on the website.¹³

Planning Agenda

1. The Vice President of Student Services, Matriculation Coordinator, and the new Coordinator of Student Activities will be responsible for updating the Student Handbook and publishing it for 2000-01.
2. Division Deans will ask all faculty to include in their syllabi reference to the college catalog and class schedules as a source of important information for students.
3. The Vice President of Instruction will ensure that college policies appear on the college web site.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Students' educational support needs are identified first by information given on the Application for Admission. As students identify specific needs, the information is entered onto each student's record. Presently, that information is collected, but not processed; however, when the college has resources to develop a means of processing that information, it will be directed to the appropriate programs and services on campus (e.g., DSP&S, Tutorial Center, ESL, EOPS/Financial Aid, student activities, Child Development Center). Students are referred to services and resources on and off campus by counselors and other staff, based on the student's own identification of needs and the counselor's observations during counseling sessions. However, the conversion from in-person registration to the SMART (telephone registration) system has limited the efficacy of counseling referrals, as many students do not now see a counselor before, or in conjunction with, registering for classes. Instructors also make direct referrals, based on students' classroom performance and/or conversations directly with individual students. Each program is responsible for following up with student referrals.

Orientation sessions, introducing students to college services and procedures, are offered along with assessment testing on a variety of days and times preceding each semester. College Success (CRER 401) classes are offered in a variety of times and formats for any who wish to take them; they are required of entering full-time students. Much information concerning programs and services of the college is available in the college catalog and class schedules (on line, as well as in print), and this information is presented during recruiting activities and is available at public events on campus, as well as in public libraries and other public venues.

In addition, each program or service does its own advertising and outreach on campus and at off-campus sites through fliers, in-class presentations, and information and appeals to instructors. Assessment testing and in-class performance give counselors and instructors the opportunity to direct students to appropriate educational support services as well. Services are available primarily on campus, during day and early evening hours. Beginning Spring 2000, counseling is offered at the Cañada College Redwood City Downtown Center and at the Menlo Park Center/OICW on a regular basis.

In general, students identify for themselves which of the services available are appropriate for them. Some programs, such as DSP&S, EOPS, and MESA, Workability III, etc., have qualifications which students must meet in order to participate (see also 5.1, 5.2). Program staff assist students in determining whether or not the student meets program qualifications.

The appropriateness and effectiveness of the programs themselves are reflected in statistics on the use of services, required annually for many categorically funded programs, and through internal program review and planning, and District Program Reviews, scheduled on a six-year cycle for all three colleges in SMCCCD. Some programs (Learning Center, Tutorial Center, the Child Development Center, etc.,) conduct annual surveys of student satisfaction on their own.¹⁴

The process of internal program review, first adopted in 1992-93, assesses the effectiveness of programs and provides the basis for future planning, including budgeting. However, the process is not uniformly followed in all departments of the college. In response to the recommendation of the Interim Site Team Visit in 1997, the college president requested an annual outcomes report, including program highlights for the year, basic student data, term comparisons, success and retention data, and other pertinent information, such as accomplishments and goals for the year. The resulting reports are available in the Instruction Office in research files.

The Noel-Levitz Survey of Student Satisfaction, taken in 1997, was the first overall student evaluation of college program and services in a long period of time. The results suggested that improvements were needed in several areas, but also revealed that in many areas our students recorded higher satisfaction ratings than the national average.¹⁵

Self Evaluation

Staffing in various Student Services program areas has changed frequently in the past five years, both in certificated and classified personnel. Variations from extremely lean budgets and layoffs to expansions of programs and services, complete with new positions, changes in assignments, changes in administrative structure, and changes in program delivery (e.g., in counseling), and the lack of evaluative measures have affected levels of service and, in some cases, staff morale.

The college is continually refining the process for the conduct of internal program planning and its influence on the budget. However, the reviewing and planning process has not been consistently followed, and staffing levels and distribution have changed frequently, so comparisons for the purpose of evaluation of programs and services is problematic. On the basis of reports from individual programs and services, the numbers of students served, numbers of students completing programs, and measures of success, such as completion of degree and certificate programs, transfer rates, and job placements, are readily evident. However, we do not have any evaluative feedback from students themselves regarding the effectiveness of most educational support programs & services, nor do we know whether more or fewer services are needed by students. Clearly, Cañada College continues to provide comprehensive services for its students. However, the college needs to make greater use of information provided by students identifying their needs, and must also permit/encourage students to evaluate services they receive.

Planning Agenda

1. Student Services, the college research team, and ITS will work together to develop a way to collect student needs data from the application form, and forward it to the appropriate programs.
2. By the opening of Spring 2001, the Vice President of Student Services will design and implement an evaluative mechanism for each service area, by which students will assess the effectiveness of the service they have received, and offer suggestions for improvement and for additional or alternative service.

5.4 The institution *involves students, as appropriate, in planning and evaluating student support and development services.*

Descriptive Summary

The possibilities for student involvement in planning and evaluating student services include membership on standing committees and (program) advisory committees, occasional surveys, and individual consultation with faculty and staff.

Student members of standing committees, surveyed by the committee for this standard, all felt that they were welcomed and their input was valued. However, a common theme in their responses was a feeling of a lack of understanding of the issues or how to share ideas. This can be attributed to lack of consistency on committees and general lack of knowledge. One student suggested that agendas should provide clear information with background of the topics. None of the students mentioned any ideas for getting students to participate other than keeping up with the same persistence and looking to clubs in addition to the Associated Students (ASCC) for student participation. Beginning in 1998, a small stipend is offered to students who serve on and regularly attend shared governance committees.

The college Curriculum Committee has suffered many losses as it pertains to student participation. The chair cites lack of students, their schedules, and lack of consistency. The Curriculum Committee requires a commitment of time and effort that most students cannot offer. The potential student member is referred by the ASCC president and the Student Activities Coordinator.

The Faculty and Staff Diversity Committee has never had a student sit on the committee. The chair (college president Rosa Perez) is new to the college and could not offer any insight as to why students are not included. However, students are asked to sit on some screening committees, especially for administrative positions.

The College Council has had sporadic attendance from the two students who represent the Associated Students. Attendance last year was consistent, but has not been consistent this year. The College Council meets twice a month, making it difficult for students to attend. The College Council does find it useful to have student representatives.

In addition to the College Council, the Curriculum Committee and the Staff/Diversity Committee, all of Canada's programs with advisory committees were surveyed for student involvement. The following Canada College programs responded: Accounting/Business Administration & Business Management, Child Development Center, Early Childhood Education, Fashion Design, Human Services, Interior Design, Paralegal, Travel Industry, Radiologic Technology, and the Child Development Center. Three programs did not respond: Business Office Technology, Interior Design and Small Business Development.

All of the responding programs, with the exception of Human Services (which plans to involve students), have students actively involved in their advisory committees. The student representatives in some cases are graduates of the programs and appear to take a very active part in the committees. In the case of the Paralegal program, students have input equal to other advisory members, since the students are very interested in their program. ¹⁴

Self Evaluation

There is not much information that can support or contradict the statement, “The institution involves students as appropriate, in planning and evaluating student support and development services.” However, there are many indirect methods for students’ voices to be heard. Students may talk with faculty and staff on a one to one basis and then the information is passed through those staff members. Students may also participate in clubs and activities that reflect their interests. Committee involvement may not be the most direct route for student input; however, these committees make many important decisions that affect students. Other sources of student input are obtained from surveys such as the Noel Levitz Enrollment Program Analysis (Fall 1997); a college survey taken in Fall 1998 in evening, weekend and off-campus classes; the AACC “Faces of the Future” student survey (Fall 1999); and from departmental surveys of student satisfaction (e.g., counseling exit survey, used in 1998). There is no consistent process for students to evaluate the services they receive, although some programs use internal student evaluations.

Planning Agenda

1. The Coordinator of Student Activities will recruit, prepare, and nurture student members of college committees.
2. The Student Activities Coordinator will explore opportunities for increasing student participation on college committees (e.g., Co-op Ed. credit, Independent Study credit, etc.)
3. By August 2001, the Vice President of Student Services and the Student Activities Coordinator will develop an instrument for students to evaluate services received.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

Cañada College uses only state-approved assessment instruments that have been evaluated for bias and effectiveness. These assessment instruments are only a part of the “multiple measures” that academic counselors use when placing students in English, Math, and ESL courses. Assessment tests are conducted during periods of registration, with additional assessments conducted as needed by the College Recruiter, some counselors, and the off-site center coordinators. Test dates are advertised in the schedule of classes.¹⁶

Self Evaluation

The ESL test consists of the Secondary Level English Proficiency (SLEP) for English language comprehension, and a locally developed ESL writing sample. This test was last validated in Fall 1999. The result was that while it has been used effectively for placing students in ESL courses, it does not seem to provide an exact match between English language skills needed for the ESL courses and the test content. The ESL writing sample was last validated in Spring 1996.¹⁷

The English assessment test is Companion/Accuplacer, which was approved by the State Chancellor’s Office in June 2000. The SMCCCD is part of a consortium of schools that collected data for the recent validation of this test.¹⁸

The last validation study for the Mathematics Diagnostic Testing Project (MDTP) was done in 1992 (Dr. Kangas). There is some concern among high schools regarding the validity of the tests and the cut-off scores, since many high school students end up repeating courses that they have completed in high school. In response, the college has initiated meetings between representatives of the local feeder high schools and college faculty in the English and Math departments in order to articulate the courses and better prepare students for college courses.¹⁹

The recent Matriculation Site Visit Team, in their preliminary summary, expressed concern about how the assessment tool is used for placement, and the lack of a systematic implementation of multiple measures. A survey of the counselors found that all of those who responded use multiple measures criteria along with assessment test scores when placing students into English, Mathematics and ESL courses. These criteria include previous high school and/or college records, as well as other previous studies or work experience.²⁰ Many counselors, however, agree that this is not done systematically, nor were they given specific guidelines or adequate training on using multiple measures. The counselors also believe that most students are not aware of these multiple measures, or of procedures for challenging placement test results.

Planning Agenda

1. The Coordinator of Matriculation, Articulation and Transfer (a new position) will develop a systematic approach to applying multiple measures when placing students, and ensure that they are used.
2. The Vice President of Instruction, with Math Department faculty, will participate in a validation study for the Math placement test (MDTP).
3. The Math and English faculty, under the guidance of the Vice President of Instruction, will continue to meet and work with high school teachers and counselors to improve articulation between high school and Cañada College courses.

5.6 *The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.*

Descriptive Summary

Canada College serves students at the main campus and two off-campus centers in Redwood City and Menlo Park, and various off-campus locations, as well as on-line through the internet, and classes offered over KCSM TV. Services for students are primarily at the main campus, and they are available to all enrolled students regardless of where they attend classes.

Cañada College continues to offer comprehensive services to its students:

- placement services through assessment testing in math and English, along with multiple measures applied by counselors;
- career and learning styles assessment through the STAR program;
- assessment of learning differences through DSP&S, Adaptive PE, and accommodations for the physically disabled;
- counseling in academic areas and for personal development, both in person and on-line;
- counseling and assistance with transfer to four year institutions through the Transfer Center, and career exploration and counseling through the Career Center;

- financial assistance programs through Financial Aid, EOPS, CARE, CalWORKS, and scholarships;
- job training and counseling through WIA, Workability III and Co-op Ed, as well as occupational certificates;
- health services, including a weekly comprehensive drop-in clinic;
- tutoring, self-paced supplemental courses (LCTR classes) on the computer, and computer lab facilities in the Learning /Tutorial Center;
- psychological services, including personal counseling, the Stepping Stones program for adolescents and young adults with serious emotional or behavioral difficulties, the Adult Psychological Disabilities Program, and the Workability III Program, a school-to-work program for students with disabilities;
- special programs for high school students, including Middle College, in cooperation with Sequoia High School District, Tech Prep, and general concurrent enrollment for high school juniors and seniors.

In addition, students may participate in Student Government, various student clubs, athletic teams, and special activities. Students may participate in, or enjoy observing, performing arts groups in music, drama, and dance.

Special programs at Cañada College include:

- CACEE (Combined Americanization –Civics Education in English), which is a state-funded program now in its second year, supports infusion of civics and citizenship information into the curriculum for English as a Second Language;
- HSEP (Hispanic Supported Education Program) is in its first year as a federally-funded program to provide supported education, including personal counseling for the mental health needs of adolescents of the Hispanic community.
- MESA (Math, Engineering and Science Association), a California Community College Chancellor's Office Educational Services and Economic Development grant program, recruits students from underrepresented populations for math, engineering and science majors, and offers them educational support.
- Middle College offers high school and college courses on the college campus for high potential/low achieving, at-risk high school students.
- STAR (Success Through Assessment and Retention) is a computer-based program to assess learning styles and career aptitude and interest in order to guide students' choice of courses. It was funded by a grant for its first year (1998-99), and is now sustained by matriculation funds. The STAR program is used in Career classes, and by the Foundation for Success Learning Community.
- Workability III is in its fourth year of a grant from the California Department of Rehabilitation to provide education and training for hard-to-place clients that will lead to employment. Services also include job coaching, role playing, and individual counseling.
- Hispanic Serving Institutions Grant, approved in Spring 2000, for a five year period. ²¹

Self Evaluation

Because Cañada is a small college, it is difficult to provide a full range of services to students attending evening, weekend, and off-campus classes. Many student services are available primarily during the day; however, efforts are made to provide needed services beyond the daytime schedule.²² The college provides academic and career counseling and registration at off-campus sites, and Psychological Services are available at OICW by request, as well. Interestingly, results of a survey taken in Fall '98 of evening, weekend, and off-campus classes indicated, not only a wide-spread lack of knowledge of extended hours for services (except A&R, the Bookstore, and food/drink sources), but also that few would use services if the hours were extended further.

²³The multiplicity of programs available to students reflects the comprehensiveness of services available at Cañada College. Having received grants for many of those programs, the college has demonstrated their appropriateness. Each program collects data on students served, which is reported according to the requirements of that program or grant. However, presently there is no collection of data to evaluate the effectiveness of each program in terms of student outcomes and numbers of students served; nor is there a measure of student satisfaction with services. EOPS, Financial Aid, DSP&S, Psychological Services, Admissions, Health Services, and Counseling are all available, on a limited basis, for evening students. In general, service centers and programs have expanded or rotated their hours of service, so that evening, weekend, and off-campus students have a reasonable opportunity to access them.

Planning Agenda

None

5.7 *The institution, in keeping with its mission, creates and maintains a campus climate which services and supports its diverse student population.*

Descriptive Summary

The college's mission statement specifically cites inclusion and cultural diversity as necessary to effectively serving the campus and community at large. Cañada's student enrollment reflects the service area's cultural diversity. A spring 2000 student characteristics report indicates that 53% of our students are white, 25.9 Hispanic, 7% Asian/Pacific Islanders, 3.9% African American, and 2.1% Filipino. The college engages in a variety of instructional and outreach programs to ensure that the campus is welcoming and inclusive of a diverse population. The recruitment staff specifically contacts high school staff of special programs, such as College Gear UP, ESL Parent Teacher association, AVID, Tech-Prep, as well as ethnic student organizations. The Cañada off-campus centers located in Menlo Park and downtown Redwood City offer instructional programs to prepare basic skills students to enter academic vocational programs, or to upgrade job skills. The Extended Opportunity Program (EOP&S) offers support services to students of low-income and educationally disadvantaged backgrounds. The EOPS program enrollment for spring 1999 reflects a culturally diverse group of 271 students; 51% are Hispanic, 18% Black, 16% White/non-Hispanic, 9% Asian/Pacific Islander, and 1% American Indian.

Cañada offers an opportunity for students to take leadership roles by participating in Campus Student Activities. Student organizations, such as Black Student Union, Rainbow Alliance,

Latin American Friendship Club, Science and Engineering, Salsaholics, and Phi Theta Kappa International Honor Society, respond to the diverse needs of our student body. These clubs sponsor academic and social/cultural activities open to all students and the campus community. In addition, the Student Activities office co-sponsors annual events to honor and appreciate cultural diversity. Such activities have included Cinco de Mayo, African-American Heritage Week, Women's Celebration, and other events.

The instructional divisions continue to investigate ways to infuse cultural diversity into the curriculum. The Science and Technology Division wrote a grant and received funding to implement the Mathematics, Engineering, Science Achievement/Community College Program (MESA/CCCP) at Cañada College. The program currently has 35 students; 80% are of diverse ethnic and socioeconomic backgrounds, and 50% are female. The Vice President of Student Services has received several grants to provide support services and outreach to the Latino ESL population. A Packard grant allocated funding specifically to train core transfer faculty to better understand and respond to our limited English-speaking students. In Fall 2000, the college received and HIS grant to help faculty incorporate culturally savvy techniques, technology, and support services in their classes.

Self Evaluation

The findings of an AACC institutional survey conducted in Fall 1999 show that students "agree" that they are treated with respect by other students, faculty, staff, and administrators. Furthermore, the findings indicate that students "agree" that the college has a good reputation in the community. Of 437 surveyed in class, 38% were of ethnically diverse backgrounds.

Planning Agenda

1. The Administrative Council, in collaboration with the Faculty And Staff Diversity Advisory Committee, will insure that the college continues to emphasize training for all college staff and faculty on the importance of cultural diversity and inclusion.
2. The Vice President of Student Services will direct the Student Activities Coordinator to work with student organizations to encourage activities that are inclusive and that promote cultural diversity.

5.8 *The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

Descriptive Summary

Canada College offers students a variety of co-curricular activities, including athletic teams, Associated Students of Canada College (student government) and the student activities ASCC sponsors, various clubs and their activities, performing arts events, and college services, such as the Child Development Center, and the Learning Center. The Coordinator of Student Activities is the staff person responsible for advising student government, acting as liaison between ASCC, clubs, student activities and college administration. Participation in clubs, athletics, and various programs is defined by the focus of the particular activities; however, they are open to all to enjoy. For example, athletic teams and drama and music performances require participants

to have a certain level of ability; others, including the public, are encouraged to be an enthusiastic audience. Most campus clubs and activities are offered during the day, and only on campus, due perhaps to the limited focused time evening and weekend students have to devote to the college. However, several clubs report that they do have input from evening students, and sometimes offer activities in the evenings or on weekends.

Intercollegiate sports offered at Canada include men's baseball and basketball, men's and women's soccer, golf, and tennis. Athletes are required to maintain a 2.0 GPA, taking a minimum of twelve units per semester. Additionally, they are expected to make up all work from classes missed due to team activities, and to notify instructors in advance of regularly scheduled competitions.

Clubs currently active on campus include a student chapter of the American Society of Interior Design, which provides professional connections and support for students of interior Design; the Black Students Union, which supports students' educational goals and provides social activities; the Engineering Club, which sponsors academic development activities for engineering students and aspiring high school students; the Environmental Club, which seeks to expand environmental awareness and activities to protect and enhance the natural environment; a Future Teachers Club, just being formed ; the Rainbow Alliance; the Latin American Friendship Club, which promotes awareness of and pride in Latin American cultural heritage, raises money for scholarships for Latin American students, and provides service to the Latin American community at large; the Philosophy Club; Salsaholics; and Phi Theta Kappa, the honor society for two-year colleges, which emphasizes service to the college and to the community. Each club determines its own activities, which are usually open to the entire college community. The Student Senate, officers and senators of the ASCC, plans a calendar of campus events for each semester to encourage a sense of community and college identity, and of course to have fun.

Student clubs and activities provide a forum for the exchange of ideas and perspectives, responsibility for planning and executing their own activities, opportunities for cooperation with and support of other groups. Funding for club activities is earned through direct fund raising and/or applying to the Student Senate for funds from the activities fee charged to all students at registration. The necessarily cooperative nature of club and team activities encourages personal and ethical development of members, and requires personal responsibility in planning and carrying out successful group activities. In the words of Olivia Martinez, Vice President of Student Services, "They [student activities] provide arenas for the exchange of ideas, thoughts and positions on various facets of college life and the community. Values, attitudes and opinions are exchanged and this generates reflection on the individual and group ethics of students and student organizations. ...Service to the college, students and the wider community are all prominent features of student clubs and organizations." (Interview response, 2/7/00) Beta Nu Chapter of Phi Theta Kappa, e.g, has completed many projects to benefit the college, support other student activities, and benefit the community as a whole, and has achieved national recognition within its own (service) organization for exemplary service. The Latin American Friendship Club sponsors social and cultural activities, and raises funds for scholarships for Latino students.

Many activities of the college foster intellectual, ethical, and personal development, and encourage personal and civic responsibility through the very programs they provide for students. For example, the Health Center presents programs on Relationship Violence: Awareness and Change; AIDS Awareness; and Substance Abuse Awareness. Students participate individually or with classes whose instructors make those presentations a part of their class. The Child Develop-

ment Center provides opportunities for students to demonstrate personal and civic responsibility by volunteering to read to the children or otherwise assist in the Center by participating in a practicum (for ECE students). Personal, intellectual, and ethical development is fostered by providing childcare for students, by providing child observation for ECE and psychology students, and by offering parenting education and leadership classes to parents in the program. Work/study offers many students opportunities for development throughout the campus, as well as supplying needed financial support. Similarly, the Tutorial Center affords the opportunity for employment and personal, intellectual, and ethical development of both tutors and tutees.

Self Evaluation

While Student Activities is successful overall, Fall 1999 was a particularly difficult period: the Spring 99 ASCC elections were not appropriately conducted, so the results were in dispute, and few activities took place during the fall semester; a new election was held in December 1999, and a new slate of officers was elected. In addition, a new Coordinator of Student Activities was hired for Fall '99, but then left in December. In February 2000, an adjunct counselor was assigned to coordinate student activities on a part-time basis. The assignment was expanded to full time during the spring semester, because of the time and effort required for the job. Many activities and events have been sponsored by ASCC, and more are planned, with the intention of bringing all segments of the college together. Also, a regular all-clubs meeting has been instituted. Within this framework, communication and cooperation between clubs hopefully will improve.

Student groups surveyed in December and January²³ expressed some additional frustrations/challenges with co-curricular activities, including lack of space for student groups to meet and to store their supplies, lack of recognized avenues of communication with and between student groups, and lack of connection with faculty and staff. The difficulty of planning and executing events or activities without an overall budget was mentioned, as well as the frustration of not being able to gain access to already approved funds. Students felt that the college should support clubs and activities in a number of ways. Their suggestions include providing information about clubs to new students, not charging clubs for custodial overtime, making Student Body (ASCC) cards available in the cafeteria at the beginning of each semester, and advising student groups of changes in policies and procedures in a timely manner.

The designation and remodeling of a former scullery room for the cafeteria into a club room demonstrates progress with some of these concerns. The Public Information Officer periodically publishes a campus newsletter, since there is no student newspaper. In response to the concern of student groups, in Spring 2000 the ASCC adopted a policy allowing clubs to apply for funding for the academic year, rather than on an event basis.

Co-curricular activities at Cañada College do foster intellectual, ethical, and personal development for students, and encourage personal and civic responsibility. Encouraging students to better understand and utilize college resources and effective means to accomplish their goals will strengthen the co-curricular environment even more.

Planning Agenda

1. The Student Activities Coordinator will oversee production of a campus activities newsletter.

2. The Student Activities Coordinator will inform ASCC and student clubs of the appropriate means of arranging for meeting space and special events.
3. 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.

5.9 *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.*

Descriptive Summary

Cañada College departments and programs maintain student records permanently, securely, and confidentially. The institution's various programs and departments are conscious of protecting the privacy of its students. The 1995 Self-Study Accreditation Report documents the changes that occurred regarding the housing of student records in the Admissions and Records Office. At that time, all admissions applications and forms dated 1981 until 1995 were microfiched and securely housed in a fireproof area in the rear of the office.

Currently, all student records from 1981 to present are housed safely on the District's Banner system. Records from 1974 to 1981, stored on paper copy, and records from 1968 to 1974, stored on microfilm cards, are kept locked in the back records room that is fire-safe. Also, backup tapes are stored at Infosite, a secure facility located in San Francisco. One of the 1995 Self-Study objectives was to optically store student documents prior to 1981. Due to limited funds, records prior to 1981 were microfiched in place of the suggested optical storage method.

Cañada has a back-up system for maintaining records through the BANNER system. Back-up records in A&R from 1981 to present are kept at the ITS Center. Back-up records from 1974 to 1981 are stored on rolls of microfilm in a fire-proof cabinet, and back-up records from 1968 to 1974 are on hard copies kept in a storage area under the bookstore and microfilm rolls in the same fire proof cabinet.

Records are accessible by authorized personnel only. A record secured through the institution's BANNER computer software is only accessible by authorized passwords. Students can access their grades and registration over the phone or through the Internet using a security code called a Personal Identification Number (PIN). Students requesting information at the A&R office are required to present a picture I.D.²⁵

Self Evaluation

Progress has been made in the area of Admissions and Records regarding the security of student records. As mentioned above, files have been stored on microfilm cards and securely housed. Back-up files have been created and stored in safe and secure locations; access is allowed only to authorized personnel.

Old student files are boxed, labeled and stored in a secure room located beneath the bookstore for five years after which time they are discarded. Only authorized personnel are allowed access to student files.

Planning Agenda

None.

5.10 The institution systematically evaluates the appropriateness, adequacy and effectiveness of its student services and uses the results of the evaluation.

Descriptive Summary

The Student Services division conducts program evaluation to ascertain adequacy and effectiveness of program services by completing annual reports and program reviews. In accordance with Title V regulations and SMCCCD district policies, comprehensive program reviews are conducted of all Student Services departments. The review cycle is on-going and departments are selected for a comprehensive review every six years. The program review includes a description of services, program goals, progress on prior goals, demographic data of students served, program outcomes, staffing and budgetary needs. Since 1995, the following Student Service departments have completed program reviews: EOPS/CARE Department, Admissions and Records, Career Center, and International Services, 1995; Counseling, Psychological Services, 1996; Transfer Center, Financial Aid, 1997. Based on program review findings and recommendations, program managers modify goals for the following year to incorporate appropriate recommendations. The purpose of review is for the Student Services programs to undergo self-analysis and to insure quality services and institutional effectiveness.

In June 1996, the College President requested annual outcome reports from several student service departments, including EOPS/CARE, Outreach, Financial Aid, Health Services, and Disabled Programs and Services. The report included information on program services, demographics, and program outcomes. Categorically funded programs, such as EOPS/CARE and Cal-Works, are also required to submit annual reports to the State Chancellor's office.

In order to establish on-going evaluation of Student Services, the Vice President of Student Services holds weekly meetings with department managers and lead staff. Consequently, staff is able to provide comments on program effectiveness and adequacy of program services. Since 1995, the Counseling Division faculty and staff meet bi-monthly to exchange information, discuss program services, plan for special events, and participate in in-service training.

In addition to the on-going Program Reviews and department annual reports, the division had a consultant (Shenk) in 1997 complete an assessment of staffing and delivery of services. In 1997, the President contracted an outside consultant, USA group Noel-Levitz, to do a study called Enrollment Program Analysis. The college was concerned with low enrollment; therefore, this study was to assess and recommend strategies to improve student recruitment and retention. Although the focus was on recruitment and retention, there was a strong emphasis on the role of Student Services supporting retention. The report gave specific recommendations to the Student Services Division, including working on improvement of the quality of student life and reviewing all aspects of student advisement. The Student Services Division hosted a Flex Day activity to discuss the findings of the Noel-Levitz and Shenk reports. The findings of both these reports were also the topic of discussion at a Student Services Planning Retreat.

Self Evaluation

The Student Services division has taken active steps to engage in evaluation of division effectiveness. To optimize the findings of the Shenk and Noel-Levitz reports, the division needs to develop a systematic approach to assess needs, to evaluate student outcomes, and then to implement recommendations and to insure adequacy of staffing and resources.

Planning Agenda

1. The Vice President of Student Services will establish target goals to implement the recommendations from the Matriculation Program Review and consultant recommendations.
2. [See number 2 under 5.3]

SUPPORTING DOCUMENTS

1. 5.1. Surveys
 2. Catalog, Class Schedule, Student Handbook
 3. Margie Carrington, Student Services
 4. Roberta Chock, Office of Instruction
 5. Daniel Yang, Rad Tech; Joan Del Gaudio & Bruce Edmonds, Counseling
 6. Elizabeth Armstrong, VP Instruction
 7. Lorraine Barrales-Ramirez
- Student survey, Fall 98, Evening, weekend, and off-campus classes
8. LCTR sample surveys
 9. Noel-Levitz Survey
 10. Letters regarding the role of students in standing college committees were sent to Rudy Sanfilippo, chair of the College Council; Rosa Perez, chair of the Faculty and Staff Diversity Committee; Alicia Aguirre, chair of the College Curriculum committee; Mona Lisa Safai, student member of College Council; Jane Presta, former student member of the Curriculum Committee; and Tony Hanni, student member of the College Council. It should be noted that all of the committee chairs answered the request for a response. However, there is no contact for the District Fees committee.
 11. Schedule of Classes
Cheryl Navarrete
 12. 1996 memo
 13. Letter from Chancellor; Pamela Smith
 14. 1994 Validation Study Report; Elizabeth Armstrong, VP of Instruction
 15. List of multiple measures
 16. Office of Student Services
 17. "Evening/ Weekend Bulletin"
 18. Survey & College Council minutes
 19. Surveys of student groups
 20. 1995 Self-Study Accreditation Report; Ruth Miller, Asst. Registrar; Student Services program survey

STANDARD SIX:

INFORMATION AND LEARNING RESOURCES

Committee Members:

Faculty

Jean Mecorney,

Co-Chair

Marilyn Hayward

Frank Young

Jack Preston

Daniel Matsumoto

Curtis Chee

Kent Sutherland

Nonan Villanueva

Classified

Jeanne Gross, Co-Chair

Administrator

Elizabeth Armstrong

Frank Vaskelis

Student

Anthony Ferrari



STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness 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.

1. *Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.*

1.A LIBRARY

Descriptive Summary

Cañada College's Library provides information equipment and learning resources that support the courses, programs, and degrees of the institution. The library staff includes three full time employees: one Academic Coordinator and two Senior Library/Media Technicians. In Fall 2000, a full time Reference Librarian was hired, but subsequently withdrew. The position has been readvertised to be filled for spring 2001. There are also from two to three adjunct faculty librarians. Library resources consist of 47,226 titles, 140 periodical print subscriptions, approximately 2,494 full-text periodical subscriptions that are accessible via on-line databases, 8 CD-ROM titles, and 629 videos. Twenty computers facilitate access to electronic resources. These resources include Books in Print, College Source Online, Ethnic Newswatch, Web Pac, et. al. (ref.1.1).

Self Evaluation

Access to the information and learning resources in the library can be evaluated as follows:

- For several years the staffing in the library was limited due to budget constraints. The upcoming hire of a Reference Librarian will provide more consistency in the delivery of services and development of outreach.
- The book collection is currently small and outdated. The Board of Governors of the California Community Colleges has adopted the American Library Association minimum standard of 60,000 books, and the library holds just over 47,000. The library needs an additional \$32,735 per year, over the next 20 years, in order to meet the Board's minimum standard. The library's membership in the Peninsula Library System provides some additional resources as it includes over 2.5 million books.
- Necessary periodic computer upgrades are a constant. There is approximately a three year life cycle of library hardware.

- The location of the library may partially explain its minimal use. In Spring 2000 an FPP was submitted for final approval for state funding to build a new Library/ Learning Resource Center in a central area.

Planning Agenda

1. The new Reference Librarian will coordinate outreach and will schedule library training sessions during Flex Day activities.
2. The Academic Coordinator will seek funding for an increased book collection and computer upgrades.
3. Staff will participate in the new Library/ Learning Resource Center planning.

1.B ON CAMPUS LEARNING CENTER

Descriptive Summary

Under the direction of the new interim Dean of Instructional Services, the on-campus Learning Center integrates technological learning resources and instructional assistance to support courses, programs, and degrees across the curriculum at Cañada College. Open 55 hours a week, Monday through Friday, the Learning Center provides 63 computers in one open computer lab, supporting classes across the curriculum, a lab/classroom supporting Math classes, a lab/ classroom supporting English classes, and a lab/ classroom serving students in the preparatory program of the English Institute, all with internet access. The Center also provides a range of instructional support services:

- Self-paced Learning Center courses and support for on-line classes
- Math Lab, providing drop-in math assistance from 8:30 a.m.-3:00 p.m. daily and two evenings a week
- Writing Lab, supporting English classes
- ESL Multi-Media Skills Center, providing classroom and computer-assisted language instruction for preparatory-level students of the English Institute's ESL program
- Tutorial Center, utilizing peer tutors

The on-campus Learning Center also houses and supports:

- MESA program, including subject-specific workshops
- Two computer technicians and one media technician who support the campus and off-campus sites

Staffing in the Learning Center complement the technological resources provided in the computer labs. Currently the on-campus Learning Center by

- a Learning Center/Tutorial Center Coordinator
- a Program Supervisor
- two Instructional Aide IIs,
- one part-time evening Instructional Aide II
- full-time and part-time faculty who do part of their load in the Learning Center,

Additionally, many faculty members hold some of their office hours in the Center. (docs) The presence of these faculty, and partnership relationships with Workability III, Psychological

Services, and Middle College, combined with outreach and retention activities, such as study skill workshops, conversation circles and campus social events, create an atmosphere of collaborative learning, making the Learning Center one of the busiest, most dynamic areas of the campus. (docs).

Self Evaluation

The on-campus Learning Center has thrived since the last Accreditation Report. A Faculty Survey (3/00) indicated that 83% of the faculty either strongly agree (48%) or agree (35%) that the on-campus Learning Center adequately supports their course/program needs. Learning Center and Tutorial Center administered campus surveys indicate strong student support as well. (docs). Additionally, the Faces of the Future Student survey indicates that 40.3% of students feel computer labs in general are adequate although they do not feel the lab hours are sufficient. (docs)

However, the Learning Center Coordinator and the Program Supervisor are newly hired. Consequently, some necessary tasks, such as convening the Learning Center Advisory Board and participating in the Technology Committee, have not been accomplished for some time. As a result, the Learning Center has not been able to develop further the collaboration between academic and student services, or take a leadership role in developing alternative methods of delivery, including technology-based instruction.

Planning Agenda

1. Beginning Spring 2001, 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..
2. By Fall 2002, the Learning Center Coordinator will investigate, with input from the Liaison Board, expanding hours of service, including the possible addition of weekend hours.
3. The Learning Center Program Supervisor will participate in Technology Committee meetings at least once a semester to develop plans for technological learning resources.
4. Through these committees and other campus projects and initiatives, the Learning Center Coordinator and Program Supervisor will work with the Vice Presidents of Instruction and Student Service, Division Deans, faculty, and staff to further develop alternative methods of delivery.

1.C THE MENLO PARK LEARNING CENTER

Descriptive Summary

The Menlo Park Learning Center was developed to meet the needs of the off-campus community in East Palo Alto, East Menlo Park, and the occupational training programs housed in the Occupation Industrial Center West (OICW). Under the direction of the Dean of Humanities and the Dean of Business/Occupational Education and Off-campus Programs (B/OCED/ OCS), the Center offers varied learning environments for enrollees and has also created partnership programs with Project READ, OICW, and the Ravenswood School District EvenStart Program. The Center is open from 7:30 a.m. to 3:00 p.m. Monday through Thursday all year; the staff

does not take academic calendar breaks. Utilizing instructional assistance and the technological resources of 17 computer stations, the Center offers

- Self-paced, individualized instruction supported by one-on-one assistance and small-group study sessions using print, video, audio, and computer software in any 6 combination for English, ESL and math (basic arithmetic, pre-algebra, algebra);
- Large group lecture/exercise classes in high-beginning and intermediate ESL in two curricular combinations—reading/writing and listening/speaking. All sections are grammar-based and are team taught by instructors who develop the grammatical sequence for the courses each semester and follow it consistently in all classes;
- Small group advanced conversation/writing class in ESL;
- Small group literacy/beginning ESL grammar/writing class;
- Bilingual (English/Spanish) classes and individualized instruction in basic math, pre-algebra and algebra.

The Menlo Park Learning Center also offers self-paced instruction or space for

- Office Technology Program enrollees for out-of-class study;
- A variety of community groups;
- The Cañada College Counseling Center EUREKA software program;
- The OCIW-sponsored CISCO/SUN Academy enrollees studying math and computer skills;
- The OICW Voc-Rehab enrollees studying basic skills for occupational training;
- Two evening courses, Early Childhood Education and College Pre-Algebra;
- OICW evening and weekend programs.

The following Cañada College employees staff the Center:

- A Learning Center Coordinator/Basic Skills Instructor;
- A part-time ESL Instructor;
- One Instructional Aide II;
- One student assistant;
- One part-time, off-campus computer technician

In addition, the Menlo Park Learning Center benefits from the assistance of three OICW-sponsored volunteers.

Because the Menlo Park Learning Center provides a very student-centered learning environment, enrollment has increased rapidly from 6 enrollees in 1995 to 64 enrollees in Spring 2000. The collaboration between this off-campus location of Cañada and community-based organizations creates an active, flourishing site for the college.

Self Evaluation

An in-house student survey conducted in 1998 indicated a high degree of satisfaction with the Center, especially with the computer-based, individualized ESL language instruction it offers. In addition, students who have transferred to the main campus exhibit preparation for college level courses and are successfully attending degree and certificate programs. In the last year, the

Center served 45 OICW Vocational-Rehabilitation clients and has seen the majority of these clients successfully complete occupational training in the OICW Electronics Training Program and in the Cañada College Early Childhood Education program.

In addition, the Ravenswood EvenStart program enrollees have been taking ESL classes at the Center for the last three years with excellent results. In fact, the Center's facilities and curriculum were studied and visited by the State of California Office of Education in 1998 before permission was granted for the Center to be the provider of ESL instruction for the Ravenswood School District. This year the Center staff received the Kent Award, given by the County of San Mateo for the outstanding educational program of '99-00, K-14.

Since the staff spends most of its time meeting the day-to-day needs of the students, presently insufficient time is spent developing new programs and up-dating the ones that currently exist. In addition, although students now have the technology that enables them to access the internet at all stations, no internet curriculum has been developed.

Planning Agenda

1. The College President, the Vice-President of Instruction, the Dean of Business, the Dean of Humanities, and the Menlo Park Learning Center Coordinator will work on a strategic plan for the Center during Spring 2000 and Fall 2000. This plan will address how the Center fits into the over-all goals of the college, what curricula needs to developed or expanded, what staffing needs to be added, and what recruitment efforts need to be carried out.
2. The Off-campus Learning Center Coordinator, with the Dean of Business and the Vice President of Instruction, will investigate installing PLATO as a basic skills software program in all computers in the Center. Two stand-alone packets will be purchased and installed by the end of Spring 2000 and piloted during Summer 2000. Plans will go forward to equip the remaining learning stations with PLATO access in Fall 2000.
3. The Coordinator of the Center will develop an ESL internet learning module by Spring 2001.

1.D CAMPUS COMPUTER LABS

Descriptive Summary

The campus and off campus computer labs serve specific curriculum and student needs. These are labs built and improved according to the programmatic needs of the courses they serve. With the exception of the Counseling Center computers, students using these labs must be registered in specific classes and must purchase lab cards. Students working on specific assignments have priority over general use of these machines (e.g., web surfing and email not associated with assignments). 8The college has the following computer labs:

- Engineering/Physics labs: 20 PCs;
- On campus Business/Office Technology labs: 95 computers;
- Off campus labs Business/Office Technology labs: 90 computers;
- Multimedia labs: 22 Macintosh OS and 22 windows OS;
- Counseling Center: 4 windows OS

The Engineering/Physics labs are open to students with purchased lab cards when a faculty supervisor or student assistant is available. These labs support physics, astronomy, calculus,

math, engineering, computer science, architecture, and GIS (Geologic Information Systems) and are evaluated informally by student verbal feedback.

The Business/Office Technology labs support the Office Automation and Computer Technician programs and are located on campus and off campus in Redwood City and Menlo Park. These labs are open to registered students with purchased lab cards. They are supervised when open. The off campus lab uses a student evaluation form for assessment.

Like the other campus labs, the Multimedia labs are open only when a faculty supervisor or student lab assistant is present. Students using these labs must be registered in the multimedia courses and purchase lab cards. These are evaluated informally by student verbal feedback.

The Counseling Center computers are available anytime the Counseling Center is open. Assistance is available only during staff time. These computers support College Success, Career and Life Planning courses. Eureka (a program providing college, vocational, job search, financial aid, and scholarship information), is also available. In addition, this area supports the Workability Program, CalWorks, and EOPS. Student feedback is provided as a part of the general Counseling Center questionnaire.

Self Evaluation

Evaluation of interviews with faculty and computer technicians, faculty surveys, and an e-mailed survey to persons responsible for computer labs on campus were used to describe, assess, and recommend a plan of action following the self assessment. The computer technicians who bear responsibility for all computer labs off and on campus reported that in general the current level of computer equipment in the labs is adequate and is improving in quantity and upgrades.

The student Faces of the Future Survey carried out in Fall 1999 reported the level of student satisfaction with the computing services and facilities of the campus. Nearly 43% agreed with the statement: "Computing services and facilities are available at the times I need them."

Thirteen percent disagreed with this statement, 23.6% either left this blank or felt it did not apply to them.

Fifty-four percent of the faculty who responded to the Faculty Survey believe that the current computer labs adequately support their course and program needs. Nineteen percent disagreed and 27% had no opinion. Regarding media services, 39% agreed, 20% disagreed, and 41% had no opinion. There were many comments from faculty regarding the need for more working audiovisual equipment. Comments also included the desire for faculty to have their own computers to develop and provide curriculum materials for students. In response to the statement, "The College has provided me with the necessary technological equipment to teach effectively," 60% agreed, 40% disagreed, and there were no "no opinion" responses. There were several faculty comments attached to this question describing the need for individual computers for all faculty and better maintenance for audio/visual classroom equipment.

The campus computer labs are located throughout both the on-campus and off-campus locations. In addition, they are administered through the different divisions. An e-mailed survey of those responsible for these labs provided the following information:

- Engineering/Physics labs: Upgrades to hard drives are needed for new programs. Memory and CPU speed will soon become an issue. More computers are needed. Also better plotters/printers and more internet capability.

- Business/Office Technology labs: These labs need continual upgrading consistent with current technology. It has been suggested that the hours for the labs should be extended to include weekends.
- Multimedia labs: Lab hours need to be extended. The newest lab is sufficiently equipped; however, owing to the dynamic nature of the industry, upgrading and acquisitions are a constant issue.
- Counseling Center: On-going technical assistance is needed for these labs beyond the purchase of the equipment. Internet access and reliable printing capability are also sometimes a problem.

In summary, all those surveyed reported a need for consistent, effective, and timely maintenance from the technical staff on campus. Day to day and long-term maintenance responsibilities have inappropriately fallen to the teaching staff. The campus technicians also complained of a need for more A/V equipment. They expressed that while the student assistants are helpful, more technicians are needed as well as a more streamlined work-flow procedure. Broken computer equipment often languishes for months awaiting repair. There is a pressing need to improve campus technical maintenance.

A new district system of placing work orders, scheduling technicians, and communicating with the requestor will be implemented in Fall 2000. This process will also include a training component.

Planning Agenda

1. The new district process will be evaluated for its effectiveness one year after implementation.
2. More feedback mechanisms (questionnaires, suggestion boxes) in computer labs will be implemented.

2. Appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

2.A LIBRARY

Descriptive Summary

In selecting educational equipment and materials for the Cañada College Library, the foremost objective is direct support of the programs and courses offered to students enrolled. Secondly, the library makes every attempt to provide state of the art technology for accessing resources. Purchases of books and magazine subscriptions are largely based on recommendations from faculty librarians who review professional journals, such as *Choice*, that emphasize resources for academic libraries. Recommendations from classroom faculty are regularly solicited via fliers, voice mail, and personal contacts. The most active response from classroom faculty generally relates to video purchases.

A representative from the library frequently attends Curriculum Committee meetings, providing an opportunity to learn about emerging programs and courses for which library resources must be acquired. As a full member of the Peninsula Library System, Cañada College Library patrons

also have access to hundreds of thousands of public library materials. These include books, books on tape, CD-ROMs, and videos. Although these collections have a heavy emphasis on recreational reading and viewing, many of these titles relate to the college curriculum, as well as students' personal interests. Students and faculty have the ability to borrow and return materials conveniently via the college library.

Since the library has a rather limited budget, a few subject areas are targeted for improvement each year. Although new programs and those up for accreditation are given priority, subject areas where developments are constantly emerging also receive great attention. Multiple copies of a New Acquisitions list are sent to each Division once or twice each academic year. There are plans to add this list to the library web page.

De-selection of materials is a regular part of library collection development, and faculty participate in this activity as well. Librarians methodically remove questionable materials and hold them for faculty review before any are permanently withdrawn. Librarians generally focus on subjects closely related to their college majors and/or their familiarity with Cañada College courses. Faculty members are asked to review titles within their discipline.

Circulating materials are conveniently arranged according to the Library of Congress Classification System in the Reading Room. Special collections, such as ESL Readers, Foster Parent Resources, Controversial Issues, and oversize art books are shelved in prominent locations. Reference materials, magazines, and videos are shelved near the Reference Desk, where assistance from a librarian is readily available. Reserve materials (primarily textbooks, supplementary reading, and sample tests) are shelved near the Circulation Desk for quick access. This collection is almost entirely composed of faculty submissions.

Because so much current material is now available online using Internet access, state of the art equipment is required. In 1995 the library converted its online catalog from "dumb terminals" to personal computers and installed its first Internet workstation. This opened the way to complete Internet access and numerous full text periodical databases. The library has greatly benefited from funding provided through the State Chancellor's Office for Telecommunications and Technology Infrastructure Program (TTIP). Selection and purchase of personal computers is handled by the District Information Technology Services (ITS) and Business Services departments.

Since Spring 1999, the library has received 14 Pentium based workstations for public use and 6 for staff use. Patrons may print laser quality copies on our network printer, and staff members have personal printers for their convenience as well. For large group orientations, a data/video projector facilitates instruction in online searching techniques. College library access to many electronic periodical database subscriptions and reference databases are funded via this state program. These resources, specifically aimed at college programs, are largely unavailable in county public libraries.

As library technology advances, the need for technical support quickly becomes apparent. Various options were tried without success. Currently the library shares the services of a part-time computer technician devoted to the three college libraries.

Self Evaluation

Although the number of new materials (books, magazines and videos) purchased each year is small, their quality is high, due to the selectiveness of librarians and faculty. Most titles that the library purchases have received highly favorable reviews and fill a library collection need in

areas that are known to be out of date or under represented. Because we share a common catalog with the Peninsula Library System, unnecessary duplication can be avoided. The ability to place holds on titles held by any public or community college library in the county and to have those titles picked up and returned on campus provides a tremendous benefit to our students. The rising cost of current materials has been offset by grants from two state sources: Instructional Equipment & Library Materials Block Grant, and the Telecommunications & Technology Infrastructure Plan. The first grant supports the purchase of books and videos, while the second supports increased access to online journals and reference sources.

The current number of computers seems to be adequate for individual patron needs. There is always ready access to library databases. There are also two word processing stations available to students on a first come first served basis. We have received few patron complaints regarding computer access. However, an electronic classroom would greatly enhance bibliographic instruction sessions. Selection, training, and managing of the library's part-time computer technician is under the direction of ITS. This assures that someone who is knowledgeable about the Peninsula Library System and SMCCCD network applications is available to handle our specialized needs.

Comments made by patrons on the Library Survey of Fall 1999 indicate general satisfaction with the appropriateness of our resources. In response to question #11 (How would you describe the quality of the information you find in the library?), 88.5% chose "B. appropriate level", while 9.6% chose "C. too easy or too popular" and only 1.9% chose "A. too difficult or scholarly". Fifty-seven library users completed the survey.

Response to a faculty survey, distributed during Spring 2000, indicated a lesser degree of satisfaction with library materials. Of the 46 respondents to statement #1 (The materials selected and provided by the Library adequately support my course/program needs.) 52% chose Strongly Agree or Agree, while 13% chose Disagree or Strongly Disagree. Sixteen respondents (35%) responded No Opinion.

Planning Agenda

None.

2.B ON-CAMPUS LEARNING CENTER

Descriptive Summary

The selection, acquisition, organization and maintenance of educational equipment and materials in the Learning Center has been driven by the role that the Learning Center plays supporting educational programs across the curriculum as these programs are impacted by technological innovation. For example, the original computer lab in the Learning Center was purchased through the Science, Technology and Learning Resources Division to support math and science courses taught at Cañada College, and the self-paced, developmental skills classes taught in the Learning Center. At the time of the last Accreditation report, the lab consisted of approximately 30 MacClassics, five Apple IIe's, and five 386 PCs. As the demand for computer programming courses grew, the existing computers became inadequate, and the Learning Center, in consultation with faculty and the Science, Technology and Learning Resources Division, purchased Power Macs. Because students need to develop cross-platform proficiency, PCs were later purchased.

Simultaneously, computer needs of all kinds accelerated, making powerful, internet-access computers that could support courses and programs across the curriculum necessary. The increased use overwhelmed capacity, necessitating the development of an additional computer lab.

To establish the new, networked computer lab/ classroom, consultation occurred between the Science, Technology and Learning Resources Division and the Humanities Division to insure that the computer equipment in the new lab/ classroom could be used effectively for courses and programs in both divisions. A PC, Proxima projection unit, and cart, shared by the Learning Center and Library, were also purchased to promote alternative teaching methodologies. The lab/classroom is now utilized by the pre-algebra class and partially by English, Reading, and ESL courses. When not in use by classes, it is an open lab.

Additionally, computers were needed in the Writing Lab to support the English classes, so 14 computers with internet-access were purchased through the Humanities Division, partially funded by a \$20,000 private donation. Also, seven computers were purchased to create the ESL Multi-Media Skills Center in the Learning Center to support beginning ESL classes in the morning and to support all ESL classes as an open language lab in the afternoon.

The open lab and the new computer lab/ classroom are maintained on a daily basis by the Instructional Aide IIs, and by computer technicians when more serious maintenance issues arise. The computer technicians maintain the Writing Lab and the ESL MULTI-MEDIA Skills Center computer lab/ classrooms.

Educational materials, i.e., software, books, videotapes, and audiocassettes, are selected and acquired in consultation with Learning Center staff and the divisions. The Learning Center then organizes and maintains these materials for student/faculty use. (docs.) Some materials are purchased independently by the divisions; others are purchased jointly with the Learning Center.

To ensure faculty involvement, the Learning Center participates in the annual program planning process described in Standard 6, Section 7. Additionally, the Learning Center performs outreach activities to promote informal faculty participation. For example, all faculty are encouraged to hold office hours in the Center; 15 faculty members held office hours in the Center during Spring 2000. Also, Learning Center staff attend division/department meetings, conduct tours, and give in-class presentations about services and resources. Further, each semester faculty receive letters soliciting recommendations for tutor recruitment and lists of available tutors and their hours. Additionally, to establish good working relations and to ensure that the Center is responsive to program needs, the Learning Center staff serve on college committees, such as Curriculum, Technology, Scholarship, College Council, MESA, and Learning Communities.

Self Evaluation

Faculty evaluation of the maintenance of the educational equipment in the Learning Center has been critical. In a Faculty Survey administered in March 2000, only 20% of the faculty surveyed felt there was sufficient funding for maintenance and security in the Learning Center. Further, only 39% of the faculty agreed that the Learning Center has adequately trained staff to provide for effective maintenance, security, and improvement. One faculty member wrote, "Computer repairs are an issue at the Learning Center. Too much down time."

Faculty comments on media services, which are housed in the Learning Center, were especially critical. For example, a faculty member wrote, "I complained (about the VCR) last semester, but nothing has been done." Another wrote, "Our overworked technicians cannot sometimes

keep up with repairs.” In response to these problems, the campus has hired a full-time media technician to serve the campus and off-campus sites, making a noted improvement in maintenance and availability of media equipment.

Funding issues have affected the ESL Multi-Media Skills Center as well. Although the lab/classroom is used in the morning as a classroom for preparatory-level ESL students of the English Institute, it is not utilized in the afternoon as an open lab. However, the Learning Center Coordinator, the Vice President of Instruction, the English Institute Director, and the Dean of Humanities have coordinated ways to staff the Language Lab by Spring 2001.

While the annual program planning process and the extensive, but informal, consultation with faculty have ensured their participation in the selection, acquisition, and maintenance of educational equipment and materials, additional forums for faculty input, such as the Technology Committee, have not met regularly for some time. However, the Technology Committee started meeting again recently.

Campus and District Administration continue to consider new solutions to the problem of computer and media services. For example, the district will create a district-wide help desk designed to coordinate maintenance services better.

Planning Agenda

1. The Technology Committee, which has been recently re-instituted, will meet once a semester as another forum to ensure faculty involvement in the selection, organization, and maintenance of educational equipment and materials.
2. By Spring 2001, 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.

2.C MENLO PARK LEARNING CENTER

Descriptive Summary

The selection, acquisition, organization, and maintenance of the educational equipment and materials in the Menlo Park Learning Center are determined by the needs of the community and the partnerships developed with community organizations and agencies in East Palo Alto and East Menlo Park. The off-campus Learning Center was begun in 1994 through a proposal written by a Cañada College ESL Instructor and supported by the 1994 Chair of the Curriculum Committee and is funded through a 25-year redevelopment grant administered through the Business, Occupational Education, and Off-campus Division of Cañada College.

The Center has 11 internet access computers, eight audio recorders, and a TV/VCR on a cart. A part-time campus technician performs maintenance of the computers. The Center organizes and maintains a library of basic skills texts and reference books, CD's and tapes for individualized student use on the honor system.

Self Evaluation

Since the Center was created through faculty initiative, there has been important faculty involvement in the Center. The Coordinator of the Center also consults with all staff about important policies and communicates frequently with both the Humanities Division and the Business Skills Division.

As for maintenance of educational equipment and materials, like all computer labs, the off-campus Learning Center has unmet maintenance needs. However, these problems have been partially eliminated through the hiring of a part-time off-campus computer technician through the Business/Occupational Education and Off-campus Programs Division. Also, the Center has begun to experience the loss of CD's due to theft.

Planning Agenda

None

2.D CAMPUS COMPUTER LABS

Descriptive Summary

The equipment (hardware and software) in the campus and off campus computer labs is selected, acquired, organized, and maintained according to the programmatic needs of the specific courses these labs serve. The maintenance for these labs is the responsibility of two computer technicians. Industry standards dictate one technician per 50 users. The two technicians are responsible for 800 computers (this includes both computer labs and individual workstations).

The faculty of affected disciplines are directly involved in the selection, acquisition, and organization of their respective labs. All requests for equipment purchased through outside grants are reviewed at the division and campus administrative level. The Counseling Center's equipment was purchased through CalWorks and Workability III specific programmatic funds.

Self Evaluation

Evaluations of faculty and computer technician interviews, student and faculty surveys, and an e-mailed survey to persons responsible for computer labs on campus were used to describe, assess, and recommend the planning agenda that follows this self assessment. The Information and Learning Resources Faculty Survey was sent to all faculty in early Spring 2000. In response to the statement: "There are enough adequately trained staff to provide for the effective maintenance security, and improvement of the Computer Labs," 30% agreed, 45% disagreed, and 25% had no opinion. Comments from faculty regarding this issue described serious dissatisfaction with maintenance of the information and learning resources on campus. Most faculty are satisfied with their involvement with evaluating and selecting learning resources and equipment. In response to the statement: "I have real opportunities to be involved in evaluating and selecting the materials, equipment, and other resources needed to teach effectively," 65% agreed, 23% disagreed, and 13% had no opinion.

In the college's Business and Computer Technician labs, faculty need their own equipment to develop curriculum. Current hardware is inadequate for the newest software programs. Maintenance is an ongoing problem, as classroom faculty use their own and class time to troubleshoot and maintain computers.

In the college's Engineering/Physics Labs, maintenance is an ongoing problem, as classroom faculty use their own and class time to troubleshoot and maintain computers.

In the college's Multimedia labs, faculty have a direct voice in the selection and acquisition of equipment. Maintenance is an ongoing problem, as classroom faculty use their own and class time to troubleshoot and maintain computers.

In summary, all those surveyed reported a lack of consistent, effective, and timely maintenance from the technical staff on campus. Day to day and long-term maintenance responsibilities have inappropriately fallen to the teaching staff. The campus technicians interviewed expressed a need for more audio/visual equipment and more staff. They believe the student assistants are helpful but there is a need for an additional position with the responsibility to maintain and repair this equipment. Work-flow procedures and point of contact personnel need to be improved. Faculty and administrators need to take a more active role in the selection and use of equipment and setting an overall technology plan for the campus. Towards this end, the Campus Technology committee has resumed meetings. Faculty polled see a need for individual computers for all campus faculty to develop and administer curriculum. Although much has been accomplished to provide up-to-date, adequate computing resources, there is no plan for regular upgrading of hardware and software throughout the campus. A new full time media technician was recently hired, allowing the computer technicians to focus on the maintenance of learning resources.

Planning Agenda

1. A plan to provide more computers for faculty curriculum development is being implemented and will be evaluated by the Campus Technology Committee.
2. A comprehensive plan will be developed for the ongoing replacement and upgrading of computer hardware and software throughout the campus by the campus Technology Committee.
3. *Information and learning resources are readily accessible to students, faculty and administrators.*

3.A LIBRARY

Descriptive Summary

The library is located in an isolated area of campus in Building 6, Room 2. During the Fall and Spring semesters, the library is open Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m. The library is closed on the weekend and during semester recess. When the library is open, professional and paraprofessional staff is available to help students and faculty. Library users may also access electronic resources remotely from any computer on the college network via the Internet, or from home if they have Internet access.

Self Evaluation

Current hours are sufficient for most library users. Some students and faculty have requested additional hours in the evening and on weekends. Perpetual staffing shortages, however, preclude efforts to accommodate this request.

While current hours are generally adequate, access to the building continues to be a big problem. Because the library is not conveniently located on campus, many students and faculty do not take advantage of library resources and services. When surveyed, 54% of faculty felt that the library wasn't readily accessible to students, faculty, and administrators (faculty survey). Library usage could be improved significantly with a better location. 18

Planning Agenda

1. Library staff will explore the possibility of expanding hours in the evening and on weekends.
2. Library staff will coordinate an informational Flex Day activity for faculty and staff to promote usage of library services and resources, particularly electronic resources.
3. Library will participate in planning the new, centralized Library/Learning Resource Center.
4. Until a new library is built, library staff will focus on outreach efforts to increase usage of library resources and services among students, faculty, and staff.

3.B ON-CAMPUS LEARNING CENTER

Descriptive Summary

The Learning Center is located on the western side of campus in Building 5, Room 105. During the Fall and Spring semesters, the Learning Center is open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m. The center is closed on the weekend and during semester recess. When the center is open, professional and paraprofessional staff provides instructional assistance, which includes tutoring and access to electronic resources. Four computer labs are available for specific class assignments and course instruction.

Self Evaluation

While current hours are generally sufficient, many students and faculty have requested additional hours in the evening and on weekends.

Despite its integral link to course instruction, the Learning Center is not centrally located on campus. However, there is a high utilization of its resources and services by the students and faculty.

While the building that houses the Learning Center and Library is ADA compliant, the facility is not convenient for all users. Students and faculty with physical challenges have long struggled with access to restrooms and the elevator, which are unsuitably designed (e.g., narrow hallways in restrooms; some wheelchairs do not fit in the existing elevator).

Planning Agenda

1. The Learning Center will explore the possibility of expanding hours of service in the evening and on weekends.
2. The Learning Center staff will participate in planning the new, centralized Library/ Learning Resource Center, which will improve accessibility.

3.C MENLO PARK LEARNING CENTER

Descriptive Summary

Since the off-campus Learning Center was founded to serve the needs of the East Palo Alto and East Menlo Park communities, it is very accessible to that community. It is open from 7:30 a.m.-3:00 p.m. Monday through Thursday all year long, without academic calendar breaks. ADA-accessible, it is housed in two rooms, the main Learning Center and an auxiliary multi-purpose room. In addition to the individualized learning stations, the main Learning Center room has two small group teaching areas with whiteboards.

Self Evaluation

As evidenced through the rapid growth in student enrollment from 6 to 64 since its inception, the Learning Center is very accessible to the community. Growth has been so rapid that it is not clear whether the existing Center is functioning at maximum potential, and there is a need to reassess current utilization and explore possible expansion.

Planning Agenda

The Dean of Business and the off-campus Learning Center coordinator will create a plan to improve and better utilize the multi-purpose room for various uses by Spring 2001.

3.D COMPUTER LABS

Descriptive Summary

Cañada College has several independent computer labs on and off campus to support programs and coursework. Most labs operate during specific hours that vary by semester, and may require support staff and supervision. Each lab sets its own access criteria, based on coursework, student need, and staffing. During open hours, students may use computers to complete assignments, receive computer training, and access the internet. Standards for student use of the internet are established in the contract with 4CNet, the district's internet provider. All student labs are closed when classes are not in session. Faculty and staff may take advantage of the Centers for Teaching and Learning (CTL), a valuable resource lab that offers relevant computer training. Open hours vary by semester.

Self Evaluation

While most labs are sufficiently equipped, computers and other media equipment are not consistently maintained. Several computers require basic software/hardware upgrades to support changing coursework and program needs. Timely and efficient maintenance for computers and media equipment has been a major problem. Currently, the lab technicians need assistance or training to keep the equipment working at an optimal level.

Occasionally students engage in activities that modify the configuration of computers, making them unusable for their intended purposes.

Planning Agenda

1. To insure that students are using lab resources effectively, the computer labs will seek greater faculty and staff involvement in the supervision of computers.
2. To insure that students are using lab resources appropriately, the Technology Committee will review and disseminate standards for student use of learning resources. 20

4. *The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.*

Descriptive Summary

College faculty and staff are provided training and support in the use of computer technology through the Center for Teaching and Learning. The Center, developed and supported by the district's Information Technology Services (ITS) Department, comprises a MAC/PC classroom for short classes and a small room for individualized work. Courses range from software for administrative purposes to the use of instructional technology in the classroom. Interested faculty learn how to develop their own Web pages and how to construct Web-based courses. CTL classes, free to district faculty and staff, are advertised through a semester schedule. The Center is staffed on a part time basis by the college CTL coordinator and supervised by a district CTL coordinator.

In addition to the CTL, faculty and staff may enroll in any of the college's own courses to increase their knowledge of the effective uses of technology. Professional Development funds may be requested to cover class fees. In addition, workshops on technology usages are usually included in Flex offerings.

Where instructional technology is used in the college, faculty and staff are skilled in its use and are able to assist students. The Learning Center and the Library have a special focus on the use of technology and their staffs are skilled and able to assist students, and staff, with the technology, as well as with the specific instructional component.

With the rapid expansion of administrative technology, the need to provide consistent on-going training for classified and administrative users has not kept up with the demand. While some training is available through the CTL and through classes, consistent training packages tailored to the employee's job classification does not yet exist. The district's Human Resources Department is developing a plan to address these needs.

Self Evaluation

The college is fortunate to have the Center for Teaching and Learning on the campus. The wide range of offerings, offered free of charge to all employees, are a unique and valuable district resource. Because of the technical and instructional support provided, Cañada instructors have been able to move forward more quickly with developing their own Internet courses. The first such courses were offered in Fall 98 and by Fall 2000 21 Internet offerings existed, each developed by faculty who work cooperatively to share their successes. Some faculty state that they are unable to take CTL classes because of conflicts with their teaching schedules. However, the Center is open for individual faculty and staff use throughout the day and into the evening. (Ref #: Faculty Survey of Learning Resources, March 2000.)

Lack of funding for computers in faculty offices has hampered faculty's efforts to incorporate technology into their teaching. More faculty might use classroom technology and use the Internet in their teaching if they had an office computer. Computers were provided for XX faculty offices in 1999-2000. All full-time faculty who requested a computer received one. The college currently has plans to provide additional faculty with computers, as well.

Through the CTL and through college course offerings, ample expert assistance is available to faculty and staff. However, the need for a consistent training package specifically designed for staff using the administrative computer system (Banner and office software) is great; the district's Human Resources department is planning to develop a program to meet this need.

Planning Agenda

1. 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.
2. The college Vice President of Instruction will participate in and support the district's Human Resources efforts to develop a training program for administrative computer system users.
3. The Center for Teaching and Learning will survey faculty and staff to assess the sufficiency of its offerings. 22

5. *The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.*

Descriptive Summary

As a small college with limited financial resources, funding for all programs over the years has been less than optimal. During the early to mid-90s, when the college experienced budget cuts every year, discretionary operating budgets and funding for classified positions were reduced significantly. The Library and Learning Center participated in these cuts along with all other areas of the college. Lost in the budget reductions were the media technician positions, except for a half-time position, that supported the college's audiovisual classroom needs. In 1998, the half-time Media Technician position was merged with Computer Technician services provided by the college's two computer technicians. In Spring 2000, a full-time position of Media Technician was restored and filled. Now there is a staff of three employees for the combined functions of computer and media technical support. Because of budget cuts upon the retirement of the Reference Librarian, the position was filled by adjunct librarians and remained unfilled as a full-time position for several years; the position will be filled Spring 2001.

Annual discretionary operating budgets remain quite small and requests for annual instructional equipment allocations are always more than the funds available. Years of insufficient operating budgets have led to library collections that are less than adequate, and we are making slow progress in catching up. However, instructional equipment funds have provided for computer replacement and equipment for the Learning Center and Library on a timely basis. In recent years, the district and college have allocated significant TTIP funds for library technology infrastructure. The district's libraries have joined the Peninsula Library System, which helps to offset the lack of a sufficient general operating budget. The district's ITS department coordinates these services for all district colleges. Because of this, the library is up-to-date in the technology-related resources it provides.

Self Evaluation

The Learning Center and Library at Cañada have grown and developed despite several years of limited budget. Equipment is up-to-date and serves the college's instructional needs. However, the budget for library book replacement is too small.

With the hiring of a full-time reference librarian in Spring 2001, the Library's professional staff complement will be back to previous levels and will be better able to support the college's needs.

Combining the audiovisual responsibility with the work of the two computer technicians proved to be less than workable because of the ever-increasing computer technician workload; adding a third Media Services technician will help to remedy the situation. The college is considering the possibility of becoming involved in district-wide coordination of technical computer and media services. This should provide a help desk for routing and tracking service requests, on-going training to increase expertise, the ability to have each of the district technicians develop a specialization, and the ability to pull together a large technical support team for big tasks, such as installation of a new computer lab.

Planning Agenda

The Library staff will pursue ways increase the library book replacement budget.

6. *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

Descriptive Summary

In 1988, the San Mateo County Community College District Libraries (CSM, Cañada, Skyline) became members of the Peninsula Library System (PLS), a consortium of public libraries in San Mateo County. Through a joint powers agreement approved by the Board of Trustees, the District joined PLS to automate library services, expand resources for students, faculty and staff, and benefit from other cooperative activities of the San Mateo County public libraries.

Self Evaluation

Cañada Library has a beneficial relationship with PLS. Library users at Cañada Library may now access a variety of electronic resources, including Dynix, the library's online catalog, and Infotrac, an extensive periodicals database, for their resource needs. Users may place hold requests for library materials available at other locations online in the library or remotely through WebPac, the library's web-based catalog. Other beneficial services include daily system-wide book delivery and pickup, access to the PLS Video Center, and referrals to the System Reference Center, a service designed to answer difficult reference questions beyond the scope of Cañada Library's resources.

Planning Agenda

None. 2

7. *The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.*

Descriptive Summary

The college engages in an annual program planning process that starts at the departmental level. In late spring or early fall, each department is asked to review the previous year's goals, to develop goals for the upcoming year related to the college's overall goals, and to identify priorities in the area of staffing, facilities improvements, and equipment. The departmental plans are coordinated into division plans and priorities are established for the entire division, with input from the division council and the division as a whole. With the ever-increasing use of instructional and administrative technology, faculty and staff are engaged in ongoing assessment and planning. The Library, Learning Center, and Media Services engage in the planning process and also identify learning resources that serve the college as a whole, although faculty and division input is sought to help identify these college-wide needs also.

At the Instruction Council, the Deans and Vice President of Instruction review the priorities for all instructional units and reach consensus on overall priorities. After review by the Instruction Council, goals are reviewed and prioritized by the college's Budget and Planning Committee before being submitted to the College Council for consultation.

Technology decisions are integrated in overall equipment decisions in the college planning process. The college's Technology Committee, intended to serve as a coordinating body for technology planning and purchases, has not served in this role recently. The committee was reconvened in Spring 2000, and is now working on writing a new technology plan that will serve as the foundation for these processes.

Each year the college receives an Instructional Equipment allocation, which funds the college's top priorities for equipment. The college's allocation is determined by its percent of the district's FTES. In the early 1990's, the District Shared Governance Committee recommended and the Board of Trustees adopted a policy that a specific percentage of the district's general fund be allocated for equipment purchases. Since the equipment requests are invariably larger than the funding available, non-funded items are carried over for inclusion in the next year's lists, although they are not given any special priority.

In addition to annual Instructional Equipment funding, in the past two years the district has made available FTES growth funding for large projects. Remodeling and equipping of the Multimedia Lab (1998) and the Networking Lab (1999) were made possible through the FTES growth funds, as was the Fitness Center (1998). During 1999-00, the District made available to each college an FTES-based allocation specifically earmarked for science laboratory equipment and/or renovation.

The Science and Technology Division has received grants that have assisted in equipment acquisition. For two years, the division received a \$50,000 annual grant from the Packard Foundation that, together with some district funds, financed the creation of the Computer Engineering Lab.

Much of the college's technology development is influenced by the district infrastructure. In recent years, Information Technology Services has planned for and provided a fiber optic backbone at the college, provided internet capability in all classrooms and offices, updated the administrative Banner System, and provided district instructional and administrative intranets. In addition, ITS has developed and expanded the college Centers for Teaching and Learning, which provide technology training for faculty and staff. The college's own technology development is enhanced by the district infrastructure. Decisions about college technology purchases are made at the college level. (Ref #, Faculty Survey of Learning Resources, March 2000.)

Self Evaluation

The college's Technology Committee had met infrequently. It started regular meetings again in Spring 2000 and the intention is to use this committee for systematic planning and evaluation of technology needs and purchases. In the absence of a written technology plan, the college's planning process described above appears to be working well in assessing the adequacy and making recommendations for change, as needed.

Planning Agenda

Campus administration and the Technology Committee will develop a technology plan that guides the college in technology planning, assessment, and purchases.

SUPPORTING DOCUMENTS

Information and learning resources at Cañada College are defined as the Library, the on-campus Learning Center, the Menlo-Park Learning Center, Computer Labs (on campus as well as off campus), and media services. This marks the first time the Learning Centers and the Computer Labs will be evaluated for the accreditation process. The Library, Learning Centers, and computer labs are described separately in topics one, two, and three below as they support Cañada's intellectual and cultural activities and programs from different locations and in different ways.

To prepare the accreditation report for this Standard the following interviews, surveys and documents were used. Copies of these materials were given to the Accreditation Steering Committee.

1. Cañada College commissioned surveys of student satisfaction through the Noel-Levitz report and the Faces of the Future survey.
2. In-depth, personal interview questions were given to the two computer technicians.
3. An Information and Learning Resources Faculty survey was distributed to approximately 300 instructional faculty through their campus boxes; surveys were also made available through the Learning Center. 48 faculty returned their surveys.
4. Using the Faculty Survey, eight faculty members were interviewed in-depth.
5. A Classified Survey was used to interview seven staff in-depth.
6. A comprehensive survey was sent via e-mail to those responsible for specific computer labs on and off campus.
7. Documents were gathered from the Library and Learning Centers.

STANDARD SEVEN:

FACULTY AND STAFF

Committee Members:



Faculty

Lisa Palmer, Co-Chair

Phil Egan

Evan Innerst

Barbara McCarthy

Paul Stegner

Romy Thiele

Classified

Jeanne Stalker, Co-Chair

Jose Romero

Roberta Chock

Administrators

Greg Marvel

Carol Green

Student

Cynthia Boyd

STANDARD SEVEN: FACULTY AND STAFF

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

For the early years of the 1990s, the college experienced declines in the number of fulltime faculty, classified staff, and administrators. Because of budget reductions, retiring fulltime faculty were replaced by adjunct faculty; some classified positions were eliminated. This trend started to reverse in the mid-90s and budgets improved. The number of fulltime faculty has increased steadily since 1998, and took a large jump in the fall of 2000 with the hire of 11 new fulltime faculty. Similarly, the number of classified staff has been steadily increasing from the low experienced in 1994. In fall, 2000, the college has 80.84 FTE fulltime faculty, 56,70 FTE adjunct faculty, and 4.58 FTE fulltime faculty overload. In addition, there are 60.43 FTE classified staff, and 6 FTE permanent administrators. (ref — SMCCCD Staffing and Staffing Ratios, 1982—2000; Staff Data Report, Fall 2000). The college has been hiring faculty and staff to meet program needs guided by the college's annual goals and the annual process for identifying and prioritizing positions. As one of the California community colleges, Cañada is expected to make positive efforts to reach towards a goal of a 75:25 ratio of full- to part-time faculty as mandated by Assembly Bill 1725. The recent fulltime hires have assisted in moving the college closer toward the goal.

The college has a well-defined process for identifying and prioritizing faculty and staff positions (ref. Guidelines and Criteria for Recommending Fulltime Faculty Positions for Fall 2001). This process, part of the annual Budgeting and Planning Process, has been in place since the early 1990s. Early in the fall, each department identifies the positions that it believes should be filled and documents the request with quantitative and qualitative information. The department requests are combined at the division level and prioritized before being submitted to the appropriate Vice President. Each Vice President, in collaboration with her unit, establishes the overall priorities for the unit and then submits to the college's Budget and Planning Committee. This committee establishes the overall priorities and recommends to the President who makes the final decisions. The President's decisions are communicated to the College Council.

All applicants for full time and part time teaching positions are screened for minimum qualifications, which are listed in the job announcement (EXHIBIT: any Job Announcement). Hiring committees initially check the applicant's qualifications, and the San Mateo County Community College Office of Personnel Services verifies that the applicant's degrees are from accredited U.S. or equivalent non-U.S. institutions before the applicant for a full-time faculty or administration position is hired.

In the case of part-time hires, the Dean of the appropriate division makes the initial check. Then the Vice President of Instruction verifies the official transcripts of the applicant against the minimum qualifications established by the California Post-Secondary Education Commission (CPEC).

In lieu of appropriate degrees, candidates for full-time or part-time positions may assert their suitability for employment through the equivalence process for minimum qualifications, as directed by AB 1725 and established by the Board of Governors. Assertion may be based on degree equivalence, academic background equivalence, or professional achievement equivalence.

If an applicant for an adjunct position claims equivalence, the hiring committee evaluates the applicant's qualifications. In addition, the candidate's equivalence must be approved by the Vice President of Instruction, the College President, the Academic Senate President, and the Board of Trustees.

When a classified staff vacancy occurs, a job description is distributed that describes the minimum qualifications for the position. Job announcements clearly state education and training requirements and candidates who do not meet those provisions are not included in the pool that is considered for hiring. The hiring process is designed to select from this pool of qualified candidates the best person for the job.

The College currently has seven administrators, each of whom meets the minimum educational and experience requirements as described by the state and by the approved district job description.

Self Evaluation

As described above, budget constraints in the early to mid 1990s prevented the college from replacing retiring faculty or hiring sufficient support staff. Full-timers were replaced with adjunct and some college services went unmet because of lack of staff. In the past three years, more staff and fulltime faculty have been hired. Careful budget planning over the past year has permitted more funds to be made available to fill much-needed permanent positions. The college is making significant progress towards addressing staffing needs in all areas. The Budgeting and Planning process for identifying positions involves constituents at all levels and ensures that all departments have an opportunity to request positions. The criteria for requesting positions are made public; while specific and detailed, they are broad enough to apply to disciplines with unique and differing needs. In addition to other information and data, requestors are asked to address the relationship of the position to the College's mission and goals, as well as the department's needs. Through a focus on institutional priorities, the decisions on which new faculty and staff positions to fill are ones that are most likely to identify the personnel most needed to rebuild the institution.

Planning Agenda

None

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

The San Mateo County Community College District has in place and adheres to hiring policies that are clearly stated and available to all staff and to the public. Standardized job announcements are produced for every regular vacancy that occurs at the college. Announcements are

distributed through district mail, district email, the district web-site, the 24-hour job information line, and district mailing lists; they are available at the District Personnel Services Department, along with application forms.

Self Evaluation

Criteria and qualifications for each position are indicated on the job announcements and are developed based on specific job duties required for that position. When needed, outside consultants are used, as was the case in the recent search for our new president.

Planning Agenda

None.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the college.

Descriptive Summary

The College seeks the best-qualified applicant for each position. Minimum qualifications are checked by the screening committees and then by the Personnel Services Office. In addition, interviews include questions on the subject discipline, teaching theory, and the college's mission. Interviews for most full time teaching positions include a teaching demonstration (EXHIBIT: Application for employment and any job announcement).

Self Evaluation

The hiring procedures are designed to identify qualified candidates who possess the educational requirements for the position and who best meet the needs of the College. Selection devices, such as a paper screening criteria sheet, are provided to committee members to ensure that only the advertised requirements are used in the evaluation process.

Planning Agenda

None.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The college catalog lists the degrees held by all full-time faculty and administrators, and all listed degrees are from accredited institutions (EXHIBIT: Cañada College Catalog).

Self Evaluation

The college catalog, which is updated yearly, contains the current list of degrees held by faculty, and all listed degrees are from accredited U.S. institutions.

All job announcements clearly state how to establish equivalence.

Planning Agenda

None.

B.1 The evaluation of each category of staff is conducted at stated intervals in a systematic manner. The follow-up procedure of evaluation is formal and timely.

Descriptive Summary

Formal evaluation processes are currently in place for all groups of employees, including full time and part time faculty, classified staff, and administrators.

The evaluation process for full time faculty is described in the Evaluation Process Implementation Guidelines (EXHIBIT: Evaluation Process Implementation Guidelines). The procedure is very specific and delineates the meetings that are to take place, the time line to be followed, who is on the evaluation team, and what occurs with the evaluation after the conclusion of the process. The Peer Review Committee reviews student surveys of the faculty member, the dean's assessment, and the faculty member's self assessment, along with a portfolio developed by the faculty member. The Tenure Review Committee provides the recommendation for tenure and forwards the recommendations to the appropriate Vice President.

Contract (non-tenured) faculty are evaluated at least once a year. Regular (tenured) faculty are evaluated at least once every three years. All faculty evaluations are performed by the Peer Review Committee and forwarded to the Vice President of Instruction, who sends the records to the District Office of Personnel Services.

The adjunct faculty evaluation procedure includes a class visit by a full time faculty member, a student survey, and may include the adjunct faculty member's portfolio. A performance assessment by the Division Dean and an adjunct faculty self-assessment are optional. Adjunct faculty are evaluated in the first semester of service and at least once every six semesters after the first evaluation. These evaluations are tracked in the same way as those for full time faculty.

For classified employees, the District Office of Personnel Services distributes performance evaluation forms on a regular schedule (two during the 6-month probationary period and yearly thereafter), receives and documents their completion, and maintains employee files. The designated supervisor is responsible for initiating, scheduling, and completing the performance evaluation. In addition, the process includes an employee self-evaluation form (EXHIBITS: Evaluating Performance, Procedures Guide for Administrative and Supervisory Staff; SMCCCD Classified Performance Self-Assessment).

The evaluation of administrative and academic supervisory staff, conducted by the administrator or staff member's immediate supervising administrator, is also systematic and timely. The major activities of the evaluation process are:

- 1 a review of the prior year performance and annual new goals and objectives, including timelines for completion;
- 2 a mid-year assessment to review the status of the evaluatee's progress toward completion of the goals and objectives;
- 3 a comprehensive performance evaluation every three years (conducted during the second year of each new administrative or academic supervisory assignment and every three years thereafter) that includes input from the evaluatee's peers, clients, as well as the supervisor's own assessment.

To help achieve the major activities of the evaluation process, forms and checklists are developed as instruments.

Self Evaluation

Currently, most faculty evaluations are up-to-date. In the recent past, however, most non-classroom faculty were not being systematically evaluated. Until Fall 1999, the college had no approved process for non-classroom faculty. Now a lottery system has been implemented and the situation rectified. The approved process is now in place and three non-classroom faculty have been evaluated.

While proper procedures are in place for classified staff evaluations, implementation is up to the supervisor and, depending on workload, may not always be done in a timely manner.

The procedures and forms for the evaluation of administrative and academic supervisory employees are clear and easy to follow, and the procedures are indeed followed.

Planning Agenda

As was intended by the AB1725 S.M.C.C.C.D. Trust Committee, an annual review should be conducted to provide consistency in the evaluation procedures of all faculty across the district.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

One Evaluation Guidance Committee, composed of two faculty members representing the Academic Senate and AFT and an administrator, was created for each college to provide all participants with guidance and training and to serve as an appeal board in the evaluation process. The full time faculty evaluation includes observation of teaching, student surveys, division dean assessment forms, self-assessment forms, faculty portfolios, and an end of evaluation conference with the peer review committee, which emphasizes an affirmation of the positive behaviors and characteristics of the evaluatee with some recommendations for improvement.

The adjunct faculty evaluation procedure includes a classroom observation by a full time faculty member, student surveys, a portfolio of class materials, and a self assessment.

The classified staff evaluation process gives clear guidelines for evaluating staff effectiveness and setting goals and objectives.

Similarly, the administrative and academic supervisory staff evaluation process has a built-in mechanism to assess effectiveness and encourage improvement (EXHIBIT: Administrative and Academic Staff Evaluation Procedures).

Self Evaluation

There is no existing written process for annually reviewing the decisions of the Evaluation Guidance Committees on the three campuses. This creates concern that the three colleges will move in different directions in their interpretations of the evaluation procedures.

The processes for administrative and academic supervisory staff as well as classified staff are systematic if the processes are implemented as described

Planning Agenda

None.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participate in institutional service or other institutional responsibilities.

Descriptive Summary

The evaluation process for faculty is clear and thorough. The peer review committees make recommendations for tenure. The peer review committee for tenured faculty receives information about the criteria listed in B.3 from both the division dean's form and the faculty self assessment form (EXHIBITS: Division Dean's Faculty Assessment and Faculty Self-Assessment).

Self Evaluation

Using a shared governance vehicle, the system provides for measuring teaching effectiveness from the perspective of both the college and the student.

Planning Agenda

None.

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional missions.

Descriptive Summary

Professional staff development opportunities are provided to all categories of staff at Cañada College, primarily through the following committees:

- Management Development—The management development program is funded from District fund 1 monies and from AB1725 monies. The current program has been in existence since 1989, and is based on a Management Development Program originally approved and funded by the Board of Trustees in August of 1985. The goal of the Management Development Program is to provide a variety of opportunities for managers to increase their awareness of new

educational and management strategies; to improve their managerial skills; and to grow personally as educators, managers, and as human beings. All administrators and faculty supervisors are eligible to participate in this program.

- **Professional Development**—The Professional Development Program supports the goals of the College in that the long-term projects usually focus on the improvement of teaching by retraining instructors in new areas of expertise as well as updating skills, leading to new and/or enhanced courses. Short-term projects primarily allow instructors to attend conferences and seminars where new information is gained, as well as networking with peers. The guidelines in the Union Contract are detailed on pages 28, 29, 55, and 56 (EXHIBIT: Union Contract).
- **Trustees' Program Improvement**—The District Trustees set aside funding every year for the Trustees Fund for Program Improvement based on FTES. The fund accepts proposals from both part-time and full-time faculty for innovative improvement of programs in all divisions of the college to further the college's missions and goals.
- **Classified Staff Development**—The Classified Staff Development Program was established by the district in 1985 and is funded each year as part of the District's budget approved by the Board of Trustees. The purpose of the Classified Staff Development Program is 1) to continually improve the standards of on-the-job performance, 2) to provide opportunities for personal growth and advancement for employees, 3) to add to employees' job satisfaction and assist the District in retaining qualified personnel.
- **AB 1725**—This is the state-funded program intended to provide for activities that renew Cañada and that strengthen its commitment to being prepared for the future. This program is open to all faculty and classified staff and applications are evaluated on the relevance and appropriateness of the proposed activity to the applicant's assignment and to the College goals and mission.

Each committee is composed of representative groups of employees. These committees seek to assist faculty and staff with updating their knowledge and skills, researching new ideas, designing new programs and materials for implementation, and consequently improving instruction and services offered to an increasingly diverse student population (EXHIBIT: Staff Development brochure).

All categories of staff are notified at the beginning of the fall semester of the funding options available to them and the application procedures, and they are given a summary of the previous year's funded activities (EXHIBIT: Staff Development brochure).

Additionally, all staff has access to the Centers for Teaching and Learning, which provides a variety of classes in the computer software field. These classes are free to all staff members (EXHIBIT: CTL Course Offerings).

Faculty Flex Days provide further opportunities for professional development. The number of flex days per academic year varies depending on contract negotiation. Workshops and/or activities offered are based on needs surveys. Follow-up surveys are conducted to evaluate the activities offered (EXHIBITS: Needs Survey, Follow-up Survey).

Self Evaluation

Despite all attempts to disseminate information on staff development opportunities, there is still confusion as to what is available, to whom, and how to apply. The limited funds available may restrict the number of people able to participate in desired activities. The mission of the college

might be better met if applicants were advised as to how to coordinate funding sources for unique projects. At this time, applicants don't receive advisement on how to best use all possible funding sources.

The workload of the classified staff may limit their ability to fully participate in Flex Day activities and other staff development opportunities.

Planning Agenda

Since the Management Development, Professional Development, Trustees Program Improvement, AB1725, and Classified Staff Development committees work independently, we should investigate the possibility of a college-wide coordinator for all categories of staff development. This coordinator, a full-time administrator or possibly the Director of Development, would have the requisite knowledge of grants and funds available to guide applicants to all appropriate funding sources.

C.2 Planning and evaluation of staff development programs includes the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary

Surveys are done to determine the needs of faculty and classified for professional development planning purposes (EXHIBITS: Faculty and Staff Needs Surveys).

Individuals write evaluations of workshops and conferences attended and file a report with the appropriate committee. Also, they may be asked to do an oral report for departments or divisions.

Self Evaluation

The District has adopted a new position of District Staff Development Coordinator. This may result in better planning and coordination of Flex and Classified activities, but it does not deal with all areas of staff development, leaving overall staff development somewhat fragmented. In many instances the terms 'staff development,' 'professional development,' and 'flex day' are used interchangeably, causing confusion for faculty and staff.

Because so many of the staff development activities are self-evaluated, there is a wide variety in the quality of evaluation done.

Planning Agenda

None.

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The Board of Trustees has adopted two statements of policy as part of its District administration: District Rules and Regulations Section 2.20, Policy on Equal Opportunity/Affirmative Action;

and the Affirmative Action Plan Policy Statement approved by the Board as part of the October 1994 revision to the District Affirmative Action Plan. Copies of both policy statements are available to all Cañada College and other District employees through their division offices, and they are publicized routinely as part of District recruitment, selection, and retention activities.

In addition to Board policy, the District also complies with Title 5 of the California Legislative Code, which governs local community college policies of fairness in establishment of positions, minimum job qualifications, recruitment, and selection. The District submits the required annual recruitment, new hire, and Affirmative Action progress reports to the State Chancellor of the California Community Colleges and provides data as requested when monitored for compliance with Title 5 and Affirmative Action regulations.

The San Mateo County Community College District is an equal opportunity, Affirmative Action employer that implements Board policy through all of its employment procedures for all categories of employment.

Self Evaluation

Annually, the District Personnel Services office updates the resources used to advertise positions at Cañada College and other District units in order to renew our links to community, business and professional organizations and individuals that can refer applicants. In addition to updating connections with standard recruitment resources, District staff actively research and add to a list of recruitment contacts those organizations and individuals who can potentially refer people from historically underrepresented groups (Asian/Pacific Islanders, Filipinos, African-Americans, Latinos and Alaskan/Native Americans). These and other professional, community, educational and business contacts are routinely used during the recruitment process.

Staff diversity, its value in the workplace, and the required procedures that assure District compliance with equal employment and Affirmative Action policy are incorporated in all District selection procedures. District recruitment activities are centrally administered by staff members who are also responsible for implementation of District EEO and Affirmative Action policy.

District job announcements issued by the Office of Personnel Services for Cañada College and other District units routinely include a statement regarding equal employment opportunity and the goal of attracting culturally diverse applicants into employment with the San Mateo County Community College District (EXHIBIT: Any Job Announcement).

District selection procedures for classified, academic, and administrative/management positions include specific references to equal employment opportunity, Affirmative Action, and the incorporation of staff diversity concerns throughout the screening and selection process (EXHIBIT: District Selection Procedures). Individual screening and selection procedures for all District positions are monitored by trained Staff Diversity Representatives, who are assigned responsibility for assuring that all facets of the procedures comply with the District policy of fairness and equal opportunity.

Annually, the District-wide Faculty and Staff Diversity Advisory Committee (a representative employee group as required by Title 5 and established to advise the Chancellor-Superintendent on policy development and activities in the area of equal employment and Affirmative Action/ Staff Diversity) plans and provides a credit course for employees to be trained in applicable laws, policies, and regulations; details of District selection procedures; the monitoring role of the Trained Staff Diversity Representative; cultural simulation exercises; and other information related to the implementation of equal opportunity and fairness within the selection process.

The credit course, originated in the early 1990s, is team taught by qualified District employees and has an average enrollment of ten to thirty students, depending upon the time of year that the course is offered (EXHIBIT: Diversity Course Syllabus).

At Cañada College and at each of the other two Colleges, the President is advised in the areas of staff diversity by a representative group of employees called the College Faculty and Staff Diversity Advisory Committee. In order to maintain communication between College and district-wide cultural diversity issues and discussions, the Chancellor's FASDAC includes a sitting member of each College Committee.

Committee memberships are rotated and staggered in order to maintain consistency. Once each college year, the district-wide FASDAC hosts a meeting of the Chancellor, College Presidents, and their respective College Committees. Usually scheduled during the Spring semester, these meetings focus on such topics as status reports of FASDAC activities, projected Committee goals for both College and District Committees, use of available resources to promote diversity efforts, and group discussions about District diversity goals, issues, and challenges.

Information about District policies, procedures, and changes are also communicated to Cañada College and the community through an online newsletter, which accompanies a listing of current District employment opportunities. The newsletter is sent via E-mail to all connected District employees and is offered to home E-mail addresses for those employees who do not have District computer access.

Planning Agenda

None.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary

One of the important components of the District Affirmative Action Plan, as required of all California community college districts by Title 5 and as monitored by the State Chancellor, is the establishment and maintenance of employment and staff demographic data.

The District Affirmative Action Plan includes statistical tables that display the availability in the workforce of historically underrepresented groups, as well as women and people with disabilities. The percentage of qualified individuals in the workforce (called "availability data") is provided to San Mateo and other community college districts by the State Chancellor (EXHIBIT: Availability Data).

The availability data is used to compute the number of individuals, by employment category, who should be employed by the District if local recruitment and selection were at the same ratio. The District is also required to compute and then report actual employee ratios and the projection of hiring, over a three-year period of time, for each of the specific groups that are found to be underrepresented at Cañada College and in the District. The employment projections are called Hiring Goals and are required by Title 5 (EXHIBIT: Hiring Goals).

Availability data for administrative and academic positions are based on the State-wide workforce, while availability data for classified positions are based on statistics for San Mateo

County (all districts are provided availability data for their respective counties). The choice of data is based upon likely recruitment areas for positions in these categories.

In addition to statistics that are periodically updated as part of the District Affirmative Action Plan, the District annually reports to the State Chancellor applicant pool statistics and new hire demographics for the previous academic year. Pursuant to Title 5, the demographics of new hires are one of several components used by the State Chancellor to compute the allocation of Staff Diversity funds.

Self Evaluation

As part of its Affirmative Action Plan, the District uses availability data to track the employment of people from historically underrepresented groups in specific employment categories as provided by the State Chancellor.

When the availability data were last used to review District progress in Affirmative Action, under representation was found in all groups except Alaskan/Native American (due to low percentage of individuals in the general workforce for the specific employment categories) and women (due to successful hiring of women).

Availability data and unit hiring goals are routinely used by the Office of Personnel Services and hiring managers to compare the demographics of all applicant pools at the close of recruitment periods. Under-representation in individual applicant pools is addressed by extending recruitment periods for additional advertising and making contacts with specific recruitment resources.

Currently, the hiring goals for Cañada College and other units in the District will be updated during the 2000-01 academic year, following receipt of new availability data from the State Chancellor. Once completed, the new District hiring goals will be incorporated into a revised District Staff Diversity Plan that will be approved by the Board of Trustees and then submitted to the State Chancellor’s Office for review.

Annually, the District includes Cañada College in its reporting of applicant pool demographics and new hires for the previous academic year. The report is submitted to the Office of the State Chancellor as part of the annual report of Staff Diversity Fund allocation expenditures. New hire demographics for Cañada College since 1996 have been as follows:

Faculty	1996-97 N=1	1997-98 N=1	1998-99 N=8	1999-00 N=8
Asian/Pacific Islander	0	1	2	0
Filipino	0	0	0	1
Black/African-American	0	0	0	1
Hispanic/Latino	0	0	1	1
Other-nonwhite	0	0	0	1
Caucasian	1	0	5	4

Classified	1996-97 N=	1997-98 N=	1998-99 N=16
Asian/Pacific Islander			2
Filipino			0
Black/African-American			4
Hispanic/Latino			6
Caucasian			4

Planning Agenda

None.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered and available for information and review.

Descriptive Summary

Personnel policies and procedures have been adopted by the Board of Trustees for each category of employee: faculty, managers, and classified staff. These policies are readily available to all employees in the Office of Human Resources and in division offices of the College.

The San Mateo County Community College District is an equal opportunity employer and meets all applicable employment regulations as described in the various compliance statements printed in the Class Schedule and the College Catalog, which are made available to all employees.

San Mateo County Community College District, through its Board of Trustees, Chancellor-Superintendent, and administrators, develops, implements, monitors and evaluates personnel policies and procedures, which govern all categories of employees. Personnel policies, in compliance with current Federal, State and local laws, are part of the District Rules and Regulations that are approved by the Board of Trustees, specifically chapters 2, 3 and 4 (EXHIBIT: District Rules and Regulations).

Because SMCCCD is a closed shop for collective bargaining, personnel policies related to conditions of employment are also developed through negotiations with teams of selected individuals in the academic and classified unions. The resulting union contracts are regularly updated through the annual collective bargaining process with the following unions:

- American Federation Teachers, Local 1493, AFL-CIO (represents all academic positions)
- American Federation of State, County and Municipal Employees, Local 377, Council 57, AFL-CIO (represents all custodial, maintenance and grounds positions)
- California School Employees Association, Chapter 33 (represents all other classified positions not represented by AFSCME)

The collective bargaining process involves a management team that is selected by the Chancellor-Superintendent through the Assistant Chancellor for Employer-Employee Relations and Human Resources, and includes administrative and other management staff. Management

proposals for negotiation are developed through collaboration with the Board of Trustees, Chancellor-Superintendent, chief executive officers, and other management staff.

Each of three unions is represented at the bargaining table by individuals selected by the respective union officials. Union proposals are developed collaboratively with members of each bargaining “team,” following the solicitation of input and recommendations from the union membership at large.

Each of the union proposals is presented to the Board of Trustees for public information and comment prior to the start of negotiations.

At the conclusion of negotiations, each of the unions makes formal presentations of the negotiated personnel policies to its membership for discussion and approval. Specific proposed contract language that is not approved by the membership is brought back to the table for further negotiation until a settlement can be reached by both sides (management and union representatives).

The formal union-management settlements are forwarded to the Board of Trustees for approval.

At the conclusion of each contract negotiation process, newly negotiated policies and procedures are disseminated to all employees within the respective union and to all affected non-represented employees for information and review.

Employees who hold positions that have been declared “exempt” (administrators and supervisors) and “Confidential” (classified employees whose positions support management in collective bargaining and related activities) are governed, in addition to those policies specified in District Rules and Regulations, by the personnel policies established through the collective bargaining process as follows:

- Administrators and academic supervisors: AFT contract
- Classified supervisors and Confidential employees: CSEA contract

Self Evaluation

Our process of negotiating new and modified personnel policies generally works well.

Cañada employees have raised questions about the availability of District Rules and Regulations. In fact, personnel policies included in District Rules and Regulations are compiled in a binder by the Chancellor-Superintendent and made available to each District administrator for use by all employees in their respective divisions. Employees who have known of the binders and have asked to review them have been given all of the information needed; however, other employees have said that they were not aware that Rules and Regulations were easily available for review in their respective administrator’s office.

Personnel policies that are part of Rules and Regulations include general District employment policies related to personnel laws, such as equal employment opportunity and Affirmative Action, sexual harassment, illness and injury, smoking, use of District communication systems, nepotism, and political activity.

District Rules and Regulations are regularly updated to reflect changes in Federal, State and local laws, and revised sections of the document are distributed to all administrators for inclusion in binders that are maintained in each division at Cañada College, the other two Colleges, and the Chancellor’s Office.

Planning Agenda

1. 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.
2. 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.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete and permanent.

Descriptive Summary

Pursuant to Chapter 2.13 of District Rules and Regulations and Section 87031 of the California Education Code (EXHIBIT), the District implements procedures that protect the security and privacy of individual employee information contained in personnel files.

Personnel files for all regular District employees are set up and maintained in the central Office of Personnel Services. Personnel files for all adjunct faculty, temporary hourly classified employees, and student workers are set up and maintained at each of the three Colleges. Individual departments in the Chancellor's Office are responsible for maintaining files for their temporary hourly classified employees and student workers.

Employee payroll records are set up and maintained by the central Chancellor's Office payroll department and at the San Mateo County Office of Education.

Personnel and payroll files for each employee are secured in locked cabinets, and access to files is given only to those individuals who work directly with the employee information contained therein, in addition to the individual District employee.

Employee personnel files contain confidential and other information, such as the following:

All original application materials submitted by the employee, including standard District application form; resume; letters of application; letters of recommendation; copies of certificates, credentials, licenses; and other paperwork required for submission during the recruitment process;

- Copies of the Social Security card and driver's license;
- Loyalty oath and child/dependent adult reporting requirement forms;
- Employee demographic information such as gender and ethnicity;
- Salary change notification forms and information;
- Employment verifications;
- Assignment change notification forms and information;
- Copies of performance evaluations
- Verifications of actions taken by the Board of Trustees;
- Emergency contact information;

- Freedom from tuberculosis verification;
- Copies of other notifications to the employee, such as notices of discipline, lay off and termination.

Separate from the regular personnel are files of documents concerning the following:

- Medical history and physician documentation of illness and/or injury;
- Immigration information;
- Worker's Compensation notices, claim forms, and medical verifications;
- Copies of medical; dental; and life insurance plan enrollment and changes;
- Grievances;
- Requests for accommodations under the Americans with Disabilities Act;
- Fingerprint and criminal conviction information. Note: the Director of Personnel Services is responsible for receiving and processing conviction information from the Department of Justice following individual new employee fingerprinting. In addition to regular security of personnel files, any access to conviction and arrest record information is restricted only to those employees who have signed and have in their own personnel files the required Department of Justice release form.

Periodically, District employees are notified and reminded by the Office of Personnel Services of their rights to inspect their own personnel files. In addition, all new regular employees are notified of their rights to inspect their files as part of the New Employee Orientation Program conducted in Personnel Services.

Access to a limited amount of personnel file documents is given by Office of Personnel Services to immediate supervisors and administrators of the respective employee only. Access to medical and Worker's Compensation information is not given to anyone but the individual employee.

District procedure allows inspection of the personnel file by employees by appointment on their own time. Appointments are made with specified staff in the Office of Personnel Services, who sit with the individual employee during the inspection. Employees are allowed to duplicate paperwork from their personnel files upon request.

The Director of Personnel Services has primary responsibility for the security and confidentiality of information contained in all regular District employee personnel files maintained in the Chancellor's Office. The division administrators have responsibility for the security and confidentiality of personnel files maintained at the Colleges.

Items that are placed in employee personnel files are done so following notification to the employee. Any and all items related to the disciplinary process are placed in the personnel file according to specific Federal and State law.

Reference information given to individuals inside and outside of the District concerning employee performance and other information is provided by management staff in accordance with Federal and State law.

Following the termination of District employees, personnel files are maintained permanently in secured files or on secured microfilm.

Planning Agenda

None.

STANDARD EIGHT:

PHYSICAL RESOURCES



Committee Members:

Faculty

Mike Garcia

Jose Valentin

Classified

Dan Glass, Co-Chair

Michael Sinkewitsch

Michael Walsh

Cheryl Navarrete

Administrator

John Friesen, Co-Chair

Walter Zander

STANDARD EIGHT: PHYSICAL RESOURCES

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

1. *The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.*

Descriptive Summary

Cañada College operates from three sites: the main campus with 185,000 ASF, the Education & Technology Downtown Center in Redwood City with 6,000 ASF, and the Menlo Park Center in Menlo Park with 3,000 ASF. The main campus houses classrooms, science labs, computer labs, art studios, gymnasium, library, cafeteria, office space, Learning Center, Child Development Center, and maintenance facilities—the physical resources necessary for a comprehensive educational program. The Menlo Park Center consists of a learning center, lecture room, and computer lab. The Education & Technology Downtown Center consists of a lecture room and two computer labs.

The main campus is located in one of the most beautiful spots on the peninsula, and the sheer beauty of the area makes Cañada a desirable place to work and study.

Self Evaluation

While physical resources are generally adequate to support the college's educational programs, it is clear that the campus is feeling the results of its facilities being designed in 1968 for functions and programs that were different than those in 2000. Physical resources for student services programs, while adequate, are not optimum. During certain parts of the year, the Counseling Center and parts of building 8 become uncomfortably warm for staff and students. Housing for staff offices is barely adequate. As the college moves forward with its partnership with San Francisco State University, close attention will have to be paid to ensuring that the college will have adequate physical resources to support this joint venture.

Since the college's last accreditation, the following projects have been completed:

State Scheduled Maintenance

1. Replaced roof on buildings 1,2,and 3.	\$566,432.00
2. Replaced emergency lighting systems.	\$66,300.00
3. Replaced gym lighting systems.	\$34,400.00
4. Replaced 12Kva-power line.	\$20,000.00
5. Repaired Hot Water Heating Values.	\$45,800.00
6. Repaired Storm Drain System.	\$30,200.00
7. Hydro Flushed Sewer System.	\$19,200.00

8. Exterior refinishing of buildings 1,2,13,16,17 and 18.	\$232,000.00
9. Replaced ADA Door operators Buildings 3, and 5.	\$7000.00
Scheduled for completion 2000/2001	
1. Upgrade campus exterior lighting.	\$44,500.00
2. Replace Chiller building 3.	\$83,319.00

Hazardous Substance Removal

Removed Asbestos from building 3.	\$338,196.95
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Capital Construction

1. Canada College Child Care Center Portable.	\$134,500.00
2. Redwood City Center Computer labs, office, and Classroom.	\$75,000.00

Facilities Capital Improvements

1. Remodeled computer labs building 13.	\$80,000.00
2. Painted Hallways buildings 13 and 18.	\$13,500.00
3. Recarpeted LRC.	\$40,000.00
Installed data and electrical Service for LRC And Writing Lab.	\$20,000.00
4. Wired 16-110 for data and Power.	\$15,000.00
5. Rewired Piano Lab Building 3.	\$4,800.00
6. Remodeled Fitness Center.	\$7,000.00
7. Installed power and data for ESL Lab	\$16,500.00

The college has presented to the state a plan for a new Learning Resource Center. At this time it is at the state level seeking the estimated \$120,000.00 needed for capital construction. Three new portable buildings, built to DSA standards, are scheduled to be installed with utilities in spring 2001 for use by an outside group, WestEd.

Planning Agenda

None

2. *The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs, and services of the institution.*

Descriptive Summary

The overall management, maintenance, and operation of physical facilities falls under the College Facilities Department, with management support from the District Facilities Director. The College Facilities Supervisor works with college administration to develop a list of projects for State Scheduled Maintenance. This project list identifies needs that must be corrected to maintain a quality educational facility. Effective utilization is the responsibility of the college administration, which continually reviews space allocation and utilization of all departments and services.

Self Evaluation

The College Facilities Department, with management support from the District Facilities Director, continues to supply a quality environment that serves student, faculty, and classified staff. Utilization of the small facilities staff is at times stretched, and the College Facilities Department has no clerical support. In 2000, the district was able to replace out-dated equipment, which has improved the ability of campus facilities staff to deliver quality services to the college. However, there has been no formal review of facilities.

Currently, rental income from outside use of college facilities does not support building and facilities maintenance.

Major changes in facilities, such as moving the Library to a central location on campus, are dependent upon the district's decision to pursue a second time a major bond election.

Planning Agenda

1. The college should use facilities income to support facilities maintenance.
2. The college and district need to complete a formal review of facilities.
3. The college will develop list of projects that would be funded by a facilities bond.

3. *Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.*

Descriptive Summary

Both the Redwood City and Menlo Park sites meet requirements to ensure access, safety, security, and a healthful environment. The main campus, however, is thirty-two years old, having been constructed prior to the enactment of many of today's regulations governing access. As new computer labs are put in place and classrooms are renovated, access is made a primary concern. The college Safety Committee reviews all accident reports and makes recommendations to the college facilities supervisor for any needed corrective action.

Self Evaluation

On the main campus, many issues need to be addressed. The level of lighting in the evening has been an issue since the college opened, but the college's ability to remedy the situation is hampered by an agreement made with the city of Woodside when permits were issued for the college's construction. Over the years, different types of lights have been installed, each time providing some improvement over the previous type. Many of the paths and ramps are in need of repair. Doors to most restrooms do not meet current standards for access. Carpets in some classrooms, the Library, and in the Main Theater have threadbare or loose sections and pose a safety hazard. The ventilation systems throughout campus are inadequate, for the new computer age, with many offices being oppressively hot in summer due to no air conditioning and many offices and classrooms being unbearably cold in winter due to out dated control systems.

Planning Agenda

1. The college will continue to apply for state funding for removal of architectural barriers.
2. New, and more effective, type of outside lighting will be installed.
4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary

The college and district update annually a five-year plan for scheduled maintenance, including replacement of equipment as necessary. In addition, through State Instructional Equipment funds the college systematically replaces classroom equipment, such as computers, microscopes, etc. The planning process for use of Instructional Equipment funds begins at the department level and is based on program evaluation. The department requests move then to the division level, where the division council prioritizes the various requests. The division lists then go to the Vice President of Instruction or Student Services for further prioritization and then to the college Budget and Planning committee.

Self Evaluation

While the college does have a system in place for the selection, maintenance, inventory, and replacement of equipment, its implementation is often inconsistent and slow. Part of the problem lies in insufficient funds to accomplish all that is needed. Part of the problem, however, also lies in that part of the system responsible of tracking the progress of projects from initial request to prioritization to funding to start and finish of any given project. Recent reorganization of the Facilities Section at district may address this problem.

Although the college uses Instructional Equipment money to replace aging classroom equipment, the funds are inadequate to keep abreast of the need. Each division competes for a share of the approximately \$140,000—\$160,000 received each year; in fact, each division could easily use the entire allocation and still not meet all of its needs.

Planning Agenda

The college will carefully monitor the effect of district reorganization on the progress of maintenance and replacement of equipment.

5. 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.

Descriptive Summary

In conjunction with applying for state funds for a new library/learning resource center, the college and district completed a space inventory in 1996. This space inventory was then linked to the college's future educational plans to produce projects that could be funded by a potential bond measure. Annual departmental planning efforts include a review of maintenance and facilities needs for particular disciplines. Out of these efforts and others come the college maintenance and facilities requests, which are reviewed by the administration and by the College Council before going forward to the district.

Self Evaluation

Physical resource planning and evaluation support institutional goals and are adequately linked to overall institutional planning and evaluation efforts. As the college moves forward with its partnership with San Francisco State University, there will be additional demands on physical resources.

Planning Agenda

The college will include the potential impact on physical resources in planning process with San Francisco State University.

STANDARD NINE:

FINANCIAL RESOURCES



Committee Members:

Faculty

*Rudy Sanfilippo,
Co-Chair*

Chuck Iverson

Richard Claire

Classified

*Debbie Carrington,
Co-Chair*

Marie Tucker

Jennifer Grafe

Tim Hoo

Administrator

Ron Galatolo

Student

Joe Harney

STANDARD NINE: FINANCIAL RESOURCES

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.

A. FINANCIAL PLANNING

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The San Mateo County Community College District utilizes an FTES driven budget allocation model (9.1) for its three colleges. The District's allocation of funds to each college is based on the average percentage of District FTES generated by each during the previous three years. The budget allocation model drives college and district-wide planning efforts.

A number of district-wide and college-specific planning activities have provided the framework for the distribution of funds designated for each college. For example, the District's Vision 2000 Statements (9.2), which resulted from a major district-wide planning effort during 1991, continues to provide the foundation for building the budget. Planning and budget goals were identified in formulating the Vision 2000 Statements. Planning processes were institutionalized throughout the district in order to provide overall direction for the District and individualized paths for each college. Similarly, budgeting processes were implemented which were designed to make the most effective use of limited resources through carefully developed priorities.

At the college level, the President and College Council have held budget planning retreats during the spring semesters to review progress on the previous year's goals, develop new goals for the coming year, and identify budget priorities. A direct result from this planning effort is the annual goals document (9.3), which is reviewed by all college constituencies before being submitted to the Chancellor for Board of Trustees review.

In 1997, the district completed an Educational/Facilities Master Plan (9.4), which identified the facilities that would be required in order to implement particular strategic directions for each campus in an effort to support its educational programs and services. The Master Plan focuses on ways in which existing facilities may be used more effectively and identifies those projects necessary to meet the educational demands of the future.

Self Evaluation

During the past several years, long-range financial planning has been difficult due to a steady decline in enrollment and the uncertainty of funding. Since the budget allocation model is

driven by FTES, the college's allocation has been substantially reduced, causing the college to operate under severe budgetary constraints.

The college has had little flexibility in terms of new program development, since more than 90 percent of its financial resources are allocated to personnel costs. The focus of necessity has been on improving the quality of its existing programs and services rather than on the implementation of large-scale new initiatives.

Recognizing this dilemma, in February 1998 the Board of Trustees approved a number of program initiatives (9.5) to develop new programs. One of the criteria for selecting the programs to be funded was whether the proposal was linked to planned or desired institutional directions.

Among the projects funded were

development of a multimedia lab,

creation of a child development center,

development of a fitness center, and

strengthening of enrollment by employing a full-time recruiter.

In addition, in February 1999 the Board of Trustees granted the college a one-time allocation of \$207,244 to develop new programs. The funds were used to develop a networking lab and to create a new systems and facilities maintenance engineering program.

The results of the budget planning process for the 1999-2000 year are indicated in the budget priorities section of the SMCCCD 1999-2000 Final Budget document (9.6). The priorities, goals, and objectives are supported by statements in italics relating to the specific budget allocations made as part of the planning process to support the goals.

During 1999-2000, the college reaffirmed a budget and planning process (9.7) that established a plan for eliciting divisional plans informed by research that are tied to the goals of the college and linked to budget. In essence, the college uses a bottom up approach to planning and budgeting, with requests flowing upward from faculty and staff based on programmatic needs.

Through a shared governance process, the college formulates priorities and goals for the next fiscal year. These goals are tied directly to the budget planning process.

Planning Agenda

None.

A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The district receives its funding from the state under a program based funding (PBF) formula. The number of students enrolled in credit and non-credit programs determines the major portion of the college's budget. In addition, the college receives categorical funding from state and local government sources that is determined by the total number of students served in specific programs. Funding on a recurring basis is received from the state for programs such as

Matriculation, EOPS, DSP&S, Cal Works, etc. Local and federal government sources assist in funding additional programs and activities, such as the Education & Technology Downtown Center and the OICW/Menlo Park Center.

The college also collects local fees, such as parking, student body, and health services fees. Non-resident tuition fees are collected from out-of-state and international students. Of the total amount of non-resident fees collected each year, 92% is included in the available resources of the district's budget allocation model. The remaining 8% is included in the college's ending balance and used by the campus for discretionary purposes.

Community education programs are a function of the San Mateo County Community College District, serving the three campuses. Courses are often held at the Cañada College campus, but the college has not received a share of the revenue generated in recent years. The divisions do, however, receive a small portion of the income of the College for Kids program offered on the campus during the summer months.

Self Evaluation

The college builds its budget based on the district's initial projections of anticipated revenue. The allocation is adjusted either upward or downward as enrollment data and state budget information become available and is finalized annually in early September. Annual budget development includes a careful review of personnel costs, including cost of living adjustments, range changes, and step increases; an analysis of hourly teaching costs; an analysis of discretionary costs; a projection of the ending balance; and other budgetary adjustments made during the course of the previous year.

Through a shared governance planning process, personnel, equipment, and other needs are identified. An annual list of unfunded needs is created, which is commonly referred to as the "critical needs list." As additional income becomes available, funds are allocated consistent with previously established priorities. The college's portion of non-resident tuition (8%) and facilities rental income are included in the ending balance each year and assist in funding these critical needs.

Partnership for Excellence funds have been used to fund new positions and activities that would not have been possible otherwise (9.8). These funds are included in the college's planning and budgeting process and are devoted to programs and activities designed to meet the program's outcome goals. The ability to perform long-range planning is hampered by the uncertainty of future long-term PFE funding.

In recent years, the college has made a determined effort to increase its financial resources through external funding. A number of grants for specific purposes have been received (9.9). These additional funds have allowed program enhancements in student services, engineering, child development services, learning communities, math, Hispanic supported education, and other areas. For example, continuation of the new Middle College Program would not have been possible without grant support.

In an effort to increase FTES and thus increase the budget allocation, the college has focused its energies in recent years on ways in which enrollments may be increased. Toward this end, a full-time recruiter has been added to the staff and centralized enrollment management activities have been placed under the supervision of the Acting Dean of EOPS and Enrollment Management. In addition, faculty and staff have participated in a number of college and community-based activities designed to attract additional high school graduates and working adults.

Planning Agenda

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

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

During 1996-97 the San Mateo County Community College District developed an Educational/Facilities Master Plan (9.4) following a participative process at each of its three campuses. The plan set the direction for future facilities projects based on the requirements of the student-centered Master Plan model. The four major directions identified were creating educational environments which are learning centered rather than teaching centered, creating a clearly defined center for delivery of services to students, infusing technology throughout the educational curriculum with appropriate facilities, and defining appropriate physical learning environments.

At Cañada College, groups of administrators, faculty, staff, and students studied a number of different options to configure facilities for bookstore, cafeteria, student services, library, learning resource center, and administration for better serving student needs. The result of this effort was the creation of conceptual facilities plans called "footprints." Incorporated into the footprints were long-term projections for enrollment increases. Cañada College projects included in the District's Five-Year Capital Construction Plan (9.10) are

- a new Library/Learning Resource Center,
- a new Childhood Education and Development Center, and
- a Counseling/Transfer Center/Career Center.

State funding has since been acquired for the Child Development Center, with ground-breaking in January 2001. In Fall 2000, the SMCCCD will submit a Final Project Proposal for the Library/Learning Resource Center and an Initial Project Proposal for the Counseling/Transfer Career Center.

In addition, the San Mateo County Community College District placed a \$148 million general obligation bond measure on the November 1999 ballot; however, the measure failed to receive the 2/3 vote required for passage and was defeated by a narrow margin. The District is currently securing opinion research to determine if it will place another bond measure on a future ballot.

Self Evaluation

An ongoing and important priority for the San Mateo County Community College District is the improvement and maintenance of its aging facilities. Funding for capital improvement projects from the State has been limited. The District received \$8.9 million for construction of a Library/Learning Resource Center at Skyline College, but that was the first building funded by the State in more than 10 years.

The attempt at securing the bond measure represents the District's commitment to maintain and upgrade its current facilities and provide new state of the art buildings. In addition, the SMCCCD adopted six 2000-2001 budget goals and guidelines (9.11), four of which are specifically related to plans for physical facilities. They are 1) Bond measure/facilities needs/financing options, 2) buildings and grounds organization, 3) surplus land options, and 4) capital facilities. The process for completing annual capital plans for the college has not existed for the past several years. College staff should be involved in creating annual plans as part of the budget and planning process.

Planning Agenda

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

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

Financial planning is based on the goals established through various shared governance processes during the previous year. Budget planning incorporates a process, which begins at the department or division level, with budget requests moving upward. A self-assessment, planning and budgeting document that clearly defines the budget policies, guidelines, and processes is used at the program level in developing program, division, and college budgets (9.12).

During the Fall 1999, the College Council, Academic Senate, Classified Senate, and the President reviewed the existing budget and planning process to determine how it might be improved by ensuring significant opportunities for consultation with administrators, faculty, and staff throughout the process. A revised planning and budgeting process was recommended by the College Council and adopted by the President, with implementation during Spring 2000(9.7).

Self Evaluation

The budget and planning process, which the college has adopted for implementation during Spring 2000, is designed to carry the college a significant step forward in the integration of planning and budgeting on the campus. The mechanism now in place will provide a means for the on-going evaluation of the college's financial planning and management practices.

Planning Agenda

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

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budget.

Descriptive Summary

Administrators, faculty, and staff in student services, instruction, and operations begin the process of evaluating the previous year's goals and objectives, identifying new goals, defining objectives, establishing enrollment target figures, and defining budgeting needs related to staff, equipment, supplies, and facilities for each function and program.

The process begins with the adoption of college-wide goals and objectives through a collaborative procedure. At the department level there is a review of all relevant research and planning documents, including college research and planning reports, program reviews, and institutional self-studies.

In Instruction, once goals and objectives are established at the program level, they are reviewed and discussed by the division as a whole. The Division Council and dean oversee the planning and budget process to ensure adherence to established district and college budgeting policies and to facilitate the integration of requests emanating from the various departments. At a general division meeting, priorities are established consistent with the division's goals and objectives and budget requests are forwarded to the Instruction Council. The Instruction Council reviews the priorities from each instructional division and combines them to ensure comprehensiveness, equity, and appropriate linkage to college goals and objectives.

Student Services conducts a similar review of programs and services through a collaborative process involving administrators, faculty, and staff. The Student Services Council reviews the priorities from each of the operating units, and, like the Instruction Council, combines them to ensure comprehensiveness, equity, and appropriate linkage to college goals and objectives.

The Administrative Council, comprised of all administrators, academic supervisors, and the College Business Officer, reviews the process and makes recommendations regarding administrative and operations positions.

A Budget and Planning Committee reviews priorities from instruction, student services, and the president/operations and combines them to ensure comprehensiveness, equity, and linkage to college goals and objectives. The composition of this committee ensures that the final budget recommendations have taken into consideration the staffing, equipment, and operational expenses of each of the organizational entities that make up the college community. Members of the committee are College President, Vice President of Instruction, Vice President of Student Services, College Council Chairperson, Academic Senate President, Classified Senate President, a student representative, and the Supervisor of College Business Services (budget officer).

Self Evaluation

The budget and planning process is designed to ensure that planning and budgeting decisions are made within a collaborative environment, tied to college mission and goals, and linked to research. Administrators, faculty, and staff have adequate opportunity to participate in the development of financial plans and budgets.

The challenge for the college will be to monitor closely the revised budget and planning process to make sure there is efficient use of time and resources. The consultative process being put into

place is expected to result in improved decision-making and should minimize potential conflicts from competing constituencies over the allocation of limited resources.

Planning Agenda

None.

B. FINANCIAL MANAGEMENT

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summary

The San Mateo County Community College District uses the Banner system for its financial management. All divisions at the college utilize the system for creating purchase requisitions, processing budget transfers, reviewing budget availability, tracking expenditures, approving expenditures, and running financial reports. Monthly financial reports in hard copy form are also produced and distributed. These reports are generated approximately two to three weeks following the end of each month to allow sufficient time for posting payroll and other expenditures. The financial information is available on-line as well.

One of the most useful features of the Banner financial system is the ability to run reports for specific fund, division, program, or activity expenditures. For more complex reports, users are able to download data from the Banner system using Simplified Data Access (SDA). The data is extracted according to the parameters desired and downloaded to Microsoft Excel or other spreadsheet software where it can be manipulated to meet the user's needs.

Purchase requisitions follow an approval process that generally routes a requisition from the user to the Dean to the College Business Officer and finally to the district Purchasing Office for final approval. If sufficient funds are not available, the requisition will be flagged and can be denied in the approval path. The College Business Officer works closely with the division offices and reviews college accounts regularly to ensure that deficits in specific accounts are cleared.

Self Evaluation

While the monthly financial statements serve many purposes, they are generally not useful for obtaining accurate account balances because of when they are received. The on-line system provides the most accurate and timely information. However, because some expenditures (i.e., conference expenses, petty cash, independent contracts) are reported to the District Office via paper requests, up-to-the-minute account balance information is not always available. Some departments and divisions have found they must still keep manual ledgers to monitor account balances.

The Banner system is not entirely user friendly. The amount of time required to train a new user is significant, and the manuals available are not viewed as helpful. Keystrokes vary from application to application, and users are required either to memorize them or to keep detailed records of step-by-step procedures. An infrequent user often finds the system the most frustrating to learn. Most of the users on the campus find that additional training would be very helpful. The training that has been available has been too general or not thorough enough.

The communication between the district's administrative services offices and the college should be improved. Changes have taken place at the district level without proper communication to the users. For example, a user may find out about a change when a purchase requisition is denied at the district level.

Planning Agenda

1. The District, in collaboration with the College Business Officer, will coordinate with district staff to provide regular training sessions for the Banner financial system, especially for new users.
2. The College Business Officer will discuss with district staff the development of a district fiscal and operations manual that will include fiscal policies and procedures, as well as step-by-step procedures for creating requisitions, processing budget transfers, and reviewing account balances on the Banner finance system.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

In accordance with mandates of the Education Code and the District's established policy (9.13), an annual audit of the district's books and accounts is conducted by an independent auditor. In recent years, the firm of Vavrinek, Trine, Day & Cop., LLP Certified Public Accountants has conducted the annual audit. The audit is received annually by the Board at a public meeting. The audit report and the staff responses to the audit findings are reviewed by the Board at a subsequent meeting.

The annual audit report is filed with the State Department of Education, the State Controller, and the State Chancellor's Office. Appropriate staff promptly and carefully review findings or recommendations made by the auditors, and adjustments to procedure are made in most circumstances.

Self Evaluation

The independent financial audit report for the year ending 30 June 1999 (9.14) noted that the district's financial statements do not include the general fixed assets group of accounts required by generally accepted accounting principles. Except for the effect on the financial statements for the omission of the general fixed asset group of accounts, the auditors found that the financial position of the district and the results of its operations ended in conformity with generally accepted accounting principles.

Planning Agenda

None.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

The San Mateo County Community College District maintains comprehensive financial records of all college and district programs, including Financial Aid, Bookstore, Associated Students, Corporate & Community Education, and institutional investments. Management of the District's finances is in accordance with the district's established Board policy, as well as the California Community Colleges Accounting Manual, and generally accepted accounting principles.

At the college itself, the College Business Officer has responsibility for monitoring the budget. Expenditures are reviewed to ensure that the established policies and procedures are followed. The College Business Officer works closely with grant managers on campus to ensure compliance with external guidelines and mandates. In addition, she maintains close contact with district administrative services staff regarding fiscal accountability matters.

Financial management of the Associated Students of Cañada College is the responsibility of the College Business Office under the supervision of the College Business Officer. Monthly Associated Students financial reports are made to the Administrative Services Office of the District where they are monitored and used to prepare quarterly reports to the Board.

Oversight of Financial Aid is made by the Federal Title 4 program for student financial aid, by the State of California financial aid program, and by the college and district. Programs are audited each year, and reports of findings are made to the Board of Trustees.

The Bookstore reports directly to the Director of Budgets at the District Office. The books and accounts of the Bookstore are also audited annually, and findings are reported to the Board of Trustees.

Self Evaluation

Oversight of the finances of the institution is provided at both the college and the district level. Financial information relating to all of the programs of the district is well documented and is reviewed regularly. Board-approved policies relating to business operations, district audits, specially funded programs, investment of district funds, and the district budget are strictly adhered to.

Planning Agenda

None.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

The San Mateo Community College Foundation is a nonprofit California corporation that operates, not as an auxiliary, but independently of the Community College District. It is self-supporting, operating without contributions from Cañada College. The Foundation is comprised of a board of directors of twenty-two community leaders, two non-voting administrators from the District, an executive director, and a clerical worker. The board meets six times per year.

The Foundation provides the venue for raising scholarship funds for students to attend our college or to acknowledge the academic success of our students as they continue their studies. This comprises approximately half of The Foundation's expenditures. The other half of The Foundations expenditures goes towards raising funds for key projects and programs that cannot be funded through the college's general funding.

Specific programs funded by The Foundation include the East Palo Alto Gateway Project that has provided Cañada College with \$35,000 to support students enrolled in a computer technician program, the Child Care Center, the library, the writing lab, the Freshman Success program, the soccer field, the theatre remodeling, and our annual Arts & Olive Festival.

Self Evaluation

The Foundation produces an annual report (9.15), which is distributed widely and includes information about its activities to support the three colleges. Also included in the annual report are its financial statements.

The independent financial audit report for the year ending 30 June 1999 noted that The Foundation and the results of its operations and its cash flows for the year were in conformity with generally accepted accounting principles.

Planning Agenda

None.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Contracts are required for annual service/maintenance agreements, professional services, services involving copyright or licensing, and facility or vehicle rental. These contracts are submitted to the Associate Chancellor's Office for review and approval prior to the time the services are rendered. Board approval is required for contracted services in the amount of \$25,000 or more, except agreements with consulting firms or independent contractors and public construction contracts, which require Board approval if they exceed \$15,000. Only the Chancellor and the Associate Chancellor are authorized to sign contracts for the District. In some cases (e.g., facility rental contracts), the Chancellor and the Associate Chancellor may empower the College President or other administrator to sign contracts.

Self Evaluation

The institutional policies regarding the delegation of authority for approving and executing contracts, purchasing, and community use of district facilities are outlined in the San Mateo County Community College District Rules and Regulations, Chapter 8—Business Operations (9.16). These policies are strictly monitored by the Associate Chancellor's Office.

Planning Agenda

None.

B.6 *Financial management is regularly evaluated and the results are used to improve the financial management system.*

Descriptive Summary

As mentioned previously, the San Mateo County Community College District contracts with an independent auditing firm to complete an annual audit of the financial management of the District. The results of the audit are submitted to the Associate Chancellor and are received by the Board of Trustees.

Under the direction of the Associate Chancellor, a Budget and Fiscal Operations Group (BAFOG) meets twice monthly to review policies and procedures and to make recommendations for improvement of the financial management system, as well as operational improvements in administrative services areas. Included in this group are budget representatives from each campus. In addition, the members of the Chancellor’s Council, which includes the College Presidents, evaluate the budget allocation model on an ongoing basis and regularly review fiscal and operational issues of the district. These reviews are made with input from district constituencies, including the District Shared Governance Council.

The San Mateo County Community College District uses Banner for its computerized financial management system. Since the system was first introduced in 1991, customized improvements have been ongoing.

Self Evaluation

In the Spring 1999, a new Associate Chancellor was hired for the district. As of this writing, the Associate Chancellor has proposed plans to improve a number of processes and procedures in the administrative services area, including independent contracts, conference and travel, petty cash, payroll, grants management, risk management, purchasing. His goal is to develop an integrated organizational system that improves efficiency, improves lines of communication, and develops practical systems.

Planning Agenda

None.

C. FINANCIAL MANAGEMENT

C.1 *Future obligations are clearly identified and plans exist for repayment.*

Descriptive Summary

All obligations are clearly identified and segregated in the District’s Annual Budget (9.6). The largest obligations consist of lease purchase agreements called Certificates of Participation. These instruments typically span more than one fiscal period and the current portion of these commitments are accounted for in the Debt Service Fund. In terms of priority, these on-going obligations are automatically budgeted for “off-the-top,” along with other long-term liabilities.

The Certificates of Participation are repaid from well-established unrestricted revenue streams. The District Business Services office maintains a debt service schedule to track and forecast its obligations over an extended period of time.

As of the 1999 fiscal year, the District had approximately \$677,000 remaining on its lease purchase agreements and the Certificates of Participation will fully mature during the 2000 fiscal year.

Self Evaluation

Future obligations are clearly identified and plans exist for repayment.

Planning Agenda

None.

C.2 The institution has policies for appropriate risk management.

Descriptive Summary

The Associate Chancellor is responsible for developing district-wide risk management policies and procedures. The primary objective is to manage and assess risk effectively throughout the District. The Facilities and Operations department assists in this objective by offering a variety of in-service safety training programs and providing practical recommendations on ergonomic enhancements to workstations.

The District has been a member of the Bay Area Community College District Joint Powers Agency (JPA) since 1982. This JPA provides the District comprehensive general liability and property damage coverage in the amount of \$100,000 and \$250,000, respectively. To enhance its liability and property coverage, the Bay Area CCD JPA joined a statewide JPA (SWACC) and Schools Excess Liability Fund (SELF) to collectively obtain an additional \$500 million of coverage.

The agreements incorporate coverage for comprehensive crime, boiler/machinery, fine arts and computer system claims. Under the JPA agreements, the District has a self-insured retention of \$10,000 per incident and maintains adequate reserves to cover such claims.

Self Evaluation

The institution has acceptable policies for appropriate risk management. The policy regarding its risk management program, as summarized above, may be found in the San Mateo County Community College District Rules and Regulations, Chapter 8—Business Operations (9.16).

Planning Agenda

None.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

The District maintains a healthy cash flow and sustains adequate reserves to ensure fiscal stability. Currently, the District's cash flow for all funds is in excess of \$18 million and the current portion of its reserves for compensated absences and post-retirement benefits are well in excess of \$12 million.

The Unrestricted General Fund maintains a Board established target of approximately four percent of its estimated annual revenue as an unrestricted reserve. The target is within the California Community College Chancellor's Office guidelines for what is considered to be a healthy, viable unrestricted reserve.

Additionally, since the District is heavily dependent on cyclical property tax receipts it generally issues short term Tax and Revenue Anticipation Notes to address potential funding shortfalls and/or unforeseen cash flow deficits. Due to the nature of this debt instrument, it typically generates legal arbitrage gains in excess of \$200,000 per year.

Self Evaluation

Cash flow arrangements and reserves are sufficient to maintain stability.

Planning Agenda

None.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

In addition to its unrestricted reserves, the San Mateo County Community College District's annual budget process creates an operating contingency to address adjustments to employee compensation through collective bargaining agreements and/or other unforeseen events. In the 1999-2000 budget, the General Fund had over a \$2 million dollar contingency. This amount added to the unrestricted reserve provides a healthy cushion for salary adjustments and/or unanticipated fiscal needs.

At the college level, local support funds are received from various sources, including the rental of facilities. Some of these funds have been saved during the past few years to create a contingency reserve for the college.

Self Evaluation

The institution has an appropriate plan for responding to financial emergencies or unforeseen occurrences.

Planning Agenda

None.

SUPPORTING DOCUMENTS

1. San Mateo County Community College District Budget Allocation Model
2. SMCCCD Vision 2000 Statement
3. 2000-2001 Budget Goals Document
4. SMCCCD Educational/Facilities Master Plan
5. SMCCCD Board Report #98-2-1B (Approval of Programs Initiatives to be Funded for 1997-98)
6. SMCCCD 1999-2000 Final Budget
7. Cañada College Budget & Planning Process
8. Partnership for Excellence Expenditure Summary
9. Cañada College List of Grants for 1999-2000
10. SMCCCD Five Year Capital Construction Plan
11. Cañada College Self-Assessment, Planning and Budgeting Process
12. March 22, 2000 Board Report, Approval of 2000-2001 Budget Goals and Guidelines
13. SMCCCD Rules & Regulations, Section 8.05
14. SMCCCD Annual Financial Report, June 30, 1999
15. Annual Report, San Mateo County Community Colleges Foundation
16. SMCCCD Rules & Regulations, Chapter 8

STANDARD TEN:

ADMINISTRATION AND GOVERNANCE



Committee Members:

Faculty

Sally McGill, Co-Chair

Amy Henry

Classified

Margie Carrington

Administrator

Linda Hayes, Co-Chair

Barbara Christensen

Student

Arthur McGee

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

A. GOVERNING BOARD

A.1 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.

Descriptive Summary

The Board of Trustees is composed of six (6) members .Five members are elected at large by County voters for four-year terms and one student trustee is elected annually through the Associated Student's election procedure .The student trustee has the right to make and second motions and has an advisory vote on Board matters .Continuity is ensured by the staggered election of the trustees .Three are elected in one election year and two are elected two years later. The President and Vice-President-Clerk of the Board are elected by Board members at an organizational meeting held each year .(10.1; 10.2)

Although the boundaries of the San Mateo County Community College District are the same as those of the County, the District Board of Trustees is independent of County government.

The District Chancellor-Superintendent is the chief executive of the District and administrative officer for the Board .He serves as Secretary for the Board, but has no vote.

All meetings of the Board are open to the public, and no Board action may be taken any other time .Three separate times are set aside at each Board meeting when the public may address the Board. (10.3) The Board invites the public to participate in deliberations of each agenda item at the time the item is discussed .The public may address the Board at all regular meetings under the agenda item "Statements from the Public on Non-Agenda Items." Anyone can make a "special presentation" to the Board by advance arrangement.

In addition to open meetings for action, the Board may conduct closed sessions, permitted only for discussion of certain personnel and collective bargaining matters, litigation, and other topics as allowed by law.

The Board has also sanctioned the development of community and professional advisory groups to advise the faculty, administration and Board in areas of occupational programs and KCSM-TV/FM .(10.5)

The student trustee is in contact with student representatives at each of the three campuses on a regular basis .(10.6)

Self Evaluation

The Board recognizes both the right of free expression of views and the value of public input to Board policy decisions .Over the past several years, the Board has taken a number of steps to insure that all voices are heard on important matters that it is considering .The Board altered the Board meeting agenda to prominently display the methods by which faculty, staff, and

members of the public can address the Board at Board meetings and/or request that a matter not on the agenda be discussed by the Board .The Board routinely invites public comment on agenda items before action is taken and, on a number of occasions, has deferred action on an item until broader consultation on the matter occurred.

The Board also has reached out to local high school districts in an effort to strengthen ties between the two segments .Over the past three years, it has held joint Board meetings with several high school district boards and has discussed issues of common interest, such as Middle College programs, Head Start programs, and college readiness issues.

All five Board members are active in a variety of community organizations and are well known educational leaders in the County .Because of their many contacts in the community, they are knowledgeable about current events which could affect the College District .In addition, each of the Board members attends college meetings—such as Academic Senate meetings, Associated Students meetings, Vocational Program Advisory Committee meetings—and meets with faculty and staff in order to hear first hand about significant issues on campus.

The District also periodically conducts community needs assessments.

Planning Agenda

None

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary

The Board of Trustees, representing the people of the District, determines the mission and goals of the District, establishes and maintains educational offerings and academic standards, and adopts policies and procedures that govern the District's annual budget .(10.7)

In compliance with the State Education Code, an annual financial audit of the District is conducted by an independent certified auditor .A plan is prepared to correct any deficiencies revealed in this audit, and management ensures that the plan is executed.

The Board of Trustees carefully reviews the district's financial reports and has a policy to maintain a 3 percent to 5 percent contingency reserve .The Board also has set-asides to offset the future liability for the commitment to provide health benefits to eligible retirees, for major/minor construction, and for other special needs, such as instructional equipment, staff development, professional development, and program improvement.

The Board has developed both a comprehensive Educational Master Plan and a Facilities Master Plan to assure physical facilities will meet future educational program needs .(10.8) These plans led the Board to place a \$148 million dollar bond (Measure A) before the voters on November 2, 1999, to provide for funds to modernize science and computer labs; improve plumbing, heating, cooling systems; repair roofs; build and improve libraries; improve campus lighting; make earthquake safety improvements; improve access for disabled persons; and renovate space for technical programs .Passage of the bond required a two-thirds vote of the public .It failed, with a 65 percent vote in favor of the bond.

The Board adopts a productivity allocation model that is followed for the distribution of funds to the three campuses .The current model, with minor yearly adjustments, has been followed for four years and will be reviewed.

The Board relies primarily on the District and College Academic Senates and their curriculum committees for advice on curriculum.(10.9) After appropriate review at the college, all new/banked/deleted courses/programs are brought to the Board for approval .A systematic process for the review of all academic programs has been instituted and formalized within the district. (10.10) All academic programs are reviewed once every six years in this program review process .At Cañada the integrity of this report is reviewed by a joint committee of the Academic Senate and College Council. (10.11; 10.12)

The District Mission Statement clearly outlines that the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes .(10.13)

Self Evaluation

All external reports verify the financial soundness of the District.

The Board of Trustees receives and reviews regular reports related to enrollment, finances, facilities, curriculum, and student services .The Board is committed to a high quality educational program that is consistent with the District's mission and philosophy, to program offerings that are responsive to and reflect community needs, and to ensuring a fair and equitable financial distribution among the three colleges within the district .The Board maintains close interaction with the Chancellor and the Associate Chancellor to ensure fiscal accountability and compliance with all external guidelines and mandates .Students, staff, faculty and the public have the opportunity to address the Board on matters directly related to the business of the Colleges.

The six year cycle of reviewing academic programs is working at Cañada .Program review reports are also subject to approval by the Board of Trustees.

Planning Agenda

None.

A.3 *The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies . The governing board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

The Board of Trustees adopts policies and procedures that govern all operations of the District and its Colleges; these policies are found in the District Rules and Regulations .The Board solicits input on these policies prior to adoption .Additions or amendments to the Rules and Regulations are reviewed through a shared governance process .(10.14)

Once policies are adopted by the Board, the Chancellor and College Presidents are responsible for ensuring that policies are implemented on a continuing basis .The Board is responsible for establishing broad policy and providing direction that enables the District and Colleges to

develop strategies and processes to implement those policies .The District Mission Statement indicates strong support for shared governance with regard to information sharing and decision making.

The Board of Trustees also reviews changes in the organizational structure of the Colleges and the District .Proposed changes in organizational structure are consultatively developed, recommended by the Chancellor and College Presidents, and approved by the Board.

Self Evaluation

In the early 1990's, a comprehensive review of each chapter of District Rules and Regulations was undertaken and a number of significant changes were recommended to the Board .Since that time, policy additions or amendments are considered on an as needed basis; approximately five to seven policies are amended or added each year .Additions and/or amendments to Rules and Regulations can be suggested by any board member or staff member .Changes in Rules and Regulations often occur as a result of a change in State law.

The Board of Trustees reviews proposed changes and new policies as they are received for feasibility and consistency with the District mission statement and for consistency in the college mission statements and programs throughout the three colleges .The Chancellor and College Administrators implement policies, statutes, and regulations.

Shared governance is practiced through processes that include information sharing and decision making.

Planning Agenda

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.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

The Chancellor is evaluated annually by the Board of Trustees based upon mutually agreed upon goals and objectives .The Chancellor annually presents a written report to the Board, staff, and public on District goals achieved .College Presidents are evaluated every year by the Chancellor and the results shared with the Board.(10.15) Interestingly, all three College Presidents in the District made career changes and vacated their positions in June 1999 .During the Spring 2000 semester, Presidents at all three colleges were hired in permanent positions.

The Board of Trustees makes the final appointment of all new faculty, staff, and administrative hires .San Mateo County Community College District is an equal opportunity employer .The Board of Trustees, administrators, faculty, and staff share in the responsibility to observe affirmative action practices .(10.17)

Self Evaluation

Hiring committees for the permanent position of College President were established on each of the three campuses .A consultant was hired to coordinate this effort .Each of these committees established hiring criteria for the College President position .The three positions were opened to a national search for applicants and the selection process followed standard hiring procedures.

The Board follows established procedures for evaluations of the Chancellor .The Chancellor does the same for evaluation of College Presidents, with reports to the Board.

Planning Agenda

None.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws . The Board acts in a manner consistent with them.

Descriptive Summary

The Board is governed by the Education Code of the California Statutes and Title V of the California Administrative Code .The Board exercises those powers expressly granted and implied by statute in order to carry out its responsibilities for government and management of the District.

The size, duties, responsibilities, and ethical conduct requirements of the Board of Trustees, as well as the operating procedures and processes for performance evaluation, are set forth in the San Mateo County Community College Rules and Regulations Manual .Section 1.00 defines the Organization of the Board; Section 1.10 presents a comprehensive list of the legitimate duties of the Board; Section 1.35 Board Member Conduct clearly addresses financial conflict of interest, conduct at meetings, and appropriate channels of communication .Section 2.22 states the Policy on Employment of Relatives.

Evaluation of Board Members takes place at the ballot box every four years .However, the Board does an annual self evaluation, as outlined in Section 1.35 Board Member Conduct .(10.18; 10.19)

Self Evaluation

The policies of Board Member conduct are in compliance with WASC Accreditation Standards and the CCLC recommendations on these matters.

The Board is committed to the policies of ethical conduct as they relate to specific behavior and operational modes .The Board represents the general interest of the Colleges and acts only in the best interest of the Colleges and the community.

The annual self evaluation by the Board identifies areas of Board functioning that are working satisfactorily and those that need improvement .This self assessment is the basis for discussions at the Board's annual evaluation meeting.

Planning Agenda

None

A.6 *The governing board has a program for new member orientation and development.* governing board

Descriptive Summary

Orientation of new Board Members consists of briefings that take place over a period of months starting from the appointment or election of the new member. The Chancellor, College Presidents, and Director of Community and Government Relations in the Chancellor's Office develop a list of significant current topics plus any topics the new member wants covered. Depending on the topic, various people are brought in for the briefings. The new member is also scheduled for meetings with each College President, the District Academic Senate President, the union Presidents, and sometimes with the attorney for the District.

In addition, all of our trustees elected in the last ten years have attended a two-day new trustee orientation conference hosted by the Community College League of California (CCLC)

Self Evaluation

The process used by the Board for orientation of new members has worked well.

Planning Agenda

None.

A.7 *The board is informed about and involved in the accreditation process.*

Descriptive Summary

The Board receives progress reports throughout the accreditation self study process. The Board receives, reviews, and approves the college's final accreditation Self Study and team visit report. All communications from WASC are distributed to Board members.

Self Evaluation

The Board has requested and received written reports and presentations regularly by the College on its progress in completing the accreditation process.

The Board of Trustees reviews, makes comments and approves the Self Study report prior to its submission to the Accreditation Commission.

Planning Agenda

None.

B. INSTITUTIONAL ADMINISTRATION AND GOVERNANCE

B. 1 *The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.*

Descriptive Summary

In conjunction with the Planning and Budgeting committee and Administrative Council, the President of the College develops annual goals and plans for the College. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are part of the President's evaluation.

Self Evaluation

The President of the College is responsible to the Chancellor for the development of all aspects of the educational and student services program at the College. Responsibility for the daily administration and operation of the College is delegated to the President.

The Chancellor requires the President to submit annual goals and plans to him for review and approval. (10.20) The highest priorities are productivity and retention of students. The College continues to develop its enrollment management program and to pursue new and revised programs that will attract students.

Planning Agenda

None.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

The Chancellor delegates the primary responsibility for the administration of the College to the President. The President, as the institutional chief executive officer, is responsible for managing resources, controlling budget and expenditures, and implementation of statutes, regulations, and Board policies. The College Budget Officer reports directly to the President regarding all matters related to college resources, budget, and expenditures.

The President meets with the College administrative team on a semi-monthly basis to discuss administrative issues, regulations, budget items, hiring priorities, and educational matters. The Academic Senate President and the Classified Senate President are also invited to attend these meetings.

Self Evaluation

The President of the College supervises, guides, and directs the administrative team in assuring that resources are spent efficiently and are fairly distributed among the divisions and for upholding the College and District Mission Statements. The President keeps the Chancellor informed of key aspects of the budget process and administrative decisions made at the college level. The Chancellor provides leadership to the College and ensures that district policies, statutes, regulations, and District Mission are implemented.

Planning Agenda

None

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity .The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Descriptive Summary

The College periodically evaluates its administration organization and staffing to ensure it reflects the institution's purpose, size, and complexity .The current structure as noted in the organizational chart clearly outlines the current positions staffed by the College and their relationship to each other. (10.21)

Self Evaluation

Frequent division retreats and special focus groups on teaching and learning have provided effective and efficient leadership and management that make possible an effective teaching and learning environment .

Planning Agenda

None.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly .The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

There are defined qualifications for all administrative positions, and the selection process assures that these qualifications are met .Personnel Services maintains job descriptions for each administrative position and these job descriptions are reviewed and revised as needed when vacancies occur.

The evaluation of administrative officers is clearly outlined in section 5.16 District Rules and Regulations .Specific procedures for the process have been adopted and are maintained in the Office of Personnel Services.(10.22) There are two types of evaluations—annual and comprehensive .The annual review consists of a conference with the immediate supervisor regarding goal setting and evaluation of performance based on the achievement of stated goals .The comprehensive evaluation expands the annual review by including a peer and a subordinate review, a self evaluation, and a final evaluation by the supervisor.

All managers are evaluated annually by their immediate supervisor and with a comprehensive evaluation every three years .Newly appointed managers are evaluated with an annual evaluation the first year, followed by a comprehensive evaluation in the second year, and every three years after that.

Self Evaluation

The current system is being followed and is generally working well.

Planning Agenda

None.

B.5 Administration has a substantive and clearly-defined role in institutional governance.

Descriptive Summary

Cañada College administration is represented in institutional governance through membership on College Council, the Administrative Council, the Instruction Council, District Shared Governance Council, and other institutional committees .The administrators hold two of the twenty voting positions on the College Council.(10.41) Cañada College's administrative structure reflects the institution's purpose, size, and complexity .The College's organizational chart shows its current administration.(10.21)

The College President works closely with the administrative team to coordinate and implement College decisions .The Administrative Council consists of the President, the Vice President of Instruction, the Vice President of Student Services, the three Academic Deans, the Dean of Instructional Services, the Public Information Officer, and the Budget Officer, plus the Academic Senate President, Classified Senate President, and four Academic Supervisors .The Instruction Council includes the Vice President of Instruction and all instructional administrators .The Student Services Council includes the Vice President of Student Services, academic supervisors, and program coordinators in Student Services.

The administrators and College Council serve as advisory members to the President .The College President makes final decisions and presents college priorities and the proposed budget to the Chancellor and Board of Trustees .(10.23)

Self Evaluation

Members of the administrative team at the College participate in Administrative Council, Instruction Council, Student Services Council, Budget & Planning Committee, College Council, and District Shared Governance Council .There has been a recent change in the budget & planning process to increase participation of faculty and staff .(10.39) The procedures for the Budget and Planning process were also revised to assure accountability at all levels of the budget making process.

The administration plays an integral role in program development, curriculum offerings, update of courses, instruction, and evaluation.

The substantive and clearly defined role for the administration is to deliver a coherent, well-balanced, relevant academic program within the budget that upholds the College and District Mission .This role is delegated to the Administration by the Board of Trustees.

Planning Agenda

The College Council will evaluate the efficacy of the newly revised Budget & Planning process model after one year.

B.6 *Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional polices which relate to their areas of responsibility and expertise.*

Descriptive Summary

Cañada faculty has a defined role in institutional governance .This role is clearly defined at the departmental and division levels where faculty participate in program review, faculty screening/hiring, faculty evaluations, facilities and equipment planning, and budget prioritizing .Additional voice at the campus level is provided through faculty participation on College committees and division meetings .The college Curriculum Committee is a sub-committee of the Academic Senate .Faculty also have serve on staff development committees, College Council, Technology Committee, and Trustees' Fund for Program Improvement .(10.25)

Self Evaluation

Cañada College faculty have clearly defined and active roles in almost all areas of institutional governance, and particularly in matters of educational program and faculty personnel.

Planning Agenda

None

B.7 *Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance .In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.*

Descriptive Summary

The primary input of faculty in the College-wide decision making process is through the Academic Senate.(10.24) The Academic Senate is responsible for providing effective participation of faculty in governance .The Governing Council, its policy making body, is responsible for making recommendations in curriculum and academic and professional standards.

The faculty is also represented at the campus level on the College Council .This body is charged with advising the President on matters of College planning and budget, institutional staffing, College master planning, and accreditation review .Faculty hold six of twenty voting positions on the College Council. (10.41)

The Cañada College Academic Senate President serves as a member of the District Academic Senate Governing Council, the executive committee for the District Academic Senate .This forum discusses district-wide faculty concerns that are taken directly to the Board of Trustees .The District Academic Senate president is seated with the three College Presidents and the Associate Chancellor at the Board meetings.

At the District level, the Cañada College faculty further participate in institutional governance through representation by the Academic Senate President or a senate designee on the District Shared Governance Council.(10.26) Providing a forum for district-wide faculty concerns, the District Shared Governance Council, which is regularly informed about the impact of state and

local fiscal issues, reviews and makes recommendations on policy matters to the Chancellor and Board of Trustees.

Self Evaluation

The Cañada College faculty is afforded the mechanism to participate fully in the governance of the institution .The Academic Senate Governing Council reviewed and evaluated the college structure to determine if some committees could be consolidated and it was decided to consolidate a few committees.

The Curriculum Committee of the Academic Senate was commended for its performance, thoroughness, and exemplary practices in the 1999 fall Matriculation Site Visit Report .(10.27) Most faculty seem satisfied with the mechanisms currently in place, as evidenced by a lack of complaints to the contrary.

Planning Agenda

The members of all standing and appointed committees, including screening and hiring committees, should be made publicized college-wide .

B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

The written policy identifying institutional support for faculty participation in governance and delineating the participation of faculty on appropriate policy, planning, and special purpose bodies may be found in several sources.

Approved policies and procedures of the District referring specifically to consultation with the District academic senates and District shared governance process may be found in the District Rules and Regulations, housed in each division and administrative office.

Published in The Cañada College Faculty Handbook, the Cañada College Academic Senate Constitution describes the function of the Academic Senate and its committees, its legal status, and its role in shared governance .Similarly, the Cañada College Council By-Laws and Operating Procedures describes the philosophy, scope, organization, and operating procedures of the College Council.

Service on College or District committees is listed as part of faculty job descriptions .Additional articulation requiring faculty committee participation is found in the District contract with the American Federation of Teachers (AFT), Local 1493, the faculty bargaining agent .Copies of the current contract may be obtained from campus AFT officers or may be found in division and other administrative offices .(10.28)

Funds for attending Academic Senate conferences, paying state dues, and operating expenses are authorized in the college operating budget.(10.29) Also, funds from a voluntary faculty contribution are used to support the work of the Academic Senate .In addition, written policy identifying nine units of release time for participation in governance is specified in the bargaining contract.(10.28) At Cañada College, the nine units are divided equally among the Chair of

the Curriculum Committee, President of the Academic Senate, and other officers as decided by the Governing Council.

Self Evaluation

While there is ample evidence in various college and district documents about the faculty role in governance, it remains a challenge, especially with so many new hires, to make sure all faculty know about these opportunities .Beginning in Fall 1999, the Vice President of Instruction has designed and led a series of New Faculty Orientation seminars in which new faculty are introduced to their obligations and opportunities for participation in institutional governance .Since the introduction of these seminars, faculty participation has increased.

Planning Agenda

The Academic Senate should remind faculty of the availability of these sources at the beginning of each academic year.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary

Approved policies and procedures of the District referring specifically to the inclusion of classified staff in governance may be found in the District Rules and Regulations, housed in each division and administrative office .These references clearly state that classified staff is to be represented at all levels of governance. (10.40)

The Cañada College Council By-Laws and Operating Procedures makes specific references to the selection of representatives from the college staff to serve on governance and College committees .The Cañada College Classified Senate maintains its own Constitution and By-Laws that provide for participation and representation .Classified Staff hold six out of the twenty votes on the College Council.

Self Evaluation

Although approved policies and procedures refer specifically to the inclusion of classified staff in college governance, staff participation is limited .This limited participation is attributed to several factors:

Up until 1999, staff had experienced many cutbacks in positions and limited new hires.

Staff members are expected to complete their work duties in addition to their work on governance committees or councils without replacement.

There are no consistent provisions throughout the campus for overtime or any other compensation for staff who serve on governance committees or councils.

Supervisors vary in their encouragement and support of staff participation.

Planning Agenda

1. Supervisors should actively encourage and support participation of classified staff on all standing and appointed committees, including screening and hiring committees.

2. The Classified Senate will provide to standing committees a list of potential classified personnel, after announcing committee openings, describing duties and time commitments involved, and seeking volunteers from its membership.

B.10 *The institution clearly states and publicizes the role of students in institutional governance.*

Descriptive Summary

Approved policies and procedures of the District referring specifically to the inclusion of students in governance may be found in District Rules and Regulations .One provision provides for one student from the District to serve as a nonvoting member of the Board of Trustees.(10.30) These rules and regulations may be found in each division and administrative office.

The Cañada College Council Handbook, By-Laws, and Operating Procedures provides for six student representatives with equal voice and vote on issues brought before the College Council. (10.41)

The officers of the Associated Students of Cañada College (ASCC), which represents all students and serves as the voice of the students to college administration, include students elected and those appointed by the Student Body President .In the Associated Students of Cañada College Constitution and By-Laws (10.42) one of the published rights and responsibilities of an appointed student senator is to serve on a College committee.

Also published in the Associated Students of Cañada College By-Laws, as of the first day of the Spring Semester 1998, are very specific by-laws, policies, and regulations specifying eligibility, stipends, designated meetings, committees, activities, and representative responsibilities applying to all persons attending designated shared governance meetings on behalf of the Associated Students of Cañada College .Among the committees specified are the District Shared Governance Council, College Council, College Curriculum Committee, College Hiring/Search Committees, and College/District Facilities/Master Planning Committee .Provisions are also made to select a Student Trustee Nominee to run in a general election to serve as the student representative to the District Board of Trustees .(10.30)

Self Evaluation

The inclusion of students in governance is clearly stated in the Rules and Regulations of the District and in the Constitution of the students .At the time of student elections, there is extensive publicity regarding the upcoming elections .At other times of the year, there is minimal publicity regarding student governance.

Planning Agenda

The Vice President of Student Services will work with the President of the Academic Senate to distribute a bulletin to be read by teaching faculty during the first four weeks of classes outlining opportunities for students to participate in institutional governance, ASCC activities, and college committees.

C. MULTI-COLLEGE DISTRICTS AND/OR SYSTEMS

C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The Chancellor is responsible for defining goals, developing plans, and establishing priorities for the District operations, with participation of the District Shared Governance Council, District committees, the Associate and Assistant Chancellors, College Presidents, and administrative staff. Annual goals, plans, and priorities are based on evaluation of last year's goals and the projections of District senior administrators for major projects. Special study sessions are used to formalize a draft of the annual goals, which is presented to and approved by the Chancellor's Council and the District Shared Governance Council before being sent to the Board of Trustees for adoption. The Chancellor ensures that district goals, plans, and priorities are consistent with the District Mission statement and that the colleges have sufficient resources to achieve them. The Chancellor holds Board Study Sessions that provide time for informed discussions for defining goals, developing plans, and establishing institutional priorities. Furthermore, the Chancellor communicates through regular correspondence with the Board of Trustees and District-wide distribution of updates and newsletters.

Self Evaluation

The Chancellor and Board of Trustees provide effective District leadership through regular consultation and planning with the District Shared Governance Council, Chancellor's Council, District committees, District senior administration, and College Presidents.

The Chancellor and Board of Trustees have increasingly supported the College in its efforts to define its goals, establish individuality to meet community needs, develop plans, and establish and follow through with institutional priorities. In recent years, the College has experienced a greater sense of District support. The District has given substantial funding for program development and improvement that has had a positive impact in our increased enrollments, program development, staffing, and morale.

Planning Agenda

None.

C.2 The district/system chief executive office efficiently manages resources, implements priorities controlling budgets and expenditures, and ensures the implementation of statutes, regulations and board policies.

Descriptive Summary

The Chancellor is responsible for overseeing the financial resources and fiscal soundness of the District. The Chancellor works with the Associate Chancellor and the College Presidents to ensure the implementation of state and legal statutes, regulations, board policies, and the District Mission. The Chancellor's Council meets semi-monthly to discuss programmatic, fiscal,

and operational issues of the District .These meetings involve the College Presidents, Associate and Assistant Chancellors, and senior District Administrators.

Business Services prepares quarterly financial reports that are reviewed by the Associate Chancellor before being presented to the Board of Trustees. A budget allocation model is utilized to distribute financial resources to the three Colleges. In addition, the Budget and Fiscal Operations Group (BAFOG) meets monthly to provide better linkage between the Chancellor's Office staff and the College Budget Office .The Chancellor maintains close interaction with the Board of Trustees to ensure fiscal accountability and compliance with all external guidelines and mandates .The Board of Trustees adopts the District budget .External auditors annually review the District's procedures and policies for compliance with regulations.

Self Evaluation

District resources have been managed efficiently by the Chancellor, with district and college administrative support .The processes for input and dissemination of information to the College are working well .Recent changes in long standing District policy have created a more responsive and streamlined process for budget development, input, and critical needs funding.

Partnership for Excellence dollars began in 1998-99, and this year, after several years of District revenue decline that resulted in budgetary cuts across the District, the District has an increase in revenue and has supported the College in its efforts to increase funding levels in programs, services, and personnel.

The Chancellor ensures that all statutes, regulations, and Board policies are implemented properly and equitably.

Planning Agenda

None.

C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

Descriptive Summary

The District Rules and Regulations Manual delineates the operational responsibilities and functions of the District and the three colleges.

The Board of Trustees derives its authority from the Education Code of the State of California and is subject to the provisions of the Constitution of the State of California, Education Code and California Administrative Code, District Rules and Regulations, and the expressed will of the electorate .They have authority only when acting as a Board legally in session.(10.31) Authority flows from the Board of Trustees through the Chancellor to executive staff and Presidents of the three colleges .Each President, as College CEO, is responsible for implementation of District policy at the college.(10.32) The District organizational structure is intended to be flexible enough to provide for differences in the Colleges and the communities they serve.(10.33)

In accordance with the Education Code, District Rules and Regulations empowers the Chancellor to delegate authority given to him by the Board of Trustees; however, he is still responsible to

the Board for execution of the duties.(10.34) The President of each college is responsible to the Chancellor for the development of all aspects of the educational and student services programs at their college and for the administration and operations of their college .(10.35)

The Chancellor is responsible for the development of proposed policies on academic affairs, student services, financial matters, and employment relations, using a consultative process involving administrators, faculty, staff, and legal counsel, as appropriate .After senior administration and District Shared Governance Council review proposed policies, the Chancellor makes recommendations to the Board of Trustees .The Board of Trustees must approve all official policies .(10.36)

The District Office is responsible for establishing and maintaining an efficient organization for maintaining and reporting financial information and providing supportive services to the Colleges and District in the areas of budget preparation, investments, payroll, accounts payable and receivable, revolving cash fund, student financial aid, programs funded by external sources, general ledger accounting, insurance, purchasing, financial management of bookstores and cafeterias, and plant and facilities operations .(10.37)

Self Evaluation

The delineation of operational responsibilities and functions between the District and Colleges are clearly defined in District Rules and Regulations .After the budget allocation is made, past and present practice indicates that the College has autonomy in its planning, development, and budgetary decision making processes, allowing the College to adjust its priorities as necessary.

Planning Agenda

None

C.4 The district/system provides effective services that support the mission and functions of the college.

Descriptive Summary

The Chancellor's Office provides centralized support to the college in the areas of administrative services, human resources, community and governmental relations, buildings and grounds, information technology systems, and employer-employee relations .District staff coordinate activities with their college counterparts to ensure quality, efficiency, accountability, and cost-effectiveness .The Chancellor's Office is also responsible for implementing Board actions and legal matters, as well as system-wide planning .The Colleges have control of their budgets, programs, services, and personnel selection, under the direction of the Chancellor.

Self Evaluation

The current system is generally working satisfactorily to support the mission and functions of the College .However, severe problems exist with the Personnel Services Department in publishing and posting job announcements in a timely fashion and in providing adequate support for recruitment of faculty and staff and for facilities; also, generally poor communication exists between the District Office and the College in a number of areas related to processing of employment forms, payroll, and general human resources matters of urgency, making the proper

care of employees and management of personnel obligations problematic. The Business Services areas are also in need of attention in order to offer better customer service to our institution and to our sister colleges. The new Assistant Chancellor has introduced an organizational restructuring to address the long term problems in this area, but as of this writing serious concerns exist about decision making processes, lines of communication, authority, and follow through, particularly in the area of Facilities.

District year-end purchasing deadlines require the colleges to complete all of their purchasing transactions mid-May, which impacts college operations and unduly impacts college procurement. The District's move towards using procurement cards has reduced the time constraints and paperwork for users in some areas. However, in general, year-end timelines remain a problem College-wide, impacting all divisions with increased work load and deadline pressures.

Planning Agenda

1. The Associate Chancellor should adopt alternative year-end fiscal closing procedures that would allow college spending through the fiscal and academic year.
2. 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.

C.5 The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

Descriptive Summary

The Chancellor makes use of his Opening Day speech to outline major issues and initiatives facing the District. Most communication takes the form of minutes and reports, meetings, and processes for collegial consultation. The Chancellor's Office produces Board Reports, written in sufficient depth to assist the Board in making informed decisions; a semi-monthly Board Summary, a review of Board discussion and decisions; and a quarterly Connections, a summary of projects and initiatives at the three Colleges. Each of these is distributed to all District employees. The Chancellor's Office prepares Information Reports on topics of interest to the District, as deemed necessary.

The Chancellor has established formal lines of communication through several District-wide councils, such as Chancellor's Council, Chancellor's Cabinet, District Shared Governance Council, District Instructional Council, District Student Services Council, District Instructional Technology Council, and District Academic Senate Governing Council. District committees and advisory boards help to foster communication within the District.

Increasingly, the District is using the internet and its web page to disseminate information, reports and meeting minutes.

College and Division meetings are held regularly and are important in college/district communication. Effective methods of communication and exchange of information used by both the District and the College include the use of Intranet (internal District system), e-mail, newsletters, and Board minutes.

Regular college-wide meetings keep all faculty and staff updated on issues and the status of District and College affairs, solicit and encourage input, and foster participation.

Self Evaluation

The Chancellor recognizes the value and importance of effective communication between and among members of the Board of Trustees, faculty, administration, classified staff, and students .He encourages this exchange.

The college continues to move forward in providing computers in offices of all full-time faculty so that major committee meeting minutes can be posted on the intranet.

Planning Agenda

The college will analyze communication problems and develop timely, consistent, and effective methods of communication.

C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary

The Chancellor's Office monitors Board Policy and takes appropriate action, working with District and College administrative staff and governance groups, to update policies and procedures on a continuing basis .Vision 2000 (10.38), which was developed with the participation of faculty, students, classified staff, administrators, and members of the Board of Trustees, continues to guide the District in meeting the long-term needs of the students and the community .The Educational Master Plan and the Facilities Master Plan (10.8) at each College grew out of Vision 2000 .Capital Outlay Budget Change Proposals (COBCPs) are prepared in accordance with the findings of the Educational Master Plan and Facilities Master Plan.

The Associate Chancellor is responsible for the overall financial planning and management of the District .He works with a staff of professionals in the District Office and colleges in establishing appropriate policies and work plans .The work of BAFOG provides for review of budget planning and financial management systems.

Self Evaluation

District-wide processes for the establishment and review of policy, planning, and financial management are in place .The development of both the Educational Master Plan and the Facilities Master Plan was an enormous job, but they provide a guiding model for current and future planning .The process since the establishment of the master plans is more focused and efficient, within existing budget constraints.

Planning Agenda

The Chancellor, with the participation of administrators, faculty, and staff from throughout the district, will evaluate, update, and modify both the Educational Master Plan and Facilities Master Plan every five to seven years.

SUPPORTING DOCUMENTS

- 10.1 Board Brochure
- 10.2 Rules and Regulations 1.00, Organization of the Board
- 10.3 Sample Agenda - Public participation
- 10.4 Rules and Regulations Section 1.45, Agendas for Meetings
- 10.5 Rules and Regulations Section 6.70, Occupational Education
- 10.6 Rules and Regulations Section 1.05, Student Trustee
- 10.7 Rules and Regulations Section 1.10, Duties and Responsibilities of the Board
- 10.8 Educational Master Plan
Facilities Master Plan
- 10.9 Rules and Regulations Section 2.06, Academic Senate
- 10.10 Rules and Regulations Section 6.15, Curriculum Development and Review
- 10.11 Handbook to Accompany Program Review
- 10.12 Cañada College Procedures for Evaluation of Program Review Documents
- 10.13 District Mission Statement
- 10.14 Rules and Regulations Section 2.02, Chancellor-Superintendent of District; Rules and Regulations Section 2.10, Policy Development; Rules and Regulations Section 2.06, Academic Senate
- 10.15 Rules and Regulations Section 2.02, Chancellor-Superintendent of the District and Chancellor and Administrator Evaluation Instruments
- 10.16 District Selection Procedures
- 10.17 Rules and Regulations Section 2.20, Policy on Equal Employment and Affirmative Action
- 10.18 Sections of Chapter 1 or District Rules and Regulations dealing with responsibility and conduct of the Board
- 10.19 Rules and Regulations Sections 1.00, Organization of the Board;
Section 1.10, Duties and Responsibilities of the Board
Section 1.35, Board Member Conduct
Section 2.22, Policy on Employment of Relatives
and Board Evaluation Instrument
- 10.20 SMCCCD Annual Goals and Plans
- 10.21 Cañada College Organizational Chart
- 10.22 Rules & Regulations, Section 5.16, Managers' Evaluation
- 10.23 Cañada College Proposed Budget
- 10.24 Rules & Regulations, Section 3.05, Designation of Faculty
- 10.25 Chart of College Committees
- 10.26 Rules & Regulations, Section 2.09.5, District Shared Governance Process

- 10.27 Matriculation Site Visit Report
- 10.28 AFT Contract
- 10.29 Academic Senate Handbook
- 10.30 Rules and Regulations, Section 1.05, Student Trustee
- 10.31 Rules and Regulations, Section 1.00.1, Authority of the Board
- 10.32 Rules and Regulations, Section 2.00.1, Administrative Organization
- 10.33 Rules and Regulations, Section 2.00.2, Administrative Organization
- 10.34 Rules and Regulations, Section 2.05.1, Delegation of Authority
- 10.35 Rules and Regulations, Section 2.05.2, Delegation of Authority
- 10.36 Rules and Regulations, Section 2.07, Policy Development
- 10.37 Rules and Regulations, Section 8.00, Business Operations
- 10.38 Vision 2000
- 10.39 Cañada College Budget & Planning Process Flowchart
- 10.40 Rules and Regulations Section 2.09, District Shared Governance Council
- 10.41 College Council Handbook, Part III .Organization of College Council
- 10.42 Associated Students of Cañada College Constitution and By-Laws

PLANNING SUMMARY



PLANNING SUMMARY

Canada College is has been involved in an integrated planning process for almost a decade. The annual planning process for setting staffing, equipment, and facilities priorities is institutionalized and working well. All have an opportunity to be involved and good collaboration occurs between different units. The process appears to be well understood and accepted. On an annual basis, planning begins at the District level, with the adoption by the Board of Trustees of general institutional goals and budget priorities in late spring. College goals and budget priorities that are linked to the District goals, are established simultaneously. The college planning process includes annual division planning, starting at the departmental level and using input from all constituents--faculty, staff, administrators --to determine requests for staff, equipment, and facilities; all are given a chance to participate. The process moves to the division level for prioritizing, with input from the division councils on planning with budget implications; it then goes to the respective vice-presidents, with prioritizing at all levels. The Budget and Planning Committee is responsible for recommending overall priorities to the President, who communicates her decisions to the College Council.

The college planning process includes all components: educational, financial, physical, and human resources. College goals are tied to District goals and are guided by the president (ref 8). They are developed in a retreat that includes the College Council, the Classified Council, Academic Senate, and administrators, then refined by the College Council. Annually, the College Council meets with other shared governance bodies to review the past year's college goals, to decide which to continue, and to add new goals. The College's goals are again integrated with the District's goals. After being reviewed and revised through several steps, they are then shared in packets with all faculty and staff on opening day.

The College has made it a practice to incorporate recommendations from both the Self-Study and the Accreditation site team visits into its annual planning activities. In the recent past, these have appeared on a grid containing College mission, goals, objectives, timeline, budgetary needs and administrator/staff member responsible. Also noted on this grid are items identified by the various shared governance committees, the Chancellor, Board, Community, and the vision of our new President. In the current campus climate, these will be incorporated into the ongoing conscious planning for 2001/2002 and include consideration of external and internal funding resources anticipated. Specifically, the College proposes to integrate all of these planning recommendations it has made to itself into a comprehensive agenda that will provide a coherent, almost thematic guide for future institutional activities. A revised grid will be prepared that contains each of these items, located in relation to the College mission, values, goals or objectives, research data needed, relation to existing college grants, how the activities will be funded if necessary, and who will be responsible for supervising follow-up activities.

The items identified below, while numerous, represent an ambitious and responsive attempt to address those issues that have emerged as part of the self-study process. As a result of this self-study, the entire campus is more informed about the importance of research, planning and the integration of fiscal and human resources within existing facilities into a total planning process.

The self-study planning agendas reflect concerns and issues regarding both philosophy and implementation and were identified by consensus as areas the College needs to pursue.

STANDARD ONE: MISSION STATEMENT

None

STANDARD TWO: INSTITUTIONAL INTEGRITY

- The Curriculum Committee will revise the Curriculum Handbook during the 2000-2001 academic year and have it ready for dissemination by Fall 2001.
- In Spring 2000, 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 no later than Spring 2000. Faculty in each of the divisions will be asked to assist in this process, so that accurate program information is assured.
- In Fall 2000, 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.
- The President of the Faculty Senate will work with her counter-parts at Skyline and CSM to add to the official student survey forms a question on objectivity and non-bias in instruction and in counseling.
- By Fall 2000, the Vice President of Student Services will assure that appropriate information on Student Right to Know, Conduct, Disciplinary Actions, and Due Process. is included in the 2000-2001 Student Handbook.
- By Fall 2001, instructors will include this information in Student Success and Introduction to College courses.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

- Within one year, the College will assess whether the current staffing for research is appropriate.
- Within one year, the research team will develop a process to disseminate research information to all members of the campus community.
- 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.
- 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.
- 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.
- The new Budget Planning Council will make use of program review documents in its deliberations, thus adding another level of checks and balances.
- The college will carry out more intensive research into the issues of student success and retention.

- As part of the effort to strengthen the research function, the College will develop a process for assessing its research capability, the impact of that research on the institution.

STANDARD FOUR: EDUCATIONAL PROGRAMS

- By spring 2001, 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.
- Similarly, the Vice President of Instruction, in conjunction with 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.
- 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.
- By fall 2001, 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.
- 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.
- In collaboration with the district's Facilities Department, the College should also continue to upgrade all its laboratories on an ongoing 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.
- The Vice Presidents of Instruction and Student Services will lead an effort to plan a systematic academic advising system, including on-going training for advisors.
- 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.
- By Fall 2001, the Vice President of Instruction will change the catalog format to make it more user friendly.
- By Fall 2001, 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.
- During 2000-2001, the Curriculum Committee will participate in a collegewide review and validation process for how courses meet Associate Degree general education criteria. This process is anticipated to continue beyond the 2000-2001 year.
- During 2000-2001, the Curriculum Committee, as part of the General Education review process, will review how competencies for the degree, including mathematics, are assessed.

- During 2000-2001, the faculty in those departments where students demonstrate competence in the use of language and computation will expand the use of norming of grades on a departmental basis.
- Department coordinators will work with the college researcher to obtain pertinent research data about the students being served within a program. This information will be used by the coordinators to maintain currency in occupational and vocational programs.
- During 2000-2001, the Curriculum Committee will participate in a review of the General Education philosophy and criteria, and develop standards for GE courses for the Curriculum Committee Handbook.
- The Curriculum Committee will modify course approval outline forms to include a specific requirement about how courses meet general education requirements.
- The Vice President of Instruction and the Curriculum Committee will update the Curriculum Committee Handbook before the start of the 2001-2002 academic year and periodically update it so that it is always current.
- 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.
- Student Services departments will be included in the regular six-year cycle of program review.
- Starting in Fall 2000, each division will consistently implement the mentoring program for new adjunct faculty.
- During Fall 2000, the college also needs to develop an evaluation system for online/distance courses.
- During 2000-2001, the Vice President of Instruction, in conjunction with division deans, will ensure that all faculty submit current course syllabi on a timely basis.
- Deans will encourage faculty in other departments to collaborate on norming sessions
- In collaboration with the district, the college will implement and begin using the degree audit system during 2000-2001.
- In collaboration with other district colleges and the district Curriculum Committee, college faculty and administrators will continue work towards common course numbering of those courses that are taught in common and towards aligning graduation requirements.
- The Vice President of Instruction will provide coordination and a closer link between the CTL's course offerings and staff and faculty technical training needs.
- The CTL needs to provide increased and adequate technical support for faculty and staff as they infuse the curriculum with technology mediated instruction.
- The college administration needs to require student services programs and corporate, community education and contract offerings to undergo periodic review by the College Council.

- During 2000-2001, the college research team, in collaboration with the Vice President of Instruction, will survey students and faculty in television and on-line courses and make strategic decisions about the future directions of distance education at Cañada College.
- The Technology Committee will develop a set of criteria for the preparation of faculty teaching on-line courses.
- The Technology Committee will develop a set of expectations for the offering of on-line courses to ensure consistency in quality of offerings and to ensure that these course meet standards of good practice.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

- A& R will work with ITS and the Research Team to develop a means of collecting information on student needs from the application (Section 24) and of relaying that information to the programs that serve those needs
- The Vice President of Student Services and the new Coordinator of Student Activities will be responsible for updating the Student Handbook and publishing it for 2000-01. [The Budget committee will make the necessary funds a priority for the 2000-01 budget.]
- 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.
- The Vice President of Instruction will ensure that college policies appear on the college web site.
- Student Services, the college research team, and ITS will work together to develop a way to collect student needs data from the application form, and forward it to the appropriate programs. This project will be completed by June 2001.
- By the opening of Spring 2001, the Vice President of Student Services will design and implement an evaluative mechanism for each service area, by which students will assess the effectiveness of the service they have received, and offer suggestions for change and for additional or alternative service.
- The Coordinator of Student Activities will recruit, prepare, and nurture student members of college committees.
- The Student Activities Coordinator will explore opportunities for increasing student participation on college committees (e.g., Co-op Ed. credit, Independent Study credit, etc.)
- By August 2001, the Vice President of Student Services and the Student Activities Coordinator will develop an instrument for students to evaluate services received.
- The Coordinator of Matriculation, Articulation and Transfer (a new position) will develop a systematic approach to applying multiple measures when placing students, and ensure that they are used.
- The Vice President of Instruction, with Math Department faculty, will participate in a validation study for the Math placement test (MDTP).
- The Math and English faculty, under the guidance of the Vice President of Instruction, will continue to meet and work with high school teachers and counselors to improve articulation between high school and Cañada College courses.

- The Administrative Council, in collaboration with the Faculty And Staff Diversity Advisory Committee, will insure that the college continues to emphasize training for all college staff and faculty on the importance of cultural diversity and inclusion.
- The Vice President of Student Services will direct the Student Activities Coordinator to work with student organizations to encourage activities that are inclusive and that promote cultural diversity.
- The Student Activities Coordinator will oversee production of a campus activities newsletter.
- The Student Activities Coordinator will inform ASCC and student clubs of the appropriate means of arranging for meeting space and special events.
- 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."
- The Vice President of Student Services will establish target goals to implement the recommendations from the Matriculation Program Review and consultant recommendations.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

- The new Reference Librarian will coordinate outreach and will schedule library training sessions during Flex Day activities.
- The Academic Coordinator will seek funding for an increased book collection and computer upgrades.
- Staff will participate in the new Library/ Learning Resource Center planning.
- Beginning Spring 2001, 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..
- By Fall 2002, the Learning Center Coordinator will investigate, with input from the Liaison Board, expanding hours of service, including the possible addition of weekend hours.
- The Learning Center Program Supervisor will participate in Technology Committee meetings at least once a semester to develop plans for technological learning resources.
- Through these committees and other campus projects and initiatives, the Learning Center Coordinator and Program Supervisor will work with the Vice Presidents of Instruction and Student Service, Division Deans, faculty, and staff to further develop alternative methods of delivery.
- The College President, the Vice-President of Instruction, the Dean of Business, the Dean of Humanities and the Menlo Park Learning Center Coordinator will work on a strategic plan for the Center during Spring 2000 and Fall 2000. This plan will address how the Center fits into the over-all goals of the college, what curricula needs to developed or expanded, what staffing needs to be added, and what recruitment efforts need to be carried out.
- The Off-campus Learning Center Coordinator, with the Dean of Business and the Vice President of Instruction, will investigate installing PLATO as a basic skills software program in all

computers in the Center. Two stand-alone packets will be purchased and installed by the end of Spring 2000 and piloted during Summer 2000. Plans will go forward to equip the remaining learning stations with PLATO access in Fall 2000.

- The Coordinator of the Center will develop an ESL internet learning module by Spring 2001.
- . The new district process will be evaluated for its effectiveness one year after implementation.
- More feedback mechanisms (questionnaires, suggestion boxes) in computer labs will be implemented
- The Technology Committee, which has been recently re-instituted, will meet once a semester as another forum to ensure faculty involvement in the selection, organization, and maintenance of educational equipment and materials.
- By Spring 2001, 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.
- To improve maintenance, the Menlo Park Learning Center Coordinator will participate in the proposed District changes described in numbers 1 and 2 of the Planning Agenda, Computer Labs, Topic 1.
- A plan to provide more computers for faculty curriculum development is being implemented and will be evaluated by the Campus Technology Committee.
- A comprehensive plan will be developed for the ongoing replacement and upgrading of computer hardware and software throughout the campus by the campus Technology Committee.
- Library staff will explore the possibility of expanding hours in the evening and on weekends.
- Library staff will coordinate an informational Flex Day activity for faculty and staff to promote usage of library services and resources, particularly electronic resources.
- Library staff will participate in planning the new, centralized Library/Learning Resource Center.
- Until a new library is built, library staff will focus on outreach efforts to increase usage of library resources and services among students, faculty, and staff.
- The Learning Center will explore the possibility of expanding hours of service in the evening and on weekends.
- The Learning Center staff will participate in planning the new, centralized Library/Learning Resource Center, which will improve accessibility.
- 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 by Spring 2001.
- To insure that students are using lab resources effectively, the computer labs will seek greater faculty and staff involvement in the supervision of computers.

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

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 college Vice President of Instruction will participate in and support the district's Human Resources efforts to develop a training program for administrative computer system users.

The Center for Teaching and Learning will survey faculty and staff to assess the sufficiency of its offerings. 22

The Library staff will pursue ways increase the library book replacement budget.

Campus administration and the Technology Committee will develop a technology plan that guides the college in technology planning, assessment, and purchases.

STANDARD SEVEN: FACULTY AND STAFF

- As was intended by the AB1725 S.M.C.C.C.D. Trust Committee, an annual review should be conducted to provide consistency in the evaluation procedures of all faculty across the district.
- 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.
- 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.
- Since the Management Development, Professional Development, Trustees Program Improvement, AB1725, and Classified Staff Development committees work independently, we should investigate the possibility of a college-wide coordinator for all categories of staff development. This coordinator, a full-time administrator or possibly the Director of Development, would have the requisite knowledge of grants and funds available to guide applicants to all appropriate funding sources.

STANDARD EIGHT: PHYSICAL RESOURCES

- The college should use facilities income to support facilities maintenance.
- The college and district need to complete a formal review of facilities.
- The college will develop list of projects that would be funded by a facilities bond.
- The college will continue to apply for state funding for removal of architectural barriers.
- New, and more effective, type of outside lighting will be installed.
- The college will carefully monitor the effect of district reorganization on the progress of maintenance and replacement of equipment.

- The college will include the potential impact on physical resources in planning process with San Francisco State University.

STANDARD NINE: FINANCIAL RESOURCES

- During discussions regarding the 2001-2002 budget, the President will negotiate with district administration to develop a budget allocation model that will bring stability to the budget by recognizing the college's small size and fixed costs common to all institutions.
- College administrators will seek additional resources from the district and from external entities to develop new and update existing programs.
- College and district administration, in consultation with faculty and staff, will prepare annual capital plans, separate from the Five-Year Capital Construction Plan.
- The budget and planning process recently adopted will be reviewed and evaluated annually by the College Council.
- The District, in collaboration with the College Business Officer, will collaborate with district staff to provide regular training sessions for the Banner financial system, especially for new users.
- The College Business Officer will discuss with district staff the development of a district fiscal and operations manual that will include fiscal policies and procedures, as well as step-by-step procedures for creating requisitions, processing budget transfers, and reviewing account balances on the Banner finance system.

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

- 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.
- The College Council will evaluate the efficacy of the newly revised Budget & Planning process model after one year.
- The members of all standing and appointed committees, including screening and hiring committees, should be publicized college-wide.
- The Academic Senate should remind faculty of the availability of these sources at the beginning of each academic year.
- Supervisors should actively encourage and support participation of classified staff on all standing and appointed committees, including screening and hiring committees.
- The Classified Senate will provide to standing committees a list of potential classified personnel, after announcing committee openings, describing duties and time commitments involved, and seeking volunteers from its membership.
- The Vice President of Student Services will work with the President of the Academic Senate to distribute a bulletin to be read by teaching faculty during the first four weeks of classes

outlining opportunities for students to participate in institutional governance, ASCC activities, and college committees.

- The Associate Chancellor should research alternative year-end fiscal closing procedures that would allow college spending through June.
- 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.
- The college will analyze communication problems and develop timely, consistent, and effective methods of communication.
- The Chancellor, with the participation of administrators, faculty, and staff from throughout the district, will evaluate, update, and modify both the Educational Master Plan and Facilities Master Plan every five to seven years.