

## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

### **II.A. INSTRUCTIONAL PROGRAMS**

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

*II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

### **DESCRIPTIVE SUMMARY**

The mission of Cañada College is to provide “quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success”. All academic programs and courses are developed by the faculty to respond to an identified need at the College for the community. New programs, new courses, and modifications to existing programs and courses are all reviewed by the Curriculum Committee. The College offers 21 Associate of Arts degrees and 25 Associate of Science degrees. Two of the newest disciplines are Medical Assisting and 3-D Animation and Video Game Arts.

The role of the Curriculum Committee is to “Coordinate and monitor Cañada’s curricular offerings so that they 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 the goals and objectives of the SMCCCD and Cañada College.” Specifically, the Committee is charged with recommending action on the following:

- New Course proposals and course modifications
- Course banking and deletions
- Proposals for new programs and program modifications
- Other curricula matters including graduation requirements, general education patterns, and audit list changes.
- Special Topics courses
- Course articulation with four-year institutions

*(1 Curriculum handbook),*

In its work as the Curriculum Committee, faculty review all proposals with regard to course descriptions, learning objectives, course content, prerequisites, student learning outcomes, and application to a degree or certificate.

The Curriculum Committee also reviews alternative delivery modes of instruction to ensure that courses offered via distance education, either on the internet or broadcast on television, adhere to the appropriate standards of communication with students.

Courses taught through Cañada College, on or off campus, broadcast or via the internet are based on the Course Outline of Record.

### **SELF-EVALUATION**

Cañada has a well defined and effective mechanism in its Curriculum Committee to ensure that all instructional programs meet the mission of the institution and uphold its integrity. The College offers courses and programs that address students' basic skills needs, courses that provide entry into the workplace, and a comprehensive program of transfer and general education courses.

### **PLANNING AGENDA**

None at this time.

Evidence—(References 2:01-2:04)

*II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

### **DESCRIPTIVE SUMMARY**

Cañada College offers a comprehensive educational program that addresses the community needs in a variety of ways. Students come to Cañada for multiple reasons and thus need coursework that is relevant to their needs. A large number of students come to the College unprepared to do College level work. Curricula is in place to prepare these students in the basic skills areas of, English, Reading and Mathematics so they will have the opportunity to enter into workforce programs and/or into the general education or transfer program. A second set of students come to the College as English language learners and strive to learn English at a sufficient level to be able to move either into a work related curriculum or a transfer program. For students who want career or technical education, the College offers a small but effective number of workforce development programs that have high enrollments and lead to meaningful jobs in the community. Finally, many students at the College identified associate degree completion

and/or university transfer as the educational goal. Cañada offers numerous degrees that are appropriate for transfer.

Cañada is currently engaged in a strategic planning effort. In building the strategic plan, a great deal of research has been done to inform the College regarding directions to take in developing new degrees or certificates to meet the developing needs of the community. This data will inform the development of a College Strategic Plan. That plan will guide the College in making decisions about directions for allocating resources to address changing community needs.

As an example of this research, a recent study of the new students enrolling at Cañada College in the Fall semester of 2004 showed approximately 34% of these students identified a degree and or transfer only as their educational goal, 34% identified vocational degree, career or job advancement as a goal, and 32% had other goals or were undecided. To serve these needs, the College has a strong mandate to offer both transfer and vocational programs. Within that same set of students a vast majority of students needed to take either ESL classes or basic skills courses in mathematics, reading or English. In looking at the degrees awarded for the 2004-2005 academic year, 54.4% of the degrees could be classified as general education/transfer degrees and 45.6% were in disciplines that could be classified as career or technical education.

The demographics of San Mateo County are somewhat different from the student population at the College, but the demographics at the College are more closely aligned with the student populations in local high schools. The growth of the Latino population in the county has been significant, and many Latino students have discovered that the College provides opportunities for them to learn or improve their English skills and move on to higher education.

## **SELF-EVALUATION**

Cañada offers a broad range of educational programs that meet the needs of the students in our community. The institution has begun to use research and analysis, in a systematic way, to evaluate its success in identifying and responding to these needs. Analysis of the community has been done, student surveys and employee surveys have added to the knowledge base, and program results are now made public. Programs are in place and planning is focused on providing resources to support the educational programs that exist and those that will be identified for development.

## **PLANNING AGENDA**

### **Research analysis and SLO**

None at this time.

*II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

### **DESCRIPTIVE SUMMARY**

Courses at Cañada College are taught using a variety of delivery modes, based on faculty expertise, the recommendations in the course outline, and the technological facilities available to faculty. Most courses are taught in the lecture/discussion/peer group mode, with appropriate laboratories built into the course as required. Faculty has adopted teaching strategies that incorporate technology in the classroom such as Power Point presentations, internet connectivity, and student computer use.

The College is beginning to offer more courses using distance education via the internet. Courses will be offered as fully distance education and other as hybrid courses, incorporating both classroom and internet instruction. The Curriculum Committee reviews the methodology recommended for courses as part of the approval process. When a faculty member recommends distance mode for a course, a separate form required to ensure that the unique challenges of using the technology have been considered and that there will be regular, consistent communication with students. Faculty must explain to the Committee how they will communicate with students and how they will interact with each student. The District is in the process of selecting a standard Course Management System that will be available to all faculty teaching via the internet that will simplify the process for faculty.

College faculty and administrators are currently participating on the district-wide Distance Education Advisory Committee. This committee is charged with the development of a comprehensive distance education program in concert with the three colleges. The committee will make recommendations on distance learning policies, curriculum development, resource allocation, and technology development.

DEAC Web page [here](#)

### **SELF-EVALUATION**

In the 2006 Noel-Levitz survey, students indicated that they were very satisfied with the quality of instruction received. As the student body has changed, bringing new learning strategies and needs to the classroom, the faculty has responded by adopting new teaching strategies in the classroom. The traditional methods of lecturing are fading quickly in favor of more interactive discussion, group instruction supported by technology. Many faculty members develop and maintain active websites to communicate with students, posting their syllabi, homework assignments, power point presentations and links to appropriate informational sites for student access. Almost all classrooms have been renovated to allow internet connectivity to support the evolving instructional methodologies.

There is, however, a need to help some faculty develop the technological expertise to utilize these new strategies. And, there is a need to train faculty on classroom management skills that use discussion or group project methodologies in providing instruction.

## **PLANNING AGENDA**

Continue involvement with DEAC to identify critical issues regarding effective distance education.

Provide professional development activities for faculty to learn new teaching strategies.

*II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

## **DESCRIPTIVE SUMMARY**

Students who complete an Associate Degree at Cañada College are required to demonstrate basic competency requirements in Reading, English and Mathematics. They demonstrate competency in use of language, rationality and critical thinking, natural science including an understanding and appreciation of scientific inquiry and the natural world in which we live. They have been exposed to humanities, social and behavioral sciences and ethnic studies. In addition, students must complete coursework that demonstrates their competency in major area of study. Students in vocational degree or certificate programs demonstrate competency through performance based assessments, laboratory activities, and internships.

Official course outlines are completed for every course offered. These include learning objectives, course content, and evaluation methods. Faculty use a variety of methods to evaluate student progress toward learning objectives including essays, short answer tests, oral presentations, research papers, problem solving, and group projects. Course outlines are updated every six years. Beginning in the Fall Semester 2006, the Curriculum Committee requires faculty to identify student learning outcomes for each course submitted for review. These SLOs are not part of the official course outline, as faculty members believe they may need to be refined, after being assessed, on a more frequent schedule than six years.

The primary methods for evaluating student learning are through instructor designed assessment tools. These are most often examinations, presentations, or demonstrations. Student achievement of the required elements of learning are reported through final grades at the end of the semester.

The Office of Institutional Research (OIR) prepares a report at the beginning of each year showing the success and retention rates of students in each discipline. Through the District Office, reports of student success and retention can be accessed for each course taught in each semester.

## **SELF-EVALUATION**

Course outlines of record identifying learning objectives have long been in place. Faculty members use appropriate assessment tools to validate student learning and report success in the form of final grades. Associated student learning outcomes are being developed along with assessment methods focused on specific outcomes.

In the Fall Semester of 2004, a faculty member was identified to lead the College discussion of student learning outcomes. Faculty and administrators attended several training activities to understand the focus of SLOs and to be able to help their colleagues with this work. Workshops were sponsored each semester to engage faculty in the discussion and to facilitate development of SLOs. The coordinator met with faculty in a variety of disciplines to help develop the course level and department level SLOs. More recent work has been focused on identifying appropriate assessment tools and then use the data gathered from these tools to make improvement in teaching strategies where necessary.

More work in identifying specific student learning outcomes has been done in some departments than in others. The Math faculty has developed course outcomes for the Algebra sequence, and has completed one cycle of assessment. In department meetings faculty will discuss the outcomes and try to determine what, if anything, can be done to ensure students achieve the level of competence desired. English faculty members have completed a rubric for evaluating student work in writing. ESL faculty members have developed an outcomes matrix for course and program levels. Most of the vocational programs have identified learning outcomes that have been in place for some time. Assessments are in place and students' success is validated by students passing statewide exams.<sup>1</sup>

The Curriculum Committee has begun the discussion of Institutional Student Learning Outcomes, and plans to have a recommendation to take to the Academic Senate for approval by the end of the academic year. Because faculty have been focusing on course outcomes, it has been difficult to engage a sufficiently large group of faculty to develop the institutional outcomes. The College is making slow but steady progress.

To support the concept of identifying and assessing SLOs the Academic Senate included a section in the program review document that requires faculty to identify SLOs. This has only been in place for one cycle of Program Review.<sup>2</sup>

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<sup>1</sup> SLOs website

<sup>2</sup> Program Review Document

## **PLANNING AGENDA**

Complete the identification of institutional student learning outcomes and develop assessment tools to verify student success.

Develop tools to assess identified SLOs and use information generated by these tools to improve teaching strategies.

*II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

## **DESCRIPTIVE SUMMARY**

Cañada College evaluates all instructional programs on a six year cycle through Program Review process with a Biannual State of the Department update<sup>3</sup>. This process requires faculty to state goals and examine curriculum, student outcomes, faculty and staff, facilities, equipment, materials, and budget needs. The OIR provides data regarding student enrollments, success, retention, persistence, FTES, and load.

## **SELF-EVALUATION**

The program review process was completely restructured by the Academic Senate and implemented for the 2004-2005 academic year. Prior to that time the process was cumbersome and unfocused. There was inconsistent adherence to completing the reviews and for a year, the Academic Senate asked faculty not to participate until the process could be updated. In 2005, faculty began to use the new format, and since then multiple programs have completed their review and made recommendations to the College.

The OIR provides data for the reviews and the Planning and Budget Committee uses the data along with the recommendations from the program reviews to inform the planning and decision making process.

## **PLANNING AGENDA**

None at this time.

*II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

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<sup>3</sup> Program Review Documents

## **DESCRIPTIVE SUMMARY**

The processes for development and evaluation of all instructional courses and programs are well defined and based primarily on faculty recommendation with input from division deans, community resources, and research. Curriculum is developed by faculty and includes course descriptions, learning objectives, content, evaluation methods, textbook recommendations and degree applicability.<sup>4</sup> Course level student learning outcomes' addendum is included in this process. When the development is complete, the course is forwarded to the Office of Instruction for technical review, and then on to the Curriculum Committee (a subcommittee of the Academic Senate)<sup>5</sup> for discussion and approval. Existing courses are reviewed every six years and sent to the Curriculum Committee for modification approval.

Programs are developed by identifying a need, developing curriculum, seeking approval of the Board of Trustees, from the California Community College Chancellor's Office, and finally from the ACCJC.<sup>6</sup> Before new programs are developed, the College Planning and Budget Committee discuss the need for the program and how to make resources available to support the program. Programs are evaluated using the newly revised Program Review document. Faculty member present the results of their program reviews including program level student learning outcomes to the Curriculum Committee at a meeting to which all faculty and staff are invited. The recommendations from faculty in program reviews are also forwarded to the Planning and Budget Committee.

## **SELF-EVALUATION**

Both the curriculum development and the program review process are comprehensive and controlled by faculty. Timelines are published for curriculum review and approval, and a program review schedule is in place to ensure that all academic programs complete the process every six years. The program review process was recently revised and is intended to be less cumbersome than the previous one. Student learning outcomes are identified for all courses and presented to the Curriculum Committee at the time of course approval. Student learning outcomes for programs are identified as part of the program review process.

## **PLANNING AGENDA**

None at this time.

*II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student*

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<sup>4</sup> Curriculum forms

<sup>5</sup> Curriculum Committee membership

<sup>6</sup> Find process for approving new programs



*learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

### **DESCRIPTIVE SUMMARY**

Faculty members are responsible for designing and updating course outlines to identify competency levels and measurable student learning outcomes. Faculty members, as discipline experts, are also responsible for determining requirements for certificates and degrees. Advisory committees assist faculty in identifying the learning outcomes as required for vocational programs offered through the Business and Workforce Development Division and the Science and Technology Division.

Faculty members develop assessment tools that ensure comprehension and competency in the subject matter and measurable outcomes for all courses. The role of advisory committees is to advise program directors on issues that affect the overall functioning of the programs; for example: recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, equipment needs, etc.

### **SELF-EVALUATION**

Faculty members regularly evaluate students based on the learning objectives identified in the course outlines. Dialogue regarding the difference between the learning objectives listed in the course outline and separately identified student learning outcomes has been lively. Many courses and some programs have identified SLOs, but the specific evaluation of these has been implemented by only a few faculty members for their programs. Faculty members in the vocational programs have more clearly articulated SLOs and the assessments that evaluate student learning.

### **PLANNING AGENDA**

Identify SLOs for every course and program along with the associated assessment techniques.

Use the results of the assessments to modify and improve instructional techniques where appropriate.

*II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

### **DESCRIPTIVE SUMMARY**

Instruction at Cañada College is provided by competent faculty who possess the discipline knowledge and teaching skills appropriate for their discipline. A rigorous hiring process<sup>7</sup>, an extensive four-year tenure review process<sup>8</sup>, and regular peer evaluations<sup>9</sup> are all components in place to assure that faculty have and maintain excellence in the classroom. All adjunct faculty members meet the same standards for discipline competence as regular faculty members, are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular cycle<sup>10</sup>. Instruction is supported by classified instructional aides and laboratory assistants who work closely with faculty.

Degree and certificate programs at Cañada College conform to California Education Code requirements. They have been designed to meet the mission of the College, providing opportunities in transfer and vocational areas with the necessary support to prepare students with the basic skills they need to be successful. Degrees and certificates are designed by discipline faculty with input from local industry experts and advisors when appropriate.

The curriculum development process ensures rigor and sequencing of courses. The procedure for initiating new or revised course outlines uses a structured, documented process outlined in the Cañada College Curriculum Committee Handbook (2006-2007)<sup>11</sup> developed in accordance with the criteria in the Curriculum Standards Handbook<sup>12</sup> from the State Chancellor's office. All courses require consultation with and sign-off by department faculty, the division dean, the chair of the Curriculum Committee and the Vice President of Instruction. The Curriculum Committee, comprised of faculty representatives from every division and chaired by a faculty member ensures appropriate breadth, depth, rigor, and adherence to College and state guidelines for course outline in its review and approval process.

## **SELF-EVALUATION**

Cañada College strives to ensure that complete course sequences are available and that a comprehensive curriculum continues to be offered. The challenge arises when the number of students enrolled in a program is small and the College cannot offer every course every semester. Deans have developed a course schedule identifying when they will be offering courses that cannot be scheduled every semester. This helps counselors advise students in creating an education plan that accounts for schedule restrictions. When considering whether to allow a class with low enrollments, a major consideration is students' need for the class to complete their program of study.

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<sup>7</sup> Faculty hiring process

<sup>8</sup> Tenure Review Process

<sup>9</sup> Faculty evaluation process

<sup>10</sup> Adjunct evaluation process

<sup>11</sup> Curriculum Committee Handbook

<sup>12</sup> Curriculum Standards Handbook

The issue of “time to completion” can be complex in the community college. While moving efficiently through the lower division program is a goal for many traditional students, Cañada also serves many non-traditional students for whom such an approach is not ideal or even possible. The College recognizes that appropriate time to completion for such students may be significantly longer than two years and tries to ensure that courses are available to students when they need them.

The College’s rigorous hiring, tenure review, and evaluation processes ensure that faculty are qualified to teach in their subject area, use methods that engage the students. The Curriculum Committee review process ensures that instructional quality, breadth depth, and rigor, are appropriate for students.

There is insufficient funding for the faculty development opportunities necessary to maintain the scholarly environment. Since the loss of Partnership for Excellence funding there are only minimum funds for travel. This makes it particularly difficult for faculty to stay current in their disciplines or learn about new teaching methodologies.

#### **PLANNING AGENDA**

Develop new funds for professional development, and institute a center for excellence in scholarship with new and existing funds.

*II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

#### **DESCRIPTIVE SUMMARY**

Face to face classes are the most common mode of instruction at Cañada College, however, many faculty have developed methodologies that enhance learning beyond this practice. Faculty use active learning pedagogies, collaborative learning, learning communities, computer lab assignments, and research on the internet.<sup>13</sup> Faculty strive to make course content accessible to students from a wide variety of cultural and ethnic backgrounds, and the use the latest research in the field as it applies to classroom practice.<sup>14</sup>

The College has developed a First Year Experience Program which is a group of learning communities to support students who are new to college, and who have tested into basic skills classes. Faculty members in this program regularly meet to discuss teaching strategies and collaborate on the best way to support the students in the program. Faculty members in other disciplines are also designing learning communities.

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<sup>13</sup> Find syllabi that demonstrate these strategies

<sup>14</sup> Find research that some faculty have studied – perhaps Yolanda’s reading strategies.

Cañada has a large population of students who need instruction in ESL. Some of these students have emigrated from other countries and have a significant educational experience and fluency in their home language. For these students learning English is the pathway toward success in college level classes, assimilation and career success. Others of these students have been speaking English at school, and their native language in their homes and communities yet they are neither fluent in English nor their native language. These students need significant remediation in both English and their home language. Faculty at the College have participated in workshops, sponsored with the support of a Title V (Hispanic Serving Institutions) grant, to learn how to teach each of these populations effectively. This is of particular importance when the student is enrolled in a class other than the appropriate level of ESL.

Many faculty members have adopted technology as a way to supplement the work they do in the classroom. Faculty members are supported in using technology in the classroom by a series of courses offered through our Center for Teaching and Learning (CTL).<sup>15</sup> Faculty can learn how to develop web pages, make podcasts, and use course management systems among other things. A few faculty members have developed courses that are offered as hybrid courses, requiring students to be in the classroom for face-to-face time for part of the instruction, and to participate in internet activities for the balance of the instruction.

Other faculty members have developed or are in the process of developing additional distance learning classes that will be offered primarily over the internet. The District is in the process of choosing a course management system that will support faculty work and will be a standard tool available to all faculty members who choose to use it.

Every semester, the College offers a small number of courses that are broadcast through KCSM, the SMCCCD licensed FM television station. Instruction is broadcast, and faculty are available to meet with students at designated times.

## **SELF-EVALUATION**

A variety of delivery modes of instruction are used at Cañada College including the application of new technologies and learner-centered approaches, such as collaborative learning and learning communities. Courses are offered in the classroom and laboratory, as hybrid course, online and via television. The District offers faculty opportunities to learn more about technology mediated instructions in a variety of modes through workshops and technical assistance in the Center for Teaching and Learning (CTL).

<http://ctlonline.net/>

The College has concentrated in recent years in helping faculty in all disciplines learn more about teaching students who are not fluent in English. Workshops were offered to teach faculty the special needs of these students and teaching strategies that more effectively engage these students.

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<sup>15</sup> <http://ctlonline.net/CTLReg/classschedule.asp>

There is a strong need to provide faculty with the strategies that are most effective in teaching under prepared students and students with language needs. In addition, faculty members continue to need training in using the ever-changing technologies that are available to educators. In many cases, students are more sophisticated than their teachers in using the evolving technologies.

### **PLANNING AGENDA**

Continue to provide faculty development opportunities that focus on teaching students with language and/or basic skills needs.

Evidence—(2:15-2:16)

*II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

### **DESCRIPTIVE SUMMARY**

Cañada has had a program review process in place for instructional programs for many years. In the 2003-2004 academic year, the Academic Senate decided to update and restructure the program review process and the document that must be completed.<sup>16</sup> While that work was being done, no program reviews were completed. In the 2004-2005 academic year, a revised process was implemented, and a new schedule for program review was published.<sup>17</sup>

The revised program review process calls for two responses from faculty. The first is a bi-annual report that includes program goals and objectives, student learning outcomes, curricular offerings, enrollment data, faculty and staff hiring recommendations, and equipment and resource recommendations. The second is a comprehensive program review that will be completed by each department or program on a six year cycle. The areas to be addressed in the review are an overview of the program, curriculum; student outcomes, faculty and staff, facilities and equipment, and budget requests.

Since the new process was implemented, thirteen programs have completed their reviews and presented the results to an open meeting of the Curriculum Committee. In addition, the recommendations made by faculty are forwarded to the College Planning and Budget Committee for reference in their deliberations.

### **SELF-EVALUATION**

The revised program review process is more comprehensive in nature than the previous process, and includes an opportunity for the whole College to hear about programs other

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<sup>16</sup> Program Review Document, [http://www.canadacollege.edu/inside/program\\_review/index.html](http://www.canadacollege.edu/inside/program_review/index.html)

<sup>17</sup> Program Review Schedule

than their own. It requires faculty to identify goals, update curriculum, identify student learning outcomes, and consider program needs for additional staffing or equipment. Those programs identified in the first two years have completed the process.

However, there has not been any movement by faculty to complete the bi-annual program review process other than by those doing the comprehensive review. As the College moves into the third year of implementation, there needs to be a dialogue regarding the need and value of completing the biannual portion of this process.

The new process includes a requirement that student learning outcomes be identified and assessment of those outcomes begin. The SLOs are identified in all programs that have been completed, but the assessment of student learning against those SLOs has not yet been incorporated into the report. As faculty become more attuned to the concept of SLOs they are developing assessment techniques and using them to evaluate not only student learning, but also teaching and learning strategies to make improvements where needed.

Feedback to the departments completing their reviews from the Curriculum Committee chair and from the Vice President of Instruction is also part of the program review process. This has not happened. Faculty members feel that they deserve a response to their work in a reasonable amount of time. The Curriculum Committee chair and the VPI have recognized their lack of communication and are making plans to be more responsive.

The cycle of evaluations is moving forward, and within six years, all programs will have completed a review.

#### **PLANNING AGENDA**

1. Academic Senate needs to determine whether to require a biannual report
2. The Curriculum Committee chair and the Vice President of Instruction need to provide feedback to programs in a timely fashion
3. Assessment of student learning outcomes needs to be made and used to improve student learning.

*II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

#### **DESCRIPTIVE SUMMARY**

Cañada lacks a comprehensive planning and evaluation process for Student Learning Outcomes at the program level in most general education or transfer areas. However, vocational programs evaluate SLOs on a regular basis to ensure currency and student

achievement. These programs are dependent upon staying up to date on industry standards and outside licensing requirements. Advisory boards are an important part of the evaluation and review process. There are programs that have developed SLOs and are working to develop assessments and publish the results of the assessments to their constituents. Mathematics has completed one cycle of the assessment process, and faculty members are discussing the results of the assessment. SLOs are an integral part of the program review process, and as more programs complete their program reviews, the College will have a greater body of data regarding student learning.

### **SELF-EVALUATION**

The dialogue regarding SLOs has begun at Cañada, but there is much work to do in this regard. As curriculum is developed or modified, SLOs must be identified. Program review requires that SLOs be developed. Work in assessing the SLOs is progressing at a slow but steady pace. It is taking time for some faculty to embrace the concept and differentiate between the assessment they have always done with regard to student learning and the more specific nature of students learning outcomes. Faculty members in vocational areas are much more comfortable with the concept and can articulate the SLOs and demonstrate through assessment that students are achieving the desired learning.

The Academic Senate and, in particular, the Curriculum Committee have take a leadership role in helping faculty move toward SLOs. The College has identified a SLO coordinator and given him reassigned time for the past two years to work with faculty in groups and on an individual basis. He has developed a website<sup>18</sup> for faculty reference with many resources to help faculty. All SLOs that have been developed are posted on this site.

Although the College appointed the SLO coordinator and has offered some workshops, there is insufficient funding to provide the intensive, ongoing support necessary to facilitate the collaborative process of implementation of SLOs at the program and institution level. So while new and revised courses have accompanying SLOs the more in-depth work of developing assessments and a cycle of revision seems unachievable.

### **PLANNING AGENDA**

Develop new funds for professional development, and institute a center for excellence in scholarship with new and existing funds.

1. The College will actively work to develop SLOs for all programs and the associated assessment tools.
2. The College will publish the results of the assessments

*II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

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<sup>18</sup> <http://www.smccd.net/accounts/canslo/>

### **DESCRIPTIVE SUMMARY**

The College has no programs that require common course or program exams.

### **SELF-EVALUATION**

### **PLANNING AGENDA**

None at this time.

*II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

### **DESCRIPTIVE SUMMARY**

All grading policies and criteria for awarding credit for courses are outlined in the College Catalog<sup>19</sup>. These policies are based on the Carnegie Unit Standard. Course outlines of record for new and revised curricula are submitted to the Curriculum Committee and must define learning objectives and methods of evaluation. Included in all course outlines is documentation establishing prerequisites and recommended preparation that address adequacy of preparation for success in the courses. Curriculum Committee review and approval of all course outlines ensures that units of credit are awarded according based on Title V regulations.

### **SELF-EVALUATION**

Course syllabi are collected by division deans and provide the detail supporting individual class section compliance with the course outline of record. Syllabi are monitored and reviewed during faculty evaluations and during the tenure review process to ensure that they are in line with campus policies and that they accurately reflect the content, activities, and assessment methods of the courses.

### **PLANNING AGENDA**

None at this time.

*II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

### **DESCRIPTIVE SUMMARY**

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<sup>19</sup> Catalog



The Curriculum Committee approves all sequences of courses degree programs for general education and vocational programs and all certificates for vocational programs upon the recommendation and justification of the discipline faculty. All degree requirements are clearly published in the Cañada College Catalog. Students who successfully complete the sequence of courses and demonstrate appropriate competencies are awarded degrees and/or certificates.

### **SELF-EVALUATION**

Cañada students are awarded degrees or certificates only after they have successfully completed each course required in the degree as described in the College Catalog. Every course has identified learning objectives in the course outline of record and students must demonstrate significant achievement of these learning objectives to successfully complete the class. At the same time, not all programs have identified comprehensive learning outcomes that span the entire program. The dialog related to SLOs at the program level needs to be more robust and specific. Progress is being made, but there is much work to do.

### **PLANNING AGENDA**

Departmental faculty in all areas will develop program student learning outcomes appropriate for their specific program.

*II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

### **DESCRIPTIVE SUMMARY**

The Cañada College Catalog describes the philosophy for general education requirements. Faculty propose courses to meet general education requirements and the Curriculum Committee approves their inclusion after determining that the rigor and breadth satisfy one or more of the general criteria.

### **SELF-EVALUATION**

The general education philosophy is published in the Cañada Catalog and in the on-line version of the Catalog on the College website.

### **PLANNING AGENDA**

None at this time.

*II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

#### **DESCRIPTIVE SUMMARY**

The full scope of all academic and vocational degree programs is stated in the Catalog which reflects GE requirements. The range of GE requirements is 18 – 21 semester units for Cañada College degrees. The distributions of units is made across five areas: Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Ethnic Studies.

#### **SELF-EVALUATION**

The Curriculum Committee is responsible for ensuring all degrees include general education requirements and for approving courses which will satisfy those requirements. In the 2005-2006 academic year, the Curriculum Committee began discussions about general education requirements. It asked the Ethnic Studies ad-hoc committee to develop updated criteria for approving a course for meeting the Ethnic Studies requirement. The ad-hoc committee presented a proposal and the Curriculum Committee adopted the new criteria.<sup>20</sup> The Curriculum Committee recognizes a need for a new discussion about criteria for GE. That discussion has begun and the Curriculum Committee has begun to examine and update the criteria for approving a course to meet a specific general education requirement.

#### **PLANNING AGENDA**

The Curriculum Committee will create a handbook which documents criteria for general education requirements.

Evidence—(Reference 2:22)

*II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

#### **DESCRIPTIVE SUMMARY**

All degrees awarded at Cañada College include, as a component, students' demonstrated ability in oral and written communication, critical/analytical thinking, computer literacy, scientific and quantitative reasoning and physical education. These requirements are clearly described in the Catalog.

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<sup>20</sup> Ethnic Studies Criteria document

### **SELF-EVALUATION**

The courses that student complete in each of the major areas of general education have been scrutinized by the Curriculum Committee and include learning objectives that assure that students completing all of the areas have achieved competence in the required areas.

### **PLANNING AGENDA**

None at this time.

*II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

### **DESCRIPTIVE SUMMARY**

Students are required to complete coursework in humanities, social and behavioral sciences, and ethnic studies in an effort to expose them to the meaning of ethnical human behavior. Courses in ethnic studies are intended to build respect for cultural diversity; humanities and social and behavioral sciences courses introduce the concepts of historical sensitivity, social responsibilities, and an appreciation for the arts.

### **SELF-EVALUATION**

The GE pattern includes courses that individually and collectively provide students with knowledge and skills in these areas.

### **PLANNING AGENDA**

None at this time.

*II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

### **DESCRIPTIVE SUMMARY**

Students at Cañada are working toward an AA/AS degree are required to declare a major and focus on one area of study or they may choose a university studies or liberal studies degree with interdisciplinary core. Details of this requirement are listed in the College Catalog.

### **SELF-EVALUATION**

Cañada offers 46 associate degrees in a broad array of options for students. Transfer degree majors prepare students for upper division work in a particular subject matter and range from narrowly focused majors, such as history, or to broad course patterns that also satisfy university GE requirements. Vocational degree majors prepare students for immediate employment and/or upgrading of their employment skills and include specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter; for example Multimedia.

## **PLANNING AGENDA**

None at this time.

*II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

## **DESCRIPTIVE SUMMARY**

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

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

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

## **SELF-EVALUATION**

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

## **PLANNING AGENDA**

None at this time.

*II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

## **DESCRIPTIVE SUMMARY**

All students and prospective students at Cañada have access to clear and accurate information about educational courses, programs and transfer policies. The College publishes a Catalog every academic year that describes all degrees and certificates. Descriptions of all courses are listed in the Catalog to inform students about purpose and content. The Catalog is available in printed format and is posted on the College website.<sup>21</sup> A course schedule is available each semester which clearly articulates which courses are being offered. This document is available in both print and electronic format and also includes many pertinent policies and procedures. At the beginning of each course, faculty members provide a syllabus that describes course content, objectives and assessment methods.

## **SELF-EVALUATION**

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

Students are primarily concerned with receiving accurate information about academic programs to plan the most appropriate sequence of courses to complete certificates,

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<sup>21</sup> <http://canadacollege.edu/catalog/index.html>

degrees, or transfer programs in the minimum amount of time. Information about general requirements for associate degrees and certificate programs are listed under the “academic requirements” section of the Cañada College Catalog. A detailed description of AA/AS degree general patterns, CSU general education requirements, inter-segmental general education transfer curriculum, California State University transfer courses, and University of California transfer courses is also included in the Catalog.

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

Students receive course specific learning objectives at the beginning of each semester in the form of course syllabi. Course syllabi are designed by each discipline faculty expert and are consistent with officially approved course outlines.

#### **PLANNING AGENDA**

Increase student access to counseling.

Increase resources for counselors to stay current with CSU, UC and other transfer requirements as well as career technical requirements from the field.

*II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

#### **DESCRIPTIVE SUMMARY**

Students in California are increasingly mobile and Cañada makes every effort to ensure that students can move between educational institutions without penalty. Articulation agreements are in place with local high schools, the other two colleges in the SMCCCD, other California community colleges, the California State University system and the University of California system. There are also agreements with private colleges and universities.

Students matriculating from high school can receive credit at the College for courses taken during high school in two ways. Students who have taken advanced placement exams can receive College credit if they receive an appropriate score on the exam. Also,

the College has Technical Preparation articulation agreements for specific courses with some local high schools. Students who take the articulated courses in high school may receive College credit for these “tech prep” courses once they have matriculated to the College and take an additional six units of course work at the College. There are also concurrent enrollment and middle college opportunities at the College.

Students for other colleges and universities may transfer to Cañada and lower division courses taken can be equated to courses offered at Cañada. Students must provide official sealed transcripts from the institution they previously attended and the courses must be evaluated by College personnel. Cañada has articulation agreements with local colleges for many courses. Students who attend one of the other colleges in the SMCCCD may transfer without penalty among the three colleges. Board of Trustees Policy 6.26<sup>22</sup> guarantees that students who take a course at one of the colleges to meet a requirement can use that course to meet the same requirement at any of the colleges.

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

When students are ready to transfer to a four year college or university, Cañada makes every effort to ensure that the transfer is as seamless as possible. Cañada is a part of ASSIST, a computerized student-transfer information system that can be accessed over the World Wide Web at [www.assist.org](http://www.assist.org). ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California’s public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

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

Some additional resources are:

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

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<sup>22</sup> “BOT Policy 6.26

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

### **SELF-EVALUATION**

Cañada College makes every effort to facilitate the mobility of students by providing clear and accurate information about programs of study and transferability of courses. Under certain circumstances, entering high school students are able to apply courses taken in high school to a College degree. Transcripts for students who transfer to Cañada from other colleges and universities are evaluated and comparable courses are applied toward a degree.

The College complies with policies and procedures, set forth by the state of California regarding articulation agreements, and constantly monitors changes to assure up-to-date information to students. The transfer services office provides information about specific transfer agreements to a variety of four-year colleges and universities.

### **PLANNING AGENDA**

None at this time.

*II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

### **DESCRIPTIVE SUMMARY**

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

### **SELF-EVALUATION**

The District Academic Senate developed a policy<sup>23</sup>

### **PLANNING AGENDA**

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

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<sup>23</sup> <http://www.smccd.edu/accounts/academicsenate/Suggested%20Processdoonly.doc>



*II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

## **DESCRIPTIVE SUMMARY**

Cañada College uses the College Catalog<sup>24</sup> and the Cañada Website<sup>25</sup> to inform the public regarding policies and procedures. Before publication of the Catalog, all policies and procedures are reviewed to ensure the most recent and accurate information is published. The Catalog is published annually.

Two Class Schedules are published each year, one for the Summer /Fall<sup>26</sup> terms and one for the Spring<sup>27</sup> term. Every effort is made to ensure that all information is accurate at the time of publication.

The Cañada College Website is more dynamic and is a complex and multi-layered opportunity for the College to communicate with the public. Both the Catalog and the schedules are posted on the website along with a wide range of other information and data that the College makes available to the public. Information is posted to the website daily that may be of interest to future students, current students, visitors, and faculty and staff.

## **SELF-EVALUATION**

Every effort is made to ensure that information presented to the public is accurate and up-to-date. In a survey of student done by a national organization, Cañada College Students indicated that they used the Cañada website in making many decisions about the College including whether they would attend the College at all. (We need to get the exact data from Robert Hood)

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

## **PLANNING AGENDA**

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<sup>24</sup> Cañada College Catalog

<sup>25</sup> <http://canadacollege.edu/>

<sup>26</sup> Summer Fall Schedule

<sup>27</sup> Spring Schedule

None at this time.

*II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

#### **DESCRIPTIVE SUMMARY**

Cañada's faculty members work within official policies adopted by the SMCCCD Board of Trustees which guide them in understanding their rights and responsibilities regarding academic freedom<sup>28</sup> (i.e. the content of their classes and the manner in which they present and explain it). Cañada recently developed a comprehensive Academic Integrity Policy<sup>29</sup> which outlines procedures for instructors to follow if they encounter any form of academic dishonesty in their classes. This policy also informs students of their obligations and rights regarding the ethical completion of their coursework<sup>30</sup>.

#### **SELF-EVALUATION**

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

#### **PLANNING AGENDA**

None at this time.

*II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

#### **DESCRIPTIVE SUMMARY**

The SMCCCD Board of Trustees has adopted guidelines which address the issue of academic freedom. These guidelines help faculty understand their rights regarding the

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<sup>28</sup> Board Policy on Academic Freedom

<sup>29</sup> Academic Integrity Policy

[http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6\\_35.pdf](http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf)

<sup>30</sup> Faculty Code of Ethics

content of their classes and the manner in which they present and explain it. The guidelines can be found on the District website at the link listed below in the evidence section.

### **SELF-EVALUATION**

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

### **PLANNING AGENDA**

None at this time.

Evidence—(Reference 2:23)

*II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

### **DESCRIPTIVE SUMMARY**

Cañada College has an official Academic Integrity policy which is published in the Catalog and on the Inside Cañada website<sup>31</sup>. This policy defines the kinds of academic dishonesty teachers may encounter, and provides a procedure for instructors to follow if they observe or suspect cheating in their classes. The Academic Integrity Policy also outlines the possible outcomes for students who have cheated. The Academic Integrity web page has information about how instructors can incorporate the Cañada College Academic Integrity Policy into their syllabi. Finally, the website lists several links with additional resources for instructors about academic integrity. The District’s policy on general student conduct begins on page 17 of the 2005-2006 Cañada College Catalog. The complete policy can be found at the link listed in the evidence section below.

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

### **SELF-EVALUATION**

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

### **PLANNING AGENDA**

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<sup>31</sup> [http://canadacollege.edu/inside/acad\\_integrity/index.html](http://canadacollege.edu/inside/acad_integrity/index.html)

None at this time.

Evidence—(References 2:24-2:26)

## REFERENCES IN STANDARD II.A

- 2:01 Mission <http://Cañadacollege.net/about/mission.html>
- 2:02 Curriculum committee guidelines  
[http://Cañadacollege.net/academics/office\\_of\\_instruction/curric.html](http://Cañadacollege.net/academics/office_of_instruction/curric.html)
- 2:03 Distance education form  
<http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Office%20of%20Instruction%20Forms/Distance%20Education%20Forms%20-%20E.xls>
- 2:04 Student Learning Outcomes <http://www.smccd.net/accounts/canslo/>
- 2:05 Degree and transfer requirements  
[http://Cañadacollege.edu/catalog/0607/0607Catalog\\_pps39-41.pdf](http://Cañadacollege.edu/catalog/0607/0607Catalog_pps39-41.pdf)
- 2:06 Certificate Requirements  
[http://Cañadacollege.net/academics/certificate\\_requirements.html](http://Cañadacollege.net/academics/certificate_requirements.html)
- 2:07 Basic skills advisory  
<http://Cañadacollege.net/catalog/coursedescriptions/general.html>
- 2:08 Disabled student support <http://Cañadacollege.net/student/disabledservices.html>
- 2:09 Community education <http://communityed.smccd.edu/>
- 2:10 Research  
[http://www.Cañadacollege.edu/academics/office\\_of\\_instruction/research.html](http://www.Cañadacollege.edu/academics/office_of_instruction/research.html)
- 2:11 <http://www.smccd.net/accounts/canslo/>
- 2:12 <http://www.smccd.net/accounts/canslo/handouts/currmttee/InstSLOs-draft1.doc>
- 2:13 [http://www.Cañadacollege.edu/academics/office\\_of\\_instruction/currichdbk.html](http://www.Cañadacollege.edu/academics/office_of_instruction/currichdbk.html),
- 2:14 <http://www.ericdigests.org/2004-4/writing.htm>
- 2:15  
<http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=45>
- 2:16  
<http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=32>
- 2:17 SLO website.

2:18 Cañada College Curriculum Committee Handbook

2:19 Cañada College Course Catalog

2:20 <http://Cañadacollege.net/catalog/index.html>

2:21

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

2:22 [http://Cañadacollege.net/academics/office\\_of\\_instruction/currichdbk.html](http://Cañadacollege.net/academics/office_of_instruction/currichdbk.html)

2:23

[http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6\\_35.pdf](http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf)

2:24 [http://www.Cañada college.edu/inside/acad\\_integrity/index.html](http://www.Cañada college.edu/inside/acad_integrity/index.html)

2:25 [http://www.Cañada college.edu/inside/acad\\_integrity/AISyllabusGuidelines.pdf](http://www.Cañada college.edu/inside/acad_integrity/AISyllabusGuidelines.pdf).

2:26

[http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/7\\_69.pdf](http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/7_69.pdf)