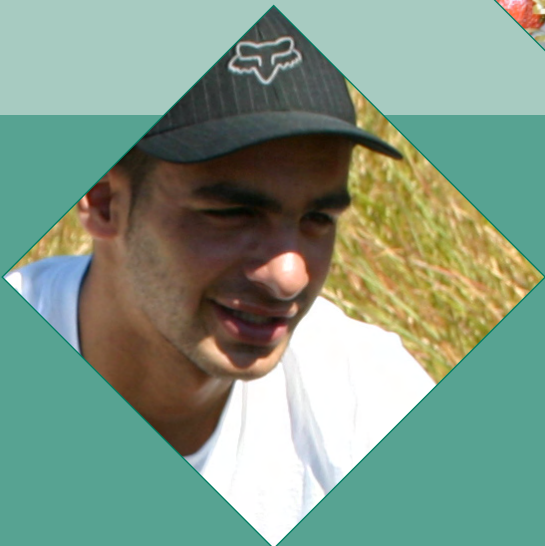


► **Standard II: Student Learning Programs and Services**



STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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 general, transfer, career, and basic skills education (1). 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 (2). 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, are consistent among the divisions and colleges of the District, are understandable to 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 (3):

- New course proposals and course modifications
- Course banking and deletions

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- 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.

In their work as the Curriculum Committee, faculty review all proposals with regard to course descriptions, learning objectives, course content, prerequisites, Student Learning Outcomes, and applications to a degree or certificate (4). 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 (5).

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.

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 own 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 math so

they will have the opportunity to enter into workforce programs and/or the general education or transfer program (6). A second set of students come to the College as English language learners and strive to communicate in 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 process. In building the Strategic Plan, a great deal of research—much involving the collection of data—has been done to inform and guide the College regarding directions to take in developing new degrees or certificates to meet the developing needs of the community.

As an example of this research, a recent study of the new students enrolling at Cañada College in fall 2004 showed that approximately 34% of students identified a degree and/or transfer 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 needed to take either ESL classes or basic skills courses in math, reading, or English. In looking at the degrees awarded for the 2004-05 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-oriented or technical.

The demographics of San Mateo County are somewhat different from the student population at the College, but those 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 students in the 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

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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

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 course outlines, 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 have adopted teaching strategies that incorporate information technology in the classroom through, for example, PowerPoint presentations, internet connectivity, and student computer use.

The College is beginning to offer more courses using distance education via the internet. Some courses will be offered fully as distance education and others 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 a distance mode for a course, a separate form is required as a check 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.

College faculty and administrators are currently participating on the District-wide Distance Education Advisory Committee charged with the development of a comprehensive distance education program across the three Colleges. The committee will make recommendations on distance learning policies, curriculum development, resource allocation, and technology development. (7)

SELF-EVALUATION

On the 2006 Noel-Levitz Student Satisfaction Survey, students indicated that they were very satisfied with the quality of instruction received (8). As the student body has changed, bringing new learning strategies and needs to the classroom, the faculty has responded by adopting new teaching strategies. The traditional methods of lecturing are fading quickly in favor of more interactive discussion-group instruction supported by technology. Many faculty develop and maintain active websites to communicate with students, posting their syllabi, homework assignments, PowerPoint presentations and links to appropriate informational websites 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.

PLANNING AGENDA

- 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 math (9). They demonstrate competency in the use of language, rationality and critical thinking, and natural science and have been exposed to the humanities, social and behavioral sciences, and ethnic studies. In addition, students must complete coursework that demonstrates their competency in a major area of study. Students in vocational degree or certificate programs demonstrate competency through performance-based assessments, laboratory activities, and internships (10).

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,

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research papers, problem solving activities, and group projects. Course outlines are updated every six years. Since fall 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 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 (11). Through the District Office, reports of student success and retention can be accessed for each course taught each semester.

SELF-EVALUATION

Course outlines of record identifying learning objectives have long been in place. Faculty 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 fall 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 using the data gathered from these tools to make improvements in teaching strategies when necessary.

More work in identifying specific Student Learning Outcomes has been done in some departments than in others. Mathematics Department faculty have developed course outcomes for the Algebra sequence, and have 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 that students achieve the level of competence desired. English faculty have completed a rubric for evaluating student work in writing. ESL faculty 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 student success is validated by statewide exams. (12)

The Curriculum Committee has begun the discussion of Institutional Student Learning Outcomes and plans to have a recommendation to present to the Academic Senate for approval by the end of the academic year (13). 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. (14)

PLANNING AGENDA

- Complete the identification of institutional Student Learning Outcomes;
- Develop assessment tools to verify student success;
- 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 the Program Review process, with a biannual State of the Department update, which requires faculty to state goals and examine curriculum, student outcomes, faculty and staff, facilities, equipment, materials, and budget needs (15). 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 2004-05 academic year. Prior to that time the process was cumbersome and unfocused. There was incon-

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sistent completion of 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.

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 (16). 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 to the Curriculum Committee for discussion and approval (17). 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, and seeking approval of the Board of Trustees, the California Community College Chancellor's Office, and the ACCJC (18). Before new programs are developed, the College Planning and Budget Committee discusses the need for the program and how to make resources available to support it. Programs are evaluated using the newly revised Program Review document. Faculty 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 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 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 are responsible for designing and updating course outlines to identify competency levels and measurable Student Learning Outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees. Advisory committees assist faculty in identifying the SLOs as required for vocational programs offered through the Business and Workforce Development Division and the Science and Technology Division.

Faculty develop assessment tools that ensure comprehension of and competency in the discipline and measurable outcomes for all courses. The advisory committee's role is to advise program directors on issues that affect the overall functioning of the programs including recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, equipment needs, and so forth.

SELF-EVALUATION

Faculty regularly evaluate students based on the learning objectives identified in course outlines. Dialogue regarding the difference between the learning objectives listed in course outlines and separately identified Student Learning Outcomes has been lively. Many courses and some programs have identified SLOs, but the specific evaluation of these has

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been implemented by only a few faculty for their programs. Faculty 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, an extensive four-year tenure review process, and regular peer evaluations are all components in place to assure that faculty maintain excellence in the classroom (19, 20, 21). All adjunct faculty meet the same standards for discipline competence as regular faculty, are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular cycle (22). Instruction is supported in some disciplines 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 appropriate sequencing of courses. The procedure for initiating new or revised course outlines involves a structured, documented process developed in accordance with the criteria in the Curriculum Standards Handbook and outlined in the 2006-07 Cañada College Curriculum Committee Handbook from the State Chancellor's Office (23, 24). 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 outlines 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 deciding whether to allow a class with low enrollments, a major consideration is student need for the class to complete a program of study.

A student's "time to completion" can sometimes be complex in the 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 and 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 a 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

- Identify new funds for professional development.

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

In-person classroom instruction is the most common delivery mode 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 (25). Faculty strive to make course content accessible to students from a wide variety of cultural and ethnic backgrounds and use the latest research in the field as it applies to classroom practice (26).

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

Cañada has a large population of students who need instruction in ESL. Some of these students have emigrated from other countries and have 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 have been speaking English at school and their native language in their homes and communities, yet they are fluent in neither English nor their native language. These students need significant remediation in both English and their home language. These are known as Generation 1.5 students (27). Faculty at the College have participated in workshops, sponsored with the support of a Title V Hispanic Serving Institution grant, to learn how to teach each of these populations effectively (28, 29). This is of particular importance when the student is enrolled in a class other than the appropriate level of ESL.

Many faculty have adopted technology as a way to supplement the work they do in the classroom. Faculty are supported in using technology in the classroom by a series of courses offered through the Center for Teaching and Learning (CTL) (30). Faculty can learn how to develop webpages, make podcasts, and use course management systems, among other things. A few faculty have developed hybrid courses, requiring students to be in the classroom for part of the instruction and to participate in internet activities for the rest.

Other faculty 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 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, some involving the application of new technologies and learner-centered approaches, such as collaborative learning and learning communities. Courses are offered in the classroom and laboratory, via television or internet, or as hybrids. The District offers faculty opportunities to learn more about technology-mediated instruction in a variety of modes through workshops and technical assistance offered by the Center for Teaching and Learning (CTL) (31).

The College has concentrated in recent years on 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 as well as teaching strategies that more effectively engage them.

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

PLANNING AGENDA

- Provide continuous faculty development opportunities that focus on teaching students with language and/or basic skills needs;
- Provide additional opportunities for faculty to learn new technologies.

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 2003-04 academic year, the Academic Senate decided to update and restructure the process and the Program Review document that must be completed (32). While that work was being done, no Program Reviews were completed. In the 2004-05 academic year, a revised process was implemented, and a new schedule for Program Review was published (33).

The revised Program Review process calls for two responses from faculty. The first is a biannual 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 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 one and includes an opportunity for constituents from the whole College to hear about programs other 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 biannual 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 to identify Student Learning Outcomes and to begin an assessment of student learning against them. The SLOs are identified in all programs that have completed the process, but assessment has not yet been incorporated into the report. As faculty become more attuned to the concept of SLOs they are develop-

ing assessment techniques and using them to evaluate not only student learning, but also teaching and learning strategies to make improvements when needed. (34)

Feedback to the departments from the Curriculum Committee Chair and the Vice President of Instruction is also designated as part of the Program Review process, but that feedback was not given in the first two years. Faculty feel that they deserve a response to their work in a reasonable amount of time. The Curriculum Committee Chair and the Vice President of Instruction have recognized their lack of communication and are have met with most faculty who complete Program Review in this academic year.

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

PLANNING AGENDA

- Evaluate the need for completing the biannual report for Program Review;
- Assess program Student Learning Outcomes.

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. Some programs have developed SLOs and are working to develop assessments and publish the results to their constituents. The Mathematics Department has completed one cycle, and faculty are discussing the results. 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 much work remains. As curriculum is developed or modified, SLOs must be identified since Program Review requires that they be developed. The assessment of SLOs is progressing at a slow but steady pace. It is taking time for some faculty to embrace the concept and differentiate between the assessments they have always made 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, Curriculum Committee have taken a leadership role in helping faculty move toward incorporating 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 with many resources for faculty reference, and all SLOs that have been developed are posted on this site (35).

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 implementing 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;
- Actively work to develop SLOs for all programs and the associated assessment tools;
- Share the results of assessments with appropriate constituents.

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.

DESCRIPTIVE SUMMARY

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

SELF-EVALUATION

Not applicable.

PLANNING AGENDA

None at this time.

II.A.2.b. 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 (36). 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 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

Upon the recommendation and justification of discipline faculty, the Curriculum Committee approves all sequences of courses, degree programs for general education and vocational programs, and certificates for vocational programs. All degree requirements are clearly published

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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 much work remains.

PLANNING AGENDA

- Develop Student Learning Outcomes for all programs.

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 (GE) requirements. Faculty propose courses to meet GE requirements and the Curriculum Committee approves their inclusion after determining that their rigor and breadth satisfy one or more of the general criteria.

SELF-EVALUATION

The general education philosophy is published in the College Catalog and in the online 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, reflecting general education (GE) requirements. The range of GE requirements is 18-21 semester units for Cañada College degrees. The distribution 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 GE requirements and for approving courses which will satisfy those requirements (37). In 2005-06, the Curriculum Committee began discussions about GE requirements and asked the Ethnic Studies ad-hoc committee to develop updated criteria for approving a course for meeting the Ethnic Studies requirement. The committee presented a proposal and the Curriculum Committee adopted the new criteria (38). 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 GE requirement.

PLANNING AGENDA

- Create a handbook which documents criteria for general education requirements.

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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SELF-EVALUATION

The courses that students 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 the 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

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

SELF-EVALUATION

Cañada offers 46 associate degrees with a broad array of options for students. Transfer degree majors prepare students for upper division work in a particular discipline and range from narrowly focused majors, such as History, 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, such as Multimedia, may also prepare students for upper division work in a particular discipline.

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 and respond to marketplace shifts and trends. The Dean of Business, Workforce, and Athletics and individual program coordinators regularly update curriculum, course offerings, programmatic changes, and career counseling. Federal, state, and local labor market and employment outlook projections are reviewed to determine the current and future employment demand for program graduates (39). In addition each vocational program has its unique advisory committees (40). These committees are comprised of key employers and employees from representative companies and agencies within each program's discipline. Each program convenes semiannual 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 valuable first-hand input from local industry and businesses.

All career/technical programs offer students an opportunity to pursue vocational certificates or AA/AS degrees at Cañada College to achieve their career goals, which may include job promotion, skills enhancement, or a change of career. Many programs offer options to transfer to upper division and graduate programs. Professional competencies are

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demonstrated through academic assessment, laboratories, externships, internships, product creation, or portfolio.

Business, Workforce, and Athletics is an academic division directly responsible to the Vice President of Instruction. This provides for inclusion of career/technical programs in campus academic life. 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 on the 2006 Noel-Levitz Student Satisfaction Survey were consistent with national data in finding that students believed the quality of instruction in vocational/technical programs to be excellent (41). They scored Cañada higher than the national survey responses with regard to the help they receive in reaching their educational goals (42). With regard to internships, students were less enthusiastic (43)

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 (44). A course schedule is available each semester clearly articulating 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 provide a syllabus that describes course content, objectives, and assessment methods.

SELF-EVALUATION

The counseling, career, and transfer services at the College play a crucial role in assisting students as they make decisions regarding career choices, assess academic readiness, develop program planning and course sequence, research labor market trends and employment opportunities, and research four-year college and university 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, 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. Also included in the Catalog is 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.

All instructional programs are thoroughly described in the Catalog. 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 in electronic format (45).

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

None at this time.

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 SMCCCD Colleges, other California community colleges, the California State University system, and the University of California system. The College also has 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. Those who have taken advanced placement exams can receive College credit if they earned an appropriate score. 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. The College also has concurrent enrollment and Middle College opportunities.

Students from other colleges and universities may transfer to Cañada and lower division courses 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 SMCCCD Colleges may transfer without penalty, as Board of Trustees Policy 6.26 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 (46).

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 smooth as possible. Cañada is a part of ASSIST, an online computerized information system whose mission is to facilitate the transfer of California community college students to California’s public four-year universities (47). ASSIST displays reports of how course credits earned at one California

college or university can be applied when transferred to another, delivering accurate, timely, and complete information.

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 four 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 designated ASSIST contacts and are then forwarded to the Vice President of Instruction, the Curriculum Committee Chair, and the appropriate Division Dean.

Additional resources include the California Articulation Policies and Procedures Handbook (located in the Office of the Dean of Counseling and Enrollment, Building 8, Room 204) and the New CCC Articulation Officer Training Handbook.

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 for 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 a need arises, every effort will be made to announce proposed changes with sufficient advance notice to allow students to take their required courses or search for appropriate transfer institutions.

SELF-EVALUATION

The District Academic Senate developed a policy relevant to the elimination of programs (48).

PLANNING AGENDA

- Develop a clear process to inform students of program elimination and what they need to do subsequent to it.

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 its College Catalog and website to inform the public regarding policies and procedures (49, 50). Before publication, all policies and procedures are reviewed to ensure that the most recent and accurate information is published. The Catalog is published annually.

Two class schedules are published each year, one for the summer and fall terms and one for the spring term (51, 52). Every effort is made to ensure that all information is accurate at the time of publication.

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

SELF-EVALUATION

Every effort is made to ensure that information presented to the public is accurate and up-to-date. Cañada College students indicated in the 2006 Noel-Levitz Student Satisfaction Survey that they used the

Cañada website in making many decisions about the College including whether they would attend the College at all (53).

Students use both the class schedule and the College Catalog to ascertain information relevant to them. 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 design customized course sequence plans. Revisions of existing policies and procedures as well as the 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

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 faculty work in accordance with official policies adopted by the SMCCCD Board of Trustees which guide them in understanding their rights and responsibilities regarding academic freedom, for example regarding the content of their courses and the manner in which they present and explain that content (54). Cañada recently developed a comprehensive Academic Integrity Policy which outlines procedures for instructors to follow if they encounter any form of academic dishonesty in their classes (55). This policy also informs students of their obligations and rights regarding the ethical completion of their coursework (56).

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.

PLANNING AGENDA

None at this time.

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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 content of their classes and the manner in which they present and explain it. The guidelines can be found on the District website (57).

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. (58)

PLANNING AGENDA

None at this time.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTIVE SUMMARY

Cañada College has an official Academic Integrity Policy which is published in the Catalog and on the Inside Cañada website (59). 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 webpage has information about how instructors can incorporate the Cañada College Academic Integrity Policy into their syllabi (60). Finally, the website lists several links with additional resources for instructors about academic integrity.

SELF-EVALUATION

Cañada establishes clear policies regarding academic integrity and publishes them in both electronic and printed formats.

PLANNING AGENDA

None at this time.

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

The District policy on general student conduct begins on page 17 of the 2005-06 Cañada College Catalog (61). As Cañada is not an institution which “seeks to instill specific beliefs or world views,” its policies on student conduct and academic integrity do not address this particular issue.

SELF-EVALUATION

Cañada provides to its constituencies clear prior notice of institutional codes of conduct.

PLANNING AGENDA

None at this time.

II.B. STUDENT SUPPORT SERVICES

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

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

DESCRIPTIVE SUMMARY

Cañada College is located in southern San Mateo County and primarily serves residents of Redwood City, Menlo Park, East Palo Alto, San Carlos, and Woodside. Outreach and recruitment efforts are made in area high schools and have expanded into elementary schools (62). Cañada’s service area is very diverse, comprised of some of the highest income earners in the county and also the lowest. In 2005-06, over 30% of the College student body was low-income as defined by eligibility

Standard II: Student Learning Programs and Services

for the Board of Governors Fee Waiver Method B (63). This percentage has steadily increased since 2002-03, which can be attributed to increased outreach and financial aid. Cañada admits a diverse student body of which 50% indicate English is not their native language. Placement testing, assessment, and counseling services provide guidance to all students; however, special emphasis is placed on helping non-native speakers enroll in appropriate courses.

Basic skills needs are also high. The College has experienced an increase in enrollment of students requiring remediation and basic skills preparation prior to engaging in college level curricula. Placement results for fall 2006 indicate that only 19% of entering students were eligible to take transfer level English courses and only 12% were eligible to take transfer level math courses (64). Counseling services are paired with instructional services through the First-Year Experience Program to support students who are identified as needing basic skills courses in English, reading, ESL, and/or math and to help them succeed in college.

The product of an exciting collaboration between Sequoia Union High School District and the College, Cañada's Middle College High School serves approximately 50 high school juniors and seniors each year, offering them an opportunity to achieve in a different environment. It offers a serious learning environment that assists students in becoming self-directed and responsible, affording students the opportunity to be challenged and to explore new options. Students complete requirements for high school graduation while taking College courses, and tuition and textbooks are free.

Student Services began developing Student Learning Outcomes in fall 2005 after participation in three different training segments, two District-wide and one at the summer Student Services Retreat in 2006. Each Student Services department—Admissions and Records, Counseling, Assessment, Transfer, DSPS, EOPS, TRiO Student Support Services, Learning Center, Library, Upward Bound, Financial Aid, Health Services, and Student Activities—drafted Student Learning Outcomes and Service Area Outcomes for which data will be compiled by the College Researcher to determine their validity.

Other measures that ensure alignment of services with student needs include surveys, focus groups and Program Review, and other specialized program planning and required reporting documents (both federal and state) (65). Student Services Program Review was initiated in 2005, with the development of a Student Services Program Review Template (66). Counseling is the first Student Services department to utilize the new Program Review guidelines, and a six-year cycle for each department will be implemented.

SELF-EVALUATION

Cañada College is committed to providing to all students access to quality student services and supplemental support services. The College is fortunate to have caring and dedicated staff in all service areas to aid in the delivery of quality student support services. According to the 2006 Noel-Levitz Student Satisfaction Survey, students indicated they were satisfied with their experience at Cañada College thus far at a statistically higher level than other community college students, both from California and nationally (67).

Semester enrollments total approximately 6,000 students whose mean age is 27 with the majority of students at 19 years old, 33% being male and 64% female. Enrollments are fairly evenly split between day and evening or weekend students. The College received federal designation as an Hispanic Serving Institution (HSI) in 2001 and currently serves 42% Hispanic students, 34% Caucasian students, 7% Asian students (including Pacific Islander), 3% African American students, and 9% students with other or undeclared ethnicity. During the 2005-06 academic year, 3,589 students received Board of Governors Fee Waivers, 3,088 of which were based on meeting low income standards equivalent to or less than 150% of the national poverty level.

Most student support service programs provide evening services or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, the bookstore, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities, and Cafeteria Services. Services are responsive to student needs, but although efforts have been made to augment Library and Learning Center and tutorial service hours, additional resources are still required to achieve this goal.

Annual evaluation of student support services is conducted in the form of federal or state reporting for Matriculation, TRiO Student Support Services, Upward Bound Program, DSPS, and EOPS. Program Reviews for Student Services have not been formally conducted in the past due to turnover in the Vice President of Student Services position and the lack of an appropriate evaluative tool. In 2005-06, the Instructional Program Review document was brought before the Student Services Supervisory Council for modification. A more appropriate document was designed and presented to Student Services, Academic Senate, and College Council, the shared governance body. At the June 2006 All Student Services Retreat, this document was reviewed and approved.

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Student Learning Outcomes and Service Area Outcomes are being implemented as a means of assessing the quality of student learning and service delivery for all Student Services areas. In 2006-07, the first data will be available which will be incorporated in Program Review and College-wide Strategic Planning. (68)

Email is used extensively to provide information to students regarding financial aid, Counseling Services, transfer programs, and Outreach Services. Additionally, Outreach maintains a cadre of trained campus ambassadors to provide peer assistance for both on-campus and outreach activities. Counseling Services uses SARS and WebXtender software to increase the flow of information across service areas. In summer 2007, many of the Student Services areas will move into a new three-story, 71,000 square foot building in which a One-Stop Center will enhance services for students. These services—such as Admissions and Records, Financial Aid, Cashier, Counseling, Assessment, and EOPS—will be streamlined, creating a more accessible and convenient location where students can obtain information and conduct business.

District-wide, the Deans of Counseling have been working collaboratively through the Matriculation Advisory Committee to streamline counseling services across the three campuses. One recent outcome was the implementation of an electronic early alert system through which faculty can easily send student referrals via WebSMART by clicking a link from their course roster. Students automatically receive an email from the instructor as well as an additional follow-up provided by the Counseling Center.

While this anecdotal information suggests quality, comprehensive assessment to confirm quality of services for students is long overdue.

PLANNING AGENDA

- Implement data collection strategies including qualitative and quantitative data to assess student satisfaction and quality of Student Support Services.

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

a. General Information

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

b. Requirements

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

c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY

There is a commitment to clarity, accuracy, coherence, and consistency in all College communications to the public, faculty, staff, students, and local, state, and federal agencies. The College Catalog is reviewed and updated annually and is available in hardcopy as well as on the internet (69).

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

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The schedule of classes is published twice a year, once for spring and once for both fall and summer terms. The schedule is available at no charge both in hardcopy and on the internet (70).

The following chart describes the location in the schedule of each criterion:

	Catalog 2006-07	Spring 2007 Class Schedule	Summer/Fall 2006 Class Schedule	Website
a. General Information				
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	page 1	outside back cover (plus web address on every other page footer)	outside back cover (plus web address on every other page footer)	home page
Educational Mission	page 8	no	no	- About Cañada
Course, Program, and Degree Offerings	pages 51-160	course offerings 14-50	course offerings 15-57	- Programs of Study
Academic Calendar and Program Length	page 5	inside front cover	inside front cover and page 1	- Admission/Registration
Academic Freedom Statement	page 9	no	no	- About Cañada >> College Policies
Available Student Financial Aid	pages 28-29	10 and center insert	12 and center insert	- Admission/Registration - Student Services - Current Students
Available Learning Resources	pages 30-31	9-13	11-14	- Student Services
Names and Degrees of Administrators and Faculty	pages 6-7, 161-163	Admin names on inside front cover	Admin names on inside front cover	- Faculty & Staff – names only
Names of Governing Board Members	page 6	inside front cover	inside front cover	- SMCCCD >> SMCCCD
b. Requirements				
Admissions	pages 9-12	2-3	3-4	- Admission/Registration
Student Fees and Other Financial Obligations	pages 13-15	58-60	65-66	- Admission/Registration
Degree, Certificates, Graduation and Transfer	pages 39-41	60-63	68-70	- Programs of Study
c. Major Policies Affecting Students				
Academic Regulations, including Academic Honesty	pages 16-25	64-65 (does not include Academic Integrity Policy)	71-72 (does not include Academic Integrity Policy)	-About Cañada - Current Students >> Acad. Integrity Policy - Student Services >> Student Activities >>Col- lege Policies & Procedures
Nondiscrimination	page 24	64	71	- Student Services >> Student Activities >>Col- lege Policies & Procedures
Acceptance of Transfer Credits	pages 19-20	no	no	- Student Services >> Educational Counseling Services

	Catalog 2006-07	Spring 2007 Class Schedule	Summer/Fall 2006 Class Schedule	Website
Grievance and Complaint Procedures	page 24	64	71	-About Cañada - Student Services >> Student Activities >>>College Policies & Procedures
Sexual Harassment	page 25	no	no	-About Cañada - Student Services >> Student Activities >>>College Policies & Procedures
Refund of Fees	page 15	60	67	- Admission/Registration
d. Locations or publications where other policies may be found				
				website – entire catalog is available in pdf format on the web site, as well as the info on pages listed above

SELF-EVALUATION

The current Catalog is not only published as a hardcopy but also posted on the College webpage (71). In addition, archived catalogs back to 2002-03 can be accessed. They are posted in an easily searchable PDF format and are broken down in the following categories: About Cañada, Grades and Academic Standing, Student Services and Special Programs, Information in Spanish, Academic Requirements, Degree and Transfer Information, and Instructional Programs.

The schedule of classes is also available in hardcopy and on the webpage (72). Classes are available in a searchable format or alphabetical list. A list of open and available classes is also provided for browsing convenience. There is a link from the course number to the Catalog description. Each fall and spring semester printed schedules are distributed to local high schools and other locations in the community, such as public libraries. Schedules are also mailed to every home in southern San Mateo County.

PLANNING AGENDA

None at this time.

Standard II: Student Learning Programs and Services

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

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

DESCRIPTIVE SUMMARY

Cañada College is committed to providing programs and services to help all of its students succeed by providing equitable access. Most courses are offered on the main campus, or at the two off-campus sites, Menlo Park and Coastside. Courses are also offered on local high schools including Carlmont, Woodside, Menlo-Atherton, and East Palo Alto. Distance learning includes both televised and online courses, offering students alternative means of study.

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

Through WebSMART, the District's online portal, students can apply for admission, register for classes and pay fees, access student records, view the Catalogs and schedules of all three District Colleges, apply for the Board of Governors Fee Waiver, and obtain other financial aid information.

Information is available in both English and Spanish including applications, financial aid resources, general materials, and information in other College publications: the College Catalog, course schedule, Financial Aid Handbook, outreach materials. Bilingual (English/Spanish) staff and student assistants are available to provide one-on-one assistance both on and off campus.

Through the Matriculation process, Program Review, student satisfaction surveys, interdepartmental meetings, faculty referral, and data provided by the state, the College identifies student needs and designs services to meet those needs. Many students come to Cañada without the skills necessary for completing college-level course work. Matriculation

components, including admissions, assessment, orientation, and counseling are key to identifying student needs early.

The College promotes early admission through onsite high school outreach and counseling services. Campus Ambassadors, under the direction of the College Outreach Office, are assigned to each high school. Students are offered information and assistance to apply for admission, onsite placement testing, financial aid forms, and contact with other support services including DSPS, EOPS, and CalWORKs. The TRiO Student Support Services Program and Upward Bound work closely with the Financial Aid Office to identify resources to aid their specific student populations early so financial barriers are minimized. Approximately 30% of all students qualify for fee waivers and report that the cost of books is the biggest factor in determining whether or not they can afford college (73). The EOPS Office serves approximately 450 students annually by providing early program acceptance, priority registration, book vouchers, and grants. Partnerships between community business leaders and the College have garnered additional funding since fall 2003 for the President's Book Grant Program which assists other students with grants to cover book costs. Since inception, the program has raised over \$60,000 to help low-income students. This program is jointly coordinated by the financial aid office, EOPS, and the Cañada Bookstore.

Cañada provides a wide variety of services to assist students:

- EOPS (Extended Opportunity Program and Services) is designed to assist economically and educationally disadvantaged students with financial assistance and support.
- CARE (Cooperative Agencies Resources for Education) provides single parents with bus passes, books, supplies, and additional grants.
- DSPS (Disabled Students Program and Services) provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA). All forms requesting services as well as policies and procedures are available online.
- The Adaptive Physical Education Program offered by Cañada College at the off-campus Veteran's Memorial Center in Redwood City benefits many older adults with health and mobility difficulties.
- The Alternate Media Center produces instructional materials (textbooks, course materials, schedules) in alternate formats for students with disabilities. (74)
- Health Services provides information and consultation on health problems, evaluation of symptoms, over-the-counter medications,

Standard II: Student Learning Programs and Services

personal health counseling, first aid, pregnancy and HIV testing and counseling, vision and blood pressure screening, assistance with referrals for medical, dental and psychological care and services, and arrangements for emergency care and student insurance.

- Psychological Services offers free onsite individual, couples, and/or group counseling to students and staff. The program also provides crisis intervention and triaging referrals to community services.
- TRiO SSS (Student Support Services) is a federally funded program for first-generation, low-income, and disabled students that provides academic and career counseling, mentors, tutoring, cultural and social enrichment activities, workshops, speakers, and field trips to assist them in earning their AA/AS degree and transferring to four-year colleges or universities (75).
- The Learning Center integrates technological resources and learning assistance services to support student learning across the curriculum, providing assistance through the Writing Center, the Math Lab, and peer tutoring. Additional math and writing tutoring is available to any student through online support. The Learning Center also has open computer labs with access to the internet as well as course-specific software, such as Flash, Dreamweaver, InDesign, and Redshift.
- The Library is the information research center on campus and provides collections of books, periodicals, newspapers, microfilm, microfiche, videotapes, and CD-ROM databases as well as internet access for students. In addition to personalized instruction and service, the Library offers courses in Information Research and Information Competency.
- The Math, Engineering, Science Achievement program (MESA) is an academic preparation program that assists educationally disadvantaged and underrepresented students to succeed in math and science and to earn four-year degrees in these fields. MESA provides peer tutors, content-specific study groups, workshops, field trips, and scholarships and sponsors related student clubs: Pre-Med, Engineering, and Careers as Health Professionals.
- Two off-campus sites, the Menlo Park Center (OICW) and the Coastside Center in Half Moon Bay, provide college and workforce readiness curricula to students who need additional work in English, math, reading, ESL, and computer literacy. Full matriculation services are provided at the Coastside Center.
- CBET (Community Based English Tutoring) provides beginning level ESL and family literacy classes in nine locations in Redwood

City, Menlo Park, and East Palo Alto to students who pledge to tutor a child when they complete the program. This is done through partnerships with the Redwood City School District, Sequoia Union High School District, Nuestra Casa/One EPA, and the Boys and Girls Clubs of the Mid-Peninsula. The Program Services Coordinator goes to each school site to help the students complete the necessary application and registration forms and guides them in transitioning into the College.

- Matriculation is a state-mandated process that describes a partnership between the College and student for the purpose of realizing the student's educational goals. Assistance is provided with the processing of applications for admission, online orientation services, assessment, counseling, development of student educational plans, and referral and follow-up services. (76)
- Counseling Services enhance student success through the key Matriculation components: assessment/placement testing, orientation, counseling and follow-up, early academic warnings, and a balanced use of technology with personal intervention. In addition, the services include instruction in study skills, college, career, and life planning, and participation in linked courses of learning communities. Student retention techniques that are used include triaging assessment of student needs by classified staff and student ambassadors, electronic and phone communication, and automated SARS appointment reminders.
- First-Year Experience (FYE) provides learning communities linking an English, reading, math, or ESL course with a College Success or Career Exploration class. Through the linked courses, students receive personalized attention and support from instructors and strengthen their academic skills through an interactive and collaborative approach to learning.
- Transfer services offer students interested in transferring to a four-year college or university assistance in researching universities, majors, academic requirements, college costs, and other transfer issues. Resources include college catalogs, college directories, articulation information, and access to PROJECT ASSIST, a self-guided website that provides general education, major, and course equivalency information.
- Career Services assists students in developing and carrying out both short- and long-term employment and career goals, providing advising services; a resource library of career exploration and job hunting books detailing preparatory education, training, and labor market

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trends for career areas; EUREKA, a computer based California career information system; and access to career related websites.

In April 2006 the College submitted its Student Equity Plan to the California State Chancellor's Office (77). Goals related to access, success, degree and certificate completion, and transfer were developed to continue to ensure equitable access for all Cañada students whether on campus or off. Ongoing activities to achieve this were delineated, as was an evaluation schedule and process description.

SELF-EVALUATION

Those service areas that receive outside funding—EOPS, DSPS, Financial Aid, MESA, TRiO SSS, and Upward Bound—are all evaluated by their granting entities and have had consistently good reviews (78).

EOPS funding has remained stable, serving approximately 450 students per year. However, the fulltime Director position was vacant due to the College's inability to fill the position in two previous candidate searches. Until a new Director started in January, 2007, the duties were assigned to an interim faculty coordinator. In order to provide adequate services to EOPS students, adjunct counselors were assigned to replace the fulltime EOPS Counselor who was performing coordination duties. This Counselor has returned to his fulltime duties and the new Director has begun managing the program and is creating new activities for students.

DSPS services at this time are limited due to budget deficits in the department. A waitlist has been established for learning disability evaluations. Even though student enrollment has grown, staffing costs exceed the categorical funding supplied by the state. In order to maintain a baseline of services, additional institutional funds are needed each year. DSPS continues to consider alternative ways of rearranging the budget to maintain quality service (79).

MESA is in its eighth year, and each year special recognition has been given to its engineering component, which serves approximately 60 students. MESA is a vital part of the College's academic and student support services. (80)

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

Upward Bound began in fall 2003. Since the program's inception, 100% of participating students graduated from high school. Over the past

three years, 85%, 92%, and 87% respectively went on to college. The program is capped at 50 students per year and thus far has been very successful. Though this grant cycle expires in 2008, the Director has written a new proposal to continue funding and it has been funded for four additional years.

In the Learning Center, Cañada students are able to receive comprehensive tutoring by peer and professional tutors, area specific instructional aides, faculty, and staff. Additional tutoring services are offered in the MESA, EOPS, and TRiO Student Support Services and Upward Bound programs. Faculty, especially in math and science, routinely hold office hours in the Learning Center and will assist both their own students as well as any student in need. Approximately one third of students surveyed indicated that they would utilize more services if the center had expanded hours and weekend services. Staffing and budgetary constraints limit the availability of expanded hours. Students off campus or taking online courses have access to writing and math assistance through the online Academic.com tutorial support (81). (82)

Resources for Matriculation and Counseling have decreased over the past several years, which affects Matriculation, Counseling, career, and transfer services. There are only two fulltime general counselors at this time. A total of nine adjunct counselors with varying numbers of hours complete many of the needed tasks, including instruction and committee work. The continual reduction of fulltime faculty in the Counseling Division over the past several years has had a large impact on the service the Division is able to provide to students. The loss of faculty due to retirement and decisions not to fill vacated positions resulted in a loss of several fulltime Counselors. The Matriculation budget has been used to augment hourly counseling and overload assignments, as well as provide funding for the state-mandated orientation and follow-up components. It is important to note that when compared to other community colleges in California, Cañada ranks well below the average for the number of fulltime Counselors, in both absolute number and ratio to students. A fulltime Counselor position has been approved for 2007-08, and the Counseling Department will continue to request fulltime positions until the student/counselor ratio decreases to ensure adequate support for students. (83)

PLANNING AGENDA

- Explore additional funding sources and staffing resources for expansion of services and extended hours.

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

DESCRIPTIVE SUMMARY

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

The Learning Center, whose primary goal is to provide a welcoming environment and a sense of community for all students, houses many support services including MESA, TRiO SSS, tutoring, and a variety of workshops. It encourages civic responsibility through peer tutoring and volunteer work. Workshops encourage personal responsibility and impart knowledge of transfer, study skills, resume writing, and research techniques. Student tutors attend training sessions that focus on responsibility and communication skills and provide them with skills to assist tutees with study strategies and time management. Additionally, the Center supports and displays student art work, creating an environment that is both welcoming and academically focused; areas in the new Library and Student Resource Center will be designated for displaying student art work and projects.

The MESA program is designed to foster intellectual and personal development for students pursuing math-based majors in science and engineering. Many are first generation college students. The program emphasizes personal responsibility while offering support and guidance from experienced Cañada faculty and staff and offers—through study groups, tutoring, workshops, and academic counseling—consistent support to students in order for them to successfully transfer to a four-year campus as engineering, science, and math majors. Each semester a MESA Progress Report provides a mechanism to monitor student achievement of academic goals. The MESA Center provides an environment to support regular study, completion of assignments, and test preparation. A multicultural microcosm, the Center helps students develop communication skills, positive attitudes, and a sense of civic responsibility.

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

and Budget, and the Curriculum Committee. Additionally, ASCC is active with the Regional and State Student Senate activities. The current ASCC President is a representative to Region III.

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

The Phi Theta Kappa International Honor Society at Cañada College seeks to encourage scholarship among students, promote community service initiatives and leadership opportunities, and provide opportunities for student fellowship. These four elements are evidenced through events such as Satellite Seminars which cover topics that have included global dynamics of power, family, and popular culture. Additionally, the Evening of Academic Excellence is an event that honors local high school honor roll students. This event has been offered for the last seven years. Community outreach is another key component of Phi Theta Kappa's activities. Students regularly visit local senior centers and hospitals and are currently in the process of raising funds to help build a Montessori school in Sri Lanka. Through these opportunities students develop leadership skills, serve as role models to fellow students in the community, and exercise civic engagement and responsibility.

The Political Awareness Club (PAC) is a non-partisan group dedicated to promoting informed voting and political awareness throughout the Cañada College student body. PAC promotes leadership, collaboration, relationship building, problem solving, and critical thinking skills with the goal of empowering students to learn about issues. PAC events and activities create community links and foster meaningful dialogue through forums, debates, and fundraising events. Recent activities included a Patriot Act debate, a drug laws forum, a gay marriage debate, and forums on political candidates and initiatives. PAC supports political science majors and compliments classroom learning in many different disciplines.

Other clubs on campus provide leadership opportunities for students and include Society of Hispanic Professional Engineers (SHPE), Photon Masters, Pre-Med Club, Careers in Science, Photography Club,

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Filipino American Club, Young Latino Leaders, Business Club, United Nations Associations of Cañada College, and American Society of Interior Designers.

SELF-EVALUATION

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

Students participate in the shared governance processes of the College by serving on College Council, Planning and Budget, Curriculum Committee, and other ad-hoc committees. They represent student perspective. In addition to advocating for students, ASCC provide financial support to student organizations and various student focused programs and services. The ASCC plans events and activities for students to enjoy. Through participation in student government, students gain leadership skills and confidence, build self-esteem, and identify strengths. (84)

A course titled Leadership Development, created for the fall 2006 semester, is designed to offer an interactive exploration of leadership theories and personal leadership development through which students will acquire skills and knowledge in organizational development, group dynamics, strategic planning, and conflict management. Although the course was cancelled for fall 2006 due to low enrollment, it will be offered again in fall 2007 with increased efforts to publicize the course through the Student Activities Office. Further efforts by the Student Activities Office to create leadership opportunities will include a series of service orientated projects (three in the fall and three in the spring) which will include working with Habitat for Humanity, Samaritan House, and St. Anthony's Church (Redwood City and San Francisco locations). Each of these projects will focus on leadership development for Cañada students.

Advisors of clubs and organizations have noted that additional support and communication between ASCC and other clubs and organizations

is needed to help expedite achievement of club goals and objectives. Students' complex responsibilities make it difficult for them to participate in extra-curricular activities.

PLANNING AGENDA

- Explore additional resources and creative ways to increase student life outside of the classroom.

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

DESCRIPTIVE SUMMARY

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

A Counselor's Handbook is provided to all counselors and includes general policies, directories, and instructions for SARS, BANNER, ASSIST, and EUREKA. Also included are updates from Cañada's instructional programs as well as information from four-year institutions. New counselors are provided training by shadowing veteran Counselors until they are familiar with College policies, procedures, programs, and computer programs.

Each semester, faculty are invited to attend one of the monthly Counseling meetings to review updates, changes, and other pertinent information. A matrix is kept by the Division Assistant so that eventually all programs are represented at the meetings. Counselors also are assigned to attend instructional division meetings—for Humanities, Business, Workforce, and Athletics, and Science and Technology—on a regular basis. This ensures communication between the Counseling Department and instructional faculty.

Representatives from four-year institutions also participate in division meetings in order to update the Counselors on changes from their home campuses. Counselors and classified staff are provided professional development opportunities on and off campus at workshops and conferences.

SELF-EVALUATION

During the 2005-06 academic year updates and training were provided to counselors at the Counseling and Enrollment Services Division meetings in the following areas:

- Instructional programs: Radiologic Technology, Human Services, Chemistry, The University Center, Geology, Spanish, Literature, Biology, Business Office Technology, Multimedia, Interior Design, Athletics, Early Childhood Education, English Institute, Menlo Park Center;
- Student Support Services: The Learning Center, CalWORKs, First-Year Experience, TRiO SSS grant;
- Four-Year Institutions: CSU Counselor's conference, UC Counselor's conference, Menlo College, SFSU Nursing, UC Berkeley, UC foreign language requirements.

Internal policies and procedures are reviewed regularly. Counselors and other staff have participated in off-campus conferences and workshops during the 2005-06 academic year including: UC Counselor Conference, CSU Counselor Conference, Ensuring Transfer Success, National Scholarship Providers Association (NSPA), WAVES (VA conference), NAFSA (Association of International Education), SJSU/SFSU Advisory workshops, Career Development Workshop, EOPS, CalWorks, CARE, SkillScan Assessment, ASSIST/CIAC conferences and others. Additional in-District training has been provided including BANNER, WebSMART, Residency, and SARS.

Counseling Faculty regularly serve on institutional committees such as Strategic Planning, Academic Senate, and Curriculum Committee. The Dean of Counseling and Enrollment Services serves as the College Articulation Officer and also attends Curriculum Committee meetings. Information from standing committees is discussed at division meetings and forwarded via email.

The Counseling Center has not completed a comprehensive internal Program Review since 1994. The division is completing this task in spring 2007 and will then be able to formally evaluate the advising services and formulate goals for improvement. In order to gather quantitative and qualitative data for this process, students are currently completing a survey regarding the services received from Counselors and staff.

Considering the ever-changing information that Counselors are required to keep up with, including internal information as well as transfer, it is difficult to cover all of the updates and changes in Counseling meetings. Emails are currently sent to Counselors, but it then becomes difficult to

manage and organize the mass of information. It is important to capture this information in an organized fashion so Counselors can easily access the information and ensure accuracy when relaying it to students.

PLANNING AGENDA

- Develop a webpage that will organize pertinent information for counselors to access easily such as program changes and four-year institution updates;
- Evaluate Counseling Program Review and plan for implementation of appropriate recommendations.

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

DESCRIPTIVE SUMMARY

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

From 2000-05 the College received funding through the federal Title V Hispanic Serving Institution grant. One component focused on faculty development and pedagogical issues which facilitated the inclusion of diversity themes in curriculum. Examples of two workshops included, Realizing Inclusive and Engaging Classroom Environments by Dr. Laura Rendon and Working with Generation 1.5 Teachers and Learners by Sugie Goen. In fall 2005, Dr. Terrence Roberts, Congressional Medal of Honor recipient and member of the Little Rock Nine, discussed racism, equity, and acceptance with the College community in his lecture Lessons from Little Rock. Additional workshops and activities are referenced in Title V materials (85).

Whether listening to a concert of harp music, watching a performance by a professional acting troupe, interacting with a panel discussion on Japanese-American Internment Camps, celebrating the anniversary of the United States Constitution, simply reading a book, or engaging in other activities that encourage reflection and growth, Cañada students discover new ways of seeing themselves and society at the Library. In addition, the Library offers Information Saturated Learning Experiences (ISLEs), displays of materials with activities that promote information literacy on such topics as Women's History, the human rights

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crisis in Darfur, and the 60th Anniversary of the United Nations. With these ISLEs, the Library seeks both to instill in students a love of inquiry and to gain a better understanding of how students interact with information. Finally, clubs seeking a venue for meeting are welcomed by the Library, which regularly hosts meetings of such clubs as the Latin American Literature Club, the Pacific Friendship Club, and the Associated Students of Cañada College.

In November 2006 the District sent its 13th group of employees to the Museum of Tolerance's two-day workshop Tools for Tolerance for Professionals, showing its commitment to embracing diversity and enhancing sensitivity. Sixty employees—faculty, staff, administrators—from Cañada College have participated thus far.

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

The 2004-05 Student Equity Plan ensures appropriate services for the diverse student population (86). The goal of this plan—created by faculty, the Vice President of Student Services, a community representative, and a student representative—is to ensure that the College comprehensively serves its diverse student population.

Services on campus which support a wide variety of diversity issues include MESA, TRiO, EOPS/CARE, DSPS, and student organizations/clubs such as Young Latino Leaders, Black Student Union, Polynesian Club, Gay Straight Alliance, and the Filipino Club.

SELF-EVALUATION

Cañada College has institutionalized programs and practices that support and enhance student understanding and appreciation of diversity across all disciplines and services. The Strategic Planning Committee has made a conscience effort to address current concerns about diversity that arise in various open forums on campus. It became evident from the Strategic Planning process that a need to address these concerns is essential, so a Diversity Committee was formulated to guide the campus-wide discussion.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The District currently uses CCCApply for the online application process. Paper applications are also available at each of the three Colleges and regular review of these applications is conducted by the Enrollment Services Council. Admissions regulations adhere to California Title V requirements. The College admission and placement process is a topic of ongoing review and discussion. Regular registration critiques are held and feedback is used to improve the admission process. A District-wide Enrollment Services Council, consisting of Deans of Enrollment and Counseling, the Assistant Registrar and ITS personnel, are held monthly to discuss the admissions policies and procedures.

Cañada implemented a new placement test during the spring 2006 semester. ACT COMPASS is a state-approved assessment instrument which also satisfies the Ability to Benefit measurement for students who are non-high school graduates and wish to qualify for federal Financial Aid. Cut-scores and multiple measures were developed following state matriculation guidelines.

The College also enforces prerequisite requirements for English and math courses through the use of its Banner database management and enrollment system. During registration, students are blocked from enrolling in courses for which they have not met a prerequisite. For courses for which computerized blocking is not yet in place, faculty are required to check for evidence that students have completed relevant prerequisites. In addition, the College has established procedures by which any student who does not meet prerequisite or placement test requirements may seek entry through a challenge process. A student may challenge any prerequisite. Students are informed, through the Catalog, Online Orientation, and Counseling, of both the reasons for challenging a prerequisite and the process for doing so (87).

SELF-EVALUATION

A recent revision of paper applications was made to better align with the online version and to have one application for all three Colleges. Training is conducted with the Counselors, Outreach Coordinator, and Campus Ambassadors to increase the percentage of applications submitted online. In order to increase the number of online applications, students will be encouraged to do so at high schools as well as in the Admissions and Records Office. The Admissions and Records Office looks forward to relocating to the new building in summer 2007 where there will be a One-Stop Shop in which additional computers will be available for the online application and registration process.

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Given the changing nature of acceptable testing instruments approved at the California Community College System Office, Cañada College found itself in need of updating and modernizing its implementation of placement testing materials. During the discovery process several community college Matriculation Coordinators were interviewed to review the assessment tool selected at their institutions. Some were using a combination of various second party test instruments combined with site created and managed instruments. Most colleges contacted, however, were using one of two competing second party packages: Accuplacer by the College Board and COMPASS by ACT, both of which are computer based. After consideration of multiple factors and consultation with faculty, ACT COMPASS was chosen in spring 2006. (88)

Since the inception of the new placement test, the Program Services Coordinator for Matriculation and Career Services and the College Researcher have collected data to validate the cut-scores, which were adjusted following the validation guidelines developed by the state systems office. The manner in which different sources of student information can be used during the process of placing students into College curricula is one of the more perplexing aspects of Matriculation assessment. Matriculation regulations require that assessment be a holistic process, meaning, substantially, that a test score alone should not be the sole criterion for determining the advice given to students regarding course and program placements. Counselors, with the approval of the Dean of Counseling and Enrollment, are currently applying multiple measures on an informal basis. Procedures for formalizing multiple measures need to be created with input from faculty; a validation study of the newly created measures will then need to be conducted.

PLANNING AGENDA

- Conduct validation studies on the new ACT COMPASS placement and adjust cut-scores as necessary;
- Review current multiple measures with faculty and implement new criteria if necessary.

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

DESCRIPTIVE SUMMARY

Cañada adheres to District Rules and Regulations sections 7.28, Student Records, and 8.27, Records Management, in addition to Title V

Regulations (89). The student computer data files are maintained and backup files are created and stored appropriately. In addition, Admissions and Records is in the process of scanning and indexing both prior and current hardcopy student records using Web Extender software. These imaged and indexed records are available to Counselors and appropriate staff, saving time for all.

The Federal Educational Rights and Privacy Act (page 20 of the 2006-07 Catalog) provides that the College may release certain types of directory information unless a student submits a request in writing to the Admissions and Records Office indicating that certain or all such information not be released without his/her consent. Currently enrolled students may request that directory information be withheld by notifying the Admissions and Records Office in writing each term or semester. Such requests must be submitted within two weeks after the first day of instruction.

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

Procedures for release of student records are published in the College Catalog, the Student Handbook, and on the internet.

SELF-EVALUATION

Currently, prior records are stored in the records room in Admissions and Records and archives are stored below the bookstore. Some of these records have been duplicated via Web Extender or microfilm while others have not yet been duplicated. The archive room is fireproof; however, the records room is not. There will be a secured fire and earthquake proof records room when Admissions and Records moves to Building 9.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The Student Services mission is to identify and develop a process to measure learning outcomes, to evaluate and improve learning opportunities, and to create better integration and collaboration of learning opportunities within Student Services and in cooperation with instruction. In accordance with the Student Services mission statement, the Counseling Department reviews its own services using Student Learning Outcomes, faculty and staff input, and student surveys to improve the effectiveness of its counseling services. In addition, as part of the new statewide Student Services Program Review and Technical Assistance Site Visit, the special programs such as Matriculation, CARE, CalWorks, EOPS, and DSPS will be reviewed as part of the rotation in 2012.

During the summer 2005 retreat, all Student Services programs and departments were introduced to (and faculty and staff were trained on) a comprehensive Program Review based on the application of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) to Student Services.

During the 2005-06 academic year, a subcommittee of Student Services created templates to guide staff and faculty in developing objectives, outcomes, and re-evaluation of objectives to improve services. During the summer 2006 retreat, Student Services began a process of Program Review utilizing SLO and SAO templates to determine and prioritize objectives and outcomes of the services provided and to reassess the services and the SLOs. An important emphasis was placed on evaluating services and student learning by collecting data through quantitative and narrative (qualitative and open-ended) surveys and cumulative and embedded information from the database. Staff and faculty worked in small groups based on their areas of responsibility using the guideline templates to draft at least two program objectives and outcomes with the mission statement and create assessment plans.

SELF-EVALUATION

The Student Services Division is committed to improving services through the Program Review and assessment cycle. Program Review emphasizes SLOs and the means to measure their effectiveness. A need to capture raw data to better evaluate learning outcomes has been recognized. Obtaining data from qualitative surveys from students who have left the institution is one challenge, and assessing the nature of each individual counseling appointment in terms of SLOs is another. However, it is easier to establish learning outcomes for the Career and Personal Development classes as the SLOs are listed on the course out-

line and measured by qualitative and quantitative surveys. Career 401, First Year Experience (FYE), is one such example. These courses are cohorts of English, reading, ESL and math courses in which students receive additional instruction, guidance, and support from the Counseling Department. A narrative survey is given to FYE students and a control group at the beginning and end of each term. The students in the control group are in the same English, reading, ESL or math course but not in the Career 401 class. The result of the 2005 assessment indicates that compared with the control group FYE students had a retention rates 20.9% higher in English classes and 22.1% higher in math classes. It also indicates that FYE student awareness of College policies and available programs and services was higher than the control group at the end of semester. (90)

Program Review is in its infancy for all of Student Services. A template has been created and reviewed by all of the Student Services faculty and staff and has been shared with the College Academic Senate. Program Review will begin spring 2007 with Counseling and rotate on a six-year cycle. (91)

PLANNING AGENDA

- Implement Program Review cycle for Student Services programs.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and

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maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Cañada College provides a wide assortment of educational equipment and materials in support of the mission of the College, available at the level of each academic division—in the classrooms and labs as well as in the Library and Learning Center—and through specific programs including Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the TRiO Student Support Services (TRiO) and the Math, Engineering, and Science Achievement Program (MESA).

Anticipating a move in June 2007 to a new building in the center of campus, the Library is making a number of significant improvements in its materials and equipment. It has begun using the \$250,000 recently made available by the District as the first installment of a requested \$700,000 infusion of bond money to update its print collection. The campus has committed to adding a new 11-month, 80% library technician position to the staff. These gains and the Library's new location will transform its ability to fulfill its mission. The Library, along with its partner the Learning Center, is the intellectual heart of the campus, providing an information center that students and faculty see as an indispensable part of their learning and teaching.

Equipment and materials selected and maintained for student use include:

- 47,832 volumes in print, including an increasing number of new titles
- 5,500 (approx.) electronic books through PLS
- 1,770 microforms
- Over 350 reserve textbooks, many provided by donations
- 132 subscriptions to print periodicals
- 23 (approx.) proprietary databases, most of which are accessible off campus (92)
- 951 videos
- 2 copy machines
- 5 group study rooms
- 1 large quiet study room

- 46 public computers with software and internet access, including 5 Macs (plus 36 more in Library classroom)
- 6 laptop computers, in addition to 6 laptops available through the Learning Center.

These resources are substantially augmented by over 800,000 items, including books, DVDs, CDs, and more available for free and usually delivered to Cañada within three days through the Peninsula Library System, a consortium consisting of 35 libraries, including the other SMCCCD libraries.

The Library selects and maintains materials based on input from a number of sources. With student learning and the College mission as its two guiding principles, Library staff develop the collection in collaboration with faculty, who offer suggestions for new materials on a regular basis through emails, telephone messages, and face-to-face discussions. These suggestions, which the Library considers its highest priority, are supplemented by suggestions that staff, students (especially student workers in the Library), administrators, and members of the public submit either informally or through the Library website's "Suggest Book/DVD" link (93). To evaluate suggestions, Cañada librarians consult book reviews for undergraduate libraries from the American Library Association's online and print versions of *Choice*, *Katz's Magazines for Libraries* (2002), *Library Journal*, *Booklist*, *The New York Review of Books*, and other sources, and they compare Cañada's collection to those from other Peninsula Library System collections, especially at CSM and Skyline. They carefully maintain the collection by consulting *Best Books for Academic Libraries* (2003) to identify core titles to retain while removing books that have grown obsolete, in many cases replacing them with more current titles.

The American Library Association's Standards for Libraries in Higher Education now encourage libraries to compare themselves to similar institutions for evaluation, no longer recommending specific numbers of holdings (94). As indicated by the most recent data from the State Chancellor's Office, Cañada's budget for electronic resources compares favorably to colleges of similar size, a result in part from the Cañada Library using TTIP money strategically with sister SMCCCD libraries and leveraging the purchasing power of Peninsula Library Service (95). However, the Library's print collection has been historically underfunded compared to similar-sized community colleges. A significant portion of the collection is over 20 years old. Fulfillment of the College's request of \$700,000 of bond money will mitigate this shortfall.

Standard II: Student Learning Programs and Services

The Learning Center's focus is to support student learning, as evident in its mission statement:

The Cañada College Learning Center provides a variety of resources and services to assist students in the development of the necessary tools to maximize their potential, support their scholastic development and ensure their academic success. Peer and professional tutoring, electronic and traditional resources, workshops and supplemental instruction are employed in a positive and supportive environment to enhance subject matter and study skills acquisition across the curriculum.

To fulfill this mission, the Learning Center provides the following educational equipment and materials (96):

- Computer Labs: There are over 90 student computers in the new Building 9 Learning Center. Students use these for academic research, developing papers and presentations, accessing tutorial programs and course materials, or emailing instructors. The Learning Center maintains the integrity of these computers through the use of current virus software. Additionally, there is a 28 computer classroom for use by the Learning Center, MESA, TRiO, and requested classes.
- Self-paced courses: Through the Center, students are provided with software programs, study modules, and supplemental materials to complete open-entry, transfer level as well as credit/non-credit courses. Most courses supplement English.

Faculty from the Library and Learning Center are regularly invited to division meetings to identify and discuss student needs for equipment and materials. Improvements that have resulted from this collaborative process include the decision to purchase Library copies of standard textbooks for most courses, the purchase of many educational videos for student use, the identification of community donations for Library purchases, and the initiation of a textbook rental program through the bookstore.

Students using DSPS services can study reading, writing, math, and study skills in the Alternative Media Center where they have access to computers with the following software: Kursweil 3000, scanning, reading software; Dragon Naturally Speaking, a voice recognition system; Zoomtext Xtra9, a magnification system; and the screen reader Jaws. A parttime DSPS staff member is available to assist students with the specialized technology and equipment and to convert print materials or textbooks into e-text (CD) format.

SELF-EVALUATION

Library materials need both dramatic overhauling and continued maintenance, a problem which the College is addressing. With 1.6 FTE librarians, adequately maintaining a collection of 50,000 is a challenge. The Skyline Library, to which the Cañada Library most frequently compares itself, has roughly the same number of titles, but its collection is much more current, due in part to higher staffing levels. Cañada's 2000 accreditation Self-Study, attesting to the long-term persistence of this problem, reported that, "The book collection is currently small and out-dated. There is a need for consistent, additional funding over the next 20 years to meet minimum standards" (97). Although needs today remain much as they were in 2000, there has been improvement.

The Library has enjoyed five years of increased funding and generous donations (a \$9,000 Messner gift; a more than \$15,000 MacNaughton Reserve textbook gift; a \$24,679.51 Sequoia Hospital grant; regular grants of \$2,000 each year from the Associated Students of Cañada College), using these dollars to make strategic acquisitions, especially in history, nursing, current social issues, DVDs, and Spanish language works, as evidenced in the Library's most recent list of new titles (98). While selecting updated titles to be acquired with regular funding and with the District's investment of bond money, Library staff are identifying books that do not need to be moved to the new facility.

At this time, the Library has received \$250,000 of the requested \$700,000 in bond money to acquire appropriate books and materials for the new Library, but after the move is made additional funds will be made available.

Although the overall depth and currency of Library materials needs improvement, some strengths include an excellent Early Childhood Education collection, a growing collection of educational films, and several highly specific historical niches, such as slave narratives. A special collection called Controversial Issues offers a good starting point for student research on topics such as abortion, the war in Iraq, the death penalty, and bioethics. The content of these books is also available electronically.

Library materials, typical for a community college, include books in every broad area of knowledge, a fiction collection, periodicals, reference texts, electronic resources, movies in DVD and VHS format. A pleasure reading collection of spy, romance, mystery, and self-help books, developed in 2005, is sustained by donations. A small local audio book collection was created in response to ESL instructor requests, and many

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downloadable audio and viewable books are available through the Peninsula Library System.

Overall, the Learning Center provides excellent support of instruction. Software programs, reference books, handouts, and bulletin boards support and promote tutorial services. The Center offers Academic.com, an online tutorial program; PLATO, a computer program that assists in tutoring; handouts for students covering topics such as study skills, ESL grammar points, and writing; and math, science, English, reading, and ESL texts. (99)

The Center regularly updates its workshops, materials, and resources. The Program Supervisor and Tutorial Instructional Aide are both members of CRLA and subscribe to the email list LRNASST, through which colleagues around the world pose questions and discuss best practices. The Learning Center webpage offers additional academic support. (100)

All Learning Center computers were purchased within the last three years, most through a Title V Hispanic Serving Institution grant, and Cañada keeps abreast of the latest equipment trends by, for example, replacing VCRs with DVD players. In the new building, all computers will be new. (101)

Although the Learning Center lost a fulltime Learning Center Director, it gained a TRiO Director. All personnel in the Learning Center, including MESA, TRiO, and DSPS, work collaboratively and share resources and are involved in discussions about equipment purchase and placement. Additionally, all staff including student assistants are trained to assist students with adaptive technologies and software programs.

The quantity, currency, depth, and variety of the DSPS materials (printed hardcopies and online databases) are very good. During their most recent visit, the California Community College Chancellor's Office rated these areas as very good (102). In addition, both the Director and the Chancellor's Office rated the quantity of the program's equipment as being very good.

PLANNING AGENDA

- Identify appropriate resources to provide consistent yearly allocation of funding for maintaining print collection.

II.C.1.b. The institution provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

Information competency is taught as a component of many academic courses, in self-paced Learning Center and Library courses, and in custom-tailored Library instructional sessions designed in consultation with faculty. Students receive instruction on topics such as finding information using the catalog and databases, gauging the credibility of websites, avoiding plagiarism, and citing sources correctly. These sessions, focused on the specific learning outcomes identified by librarians and instructors, assist students in finding, evaluating, and using information.

Since 2001, not only has the number of patrons visiting the Library each day increased dramatically, but the number of instructional sessions offered has increased substantially.

Cañada College Library Usage

Academic Year	Total Library Orientations Given by Librarians	Average Daily Patron Count
2001-02	65	238
2002-03	63	246
2003-04	64	271
2004-05	74	310
2005-06	97	345

The Library offers a one unit course, Library 100: Introduction to Information Research, which teaches students information competence.

The Learning Center provides workshops each semester on research techniques and on avoiding plagiarism. Staff, student assistants, and tutors are available to provide one-on-one assistance to students conducting research on computers (103). PLATO and Academic.com are available to students through the Library and Learning Center. These programs also help students develop information competency.

SELF-EVALUATION

In Library instructional sessions, sometimes assisted by librarian interns from SJSU, students complete worksheets which help assess both the learning and teaching of information literacy (104). Feedback from these worksheets and from instructors indicates that the instruction is useful. The new library classroom, with 37 computers, will transform instructional sessions. Although few students sign up for Library 100, those who complete the course report gaining significant competence. Because further integrating information competency skills with core content areas would enhance student learning, the Library is exploring

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participation in Learning Communities. For example, a developmental reading class might be linked to Library 100.

The Learning Center generates reports showing student usage of Academic.com and PLATO (105). The Center tracks the number of students who attend workshops, but, as these sessions do not have specific Student Learning Outcomes, assessment is difficult. Students evaluate workshops, and Center staff review the information provided, applying it as appropriate to improve for future workshops. Library faculty and staff are working to identify SLOs and Service Area Outcomes and assessment techniques that will validate appropriate learning.

PLANNING AGENDA

- Identify SLOs and Service Area Outcomes and the assessments of each.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

With extensive hours of operation, a new centrally located building that is soon to open, and generous technological provisions, the Library provides excellent access to an environment conducive to studying, reading, researching, writing, and collaborating on group projects (106). Access to the Library catalog and databases and other resources is available off campus via the internet. One computer in the Library has specific software for people with disabilities. Students and personnel also have access to unlimited time on computers with internet access, one microfiche machine, one television with DVD and VHS players, and audio tape and CD players. Spanish speakers can access some books and online resources in Spanish as well as ask questions and receive services in Spanish at almost all times.

Access to physical sites, to programs, and to learning resources for students and personnel is essential for all students. In 2004, an American with Disabilities Act (ADA) consultant was engaged to update the SMCCCD architectural barrier database, which had not been updated since 1991, and assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campuses to be out of compliance with ADA standards. This document is the SMCCCD ADA Transition Plan.

The new Learning Center, opening in June 2007, will give students access to over 90 computers, a Tutorial Center, Math Lab, MESA office and student lounge, TRiO Student Support Services, and areas for individual and group study including seven group study rooms. Laptops will also be available for use between the Library and Learning Center floors. Information about all services as well as study strategies and reading and writing tips will be found throughout the Center. A new enclosed lab with 28 computers will be available for English and Spanish workshops and orientations and presentations by the Learning Center, MESA, TriO, and classes upon request. Importantly, personnel who speak both languages will continue to be available at all times in the separate areas of the Learning Center.

To increase awareness of and access to its services, the Learning Center sends its workshop schedule to faculty and staff by email at the beginning of each semester and sends reminders shortly before each workshop date. Learning Center staff create fliers and distribute them in division mailboxes and post information around the campus on bulletin boards. In this way, faculty and staff are provided with learning resource information throughout the year. Information will be even more accessible in the new Library and Learning Center. Many instructors schedule Learning Center orientations for their classes at the beginning of each semester to familiarize students with Learning Center services. Several instructional aides, working both within the Learning Center and in classrooms, have been hired to encourage use of tutorial services.

Students can access academic and learning support services at two off-campus centers, the SMCCCD Coastside Center in Half Moon Bay and the Menlo Park Center in East Menlo Park. The SMCCCD Coastside Center has a main office serving the community during normal business hours. The Menlo Park Center conducts class in one lecture room and offers a Basic Skills Learning Lab with sixteen computers and a Business Skills classroom with thirty computers. The Center is open to students during the day from 7 a.m. to 3 p.m. Monday through Thursday and 7 a.m. to noon on Friday; the building is open until 10 p.m. for evening classes. In the Basic Skills Learning Lab, students have access to open-entry ESL study through self-paced, multi-level modules.

SELF-EVALUATION

The Library and Learning Center close at 8 p.m. Monday through Thursday and at 3:00 p.m. on Friday. They are also closed on weekends. This causes problems for students who study in the evening, who attend evening classes, or who want to use the Library on weekends. 43% of respondents to a faculty survey conducted by the accreditation Standard

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II.C Committee indicated wanting the Library and Learning Center to be open on Saturday, and 30% indicated wanting later hours during the week (107). Similarly, during forums student have requested extended hours: 7 a.m. to 10 p.m. on weekdays and some hours on Saturdays. In response, the Library and Learning Center are considering opening before 8:00 a.m. each morning.

With the move to Building 9, access to the internet through the Library and Learning Center will be significantly improved. The availability of voice recognition software is also increasing services for students with disabilities. In addition, the media carts equipped with TV/DVD/VCR in the new Library and Learning Center allow students improved access to video resources.

When the new Library and Learning Center opens in June 2007 students will be able to take books and laptops from the Library to the Learning Resource Center and vice-versa, increasing ease of access to both areas. Automatic checkout will be available on both floors. Since Student Services will be on the ground floor, the College will be able to further integrate instruction with Student Services, a need that was identified in the previous accreditation Self-Study. EOPS, now housed in an academic building, will also be housed in the new building. Finally, the Library will increase in size from 12,800 square feet to 22,900, and the Learning Center will grow from 17,500 square feet to 23,384. These changes will have a positive impact on student access to services. Plans are being developed to engage students from the College's Multimedia Department in improving the Library website, thereby improving access to the Library's rich electronic resources.

Because students need help to access information, librarians need to be available throughout the day. Having librarian supervision available during evening hours, as stipulated in section 78103 of the California Education Code, means that additional coverage is needed during the day when the one fulltime librarian is out (108). The College is addressing this need by increasing funding for adjunct librarian hours during these times.

PLANNING AGENDA

- Expand library hours and services.

II.C.1.d. The institution provides effective maintenance and security for its Library and other learning support services.

DESCRIPTIVE SUMMARY

The Library and Learning Center are maintained by College custodial staff, who clean the facilities on a regular basis. Campus student computers are maintained by SMCCCD Instructional Technology personnel who quickly troubleshoot technological problems and keep computers updated.

All of Building 9, which will house the Library, Learning Center, EOPS, and many additional student support services, will use the Access Controls and Monitoring System (ACAMS) for security. A camera video surveillance system will be installed at strategic points and certain exit doors. During open hours, monitoring can be done on staff computers. Additionally, Library materials contain security strips that trigger an alarm at the Library's main entrance if materials have not been properly checked out.

SELF-EVALUATION

Computers are maintained by the SMCCCD Instructional Technology personnel. Students are not able to download directly from the internet, keeping the hard drives clean. The District ITS department, which has one long-term temporary and two permanent fulltime employees assigned to Cañada, is currently discussing ways to provide support for the significant increases in technology in the new location. ITS personnel find the surveillance and ACAMS provisions sufficient in securing Library and Learning Center technology.

In order to maintain the new, much larger Library and Learning Center, Cañada's Facilities Manager is planning to hire two additional fulltime custodians, one for the night crew and one for the day. Furthermore, the additional 80% library technician position will assist the current Library staff in keeping its new environment orderly and welcoming.

PLANNING AGENDA

None at this time.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

The College has established contracts with several agencies to provide an extensive range of resources for faculty and students. The Cañada College Library is a member of the Peninsula Library System (PLS), which relies on Innovative Interfaces' Millennium, an Integrated Library System (109). PLS, as a member of Califa, a statewide cooperative enterprise, subscribes to numerous electronic resources, such as Thomson Gale databases (110). District Libraries jointly subscribe to a number of other databases through the Community College Library Consortium (111). Midwest Library Service is the primary supplier and processor of College library books, EBSCO primarily manages the print periodicals collection, and OCLC Connexion provides cataloging support (112). A contract is in place with PLATO for the online tutorial support program, Academic.com, with four licenses so that PLATO is available in the Learning Center (Package G) (113).

SELF-EVALUATION

Evaluation of the Library's print resources suppliers is not formalized, though staff frequently discuss the quality of services. The Librarian refers to statistics on database usage, which allows for an examination of both on-campus and remote electronic resource use. An informal evaluation of Library service reliability is conducted through electronic messages and face-to-face conversation with faculty, students, and other PLS reference librarians. However, there is no comprehensive evaluation of the effectiveness of Cañada's Library services. Twice a year, librarians from the three Colleges in the District analyze database subscriptions through the CCLC, evaluating them according to a number of criteria, including reliability.

Remote use of electronic resources poses the most common reliability problem. When patrons cannot access databases from off campus, Library personnel attempt to problem solve quickly by contacting the technical support personnel of the database company or, in some cases, PLS technical staff. The website Academic.com is heavily used throughout the curriculum in both the Library and Learning Center (114). Online math instructors include it as instructional support (115).

PLANNING AGENDA

None at this time.

II.C.2. The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of

student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

A three-year internal Program Review, a plan and budget for 2000-01 through 2003-04, and a Program Review Update for the Library were completed in April 2003. Program goals and objectives, including staffing, services, budget, and equipment goals, were examined (116). A Program Review for the Learning Center was completed in 2003 (117). At that time both the Library and Learning Center were organizationally assigned to the Office of Instruction and the Program Review was not fully applicable to the services offered.

In 2002 both the Library and Learning Center were assigned to the Office of Student Services, a better fit for their services. New guidelines for reporting and a new cycle of Program Review are being established for Student Services (118). Although DSPS, EOPS, MESA, TRiO, and Upward Bound are evaluated by their granting organizations, they will be included in the Student Services Program Review.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SOAs) were not included in the most recent Program Reviews, so a Student Services retreat was held in June 2006 during which all Student Services departments began to draft mission statements, SLOs, SAOs, and assessment and evaluation processes (119).

SELF-EVALUATION

Student Services is continuing work begun at the retreat, aiming to complete it by the end of spring 2007. The SAOs and SLOs will help each department to more thoroughly assess, evaluate, and adjust their programs.

The Library is evaluated informally but assessment can be improved through systematically solicited feedback. The Library gathers student evaluations, but these, too, can be administered more systematically (120). The Learning Center conducts student surveys of program and tutorial services each semester (121). Upon beginning a new program, the Center surveys faculty and students at semester's end to evaluate its effectiveness and makes adjustments if needed (122). Long-term comprehensive studies are being planned with the College Researcher.

In spring 2006 an electronic faculty survey was administered to assess the effectiveness of the Library, Learning Center, and DSPS (123). The survey results will be used to inform drafting of SLOs and SAOs. An advisory group for the Library and Learning Center, which will include

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representation from all campus divisions, will lead discussion and evaluation of integration of the Library and Learning Center into campus.

PLANNING AGENDA

- Develop evaluation to ascertain effectiveness and comprehensiveness of Library services.

SOURCES FOR STANDARD II

- 1 Cañada College mission, <http://canadacollege.net/about/mission.html>
- 2 Curriculum Committee Guidelines, http://www.canadacollege.net/academics/office_of_instruction/curric.html
- 3 Curriculum Handbook, http://www.canadacollege.edu/academics/office_of_instruction/currichdbk.html
- 4 Student Learning Outcomes in Cañada College, <http://www.smccd.net/accounts/canslo/>
- 5 Distance Education form, <http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Office%20of%20Instruction%20Forms/Distance%20Education%20Forms%20-%20E.xls>
- 6 Basic Skills Advisory, <http://canadacollege.net/catalog/coursedescriptions/general.html>
- 7 DEAC webpage: <http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/default.shtml>
- 8 2006 Noel-Levitz Student Satisfaction Survey, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 9 Degree and Transfer Requirements, http://www.canadacollege.edu/catalog/0607/0607Catalog_pps39-41.pdf
- 10 Certificate Requirements, http://www.canadacollege.edu/academics/certificate_requirements.html
- 11 Office of Institutional Research, <http://www.canadacollege.edu/inside/research/index.html>
- 12 Student Learning Outcomes in Cañada College, <http://www.smccd.net/accounts/canslo/>
- 13 <http://www.smccd.net/accounts/canslo/handouts/currcmttee/InstSLOs-draft1.doc>
- 14 Program Review Document, http://www.canadacollege.edu/inside/program_review/index.html
- 15 Program Review Documents, http://www.canadacollege.edu/inside/program_review/index.html
- 16 Curriculum forms, http://www.canadacollege.edu/academics/office_of_instruction/curric.html

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- 17 Curriculum Committee Membership, http://www.canadacollege.edu/academics/office_of_instruction/curric.html
- 18 Suggested Timelines for the Bi-Annual State of the Department Process and the Six Year Comprehensive Program Review Process
- 19 Faculty hiring process, http://www.canadacollege.edu/inside/academic_senate/0607/Full-Time-Faculty-Hiring-Process-and-Criteria-DRAFT.pdf
- 20 Tenure Review Process, <http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf>
- 21 Faculty evaluation process, <http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf>
- 22 Adjunct evaluation process, <http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf>
- 23 Curriculum Standards Handbook, http://www.canadacollege.edu/academics/office_of_instruction/currchdbk.html
- 24 Cañada College Curriculum Committee Handbook, http://www.canadacollege.edu/academics/office_of_instruction/currchdbk.html
- 25 Course syllabi
- 26 Course syllabi
- 27 Generation 1.5 Students and College Writing, <http://www.ericdigests.org/2004-4/writing.htm>
- 28 Cañada Announcements: Title V Lecture Series, <http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=45>
- 29 Cañada Announcements: Sugie Gowen, <http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=32>
- 30 CTL Workshop Schedule, <http://ctlonline.net/CTLReg/classschedule.asp>
- 31 Center for Teaching and Learning, <http://ctlonline.net/>
- 32 Program Review Document, http://www.canadacollege.edu/inside/program_review/index.html
- 33 Program Review Schedule, <https://websmart.smccd.edu/>

- 34 Student Learning Outcomes in Cañada College, <http://www.smccd.net/accounts/canslo/>
- 35 Student Learning Outcomes in Cañada College, <http://www.smccd.net/accounts/canslo/>
- 36 Cañada College Catalog, <http://canadacollege.net/catalog/index.html>
- 37 Cañada College Curriculum Committee Handbook, http://www.canadacollege.edu/academics/office_of_instruction/currchdbk.html
- 38 Ethnic Studies Criteria Document, <http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Forms/AllItems.aspx?RootFolder=%2fportal%2fCaada%20FormsDocuments%2fOffice%20of%20Instruction%20Forms&View=%7b3EB7C489%2d912F%2d4BCF%2dA3B2%2d86B0EDA3D0E2%7d>
- 39 Employee Development Department Labor Market Information, <http://www.labormarketinfo.edd.ca.gov/>
- 40 List of advisory committees, <http://www.canadacollege.edu/inside/EEOAC.html>
- 41 question 3, 2006 Noel-Levitz Student Satisfaction Survey, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 42 question 52, 2006 Noel-Levitz Student Satisfaction Survey, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 43 question 9, 2006 Noel-Levitz Student Satisfaction Survey, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 44 Cañada College Catalog, <http://canadacollege.edu/catalog/index.html>
- 45 Course Outlines, [http://smcweb.smccd/portal/Cañada/course outlines/](http://smcweb.smccd/portal/Cañada/course%20outlines/)
- 46 BOT Policy 6.26, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_26.pdf
- 47 ASSIST website, www.assist.org
- 48 Suggested, Approved Process to Determine Program Viability, <http://www.smccd.edu/accounts/academicsenate/Suggested%20Processdoonly.doc>

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- 49 Cañada College Catalog, <http://canadacollege.edu/catalog/index.html>
- 50 Cañada College website, <http://canadacollege.edu/>
- 51 College Summer/Fall Schedule
- 52 College Spring Schedule
- 53 2006 Noel-Levitz Student Satisfaction Survey, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 54 Board Policy on Academic Freedom, <http://canadacollege.edu/about/policies.html>
- 55 Academic Integrity Policy, http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf
- 56 Faculty Code of Ethics
- 57 Board Policy on Academic Freedom, <http://canadacollege.edu/about/policies.html>
- 58 Study of Controversial Issues, http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf
- 59 Academic Integrity, http://www.Cañada college.edu/inside/acad_integrity/index.html
- 60 Academic Integrity and Your Syllabus, http://www.canadacollege.edu/inside/acad_integrity/AISyllabusGuidelines.pdf
- 61 Student Conduct, http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/7_69.pdf
- 62 CBET, http://www.canadacollege.edu/inside/program_review/CBET_exec_summary.pdf;
Kindercaminata, <http://www.canadacollege.edu/kindercaminata/index.html>
- 63 Board of Governor's Fee Waiver
- 64 COMPASS Placement Summary Report
- 65 DSPS, BFAP-SFAA, Matriculation Plan, EOPS, CalWORKs, Upward Bound, TRiO SSS, MESA,
http://www.cccco.edu/divisions/ss/calworks/prog_handbook.htm,
http://www.dss.cahwnet.gov/cdssweb/california_169.htm;
<http://www.canadacollege.edu/student/eops/index.html>;
<http://www.canadacollege.edu/student/triosss/index.html>;

- <http://www.canadacollege.edu/student/upwardbound/index.html>;
- <http://www.canadacollege.edu/student/counselingcenter.html>;
- <http://www.smccd.net/accounts/canmesa/>
- <http://www.canadacollege.edu/student/disabledservices.html>
- <http://www.canadacollege.edu/admissions/howto.html>;
- http://www.cccco.edu/divisions/ss/financial_assist/attachments/06_07/Leg_Report_8-06.pdf;
- http://www.cccco.edu/divisions/ss/financial_assist/attachments/06_07/bfapsfaa_expend_guide.doc
- 66 Program Review Template, http://www.canadacollege.edu/inside/program_review/index.html
- 67 NL SSS Survey Summary Data, <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>
- 68 Student Services Program Review document, Agenda, Minutes for Student Services Supervisory Council meetings, retreat, draft SLO and SAO
- 69 Cañada College Catalog, <http://canadacollege.net/catalog>
- 70 Course Schedule, <https://websmart.smccd.edu/schedule.htm>
- 71 Cañada College Catalog, <http://canadacollege.net/catalog>
- 72 Course Schedule, <https://websmart.smccd.edu/schedule.htm>
- 73 Staff input from financial aid, EOPS, Library, Student Activities/ASCC, and Bookstore Associated Students Minutes
- 74 DSPP Annual Report
- 75 SSS Annual Report and Plan
- 76 Matriculation Plan
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