

Responses to Team Recommendations

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

Cañada College has focused much attention on aligning planning processes with the goals and mission of the College. The College has finished a review of its mission statement and made minor revisions that more accurately reflect the philosophy of the College community at this time. In 2003-2004 the College developed a Strategic Plan that helped focus and guide the work of the College. Many of the recommendations from that Strategic Plan have been accomplished. The current leadership of the College, understanding the dynamic processes of maintaining a program that serves the students and community well, engaged a consultant to lead the College in developing a more comprehensive Strategic Plan to guide the College into the next three to five years.

In working toward integrating planning across the whole College community, the current president formalized the composition of the Planning and Budget Committee. That body reviews and recommends to the College Council (our primary shared governance body) all processes to do with planning. The Planning and Budget Committee (PBC) developed a constitution to guide its activities. The responsibilities of the PBC are “development of the planning processes including strategic planning and annual planning, budget development and oversight, identification of and planning for hiring, and communication regarding the institutional planning and budgeting processes”. One of the first activities of the PBC, after becoming a more formal body, was to review and evaluate the progress made on the goals of the last Strategic Plan and report those findings to the College Council.

In the last year, the PBC made recommendations to the College Council regarding revised processes for hiring of administrative, classified staff, and faculty positions. The Committee reviewed the College budget, approved a new formalized process for allocating discretionary budgets, and recommended the addition of Golf as a competitive sport.

In addition to Planning and Budget Committee, the College Council reviewed college wide issues that included facilities master plan and art on campus. All segments of the College community - including administration, senates, and councils - use the mission and goals of the College as a basis for decision making. At the beginning of every discussion which precedes a decision requiring the assignment of college resources the two critical questions asked are: “Where does this appear in the Strategic Plan and how does it manifest the Mission Statement of the College?”

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

Cañada College has made significant progress in developing its research capabilities. In 2003, the college hired a full time researcher who was charged with developing a series of reports regarding data the College needs to adequately plan. Because half of the funding for this position came from our Title 5 Grant, a major emphasis of the data collected was focused on outcomes for the Title 5 Grant. However, the information that spoke to the Title 5 needs was also relevant to the College in understanding our student population in a more complete way, and documenting students' progress through our programs. The researcher produces reports for use in program review, demographic overview of our student population, and course taking patterns to inform schedule development. Surveys have been done of our student population, and data has been gathered to validate our placement tests.

The College researcher works in conjunction with the researchers at the other two colleges and the District Office to define and provide data that is consistent in content and definition across the District. The District has developed a data warehouse to store historical data that can be used to track cohorts of students and we have completed the first longitudinal study that describes our student progress in a deeper and more meaningful way. Reports are being developed that will be available to all three colleges. A new program has been acquired that will allow managers to do routine queries that are of specific interest to a program or department. Data collected as a basis for Strategic Plan development is available on the College website and members of the College community are invited to comment by means of a discussion board. Information gathered is discussed regularly in meetings of the College divisions.

3. Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent and on-going support from the district.

The College engaged in a strategic planning process in 2002-2003. This led to a series of recommendations that helped guide the College in its decision making regarding academic and student service programs and facilities. Many of the recommendations from that planning process have been accomplished.

The Interim President guided the College in developing a more complete Strategic Plan that is informed by significant data gathering and extensive input from the College community as well as the larger community and all of its constituencies.

The College will use the new Strategic Plan and the data gathered to develop a new Educational Master Plan that looks at the developing needs of our students and community. The new plan, goals, actions and monitoring measurements will be well underway when the visiting team arrives.

Cañada College engaged in discussions regarding the Facilities Master Plan. Significant work was done on a Facilities Master Plan in 2001. A major revision of the Facilities Master Plan was completed and presented to the Board of Trustees in September of 2006. The emphasis on facilities was driven at the District level beginning in 2001 and again in 2005, the voters in the county approved two facilities bond measures that totaled nearly \$750,000,000.

Significant building and renovation has been completed on the Cañada campus in the last three years. A new Library, Student Resource Center will be completed and will open for the Fall semester 2007. Classrooms have been refurbished and equipped with the capacity to provide multimedia presentations and internet connections to enhance and support teaching and learning. The entire campus now has wireless connectivity to the internet. Currently all of the science laboratories are in line to be renovated over the next 2 years.

All of the planning with respect to facilities has been driven and informed by the mission of the College, the programmatic needs and learning styles of the students, and the pedagogical needs of the faculty. Many forums were held to determine how the ability to upgrade and renovate our facilities could support the educational needs of the students.

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

Improved communication with the members of the College community has been a high priority for the College. One of the improvements is the institution of a monthly College newsletter from the President's Office, originally the President's Pen, and more recently renamed as the Olive Press. The former and current presidents have maintained a regular opportunity to communicate with the campus faculty and staff directly, face-to-face, by holding All College Meetings three to four times per semester. At these meetings, a variety of topics relevant and of interest to the whole College are addressed. Among these are campus safety, pedagogical strategies, budget information, facilities planning, strategic planning, program information, and employee recognition. Monthly division meetings also provide an opportunity for information and for discussion of College and division matters which emanate from either management or faculty and staff.

Campus wide opportunities for sharing information and understanding processes have been facilitated by publishing agendas and minutes for meetings in advance and inviting all constituencies to participate in decision making. Academic Senate, AFT, Classified Council, Planning and Budget Committee and College Council hold regular meetings which give faculty and staff an opportunity to participate. Division and department meetings are also held to improve communication around specific areas of interest.

Professional development has been addressed by providing a variety of opportunities for faculty, staff and administrators. New faculty orientations for contract faculty are held each year. This orientation helps new faculty understand the structure of the College and the resources available to them and to students. There has also been the opportunity for faculty to participate in Boot-Up Camp – a series of workshops focused on providing new faculty the opportunity to learn skills necessary to use the new technological resources available to the college. Unfortunately, this year, Boot-Up Camp was postponed until Spring semester due to difficulties at our sister college. Tenure review training sessions are also held each year to ensure that all faculty participating are informed about the process and its goals. Orientations are held for first time adjunct faculty at the beginning or each semester, also to help them understand the College structure, procedures, and resources.

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Many faculty and staff had the opportunity for significant professional development under the auspices of the Title V Institutional Strengthening Grant. Workshops were held on:

- Active Learning Strategies
- Facilitatng Excellence among Latino Students
- Motivating the Underprepared Student
- From ESL Classes to the Mainstream: How can faculty assist Language Minority students in the transition?
- Learning to Communicate with Skill and Ability
- Lessons from Little Rock
- Facilitatng Group Dynamics
- Learning Communities: Enhancing Student Success.

Faculty, Staff and administrators also attended Conferences:

- Learning Communities Regional Consortium
- Supplemental Instruction
- First Year Experience

There are four opportunities for faculty or staff to engage in professional development funded by the District of the College. Professional Development

funds support faculty in attending conferences, workshops or in extended leaves to gain skills or knowledge relevant to their specific assignment. Faculty apply for the funds and applications are approved by an oversight committee. Classified Development funds are available to support training opportunities for individual classified staff and also to organize a yearly retreat for all staff who want to participate. Trustee's Fund President's Innovation Fund are used to support faculty and staff in developing new ideas that address the goals and mission of the College. Again, applications must be made and projects are selected for funding, by an oversight committee, based on merit.

The District has instituted a monthly Management Training meeting to keep all managers informed of relevant changes in policies or procedures. Topics have included contract changes, district services, planning, technology updates, and sexual harassment and hostile workplace environment training. Diversity training is important to the district, and each year two cohorts of administrators, faculty and staff have an opportunity to attend training at the Museum of Tolerance. Ongoing activities at all three colleges help institutionalize the lessons learned.