

STANDARD II.A: INSTRUCTIONAL PROGRAMS

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

STANDARD II.A.1

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

DESCRIPTIVE SUMMARY

The mission of Cañada College is to provide “quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success”. All courses offered at Cañada are reviewed by the Curriculum committee and are also articulated with California universities who also review for skill levels at the collegiate level. These courses have learning objectives and methods of evaluation. At Curriculum Committee meetings, faculty who are presenting new courses and/or programs or presenting modifications of existing courses and/or programs, explain how their courses or programs fit the stated mission of the college. Off campus and distance education courses are presented to the curriculum committee through the same procedure as courses offered on-campus. Regular peer faculty evaluations are used to assess the integrity of the classes taught on and off-campus.

SELF-EVALUATION

The Academic Senate Governing Council updated the Program Review process in 2004. Documentation for Program Review and Curriculum outlines now include student learning outcomes at course and program level. There is an on-going discussion on Student learning outcomes.

PLANNING AGENDA

Research and data (both quantitative and qualitative) needs to be readily available and incorporated on an ongoing basis in course and program updates.

EVIDENCE

Mission

<http://Cañadacollege.net/about/mission.html>

Curriculum committee guidelines

http://Cañadacollege.net/academics/office_of_instruction/curric.html

Distance education form

<http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Office%20of%20Instruction%20Forms/Distance%20Education%20Forms%20-%20E.xls>

Student Learning Outcomes

<http://www.smccd.net/accounts/canslo/>

STANDARD II.A.1.A

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

DESCRIPTIVE SUMMARY

Cañada College offers courses in transfer and general education courses, community courses, professional/technical programs, ESL, and basic skills.

Courses offered at the lower-division level are articulated with the UC and CSU system and are constantly updated. To receive an AA or AS degree students must successfully complete (with at least a “C” grade) 60 units of course work which includes basic competency, general education, ethnic studies, physical education and at least 18 units of a major requirement. Degrees are offered in the following general areas: **humanities, business, technology, math, and science.**

Supportive courses are offered for new and continuing students to help them succeed in college-level and vocational courses. These include language, mathematics, study skills, career courses as well as support for disabled students.

For vocational courses, faculties confer with the deans and advisory boards, if applicable, and create courses to meet the needs of the students in the program. Cañada offers Certificates of Completion (Certificates Requiring Less Than 18 Units) General Requirements and Certificates of Proficiency (Certificates Requiring 18 Units or More) to meet the needs of the students entering the workforce. **A total of ___** certificates are offered by the college.

Cañada offers community courses in collaboration with the College of San Mateo and Skyline college and community organizations. These include courses in personal enrichment, business, recreation and health and other special interest courses.

Through collaborations with local universities, including San Francisco State University and Notre Dame de Namur, students are able to complete BA, MBA, and certificate programs at the Cañada campus. Cañada also offers courses for local high school students through its Middle College program. In addition, summer courses are offered for junior high school students.

At Curriculum Committee meetings, faculty who are presenting new courses and/or programs or presenting modifications of existing courses and programs, explain the quality and appropriateness of their courses and programs. The Curriculum Committee Program Review meeting, to which all faculty and deans are invited, is a place where understanding and agreement about the quality and level the college's programs are enhanced. Most of the data that is used for program evaluation is quantitative.

The Office of Institutional Research (OIR) at Cañada College, working in conjunction with the San Mateo County Community College District Office, assists with the collection, analysis, and dissemination of data for institutional planning and reporting. The OIR generates a variety of reports and other statistical data which inform management, faculty, staff, public agencies and the general public about the College's academic programs, students, and services including maintaining databases and publishing reports related to student demography, student outcome measures, and departmental statistics providing research support for matriculation, program review, student equity, and accreditation.

SELF-EVALUATION

According to the Noel-Levitz survey, students are extremely satisfied with the level of instruction they receive at the college (6.55) a higher level of satisfaction than students surveyed nation-wide. And there is an even higher level of satisfaction compared to nation-wide statistics in response to the school helping students achieve their educational goals (6.26).

PLANNING AGENDA

There is an on-going need to base changes in programs based on research data (quantitative and qualitative) which does not happen on a regular basis. Administrators and faculty feel the need to increase data-based decision making procedures that are clear to all constituents.

EVIDENCE

Degree and transfer requirements

http://Cañadacollege.edu/catalog/0607/0607Catalog_pps39-41.pdf

Certificate Requirements

http://Cañadacollege.net/academics/certificate_requirements.html

Basic skills advisory

<http://Cañadacollege.net/catalog/coursedescriptions/general.html>

Disabled student support

<http://Cañadacollege.net/student/disabledservices.html>

Community education

<http://communityed.smccd.edu/>

Research

http://www.Cañadacollege.edu/academics/office_of_instruction/research.html

STANDARD II.A.1.B

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

DESCRIPTIVE SUMMARY

The Program Review process is a way that the institution ensures that its programs and curricula are current. Advisory boards also provide information to faculty to make sure that their programs are updated. The institution depends on the faculty to remain current in their field by attending conferences, workshops and other professional development activities.

Classrooms have been renovated to include updated technology and internet access. Laptops for students acquired through an HP grant are used in the science department and computers are used in the Learning Center and in some classrooms.

The Center for Teaching and Learning (CTL) offers on-going training for groups and individual faculty members to incorporate technology in their teaching. These include workshops on Websmart, course management software, managing course related email, etc.

The Learning Center provides students the opportunity to enroll in Self-Paced Study courses. Distance Learning courses through TV and the Internet are also available at Cañada.

Other innovations in teaching methodology based on pedagogy include learning communities. Even though the majority of classes at Cañada are taught in the traditional manner, innovations in teaching methodologies are being introduced to facilitate learning for students with different learning styles and cultural and linguistic backgrounds. Learning communities have been offered on a fairly regular basis at Cañada; however,

greater effort is being made to offer learning communities at the developmental level to ensure student success and retention at that level. In the First Year Experience (previously the Freshman Experience) students in developmental courses of mathematics, reading, writing and ESL have paired with courses in academic skills and Career courses to help with retention and academic success. For more on First Year Experience courses see page 10 in Spring 07 class schedule.

SELF-EVALUATION

As the student body at Cañada changes, there is a need to incorporate new methodologies, but the amount of money available for faculty to travel to and attend conferences and workshops is very limited. This lack of funds has been commented on in Program Review documents.

PLANNING AGENDA

Renovations on campus should continue so that all classrooms become smart classrooms. In addition, the Independent Study Course Program needs to be expanded.

STANDARD II.A.1.C

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

DESCRIPTIVE SUMMARY

Faculty has the primary role in establishing SLOs and in determining the appropriate competency levels for their students' work. SLOs and assessments on the course and program levels are created by faculty. They are currently being collected as faculty are volunteering their efforts, through program review, and in the fall 2006, all new and modified courses will be required to provide some SLOs and assessments. Once SLOs are articulated and assessed, it is then up to the faculty to use the information for improvement.

In general, assessment in courses is based on individual course assignments and final grades in that course. Assignment suggestions are mentioned in curriculum outline documents and these outlines are updated on a regular basis.

SELF-EVALUATION

So far, the math, English, and ESL departments have begun conversations about creating SLOs. Only the math department has gone through and completed one SLOAC (SLO and Assessment Cycle) where they have planned to focus on a set of SLOs that did not produce good results.

It is not clear how the institution assures that it relies on faculty discipline expertise for establishing the quality of its courses and programs because the information in the last Program Review was not used to make decisions for the following year.

Also, an official process is not clearly stated to make and record these improvements. Most of the Program Review presentations last year identified the need for more fulltime faculty as a top priority, but new fulltime faculty were not hired in these departments. There is some resistance to include SLOs at the college level as this might lead to prescribed standards or standardized testing.

Some courses have not been updated for more than six years to include the assessment and SLO categories.

PLANNING AGENDA

Information from Program Review regarding program SLOs needs to be included in the program updating process on a regular basis.

STANDARD II.A.2

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

Descriptive Summary

The Program Review process is one way that courses and programs are evaluated. The Comprehensive Program Review process takes place every six years, but for the Bi-Annual State of the Department report, faculty members collect the information about their programs and evaluate them every two years. The faculty members are responsible for completing the Program Review documents with help from deans and presenting a summary of their complete report to the entire campus at the Curriculum Committee Program Review meeting. The whole process of completing a Program Review offers the faculty members the opportunity to evaluate their courses and programs, so in that sense they are involved in the evaluation process. Presenting the Program Review information to the Curriculum Committee offers the faculty on the Committee and other interested faculty the opportunity to learn more about the courses and programs that serve our students. After the Comprehensive Program Review presentations, the Division Dean, the Vice-President of Instruction, and the Chair of the Curriculum Committee sign the Response Sheet, where there is a small area for Comments.

May 2006

- The Curriculum Committee, Deans and Vice President of Instruction will submit a written response to the department within 30 days using the response sheet
- Department faculty will incorporate Program Review recommendation into planning and budget requests for the subsequent academic year.

- Vice President of Instruction will forward the Executive Summary to College Council for their review.
- Vice President of Instruction will forward the Program Review documents to the Budget and Planning Committee for consideration in the planning process.
- President will forward the Executive Summary to the SMCCCD Board of Trustees.

SELF-EVALUATION

The programs involved in Program Review last year have not yet received any written responses. The former President of the college did not attend the Program Review process last year. The process for completing these Comments and returning them to the faculty is not clear. The results of the evaluations are not clear. If there is any connection between the evaluation process of Program Review and creating budgets and making plans for the future, the connection is not clear.

PLANNING AGENDA

Create clarity in the Program Review process and make clear connections between budgeting decisions and Program Review.

STANDARD II.A.2.A

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

DESCRIPTIVE SUMMARY

Faculty is engaged in establishing procedures to design SLOs appropriate for their respective programs. College and district-wide workshops designed for this purpose have been offered on a regular basis for the last four years. Discussion about the appropriate inclusion of SLOs at all levels has taken place at Department and Division meetings.

A discussion on SLOs for AA/AS Degrees was initiated at the Curriculum Committee meeting. A list of degree-level SLOs was derived from the Cañada catalog.

SELF EVALUATION

Attendance at the workshops has not been consistent.

PLANNING AGENDA

A College-wide discussion should take place to clarify different perspectives about SLOs to reach a consensus about the definition and purpose of SLOs .

Evidence

<http://www.smccd.net/accounts/canslo/>

<http://www.smccd.net/accounts/canslo/handouts/currmttee/InstSLOs-draft1.doc>

STANDARD II.A.2.B

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

DESCRIPTIVE SUMMARY

Faculty is responsible for designing and updating course outline to identify competency levels and measurable student learning outcomes. These outlines are presented to the Curriculum Committee, which is a sub-committee of ASGC. Compilation of the requirements for degrees and certificates at Cañada is also the responsibility of faculty. On-going discussion takes place regarding program-level SLOs. For vocational programs offered through the Business and Workforce and the Science and Technology Divisions, advisory committees assist faculty in identifying the SLOs required for these courses and programs.

The faculty develops testing tools that test for comprehension and competency in the subject matter and measurable outcomes for their courses. The role of the advisory committees is to advise the program directors on different issues that affect the overall functioning of the programs; for example: recruiting trends and policies, curriculum review and development, community affiliations, program policies, equipment, etc.

SELF EVALUATION

Although discussion takes place regarding SLOs, at this point the outcome of these discussions is not included in the development of certificates and degrees.

PLANNING AGENDA

Include the outcome of SLO discussions in the certificate and degree development process.

STANDARD II.A.2.C

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

DESCRIPTIVE SUMMARY

Courses and programs at Cañada are in accordance with the breadth, depth, and rigor requirements for college courses as defined in Section 55002 a. of the Title V (California Administrative Code.) The Curriculum Committee reinforces this in the Curriculum Committee Handbook. (See attached document.)

Sequencing of courses and prerequisites are determined by faculty and are explained and defended on the Course Outline of Record.

The four-year Tenure Review process at Cañada ensures instructors are effective teachers and knowledgeable in their area of expertise. The Tenure Review and Peer and Student Evaluation processes encourage a continual reflection on and improvement of instruction and program quality.

Could you please give us the exact numbers for the information below, so we can respond to the statement?

1. Active courses
2. Certificates
3. Degrees
4. Universities and colleges with which Cañada has articulated courses

SELF EVALUATION

According to the Cañada College Employee Accreditation Survey, faculty and staff are fairly satisfied (4.03) that there are encouraged to be creative and come up with new ideas and improvements. Faculty and staff innovation should be even more strongly supported.

Other than the criteria established by Title V in terms of minimum number of units for a major (18 semester units) and minimum units for an Associate Degree (60 semester units), it is unclear if there are specific criteria that the college uses to decide on completion time.

PLANNING AGENDA

None at this time.

Evidence

http://www.Cañadacollege.edu/academics/office_of_instruction/currichdbk.html,

STANDARD II.A.2.D

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

DESCRIPTIVE SUMMARY

Even though the majority of classes at Cañada are taught in the traditional manner, innovations in teaching methodologies are being introduced to facilitate learning for students with different learning styles and cultural and linguistic backgrounds. Learning Communities have been offered on a fairly regular basis at Cañada; however, greater effort is being made to offer learning communities at the developmental level to ensure

student success and retention at that level. In the First Year Experience (previously the Freshman Experience) students in developmental courses of mathematics, reading, writing and ESL have paired with courses in academic skills and Career to help with retention and academic success. For more on First Year Experience courses see page 10 in Spring 07 class schedule. In addition, Lab Hours by Arrangement are included in a majority of Cañada's courses in order to encourage students to develop their abilities as independent, lifelong learners.

Professional Development activities related to teaching methodologies include informal brown bag discussions through the Humanities Division, and more formal training on and off-campus such as the Title V Lecture Series Workshops.

Some classrooms and labs have been renovated to incorporate internet and computer technology in teaching and learning.

SELF EVALUATION

Faculty in all disciplines needs to increase their awareness of the needs of Generation 1.5 learners (<http://www.ericdigests.org/2004-4/writing.htm>). Additionally, a clear, fair, and valid grading policy needs to be articulated for the Lab Hours by Arrangement.

PLANNING AGENDA

Renovations on campus should continue so that all classrooms become smart classrooms.

Evidence

<http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=45>
<http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=32>

STANDARD II.A.2.E

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

DESCRIPTIVE SUMMARY

As part of Program Review Self-Study, faculty members address the changes in student population and demographic trends in accordance with the college mission. Faculty explains how the curriculum meets the needs of the students and has remained current, and describes major professional development activities it has participated in. The Program Review also includes information pertaining to facilities, equipment, materials and maintenance, use and currency of technology, and plans for future curricular development and/or program modification.

Inclusion of Students Learning Outcomes is a recent addition to this process.

Self Evaluation

The connection between Program Review recommendations and budgeting and planning decisions is unclear.

Planning Agenda

Create clarity in the Program Review process and make clear connections between future budgeting decisions and Program Review.

Standard II.A.2.f

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

DESCRIPTIVE SUMMARY

As part of Program Review Self-Study, faculty members evaluate curriculum to ensure its relevance to student needs and to update curriculum as needed, depending on changes in student needs and/or innovations in pedagogy. The Program Review also includes information pertaining to individual courses, certificates, whole programs (including general and vocational education). Discussions about Student Learning Outcomes have begun at course, department, and college levels through Curriculum Committee, workshops about SLOs, and department and division meetings.

EVALUATION

Although SLO discussions have begun at all levels, the only program to have completed an SLO Assessment Cycle has been Math. The effectiveness of this department's use of the SLO Assessment Cycle should be analyzed and discussed at the college level to determine its application in other departments.

PLANNING AGENDA

Include the outcome of SLO discussions in the Program Review process.

EVIDENCE

SLO website.

STANDARD II.A.2.G

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

DESCRIPTIVE SUMMARY

SELF EVALUATION

PLANNING AGENDA

STANDARD II.A.2.H

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

DESCRIPTIVE SUMMARY

All grading policies are outlined in the college's course catalog. These policies are based on the Carnegie Unit Standard. Methods of evaluation are determined by the SLOs as stated in the Official Course Outline. All syllabi are required to reflect these official grading policies and methods of evaluation. Faculty from the English, ESL, and History Departments has attended conferences and workshops about assessment, including IMPAC and [REDACTED]

Grading based on attendance is recognized as illegal according to the Education Code, and grading based on participation is discouraged unless it has a clear, measurable outcome. When Faculty is evaluated, course syllabi are reviewed to ensure that they are compliant with these policies.

SELF EVALUATION

Division and Department-level discussions about grading policies and criteria are needed on a regular basis. Additionally, norming sessions should be scheduled according to department needs.

PLANNING AGENDA

None at this time.

EVIDENCE

Cañada College Curriculum Committee Handbook
Cañada College Course Catalog

STANDARD II.A.2.I

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

DESCRIPTIVE SUMMARY

Awarding of degrees and certificates is based on Faculty suggestions at the Curriculum Committee and are outlined in the college's course catalog. Attainment of degrees and certificates is based on the students' level of achievement of the programs' SLOs.

SELF EVALUATION

Not all programs have developed program-level SLOs.

PLANNING AGENDA

Discussions regarding program-level SLOs should take place in all departments at the college.

STANDARD II.A.3

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

DESCRIPTIVE SUMMARY

The philosophy for general education, found in the course catalogue (pp. 33-34), is used by Faculty to establish degree requirements for each program. New courses are introduced by Faculty to the Curriculum Committee which approves the new courses based on their breadth and depth and their adherence to general education philosophy.

SELF-EVALUATION

The issue of including the general education philosophy in degree requirements has been discussed by the Curriculum Committee, but more comprehensive, college-wide discussion needs to take place.

PLANNING AGENDA

No recommendation at this time.

EVIDENCE

<http://Cañadacollege.net/catalog/index.html>

<http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Forms/AllItems.aspx>

STANDARD II.A.3.A

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

DESCRIPTIVE SUMMARY

All new general education courses are proposed by Faculty at Curriculum Committee in order to demonstrate how the new course meets the general education criteria as listed in the course catalogue. SLOs for general education classes require students to understand basic content and methodology in major areas of knowledge. Content and methodology requirements are addressed in the Curriculum Committee Handbook and included in the Official Course Outlines of all courses.

SELF-EVALUATION

Cañada should continue its process of meeting the basic content and methodology needs of its programs through college and district-level discussions.

PLANNING AGENDA

None at this time.

EVIDENCE.

(http://Cañadacollege.net/academics/office_of_instruction/currichdbk.html).

STANDARD II.A.3.B

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

DESCRIPTIVE SUMMARY

Basic Skills Advisories ensure students enrolled in general education courses will be prepared for the collegiate standard. The Basic Skills Advisory, in the Course Outline of Record, lists the process for how reading, writing, and computation skills are identified and described.

Students completing their AA/AS degrees are required to fulfill oral and written communication competency, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking requirements that the Curriculum Committee has identified as necessary.

SELF-EVALUATION

At this point, Cañada can only look at students' subsequent coursework to determine if they are acquiring these life-long learner skills while they are still at Cañada. However, once they have left, it is not clear whether or not these skills are maintained because there currently is no way to collect information about students once they stop coming to Cañada.

PLANNING AGENDA

No recommendation at this time.

EVIDENCE

Page 38 of the Cañada College Catalog.

STANDARD II.A.3.C

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

DESCRIPTIVE SUMMARY

The General Education requirements for students working toward an AA/AS degree relate to the development of an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. Also, through a Combined Americanization and Civics Education in English grant, the ESL Reading courses have been modified to include some of these components.

SELF-EVALUATION

Student learning outcomes addressing concerns about ethics and effective citizenship has not been addressed. A group of faculty members is currently drafting institutional level student learning outcomes.

PLANNING AGENDA

None at this time.

STANDARD II.A.4

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

DESCRIPTIVE SUMMARY

Students at Cañada are working toward an AA/AS degree are required to focus on one area of study or an interdisciplinary core. Details of this requirement are listed in the College Catalog.

SELF EVALUATION

(Information from Office of Instruction forthcoming.)

PLANNING AGENDA

STANDARD II.A.5

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

DESCRIPTIVE SUMMARY

Vocational certificates and degrees at Cañada College prepare students for professions with published standards for employment as well as responding to marketplace shifts and directions. The dean of Business and Workforce Development and individual program coordinators regularly update curriculum, course offerings, programmatic changes and career counseling. Federal, state and local labor market and employment outlook projections* are reviewed to determine the current and future employment demand for program graduates. In addition each vocational program has its unique advisory committees**. These committees are comprised of key employers and employees from representative companies and agencies within each programs discipline. Each program convenes semi-annual meetings of their advisory committee and key administrators from the college. These advisory members bring important and timely information regarding employment, industry trends and market shifts. Campus administrators attend and receive first hand valuable input from local area industry and businesses.

All career/technical programs offer students an opportunity to pursue vocational certificates or AA/AS degrees at Cañada College to further their career goals whether that would be job promotion, skills enhancement or a change in career. Many programs offer transfer options to complete their four year degree. Professional competencies are demonstrated through academic assessment, laboratories, externships, internships, product creation or portfolio.

The Business and Workforce Development is an academic division directly responsible to the Vice President of Instruction. This provides for inclusion of the career/technical programs into the academic life of the campus. Students enrolled in vocational programs take courses outside their programs, many continuing on to achieve their AA, AS degrees and transfer to four year institutions.

As a member of the Bay Area Community College Consortium, Cañada's dean of Business and Workforce Development participates in this organization to further the goals of vocational and career/technical programs. The Bay Area Community College Consortium (BACCC) is comprised of 26 colleges in Region 3-Bay and Region 4-Interior Bay. The BACCC serves as a regional framework to enhance coordination of new, existing, and expanded curriculum development, professional development, partnership development, performance accountability and marketing to improve visibility, curriculum integration and access to economic development and vocational education in the region. The goals of the Bay Area Community College Consortium are to promote and/or assist in:

- The regions response in meeting the vocational and technical education, training and economic development needs of industry, government and the community;
- The marketing and awareness of community colleges vocational and technical education and economic development programs and services;

STANDARD 2 A INSTRUCTIONAL PROGRAMS
2ND DRAFT

- The use of technology to develop collaborative electronic networks to share information among the colleges, as well as with business and industry within the regions and across the state;
- The ability to leverage partnership development between colleges and industry;
- The coordination among colleges and dissemination of “best practices” in professional development, curriculum development, educational technology, special populations access and partnership development.

The Bay Area Community College Occupational Planning Committee (BACCOPC) meets the third Thursday of each month, September through June. The Committee is responsible for endorsing new, revised or updated college occupational, degree, and certificate programs.

SELF EVALUATION

Cañada student responses were consistent with the national survey in finding that students believed the quality of instruction in vocational/technical programs to be excellent. (question #3) They scored Cañada higher than the national survey responses with regard to the help they receive in reaching their educational goals. (question #52) With regard to internships, students were less enthusiastic (question #9) and this bears attention in the planning agenda for vocational programs.*
<http://www.labormarketinfo.edd.ca.gov/>

**** See list of advisory committees (advis.doc)**

PLANNING AGENDA

None at this time.

STANDARD II.A.6

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

DESCRIPTIVE SUMMARY

Cañada College offers a variety of student support services to assure the dissemination of accurate information regarding educational programs and transfer policies. The Counseling Center provides assistance on educational goals, career choices and up-to-date transfer information. All students and prospective students at Cañada College can obtain assistance in creating a customized academic program planning depending on individual needs and that could lead to the completion of a certificate, associate degree, and/ or university transfer program.

SELF-EVALUATION

The counseling, career and transfer services at Cañada College play a crucial role in assisting students to: 1) make decisions regarding career choices, 2) assess academic readiness, 3) develop program planning and course sequence, 4) research labor market trends and employment opportunities, 5) research four-year colleges and universities transfer requirements and procedures.

Students are primarily concerned with receiving accurate information about academic programs to plan the most appropriate sequence of courses to complete certificates, degrees, or transfer programs in the minimum amount of time. Information about general requirements for associate degrees and certificate programs are listed under the “academic requirements” section of the Cañada College 2005-2006 catalog.

A more detailed description of AA/AS degree general patterns, CSU general education requirements, inter-segmental general education transfer curriculum, California State University transfer courses, and University of California transfer courses is also included in the 2005-2006 catalog (pages 38-44).

All instructional programs are thoroughly described. Description includes job opportunities, expected acquired skills, potential entry salary (when appropriate), core and selective requirements for the different degrees within a program or major, and potential transfer programs. Course sequences are designed to provide students with the required discipline specific background knowledge and a variety of competency skills. Course descriptions can be easily found in printed format in the college catalog or electronic format at [http://smcweb.smccd/portal/Cañada/course outlines/](http://smcweb.smccd/portal/Cañada/course%20outlines/)

Students receive course specific learning objectives at the beginning of each semester in the form of course syllabi. Course syllabi are designed by each discipline faculty expert and are consistent with officially approved course outlines. Course outlines are approved by the Curriculum Committee based on appropriateness of programmatic content and transferability, appropriateness of course content and a variety of skill requirements such as: reading, writing, mathematics and computer literacy. The role and purpose of the Curriculum Committee is well established and can be found at [http://smcweb.smccd/portal/Cañada/Cañada forms/documents/Curriculum Committe/](http://smcweb.smccd/portal/Cañada/Cañada%20forms/documents/Curriculum%20Committee/) under Curriculum Handbook. Course syllabi are reviewed every four years and updated as appropriate based on Curriculum Committee recommendations and as part of Bi-Annual and Comprehensive Program reviews. The forms and procedures to complete such reviews can be found at <http://smcweb.smccd/portal/Cañada/Cañadaforms/>

PLANNING AGENDA

It is suggested to establish a procedure to review course syllabi every semester. Course syllabi, especially those submitted by new faculty and adjunct faculty, should be reviewed often to ensure appropriateness of course content and to allow for recommendations for improvements when needed.

STANDARD II.A.6.A

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

DESCRIPTIVE SUMMARY

Cañada College have well defined policies to grant credit by Advanced Placement Tests as described in the Cañada College 2005-2006 catalog under “Advance Placement Test Policy” (pages 36-37).

Students can take classes at any of the three campuses within the San Mateo Community College District without penalty. Individual courses are transferable granted that course outlines, course content and class syllabi are comparable. Cañada College makes every effort to assure that course offerings are comparable to those of the other two campuses within the District to allow the easy mobility of students within the same program.

Cañada College follows the established articulation process set forth by the State of California as described by Melissa Raby, Dean of Counseling and Enrollment Services: “The articulation process in California is a highly coordinated system between Community Colleges, California State Universities, the University of California campuses and independent colleges and universities. The articulation community works with many associations around the state to accomplish the mission of facilitating student transfer between institutions.

The California Intersegmental Articulation Council (CIAC) is a voluntary professional organization of postsecondary articulation personnel across the state. The purpose of CIAC is to provide a statewide forum for the discussion and resolution of transfer, articulation, and curricular issues and concerns. The statewide organization is divided into Northern and Southern Councils (NCIAC and SCIAC). The Chairs of these two councils serve as the CIAC Co-Chairs. Regional groups also play an in the organization. Regional groups and Northern and Southern Councils meet at least twice during the academic year. CIAC also hosts an annual statewide conference.

ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web at www.assist.org. ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California’s public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

In addition to the ASSIST web site, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System, the ASSIST Articulation Maintenance System, and OSCAR (Online Services for Curriculum and Articulation Review). The Articulation Officer is responsible for entering and updating curriculum and articulation information in the ASSIST database. Curriculum data is updated 4 times per year; however, campus-to-campus articulation data may be updated daily. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST designated contacts, which are then forwarded to the Vice-President of Instruction, Curriculum Coordinating Chair and respective Division Dean.”

Some additional resources are:

California Articulation Policies and Procedures Handbook (Located in the Office of the Dean of Counseling and Enrollment; Bldg 8, room 204).

New CCC Articulation Officer Training Handbook (Located in the Office of the Dean of Counseling and Enrollment; Bldg 8, room 204).

SELF-EVALUATION

Cañada College makes every effort to facilitate the mobility of students by providing clear and accurate information about programs of study and transferability of courses. The College complies with policies and procedures set forth by the state of California regarding articulation agreements, and constantly monitors changes to assure up-to-date information to students. The transfer services office provides information about specific transfer agreements to a variety of four-year colleges and universities.

PLANNING AGENDA

None at this time.

STANDARD II.A.6.B

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

DESCRIPTIVE SUMMARY

Cañada College has not experienced the need to eliminate programs of study. In the event that such an eventuality occurs, every effort will be made to announce proposed changes with sufficient advanced notice to allow students to take their required courses or search for appropriate transfer institutions.

SELF EVALUATION

The process of program elimination and how students are counseled is unclear.

PLANNING AGENDA

A clear process needs to be developed to inform students of program elimination and what they need to do subsequent to it.

STANDARD II.A.6.C

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

DESCRIPTIVE SUMMARY

There is a variety of standing committees that address every aspect of academic and student support services. These committees work on on-going reviews of institutional policies and procedures to make appropriate recommendations for modifications. Changes are incorporated into the college catalog and the class schedule in both printed and electronic format as well as the college's portal page, <http://www.Cañadacollege.edu/inside/index.html>

SELF-EVALUATION

Students use both the class schedule and the college catalog to ascertain relevant information that applies to the individual situation. The information disseminated by these resources is clear, accurate and up-to-date. The counseling, educational, career and transfer services rely on the effectiveness of these tools to designed customized course sequence plans. Revisions of existing policies and procedures as well as adoption of new ones are conveyed to prospective and continuing students. Students receive the most current information about programs of study, program requirements, class requirements, suggested class sequences and transfer requirements.

PLANNING AGENDA

None at this time.

STANDARD II.A.7

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

DESCRIPTIVE SUMMARY

Cañada's faculty utilizes guidelines adopted by the SMCCCD Board of Trustees, which help faculty members understand their rights regarding academic freedom (i.e. the content of their classes and the manner in which they present and explain it). In addition, Cañada has an Academic Integrity Policy which outlines procedures for instructors to follow if they encounter any form of academic dishonesty in their classes. This policy also informs students of their obligations and rights regarding their coursework.

SELF EVALUATION

Cañada's use of the board-adopted policies on academic freedom helps faculty members understand their rights and responsibilities. The Cañada College Academic Integrity Policy enables faculty and students to have a clear understanding of what is expected of them regarding academic honesty.

PLANNING AGENDA

None at this time.

STANDARD II.A.7.A

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

DESCRIPTIVE SUMMARY

The SMCCCD Board of Trustees has adopted guidelines which address the issue of academic freedom. These guidelines help faculty understand their rights regarding the content of their classes and the manner in which they present and explain it. The guidelines can be found on the District website at the link listed below in the evidence section.

SELF EVALUATION

While the term "academic freedom" isn't specifically used, the institution does provide ample information, in both electronic and printed formats, regarding policies related to academic freedom.

PLANNING AGENDA

The institution should revise its policies on academic freedom by adding the term "academic freedom" and including specific descriptions and examples of the difference between statements of "personal conviction" and "professionally accepted views in a discipline."

EVIDENCE

http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf.

STANDARD II.A.7.C

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

DESCRIPTIVE SUMMARY

Cañada College has an official Academic Integrity policy which is explained on the Inside Cañada website. This policy defines the kinds of academic dishonesty teachers may encounter, and it provides a procedure for instructors to follow if they observe or suspect cheating in their classes. The Academic Integrity Policy also outlines the possible outcomes for students who have cheated. In addition, the Academic Integrity web page has information about how instructors can incorporate the Cañada College Academic Integrity Policy in their syllabi. Finally, the website lists several links with additional resources for instructors about Academic Integrity. The District's policy on general student conduct begins on page 17 of the 2005-2006 Cañada College Catalog. The complete policy can be found at the link listed in the evidence section below.

Cañada isn't an institution which "seeks to instill specific beliefs or world views." Therefore, its policies on student conduct and academic integrity do not address this particular issue.

SELF EVALUATION

Cañada provides ample information, in both electronic and printed formats, regarding policies related to academic integrity and student conduct.

PLANNING AGENDA

None at this time.

EVIDENCE

http://www.Cañada college.edu/inside/acad_integrity/index.html

http://www.Cañada college.edu/inside/acad_integrity/AISyllabusGuidelines.pdf.

http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/7_69.pdf.