

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Cañada College is located in South San Mateo County and primarily serves residents of Redwood City, Menlo Park, East Palo Alto, San Carlos and Woodside. Outreach and recruitment efforts are made in area high schools, and have expanded into the elementary school district ([Evidence: CBET, Kindercominata](#)). Cañada's service area is very diverse, comprised of some of the highest income earners in the County and also the lowest. In 2005-06, over 30 percent of Cañada's student body was low-income as defined by eligibility for the Board of Governors Fee Waiver Method B ([Evidence – MIS data as percentage of headcount](#)). This percentage has steadily increased since 2002-03 which can be attributed to increased outreach and financial aid awareness. Cañada admits a diverse student body of which **XX** percent indicate English is not their native language. Placement testing, assessment and counseling services provide guidance to all students however special emphasis is placed on helping non-native speakers into the appropriate courses.

Basic skills needs are also high. State MIS data indicates that **XX** percent of high school seniors each year are graduating at the **XX** level. Similarly, Cañada has experienced an increase in enrollment of students requiring remediation and basic skills preparation prior to engaging in college level curricula. Counseling services is paired with instructional services through the First-Year Experience Program to provide supplemental support services and expanded college success support to students who are identified as needing basic skills courses in English and/or math.

Cañada's Middle College High School serves approximately 50 achieving students each year who did not excel in their traditional high school experience.

Student Services began developing Student Learning Outcomes in fall 2005 after participation in three different training segments, two district-wide and one at the summer Student Services Retreat in 2006. Each Student Services department (Admissions and Records, Counseling, Assessment, Transfer, DSPS, EOPS, TRiO Student Support Services, Learning Center, Library, Upward Bound, Financial Aid, and Student Activities drafted Student Learning Outcomes and Service Area Outcomes which data has yet to determine their validity.

Other measures that assure alignment of services with students' needs include surveys, focus groups and Program Review and other specialized program planning documents (Evidence: [DSPS](#), [BFAP-SFAA](#), [Matriculation Plan](#), [EOPS](#), [CalWORKs](#), [Upward Bound](#), [TRiO SSS](#)). Student Services Program Review was initiated in 2005, with the initial development of a Student Services Program Review Template. (INSERT evidence) Each year, beginning in 2006, a schedule of departmental program review will be followed (CONFIRM CYCLE).

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Cañada College is committed to providing access to quality student services and supplemental support services to all students. Cañada is fortunate to have caring and dedicated staffs at all service areas to aid in the delivery of quality student support services. According to a fall 2006 Noel-Levitz Student Satisfaction Survey, students indicated they were satisfied with their experience at Cañada College thus far at a statistically significant level as compared to other California community college students and students nationally (Evidence: [NL SSS Survey Summary Data](#)).

Semester enrollment averages 6,000 (get #) students whose mean age is XX, XX percent male and XX percent female. Enrollments are fairly evenly split between day and evening or weekend students. Cañada College received federal designation as a Hispanic Serving Institution (HSI) in 2001 and currently serves 42 percent Hispanic students, 34 percent Caucasian students, 11 percent Asian students (including Pacific Islander), 3 percent African-American students, and 10 percent students with other or undeclared ethnicity. Of the total, XX percent state that English is not their native language. During the 2005-06 academic year, 3,589 students received Board of Governors Fee Waivers, 3,088 of which were based on meeting low-income standards equivalent to or less than 150 percent of the national poverty level.

Most student support services programs provide evening services or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, Bookstore, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities and Cafeteria Services. Services are responsive to students needs and additional hours have been augmented to Library and Learning Center Services in spite of budgetary constraints.

Annual evaluation of students support services is conducted in the form of Matriculation Program Review, DSPS, EOPS...Program Reviews for Students Services Programs have

not been formally conducted in the past because of XXX. In 2005-06, the review of the Instructional Program Review document was brought forward to the Student Services Supervisory Council for modification. At the June 2006 All Student Services Retreat, this document was reviewed and a program review schedule developed as follows:

Student Learning Outcomes and Service Area Outcomes are being implemented as a means of assessing quality of student learning and service delivery for all Student Services areas. In 2006-07, the first data will be available which will be incorporated in Program Review and College-wide strategic planning. (Evidence: Matriculation Program Plan, Student Services Program Review document, agenda, minutes for Student Services Supervisory Council meetings, retreat, draft SLO and SAO).

Extensive use is made of email with information regarding financial aid, counseling services, transfer programs and outreach services. Additionally, Outreach maintains a cadre of trained campus ambassadors to provide peer assistance for both in- and outreach activities. Counseling Services uses SARS and WebXtender software to increase the flow of information across service areas. Referral processes?

Self Evaluation

Planning Agenda

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- . Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- . Educational Mission
- . Course, Program, and Degree Offerings
- . Academic Calendar and Program Length
- . Academic Freedom Statement
- . Available Student Financial Aid
- . Available Learning Resources
- . Names and Degrees of Administrators and Faculty
- . Names of Governing Board Members

b. Requirements

- . Admissions
- . Student Fees and Other Financial Obligations
- . Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- . Academic Regulations, including Academic Honesty
- . Nondiscrimination
- . Acceptance of Transfer Credits
- . Grievance and Complaint Procedures

- . Sexual Harassment
- . Refund of Fees

d. Locations or publications where other policies may be found

Descriptive Summary

There is a commitment to communicate with clarity, accuracy, coherence, and consistency in all college representations to the public, faculty, staff, students and other local, state and federal agencies. The College’s catalog is reviewed and updated annually and is available via hardcopy as well as on the web. (<http://canadacollege.net/catalog>)

Division Deans and Department Managers are responsible for reviewing and updating sections of the catalog that pertain to their areas of expertise. The Office of Instruction in conjunction with Counseling and Enrollment Services is charged with maintaining the course curriculum updates. Students who enroll in a College Success or Career Life and Planning course receive a catalog and others can purchase them at the college bookstore.

The schedule of classes is published twice a year, once for spring and one with fall and summer combined. The schedule is available both in paper copy (no charge) and on the web. (<https://websmart.smccd.edu/schedule.htm>)

The following chart describes the location of each criterion:

	Catalog 06-07	Spring 07 Class Schedule	Summer/Fall 06 Class Schedule	Web site
a. General Information				
. Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	page 1	outside back cover (plus web address on every other page footer)	outside back cover (plus web address on every other page footer)	home page
. Educational Mission	page 8	no	no	About Cañada
. Course, Program, and Degree Offerings	pages 51-160	course offerings 14-50	course offerings 15-57	Programs of Study
. Academic Calendar and Program Length	page 5	inside front cover	inside front cover and page 1	Admission/Registration
. Academic Freedom Statement	page 9	no	no	About Cañada >> College Policies
. Available Student Financial Aid	pages 28-29	10 and center insert	12 and center insert	Admission/Registration Student Services Current Students
. Available Learning Resources	pages 30-31	9-13	11-14	Student Services

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. Names and Degrees of Administrators and Faculty	Pages 6-7	Admin names on inside front cover	Admin names on inside front cover	Faculty & Staff – names only
. Names of Governing Board Members	page 6	inside front cover	inside front cover	SMCCCD >> SMCCCD
b. Requirements				
. Admissions	pages 9-12	2-3	3-4	Admission/Registration
. Student Fees and Other Financial Obligations	pages 13-15	58-60	65-66	Admission/Registration
. Degree, Certificates, Graduation and Transfer	pages 39-41	60-63	68-70	Programs of Study
c. Major Policies Affecting Students				
Academic Regulations, including Academic Honesty	pages 16-25	64-65 (does not include Academic Honesty Policy)	71-72 (does not include Academic Honesty Policy)	-About Cañada - Current Students >> Acad. Integrity Policy - Student Services >> Student Activities >>College Policies & Procedures
. Nondiscrimination	page 24	64	71	- Student Services >> Student Activities >>College Policies & Procedures
. Acceptance of Transfer Credits	pages 19-20	no	no	Student Services >> Educational Counseling Services
. Grievance and Complaint Procedures	page 24	64	71	-About Cañada - Student Services >> Student Activities >>College Policies & Procedures
. Sexual Harassment	page 25	no	no	-About Cañada - Student Services >> Student Activities >>College Policies & Procedures
. Refund of Fees	page 15	60	67	Admission/Registration
d. Locations or publications where other policies may be found				
		Sp class schedule	Su/Fa class schedule	web site – entire catalog is available in pdf format

				on the web site, as well as the info on pages listed above
				- Home Page navigation button >> secondary page >>subsequent page(s)

Self Evaluation

Cañada meets this standard. The current catalog is not only published as a hardcopy but is also posted on the web page: <http://canadacollege.net/catalog>. In addition, archived catalogs back to 2002-2003 can be accessed. They are posted in an easily searchable PDF format and broken down in the following categories: about Cañada, grades and academic standing, student services and special programs, information in Spanish, academic requirements, degree and transfer information and instructional programs.

The schedule of classes is also available in paper copy and on the web page: <https://websmart.smccd.edu/schedule.htm>. Classes are available in a searchable format or alphabetical list. A list of open and available classes is also provided for convenience of browsing. There is a link from the course number to the catalog description. Each semester (fall and spring) printed schedules are distributed to local high schools and other areas of the community such as public libraries.

Planning Agenda

None

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Through the Matriculation process, Program Review, student satisfaction surveys, interdepartmental meetings, faculty referral and data provided by the State and Cañada identifies student needs and designs services to meet those needs. Many students come to Cañada without the requisite skills to enroll in college-level course work. Matriculation components, including admissions, assessment, orientation and counseling are key in the early identification of student needs. The College promotes early admissions through onsite high school outreach and counseling services. Campus Ambassadors, under the direction of the College Outreach Office, are assigned to each high school. Students are provided with information and assistance to apply for college, including onsite placement testing, completing financial aid forms and also being linked to other support services including DSPS, EOPS, and CalWORKs. The TRiO Student Support Services Program

and Upward Bound work closely with the Financial Aid Office to identify resources to aid their special student populations early so financial barriers are minimized. Approximately 30 percent of all students qualify for fee waivers and report that the cost of books is the biggest factor in determining whether or not they can afford college (qualitative evidence: staff input from financial aid, EOPS, Library, Student Activities/ASCC, and Bookstore). The EOPS Office serves approximately 450 students annually (470 in 2005-06 per State MIS) by providing early program acceptance, priority registration, book vouchers and grants. Partnerships between community business leaders and the College have garnered additional funding since fall 2003 for the President's Book Grant Program which assists other students with grants to cover their books. Since inception, the program has raised over \$60,000 to help low income students pay for books. This program is jointly coordinated by the financial aid office, EOPS Office and Cañada Bookstore.

Self-Evaluation

Planning Agenda

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Cañada College is committed to providing programs and services to help all of its students succeed by providing equitable access. Most courses are offered on our main campus, or at our two off-campus sites, Menlo Park and Coastside. Distance learning includes both televised and online courses offering students an alternate means of study.

Recruitment is done in all our local high schools, at college fairs, job fairs, and in the community. Additionally, we have over 300 high school students taking college courses through our Concurrent Enrollment Program. We also have 50 students in the Middle College program and 50 Sequoia High School students from the East Palo Alto and North Fair Oaks areas enrolled in our Upward Bound Program. In collaboration with the high school, this program provides academic training and support in preparation for their admittance into college.

Through WEBSMART, our District's online portal, <https://websmart.smccd.edu>, students can apply for admissions, register for classes and pay fees, access student records, view all three of our colleges' catalogs and schedules, apply for the Board of Governors Fee Waiver, and obtain other financial aid information.

Bilingual information is available including applications, financial aid resources, general materials, and information in other college publications. (catalog, course schedule,

financial aid handbook, outreach materials). Bilingual staff and student assistants are available to provide one-on-one assistance on and off-campus.

Cañada provides a wide variety of services to assist our students:

- EOPS (Extended Opportunity Program and Services) is designed to assist economically and educationally disadvantaged students with financial assistance and support.
 - CARE (Cooperative Agencies Resources for Education) provides single parents with bus passes, books, supplies, and additional grants.
- MESA (Math, Engineering, Science Achievement program) serves students and assists them to successfully transfer to four-year institutions in math or science majors.
- DSPS (Disabled Students Program and Services) provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA). All forms requesting services as well as policies and procedures are available online.
 - The Adaptive Physical Education Program offered by Cañada College at the off-campus Veteran's Memorial Center in Redwood City benefits many older adults with health and mobility issues.
 - The Alternate Media Center produces instructional materials (textbooks, course materials, schedules) in alternate formats for students with disabilities. (INSERT Evidence)
 - Psychological Services offers on-site crisis intervention and triage referrals to community services.
- TRiO SSS (Student Support Services) prepares first generation, low income or disabled students for degree completion by providing counseling, tutoring, workshops, and enrichment activities. (INSERT Evidence)
- The Learning Center integrates technological resources and learning assistance services to support student learning across the curriculum. The Center provides assistance through the Writing Center, the Math Lab, and free peer tutoring. Additional math and writing tutoring is available to any student through our online support. The Learning Center also has open computer labs with access to the internet as well as course specific software necessary, such as Flash, Dreamweaver, InDesign, or Redshift for students who don't have computers.
- Two off-campus sites, the Menlo Park Center, and the Coastside Center in Half Moon Bay provide college and workforce readiness curriculum to students who need additional work in English, math, reading, and computer literacy. Full matriculation services are provided at the Coastside Center.
- CBET (Community Based English Tutoring) provides beginning level ESL and family literacy classes in nine locations in Redwood City, Menlo Park and East Palo Alto to students who pledge to tutor a child when they complete the program. This is done through partnerships with the Redwood City School District, Sequoia Union High School District, Nuestra Casa/One EPA, and the Boys and Girls Clubs of the Mid Peninsula. The Program Services Coordinator goes to each school site to help the students complete the necessary application and registration forms and guides them in transitioning to the college.

- Matriculation is a state mandated process that describes a partnership between the College and student for the purpose of realizing the student's educational goal. Assistance is provided with the processing of applications for admissions, on-line orientation services, assessment, counseling, development of student educational plans and referral and follow-up services.

In April, 2006, Cañada College submitted its Student Equity Plan to the California State Chancellor's Office. (INSERT Evidence) Goals were developed to continue to assure equitable access for all Cañada students whether on campus or off. On-going activities to achieve this were delineated as well as an evaluation schedule and process description.

Self Evaluation

Those service areas that receive outside funding, EOPS, DSPS, TRiO SSS, MESA, and Upward Bound, are all evaluated by their granting entities, and have had consistently good reviews. (INSERT evidence).

Since XXXX EOPS funding has remained stable, serving approximately 450 students per year. The full-time director position has been vacant due to the college's inability to fill this position in two previous candidate searches. This position is currently advertised open until filled and the duties assigned to an interim faculty coordinator. The college has received waiver approval from the state for the past XX years. (Ask Phyllis) In order to provide adequate services to EOPS students, adjunct counselors have been assigned to replace the full-time EOPS counselor who is currently performing coordination duties.

DSPS services at this time are stagnant due to budget deficits in the department. A wait-list has been established for learning disability evaluations. Even though student enrollment has grown, staffing costs exceed the categorical funding supplied by the state. In order to maintain a baseline of services, additional institutional funds are needed each year. DSPS continues to look at alternative ways of rearranging the budget to maintain quality service. (INSERT evidence, state report and MIS data)

MESA is in its eighth year, and each year, special recognition has been given to its engineering component. # of students served MESA is a vital part of the college's academic and student support services.

Our TRiO SSS grant began in October, 2005. The first year was dedicated to staff hiring and program implementation. At the beginning of fall 2006, the program was fully operational serving 165 students and eligible students are now being wait-listed. An integral part of the program's success is its collaboration with other programs on campus such as financial aid, EOPS, MESA, and counseling.

Upward Bound began in fall 2003. Since the program's inception, 100 percent of the students graduated high school. Over the past three years, 85, 92 and 87 percent

respectively, went on to college. The program is capped at 50 students per year and thus far is very successful. This grant cycle expires in 2008.

Cañada students are able to receive tutoring in a very comprehensive way by peer and professional tutors, area specific Instructional Aides, faculty and staff. Additional tutoring services are offered in the MESA, EOPS, and TRiO programs. Faculty, especially in the math and science areas, routinely hold office hours in the Learning Center and will assist both their own students as well as any student in need. Approximately one third of students surveyed indicated that they would utilize more services if the center had expanded hours and weekend services. Staffing and budgetary constraints limit the availability of expanded hours. Students off campus or taking online courses have access to writing and math assistance through the online academic.com tutorial support. (<http://canadacollege.academic.com>) (INSERT Evidence, # of students, student survey)

Planning Agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Cañada College provides students with an environment that fosters intellectual and personal development. Specifically, the College offers a Learning Center, Math Engineering and Science Achievement (MESA) program, Student Activities, student government, clubs, and tutorial services for student use.

The Learning Center houses many student support services including MESA, TRiO SSS, tutors and a variety of workshops. The primary goal of the Learning Center is to provide a welcoming environment and a sense of community for all students. For example, student tutors are required to attend trainings that focus on responsibility and communication skills. The training also provides tutors with skills that assist their tutees with study strategies, time management and success in their courses. Workshops in the Learning Center encourage personal responsibility and impart knowledge of transfer, study skills, resume writing and research techniques for the general student body. The Learning Center encourages civic responsibility by providing space for club meetings and gatherings. Additionally, the Center supports and displays student art work which creates a welcoming environment for students that is well blended with an academic focus.

The MESA program is designed to foster intellectual and personal development of students pursuing math-based majors in science and engineering. Many are first generation college students. The MESA Center provides a physical environment to

support regular study, completion of assignments and test preparation. The interactions among students, faculty, and experienced staff take the form of study groups, tutoring, workshops and academic counseling. Each semester a MESA Progress Report serves as a structured way to monitor the achievement of academic goals. The MESA program encourages personal responsibilities while offering support and guidance from experienced Cañada faculty and staff. MESA offers consistent support to students in order for them to successfully transfer to a four-year campus as engineering, science and math majors. Civic responsibility, multicultural experiences, developing positive attitudes, and communication skills within the microcosm of the MESA center is expected to generalize to outside areas, i.e. academic, community, and workplace.

The Student Activities Office supports the development of student leaders and promotes their involvement in the college and greater community. The Associated Students of Canada College (ASCC) is the official representative student government organization at the College and has three primary functions: advocacy, financial support and event planning. The ASCC is represented in all shared governance bodies. (College Council, Planning and Budget, Curriculum).

The Student Activities Office coordinates the Common Ground Project, a peer conflict resolution program designed to provide students with practical information and skills to approach and resolve interpersonal conflicts. Information is presented to students through educational workshops, one-on-one coaching, and class presentations. Trained student volunteers, Peer Conflict Resolution Educators (PCRE's), are utilized to co-facilitate workshops and presentations as well as provide one-on-one conflict management/resolution skill building sessions. Common Ground Project workshop topics include: basic communication skills, interest based negotiations, intercultural conflict and conflict resolution styles.

The Phi Theta Kappa International Honor Society at Cañada College seeks to encourage scholarship among students, promote community service initiatives, leadership opportunities, and provide opportunities for student fellowship. These four elements are evidenced through events such as *Satellite Seminars* which offer topics including Global Dynamic of Power, Family, and Popular Culture. Additionally, *The Evening of Academic Excellence* is an event that honors local high school Honor Roll students. This event has been offered for the last seven years. Community outreach is another key component of the goals of Phi Theta Kappa. Students regularly visit local senior centers, hospitals, and are currently in the process of raising funds to help build a Montessori school in Sri Lanka. Through these opportunities students develop leadership skills, serve as role models to fellow students in the community, and engage in civic responsibilities.

The Political Awareness Club (PAC) is a non-partisan group dedicated to promoting informed voting and political awareness throughout the Cañada College student body. PAC promotes leadership, collaboration, relationship building, problem solving and critical thinking skills with the goal of empowering students to learn about, and bring issues to the forefront within the college arena. PAC events and activities create community links and foster meaningful dialogue through forums, debates and fundraising

events. Recent activities include *Patriot Act Debate*, *Drug Laws Forum*, *Gay Marriage Debate*, and political forums (candidates and initiatives). PAC supports political science majors and compliments classroom learning by offering forums and debates that relate to topics addressed through many different disciplines.

Self Evaluation

The College provides a wide array of opportunities for students to engage in activities that support intellectual, civic responsibility, and personal development. Through the Learning Center, MESA, ASCC, Student Activities, and clubs and organizations students are encouraged to participate in and become a part of their college community. Programs, services and resources are promoted via flyers and brochures, the college web site, class presentations, Orientations, Career and Personal Development courses and Counseling. Current plans consist of a new building that will house the Learning Center, MESA, Counseling and Enrollment Services, Library, Disabled Student Services and Financial Aid. The new building will provide cutting edge technology and ample space for student activities, and clubs and gatherings, which will foster intellectual and personal development for all students.

Through the shared governance process student senators express the concerns and interests of the student body at the local and state level. This is evidenced through student participation in College Council, Planning and Budget and Curriculum Committee and other ad hoc committees. In addition to advocating for students, senators provide financial support to student organizations and various student focused programs and services. The student senate plans events and activities for students to enjoy. Through participation in student government, students gain leadership skills, confidence, build self-esteem, and identify strengths. (minutes)

A new course titled *Leadership Development* was created for the fall 2006 semester. This course is designed to be an interactive exploration of leadership theories and personal leadership development. Students acquire skills and knowledge in the areas of organizational development, group dynamics, strategic planning, and conflict management. This course was cancelled in the fall 2006 due to low enrollment.

Advisors of clubs/organizations have noted that additional support and communication between ASCC and other clubs/organizations is needed to help expedite their goals and objectives.

Planning Agenda

Generate sufficient enrollment for the Leadership Development course.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Counseling and Advising is under the supervision of the Dean of Counseling and Enrollment Services. Regular staff development and division meetings are held and include counselors and classified staff from Counseling, EOPS, Student Support Services, Outreach, Transfer, Assessment, and Career Services. Additionally, combined meetings with Admissions and Records are conducted at least twice a year to review and critique the registration process.

A counselor's binder is provided to all counselors and includes general policies, directories, and instructions for SARS, BANNER, ASSIST, and Eureka. Also included in the binders are updates from Cañada's instructional programs, as well as information from four-year institutions. New counselors are provided training by shadowing veteran counselors until he/she is familiar with the College's policies, procedures, programs and computer programs.

Each semester, Faculty are asked if they would like to attend one of the monthly counseling meetings to review their program including updates, changes and other pertinent information. A chart is kept by the Division Assistant so that eventually all programs will be represented at the meetings. Counselors also are assigned to attend Division meetings on a regular basis for the Humanities, Business and Workforce Development and Science and Technology Divisions. This ensures communication between the Counseling Division and Instructional Faculty.

Representatives from four-year institutions also participate in Division meetings in order to update the counselors with changes happening on their campus. Counselors and Classified Staff are provided professional development opportunities on and off campus at workshops and conferences.

Self Evaluation

During the 2005-2006 academic year, updates and training were provided at the Division meetings in the following areas:

- Instructional programs: Radiologic Technology, Human Services, Chemistry, The University Center, Geology, Spanish, Literature, Biology, Business Office Technology, Multimedia, Interior Design, Athletics, Early Childhood Education, English Institute, Menlo Park Center
- Student Support Services: The Learning Center, CalWORKs, First-Year Experience, TRiO SSS grant,

- Four-Year Institutions: CSU Counselor's conference, UC Counselor's conference, Menlo College, SFSU Nursing, UC Berkley, UC foreign language requirements,

Additionally, internal policies and procedures are reviewed regularly. Counselors and other staff have participated in off campus conferences and workshops during the 05/06 academic year including: UC Counselor Conference, CSU Counselor Conference, Ensuring Transfer Success, National Scholarship Providers Association (NSPA), WAVES (VA conference), NAFSA (Association of International Education), SJSU/SFSU Advisory workshops, Career Development Workshop, EOPS, CalWorks, CARE, SkillScan Assessment, ASSIST/CIAC conferences and others. Additional in-district training has been provided including BANNER, WebSMART, Residency, and SARS.

Counseling Faculty regularly serve on institutional committees such as Academic Senate and Curriculum Committee. The Dean of Counseling and Enrollment Services serves as the College's Articulation officer and attends the Curriculum meetings. Information from standing committees is discussed at Division meetings and forwarded via email.

Planning Agenda

Continue to provide updates from representative faculty at Division meetings and increase representation from four-year institutions. Develop a webpage that will organize pertinent information for counselors to access easily such as program changes and four-year institution updates.

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Students are encouraged to develop deeper cultural awareness and understanding of diversity through participation in academic programs, student and club sponsored events, and activities that enhance their interaction within the diverse campus community.

From 2000 to 2005, the College received funding through the federal Title V Hispanic Serving Institutions grant. One component of this grant focused on faculty development and pedagogical issues which facilitated the inclusion of diversity themes in their curriculum. (faculty with syllabi???? Rana? Hirzel, etc). Examples of two workshops include, *Realizing Inclusive & Engaging Classroom Environments* by Dr. Laura Rendon and *Working with Generation 1.5 Teachers and Learners* by Sugie Goen. In fall 2005, Dr. Terrence Roberts, Congressional Medal of Honor recipient and member of the Little Rock Nine, lectured to the College community on racism, equity and acceptance, in his presentation of *Lessons from Little Rock*. Additional workshops and activities are referenced in the Title V materials ([Title V materials are EVIDENCE](#)).

Whether listening to a concert of harp music, watching a performance by a professional acting troupe, interacting with a panel discussion on Japanese-American Internment Camps, celebrating the anniversary of the United States Constitution, simply reading a book, or other activities that encourage reflection and growth, Cañada students discover new ways of seeing themselves and society at the Library. In addition, the Library offers Information Saturated Learning Experiences (ISLEs), displays of materials with activities that promote information literacy on such topics as Women's History, the human rights crisis in Darfur, and the 60th Anniversary of the United Nations. With these ISLEs, the Library seeks both to instill in students a love of inquiry and to understand better as an institution how students interact with information. Finally, clubs seeking a venue for meeting are welcomed by the Library, which regularly hosts meetings of such clubs as the Latin American Literature Club, the Pacific Friendship Club and the Associated Students of Cañada College.

MOT's two-day workshop, Tools for Tolerance for Professionals is an example of our Districts commitment to embrace diversity that enhances sensitivity by faculty and staff for our diverse student body. In November 2006 the District will be sending its 13th group of employees to the Museum. Sixty employees (faculty and staff) from Cañada College have participated thus far.

Practices developed at Cañada College enhance student understanding and appreciation of diversity. For example, Cañada's AA/AS General Education Degree Pattern includes an Ethnic Studies Requirement.

Another practice that assures appropriate services for the diversity of our student population as well as understanding is the 2004-2005 Student Equity Plan. (Please see the specific document for details) The goal of this plan created by faculty, Vice President of Student Services, a community representative and a student representative is to assure Cañada College comprehensively serves its diverse student population.

Services on our campus which support wide variety of diversity issues include Math, Engineering and Science Achievement (MESA); TRIO; EOPS/CARE; and students organizations/clubs such as, Young Latino Leaders, Black Student Union, Polynesian Club, Gay Straight Alliance, The Filipino Club and the Disabled Students Programs & Services.

Self-Evaluation

Cañada College has institutionalized across all disciplines and services and thereby maintains on going programs, practices that support and enhance student understanding and appreciation of diversity.

Planning Agenda

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The admission and placement process of the college is a topic of ongoing review and discussion to facilitate access for students. The admissions process is available on-line. The Admissions regulations adhere to Title V requirements and regulations. Regular registration critiques are held and feedback is used to improve the admission's process. A district wide Enrollment Services Council consisting of Deans of Enrollment and Counseling and Assistant Registrar's are held monthly to discuss the admissions policies and procedures.

Cañada implemented a new placement test during the spring 2006 semester. ACT COMPASS is a State approved assessment instrument, which also satisfies the Ability to Benefit measurement for students who are non-high school graduates and wish to qualify for federal Financial Aid. Cut-scores and multiple measures were developed following State Matriculation Guidelines. Cañada College also enforces prerequisite requirements for English and Math courses through the use of its Banner database management and enrollment system. During registration, students are blocked from enrolling in courses for which they have not met the prerequisite requirement. In addition, The College has established procedures by which any student who does not meet a prerequisite or is placed by an assessment test, but who can provide satisfactory evidence, may seek entry into the class according to a challenge process. A student may challenge any prerequisite. Students are informed, through the catalog, On-line Orientation, and Counseling of both the reasons for challenging a prerequisite and the process for doing so.

Self Evaluation

The district currently uses CCCApply for the on-line application process. Paper applications are also available at each of the three colleges and regular review of these applications is conducted by the Enrollment Services Council. A recent change of paper applications was made to better align with the on-line version and to have one application for all three colleges. Training is conducted with the Counselors, Outreach Coordinator and Campus Ambassadors to increase the percentage of applications submitted on-line versus paper. In order to increase the number of on-line applications, students will be encouraged to do so at the high schools as well as in the Admissions and Records office. The Admissions and Records office will be relocating to the new Building 9 in summer of 2007 where there will be a "one-stop shop" and additional computers will be available for the on-line application and registration process.

Given the changing nature of accepted testing instruments by the state of California's Chancellor, Cañada College found itself in need of updating and modernizing its implementation of placement testing materials. During the discovery process several

Community College Matriculation Coordinators were interviewed both in and out of our district to find out what they had implemented at their institutions. Some were using a mixture of different second party test instruments combined with or without site created and managed instruments. Most Colleges that were contacted however were using one of two competing second party packages; Accuplacer by the College Board and COMPASS/ESL by ACT both of which are computer based. After consideration of multiple factors and consultation with Faculty, ACT COMPASS was initiated in the spring 2006. (Evidence, Assessment process)

Planning Agenda

In coordination with the Dean of Counseling and Enrollment Services, the Matriculation and Career Services Coordinator, the College Researcher, the Dean of Humanities and math, English and ESL faculty, conduct validation studies on the new ACT COMPASS placement and adjust cut-scores as necessary. Review current multi-measures with faculty and implement new criteria if necessary.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Cañada adheres to “7.28 Student Records” and “8.27 Records Management” under the District Rules and Regulations in addition to Title V Regulations. (Evidence, Rules and Regs) The student computer data files are maintained and backup files are created and stored appropriately. In addition to the computer data files, Admissions is in the process of scanning and indexing both prior and current hard copy student records using the Web Extender application. These imaged and indexed records are available to view by counselors and staff, saving time for all.

The Privacy Educational Rights and Privacy Act (FERPA), page 20 of the 2006-2007 catalog provides that the College may release certain types of "Directory Information" unless the student submits a request in writing to the Admissions and Records Office that certain or all such information not be released without his/her consent. Currently enrolled students may request that "Directory Information" be withheld by notifying the Admissions and Records Office in writing each term or semester. Such requests must be submitted within two weeks after the first day of instruction.

"Directory Information" at the College includes: (1) student's name and city of residence, (2) participation in recognized activities and sports, (3) dates of enrollment, (4) degrees and awards received, (5) the most recent previous educational agency or institution attended, and (6) height and weight of members of athletic teams.

Procedures for release of student records are published in the College Catalog, the Web and Student Handbooks.

Evaluation

Currently, prior records are stored in the records room in Admissions and Records and Archives are stored below the bookstore. Some of these records have been duplicated via Web Extender or microfilmed while others have not yet been duplicated. The archive room is fireproof; however the records room is not.

Planning Agenda

- Continue to scan and index prior records
- Move to a new building (9) which will have a secured fire and earthquake proofed records room.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Student Services mission is to identify and develop a process to measure students' learning outcome, to evaluate and improve learning opportunities, and to create better integration and collaboration of learning opportunities within Student Services and in cooperation with instruction. In accordance with the student Services mission statement, the Counseling Department reviews its own services using "student learning outcomes", faculty and staff input and student surveys to improve the effectiveness of its counseling services. In addition, the programs such as CARE and Matriculation are evaluated by outside state agencies.

During the summer 2005 retreat, the Student Services Department introduced and trained staff and faculty on a comprehensive Program Review based on "Student Learning Outcomes", (SLO), and "Service Area Outcomes" (SAO) and how they could be applied to student services.

During the 2005-2006 academic year, a subcommittee of Student Services created templates to guide staff and faculty in developing their objectives, the outcomes, and the re-evaluation of the objectives to improve services. During the summer 2006 retreat, the Student Services Division began a process of program review utilizing SAO and SLO templates to determine and prioritize the objectives, outcome of the services provided, and reassessment of the services and the student learning outcomes. An important

emphases was placed on evaluating the effectiveness of services through collecting data, and students learning using different methods including Quantitative surveys, Narrative (Qualitative and open-ended) surveys, cumulative, and embedded information from the database. Staff and faculty worked in small groups based on their areas of responsibility using the guideline templates to draft at least two program objectives, and outcomes with the mission statement, and create assessment plans.

Self Evaluation

The Student Services Division is committed to improving services by program review and assessment cycle. The Program Review process emphasizes the student learning outcomes, and the means to measure the effectiveness of the learning outcomes. It has been realized that there is a need to capture raw data to better evaluate learning outcomes. One of the challenges is to obtain data from qualitative surveys from students who have left the institution. It is also challenging to assess the nature of each individual counseling appointment in terms of student learning outcomes. However, it is easier to establish learning outcomes for the Career and Personal Development classes as the student learning outcomes will be listed on the course outline, and measured by a qualitative and quantitative survey. Career 401, “The First Year Experience (FYE)”, is one such example. These courses are a cohort with English and Math courses where students receive additional guidance and support from the Counseling Department. A narrative survey is given to FYE students and a Control group at the beginning and end of each term. The students in the Control group are in the same Math and English course but not in the Career 401 class. The result of the 2005 assessment indicates FYE students had a higher retention rate of 20.9% in English classes and 22.1% in Math classes compared to the Control group. It also indicates that the FYE students’ awareness of college policies, and available programs and services are higher than the Control Group at the end of semester.

Program Review is in it’s infancy for all of Student Services. A template has been created and reviewed with all of the Student Services Faculty and Staff as well as shared with the College’s Academic Senate. Program Review will begin Spring 2007 with Counseling and rotate on a six year cycle. (Evidence, program review template)

Planning Agenda

1. Implement Program Review Cycle for Student Services Programs.