

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

There are many forums for dialogue about the continuous improvement of student learning and institutional processes at the College. Some of the key forums and their purposes are outlined below:

The College Council is the primary forum entrusted with shared governance or collegial consultation. (See by-laws, link http://www.CañadaCollege.edu/inside/College_council/archive0405/CC_BylawsUpd.pdf) This body engages in a “complex process of consultation.” (Philosophy, same link) The College Council is made up of 22 representatives from all constituencies, and all members of the community are welcomed as observers/participants. It meets every two weeks; agendas and minutes are distributed in advance of the meeting, and archived minutes are posted on the web (See link, http://www.CañadaCollege.edu/inside/College_council/0607/index.html.) Its primary role is to advise the College President on matters pertaining to “budgeting, planning, program review, and governance issues.” The College Council strives “to keep the needs of students at the forefront during decision-making deliberations.” (Philosophy, same link.)

The Planning and Budget Committee is a subcommittee of the College Council. This committee, which had not been a formally constituted body until last year, recently adopted a constitution. The constitution outlines its membership and its advisory role in planning and budget. The constitution was approved by the College Council on 5/17/06. (See minutes and Constitution, link <http://www.CañadaCollege.edu/inside/planning-budget/Planning-Budget-Constitution.pdf>)

The Academic Senate Governing Council, which meets twice per month, provides for “the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards.” (Academic Senate Constitution, http://www.CañadaCollege.edu/inside/academic_senate/ASGC-Constitution-Completed-Revision-4.17.06.pdf)

The Curriculum Committee, a subcommittee of the Academic Senate, meets twice monthly; the meetings are open to all. Their function is “to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College.” (Quote the by-laws cited on http://www.canadacollege.edu/academics/office_of_instruction/currichdbk.html)

They also oversee Program Review. Additionally, the Curriculum Committee makes recommendations to “the Governing Council about general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses.” (Ibid.) (Links added to doc since R)

The Curriculum Committee and the Academic Senate lead discussion on and implement development of Student Learning Outcomes, particularly in instruction in order to assess and improve student learning. For instance, after attending the state-wide Curriculum Institute in 2004-2005, attending committee members reported to the group that the state-wide Academic Senate’s Standards and Practices Committee did not recommend including Student Learning Outcomes on the Course of Record. (See document “Working with the 2002 Accreditation Standards: The Faculty’s Role”, Adopted Spring 2005.) Consequently, the Curriculum Committee discussed the recommendations and clarified that faculty development of SLOs was not part of articulation agreements with four-year colleges, but rather served to, “foster dialogue, evaluation, and change, which is an ongoing process.” (Interview with Jenny Castello, Curriculum Committee Chair) For this reason, the Curriculum Committee has decided to request that faculty submit Student Learning Outcomes with the Official Course Record and at the time of Program Review rather than including them in the Course Outlines (Ibid.)

The Classified Senate, which meets monthly, “works with the administration, faculty and student groups in the interest of enriching the educational and social environment of the College.” (Classified Senate Constitution, http://www.CañadaCollege.edu/inside/classified_senate/0607/Pat%27s%20working%20copy%20of%20Classified%20Senate%20Constitution.pdf) Members of the Classified Senate occupy leadership positions on College Council and Planning and Budget as well as serving on other campus committees. Their members participate on committees and report back to the Senate and to the committees, fostering dialogue.

Associated Students of Cañada College (ASCC) is the official representative student government organization at Cañada College. The ASCC “is charged with the responsibility of assessing and meeting student needs and of providing student input into the decision making process of the Collge.” (See p. 2, Student Handbook, <http://canadacollege.net/student/pdfs/Student-Organization-Handbook-06.pdf> . Their members sit on various committees, such as College Council, Planning and Budget, Curriculum, and on each Accreditation Standard committee. They report on the dialogue in these committees and discuss it in their meetings. They recently held a retreat to discuss mission, values and goals. (See ASCC retreat minutes, September 24, 2006.) The Inter-Organization Council (IOC) is a committee within the ASCC, with members from each of the recognized student organizations, meeting once a semester. (Ibid.)

Additionally, members of each division within the College meet to dialogue about a great number of issues, including new program initiatives designed to improve student learning. (See sample minutes from division meetings.) Student Services

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Supervisors from divisions and service areas within Student Services meet as a group several times a semester to discuss more effective means of supporting instruction and coordination between Student Services programs and services. (See agendas.) Many departments also meet to discuss topics related to their particular disciplines. (See department minutes and web pages, such as the Math Department's at XX)

At the administrative level, there are three bodies that address the continuous improvement of student learning and institutional processes. The Instruction, Student Services Council (ISSC), which consists of the Vice Presidents for Instruction and Student Services and all Division Deans, meets twice a month. Discussions include planning for budget, curriculum, hiring, facilities upgrades, etc. (See agendas.) The Administrative Council, which meets once a month, serves a similar planning role, but includes the College President. (See agendas.) The Cabinet, which consists of the College President and Vice Presidents, and sometimes the College Business Officer or guests, meets once a week, so that upper management can monitor the workings of the College and pursue planning at the executive level.

The President invites the entire College community to an All-College meeting approximately monthly. At these meetings, the President and others share news of many topics which are pertinent to the entire community. (See agendas for All-College meetings.) As an example, during the September, 2006 meeting, the President shared data regarding the number of recent graduates from several local high schools who are now enrolled at the College. A collegial discussion about how to increase this number ensued. The conversation was picked up again at the first Planning and Budget Strategic Planning meeting to which Division representatives and the broader campus community were invited. The dialogue included thoughts on what makes the institution unique in the service area, how to effectively network and how to market to the community. At the September, 2006 All-College meeting, a member of the faculty and two students gave a demonstration of a new, computer-based, interactive learning tool obtained through a grant. (See agenda.)

The President also communicates with the entire College monthly through the *Olive Press*, a newsletter distributed through email. (See examples of the *Olive Press*.) The *Olive Press* describes changes in the institutional process at the College, such as the formation of the new Strategic Planning Committee, and recognizes individuals on campus whose accomplishments have contributed to the improvement of student learning.

Inside Cañada is used as a tool in maintaining the campus dialogue. For example, so that the minutes and agendas are open to all, many of the forums above post information there. *Inside Cañada* is also used to post research. (See link, <http://www.canadacollege.edu/inside/strategicplanning/index.html>)

SELF EVALUATION

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Considering the list of forums above, there is considerable dialogue going on within the College about the continuous improvement of student learning and institutional processes. Nonetheless, the College community has a mixed response as to whether the institution maintains dialogue appropriately. In the Cañada College Employee Accreditation Survey, in response to the statement “Overall, the shared governance process is working well at Cañada.” there were only 20% who responded “completely agree” and 48% who responded “agree”, proportionately low. Also, to the statement “A consultative process is used to identify areas of improvement.”, only 19% responded “completely agree” while 40% responded “agree” Yet, to the statement “Cañada encourages staff and faculty participation in the decision-making process.”, 30% responded “completely agree” and 41% responded “agree”, proportionately higher.

Since each forum listed above tends to address improvement of student learning and institutional processes from its own perspective, more dialogue between groups might be useful in order to raise the level of coordination. Although it is difficult to demonstrate with evidence that the dialogue is collegial, a visit to any of the forums described will show that it is so in the vast majority of cases. Reviewing the minutes of any of these forums, however, indicates that although data and research have been occasionally used in Planning and Budget and College Council, groups are only beginning to use data and research to inform the dialogue student learning and institutional effectiveness.

PLANNING AGENDA

The College should participate in the development of a District-wide Educational Master Plan, and with the assistance of the consultant, should integrate the College’s Strategic Plan with it. Through these plans, the institution should incorporate a systematic cycle of planning and evaluation based on quantitative and qualitative data that is fully communicated to appropriate constituencies.

IB2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

The College set institution-wide goals through the Strategic Planning Committee, which met during 2002 and 2003, developed a number of recommendations, or goals, for the College (11/06/02 SPC Draft). These goals were meant to guide the College’s planning for the next several years. The committee consisted of 16 members, 4 from each group (administration, classified, faculty and students). The committee reviewed the College Mission, Vision and Values Statement (11/20/02 minutes) and used the document as a resource while making recommendations. To insure broad-

based understanding of its recommendations, the Committee shared them with the College community during two town hall meetings. The Committee published its final recommendations in November 2003

([http://www.Cañadacollege.edu/spc/final %20SPC recommendations.pdf](http://www.Cañadacollege.edu/spc/final_%20SPC_recommendations.pdf)).

A Strategic Planning process 06-07 is underway at the time of writing. To embark upon a comprehensive process, the Interim President hired, after consultation, a consultant to guide the College in inclusive conversation about the mission and goals of the College. To guide the process, the consultant and the Interim President gathered extensive information and data concerning the community within and outside of the College. The Interim President also asked division-designated representatives to serve with members of Planning and Budget Committee; all members of the College are welcomed to all meetings. To include broader community input, a survey of community needs and perceptions is being widely distributed and meetings in the community have been held. A website with information and discussion board have been established. (See emails describing process and website at

<http://www.canadacollege.edu/inside/strategicplanning/index.html>.)

Some departments have developed their own strategic plans. For example, Early Childhood Education participated in the development of a district-wide Strategic Plan for 2004-2008. The goal was to “determine how the ECE/CD Department could better position itself to meet the growing needs of the early education community and support the developing early childhood workforce.” (See page X of plan.) The plan includes goals, with timelines and performance indicators. (See link to full plan at http://canadacollege.edu/ece/FINAL_ECE_Strategic_Plan.pdf.)

The District lead a Facilities Master Plan process in 2001. The plan identified several goals, such as making the Library the entry point to the campus. (See Plan.) Other points established in the Plan were to accomplish these improvements:

- Renovation/modernization of classroom
- Renovation of lab space
- Theater renovation
- Parking lot, road and sidewalk repair
- ADA compliance
- Selecting furniture and fixtures
- Relocation of program sites (Fashion Design, Interior Design, Radiological Technology) and locating sites for new programs (Nursing)
- Bldg 3 and 13 renovation attended by humanities faculty and administration (8/13/03 and 9/24/03 meetings)

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- Bldg 16,17 and 18 - faculty and staff in math, bio, physics, chemistry, radiological technology and engineering actively involved in planning (07/15/03, 04/30/04, 01/28/04,01/24/06 meetings)

Facilities planning meeting notes have been disseminated and feedback solicited from appropriate parties. They are also discussed in Division meetings, Department meetings, All-College Meetings, College Council meetings (See agendas and minutes.) Planning and Budget Committee Major reviewed facilities planning decisions. (See 102203meeting notesrev.pdf).

Enrollment growth is an ongoing district and institution-wide goal. The District developed a new Resource Allocation Model with a complex plan to provide additional resources for enrollment growth. (See Attached.) The District Budget Officer explained the new process to the Planning and Budget committee as well as to the Administrative Council, College Council, Academic Senate, Classified Senate, and the American Federation of Teachers Local 1493. To update the campus on the status of enrollments, the Vice President of Instruction gave a presentation in Fall 06 concerning enrollments that included current and historical enrollment data, comparative data with the other district colleges, data on areas of program growth and program decrease, and the strategies that have been used to increase enrollment and raise retention. (See powerpoint presentation.)

Setting goals to improve effectiveness is done at the program level as a part of the Program Review process with the College's mission as a primary consideration. As stated earlier, the Program Review Self-Study Document opens with the statement:

“In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.”

Through this process, departmental and program goals are articulated, and objectives derived and expressed in measurable terms (See Program Review Form, Bi-Annual State of the Department Form). These goals are communicated in division meetings, taken to the College governing bodies, and incorporated in college-wide planning.

Divisions hold periodic retreats to generate goals and evaluate progress. Departments also meet to set goals around curriculum, faculty collaboration, adjunct coordination, and Student Learning Outcomes. (See attached agendas for Student Services and Humanities Division Retreats and Math and English Department meetings.)

SELF-EVALUATION

The College, by means of the Strategic Planning Committee, was successful in setting institutional goals in 2003. Further, as will be described in the next section, some goals were at least partly met. However, many of these goals lacked timelines and accountability and were not articulated in a manner which allowed for a

determination of the degree to which they had been met. For example, one of the recommendations is that the College “Expand the core transfer offerings.” In terms of measurability, it might be better to have a recommendation in the form “Expand the number of core transfer courses and sections offered by 5% by 2008.”

College goals around specific topics, such as enrollment growth, or in particular programs or services have also not always been articulated in measurable terms.

Further, when the College achieves its goals, it does not appear to communicate them clearly to all constituencies. In response to the statement, “Results of College goals are regularly shared with campus constituencies,” only 21% responded “completely agree” while 39% responded “agree”, indicating that information about goals and their achievement could be more effectively reported.

PLANNING AGENDA

Planning entities, including the newly formed Strategic Planning Committee should state goals in terms which allow the College to readily determine the degree to which they have been met, should assign timelines and responsibility for meeting the goals, and should clearly communicate the progress toward meeting the goals.

IB3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

The Planning and Budget Committee recently evaluated progress towards meeting the recommendations of the Strategic Planning Committee and presented the progress to College Council. (See powerpoint presentation, Strategic Planning Progress Report/Winter 2006.) For example, the first item on the Strategic Plan, “College Standards,” resulted in the update of the Academic Integrity Policy (See link, http://www.canadacollege.edu/inside/acad_integrity/index.html). Additionally, the Strategic Plan 2003 recommended that the College “Expand College Athletics Programs.” Consequent to the recommendation, the College has restored the men’s varsity basketball team, which had been put on hiatus, added women’s varsity volleyball and women’s varsity golf; spring 2007 men’s varsity golf will be offered after being on hiatus for a period of time. (To this date, varsity men’s and women’s tennis is still on hiatus due to lack of interest.)

Also, in response to the 2003 Strategic Planning Committee’s recommendation that

the College “actively seek new ways to partner with private and public entities,” (See slide 6, *Ibid.*) many new partnerships have been developed, including those with Carlmont High School, the Sequoia Health Care District and Catholic Healthcare West, First Five San Mateo, Preschool for All, Sequoia Unified High School District, San Mateo High School District, and Redwood City School District.

Additionally, in an effort to improve retention, existing programs such as MESA and the First Year Experience have been maintained and/or institutionalized and grants have been written to establish new academic support services initiatives such as the TRiO Student Support Services program. In order to strengthen counseling and job placement services, a Program Services Coordinator for Matriculation and Career Services was hired summer 2005. Additional work in career planning is being done through a First Five San Mateo grant, which funds an ECE Program Services Coordinator to assist students with their educational and vocational plans. (*Ibid.*)

The Program Review process is an area in which the College incorporates a systematic cycle of planning and evaluation in an effort to allocate resources strategically. Every six years, as part of the Comprehensive Program Review Self Study, each department sets goals and objectives, evaluates progress toward previous goals, and evaluates how curriculum addresses student needs, and how the program addresses changes in student demographics. Every two years, each department or program prepares a Bi-Annual State of the Department report that addresses: Program Goals and Objectives; Student Learning Outcomes (program and course level) faculty and staff needs, facilities and equipment needs. Data supplied by the college researcher are incorporated into Program Review documents. The Program Review results are presented to the Curriculum Committee and become an integral part of the planning process.

SELF EVALUATION:

While the College has assessed progress toward achieving the recommendations of the Strategic Planning Committee, the assessment process has not been part of an ongoing and systematic cycle. Though institutional data are much more readily available now than they were a few years ago, they are just beginning to be analyzed and interpreted for clear understanding by the College Community.

To improve the planning process, the College has recently hired a consultant to help make the process more cyclical.

PLANNING AGENDA:

The College should participate in the development of a District-wide Educational Master Plan, and with the assistance of the consultant, should integrate the College’s Strategic Plan with it. Through these plans, the institution should incorporate a systematic cycle of planning and evaluation based on quantitative and qualitative data.

IB4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Membership on planning committees related to shared governance is determined both through election and voluntary participation from different constituencies at the College, providing broad-based involvement. The Academic Senate, Classified Senate, and Associated Students of Cañada College hold elections to determine officers. Many of these officers, in turn, become members of planning committees as representatives of their respective groups on bodies such as College Council and Planning and Budget, the membership of which is governed through by-laws. Representatives from these bodies are expected to represent their constituents' concerns as well as report back from the governing bodies to their constituents.

Additional voluntary membership on planning committees is solicited through different means. For instance, Classified Senate and Associated Students recruit additional membership by requesting volunteers for specific committees. Also, there is one representative from each division assigned to Academic Senate, and may be voluntary or elected depending on level of interest. Academic Senate determines approval for all faculty assignments on committees. Many of the membership rosters and assignments on planning committees are posted on *Inside Cañada*, under "Standing Committees." (See link, <http://www.canadacollege.edu/inside/index.html>)

Program Review is a major component of the planning process, particularly as it relates to resource allocation, and is faculty-driven. From Program Review an evaluation of the program's ability to address student need is performed. As a result of this evaluation, budget, staffing and equipment needs of the specific program are addressed.

Budget planning begins at the District level, which uses a District Resource Allocation model modified in 05-06 to encourage enrollment growth. (See District Resource Allocation model document.) At the College, requests for budget allocation go through the Deans, who are instructed by the Vice-Presidents to consult with faculty and staff from their Divisions concerning need, and then to channel the information to their respective Vice Presidents on an annual basis in the Spring semester. Currently, the budget allocation requests from the Deans are reviewed by the Vice Presidents, the President and College Business Officer, who make the final decisions for the College, subject to approval by Planning and Budget. (See sample Budget Request and Justification.) During the Fall, Deans submit critical needs requests in the same manner as well as Instructional Equipment lists, which also follow the same channels (See email requesting lists).

Since there are not enough available resources to fund all the programs the College

wishes to operate, the College has actively pursued, and has obtained, alternate means for securing resources to increase its programs, services and equipment. For example, the College has received several federal grants. In 2000 the College was designated as a Hispanic Serving Institution and received a five-year Institution Strengthening grant that brought funds for faculty and staff development, technological development, basic skill development and for strengthening the educational pipeline. In 2003, the College received five-year funding for a TRiO Upward Bound program, and in 2005, received five-year funding for Student Support Services, another TRiO program, aimed at providing additional support for first generation, low-income students and students with disabilities.

The College receives state funding for a MESA program (Math, Engineering and Science Achievement), and a Middle College high school program. San Mateo County provides funding for the First 5 grant. Further, the College has received grants for Technology Preparation, VTEA (Vocational and Technical Education) and the CBET (Community Based English Teaching) program. Funds from corporate sources include the Hewlett Packard's Technology for Teaching grant and the Gates Foundation Early College Program (ECP), which is a collaboration with Stanford and the East Palo Alto Charter High School. Finally, the College and the District Bookstores have worked with other College employees in Early Childhood Education, Financial Aid, EOPS, the Library and Learning Center, to obtain and administer a combination of private funds and grant funds in order to create a book rental program. (See Current Textbook Issues, by Tom Bauer, or see link to powerpoint of presentation to Board of Trustees, January 06, http://www.smccd.net/bookstore/downloads/smccd_board_0106.html.)

Leading to improvement of institutional effectiveness, funds initially obtained from the Title V grant were used in part to launch a First Year Experience program. Evaluative data on the program indicated improved student learning, demonstrating higher GPA, retention and success in English and Math courses. (See FYE Presentation, slide 8.) Consequently, the program was institutionalized after funds were no longer available. Funds obtained from the Hewlett Packard's Technology for Teaching grant to the Engineering Department were used to institute a interactive, computer-based learning system available in the classroom and on-line. Student success in courses where this technology was used has measurably increased. (See link <http://www.smccd.net/accounts/enriquez/HP-Technology-for-teaching.htm>.) The instructor then used this documented improvement to extend the grant. (See sample instructor data gathered.)

SELF EVALUATION:

As stated in B1, the College has mixed responses to whether or not planning is broad-based. The statement "A consultative planning process is used to identify needed areas of improvement" had only 19% respond "completely agree" and 40% respond "agree" on the Employee Accreditation Survey. The statement "The role of staff in shared governance is clearly stated and publicized" had 26% respond "completely

agree” and 48% respond “agree”. The statement “I am satisfied with the amount of opportunity I have to participate in college-wide planning” had 28% respond “completely agree” and 48% respond “agree”.

The College community has clear concerns about the equity of resource allocation. Significantly, the lowest scores on the Employee Accreditation Survey were in response to the statements “The District Office provides fair distribution of resources.” (13% responded “completely agree” and 26% responded “agree”), “College budget decisions are based upon input from all college constituencies.” (13% responded “completely agree” and 32% responded “agree”), and “Staff has adequate opportunities to participate in the development of financial plans and budgets.” (13% responded “completely agree” and 38% responded “agree”).

The College has a relatively high opinion of the learning experience provided to students. To the statement “Overall, Cañada provides a high quality learning experience for students.” 52% responded “completely agree” and 38% responded “agree”.

Student responses concerning the learning environment were also very positive. For example, on the Noel Levitz Questionnaire, the mean score in response to “Rate your overall satisfaction with your experience here thus far” was 5.64, compared to the national mean score of 5.41. And in response to “All in all, if you had to do it over, would you enroll here again?” the mean score was 5.92, compared to 5.65 nationally.

PLANNING AGENDA:

The new Strategic Plan should include a clear process and set of standards for the equitable, transparent allocation of resources.

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY:

Cañada College reports quality assurance matters to various groups using several different methods.

The College currently has two websites on *Inside Cañada* providing data and research of interest to internal and external constituencies:

- The Office of Institutional Research provides links to a District Institutional Research site, research links to sites such as California Postsecondary Education Commission (CPEC), and the Research and Planning Group, and data gathered for use for Program Review such as historical data on WSCH,

FTE, FTES, Load, Retention and Success. (See link, http://www.canadacollege.edu/academics/office_of_instruction/research.html)

- The Strategic Planning page provides a wide range of data about population trends, GIS maps, employment trends, housing trends, psychographic research, site maps, demographic and income profiles etc. Along with this vast array of information is a *Discussion Board* so that the internal constituency can analyze the importance of the information as it relates to the development of a Strategic Plan. (See link, <http://www.canadacollege.edu/inside/strategicplanning/index.html>)

The College also participates as a member of the San Mateo Community College District on an Institutional Research page. Data relating to all three colleges is posted on the central website maintained by the District concerning students, program information and the District. (See link, <http://www.smccd.edu/accounts/doresearch/program.html>) Program information with detailed data on Load Study by discipline, department and college, and Grade Distribution is available on the site. There is also a section in development for community information and industry trends.

To assure taxpayers that Bond-funded projects are proceeding as planned, the College sends updates to the District Director of Government Relations, and she submits the information to the Bond Oversight Committee. (See Bond Oversight Committee Report to the Community, January 05.)

Many programs and services have established Advisory Boards to communicate quality assurance matters to specific constituencies. An example of a program board is the Multimedia Advisory Board, which consists of industry and representatives who share information about a variety of matters, including student placed in jobs and internships. An example of services board is the Extended Opportunity and Program and Services, which utilizes an Advisory Board to share information about student success and retention in order to improve its functioning. (See Board agendas.)

The Public Information Office and the President collaborate to release quality assurance information to the students, faculty, staff and outside communities on various matters. (See sample press releases.) The monthly *Olive Press* is used to highlight key employees and programs and to inform the college community about various issues. (See sample issues.)

The President also personally delivers documented assessment results to appropriate constituencies, such as the principals and supervisors of San Mateo Unified High School District, the Sequoia High School District, the Chamber of Commerce, Kiwanis Club, and the Rotary Club. His presentations include information about numbers of students enrolled, high schools of origin, success and retention data, and information on the College's University Center. (See sample presentations.)

SELF-EVALUATION:

Until 2004 when the College hired a researcher, not much data was gathered. Since hiring a researcher, minimal standard information on student success and retention has been gathered. This is indicated by the campus' critical response to the statement "I believe there is sufficient data and information available to assess the quality and effectiveness of my program or area". Only 20% responded "completely agree" while 37% responded "agree". Moreover, the information gathered has been primarily concerned with WSCH, load, FTEs, retention, and success, rather than the kind of strategic information that would allow the College to make the kinds of broad ranging decisions necessary for long-term planning and evaluation.

Recently, however, the College has made progress in reporting data and quality assurance matters through the District's website and *Inside Cañada*, particularly with the development of the Strategic Plan site. (Again, see site, <http://www.canadacollege.edu/inside/strategicplanning/index.html>.) Of particular value is the development of a longitudinal cohort study of 900 students who first enrolled in Fall 2004. From this project, the College will be able to track student success, retention, and persistence over time using several variables such as gender, ethnicity, age, education level, goal, major, and the classes in which they enrolled. In addition, this study will address strategic issues such as what percentage of basic skills students transition to certificate or degree programs, or transfer level classes, allowing the College to make informed decisions about resource allocation.

Part of the strategic planning process includes a survey of the local service area concerning perceptions of the College as well as community needs in terms of College courses. As the College proceeds through the Strategic Planning process and becomes more sophisticated and diligent in its use of its data and research, communication with appropriate constituencies should improve.

PLANNING AGENDA:

The College should institute an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the results of which are made available to the College community and the public.

IB6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

Although planning at the College, as described previously in IB2 and IB3, has occurred during the past few years, a clear, systematic planning process has not been

established. In order to begin such a process, in 2005 - 2006 the College restructured its Planning and Budget Committee, as described previously. As a next step, the College formed a broad-based Strategic Planning Committee to work with the President and College Council to

- Articulate the Mission and Vision of the College
- Assess the current strengths and weakness of the College
- Gather information highlighting critical issues
- Develop strategies, goals, and objectives for the College

(See Strategic Planning presentation handout delivered to College Council.)

To lead this process, the College hired an external consultant to manage the overhaul of the entire planning process.

Institutional research is central to any planning process. Prior to 2004, research at the College was performed by various individuals, on a part-time basis. It was clear that the lack of a qualified, full-time researcher made it extremely difficult to assure the effectiveness of the planning and resource allocation process. Finally, in 2004, the College hired a full-time researcher whose work has been increasingly in demand ever since.

The District recently filled the long-vacant position of Vice Chancellor of Educational Services and Planning. The Vice Chancellor will lead the District Institutional Research Council, which lists as its key goals "meeting the increased demand for institutional research, access to accurate and comparable information for all three Colleges and the District, to provide information in support of strategic planning and to increase communication, cooperation and resource-sharing within the Institutional Research function to more effectively meet the research needs of the Colleges and District Office." (See Institutional Research Council document.)

One area in which the College has reviewed and modified part of the planning process is Program Review. In 2004, the program review process was reviewed by the Academic Senate Governing Council and then restructured. The new program review process, adopted in October 2004 (http://www.canadacollege.edu/inside/academic_senate/archives0405/AS_draft_minutes_10-06.pdf) includes biannual review in addition to the six-year cycle in the previous process and uses standardized measures and common definitions of retention, success, FTE, FTES, WSCH, and LOAD, provided by the researcher, for all departments.

SELF-EVALUATION

The College is making a major push toward establishing a new planning and resource allocation process. Until that new process is established, the College will not be able to systematically review and modify it.

At Cañada, the researcher is officially an administrative analyst, whereas at CSM the chief researcher is the Dean of Institutional Research, with appropriate staff. The heavy research demands which will accompany the implementation of the new planning process are likely to require additional staffing.

PLANNING AGENDA

The College should, as part of the new planning process, establish a specific time-line for reviewing and modifying the new process in order to assure its effectiveness. The College should also consider providing additional staffing for institutional research.

IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY:

The College has recently begun to assess its evaluation mechanisms of instructional programs and student support services through a recent revision of the Program Review process as described in IB6. The College Researcher supports this process by gathering information used in Program Review and gathers evidence used to evaluate the effectiveness of instructional programs and student services.

Over the last several years, the College has assessed its Program Review process, as described previously. In addition to the updated timeline is a standardization of definitions of demographic data for Program Review. Curriculum Committee has also suggested that all programs going through the process include Student Learning Outcomes. (See interview notes with Jenny Castello.) The Committee and College faculty are still discussing methods used to assess SLOs.

Student Services has further assessed the Program Review process and has created a draft of a Program Review document to be used in the evaluation of Student Services programs. Student Services decided to revise the document because the primary focus of the current document is to assess instructional programs. Student Services met in retreats and in subcommittee to create a document that would allow for a fuller evaluation of student services and on that would reflect the learning occurring in student services. (See retreat and meeting agendas.)

The proposed document, which has not yet been approved by constituent groups, includes information such as types of outreach and collaboration, with types of surveys used to measure student satisfaction and other issues not included in the document used to assess instruction programs. (See the draft document.) In conjunction with this proposed process, each area of student services is developing Service Area Outcomes which will be used annually to assess and improve the delivery of services.

To support the process of evaluation, the College assigns the College Researcher the task of gathering data on success, retention, FTE and WSCH. He also conducts surveys of students to improve the effectiveness of instructional programs and student support services. (See link to research, http://www.canadacollege.edu/academics/office_of_instruction/research.html) The information gathered by the researcher on the success of students in the FYE program lead to the continuation and expansion of the program even after grant monies were no longer available to support it as described in IB4.

The establishment of the District Institutional Research Council, described in IB6, coordinates research efforts in the Colleges. The District recently filled the long-vacant position of Vice Chancellor of Educational Services and Planning. The Vice Chancellor will lead the District Research Council, which may help the College to “more effectively meet the research needs of the Colleges and District Office.” (See Institutional Research Council document.)

SELF EVALUATION:

While the College does evaluate programs and services, and sometimes makes changes in the way that the evaluations are performed, assessment of the evaluation process is not yet systematic. The Institutional Research Council may provide a means to support more comprehensive review of evaluation mechanisms.

PLANNING AGENDA:

The College should participate in the development of a District-wide Educational Master Plan and integrate the College’s Strategic Plan with it. Through these plans, evaluation of programs and services should occur systematically and the evaluations themselves should be regularly assessed to ensure their effectiveness in promoting improvement in programs and services.