

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College is restricted by budgetary challenges; each open position is considered a rare opportunity to recruit extremely qualified personnel to further enhance the Mission of the institution.

In fact, qualified personnel are considered the College's most valuable asset, so tremendous emphasis is placed on recruiting qualified candidates and selecting new hires. The processes for selection of all categories of personnel are outlined in detail in the District Office of Human Resources, as well as the AFT, AFCSME, and CSEA

agreements. This sets forth a College-wide standard for evaluating and deciding upon the best candidate for each position that becomes available.

But, as the hiring process is also a subjective one, not all factors are quantifiable. Overall, beyond the minimum qualifications, and demonstrating proficiency in desired skills and attributes, those candidates who best demonstrate that they comprehend and are committed to advancing the stated Mission of the College are the strongest candidates for hire.

All openings for fulltime positions at Cañada College are described in detail and follow a consistent format throughout the District. They are developed and reviewed by each Screening committee for that position, and approved by the District Human Resources office as position announcements. For all full-time employees, the procedures are rigorous and uniform. Job opportunities are advertised through the office of Human Resources, in various periodicals, websites, intra-college and District postings and by word-of-mouth in the community. Hiring categories at Cañada College consist of administration, certificated, and classified employees.

Self-Evaluation

The current process for determining which program needs additional and/or different faculty has evolved over the past seven years. The Governing Council of Academic Senate developed and implemented the new full time hiring request form that must be completed each time a department has a full time teaching request. Currently, each division reviews its needs annually and decides for itself which positions should be filled and in what priority they will be recommended to the Dean and then to the ISSC. To inform the vote, faculty presents its case to the Division members and Dean and creates a justification document. (Section I C) The recommended positions and justification documents are then forwarded to the ISSC and then on to the Planning and Budget Committee for review. The Planning & Budget Committee then assesses the overall situation of the College and its Program needs and recommends the positions it can afford to fill and in what order of urgency to the College Council for review. A review is then held by the President who makes the final decision on which positions are to be hired. After this analysis, it is announced which positions can be filled and the aforementioned hiring process begins.

Classified and administrative positions also have up-to-date hiring procedures in place. By adhering to the District's hiring process and requiring the participation of diverse and knowledgeable faculty on every Screening Committee, it is the sincere attempt of the College to insure that the integrity and quality of the programs are met.

Most notably, each and every area of the College seems to regularly request additional personnel to properly administer its programs and services. The College appears to be grossly understaffed to meet its stated goals.

Since the last accreditation review and based on the number of employees at Cañada College, the full-time faculty have decreased by 11 from 2000-01 to 2005-06; the adjunct faculty numbers have increased by 14; the classified employees have increased by 5 and the administrators have increased by 4 additional people. At Cañada College, 20 percent of professors hold doctoral degrees. It is critical to maintain sufficient staff to support student learning programs and services.

Interestingly, last year no candidate for an opening for the Presidency of the College was deemed acceptable after conducting a nationwide search, interview, and presentation process by both finalists before the entire Campus, including faculty, students, classified personnel, community representatives, and members of the Board of Trustees.

The status of an Equality/diversity training representative on each Screening Committee is also at the present time unclear. This needs to be addressed as well as should the College have an EEAOC on campus?

Planning Agenda

A committee should be formed to investigate if an EEAOC representative should be present on campus.

A.1.B Human Resources

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The objectives of the evaluation of members of the faculty are a) to improve instruction and other educational services, b) to evaluate individual performance as a basis for judgments regarding retention and nonretention. (Section 3) Faculty members are also evaluated on student relations and professional responsibilities.

The agreement between the Board of Trustees of the San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO clearly outlines the tenure review committee. The standing tenure review committees are division-based, have four members, and elect their own chair. The committee is made up of the division dean, members of the department and division. Students also participate in the evaluation process by completing the AB 1725 Trust Committee District Questionnaire. (Section 3) Faculty members are also required to submit a Faculty Portfolio which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

The evaluation process for regular classroom faculty in the AFT contract clearly outlines the procedures to follow. All faculty will be evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive. The AFT contract outlines the criteria for both Standard and Comprehensive evaluation process. Each division will use a lottery method to determine who receives which type evaluation when they are next evaluated. The evaluation process includes administrative, peer and student evaluations. The regular non-classroom faculty members are also evaluated and there are specific criteria outlined in the AFT contract.

Adjunct faculty members are evaluated with the same evaluation tools as for full time faculty members. The adjunct faculty members are evaluated in the first semester of service. Thereafter, adjunct faculty members are evaluated at least once every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

Classified evaluations are monitored through the Human Resources Department at the District Office. A formal written performance evaluation addresses the overall job performance of an employee and provides a documented record of the job performance. The schedule of evaluations: Schedule of Evaluations: All unit members shall be evaluated by the immediate supervisor in conjunction with the responsible administrator as follows:

Probationary Employees — at the completion of the first three (3) and five (5) months of employment in the employee's position.

Permanent Employees—annually on the employee's anniversary date in the position, however if two successive satisfactory evaluations are completed, the reviews are conducted biennially.

All evaluations shall be based upon direct knowledge and observation; Any negative evaluation shall include specific recommendations for improvements to assist the employee in meeting any/all recommendations made. The employee shall have the right to review and respond to the evaluation. All evaluations shall be signed by the immediate supervisor, the responsible administrator (if other than the immediate supervisor) and by the employee. Signing the evaluation form does not necessarily indicate that the employee agrees with the evaluation but that the immediate supervisor and employee have met and discussed the evaluation. One copy of the completed evaluation form shall be given to the bargaining unit employee. The original evaluation report will be forwarded to the Office of Human Resources for placement in the official personnel file of the employee. A bargaining unit employee who disagrees with the evaluation may file a written response and/or request a meeting to review the evaluation with the respective College President or Vice Chancellor, Human Resources. Employees in the District Office may appeal to the Executive Vice Chancellor or the Vice Chancellor, Human Resources. Personnel File: The official personnel file shall be located in the Office of Human Resources. Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her personnel file. Any employee shall have the right to be accompanied by an individual(s) of his/her choosing when reviewing his/her personnel file and shall have the right to show the contents of his/her file to a designated representative(s). In addition, individual files shall be made available to a person with written authorization from the employee. All information of a derogatory nature shall not be entered or filed in any personnel record unless and until the employee is given notice. Upon receiving such notice the employee may:

1. enter, and have attached to any derogatory statements, his/her own comments with regard to the information;
2. request a hearing with the appropriate administrator. If the employee and the administrator cannot reach agreement, the employee may appeal to the Vice Chancellor, Human Resources for final determination.

Employees shall be informed specifically through written communication by their supervisor or person initiating the placement of any derogatory material in their personnel file of the following:

1. Date the material was sent for inclusion in the personnel file;
2. Any communications to the Office of Human Resources accompanying the material.

All material made a part of the file shall be dated for the date of incident, date of origin of composition, as well as the date material is received for the personnel file. Such material shall also be signed by the originator of the material.

Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her file, except for the following:

1. Materials obtained prior to the employment of the person involved;
2. Materials prepared by identifiable examination committee member;
3. Materials obtained in connection with a promotional examination.

The Human Resources Department, at the District Office, e-mails each manager when classified performance evaluations need to be completed. The e-mail outlines the following: Name of Employee to be Evaluated, ID – G No., Job Title, and the Due Date of the Evaluation.

There are evaluation tools in place that are used for evaluating all personnel within each college in the District. All evaluations are completed by supervisors of the particular department. <http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx> is the link that one can download an evaluation tool for Administration, Supervisory, Confidential, Professional, Classified, Management and Academic Supervisory Employees. (Section II)

Through the evaluation process, there is a section that covers areas for growth and/or improvement and the employee's supervisor is suppose to summarize the employee's performance for the period of time being evaluated. Every year, the performance goals that were set for the previous year need to be evaluated as well as new performance goals are created for the following year. In the Procedures sheet, it clearly states that poor work performance or behavioral concerns should be addressed through corrective disciplinary action.

Self-Evaluation

The connection between personnel evaluations and institutional effectiveness and improvement is that employees should be taking advantage of professional development activities to stay abreast of their field and become more efficient, productive, and able to perform effectively with a high moral. It is imperative that supervisors acknowledge hard working, efficient employees and reward them for their hard work and dedication in getting the job done in an efficient manner.

The evaluation criteria measures the effectiveness of personnel in performing their duties by having to evaluate performance based on ten categories and five possible rating

choices: Outstanding, Superior, Fully Successful, Needs Some Improvement, and Unsatisfactory. The procedure sheet, refer to Exhibit 1 - <http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>, clearly outlines that the

“... performance review should be a constructive way to highlight the employee’s strengths and weaknesses. It should be used to help an employee develop better skills and abilities in his or her job and alert managers to where training or skill development may be needed. A performance evaluation should not be used as discipline or in a punitive way. Poor work performance or behavioral concerns should be addressed through corrective disciplinary action.”

Also, if certificated personnel are not performing in a rating of satisfactory, then the guidelines are put into motion under the Agreement Between the Board of Trustees of San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO, Appendix on Evaluation Process—Follow Up Comprehensive Evaluation. <http://www.smccd.net/portal/District%20Information/Forms/DispForm.aspx?ID=377&RootFolder=%2fportal%2fDistrict%20Information%2fLabor%20Documents&Source=http%3a%2f%2fwww%2esmccd%2enet%2fportal%2fDistrict%20Information%2fLabor%20Documents>

For classified employees not performing in a rating of satisfactory, then the guidelines under the CSEA contract are followed. The link is as follows: [http://www.smccd.net/portal/District%20Information/Labor%20Documents/CS EA%20Contract%202004-2007.doc](http://www.smccd.net/portal/District%20Information/Labor%20Documents/CS%20EA%20Contract%202004-2007.doc)

Planning Agenda

No recommendations at this time.

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Over the past few years, the concept of Student Learning Outcomes (SLO's) has been gradually introduced to the Canada Campus, and is beginning to be integrated throughout the institution's faculty and administrative thinking about instructional programs.

The College has a dedicated website for the collection, publication, and discussion of its own SLO's, and information on other colleges' work as well. While different faculty members have taken different paths, the College is working toward a situation in which each course will have a SLO component. SLO's are being collected via the formal Program Review process for each discipline. Faculty members are encouraged to discuss and publish their SLO's on the website.

The administration has been supportive of the SLO concept, and has sent volunteering faculty to workshops and also invited speakers and experts to the campus to gather information and network with faculty to help produce SLO's and begin measuring their success.

Some of these events include:

October 2002: Assessment Workshop, Palm Springs, CA

June 2003: Summer faculty Symposium on campus, including Janice Denton on Assessment & Grading)

January 2005: Lisa Brewster in Canada

February 2005: WASC workshop, San Mateo, CA

August 2005: RP Group Training, Berkeley, CA

September 2005: District Sponsored Workshop from Bakersfield faculty on SLO's

February 2006: District sponsored workshop on Assessment

and a variety of workshops put on by Ray Lapuz during the spring 2006 semester and his participation at division meetings.

These will continue, and will be open to faculty who wish to participate.

Self-Evaluation

The designation of an SLO coordinator, the creation of a website, and the deep, ongoing discussions show that the campus is committed to gathering information, coordinating workshops and activities, and enacting the principles of Student Learning Outcomes in the efforts of both students and teachers. The campus-wide discussion has begun and

continues to appear on every department's agenda, and in open meetings of Curriculum Committee and other venues.

The next steps would be to continue to collect evidence in the process of assessment, and create measurement tools to verify the effectiveness of each department's SLO's. As each department and faculty member interprets the SLO principles, more data can be collected and analyzed.

Currently, faculty members write SLO's for their own courses, and as departments look at this issue, they are writing departmental SLO's as well. The English and Math faculty, for example, have collectively met and discussed and produced SLO's for their programs. Other departments, including ESL, and individual faculty members have begun to produce SLO's for their courses. Tutors are not yet involved in producing SLO's. Some instructors, at the course level, engage their own students in producing SLO's.

Measurement of the effectiveness of this process is also underway. The Math Department has used a simple assessment for a set of course SLO's and expects more to be underway this semester. The subject is a part of the English department's monthly discussions, and reference to SLO's is also appearing as an interview question in recent English part-time and fulltime hiring processes.

At this point in the SLO process, it is not quantifiable concerning what the specific changes have been made in course sequencing or content as a direct result of producing SLO's. Most faculty discuss how to best reach course objectives in informal and formal campus meetings. Changes in methodologies are also a frequent topic of faculty discussions, and ideas are exchanged daily on these topics. The College is currently working on the Institutional (Degree) level Student Learning Outcomes. Evidence of progress from math is online at <http://www.smccd.net/accounts/canslo/divs/sci/math/mtgs/2006-0315/index.htm#3>.

Planning Agenda

- Continue the writing for SLOs for every new course
- Need to set up a calendar for campus-wide discussion groups
- Develop additional support for workshops, seminars, and guest speakers
- Collect data for the website and methodologies for evaluating the data

A sampling of Student Learning Outcomes for English 400 English Composition for Non-Native Speakers of English

- A) Plan, pre-write, organize, arrange, and edit college essays based on assigned readings.
1. Effect cohesion, within the essay and its support paragraphs
 2. Plan and compose effective opening and closing paragraphs
 3. Demonstrate the knowledge of various writing strategies
 4. Demonstrate knowledge of and apply the basic rules of documentation, according to the MLA style sheet
 5. Effectively and succinctly summarize readings and paraphrase sentences and passages from readings
- B) Further develop reading strategies, skills, vocabulary and idioms necessary to understand and respond to various types of college level reading material.
1. Comprehend and discuss assigned short college-level readings and student essays
 2. Utilize the content of these readings as springboards for writing assignments
 3. Demonstrate knowledge of reading strategies by analyzing reading assignments.
- C) Refine recognition and expand control of grammatical structures, mechanics and usage necessary for college-level writing.
- D) Apply critical thinking skills to analyze and evaluate college-level reading and writing.

Methods of Assessment

- Students are expected to write essays demonstrating these outcomes and are assessed with a rubric itemizing these outcomes. (See sample rubric on next page)
- Students are also quizzed on different aspects of writing including MLA formatting, vocabulary and general editing practices.
- To assess reading students are expected to complete reading logs and include appropriate references to the readings in their essays.

Writing Assessment Rubric for Essay

Student: _____

Max		
4		4 Reading logs
1		Pre-writing documents
1		Planning-Assignment document
1		First draft
1		Peer edit
7		MLA format Title Format (indentation, double spacing) Works cited Reference
5		Thesis statement-clear and focused
50		CONTENT Interesting Related to readings Directed to audience Relevant to topic Organized Logical Coherent
15		LANGUAGE Sentence variety Appropriate vocabulary Word Choice (connotations and denotations) Images and descriptions
15		EDITING Sentence structure Subject verb agreement Prepositions Pronouns and antecedents Verb tenses Punctuation Spelling
100		

A+	97
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D	67

Remarks:

A.1.D

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The SMCCCD has an Equal Employment Opportunity Policy in place. During the 2005-06 academic year, the District Shared Governance body continued to work on the Mutual Respect policy; however, this item has been carried over to the 2006-07 academic year for further discussion. The District also has the following policies in place: EEOAC Mission Statement and the Equal Opportunity Policy.

Self-Evaluation

The District has specific policies in place that each of the Colleges refers to and follows. Academic integrity issues surfaced in 2004 with students and the College did not have any type of policy in place. At which point, a group of dedicated faculty held discussion groups and developed the Academic Integrity Policy and related documents to be implemented at the College. It is critical that there is a code of ethics written for the District as there is not a specific one currently in place.

Planning Agenda

To develop and implement a specific written code of professional ethics for all personnel to follow.

2. The Institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The ratio of full-time to adjunct faculty is of particular concern for Cañada College. While the full-time to adjunct faculty ratios are at acceptable levels for the San Mateo Community College District as a whole, the full-time to adjunct ratio at Cañada College is substantially below acceptable standards. During the 2003-04 academic year, the College went through a managed hiring process wherein this resulted in a significant reduction of classified employees. The College has increased the number of classified during the 2005-06 academic year based on critical needs of individual departments to support the institution's mission and purposes. The current numbers of faculty, adjunct faculty, classified employees and administrators are as follows:

** This figure takes into consideration one administrator who is counted that is no longer at Cañada College based on an agreement with the District.

*http://employeedata.ccccoedu/fte_by_college.05.pdf

Self Evaluation

Various personnel members at the College are cross trained in different positions and are

Employees*	00-01	01-02	02-03	03-04	04-05	05-06
Full-Time Faculty	75	76	79	70	64	64
Adjunct Faculty	85	106	96	92	96	99
Classified	53	52	56	45	49	58
Administrators**	3	6	5	6	9	9

able to work to support a variety of programs and services. Each division and department has an opportunity throughout the academic year to revisit any classified positions that are critically needed in order for the division and or department to function in an efficient manner. At the present time, the full-time faculty hiring process (needs of departments and divisions) begins in early fall. The administration is reviewing this particular process to see if this is the most efficient process or should faculty hiring requests be accepted throughout each academic year.

Planning Agenda

To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College.

Include a mid-year hire process for faculty positions.

3. The institution develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

Cañada College abides by all personnel policies developed and enforced by the San Mateo County Community College District. These policies are adopted by the District's Board of Trustees, usually in response to a new/changed law or as the result of contract negotiations between the Board and unions such as the American Federation of Teachers or the California School Employees Association. When making/changing policies, the Board abides by a set of Rules and Regulations (see document 2.08), which cover voting rules and assure that the Board abides by the law. Copies of these Rules and Regulations are kept in each college's President's Office, Division Office, and on the District's website, and are available for review by both District personnel and the public.

New personnel policies are sent to the Board for approval by the District Shared Governance Council (see document 2.09), which includes the participation of faculty, staff, and students in the District's decision-making process. The DSGC features representatives from the Academic Senate, Associated Students, classified staff, and an administrative representative from each of the three colleges plus representatives from the Chancellor's office.

Self Evaluation

All policies are available for download and may be reviewed by anyone on the District's website at <http://www.smccd.net/portal> under "Downloads" and "Human Resources". These policies include a complete list of health benefits, salary schedules, evaluation procedures, and employment procedures for all Faculty, Administrators, and Classified Staff.

a. The District Employment Policies are designed to ensure the fair and equal treatment of all persons either employed by or applying to the District. In these policies, the District identifies itself as an equal opportunity employer and expresses its commitment to honor and reflect the diversity of its community in all employment practices. All District opportunities and programs are open to everyone, and offensive or abusive behavior toward anyone based on their ethnicity, nationality, religious affiliation, age, sex, sexual orientation, or level of mental and physical ability will not be tolerated. The District also provides opportunities for and accommodates persons with disabilities in accordance with the Americans with Disabilities Act of 1990. These policies are monitored and enforced by the District's Human Resources Department for purposes concerning the recruitment of new employees, and by the appropriate administrators for purposes concerning established employees.

The District's Human Resources Department has also posted detailed step-by-step procedures for the recruitment and hiring of new employees. The Human Resources Department keeps an extensive list of websites on which to post new job announcements so as to reach as broad and diverse a base of potential employees as possible. In order to ensure that the diverse populations of the District's varied communities are properly represented by its employees, the District Human Resources Department keeps track of the demographic breakdown of employees of the SMCCCD.

b. Personnel records for all Cañada employees are locked in filing cabinets at the District Office. Any Cañada employee wishing to view their personnel records may call the District Office to make an appointment. Employee records are accessed by District Human Resources employees only, and are given to the inquiring employee to view in one of the District Office conference rooms. Employees may make notes about their records and request a copy of any document in their file that they have previously signed. Employees wishing to disclose their personnel files to outside sources are required to sign a release of liability provided by the source requesting the files. Authorized law enforcement or local, state, or federal agencies conducting official investigations can expect cooperation by the District to the extent required by law.

Developing and administering personnel policies and procedures is one of the District's strengths, and it does its best to ensure that such policies are fair to everyone. The District tries to be as inclusive as possible when making these policies, and makes a point of making them as clear as they can possibly be. District personnel policies are readily available and accessible to all employees and anyone else interested in examining them.

District rules governing the hiring process are especially clear, and Human Resources personnel play an active role in overseeing and assisting with all hiring within the District.

Planning Agenda

No recommendations at this time.

Standard III, #4

The Institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Cañada College demonstrates its commitment to high standards of equity and diversity at every level of the college organization. This commitment is described in the college mission statement, (document # 18), and is most completely documented in the Student Equity Plan (document # 16). Cañada's student equity plan was updated and submitted to the Chancellor of California Community Colleges in April of 2006. This update was part of the district commitment to the "tasks and timeframes outlined in the (State) Equity and Diversity Task Force." (See document #17 of January 31, 2003) The Student Equity Plan is posted on the college web page.

The Museum of Tolerance is a leading provider of transformational workplace learning and leadership development. Set in experiential state of the art training facilities, programs bridge personal, local and global issues, challenging participants to redefine professional roles in an increasingly complex and changing world.

Cañada's participation in the Museum of Tolerance Training program is a keystone of its institutional commitment to faculty and staff training and awareness of issues in diversity, cultural sensitivity, equity, and tolerance. A part of the Cañada's commitment to embracing diversity is to send two groups of 5 employees each year to a two-day Tools for Tolerance for Professionals training at the Museum of Tolerance in Los Angeles, one group in the Spring and one group in the Fall.

Recognized as a promising practice by the Presidential "One America" Initiative on Race, the acclaimed Tools for Tolerance® for Professionals program has trained over 35,000 educators, over 45,000 law enforcement personnel and criminal justice professionals, plus thousands of others including municipal employees, foundation board members, and corporate executives, since 1996. Each group participated in customized programs designed to address their unique professional concerns and challenges.

Self Evaluation

To date, Cañada has sent 13 groups of staff and faculty to the Museum of Tolerance (MOT).

In addition, the college maintains a presence on the district Equal Employment Opportunity Advisory Committee with faculty and staff representatives. The mission of this committee is to "advise the Chancellor on every aspect of valuing diversity in so far as it will affect hiring, retention and respectful treatment of every employee and student within our college community." (document #15) Participation in the EEOAC provides

feedback to our local campus on district issues and policies, and allows input into the district policies on equal employment opportunity.

Planning Agenda

Cañada College needs to review whether the EEOAC committee should be part of the College or at the District level.

4 a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Hiring policies and practices at Cañada are consistent with the SMCCCD Equal Employment Opportunity Policy (Document #9). This policy mandates a commitment to “equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body.” It provides for equal access to all programs and activities for people of any “ethnic group, identification, national origin, religion, age gender, sexual orientation, race, color or physical or mental ability.”

Self Evaluation

Cañada has participated in the Museum of Tolerance Training program in Los Angeles by sending 60 faculty, staff, and administrators over the past 6 years. The alumni of the MOT training meet after the sessions, and also share information and ideas with other faculty and staff. MOT alumni are encouraged to participate in hiring committees.

Academic freedom is guaranteed in the district document, “Study of Controversial Issues.” The document establishes criteria in selecting issues for study, and asserts faculty and students’ rights to discuss these issues. The criteria are

1. The issue should contribute to; the prescribed course of study and the general education program of the Colleges.
2. The issue should be of sufficient interest to encourage participation by the students.
3. The issue should provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view.
4. The issue should be one about which sufficient information is available to allow for discussion and evaluation on a factual and reasonable basis.

Resources for Professional Development for faculty and staff are outlined on the Cañada web page, *Faculty and Staff Development Resources*. Resources for faculty include application material and guidelines for the Trustee’s Fund for Program Improvement and information faculty applications for short term and long term Professional Development proposals. Classified resources include funding for Staff Development Conferences Workshop funding and Classified Staff Development tuition Reimbursement. The Centers for Teaching and Learning provide instructional support, purchase of programs, hardware and software, web based services and instructional tools.

Planning Agenda

No recommendations at this time.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Self Evaluation

As of July 1, 2006 the diversity of personnel, other than white, at Cañada College is made up of 51%. The diversity has increased by 1% since 2000. Cañada College is a Hispanic Serving Institution and serves 43% of the Hispanic population. The diversity of Hispanic personnel as of July 1, 2006 is 23% compared to 21% in July 1, 2000.

2000	2000		2006	2006		2000	2006
Females	Males		Females	Males		Diversity	Diversity
33	77		53	97		50%	51%

Planning Agenda

No recommendations at this time.

c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The College encourages formal advocacy for faculty, staff, administration, and students. The classified staff is represented by CSEA, the facilities staff is represented by AFCSME, the faculty is represented by AFT and by the Academic Senate, and the Associated Students of Cañada College represents the student body.

The practice of shared governance also provides a high level of respect for the opinions and ideas of faculty, staff, administration and students in making policy and in the implementation of policy on campus.

Self Evaluation

District policies for the treatment of administrators, faculty and staff are presented on the district web page, "Rules and Regulations." Examples of relevant sections are, "2.12 Employee Rights and Protection," "2.15 Employer-Employee Relations," "2.20 Equal Employment Opportunity," "2.25 Policy on Sexual Harassment," "2.30 Policy on Political Activity," "3.25 Wages, Hours; Other Terms; Conditions of Employment."

District policies for the treatment of students are presented on the district web page, "Rules and Regulations, sections 7.00 through 7.75. Policies for student grievances and

appeals are included in the College Catalogue in the section titled, “Grades and Academic Standing” and are also listed on the web page under section 7.73, Student Grievances and Appeals.

Planning Agenda

No recommendations at this time.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

The following are professional development funds supported by the institution:

The Trustees’ Fund for Program Improvement is allocated for full-time faculty and classified staff, administrators, coordinators, certificated supervisors, and part-time hourly faculty. Part-time hourly faculty and classified staff personnel must be co-sponsored by a full-time faculty member. (See Eligibility under Trustees’ Fund for Program Improvement Applications link http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

The purpose of the Fund for Program Improvement is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services.

The goals and objectives of the Program Improvement are to support projects that align with the District mission, goals and directives; support efforts in the planning, development, implementation, and evaluation of new courses and programs; support new development and evaluation of instructional materials which will facilitate the implementation of new methods of instruction exemplified by but not restricted to— individualized instruction, computer-related delivery systems, etc.; support projects aimed to improve retention support services for students, support research aimed at enhancing student access and success; and to support cooperative staff development efforts at both college and district-wide levels.

A committee is formed to evaluate and select proposals to be funded. The committee is chaired by a faculty member and consists of a faculty member, an administrator, and a college staff member. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See Procedures for Evaluating Proposals link: http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

Professional Development Long Term and Short Term funding is allocated for full-time and part-time faculty members. The funds provide tenured faculty members to participate in short-term workshops and/or conferences. It also provides funds for long-term projects such as retraining, conduct research, and/or participate in advanced study. The purpose of the funding is to update, retrain, and extend the expertise of faculty to meet the current and future needs of the students.

The following are examples of activities:

1. Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks.
2. Retraining—acquiring new skills to be used in new areas and/or in improving and updating existing skills.
3. Advanced study—engaging in systematic graduate studies and/or activities directly related to identified college priorities.
4. Research—engaging in a variety of activities such as original work in one's field of expertise, extensive reading and summarizing of knowledge in a specific area, perfecting techniques and processes applicable to one's assignment

There is a committee chaired by a faculty member to evaluate Long Term and short term proposals and select for funding. The committee consists of six members. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See the PROFESSIONAL DEVELOPMENT link: http://www.canadacollege.edu/inside/development/Prof_Dev_App.pdf

Extended/Sabbatical Leave

Extended professional development leave is intended to provide full release from regular duties and enable unit members to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research and other beneficial activities which do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District. For extended leaves of a full semester or academic year, activities will be considered according to one or more of the following categories, all categories being considered equally:

1. Retraining of applicant to allow for future new assignment in a needed area;
2. Study, project or activity that provides an applicant with opportunities to upgrade skills and knowledge for current or future assignments;
3. Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
4. Study, project or activity for development or revision of certificate or degree program;

5. Study, project or activity related to feasibility or revision of new or existing programs.

Selection process for Extended Leave/Sabbatical is governed by the potential of future service to the District and students, relative merits of application, and seniority. The selection committee is the same committee formed for the Professional Development Long-Term/Short Term funding.

AB1725 Staff Development funding was to encourage and provide support to faculty and classified staff to pursue educational and professional development. Funding source for AB1725 has expired; however, there are still limited funds available for the classified employees.

Classified Staff Development Program is a funding designated for classified personnel. The program provides funding for classified staff to further their education, attend workshops, seminars, and or conferences. Since each staff is allocated an allowable amount per year, the staff can apply for the AB1725 funds. In addition, the staff can apply for funds through the Trustees Fund for Program Improvement with a full-time faculty member sponsorship.

Management Development is a funding designated for administrative personnel. This program provides funding for administration to attend conferences and to enhance their professional skills.

Community College District Centers for Teaching and Learning provides the opportunity for faculty, staff, and administrators to continually update in all areas of technology. Through campus-based Centers, district employees are provided with access to current hardware and software as well as the assistance of the CTL staff. **(See CTL Technology Plan 2005-2008)**

The goal of the Centers is:

- Training staff to use ever-changing technological tools to keep up with the demands of their jobs.
- Supporting staff use of SMCCD web services, new VoIPphones, and a selection of applications.
- Finding cost effective ways to help staff put instructional material and student services online.

They have provided professional growth and development of faculty, staff and administrators through seminars, forums and workshops based on employees' needs. New equipment (faculty laptops) has caused staff to see assistance in the CTL. Staff work habits often favor drop-in- one-to-one assistance over attending scheduled workshops. **(See Annual Reports see summer 2005 – Spring 2006).**

Self Evaluation

Professional development opportunities relate to teaching and learning needs directly. Professional development provides opportunities for all personnel to train, gain new knowledge, and upgrade skills to ensure that we bring current technology, new paradigm enhancing the scholarship of teaching and learning, develop and implement new programs, participate and conduct research to apply innovative approach for successful student learning. A sampling of activities include attendance at an International Career Development Conference, CAPED Conference, Frontiers In Education Conference, 2007 Teaching Institute, California Association of Medical Assisting Instructors Seminar, Professional Association of Custom Clothing for Educators Conference, American Chemical Society National Conference, Engineering Liaison Council, 22nd Annual Tax Seminar, Tech Prep and Career Pathway Conference, Balance & Mobility Conference, and a PALMA Conference.

In 2002, a delegation of Cañada College administrators, faculty members and classified staff visited Santa Ana College. Santa Ana College student population is similar to Canada College student population. There is a high percentage of minority students at Santa Ana College. Title V (HSI Grant—Hispanic Serving Institute) funded this activity. The participating members were divided into groups. Each group was designated to observe different subject area. In addition to classroom observation, member groups interviewed the students, faculty members and administrators during the visit at Santa Ana College. The result of the visit was the implementation of Freshman College Success Program. The group met several times to discuss, evaluate and troubleshoot on how we can have an effect to our students’ retention and student success. It was decided to implement a program that will help retain incoming students in the college and provide a safe environment for learning. The Freshman College Success Program is a learning community, an alternative way of teaching and student learning. The group met several times to discuss, evaluate and troubleshoot on how the program can have a positive effect on our students’ retention and student success. It was decided to implement a program that will help retain incoming students in the College and provide a safe environment for learning. The data shows that the Freshman College Success Program is a successful program as the learning community linked English 836 and Math 110. Data shows 20.9 percent increase in retention for freshman students enrolled in linked English 836 compared to those who enrolled in non-linked English 836. The difference in retention rate for the linked Math 110 is 22.1%. In addition success rate and the GPA for the linked classes were higher.

Here are the statistics for the Freshman College Success for the fall 05 and spring 2006 semesters:

ENGL 836	non-FYE	FYE	Difference
Retention	63.9%	84.8%	20.9%
Success	59.1%	72.7%	13.6%
GPA	2.17	2.83	0.66

MATH 110	non-FYE	FYE	Difference
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Retention	53.9%	76.0%	22.1%
Success	45.1%	60.0%	14.9%
GPA	1.83	2.45	0.62

The College Researcher surveyed FYE classes and their non-FYE counterparts (control groups) and measured how knowledgeable/familiar the students were with various campus programs. Respondents used a 5 point likert scale and the different between the FYE students and the control group was statistically significant:

Both ENGL & MATH	Control	FYE	Difference
Average of Assist.org	2.04	3.12	1.08
Average of Transfer	2.54	3.45	0.91
Average of Programs	2.78	3.49	0.71
Average of Financial Aid	2.67	3.33	0.66
Average of Policies	3.00	3.53	0.53

In order for these types of activities to continue, funding must be in place.

Planning Agenda

Need to develop a plan for continuous funding for professional development activities for faculty and staff.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The process the institution uses to access its human resources is stated in the specific documents related to each professional development opportunity.

The College summary, see the Guideline and Criteria for Recommending Fulltime Faculty and Permanent Classified and Administrative positions, shows the budget and planning process beginning with divisions--faculty/staff and administrative consultation and on through to the College President. See the Academic Senate Process and Criteria for Recommending Full-Time Tenure-Track Faculty Hires to the College President.

Self Evaluation

The college evaluates personnel needs on an on-going basis. However, when there is a budgetary constraint, as in the 2003-2004 school year, the normal hiring process must be adjusted. During that year, summer school was cancelled and several classified positions were eliminated. Those employees were allowed to apply in other departments in the District. In addition, several adjunct positions were cut and there were some cut-backs in the courses offered during that year. Since that time, with better budgets, there have been new hires and there has been a better distribution of work loads.

There is also a critical need to hire additional full time faculty members in specific departments wherein departments are growing and or there are no full-time faculty members at the present time.

The college is now trying to get a more organized approach to budget planning. The process is budget-driven with identification of needs, and then advising the planning and budget committee on to the college council then to the College President. There is now a pro-active approach instead of a re-active way of hiring. With evolving technology, some classified positions are not as labor intensive. With a better budget, there have been new faculty hires and a better distribution of work loads.

Within each division, the shared governance process allows participating faculty and staff members to bring forward written justifications for positions that are critically needed, shared amongst all in attendance at the division meeting for further input, and then discussed and voted whether to send the positions forward to the next level.

Planning Agenda

No recommendations at this time.