Cañada College

▶ **Institutional Self-Study Report
in Support of Reaffirmation of Accreditation
2007**

CAÑADA COLLEGE

INSTITUTIONAL SELF-STUDY REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

July 25, 2007

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT
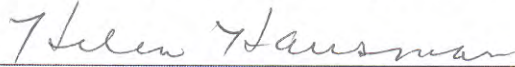
DATE: July 25, 2007

TO: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

FROM: Cañada College
        4200 Farm Hill Boulevard
        Redwood City, CA 94061

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

_____
Helen Hausman, President, Board of Trustees

_____
Ron Galatolo, Chancellor, San Mateo County Community College District

_____
Thomas Mohr, President, Cañada College

_____
Monica Malamud, Terry Watson, Co-chairs, College Council

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Patricia Dilko, President, Academic Senate

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Margie L. Carrington, President, Classified Senate

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Kevin Chappell, President, Associated Students of Cañada College

_____
Marilyn McBride, Alicia Aguirre, Co-chairs, Accreditation Steering Committee

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▶ An Introduction to the Institution

Description of the College

Cañada College opened for instruction in September 1968 as part of the three-school San Mateo County Community College District (SMCCCD). The College is located on 131 acres in the western part of Redwood City and is conveniently located next to Highway 280. The primary service area for the College is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero.

In a broad sense, the community served by Cañada College is the entire 454 square miles of San Mateo County with a population estimated in 2005 to be 734,100. More specifically defined, the primary community is the southern portion of the county, which has a population of 190,600.

Cañada College is one of the smallest community colleges in the Bay Area, enabling it to meet its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education classes, professional/technical programs, and basic skills.

In the fall of 2005, the student body was 43% Hispanic, 34.8% Caucasian, 7.7% Asian, and 3.1% African-American. Nearly 66% of the students are female.

Cañada College students have the lowest education level of any of the three Colleges in the SMCCCD. Approximately 14% of the students have not graduated from high school, compared to 4.4% at Skyline College and 2.8% at the College of San Mateo. Less than a quarter of the students at Cañada College have had college prep classes in English and math in high school. Approximately 80% of all Cañada students work at least 20 hours per week.

In fall 2006, the program with the largest enrollment at the College was English as a Second Language, with 1733 students enrolled. Mathematics had 1,113 and English had 1001.

Despite the educational challenges, the College has historically been rated as one of the best community colleges in Northern California in transferring students to four-year colleges and universities. Student Right to Know data at the CCCCO indicates that Cañada's transfer rate of 40.4 % compares favorably with the statewide average of 17.0%.

In 2001, Cañada College opened the University Center. Students can earn bachelor's degrees from several local universities in nursing, child and adolescent development, business administration, or liberal studies. The University Center also offers a master's degree in business admin-

istration and several certificate programs for working professionals on the Cañada campus. The programs are developed in association with four-year colleges and universities, and faculty from those institutions teach all of the classes.

In fall 2006 the College introduced a new 3-D Animation and Video Game Arts program. It is the only program of its kind in the Bay Area offered by a community college and was developed in consultation with local industry leaders. It provides students a low-cost alternative to earning an education that can help them begin work in the video game industry. The new program joins existing certificates in graphic design, web design, and a newly developed digital photography certificate.

To meet the needs of students, the SMCCCD built a new Library and Student Resource Center at Cañada College that opened this summer. The 71,000 square-foot building houses a state-of-the-art library, open to the public, a student learning center, and a One-Stop Student Service Center that includes admissions and records, cashier services, financial aid, counseling, EOPS, testing, and the transfer center. In addition, every room in the building has access to a wireless computer network and many of the meeting and classroom spaces will be "smart." For the first time since the College was originally opened in 1968, all student services will be located in one building.

DEMOGRAPHIC AND STUDENT DATA

Fall Enrollment by Gender

	Male	Female
2002	35%	65%
2003	34%	66%
2004	33%	67%
2005	33%	66%
2006	33%	65%
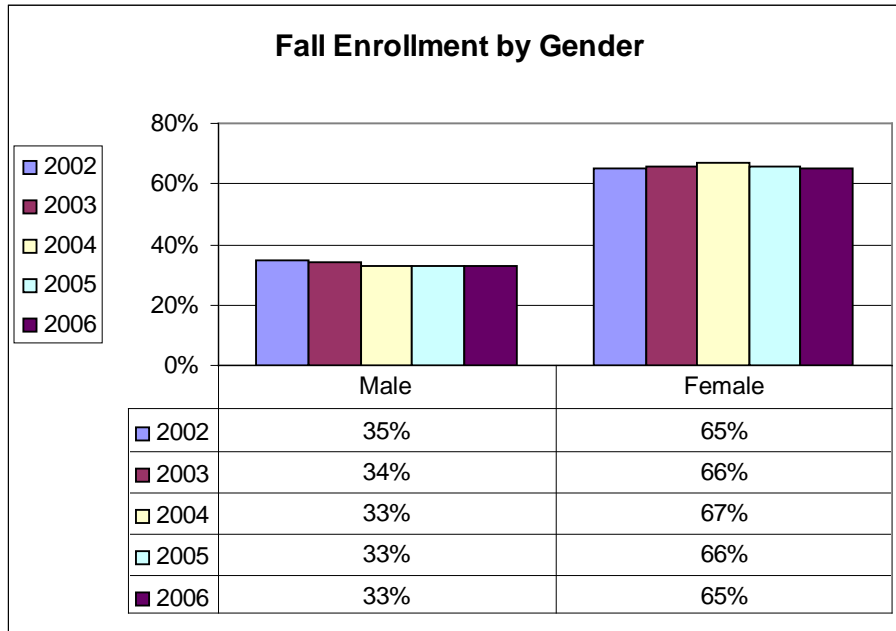
Gender: For the past few years the gender of students at Cañada has held steady at approximately 65% of students being female as opposed to 35% being male. The College has considered this and is actively looking for programs that would draw more male students. Many of the workforce development programs offered at the College appeal more to women than to men.

Full Time & Part Time Fall Enrollments

	Full Time	Part Time
2002	21%	79%
2003	23%	77%
2004	23%	77%
2005	22%	78%
2006	22%	78%
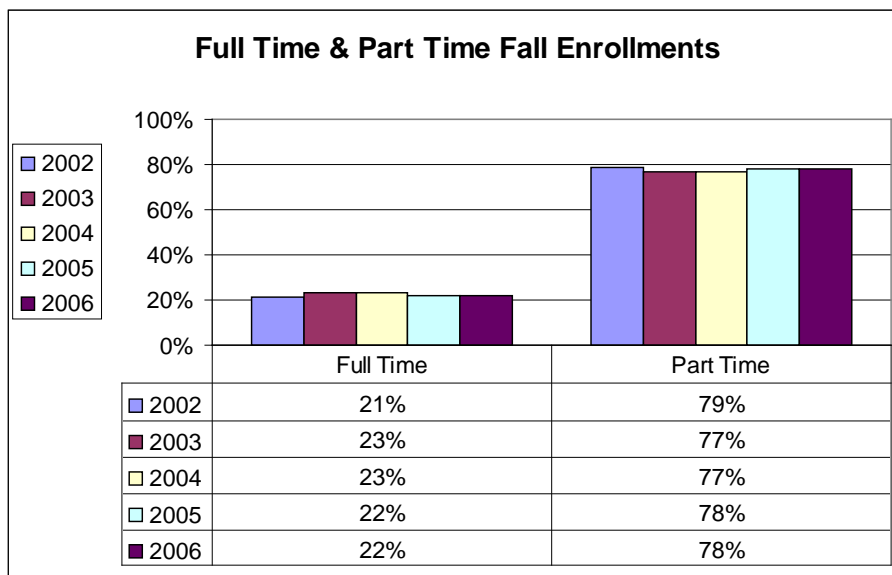
Student Status: The student population at Cañada is primarily composed of parttime students. This number has held steady at about 80% parttime and fewer than 20% of students enrolled as fulltime students.

Fall Enrollment by Ethnicity

	African American	Asian	Hispanic	Other	White
2002	3.6%	10.4%	37.8%	5.5%	42.2%
2003	3.5%	10.4%	41.7%	5.2%	38.9%
2004	3.2%	10.5%	43.6%	5.7%	36.5%
2005	3.1%	10.7%	43.0%	8.1%	34.8%
2006	3.3%	11.4%	42.3%	8.9%	33.7%
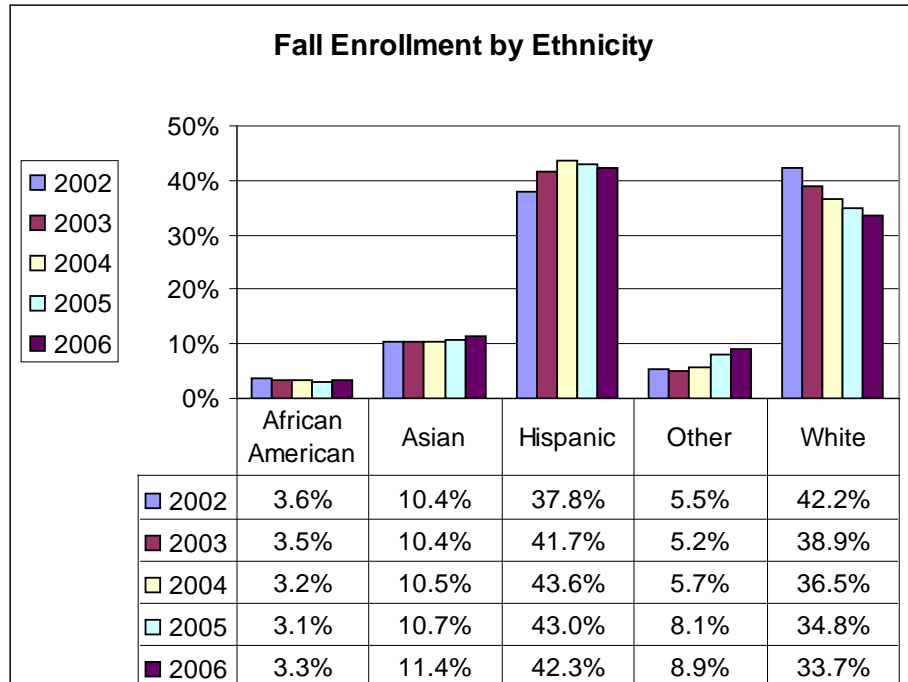
Ethnicity: Cañada College is a federally designated Hispanic Serving Institution. The Hispanic population at the College has grown steadily and is currently over 40%. This comprises the largest ethnic population at the College, followed by 35 % white students. There is less than 10% for every other ethnic designation. The one demographic that has grown in the last few years is the other/Unknown category.

Fall Enrollment by Age

	<20	20-24	25-29	30-39	40-49	50-59	>59
2002	17%	19%	14%	20%	14%	9%	7%
2003	15%	22%	13%	21%	14%	8%	7%
2004	16%	22%	15%	20%	13%	8%	6%
2005	19%	22%	12%	18%	13%	7%	6%
2006	20%	24%	14%	17%	12%	8%	6%
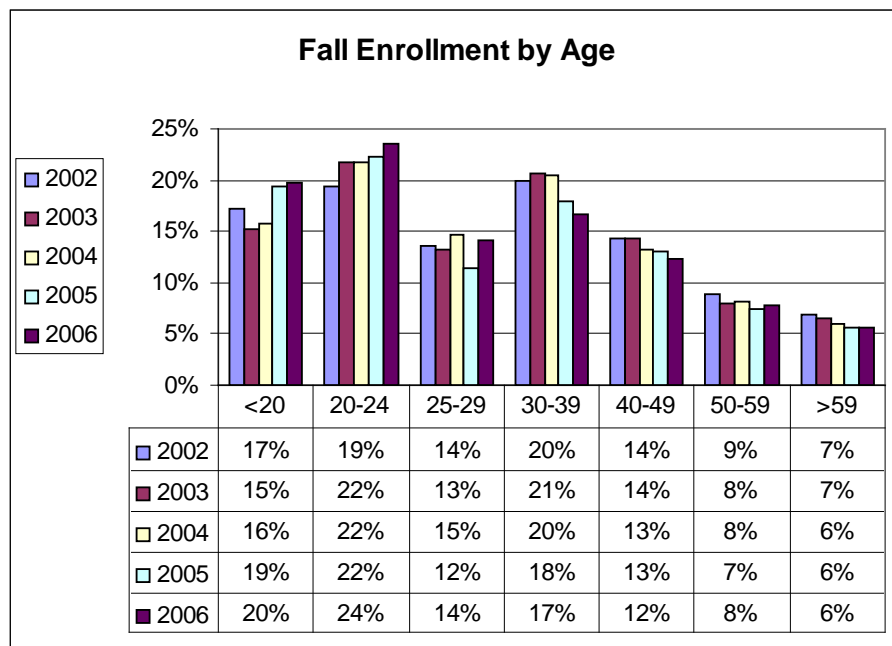
Age: The largest age group at the College is the 20 – 24 year old category followed by the less than 20 year old students. The College has made significant outreach efforts to the local

high school population, both to graduating seniors and to those still in high school who are concurrently enrolled. There has been a significant decrease in the student population over 40 years old. This could be attributed to the College being more vigilant about students repeating courses beyond the allowable number of times.

Fall Enrollment by Time

	Day	Evening	Both
☐ 2002	35.3%	45.2%	19.5%
■ 2003	38.1%	43.6%	18.3%
☐ 2004	38.5%	40.6%	20.9%
☐ 2005	42.2%	39.2%	18.6%
■ 2006	43.1%	40.0%	16.9%
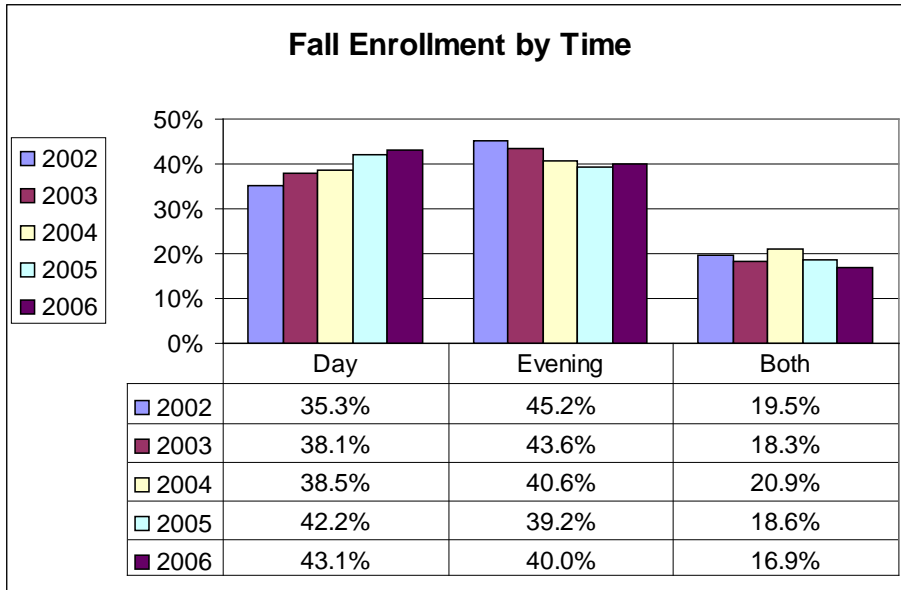
*Enrollment by Time: There is a moderate increase in the number of students taking classes only during the day in the past five (5) years, accompanied by a slight decrease in the number of students taking evening only classes. In the past two years there has also been a slight decrease in the number of students taking both day and evening classes.*

Unique Students in Fall Terms

	2002	2003	2004	2005	2006
☐ Students	6727	6190	6075	6099	6179
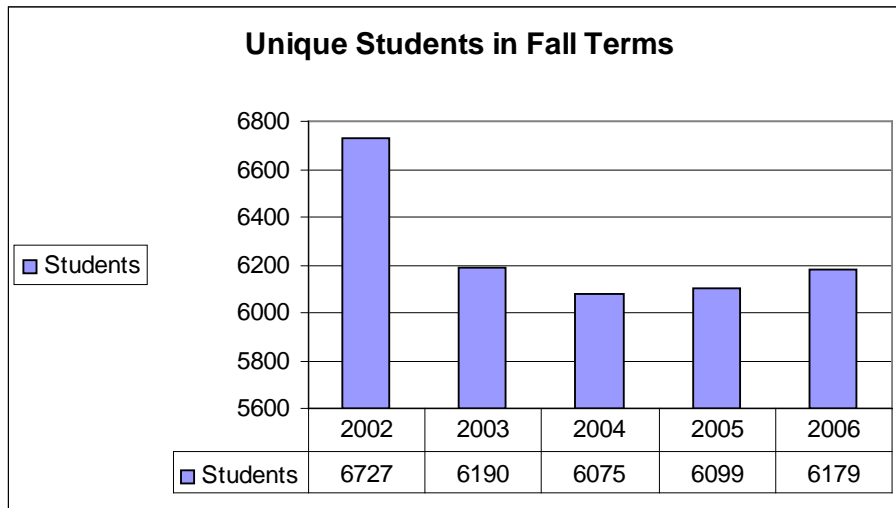
Unduplicated Students: From fall 2002 to fall 2003, there was a large drop in the number of students enrolled at the College. Since then the number of students has been relatively stable.

Retention by Ethnicity

	African American	Asian	Hispanic	Other	White
2002	69.7%	85.1%	79.9%	80.3%	83.4%
2003	71.8%	84.3%	80.2%	84.4%	83.2%
2004	73.3%	85.1%	81.4%	81.5%	84.2%
2005	72.0%	82.3%	80.6%	81.9%	84.5%
2006	76.5%	84.2%	79.1%	82.6%	84.8%
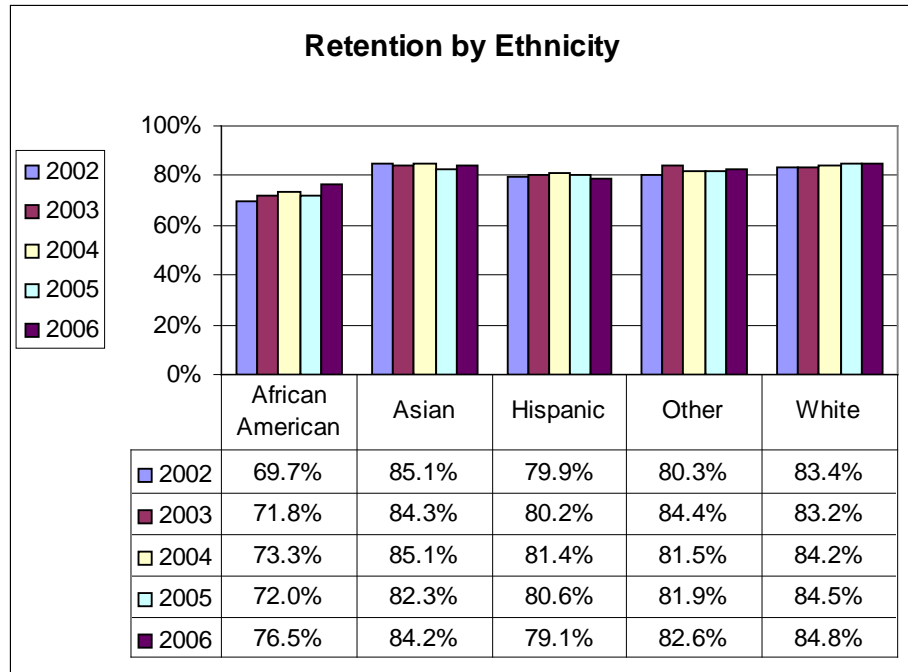
Retention by Ethnicity: Retention among White, Asian and Hispanic students has remained relatively stable over the last five (5) years with Hispanic students retaining at a slightly lower rate. Retention of White and Asian students is slightly higher than the College average while the retention of Hispanic and African American students is below the College average. However, there has been a steady rise in the retention of African American students in five years.

Success by Ethnicity

	African American	Asian	Hispanic	Other	White
2002	54.1%	70.2%	60.7%	60.7%	70.1%
2003	58.0%	73.7%	68.6%	74.1%	76.3%
2004	54.2%	75.1%	65.2%	72.0%	74.5%
2005	45.4%	67.3%	60.0%	61.9%	69.4%
2006	59.8%	73.7%	63.3%	68.1%	74.4%
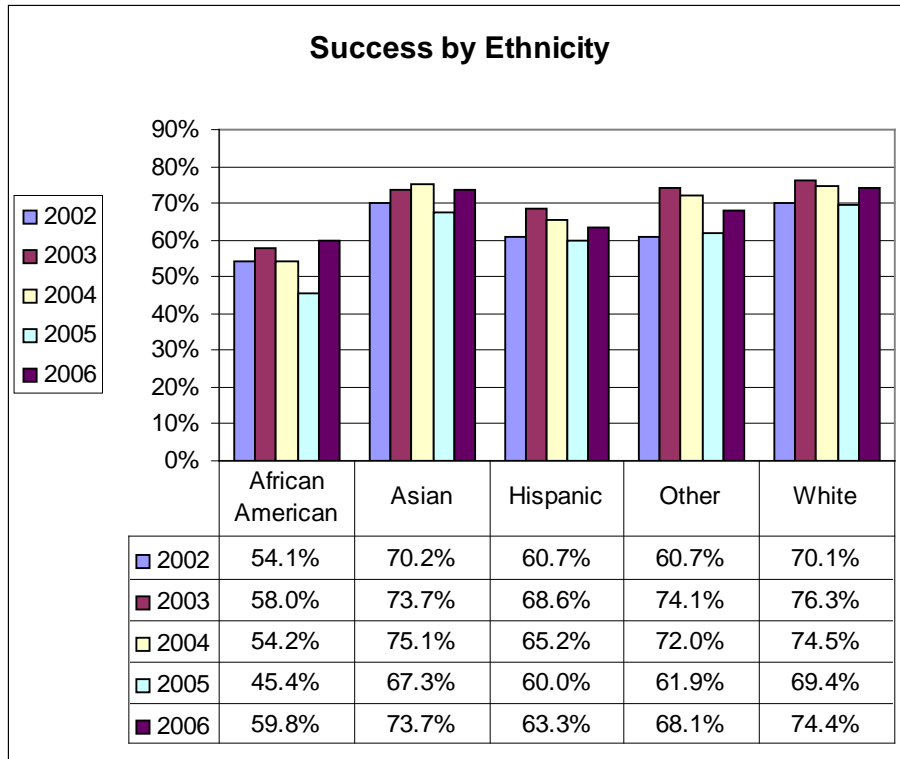
Success by Ethnicity: Success rates for White and Asian students are relatively stable at slightly above the College average. There was a noticeable dip for every group in 2005. The College is engaged in conversations regarding the success and retention of both Hispanic students and African American students. There is a real need to provide support services to these students to ensure they have the ability to succeed and retain at the same rates as students from other groups.

Retention & Success

	2002	2003	2004	2005	2006
Retention	81.5%	81.6%	82.5%	81.8%	81.7%
Success	65.2%	71.8%	69.5%	63.6%	68.5%
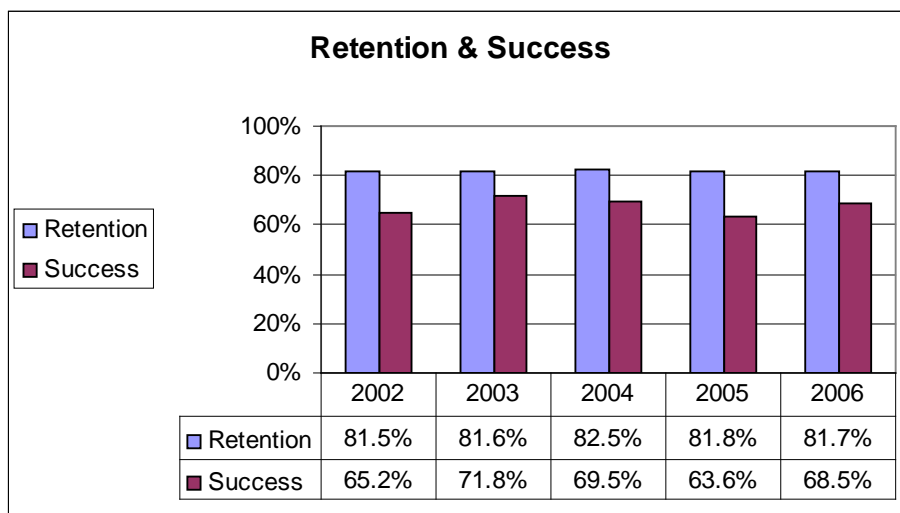
Retention and Success: Retention for students across the College has been very stable and at a much higher rate than success which has fluctuated by as much as 10% over the time frame.

Retention for Basic Skills Classes

	2002	2003	2004	2005	2006
Basic Skill	78.9%	80.5%	82.1%	78.0%	76.5%
Non-Basic Skills	82.1%	81.9%	82.6%	82.7%	82.9%

Success for Basic Skills Classes

	2002	2003	2004	2005	2006
Basic Skill	63.1%	65.5%	61.6%	59.4%	57.8%
Non-Basic Skills	65.7%	73.5%	71.6%	64.6%	70.8%
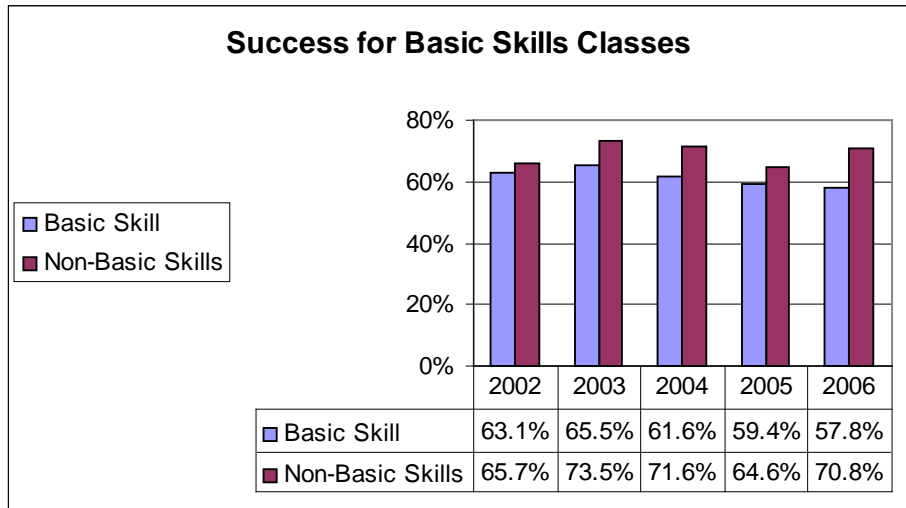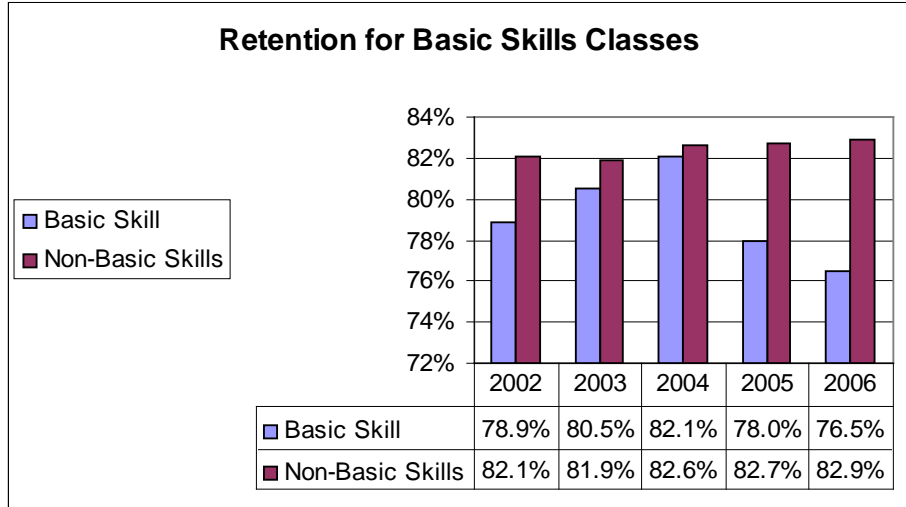
Retention and Success for Basic Skills Classes: Retention and success in Basic Skills Classes as compared to transferable classes is significantly lower with the exception of 2004 when reten–tion was nearly the same among the two groups. Success for transferable classes has fluctuated while there has been a steady decline in the success rate for Basic Skills classes. Addressing this problem is an identified need for the College.

Awards Conferred

	Degrees	Certificates of Proficiency	Certificates of Completion

	2001-02	2002-03	2003-04	2004-05	2005-06
Degrees	145	110	112	168	181
Certificates of Proficiency	95	112	167	150	159
Certificates of Completion	0	0	50	62	40
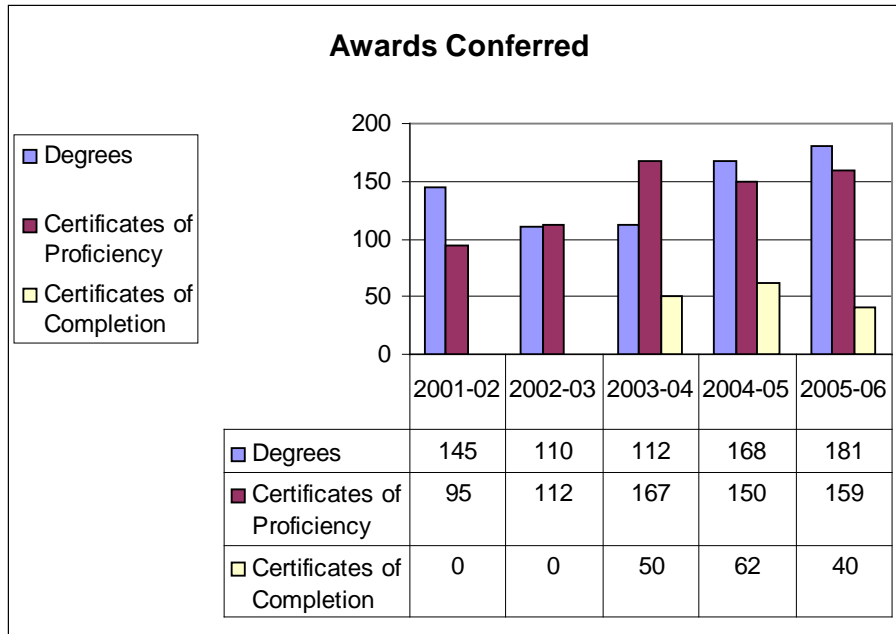
Awards Conferred: The number of degrees and Certificates of Proficiency awarded has increased since 2002. The College has made a concerted effort to identify students who are nearly complete with a degree or certificate and communicate with them regarding the requirements to finish. This has resulted in students doing the extra work needed to complete their degrees or certificates.

Transfers to State Universities

	2001-02	2002-03	2003-04	2004-05	2005-06
CSU	110	132	104	120	121
UC	20	26	24	15	19
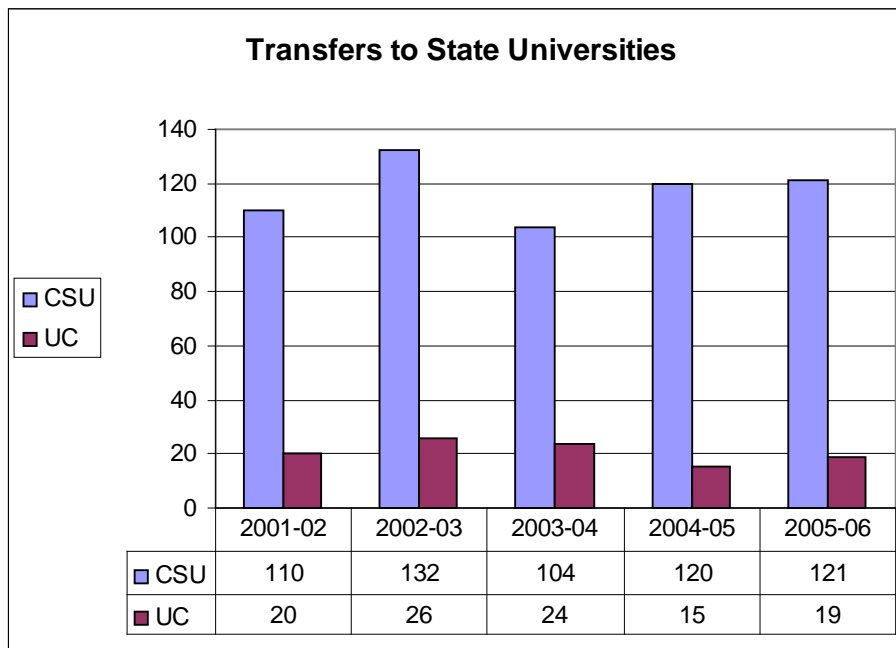
Transfer to Universities: The College transfers many more students to the California State University system than to the University of California system. The number of students per year to each system is relatively stable.

Cañada College
Student Demographic Comparisons   SPRING 2003 - 2006
(Census Statistics Report)

	2003		2004		2005		2006		% CHANGE	TREND		
	Count	%	Count	%	Count	%	Count	%	05-06	03-04	03-05	03-06
Total Headcount	**6,539**		**6,421**		**6,427**		**6,277**		-2.3%	-1.8%	-1.7%	-4.0%
Gender												
Female	**4,296**	**65.7%**	**4,175**	**65.0%**	**4,223**	**65.7%**	**4,091**	**65.2%**	**-3.1%**	**-2.8%**	**-1.7%**	**-4.8%**
Male	2,207	33.8%	2,213	34.5%	2,151	33.5%	2,101	33.5%	-2.3%	0.3%	-2.5%	-4.8%
Unknown	36	0.6%	33	0.5%	53	0.8%	85	1.4%	60.4%			
Ethnicity												
Asian	529	8.1%	515	8.0%	474	7.4%	471	7.5%	-0.6%	-2.6%	-10.4%	-11.0%
African American	195	3.0%	216	3.4%	200	3.1%	190	3.0%	-5.0%	10.8%	2.6%	-2.6%
Filipino	153	2.3%	159	2.5%	219	3.4%	238	3.8%	8.7%	3.9%	43.1%	55.6%
Hispanic	**2,413**	**36.9%**	**2,579**	**40.2%**	**2,634**	**41.0%**	**2,567**	**40.9%**	**-2.5%**	**6.9%**	**9.2%**	**6.4%**
Native American	29	0.4%	24	0.4%	26	0.4%	25	0.4%	-3.8%	-17.2%	-10.3%	-13.8%
White	2,841	43.4%	2,531	39.4%	2,457	38.2%	2,223	35.4%	-9.5%	-10.9%	-13.5%	-21.8%
Other/Unknown	379	5.8%	397	6.2%	417	6.5%	563	9.0%	35.0%	4.7%	10.0%	48.5%
Age												
Less than 20 years	1,017	15.6%	882	13.7%	1,016	15.8%	1,102	17.6%	8.5%	-13.3%	-0.1%	8.4%
20-24 years	**1,375**	**21.0%**	**1,488**	**23.2%**	**1,491**	**23.2%**	**1,492**	**23.8%**	**0.1%**	**8.2%**	**8.4%**	**8.5%**
25-29 years	849	13.0%	914	14.2%	928	14.4%	867	13.8%	-6.6%	7.7%	9.3%	2.1%
30-34 years	724	11.1%	751	11.7%	715	11.1%	616	9.8%	-13.8%	3.7%	-1.2%	-14.9%
35-39 years	574	8.8%	559	8.7%	576	9.0%	533	8.5%	-7.5%	-2.6%	0.3%	-7.1%
40-49 years	921	14.1%	876	13.6%	825	12.8%	781	12.4%	-5.3%	-4.9%	-10.4%	-15.2%
50-59 years	610	9.3%	521	8.1%	501	7.8%	531	8.5%	6.0%	-14.6%	-17.9%	-13.0%
60 or more years	469	7.2%	430	6.7%	375	5.8%	355	5.7%	-5.3%	-8.3%	-20.0%	-24.3%
Enrollment Pattern												
Day Students	2,460	37.6%	2,560	39.9%	2,449	38.1%	2,662	42.4%	8.7%	4.1%	-0.4%	8.2%
Evening Students	**2,872**	**43.9%**	**2,664**	**41.5%**	**2,685**	**41.8%**	**2,455**	**39.1%**	**-8.6%**	**-7.2%**	**-6.5%**	**-14.5%**
Day & Evening Students	1,207	18.5%	1,197	18.6%	1,293	20.1%	1,160	18.5%	-10.3%	-0.8%	7.1%	-3.9%
Student Status												
Full Time = 12 units or more	1,284	19.6%	1,360	21.2%	1,316	20.5%	1,235	19.7%	-6.2%	5.9%	2.5%	-3.8%
Part Time =< 12 units	**5,255**	**80.4%**	**5,061**	**78.8%**	**5,111**	**79.5%**	**5,042**	**80.3%**	**-1.4%**	**-3.7%**	**-2.7%**	**-4.1%**
Units Completed												
0 to 14.9 units	**3,520**	**53.8%**	**3,135**	**48.8%**	**3,087**	**48.0%**	**2,961**	**47.2%**	**-4.1%**	**-10.9%**	**-12.3%**	**-15.9%**
15 to 29.9 units	980	15.0%	1,005	15.7%	1,003	15.6%	938	14.9%	-6.5%	2.6%	2.3%	-4.3%
30 to 44.9 units	655	10.0%	703	10.9%	639	9.9%	684	10.9%	7.0%	7.3%	-2.4%	4.4%
45 to 60 units	448	6.9%	516	8.0%	519	8.1%	485	7.7%	-6.6%	15.2%	15.8%	8.3%
more than 60 units	936	14.3%	1,062	16.5%	1,179	18.3%	1,209	19.3%	2.5%	13.5%	26.0%	29.2%
Class Load												
Average No. of Units	**5.98**		**6.27**		**6.20**		**6.19**		**-0.2%**	**4.8%**	**3.7%**	**3.5%**
Highest Educational Level												
Not a High School Graduate	766	11.7%	904	14.1%	891	13.9%	825	13.1%	-7.4%	18.0%	16.3%	7.7%
Concurrent High School	320	4.9%	303	4.7%	325	5.1%	330	5.3%	1.5%	-5.3%	1.6%	3.1%
Concurrent Adult School	74	1.1%	54	0.8%	56	0.9%	40	0.6%	-28.6%	-27.0%	-24.3%	-45.9%
HS Grad or Equivalent	**3,431**	**52.5%**	**3,382**	**52.7%**	**3,494**	**54.4%**	**3,558**	**56.7%**	**1.8%**	-1.4%	1.8%	3.7%
AA/AS Degree	338	5.2%	331	5.2%	290	4.5%	295	4.7%	1.7%	-2.1%	-14.2%	-12.7%
BA/BS Degree or Higher	1,562	23.9%	1,407	21.9%	1,340	20.8%	1,208	19.2%	-9.9%	-9.9%	-14.2%	-22.7%
Residence												
California	**6,388**	**97.7%**	**6,327**	**98.5%**	**6,312**	**98.2%**	**6,149**	**98.0%**	**-2.6%**	**-1.0%**	**-1.2%**	**-3.7%**
Out of State, but U.S.	32	0.5%	18	0.3%	33	0.5%	39	0.6%	18.2%	-43.8%	3.1%	21.9%
Non-Res/AB540	7	0.1%	7	0.1%	17	0.3%	26	0.4%	52.9%	0.0%	142.9%	271.4%
Foreign Country	112	1.7%	69	1.1%	64	1.0%	63	1.0%	-1.6%	-38.4%	-42.9%	-43.8%
Citizenship												
U.S. Citizen	**4,479**	**68.5%**	**4,241**	**66.0%**	**4,224**	**65.7%**	**4,244**	**67.6%**	**0.5%**	**-5.3%**	**-5.7%**	**-5.2%**
Permanent Resident	1,085	16.6%	1,099	17.1%	1,076	16.7%	1,006	16.0%	-6.5%	1.3%	-0.8%	-7.3%
Student Visa	88	1.3%	62	1.0%	46	0.7%	37	0.6%	-19.6%	-29.5%	-47.7%	-58.0%
Other/Unknown	887	13.6%	1,019	15.9%	1,081	16.8%	990	15.8%	-8.4%	14.9%	21.9%	11.6%

STUDENT LEARNING OUTCOMES

Cañada College has taken steps toward establishing and institution-alizing Student Learning Outcomes and Assessments as one way of improving teaching and learning. The Academic Senate has adapted an SLO Philosophy statement. The Curriculum Committee discussed and approved a set of degree level SLOs and is waiting for the approval from the Academic Senate. At the program level, departments are expected to report progress, completion, and analysis of SLOs in their Program Review. At the course level, the inclusion of course level SLOs has been mandated when faculty are presenting new and modified course outlines.

Thus far about 20% of courses have identified SLOs. Only a few have identified assessments and fewer have performed and completed the whole cycle. About 4-6 programs are currently involved in the assessment process. These numbers are expected to continue to grow over time as more faculty present new and modified courses as well as Program Reviews. Further, an important goal in the institution's Strategic Plan will drive decisions to be based on data and, therefore, will rely more on the results of the assessment process.

All the evidence, at this point, is housed on the College SLOAC website: http://www.smccd.net/accounts/canslo/.

A deeper discussion with the Academic Senate will determine a more faculty-owned home for the SLOs and assessment results.

Abstract of the Report

Standard I Abstract

Cañada College has a mission statement that identifies the College's educational purposes, its intended student population, and its commitment to student learning. The mission statement was reviewed and reaffirmed in 2003. In the 2006-07 academic year, through the process of developing an updated and comprehensive Strategic Plan, the College once again reviewed the mission statement and updated it to more clearly define its purpose and student population. The Board of Trustees has approved this newly updated mission statement.

The College makes a strong commitment to serving a diverse student population and providing quality instruction in transfer, career, and basic skills education. It places a high priority on supportive relationships and responsive support services which contribute to personal growth and success for students.

The mission statement is broadly disseminated and is the basis for all College planning and decision making.

Cañada College demonstrates a strong commitment to student learning. Dialog about the continuous improvement of both student learning and institutional processes supporting that learning is substantial, both in quantity and quality.

The College leadership recognized there was a strong need to focus on developing a comprehensive Strategic Plan to guide decision making connected to student success. In the past academic year, much attention has been focused on developing a plan, and by the end of May, the College had revised the mission statement, identified values, and developed a set of goals to guide decisions over the next three to five years. The process of developing the plan was broad based and included representation from every constituency of the College. A significant amount of quantitative and qualitative data was gathered to inform the plan and serve as a baseline to understand the progress the College makes in implementing the plan.

With a solid plan in place, the College will be able to validate its effectiveness in providing programs and services that meet the needs of the student population. There is much work that remains, but the College is moving in a positive direction and will soon have more significant evidence that it effectively plans and makes assessments in all areas of College function.

STANDARD II ABSTRACT

Cañada College offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of student learning.

Cañada College offers a broad range of educational opportunities to address the needs of students and provides instruction in general education, transfer programs, workforce programs, and basic skills instruction and English language acquisition that prepares students for success in all educational programs. Multiple delivery modes are employed in providing instruction and multiple assessment methodologies are used to validate student learning.

The College has begun the process of identifying Student Learning Outcomes and assessments at the course, program, and institutional level. The Curriculum Committee accepted the responsibility for overseeing the development of student learning outcomes and developed a set of institutional outcomes during the last academic year. The process for development was broad-based and included input from all instructional divisions. Several proposals were made before a final set was adopted. In the next academic year, assessments will be developed for these outcomes.

The Student Learning Outcomes Coordinator has worked with the Curriculum Committee and the Office of Instruction to provide workshops, seminars, and one-on-one interactions with faculty to facilitate the development of SLOs at the course level and the program level.

Cañada provides a broad array of services to support student learning and ensure access to educational opportunities for all students. These services are comprehensive and address every facet of student need from the first interaction the student has with the College until the student completes his/her educational goal. A sampling of services include Admissions, Counseling, Financial Aid, health services, learning communities, transfer services, and disabled student services. Programs are in place to encourage personal and civic responsibility as well as intellectual, aesthetic, and personal development and an understanding and appreciation of diversity. The academic life for students is supplemented by opportunities to participate in student government, the Phi Theta Kappa honor society, or a number of other clubs developed around student areas of interest.

The Library and Learning Center are the intellectual heart of the campus and provide student access to a world of knowledge through books, periodicals, journals, databases, and internet sites. Group and individual

tutoring is available as well as many computers to support students in their academic endeavors.

Cañada has a comprehensive Program Review process for both instructional programs and student services programs. The Program Review instrument for student services is newly developed and more accurately addresses the function of student service areas than previous instruments.

STANDARD III ABSTRACT

Cañada College has achieved its extensive educational goals through effective use of its human, physical, and financial resources including stated learning outcomes to improve institutional effectiveness.

Human Resources are limited in number but have met the needs of students with appropriately skilled and dedicated staff. Professional development opportunities have diminished over the years and the College is looking at creative ways to fill this need. Hiring practices are consistent with District policy. Evaluation procedures are clearly specified for each category and follow District practices. These are carried out following various calendar cycles appropriate for each group. The Self-Study shows a need for a comprehensive code of ethics for all personnel. The College values diversity, as reflected in course offerings and College activities.

Physical resources have improved and the College will have many new assets including a new building that will house the Library and Learning Center. Most classrooms will be smart classrooms with wireless connections and wide access for students and teachers. Renovations for faculty offices and many classrooms have been completed. Existing buildings are adequately maintained to ensure safety even though the College is understaffed. Improvements are being made in outdoor lighting, accessibility, and landscaping. The College will have a new quad and front door. This is all reflected in the Educational Facilities Master Plan. The process for designing these changes in the College's physical resources is well integrated with institutional planning that involves all College constituencies and is student centered.

Technology Resources are an integral part of the College and its educational process. Virtually all permanent administrative, faculty, and classified members have access to a computer on their desk. Adjunct teachers have access to laptops. Technology supports student learning, services, research, and communication. Through the Center for Teaching and Learning, faculty, classified staff, and administrators can receive extensive training. Maintenance of equipment is adequate because there

is only minimal staff. There is also a need to plan for replacement of computer equipment.

A major portion of the College's financial resources are dependent upon state revenues. Resources and expenditures are carefully assessed each year through a combined District/College process. The College's financial planning and budget development involve broad-based committees with representatives from all campus constituencies. This is done through the Planning and Budget Committee, a subcommittee of the College Council, the shared governance committee.

STANDARD IV ABSTRACT

Cañada College has an environment that encourages participation and leadership at every level. Effectiveness is enhanced through the shared governance process which offers ample opportunity for participation. Students participate through the Associated Students of Cañada College, classified staff members through the Classified Senate, faculty members through the Academic Senate, and administrators through the Instructional Student Services Council. These governance bodies have representatives in the College Council and Planning and Budget that are guided by formal constitutions and bylaws.

Survey results indicate that staff, faculty, and administrators feel a high level of satisfaction in the quantity and nature of their participation regarding identifying values, setting goals, and influencing the learning environment. The results also showed that employees believe that all constituency groups work collaboratively towards the achievement of the College goals.

The process by which the College has begun a new cycle of strategic planning exemplifies the commitment of the President to open and honest communication and to the shared governance process.

The Board of Trustees is the governing body for Cañada College. This is a six member board with five members elected at large for terms of four years from local communities and one student member elected for a one-year term by the student representatives of the Colleges. The District Board provides administrative and financial support to the College.

Themes Summary Of the Self-Study

Cañada College's process during the Self-Study with regard to the Themes was to assign a Theme Captain for each Standard. They also represented the four Standards. They read and studied the report and referenced the Themes to the Standards. Theme Captains reviewed and pulled out the material that related to each Theme. These Themes can be references throughout this Self-Study with specific references in Standards I, II, III, and IV.

Institutional Commitment

Cañada's institutional commitment to provide a high quality education is stated in its mission statement. Cañada College has a comprehensive mission statement, complemented by a vision and values statement, that expresses its broad educational purposes, defines its intended student population and conveys its commitment to achieving student learning. The College has gone through an intensive process and has also created a Strategic Plan that will guide the College and compliment the mission.

There are various practices and programs in place that reinforce the College's commitment to student learning and student success.

- The College Council is the primary body entrusted with advising the President on College-wide matters concerning budgeting, planning, and governance issues.

- The Budget and Planning Committee is a subcommittee of the College Council. This group uses quality data to make fiscal decisions in a shared governance setting.

- The Strategic Planning process was reviewed and updated from the previous plan. The Committee has reviewed the mission, values, vision, and goals of the College and developed a new plan.

- The Curriculum Committee is a subcommittee of the Academic Senate. Their function is to coordinate and monitor Cañada's curricular offerings so that they uphold the California Education Code and are consistent among the divisions of the College.

- Program Review is a yearly institutional process. Detailed assessments of programmatic outcomes are provided as central elements of review. These include assessment of student classroom success, Student Learning Outcomes, and comprehensive department review.

• The Faculty Evaluation process addresses full and parttime faculty. This process includes administrative, peer, and student evaluations focused on quality of instruction and professional growth.

Cañada is constantly searching for ways to integrate instructional and student services. This institutional commitment is most visibly expressed in the opening of the new Library and Learning Center Building at the center of the College. This symbolizes and realizes Cañada's determination to making integrated student and instructional services available to every student.

INSTITUTIONAL INTEGRITY

Institutional integrity concerns a commitment to honesty, reliability, and ethics and to practices that demonstrate this commitment. The Theme of institutional integrity is apparent throughout Cañada College's publications and is demonstrated at College meetings. Institutional integrity is evidenced in the vision, mission, and values statements, the Academic Integrity Policy, Program Review documents, and in the Associated Students of Cañada College statement of core values. The academic policies and practices that are in place to ensure integrity and ethical practices are reliably communicated to students. Student perceptions of Cañada College are reflections of a commitment to integrity in academic practices.

Cañada College's vision "to ensure student success" conveys a commitment to student learning; this is reflected in the mission statement to "ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction." Values such as "personalized instruction and service, active learning … high standards of excellence, increased student access," and community partnerships are promulgated through the Catalog and website. Descriptions of how the mission of quality education is accomplished can be found in the Catalog, the website, campus policies, senate constitutions, and Program Review documents. The information disseminated through these publications is clear, accurate, and current.

A commitment to ethical practices is found in the institution's statement on Academic Freedom which encourages "the sharing and cultivation of a wide variety of viewpoints. Academic Freedom expresses our belief in inquiry, informed debate, and the search for truth; Academic Freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions." Ethical practices are described in an academic integrity policy which was developed in 2004 when faculty identified the need for a formal policy. The Catalog communicates the expectation that students are to "demonstrate integrity in all academic endeavors

… and be proud of their achievements. General principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted."

Institutional integrity is seen in practice during meetings and in shared governance processes. For example, the current mission and values statements were created through an open process which included extended discussions at faculty, classified, and student senate meetings and during open forums on campus. College Council, Curriculum Committee, Planning and Budget Committee, senate meetings and division meetings are examples of forums for dialogue about the continuous improvement of student learning. Program Review and peer faculty evaluation are processes during which the integrity of curricular offerings is assessed.

Student needs are identified through the Program Review process, satisfaction surveys, counseling, the Campus Ambassador program, outreach activities, and the matriculation process. Success in addressing identified student needs and achievement of the goal of providing quality instruction is demonstrated in the results of the 2006 Noel-Levitz Student Satisfaction Survey which shows high student levels of satisfaction with the instruction and support services they receive. Through this survey students conveyed their perceptions that they receive an excellent quality of instruction, that class times are convenient, that they experience intellectual growth, that faculty are knowledgeable, that policies are clear and well-publicized, and that staff are caring and helpful.

The faculty and staff at Cañada College express confidence that the institution demonstrates integrity; this is stated throughout Cañada College's Accreditation Self-Study document. Descriptions and evaluations within each standard describe philosophies and practices that speak to a commitment to honesty, truthfulness, and ethics. The intention to provide quality education, the ways in which this is accomplished, and evaluation of what is done well and what needs improvement are described. Staff, faculty, students, and administrators agree that institutional integrity is highly valued and practiced at Cañada College.

DIALOGUE

Cañada College engages in purposeful dialogue intended to inform planning, decision-making, and consensus building. Intentional opportunities to involve broad-based dialogue occur in all shared governance bodies and frequent all-College meetings facilitated by the College President and others. As evidenced throughout the Self-Study document, this methodology of encouraging open communication and reflection has not always been promoted. Over the past two years, significant progress in creating venues for students, staff, faculty, the administration, and

community members to participate in insightful and ongoing dialogue have flourished. As the College engages in a comprehensive Strategic Planning process, opportunities to provide input and to respond to data has fostered a culture of rich, reflective dialogue and a climate in which critique is productive in guiding institutional planning processes to better serve students, assess student learning and fulfill the mission for the community at large and as a California community college.

Central to supporting a culture of dialogue is the College's shared governance structure; those bodies include the Academic Senate, Associated Students of Cañada College, Curriculum Committee, Classified Senate, Instructional Student Services Council, Planning and Budget Committee, and College Council. The Planning and Budget Committee and College Council are both comprised of constituent representation membership. Information flowing to and from these shared governance bodies to student, staff, and faculty senates, divisions, and administrative councils is critical to decision making that is based on College-wide discussion and recommendation.

Formalized shared governance bodies are at the forefront in fostering a climate of deliberate dialogue through additional venues relying on consultative discourse-informed decision making. They include the following:

- All-College meetings to discuss important information in an open and participatory manner are held each semester. Meetings with the Strategic Planning consultant as well as two-part information gathering and feedback sessions with the District's Educational Master Planning consultants in 2005-06 have occurred. These meetings ensure that town hall meetings were also conducted to gain broad input on recent data that has illuminated areas of high need in serving and retaining students.

- Evaluation and revision of the College mission statement has been completed by the Strategic Planning Steering Committee and adopted by the College Council and the Board of Trustees. These meetings have facilitated discourse, discussion, and dialogue about the mission in terms of institutional commitment to program integrity. Consistently, these meetings are well attended and evoke a high degree of thoughtful participation. This method of deep and systematic evaluation was last conducted in 2003 during the development of the last Strategic Plan. The mission should be more deliberately referred to as a touchstone for institutional planning, evaluation, improvement, and student learning.

• Dialogue in faculty collaborations, workshops, and forums guides the development and assessment of Student Learning Outcomes and informs Program Review, program planning, and shared governance decisions. Students have a relatively high opinion of student learning as evidenced by the 2006 Noel-Levitz Student Satisfaction Survey. At this time only the Math and ESL departments have completed the SLOAC cycle. While discussions are broad and reflective, implementing and evaluating student learning remains in early developmental stages across the curriculum and in student services programming.

• The Olive Press, the College's monthly newspaper, provides information to College staff, the District at large, and the community. Information is disseminated beyond College boundaries to inform the greater community of pertinent College information.

• Institutional research provides quantitative and qualitative data to inform and guide Strategic Planning, Program Review, and program development. Strides have been made to interpret and discuss much of this data with constituent groups on campus and District administration as a means of identifying ways to strengthen programs and enhance student learning. Quality data generated by state MIS reporting and the Office of Institutional Research at the College is increasingly being relied upon to inform decisions and resource allocation and to assess overall institutional program completion.

• Regular faculty peer review evaluates and assesses all instructional programs regardless of location or delivery method as a means of informing planning and program improvement.

• Collaborative relationships with sister Colleges, local universities, and high school districts have been developed after extensive dialogue with broad constituencies as a means of addressing identified needs that serve the community at large. For example, the University Center was established as mutual needs were identified for serving students in San Mateo County with local access to public university programs. The Middle College Program was developed in partnership with the Sequoia Union High School District to address articulated needs of local high school students who did not fit in the traditional high school setting.

• The development, implementation, and institutionalization of the Freshman Success Program (now First Year Experience) were a result of consultation and networking between Cañada staff and program staff at Santa Ana College, also an Hispanic Serving Institution.

•Long range capital planning utilizes data from Facilities Master Planning, annual updates of the Five-Year Construction Plan and information on the condition of the facilities to identify priorities. This information and cyclical evaluation of the College's facilities informs District and College decision making.

Even though dialogue and the commitment to sharing open and accessible information is strongly advocated, concern that the District Office is less than open and inclusive in sharing information or soliciting input when budgetary decisions that affect the Colleges are under consideration is evidenced by responses to the 2006 Employee Accreditation Survey. There is mixed reaction and concern about equitable resource allocation. Extensive meaningful dialogue about budget allocation is not experienced as broadly as it could be.

ORGANIZATION AND DECISION MAKING

Cañada College benefits from a logical organizational structure and employs an open and inclusive decision-making process through the shared governance system that has been discussed throughout the Self-Study document. Student learning is at the forefront of decision making, resource allocation, and staffing concerns. Curriculum Committee discussions have expanded to cover Student Learning Outcomes and Assessment, Program Review and articulation between local high schools, sister Colleges, and UC and CSU partners. New facility construction and facility planning displays a clear commitment to providing the finest learning environments possible; this commitment to the learning environment acknowledges that student learning will occur best when the whole student is considered and supported.

Standard I outlines the institution's commitment to continuous evaluation and program improvement as noted in College and District mission, vision, values statements. For example, the College mission states, "It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success."

In 2004 the Academic Senate Governing Council undertook an extensive revision of the Program Review process. The new process encourages faculty in each discipline to collect extensive statistical data that documents program effectiveness and currency of courses. With data in hand, faculty members make recommendations for strengthening programs and present this both in a written document that is posted on Inside Cañada and at a Curriculum Committee meeting to which

the entire community is invited to attend. Increasingly, Program Review recommendations inform the allocation of resources for instructional equipment and supplies as well as the acquisition of new faculty and staff positions.

Standard II outlines the comprehensive process by which courses and programs are developed. Faculty, staff, advisory committee members, and administrators collaborate to identify courses and programs that will meet the need of the College service area. Once identified, faculty develop appropriate courses and they are brought forward to the Curriculum Committee by the Division Dean. Once receiving Curriculum Committee approval, they proceed to the Matriculation Coordinator for appropriate articulation with CSU and UC partners. Student learning is at the heart of this process and is defined through the Course Outline of Record and Student Learning Outcomes.

Faculty are continuously evaluating student learning at the course level through appropriate assessment activities. Summative and cumulative assessments are used to assess satisfactory completion of courses. All new and revised courses must include specific Student Learning Outcomes. A significant percentage of faculty members are working to link meaningful Student Learning Outcomes to appropriate assessment at both the course and program level. Additionally, faculty are working on developing institutional Student Learning Outcomes for the associate degrees.

The road toward developing and implementing Student Learning Outcomes and assessments has been broad-based and inclusive. Many faculty members have participated in College and District sponsored training events, while others have attended conferences and training off campus; these activities have been coordinated by the faculty Student Learning Outcomes Coordinator. Information from these events and other resources regarding SLOs is made available on the SLOAC website.

In general the College communicates effectively with both the student body and the broader campus community through Inside Cañada, the Cañada webpage, and printed Catalogs and course schedules. In addition, agendas and minutes of key shared governance bodies are posted online for public review and as an historical archive.

Standard III addresses physical, personnel, and fiscal resources. The organization of these is clearly defined and explained in the Self-Study and meet the needs and expectations of the College.

Standard IV examines the depth and breadth of the committee structure that ensures full participation by all constituency groups involved at the institution: students, faculty, staff, administrators, and the community.

For example, the revised hiring process for staff, administrators, and faculty are based on accessible data, information from available program reviews, and comprehensive community input.

Because Cañada College values the diverse voices that students, faculty, staff, administrators, and community members contribute to the rich and reciprocal process of shared governance, the institution has designed full participation into the decision-making process. Vertical and horizontal communication systems are in place to ensure that individuals are notified of important opportunities to participate and contribute. Students participate through the Associated Students of Cañada College, positions on key shared governance bodies, and various co-curricular activities. Faculty members participate in their departments and divisions, through membership in the Academic Senate and AFT, and on all shared governance bodies. Staff members participate through participation in the Classified Senate, CSEA, AFSCME, and on all shared governance bodies. Administrators and supervisory staff participate at the division level, ISSC, and Cabinet and on all shared governance bodies. The community is invited to participate on advisory committees and through Strategic Planning study groups.

College Council is the primary shared governance body. Its mission is to advise the College President on matters of College interest including student learning and the learning environment. Members of College Council base their recommendations on consultation with their constituency groups and recommendations from the Planning and Budget Committee. The President takes further council from the President's Cabinet and President's Advisory Committee. In the process of this broad consultation, decision making at the College responds to the educational hopes and dreams of the community and student body.

Evaluation, Planning, and Improvement

Cañada is working to incorporate the steps of evaluation, planning, and improvement clearly into all processes at the College. For several years in the past, the position of College Researcher was either not filled or filled by individuals for only a short period of time. As a result, the data and data analysis needed and used in the evaluation, planning, and improvement steps for all processes were not readily available. In 2003, a College Researcher was hired, making it easier to get the data necessary for the steps of evaluation of student achievement and learning and of the effectiveness of processes, policies, and organization.

In Standard One the Theme of evaluation, planning, and improvement is seen in the new Strategic Planning process, which began with the 2006-07 academic year. The College evaluated extensive data on the

complex demographics and learning needs of the student population of the area. At the same time through the Strategic Planning Process, the College's mission statement was evaluated in terms of this and other data. The College developed a Strategic Master Plan in 2002-03 but has not consistently evaluated and improved the Plan; the new 2006-07 Strategic Planning process offers the College the opportunity to incorporate the steps of evaluation, planning, and improvement consistently from the beginning.

The steps of evaluation, planning, and improvement are seen in the Program Review process in Standard II. Cañada incorporates the evaluation of student achievement in the Program Review process by providing data to the College community on student success, retention, and persistence. This data is used by faculty in Program Review to evaluate student achievement in department programs in terms of success, retention, and persistence. The process of Program Review for instructional programs has become well established with the new instrument introduced in 2004, and the presentation of the Program Review documents by each department has become part of the Curriculum Committee calendar in the spring semester. The Student Learning Outcomes section of Program Review focuses attention on student learning and provides faculty with the opportunity to evaluate student learning at the course and program level. In Program Review evaluation, faculty use this student achievement data and SLO information to plan and improve their courses and programs to better serve students.

After faculty in the departments have evaluated all aspects of their programs and made plans for program improvement, with help from the Division Deans, the entire campus is invited and all the constituencies of the College represented on the Curriculum Committee are informed of the Program Review summary information.

In the Student Services section of Standard II it is clearly defined that the institution has begun to use research and analysis in a systematic way to evaluate success in identifying and responding to the needs of the College.

As for Standard III, Resources, the information from Program Review is used by the Budget and Planning Committee and the ISSC to consider and rank requests for new faculty and classified positions at the College. The process was updated this academic year. One change was to create a document which lists the criteria by which all positions will be evaluated, and the second change was to include in addition to the administrators on the ISSC two faculty members in the process to rank faculty positions and two classified staff to rank classified positions. All College constituencies have been very pleased with the transparency

and fairness of this new process which clearly incorporates evaluation, planning, and improvement in the hiring process. Furthermore, evaluation, planning, and improvement are also seen in the systematic, regular, and equitable evaluation of all College employees. In terms of financial resources, the College Planning and Budget Committee is working with a new District resource allocation model developed in spring 2005, quality data, Program Review recommendations, and, in the near future, a new Strategic Plan to evaluate and plan how best to use College financial resources. Filling the positions of College Budget Officer and Financial Analyst has strengthened the evaluation and planning process involving financial data and resources.

In Standard IV, Leadership and Governance, the role of leadership and the College's governance and decision-making structures and processes are regularly evaluated to ensure their integrity and effectiveness. Results from the 2006 Employee Accreditation Survey indicate that the majority (62%) agreed or agreed strongly that all groups work collaboratively to achieve College goals, and 76% are satisfied with the opportunities that they have had to participate in College-wide planning. At the level of the Board of Trustees, the evaluation, planning, and improvement process can be seen clearly in the Board's response to a recent evaluation suggesting a need for more information regarding program planning. In response, the Board has requested more presentations on teaching and learning, and in January the Board had a presentation on intradistrict articulation, highlighting the ways the three Colleges can remove some obstacles that may impede student progress toward graduation and transfer.

The hiring of a Researcher, College Budget Officer, and Financial Analyst, the adoption of a new Program Review document and process and a new District allocation model, and the formation of the Strategic Planning Steering Committee have all contributed in beneficial ways to the cycle of evaluation, planning, and improvement to help better serve students.

STUDENT LEARNING OUTCOMES

Cañada College's approach to Student Learning Outcomes (SLOs) and Assessments gives the faculty the flexibility and freedom to develop their own strategies for implementing Student Learning Outcomes. The precondition for this development is to realize that the idea of SLOs have long been in practice. For instance, the College course outline of record already asks faculty to identify objectives and list what "students will be able to" do. In general, faculty have always been trying to improve their teaching for the sake of student learning. The new language of

SLOs shifts the focus from teaching to a student learning and deepens the importance of collecting and analyzing data. It is here that the College begins its journey to institutionalizing SLOs.

The first step was the administration's support to give release time to a Student Learning Outcomes and Assessment Cycle (SLOAC) coordinator. Once identified in late 2004, the SLOAC coordinator participated in state-wide sponsored workshops to gain more information regarding the implementation of SLOs in other community Colleges.

In the process, the SLOAC coordinator has networked with other SLOAC coordinators; the strongest and most effective collaborations are with the counterparts in Cañada's sister Colleges, the College of San Mateo (CSM) and Skyline College, of the same San Mateo Community College District. During a flex day in fall 2005, the SLOAC coordinators teamed up to present the Colleges' commitment to SLOs. Since then, this collaboration continued to make speakers and workshops available to the entire faculty in the three Colleges.

Progress within Cañada has been increasing and significant. One major move toward institutionalizing SLOs was to establish a SLOAC Philosophy; this document was approved by the Academic Senate in October 2005. Among the points made in this philosophy is the assertion that SLOs in curriculum must stay within the faculty purview, and so with the Academic Senate's consent the College revised the Program Review process to include reports of SLOs and assessments within the programs. This displayed the institution's commitment to SLOs, with the intent of expanding the use and effectiveness for improvement in student learning.

Another big step in the institutionalization of SLOs is the submission of SLOs along with new and modified course outlines. When a department proposes a new course or would like to submit a course outline modification, they are required to submit a list of SLOs attached to the course outline. Cañada's approach to this process exemplifies its flexibility and freedom for developing SLOs. The College purposefully did not incorporate SLOs as part of its official course outlines but rather designated that they be submitted separately. The College sees SLOs as a dynamic list of outcomes that can easily be modified in the SLO and assessment cycle.

The College is not without those who oppose SLOs. For reasons such as a disapproval of standardization or perceptions of ineffectiveness, some faculty are resisting the investment of time and effort in developing SLOs. Regardless of their viewpoint, requirements in course outlines and Program Reviews will, at least, keep the dialog among faculty mem-

bers active as they prepare to defend their courses and programs. The College can only hope that the few faculty and departments that have taken on this endeavor will set good examples that show effective results for others to follow suit.

To date (June 2007), about 20% of College courses have associated SLOs, for the courses or programs. Furthermore, only four to six programs have begun the assessment process. The College believes that the SLO requirements for the course outlines will continue to add to the College SLO database and the Program Review process will encourage faculty to examine the assessment cycle.

Also underway is the College-wide discussion about institutional SLOs at the degree level. The first draft was formed in fall 2006 and the College continued to discuss these values the following spring. The College hopes to have Academic Senate approval at the beginning of the new academic year formalizing commitment to the SLOAC.

Evidence can be found at http://www.smccd.net/accounts/canslo.

Organization for the Accreditation Self-Study

Cañada College began the process for the Accreditation Self-Study in May 2006. The President of the Academic Senate announced an opening for a faculty Accreditation Co-Chair to work with the Vice President of Instruction. The job description and outline were distributed and the selection was made in August 2006. The Accreditation Self-Study teams were chosen to include diverse participation by members of the faculty, staff, administration, and students. Standard Co-Chairs were chosen to reflect the various divisions. Each Standard had an administrator and a faculty member. The Themes were assigned to Theme Captains and included staff, faculty, and administrators. The Editor was selected from a process set up by the Accreditation Co-Chairs.

The Accreditation Co-Chairs worked with the Standard Co-Chairs in the Accreditation Steering Committee. This group met monthly to review the work and process. This group worked with all aspects of the College community to keep them informed and engaged in the Self-Study process. Presentations and updates were made throughout the two-year process to the various groups in the following venues:

- All College Meetings
- College Council
- Academic Senate
- Associated Student Council
- Classified Senate
- Administrative Council
- Division Meetings
- Accreditation Website

Accreditation Co-Chairs
- Marilyn McBride (Vice President, Instruction)
- Alicia Aguirre (Faculty)

Accreditation Steering Committee
- Alicia Aguirre (Faculty, Accreditation Co-Chair)
- Margie Carrington (Classified Senate President)
- Jenny Castello (Curriculum Committee Chair)
- Roberta Chock (Webmaster)
- Patty Dilko (Academic Senate President)
- Rich Follansbee (Faculty)

- Thad Fowler (Adjunct Faculty, Accreditation Editor)
- Jeanne Gross (Dean, University Center & Academic Support Services)
- Linda Hayes (Dean, Business, Workforce & Athletics)
- Doug Hirzel (Faculty)
- Ray Lapuz (Student Learning Outcomes Coordinator)
- Phyllis Lucas-Woods (Vice President, Student Services)
- Marilyn McBride (Vice President, Instruction, Accreditation Co-Chair)
- Victoria O'Donnell (Dean, Science & Technology)
- Patricia Pickett-Wilder (Associated Students of Cañada Senator)
- Melissa Raby (Dean, Counseling & Enrollment Services)
- Anniqua Rana (Faculty)
- Paul Roscelli (Faculty)
- Katie Townsend-Merino (Dean, Humanities & Social Sciences)
- Bart Scott (College Researcher)
- Terry Watson (Classified Senate Vice President)
- Stephanie Bergren (Classified, Instruction Office)
- Monica Malamud (Faculty)
- Pat Tyler (Classified, Instruction Office)

Theme Captains
- Terry Watson, Institutional Commitments
- Jenny Castello, Evaluation, Planning and Outcomes
- Ray Lapuz, Student Learning Outcomes
- Patty Dilko, Organization
- Margie Carrington, Dialogue
- Victoria O'Donnell, Institutional Integrity

Standard I: Institutional Mission and Effectiveness
- Jeanne Gross, Co-Chair, (Dean, University Center & Academic Support Services)
- Rich Follansbee, Co-Chair, (Faculty)
- Amelito Enriquez (Faculty)
- Evan Innerst (Faculty)
- Anne Nicholls (Faculty)

- Carolyn Jung (Faculty)
- Sharon Finn (Faculty)
- Elizabeth Terzakis (Faculty)
- Jamie Barrajan (Student)
- Rita Sabbadini (Classified)
- Bart Scott (Classified)
- Veronica Espinoza (Student)

Standard II: Student Learning Programs and Services
- Melissa Raby, Co-Chair (Dean, Counseling & Enrollment Services)
- Anniqua Rana, Co-Chair (Faculty)
- Margie Carrington (Classified)
- Lyn Belingheri (Faculty)
- Regina Blok (Director, DSPS)
- Kelly Givner (Adjunct Faculty)
- Robert Haick (Classified)
- Jacqulyn Holley (Classified)
- Maria Lara (Classified)
- Jeanie Mecorney (Faculty)
- Jeannette Medina (Faculty)
- Ruth Miller (Classified)
- Victoria O'Donnell (Dean, Science & Technology)
- Karen Olesen (Faculty)
- Gerardo Pacheco (Student)
- Dave Patterson (Faculty)
- Jacqui Phillips (Faculty)
- Byron Ramey (Faculty)
- Rita Sabbadini (Classified)
- Kathy Sammut (Faculty)
- Katie Schertle (Faculty)
- Soraya Sohrabi (Classified)
- Yolanda Valenzuela (Faculty)
- Lezlee Ware (Faculty)
- Susan Gangel (Faculty)
- Lisa Palmer (Faculty)

- Paul Roscelli (Faculty)
- Rebekah Taveau (Faculty)
- Nancy Wolford (Faculty)

Standard III: Resources
- Linda Hayes, Co-Chair (Dean, Business, Workforce, & Athletics)
- Doug Hirzel, Co-Chair (Faculty)
- Kathy Blackwood (District Office)
- Eric Raznick (District Office)
- Ronda Chaney (Faculty)
- David Clay (Faculty)
- Susan Gangel (Faculty)
- Paul Gaskins (Classified)
- Danny Glass (Classified)
- Chuck Iverson (Faculty)
- Julie Mooney (Classified)
- Vickie Nunes (Classified)
- Martin Partlan (Faculty)
- Jack Preston (Faculty)
- Mike Sinkewitsch (District Office)
- Romy Thiele (Faculty)
- Susan Traynor (Classified)
- Ron Trugman (Faculty)
- Mike Tyler (Classified)
- Terry Watson (Classified)

Standard IV: Leadership and Governance
- Katie Townsend-Merino, Co-Chair (Dean, Humanities & Social Sciences)
- Paul Roscelli, Co-Chair (Faculty)
- Kevin Chappell (Student)
- Patty Dilko (Faculty)
- Debbie Joy (Classified)
- Phyllis Lucas-Woods (Vice President, Student Services)
- Terry Watson (Classified)

- Sue Harrison (District Office)
- Harry Joel (District Office)
- Jung Luan (District Office)
- Monica Malamud (Faculty)

Accreditation Self-Study Editor
- Thad Fowler (Faculty)

Accreditation Researcher
- Bart Scott (Classified)

Accreditation Web Site Developer/Designer
- Roberta Chock (Classified)

Accreditation Media/Marketing Director
- Robert Hood (Classified)

Accreditation Liaison Officer
- Marilyn McBride (Vice President, Instruction)

ACCREDITATION SELF-STUDY TIMELINE

October 2005
- Accreditation Steering Committee, Co-Chairs and Editor appointed.

November 2005
- Recruitment of Committee members begin;
- Steering Committee, Co-Chairs and Editor attend ACJC Training

December 2005
- Kickoff event with lunch for College Community;
- College-wide surveys of faculty, classified staff, and administrators conducted;
- SLO findings collected

February 2006
- Faculty attend February 3rd District wide SLO & Workshop
- Information from surveys and SLOs compiled and distributed;
- Standards Committees begin research and writing

March 2006

- Presentations to the SMCCCD Board of Trustees and to the Governing Council of the Academic Senate;
- First Accreditation Newsletter distributed College-wide

April 2006

- Standards Committee Co-Chairs make oral progress reports to the Steering Committee;
- Research and writing continues

May–June 2006

- Co-Chairs of Standards Committees submit first drafts to Steering Committee for feedback;
- Additional SLO findings collected and distributed

Summer 2006

- First draft of Self-Study compiled by Editor and Co-Chairs
- August 30 – Accreditation Steering Committee Kick-off meeting for 2006–07

September 2006

- First draft of the Self-Study returned to Co-Chairs with edits/comments;
- Work on second draft of standard reports. Continue research, writing and evidence collecting
- College-wide surveys conducted: (Noel-Levitz) Student Satisfaction, Staff Satisfaction
- Presentations made to the SMCCCD Board of Trustees and Governing Council of the Academic Senate;
- Second Accreditation Newsletter distributed College-wide;
- Standards Committees continue research and writing
- September 27, 2006 Steering Committee Meeting

October 2006

- October 18–20 – Accreditation Powwow
- Newsletter out to campus community
- Additional SLO findings collected and distributed
- October 25 – Steering Committee Meeting

•October 30 – Second draft of reports from standard committees due

November 2006

•2nd drafts reviewed and edited by Co-Chairs and Editor

•November 29 – Steering Committee Meeting

December 2006

•Second drafts of each standard report returned to committee chairs with requests for information, revision, data evidence updates.

•Second drafts of each standard distributed for peer review and feedback.

•Theme Captains to review standard documents for evidence of their particular theme.

•Co-Chairs to identify evidence and incorporate into the 3rd draft of standard documents.

•Co Chairs to fill in missing pieces on all standards

January 2007

•January 17 – All revisions due from peer evaluation and theme captains.

•Self-Study draft posted on District Intranet for review and feedback by SMCCCD Board of Trustees, personnel at the District Chancellor's Office, students, classified staff, faculty, and administrators.

•Printed copies of Self-Study draft available for review and feedback in Division Offices and Library.

January–February 2007

•Standard Committees to work on third draft document and address all requests for revisions.

•February 28 – Final draft reports due for standards and theme captains

March–April 2007

•Steering Committee, Governance Bodies, Management Team look at content, evidence, style of the final document.

•Two open forums held to solicit feedback on the Self-Study from the College community.

•Open period for feedback to Co-Chairs continued;

- Co-Chairs and Standards Committees respond to feedback and make revisions to Self-Study draft.
- April 30th – All groups approve final self-study document

May 2007
- May 15th – Final editing and proofreading of Self-Study completed

Summer 2007
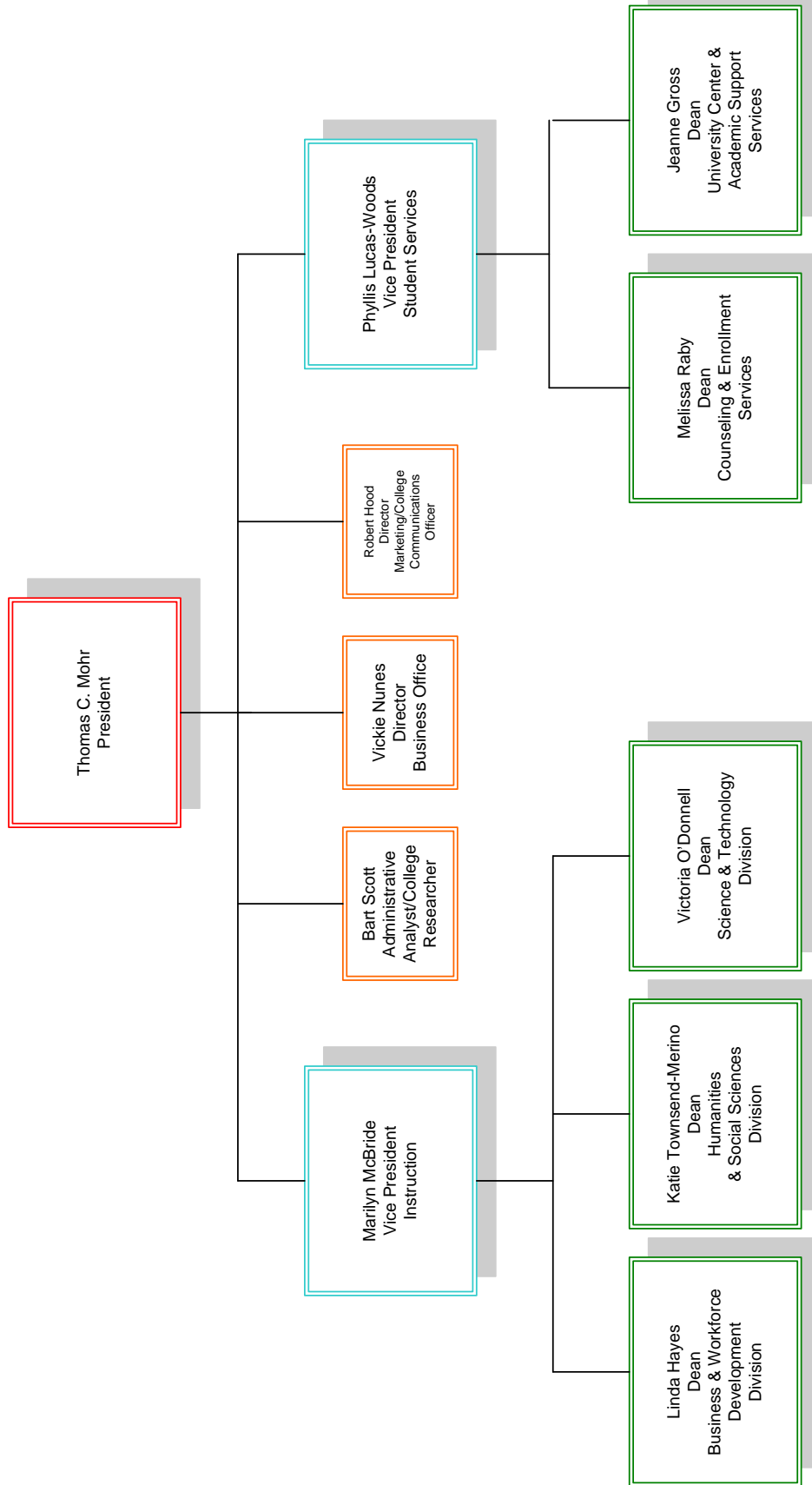- Self-Study presented to the Board of Trustees

August 2007
- Self-Study printed

September 2007
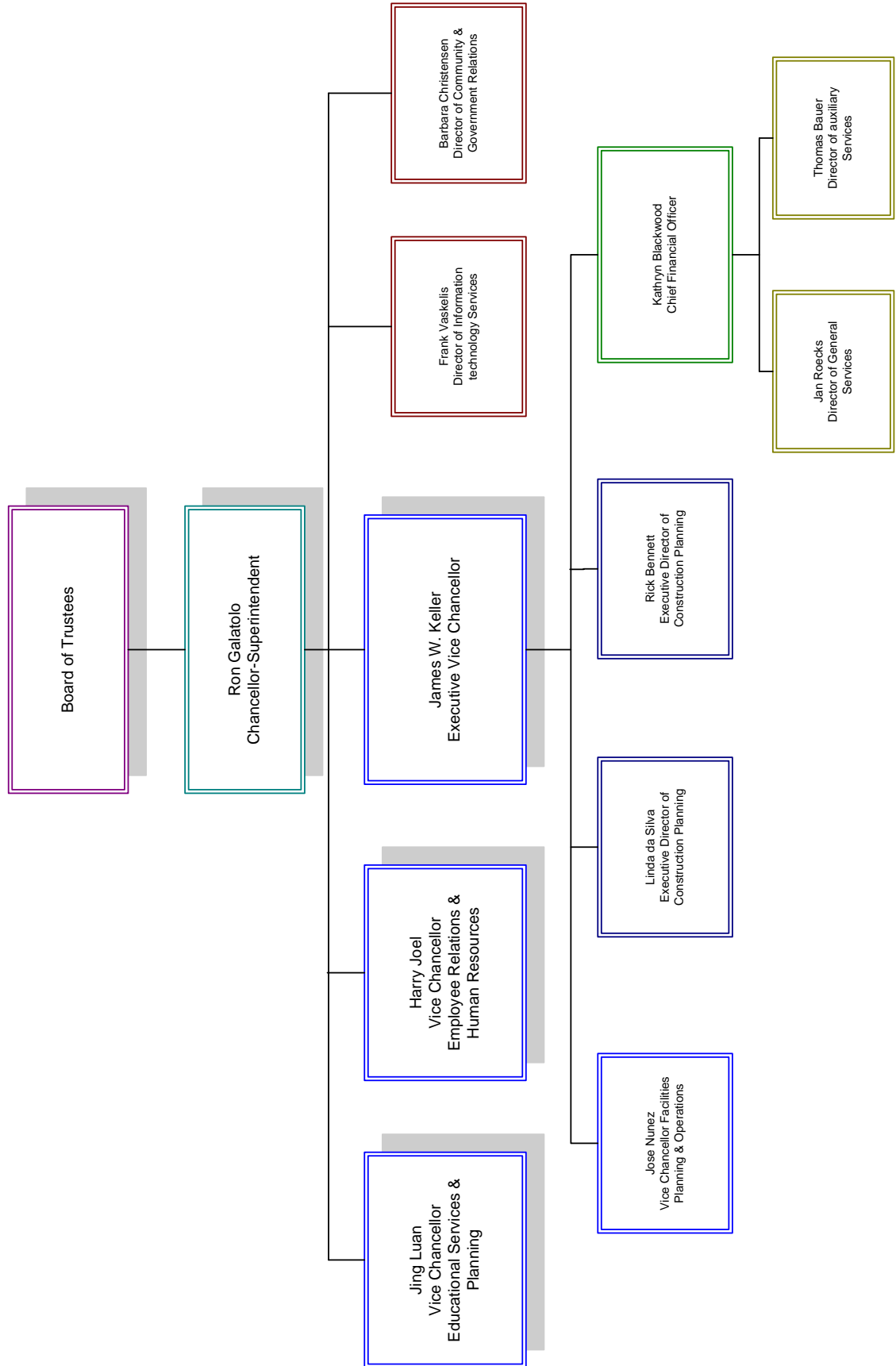- Self-Study mailed to visiting team members and ACCJC

October 2007
- Accreditation Team site visit

Cañada College Organizational Chart 2007

Thomas C. Mohr
President

Phyllis Lucas-Woods
Vice President
Student Services

Robert Hood
Director
Marketing/College
Communications
Officer

Vickie Nunes
Director
Business Office

Bart Scott
Administrative
Analyst/College
Researcher

Marilyn McBride
Vice President
Instruction

Jeanne Gross
Dean
University Center &
Academic Support
Services

Melissa Raby
Dean
Counseling & Enrollment
Services

Victoria O'Donnell
Dean
Science & Technology
Division

Katie Townsend-Merino
Dean
Humanities
& Social Sciences
Division

Linda Hayes
Dean
Business & Workforce
Development
Division

San Mateo County Community College District
District Office Organizational Chart 2007

Board of Trustees

Ron Galatolo
Chancellor-Superintendent

James W. Keller
Executive Vice Chancellor

Barbara Christensen
Director of Community &
Government Relations

Frank Vaskelis
Director of Information
technology Services

Kathryn Blackwood
Chief Financial Officer

Thomas Bauer
Director of auxiliary
Services

Jan Roecks
Director of General
Services

Rick Bennett
Executive Director of
Construction Planning

Linda da Silva
Executive Director of
Construction Planning

Jose Nunez
Vice Chancellor Facilities
Planning & Operations

Harry Joel
Vice Chancellor
Employee Relations &
Human Resources

Jing Luan
Vice Chancellor
Educational Services &
Planning

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT (SMCCCD) FUNCTION MAP

The San Mateo County Community College District (SMCCCD) Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the three colleges of the District, Cañada, College of San Mateo, and Skyline and the San Mateo County Community College District office. It was first drafted by the Director of Planning, Research and Institutional Effectiveness at Skyline and sent for feedback to the researchers at Cañada College and College of San Mateo and to members of the district accreditation coordination committee that consists of the co-chairs of the steering committees at each college, the Vice Chancellor for Educational Services and Planning and key contributors for the District office. After consultation and revision it was given to the Chancellor's Council for review and approval. It was returned to the District accreditation coordination committee for final approval before its inclusion in the colleges' self study drafts.

The revision process helped clarify some areas in the standards and also revealed the differing perspectives on a few of these responsibilities. This was particularly true for Standard III because overall supervision of Human Resources, Physical Resources, Technology and Financial Resources is centralized in the District and yet these resources are used under the direction of the colleges to promote our primary mission as institutions of teaching and learning. The places where this is a concern have been identified in the self studies and, where needed, recommendations are included in the planning agenda.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function which may include design, development,

implementation, and facilitation of input, feedback and communication for successful integration.

N/A = Responsibility Not Applicable: In cases where neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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.

	College	District
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
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.	P	S
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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a 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. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
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.	P	S
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.	P	S
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.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S
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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
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.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
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.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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.

	College	District
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.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
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.	P	S
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.	P	S
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.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
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.	P	S
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.	P	S

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.

	College	District
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.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
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.	P	S
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.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
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.	P	S
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.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

STANDARD III: RESOURCES

A. Human Resources

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

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S	P
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	S	P
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

	College	District
b. The institution provides quality training in the effective application of its information technology to students and personnel.	S	P
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	P	S
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
b. Appropriate financial information is provided throughout the institution.	P	S
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	P	S
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	P	S
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	P	S
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

STANDARD IV: LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Eligibility Requirements for Accreditation

1. Authority

Cañada College opened for instruction in September of 1968, the second College in the San Mateo County Community College District. Cañada College's authority to operate as an educational institution and to award degrees derives from the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Post-secondary Accreditation and the United States Department of Education.

2. Mission

Cañada College's educational mission is clearly defined and is reviewed and adopted periodically by the College Council (advisory body to the President) and the Cañada Community College District Board of Trustees, according to Board policy. It is published in the current Catalog and on the Cañada College website. Cañada's mission is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

3. Governing Board

Cañada College is one of three Colleges in the San Mateo Community College District (SMCCCD). SMCCCD has a functioning governing board responsible for the quality and integrity of all three Colleges in the District and for ensuring that the institution's mission is being carried out. The Board is comprised of five elected trustees and one non-voting student trustee. The terms for the elected trustees are four years and are staggered so that there are always at least two returning trustees after each election. The student trustee is elected yearly by the Student Senates of the three Colleges. The Board is an independent policy-making body capable of reflecting constituent and public interest in Board activities and decisions.

The Board of Trustees meets on the second and fourth Wednesday of each month and regularly provides the opportunity for both the community and staff to comment on items before the Board and on items not on the agenda as well. The Presidents of all three Colleges, the President of the Academic Senate, and the Executive Vice Chancellor give regular updates to the Board. No member of the Board has employment, family, ownership, or other personal financial interest in the institution.

4. CHIEF EXECUTIVE OFFICER

Cañada College has a chief executive officer who is appointed by the SMCCCD Chancellor and the District Board of Trustees and whose primary responsibility is to the institution.

5. ADMINISTRATIVE CAPACITY

There are sufficient administrative staff members at Cañada College to support the services necessary to carry out the institution's mission and purpose. However, most of the College administration and staff would agree to the need for additional administrative support because of the extraordinary workload maintained by the existing administrators on a continuing basis. Their preparation and experience is scrutinized through rigorous selection and evaluation procedures.

6. OPERATION STATUS

Cañada College is operational, with more than 6,000 students per semester actively pursuing degree and certificate programs or transfer to baccalaureate institutions.

7. DEGREES

The majority of Cañada College offerings are in a wide range of educational programs, 46 of which lead to associate degrees. Significant numbers of students are enrolled in these degree and transfer programs.

8. EDUCATIONAL PROGRAMS

Cañada's degree programs are congruent with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors are contractually obligated to teach to the standards of their disciplines (minimum qualifications established by the California Community Colleges Statewide Academic Senate) and to honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Most degree programs are of two academic years in length.

9. ACADEMIC CREDIT

Cañada College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Title 5, Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction are the standards used in granting course credit.

10. STUDENT LEARNING AND ACHIEVEMENT

Cañada College defines and publishes expected Student Learning Outcomes for classes and programs. These Student Learning Outcomes are presented to the Curriculum Committee, are posted on the College website, and are regularly assessed. Students who complete these programs are awarded appropriate certificates and/or degrees.

11. GENERAL EDUCATION

Cañada defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing, computation, and computer skills and an introduction to major areas of knowledge. The quality and rigor of these courses is consistent with academic standards appropriate to higher education and is consistent with Title V Section 55806. Requirements for an AA/AS degree are published in every schedule of classes, in the College Catalog, and on the internet and clearly specify the general education courses needed for the degree.

12. ACADEMIC FREEDOM

Cañada College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study as judged by the academic community. The College and the District have an Academic Freedom Policy that protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. This policy is published in the Catalog.

13. FACULTY

Cañada College has 67 fulltime faculty members who are qualified to conduct the institution's programs as they have met minimum qualifications as established by the California Community College's Statewide Academic Senate. Faculty duties and responsibilities are clearly outlined in Board Policy, the collective bargaining contract, and in the faculty handbook.

14. STUDENT SERVICES

Cañada College provides a wide variety of student services and programs to ensure the success of students in meeting their educational goals. These programs and services are designed with the student community in mind and are consistent with the mission of the College. Among the

broad areas of programs and services are counseling, financial aid, tutoring, learning communities, health services, and outreach.

15. ADMISSIONS

Cañada College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students eligible for its programs.

16. INFORMATION AND LEARNING RESOURCES

Cañada College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. The College has completed a new Library and Learning Resource Center that will provide access to information and learning resources and services in a central location. The College partnership with the Peninsula Library System provides a broad range of access to information.

17. FINANCIAL RESOURCES

Cañada College has a funding base, financial resources, and plans for financial development that are adequate to support its mission and educational programs to ensure financial stability. The majority of funding comes from the State of California through a District allocation system based on a criteria agreed upon by the Presidents of the three Colleges and the District Office and approved by the Board of Trustees. Additional funding is obtained either directly or indirectly through the District from grants, vocational funding sources, or special allocations. In recent years, the College has been successful in obtaining several external grants.

18. FINANCIAL ACCOUNTABILITY

As part of the San Mateo County Community College District, Cañada's financial records are audited on an annual basis by an independent audit firm. Any audit exceptions are noted and documented in a letter to management. The Board of Trustees of the SMCCCD reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted audit firm.

19. INSTITUTIONAL PLANNING AND EVALUATION

Cañada College has recently completed a Strategic Plan to guide the development of the institution. This in conjunction with a new Facilities Master Plan will guide the College for several years. Evidence of

Student Learning Outcomes is available for a limited number of courses and programs.

Cañada College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes. Institutional effectiveness is documented through reports to the College community at all-College meetings and on the Inside Cañada website, through reports to the California Community Colleges Chancellor's Office, and through Program Review, financial reports, and Student Learning Outcomes.

20. PUBLIC INFORMATION

Cañada College publishes a Catalog annually with precise, accurate, and current information concerning:

General Information
  • Official name, address, telephone numbers and website address

  • Educational mission

  • Course, program and degree offerings

  • Academic Calendar and program length

  • Academic Freedom Statement

  • Financial Aid

  • Learning resources

  • Names and degrees of administrators and faculty

  • Names of trustees

Requirements
  • Admissions

  • Student fees and other financial obligations

  • Degree, certificate, graduation and transfer

Major Policies Affecting Students
  • Academic regulations, including academic honesty

  • Nondiscrimination

  • Acceptance of transfer credits

  • Grievance and complaint procedures

  • Sexual harassment

  • Refund of fees
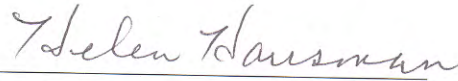
Locations where other policies may be found.

21. RELATIONS WITH THE ACCREDITING COMMISSION
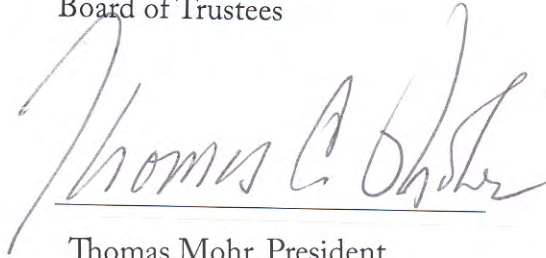
In the San Mateo County Community College District and at Cañada College there is a clear commitment to adhere to the eligibility requirements and accreditation standards and policies of the Commission. The College describes itself in terms identical to all its accrediting agencies, communicates any changes in its status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

STATEMENT OF ASSURANCE

We hereby certify that Cañada College continues to meet the eligibility requirements for accreditation.

Helen Hausman, President
Board of Trustees

Thomas Mohr, President,
Cañada College

Responses to Team Recommendations

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

Cañada College has focused much attention on aligning planning processes with the goals and mission of the College. In 2003-04 the College developed a Strategic Plan that helped focus and guide the work of the College. Many of the recommendations from that Strategic Plan have been accomplished. The current College leadership, understanding the dynamic processes of maintaining programs that serve the students and community well, engaged a consultant to lead the College in developing a more comprehensive Strategic Plan to guide the College into the next three to five years.

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

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

In addition to Planning and Budget Committee, the College Council reviewed College-wide issues that included the Facilities Master Plan and art on campus. All segments of the College community—including administration, senates, and councils—use the mission and goals of the College as a basis for decision making. Every discussion preceding a resource allocation decision is opened addressing two critical questions: where does this allocation appear in the Strategic Plan, and how does it manifest the mission statement of the College?

The mission, values, and goals developed during this academic year will guide the College in developing a yearly workplan with associated outcomes, assessments, and responsible parties. It is expected that this now

formalized process for planning and assessing the function of the College will produce clear results that are easily and formally communicated to the entire College.

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

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

The College Researcher works in conjunction with the Researchers at the other two Colleges and the District Office to define and provide data that is consistent in content and definition across the District. The District has developed a data warehouse to store historical data that can be used to track cohorts of students, and the College has completed the first longitudinal study that describes student progress in a deeper and more meaningful way.

Reports are being developed that will be available to all three Colleges. A new program has been acquired that will allow managers to conduct routine queries that are of specific interest to a program or department. Data collected as a basis for Strategic Plan development is available on the College website and members of the College community are invited to comment by means of a discussion board. Information gathered is discussed regularly in meetings of the College divisions.

3. Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent and ongoing support from the District.

The College engaged in a Strategic Planning process in 2002-03. This led to a series of recommendations that helped guide the College in its decision making regarding academic and student service programs

and facilities. Many of the recommendations from that planning process have been accomplished.

In 2006-07, the President guided the College in developing a more complete Strategic Plan that is informed by significant data gathering and extensive input from the College community as well as the larger community and all of its constituencies. The College will use the new Strategic Plan and the data gathered to develop a new yearly workplan that includes activities, associated assessments, and responsible parties. The new plan, goals, actions, and monitoring measurements will be well underway when the visiting team arrives.

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

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

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

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

Improved communication with the members of the College community has been a high priority for the College. One of the improvements is the institution of a monthly College newsletter from the President's Office, originally the President's Pen, and more recently renamed as the Olive Press. The former and current Presidents have maintained regular communication with campus faculty and staff directly by holding all-Col-

lege meetings three to four times per semester. At these meetings, a variety of topics relevant to the whole College are addressed. Among these are campus safety, pedagogical strategies, budget information, facilities planning, strategic planning, program information, and employee recognition. Monthly division meetings also provide an opportunity for communication and for discussion of College and division matters which emanate from either management or faculty and staff.

Publishing agendas and minutes for meetings in advance and inviting all constituencies to participate in decision making has facilitated the sharing of information and promoted understanding campus-wide. Academic Senate, AFT, Classified Council, Planning and Budget Committee, and College Council hold regular meetings which give faculty and staff an opportunity to participate. Division and department meetings are also held to improve communication around specific areas of interest.

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

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

- Active Learning Strategies
- Facilitating Excellence among Latino Students
- Motivating the Underprepared Student
- From ESL Classes to the Mainstream: How Can Faculty Assist Language Minority Students in the Transition?
- Learning to Communicate with Skill and Ability
- Lessons from Little Rock

- Facilitating Group Dynamics
- Learning Communities: Enhancing Student Success.

Faculty, staff, and administrators also attended Conferences:

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

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

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

▶ Standard I: Institutional Mission and Effectiveness

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that empha-sizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evalua-tion, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

Cañada College has a comprehensive mission statement that expresses its broad educational purposes, defines its intended student population, and conveys its commitment to student learning. Developed in 1999, reviewed during a Strategic Planning process in 2002-03, and revised in an extensive and inclusive Strategic Planning process in 2006-07, it reads as follows:

> It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their edu-cational goals by providing quality instruction in general, trans-fer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission (1).

The first section defines the College's broad educational role, delineating educational purposes appropriate to a California community college by offering to intended students from the greater San Mateo County area educational programs in transfer and workforce development, as well as the basic skills necessary to begin transfer level courses or certification programs.

The language "quality instruction" sets a high standard against which to measure the College's educational activities both inside and outside

the classroom. The mission emphasizes the value of "supportive faculty/ staff/student teaching and learning relationships," affirms the value of "responsive support services" and "a co-curricular environment that contributes to personal growth and success for students," and articulates the College's deep relationship with its students and surrounding community with, "The College is committed to the students and the community to fulfill this mission."

Student Learning Programs

The College's three instructional divisions—Humanities and Social Sciences, Business, Workforce, and Athletics, and Science and Technology—provide a wide range of academic programs to meet the needs of its diverse student population. The College offers pre-collegiate basic skills courses as well as intensive language development courses for students whose native language is not English so that students can develop skills appropriate to enrollment in college-level courses.

Supporting its transfer and workforce development mission, the College offers courses that lead to 44 associate degrees and 38 certificates in 74 areas of study (2).

For students whose work and family responsibilities make it difficult to be on campus during the day, the College offers online, evening, late start, and short term/weekend courses.

For a special enrichment opportunity, high school students can enroll at the College concurrently while still in high school. The College has offered a variety of college-level courses for high school students on high school campuses in its service area.

The College offers additional instructional programs that establish links with the surrounding communities by serving their needs with programs specifically targeted to them. These include:

· Middle College High School—a collaborative program with the Sequoia Union High School District through which high school juniors and seniors enroll in college courses while completing their high school requirements at the College;

· Community Based English Tutoring—a collaborative effort between the College, the Redwood City School District, and community agencies offering English as a Second Language courses to parents and community members onsite at Redwood City Elementary schools;

· Courses in English as a Second Language and courses in Early Childhood Education and Computer Business Office Technology taught in Spanish are offered at the Learning Center in Menlo Park

(OICW) and at the College satellite site in Half Moon Bay, established in 2005-06.

Student Services

The College provides programs and services that contribute to student success and epitomize the College's commitment to its mission statement by providing educational and career opportunities to high school students, those in need of job training, returning students, first generation students, life-long learners, and students planning to transfer to four-year universities. A partial list of these programs and services includes:

- · Cooperative Agencies Resources for Education (CARE)—provides single parents receiving public assistance with child care, transportation allowances, books, tutoring, counseling, and other related services;

- · Counseling Center—offers drop-in and appointment services to provide students with assistance defining and meeting their educational and career goals. The Center offers Orientation, Placement Testing, Career and Transfer Services, and assistance developing a Student Educational Plan;

- · Disabled Student Services and Programs (DSPS)—provides students with documented disabilities reasonable accommodations as defined by the Americans with Disabilities Act (ADA) and academic support, including alternate media services;

- · Extended Opportunity Programs and Services (EOPS)—assists economically and educationally disadvantaged students with financial assistance, orientation to college, counseling, and transfer assistance;

- · Financial Aid Office—provides students with information and counseling about financial assistance offered by state and federal government and private institutions; assists students in locating scholarships and facilitates the administration of the book loan program and other initiatives designed to make education more affordable;

- · First-Year Experience Program—(a two semester program) links a basic skills course with specific curriculum content and a course providing instruction in college success strategies and career planning;

- · Health Center—provides confidential information and consultation on health issues;

- · Library—supports the educational mission of the College by acquiring and maintaining information resources, supporting instruction, and helping students develop information competency skills through

individualized assistance and a one-unit course in conducting research and is the information center of the campus;

· Learning Center (on-campus) and the Learning Center in Menlo Park—integrate technological resources and learning assistance services (including self-paced courses) to support student learning across the curriculum; the on-campus Center is home to computer labs, the Tutorial, Math, Reading/Writing Labs, the MESA Center, the Alternate Media Lab, and the TRiO Student Support Services program;

· Math Engineering and Science Achievement (MESA)—provides a MESA orientation course, academic excellence workshops, and specialized academic counseling and tutoring for economically disadvantaged and underrepresented students;

· Office of Student Life—advises Associated Students, the student senate body, and provides shared governance opportunities for students who wish to participate in student government or serve as a student representative on governing committees by affording support and guidance to various recognized student clubs; maintains the Student Employment and Housing Boards, distributes student ID cards, and assists in the administration of the Vending Commission, which provides funding for student-focused events, activities, and programs;

· Psychological Services—makes available free personal counseling services to students and staff;

· TRiO Student Support Services and TRiO Upward Bound—target first generation and low-income students and students with disabilities; Student Support Services provides personalized academic support for Cañada students to assist them in earning their AA/AS degree and/or transferring to four-year colleges/universities; Upward Bound prepares high school students to complete their high school education in order to complete a degree from a four-year college/university.

In recent years, demographics of the student population served through these learning programs and services have changed. For example, seven years ago, 27% of students were Latino/a, but now more than 40% are. In response to this change, the institution applied for and received a federal Title V Hispanic Serving Institution grant in 2000, which has since concluded, but which provided funds for professional development and technology and basic skills support that were aimed at improving the institution's ability to effectively serve students. An even more recent demographic change is a decrease in the average age of students. (3)

SELF-EVALUATION

The educational purposes set forth in the mission statement and vision and values statements fit the role of community colleges as established in the California Community Colleges System Strategic Plan 2006 (4).

The College's mission statement addresses its commitment to student learning. To ensure the mission statement is aligned with its purposes, character, and ever-changing student population, the College mission statement was revised during the development of the 2006-07 Strategic Plan. (5)

In order to advance a more systematically developed plan for the future, the College undertook a comprehensive Strategic Planning process (2006-07) that actively involved all College constituencies as well as constituencies from its service area. As part of the planning process, the College gathered and analyzed extensive data reflecting the complex demographics of the area, such as age, income, and educational attainment; concerning the market for potential new programs; and concerning the rapidly changing student population of the College. A cohort study of incoming students in fall 2004 was performed tracking various demographic and achievement factors. (6)

A more inclusive and representative Planning and Budget Committee, open to the whole College, led a review and revision of the previous mission statement based upon the data gathered and focused on the student population.

The new mission statement is aligned with the needs of the student population. Student surveys and testimonials indicate a high level of satisfaction with the College in meeting the instructional needs of students. On the 2006 Noel-Levitz Student Satisfaction Survey, with a satisfaction scale of 7 (high) to 1 (low), the mean response to the statement, "The quality of instruction I receive in most of my classes is excellent," was 6.40, compared to a mean of 5.55 nationally. To the statement, "This school does whatever it can to help me reach my educational goals," the mean response was 6.17, compared to 5.15 nationally. (7)

The College community sees itself as committed to the current mission of the College, as indicated in the 2006 Employee Accreditation Survey. 90% of employees completely agreed or agreed with the statement, "Cañada actively works toward fulfilling its vision and mission."

To the statement, "The District Office provides necessary services that support Cañada's mission," 16% responded "completely agree" and 42% responded "agree" (a total of 58% in agreement), indicating that the College may feel somewhat less positive about District support of the mission. (8)

PLANNING AGENDA

None at this time.

I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The Board of Trustees reviewed and approved the mission statement in spring 2007 (9). The mission statement is published in the College Catalog and on the College website.

SELF-EVALUATION

Cañada's mission statement was approved by the governing Board and is easily accessible to prospective and current students, faculty, and staff through the College Catalog and website.

PLANNING AGENDA

None at this time.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

The Strategic Planning Committee in 2002-03 reviewed the mission statement (10). The Planning and Budget Committee again reviewed the mission statement in September 2005 (11). The College began an extensive, inclusive Strategic Planning process in 2006-07 and revised the mission statement in spring 2007. The College Council approved it on March 15, 2007 (12).

Reviewing and revising the mission statement was integrated into the Strategic Planning process. Using the institution's governance structure, an expanded Planning and Budget Committee—which included two representatives from each division—was charged with leading the 2006-07 Strategic Planning process and working with the consultant hired to facilitate the process. The meetings were open to all and participation has been high (13).

Many steps were taken to further ensure that all constituent groups be included and involved. A Strategic Planning website was created and added to the College internal portal, Inside Cañada (14). The site

included an interactive discussion board as well as extensive data used to inform the process. Meetings with the Strategic Planning Consultant were scheduled with the Classified Senate, Academic Senate, Administrative Council, and College Council. Two student forums, an all-College meeting, and several community meetings were held with the Consultants. Additionally, Strategic Planning questionnaires were widely distributed in the community. Two half-day retreats were held in spring 2007. (15)

The Strategic Planning process is near completion.

Self-Evaluation

The process of creating the mission statement has been open and inclusive of all representative groups on campus, involving many all-campus meetings. The College fully utilized the institution's governance and decision-making processes to review and revise the mission statement.

Planning Agenda

None at this time.

I.A.4. *The institution's mission is central to institutional planning and decision making.*

Descriptive Summary

The mission statement provides broad parameters for the development of goals and priorities within the College. During the review of College Council bylaws in 2006-07, a statement linking the philosophy of the Council to the mission was approved:

> Collegial consultation embraces the basic objective that all key parties of interest should be given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution in accordance with its mission.

The mission statement has been a reference point in the development of course, discipline, and institutional Student Learning Outcomes. The mission statement is displayed on each page of the Student Learning Outcomes Assessment Cycle (SLOAC) website, which has been used as a tool to guide faculty participation in the development of SLOs. (16)

The mission statement is fundamental to the Program Review process. Academic departments undergo comprehensive Program Review every six years and complete a biannual state of the department every second year. The Program Review document opens with the statement:

> In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

The Program Review process produces information which is used to "improve the quality of instruction and student services and to demonstrate institutional effectiveness" with the purpose of optimizing "the potential for student learning, success, and access." Program Review serves as the basis for annual planning and is the starting point for determining priorities for resource allocation. (18)

The Program Review process informs the hiring of fulltime faculty and classified staff. The rubric used for evaluating justifications starts with recommendations from Program Review. Thus, the mission statement, which drives the process, is instrumental in the hiring decisions the College makes. (19)

The mission statement has been a guide in making the Facilities Master Plan. When the Steinberg Architects gave the 2006 Master Plan Update presentation at an all-College meeting, they declared, "We want to create a strategy that will provide facilities to support the educational plan and mission statement of the College" (20). The architects reviewed the current mission statement and used it to elicit feedback for developing the 2006 Facilities Master Plan Update (21).

The mission statement was reviewed as part of the wider process of creating a Strategic Plan during the Strategic Planning process of 2002-03 (22). During 2005-2006, members of the Planning and Budget Committee reviewed the 2002-03 Strategic Plan, evaluated progress toward meeting its goals, and assessed the process of College planning in general. The minutes stated that the Committee should "agree on goals/vision/fulfilling mission" and should "focus on what enhances the mission of the College" (23). In the minutes of September 21, 2005 the Committee stated that it would "look at College mission/vision/values statement" in order to "review the Strategic Plan document and prioritize recommendations." (24)

To lay the groundwork for a new Strategic Planning process, the President explained the work of the Planning and Budget Committee in the Olive Press, the College's monthly newsletter in this way: "I anticipate that this committee (Planning and Budget) will develop guidelines to steer not only the annual budget process but also connect that to the mission and goals of the college." (25).

Reviewing and revising the mission statement was the first step in the process of creating the new 2006-07 Strategic Plan, which will serve as the framework for planning processes throughout the College. This plan

will include implementation steps and will drive planning and budgetary decisions at all levels.

In guiding the College to review and revise the mission statement, throughout the strategic planning process the President described the process and the role of the mission:

> When preparing to make decisions which involve difficult choices one inevitably returns to the vision and mission statements for immediate and meaningful reference points and guidance. They keep us accountable regarding fundamental questions…. Is the expected outcome of the decision an important part of what we described the College would become some years into the future? (26)

Self-Evaluation

The mission statement has been central to the formation of the 2002-03 and 2006-07 Strategic Plans. In the development of the 2002-03 Strategic Plan, no specific implementation guidelines were set, so the influence of the mission on planning and decision making was not clearly established and progress was difficult to assess. Given the central position assigned to the mission statement during the 2006-07 process, the College is firmly on track to make the mission central to its governance, planning, and decision making.

Planning Agenda

None at this time.

I.B. Improving Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Cañada College fosters ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes through multiple forums.

The College Council is the primary body entrusted with advising the President on College-wide matters concerning budgeting, planning, and governance issues. The Council demonstrates high standards of collegiality. The handbook and bylaws declare, "Cañada College wishes to encourage to the greatest extent possible the practice of collegial consultation." Further, the document states that the body strives "to keep the needs of students at the forefront during decision-making deliberations" (27).

The College Council is made up of 22 representatives from all constituencies: faculty, staff, administrators, and students. The membership consists of five fulltime faculty members, one adjunct faculty member, six classified staff members, six students, two administrators, the President (ex-officio), and the Academic Senate President (ex-officio). All members of the community are welcomed as observers/non-voting participants. The Council meets every two weeks; agendas and minutes are distributed in advance of meetings, and archived minutes are posted on the internet (28).

The Planning and Budget Committee is a subcommittee of the College Council. In recent years, until 2005-06, the subcommittee met informally and sporadically. During 2005-06 the body met regularly and discussed important issues, including its philosophy and its role in the College. The Committee adopted a constitution, approved by the College Council on May 17, 2006, which outlines the body's advisory role in planning and budget and its membership, which is made up of representatives from all constituencies. Serving on the subcommittee are the Vice Presidents of Instruction and Student Services, the Chair and Vice Chair of College Council, the President of the Academic Senate Governing Council and one faculty member representing AFT, the Classified Senate President and one classified member representing CSEA, two student representatives, the President (ex-officio), the College Business Officer (ex-officio), and the College Researcher (ex-officio). (29)

The Academic Senate Governing Council, which meets twice monthly, provides for the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards. The Governing Council oversees faculty committee appointments. The membership includes all fulltime and parttime faculty under contract and loaded

at three or more units per semester. The President, Vice President, Treasurer, Secretary, Chair of Curriculum, Chair of the Professional Personnel Committee, College Council Representative, and Division Representatives are voting members. (30)

The Curriculum Committee is a subcommittee of the Academic Senate whose function 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 goals and objectives of the District and Cañada College. The Committee makes recommendations to the Governing Council concerning "general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses." (31). The Committee also monitors Program Review. Meeting twice monthly, with the meetings open to all, the Committee is composed of 12 voting members: a Chairperson appointed by the Academic Senate, two faculty members from each of the three instructional divisions and two from Counseling, one representative from the Library, one representative from the Office of Admissions and Records, one student, one non-voting ex-officio member, and the Vice President of Instruction. (32)

The Curriculum Committee and the Academic Senate lead discussion on development and implementation of Student Learning Outcomes, particularly in instruction, in order to assess and improve student learning. The Curriculum Committee has stated that faculty development of SLOs serves to foster dialogue, evaluation, and change, which is an ongoing process. For this reason, the Curriculum Committee has chosen to request that faculty submit Student Learning Outcomes with the Official Course Outline or Program Review rather than include them within the Course Outlines (33).

The Classified Senate, which meets monthly, works with the administration, faculty and student groups in the interest of enriching the educational and social environment of the College. Membership is open to all permanent classified employees, and every member has a vote. Members of the Classified Senate occupy leadership positions on the College Council and the Planning and Budget Committee and serve on other campus committees as well, reporting back and forth between the Senate and the committees, helping to foster campus dialogue. (34)

Associated Students of Cañada College (ASCC) is the official representative student government organization at Cañada College. The ASCC is charged with the responsibility of assessing and meeting student needs and of providing student input into the decision-making process of the

College (35). Members sit on various committees, such as the College Council, Planning and Budget Committee, Curriculum Committee, and each Accreditation Standard Committee. They report on the dialogue in these committees and discuss it in their meetings. Divisions of the College typically meet once a month to engage in dialogue about issues relevant to the division, including new program initiatives designed to improve student learning (36). Some academic departments, such as English, ESL, and Mathematics, also meet to discuss topics related to their particular disciplines (37). Student Services supervisors, from both academic divisions and Student Services itself, meet as a group once a month to discuss coordination between Student Services and instructional programs (38). Student Services and the instructional divisions hold retreats for more in-depth discussion of student learning and institutional processes (39).

At the administrative level, three bodies address the continuous improvement of student learning and institutional processes. The Instruction and Student Services Council (ISSC), which consists of the Vice Presidents for Instruction and Student Services and all the Division Deans, meets three times per month. Discussions include planning for budget, curriculum, hiring, facilities upgrades, and so forth (40). The Administrative Council, led by the President, convenes the Vice Presidents, Division Deans, Budget Officer, College Researcher, and Public Information Officer once a month for the purposes of visioning and planning (41). The Cabinet, which consists of the College President and Vice Presidents, and sometimes the College Business Officer or guests, meets once a week to monitor the functions of the College and pursue planning at the executive level.

The President invites the entire College community to all-College meetings on a monthly basis. At these meetings, the President invites guests, shares news, and seeks community input on many topics that are pertinent to the entire community (42). As an example of community dialogue, during the September 2006 meeting, the President began the Strategic Planning process by sharing data regarding the number of recent graduates from several local high schools who are now enrolled at the College. A collegial discussion about how to increase this number ensued. The conversation was continued at the first Planning and Budget Committee Strategic Planning meeting, to which division representatives and the broader campus community were invited. The dialogue included thoughts on what makes the institution unique in the service area, how to effectively network, and how to market to the community. At the same all-College meeting—exemplifying how such meetings contribute to the improvement of student learning—a member of the

faculty and two students gave a demonstration of a new, computer-based interactive learning tool obtained through a grant (43).

The President communicates with the entire College monthly through the Olive Press, a newsletter distributed by email (44). The Olive Press describes changes in the institutional processes at the College, such as the formation of the new Strategic Planning and Budget Committee, and recognizes individuals on campus whose accomplishments have contributed to the improvement of student learning.

Inside Cañada is another tool used in maintaining ongoing campus dialogue. Minutes and agendas of many of the committees listed above are posted there. Inside Cañada is also used to post data acquired from research (45).

The College has expanded its website to extend communication in general, providing through the internet information about Admissions and Registration, Program of Study, Student Services, News and Events, and Focus on Courses, and so forth, thereby strengthening campus dialogue (46).

Self-Evaluation

Dialogue about the continuous improvement of student learning and institutional processes within the College is substantial, both in quantity and quality. Responses to the range of questions concerning dialogue on the 2006 Employee Accreditation Survey were positive (47):

· To the statement, "Overall, the shared governance process is working well at Cañada," 20% responded "completely agree" and 48% responded "agree" for a total of 68% in agreement;

· To the statement, "A consultative process is used to identify areas of improvement," 19% responded "completely agree" and 40% responded "agree" for a total of 59% in agreement;

· To the statement, "Cañada encourages staff and faculty participation in the decision-making process," 30% responded "completely agree" and 41% responded "agree" for a total of 71% in agreement.

Planning Agenda

None at this time.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional

members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

The Program Review process serves as the basis for goal setting in instructional and student service areas. The Academic Senate developed a revised process in 2004-05 (48). Each department is charged with conducting a comprehensive Program Review, aligned with the mission statement, every six years and a biannual State of the Department review every second year. After the reviews are performed and a report prepared, the Curriculum Committee convenes a special meeting to which the Vice Presidents, Deans, and members of the College community are invited, providing an opportunity for the goals to be widely understood and discussed. After the Curriculum Committee reviews the reports, the Curriculum Chair submits the reports to the College Council and the Planning and Budget Committee so that the broader College community understands the reports and can work together to achieve the goals reported. The President submits the Executive Summary of the report to the Board of Trustees for approval (49). Multiple instructional programs have completed the new Program Review process (50).

The Strategic Planning Committee in 2002-03 set a number of institution-wide recommendation and goals (51). These goals were meant to guide College planning for the next several years. The Committee consisted of 16 members, four from each major constituency: administration, classified staff, faculty, and students. As part of the process, the Committee reviewed the College mission, vision, and values statements and used the document as a resource while making recommendations (52).

To ensure broad-based understanding, the 2002-03 Strategic Planning Committee shared its recommendations with the College community during two town hall meetings. The Committee published its final recommendations in November 2003. The recommendations included setting high academic standards, expanding core offerings, developing academic resources, expanding College athletics, building partnerships, further developing retention programs and services, strengthening counseling, enhancing program variety, and providing opportunities for professional development (53).

During 2005-06 the Budget and Planning Committee (which has since been renamed Planning and Budget) met regularly through the academic year and reviewed progress toward meeting the recommendations of the 2002-03 Strategic Plan. A status report was prepared by the Committee and presented to the College Council.

Understanding the need to revisit the Strategic Plan, the President asked the Planning and Budget Committee, augmented by representatives from each division and the student body to begin a dialogue to update the Plan. The College hired a consultant to guide the College in an inclusive conversation about the mission, values, vision, and goals of the College. All members of the College have been welcomed to meetings. The Consultant and President have gathered extensive information and data concerning the community both inside and outside the College to inform the discussion. To include broader community input, a survey of community needs and perceptions was widely distributed and meetings in the community were held. A website with information and a discussion board has been established (54). At the time of writing, a new Strategic Plan is being developed, and should be complete by the end of the academic year.

Enrollment growth of 2% is an ongoing District- and institution-wide goal. The District developed a new Resource Allocation Model designed to encourage growth and provide for stability (55). The District Budget Officer explained the new process to the Planning and Budget Committee as well as to the Administrative Council, College Council, Academic Senate, Classified Senate, and AFT Local 1493. Each College in the District was asked to develop a growth plan. Cañada's plan included adding classes, improving retention and persistence, providing additional counseling, and providing learning support through tutoring and learning communities (56).

So that the College community could understand and discuss the degree to which enrollment goals had been met, the Vice President of Instruction gave a presentation to the College Council in fall 2006 concerning enrollment. The presentation included current and historical enrollment data, comparative data with the other District Colleges, and data on areas of program growth and program decrease. The strategies used to increase enrollment and improve retention were presented and discussed to enable institutional members to work collaboratively to meet these critical goals. (57)

The District led a Facilities Master Plan process in 2001, which identified several goals (58):

· New Library and Student Resource Center construction

· Classroom renovation/modernization

· Theater renovation

· Parking lot, road, and sidewalk repair

· Pedestrian access improvements

· Relocation of program sites (Fashion Design, Interior Design, Radiological Technology) and location of sites for new programs (Nursing).

Many of the goals of the 2001 Facilities Master Plan have been accomplished. Classrooms in Buildings 13, 3, and 17 have been modernized with internet connectivity and projection equipment, the Main Theater and the Flex Theater have been renovated, athletic facilities have been upgraded, parking lots, roads and sidewalks have been repaired, pedestrian access has been improved, Fashion Design has been relocated, a new state-of-the-art lab was constructed for the Medical Assisting program and University Center Nursing program, and the new Library, Learning Center, and Student Services One-Stop Shop in Building 9, with a move-in date of June 2007, is near completion.

Based on a public process, the District commissioned Steinberg Architects to lead a 2006 Facilities Master Plan updating the previous plan at each College and for the District. The architects met with the campus community at two all-College meetings to establish strategies, concepts, and guiding principles to be used to modernize the facilities "and enhance the environment of the Cañada College campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years" (59).

The 2006 Plan proposes improvements such as the following:

· Creating landmark entries at Farm Hill Boulevard and Cañada Road;

· Establishing identifiable "front doors" to the campus;

· Using landscape hierarchies defining pedestrian and vehicular paths;

· Enhancing exterior campus amenities.

A District-wide implementation and budget plan addressing the Facilities Master Plan is under development (60).

SELF-EVALUATION

During 2005-06, at a presentation for the College Council, the Planning and Budget Committee found that the College had made progress in meeting some of the institutional goals set in 2003 (61). However, many of these goals lacked timelines and accountability and were not articulated in a manner which allowed for a clear determination of the degree to which they had been met and so did not establish means for maximum collaborative effort. For example, one of the recommendations was that the College, "Expand the core transfer offerings." In terms of measurability, it might have been better to state the recommendation

more specifically, in a form such as the following: "Expand the number of core transfer courses and sections offered by 5% by 2005."

In similar fashion, College goals pertaining to specific topics, such as enrollment growth, or to particular programs or services have also not always been articulated in measurable terms. The current 2006-07 Strategic Plan will be established with timelines and implementation guidelines, providing a more tangible guide for goal setting.

The College has developed better, more responsive means of communicating its achievements, such as convening regular all-College meetings, regularly disseminating the Olive Press, and expanding its website, including the employee portal Inside Cañada. Still, the process of establishing effective communication is ongoing. According to the 2006 Employee Accreditation Survey, in response to the statement, "Results of College goals are regularly shared with campus constituencies," 21% responded "completely agree" and 39% responded "agree" for a total of 60% in agreement, indicating that information about goals and their achievement can still be more extensively reported (62).

The College has had success in communicating with students. In a recent Student Media Preferences Survey, administered through Interact Communications, in response to the statement, "Does the College use the web to communicate critical information?" 79% of the students responded "somewhat agree," "agree," or "strongly agree." (63)

PLANNING AGENDA

· State goals in measurable terms which allow the College to readily determine the degree to which they have been met;

· Assign timelines and responsibility for meeting the goals;

· Communicate the progress toward meeting the goals.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

The recently reconstituted Planning and Budget Committee evaluated progress towards meeting the 2003 recommendations of the Strategic Planning Committee and presented a progress report to the College Council, explaining that the first item on the Strategic Plan, College

Standards, resulted in the update of the Academic Integrity Policy (64). Additionally, in response to the 2003 Strategic Plan's recommendation that the College expand its athletics programs, the College restored the men's varsity basketball team, which had been put on hiatus, and added women's varsity volleyball and men's and women's varsity golf. (To this date, varsity men's and women's tennis remain on hiatus.)

In response to the 2003 Strategic Planning Committee recommendation that the College actively seek new ways to partner with private and public entities, many new partnerships have been developed, including those with Carlmont High School, the Sequoia Health Care District and Catholic Healthcare West, First Five San Mateo, Preschool for All, Sequoia Unified High School District, San Mateo High School District, and Redwood City School District (65).

In an effort to improve retention, existing programs such as MESA and the First Year Experience have been maintained and/or institutionalized and grants have been written to establish new academic support service initiatives, such as the TRiO Student Support Services program. In order to strengthen counseling and job placement services, a Program Services Coordinator for Matriculation and Career Services was hired during summer 2005. Work in career planning in Early Childhood Education is being accomplished through a First Five San Mateo grant, which funds an ECE Program Services Coordinator to assist students with their educational and vocational plans (66).

The 2006-07 Strategic Planning process has incorporated extensive quantitative and qualitative data that is being used to establish institution-wide goals that will include a plan for establishing a systematic cycle of evaluation (67).

The Program Review process is an area in which the College incorporates a systematic cycle of planning and evaluation in an effort to allocate resources strategically. Every six years, as part of the comprehensive Program Review Self-Study, each department sets goals and objectives, evaluates progress toward previous goals, and evaluates how curriculum addresses student needs as well as how the program addresses changes in student demographics. As part of Program Review, every two years each department or program prepares a biannual State of the Department report that addresses program goals and objectives, Student Learning Outcomes (program and course level), faculty and staff needs, and facilities and equipment needs. Quantitative data supplied by the College Researcher are incorporated into Program Review documents, and the programs gather a variety of qualitative data to support their evaluation of program need. The Program Review results are presented to the Curriculum Committee and the Planning and Budget Committee, are

posted on Inside Cañada, and become an integral part of the planning process. New faculty hiring is strongly linked to recommendations from Program Review.

SELF-EVALUATION

The Program Review process provides a mechanism through which the College assesses progress toward achieving goals, and provides quantitative and qualitative data used for improving institutional effectiveness. The College has recently assessed progress toward achieving the recommendations of the Strategic Planning Committee. Institutional data is much more readily available now than it was a few years ago, so the College community has recently begun to analyze and interpret it within a systematic cycle of evaluating, planning, allocating resources, implementing, and reevaluating.

PLANNING AGENDA

· Incorporate a systematic cycle of planning and evaluation, based on quantitative and qualitative data, into the Strategic Plan.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

Membership on planning committees related to shared governance is determined both through election and voluntary participation from different constituencies at the College, providing broad-based involvement. The Academic Senate, Classified Senate, and Associated Students of Cañada College hold elections to determine officers. Many of these officers, in turn, become members of planning committees as representatives of their respective groups on bodies such as the College Council and Planning and Budget Committee, the membership of which is governed through bylaws. The Presidents of the Academic Senate and the Classified Senate sit on the Planning and Budget Committee and the President of the Academic Senate is an ex-officio member of the College Council (68). Representatives from these bodies are expected to represent their constituents' concerns as well as report back from the governing bodies to their constituents.

The Classified Senate and Associated Students recruit additional membership by requesting volunteers for specific committees. There is one representative from each division assigned to Academic Senate, a role which may be filled on a voluntary or elected basis. The Academic Sen-

ate Governing Council approves all faculty assignments on committees. Many of the membership rosters and assignments on planning committees are posted on Inside Cañada under Standing Committees (69).

Program Review is a major component of the planning process, particularly as it relates to resource allocation, and is faculty-driven. From Program Review an evaluation of the program's ability to address student need is performed. As a result of this evaluation, budget, staffing, and equipment needs of the specific program are addressed.

Budget planning begins at the District level through the District Committee for Budget and Finance, on which members of all three Colleges and the District serve. Cañada College has three representatives on the Committee: the Chief Budget Officer and two union representatives. The Committee uses a District Resource Allocation Model (modified in 2005-06) designed to encourage enrollment growth and promote institutional stability to allocate funds to each College (70).

The College budget planning process begins at the division level during the spring semester. Deans are provided with forms that include budget expenditures for the previous two years and year-to-date expenditures for the current year. The Deans consult with members of their divisions to determine projected needs for the coming academic year and submit requests and justifications for those requests based on anticipated need (71). The budget allocation requests from the Deans are reviewed by the Vice Presidents, the President and the College Business Officer, who make the final allocation decisions for the College based on evaluation of the College's mission and goals, and are presented to the Planning and Budget Committee and the College Council (72). During the fall semester, the Deans channel remaining critical needs and instructional equipment needs requests in the same manner.

Since there are not enough available District resources to fund all the programs that the College identifies as critical to achieving its goals, the College has actively pursued, and has obtained, alternate means for securing resources to increase its programs, services, and equipment. The College has received several federal grants. In 2000 the College received a Title V Hispanic Serving Institution grant that brought funds for faculty and staff development, technological development, and basic skills development and for strengthening the educational pipeline. In 2003, the College received five-year funding for a TRiO Upward Bound program and in 2005 received five-year funding for Student Support Services, another TRiO program aimed at providing additional educational support for first generation, low-income students, and students with disabilities.

The College receives state funding for a MESA program (Math, Engineering and Science Achievement) and a Middle College High School program. First Five San Mateo County, provides funding for the ECE/CD program for the distribution of textbooks and student support services. The state funds Preschool for All, which pays for a Program Services Coordinator for ECE students. Further, the College has received grants for Technology Preparation, VTEA (Vocational and Technical Education), and the CBET (Community Based English Teaching) program. Corporate funding sources include Hewlett Packard's Technology for Teaching grant and the Gates Foundation Early College Program (ECP), which is a collaborative program with Stanford and the East Palo Alto Academy High School. Finally, the College and District bookstores have worked with other College employees in Early Childhood Education, Financial Aid, EOPS, and the Library and Learning Center to obtain and administer a combination of private funds and grant funds in order to create a book rental program (73).

Leading to improvement of institutional effectiveness, funds initially obtained from the Title V grant were used in part to launch a First Year Experience program. Evaluative data on the program indicated improved student learning, demonstrating higher GPA, retention, and success in English and math courses (74). Consequently, the program was institutionalized after grant funds were no longer available. Funds obtained from Hewlett Packard's Technology for Teaching grant for the Engineering Department were used to institute an interactive, computer-based learning system available in the classroom and online. Student success in courses in which this technology was used has measurably increased (75). The instructor then used this documented improvement to extend the grant by winning a Leadership grant from Hewlett Packard.

SELF-EVALUATION

The College received positive responses to a range of questions concerning opportunities to participate in dialogue (as stated in I.B.1) as well as to a range of statements concerning opportunities to participate in planning on the 2006 Employee Accreditation Survey (76):

· To the statement, "A consultative planning process is used to identify needed areas of improvement," 19% responded "completely agree" and 40% responded "agree" for a total of 59% in agreement;

· To the statement, "The role of staff in shared governance is clearly stated and publicized," 26% responded "completely agree" and 48% responded "agree" for a total of 74% in agreement;

· To the statement, "I am satisfied with the amount of opportunity I have to participate in college-wide planning," 28% responded "completely agree" and 48% responding "agree" for a total of 76% in agreement.

Though 90% of the budget covers salaries, with only 10% used for other purposes, the College community seems to have concerns about the equity of resource allocation, with the lowest mean scores on the 2006 Employee Accreditation Survey being connected to this issue. The lowest mean score, 3.17, on the Survey was in response to the statement, "The District Office provides fair distribution of resources," to which 13% responded "completely agree" and 26% responded "agree" for a total of 39% in agreement. The second lowest mean score, 3.33, was in response to the statement, "College budget decisions are based upon input from all college constituencies"; 13% responded "completely agree" and 32% responded "agree" for a total of 45% in agreement. And the third lowest mean score, 3.36, was in response to the statement, "Staff has adequate opportunities to participate in the development of financial plans and budgets"; 13% responded "completely agree" and 38% responded "agree" for a total of 51% in agreement. (77)

PLANNING AGENDA

· Effectively communicate resource allocation processes and results.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY

Using several different methods Cañada College reports quality assurance matters concerning student achievement, enrollments, student and community demographics, the status of bond-funded projects, and the status of specific programs for faculty, staff, students, members of the broader community (including high schools), and members of the business community.

The College currently has two websites on Inside Cañada that provide data and research of interest to internal and external constituencies:

· The Office of Institutional Research, staffed by the College Researcher, maintains links to a District Institutional Research website, research links to sites such as California Postsecondary Education Commission (CPEC) and the Research and Planning Group, and data gathered for use for Program Review (such as historical data on WSCH, FTE, FTES, load, retention, and success) (78);

· The Strategic Planning webpage, led by the President, provides a wide range of data about population trends, GIS maps, employment trends, housing trends, psychographic research, site maps, demographic and income profiles, and so forth. Along with this vast array of information a discussion board is included so that the internal constituency can analyze the importance of the information as it relates to the development of a Strategic Plan (79).

The College also participates as a member of the SMCCCD on an Institutional Research webpage. Data for all three Colleges is posted on the District website concerning students and program information (80). Program information with detailed data on load study by discipline, department, and College, and grade distribution is available on the site. There is also a section in development for community information and industry trends.

To assure taxpayers that bond-funded projects are proceeding as planned, the College sends updates to the District Director of Government Relations, and she submits the information to the Bond Oversight Committee (81).

Many programs and services have established advisory boards which communicate quality assurance matters to specific constituencies and seek input for program improvement. An example of a program board is the Multimedia Advisory Board, which consists of industry representatives who share information about a variety of matters, including students placed in jobs and internships. An example services board is Extended Opportunity Programs and Services, which utilizes an advisory board to share information about student success and retention in order to improve its functioning. (82)

The Public Information Office and the President collaborate to release quality assurance information to the students, faculty, staff, and outside communities on various matters (83). The monthly Olive Press is used to highlight key employees and programs and to inform the College community about various issues (84).

The President and other administrators, outreach staff, and counselors also personally deliver documented assessment results to appropriate constituencies, such as the principals and supervisors of San Mateo Unified High School District, the Sequoia High School District, the Chamber of Commerce, Kiwanis Club, and the Rotary Club. The President delivers presentations that include information about numbers of students enrolled, high schools of origin, success and retention data, and information on the College's University Center (85).

SELF-EVALUATION

The College gathered little data before hiring a College Researcher in 2004 but has since gathered information on student success and retention. The information has been primarily concerned with WSCH, load, FTEs, retention, and success rather than strategic information that would allow the College to make the kinds of broad-ranging decisions necessary for long-term planning and evaluation. As indicated on the 2006 Employee Accreditation Survey, members of the College community appear to have a desire for access to more data. There was low mean response of 3.43 to the statement: "I believe there is sufficient data and information available to assess the quality and effectiveness of my program or area"; 20% responded "completely agree" and 37% responded "agree," for a total of 57% in agreement. (86)

Recently, the College has made progress in reporting data and quality assurance matters through the District website and Inside Cañada, especially with the development of the Strategic Plan website. Of particular value is the development of a longitudinal cohort study of 905 students who first enrolled in fall 2004 (87). From this project, the College will be able to track student success, retention, and persistence over time using several variables such as gender, ethnicity, age, education level, goal, major, and course enrollment. In addition, this study will measure rates of advancement of basic skills students to certificate or degree programs or transfer level classes, allowing the College to make informed decisions about resource allocation.

Part of the Strategic Planning process includes a survey of the local service area concerning perceptions of the College as well as community needs regarding College courses. As the College proceeds through the Strategic Planning process and becomes more sophisticated and diligent in its use of its data and research, communication with appropriate constituencies is expected to continue improving.

PLANNING AGENDA

· Institute an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, and make the results available to the College community and the public.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

Although extensive planning at the College, as described previously in I.B.2 and I.B.3, has occurred during the past few years, the College is still working towards the establishment of a clear, systematic planning process. In order to begin such a process, in 2005-06 the College restructured and strengthened its Budget and Planning Committee, changing the name to Planning and Budget and adopting a constitution, which was approved by the College Council. As a next step, the College formed a broad-based Planning and Budget Strategic Planning Committee to work with the President and College Council on the following tasks (88):

· Articulate the mission and vision of the College;

· Assess the current strengths and weaknesses of the College;

· Gather information highlighting critical issues;

· Develop strategies, goals, and objectives for the College.

To further this process, the College hired an external consultant to facilitate the planning process and embarked upon a new Strategic Planning process, which included an across-the-board research effort.

Institutional research is central to any planning process. Prior to 2004, research at the College was performed by various individuals on a part-time basis. It was clear that the lack of a qualified, fulltime College Researcher made it difficult to ensure the effectiveness of the planning and resource allocation process. In 2004, the College hired a fulltime Researcher whose work has been increasingly in demand. Data gathered by the Researcher, as well as by the Strategic Planning Facilitator, have been used in the planning process overhaul. For example, prior to 2004, the College strained to gather information on basic course information. The Researcher has since gathered that information, as well as information used in Program Review reports and for special purposes such as the Student Support Services grant. Currently, the Researcher and the planning facilitator have compiled research on topics such as "Competitor Analysis Data," "Ethnicity and Gender Over Time," "Trends and Degrees Awarded," and "Career Demand Data" (89).

In recent years, the College was hindered in its ability to ensure the effectiveness of its ongoing planning with regard to its resource allocation processes because the College operated several years without a permanent Business Officer. A permanent College Business Officer has joined the College, and a Financial Analyst position has also been added. These staff members work together to monitor finances and share information about the status of financial resources with the campus community.

These positions increase the institution's ability to more systematically review and modify the allocation of College resources.

The District recently filled the long vacant position of Vice Chancellor of Educational Services and Planning. The Vice Chancellor will lead the District Institutional Research Council, which lists as its key goals "meeting the increased demand for institutional research, access to accurate and comparable information for all three Colleges and the District, to provide information in support of Strategic Planning and to increase communication, cooperation and resource-sharing within the Institutional Research function to more effectively meet the research needs of the Colleges and District Office" (90).

One area in which the College has reviewed and modified part of the planning process is Program Review. In 2005, the Program Review process was reviewed by the Academic Senate Governing Council and then restructured. The new Program Review process, adopted in October 2004, includes biannual review in addition to the six-year cycle in the previous process and uses standardized measures and common definitions of retention, success, FTE, FTES, WSCH, and load, provided by the Researcher, for all departments (91).

Because the instructional Program Review format did not fully address Student Services program needs, over a two-year period the Vice President of Student Services led a Program Review committee of Student Services faculty and staff in creating a new process that provides a more comprehensive means for Student Services programs and services to demonstrate accountability and "assist in assessing a program's relationship with and contributions to other programs within the College" (92).

Self-Evaluation

The College is making significant progress in developing a Strategic Plan that will guide the planning and resource allocation process. Yearly work plans and allocations will be driven by the Strategic Plan. Work plans will include timelines and assessment goals.

The hiring of permanent College and District staff, including the College Budget Officer and the District Vice Chancellor of Educational Services and Planning, should improve the College's ability to ensure the effectiveness of its ongoing planning and resource allocation processes. The College hired a permanent fulltime Researcher in 2004. The heavy research demands that will accompany the implementation of the new planning process are likely to require additional staffing.

Planning Agenda

- Establish a specific timeline for reviewing and modifying the new planning process in order to assure its effectiveness;

- Consider providing additional staffing for institutional research.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The College recently began to assess its evaluation mechanisms of instructional programs and student support services through a recent revision of the instructional Program Review process. Additionally, as described in I.B.6, Student Services created a Program Review document to be used in reviewing Student Services programs. The proposed document includes information about types of outreach and collaboration, with types of surveys used to measure student satisfaction and other issues not included in the document used to assess instructional programs (93). In conjunction with this process, each area of Student Services is developing Service Area Outcomes, which are statements developed in concert with an area mission statement in order to improve and assess the delivery of services.

There is an updated timeline and standardization of definitions of demographic data for Program Review, as described in I.B.6. The Curriculum Committee requires that all programs going through the process include Student Learning Outcomes (94). The Committee and College faculty are still discussing methods used to assess program SLOs.

The establishment of the District Institutional Research Council, described in I.B.6, coordinates research efforts in the Colleges. The District recently filled the long-vacant position of Vice Chancellor of Educational Services and Planning. The Vice Chancellor will lead the District Research Council, which is envisioned to help the College "more effectively meet the research needs of the Colleges and District Office" (95).

The College Researcher compiles data used to evaluate the effectiveness of instructional programs and student services, including data on success, retention, FTE, and WSCH. He also conducts surveys of students to improve the effectiveness of instructional programs and student support services (96). The information gathered by the Researcher on the success of students in the FYE program led to the continuation and

expansion of the program even after grant monies were no longer available to support it.

SELF-EVALUATION

While the College evaluates programs and services and makes changes in the way that the evaluations are performed, assessment of the evaluation process is not yet systematic. The use of SLOs in the future may aid evaluations of programs and services as well as provide a basis for assessments of those evaluations. The changes to the Program Review process allow for more rapid programmatic changes to meet the needs of students. The Institutional Research Council should provide a mechanism to support more comprehensive review of evaluation mechanisms.

PLANNING AGENDA

· Assess the evaluations themselves to ensure their effectiveness in promoting improvement in programs and services.

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▶ 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

- 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

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,

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-

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

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

DESCRIPTIVE SUMMARY

All grading policies and criteria for awarding credit for courses are outlined in the College Catalog (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

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.

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

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 an 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.

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

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.

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.

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 >>College Policies & Procedures
Nondiscrimination	page 24	64	71	- Student Services >> Student Activities >>College Policies & Procedures
Acceptance of Transfer Credits	pages 19-20	no	no	- Student Services >> Educational Counseling Services

	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.

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,

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

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,

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 difficulty 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

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.

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

*maintains educational equipment and materials to support student learn‐
ing 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), Dis‐
abled Student Programs and Services (DSPS), the TRiO Student Sup‐
port Services (TRiO) and the Math, Engineering, and Science Achieve‐
ment 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 techni‐
cian 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 cam‐
pus, 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.

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 outdated. 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

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

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

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 evalua-
tions 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

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%20For
     ms/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

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/currichdbk.html

24 Cañada College Curriculum Committee Handbook, http://www.canadacollege.edu/academics/office_of_instruction/currichdbk.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/currichdbk. 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=%7b3EB7C 489%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/

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%20 Processdoconly.doc

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 DSPS Annual Report

75 SSS Annual Report and Plan

76 Matriculation Plan

77 Student Equity Plan, http://www.canadacollege.edu/inside/
institutional-reports/Student-Equity-Plan-0405.pdf

78 Annual Reports for EOPS, DSPS, Financial Aid, MESA, TRiO
SSS and Upward Bound

79 State report and MIS data, http://www.barstow.edu/
AdmissionsRecords/Forms/BOGWaiver.pdf

80 MESA Annual Reports

81 Academic.com, http://canadacollege.academic.com

82 Number of students, student survey, http://www.canadacollege.
edu/inside/institutional-reports/noel-levitz-10-2006.html

83 Counselor Hiring Justification

84 Minutes – Counselor's Handbook (II.B.3.c)

85 Title V materials

86 Student Equity Plan, http://www.canadacollege.edu/inside/
institutional-reports/Student-Equity-Plan-0405.pdf

87 Prerequisite Challenge Form

88 Assessment process, http://www.act.org/compass/sample/index.
html

89 Rules and Regulations, http://www.smccd.edu/portal/
District%20Information/Rules%20And%20Regulations/7_28.pdf
http://www.smccd.edu/portal/District%20Information/Rules%20
And%20Regulations/8_27.pdf

90 FYE Survey

91 Program Review template

92 Cañada College Online Databases, http://www.canadacollege.
net/library/web/articlesoncamp.html

93 Library Materials Request Form, http://www.canadacollege.net/
library/form/materials-request.html

94 Standards for Libraries in Higher Education, http://www.ala.
org/ala/acrl/acrlstandards/standardslibraries.htm

95 Annual Library and Learning Resources Data, http://www.cccco.
edu/divisions/esed/aa_ir/llrp/statistics.htm

96 2006 Summer/Fall Schedule

97 2000 Accreditation Self-Study, http://canadacollege.edu/
academics/office_of_instruction/accred_report.html

98 New titles list

99 Lists of Learning Center supplemental materials (does not
include reference books)

100 Learning Center website, http://canadacollege.
edu/student/lrngctr/index/html

101 Learning Center equipment list

102 CCCCO site visit report, http://www.cccco.com/

103 Spring 2007 Workshop schedule, http://www.canadacollege.edu/
     student/lrngctr/workshops.htm

104 Library orientation sheet

105 Academic.com usage report, http://canadacollege.academic.com/

106 Cañada College Library Spring 2007 Hours, http://www.
     canadacollege.net/library/web/hours.html

107 Learning Center SLOs and SAOs (Draft), http://www.smccd.
     net/accounts/canslo/handouts/currcmttee/DegreeLevelSLOs_
     3.pdf

108 Education Code Section 78100-78103, http://www.leginfo.
     ca.gov/cgi-bin/displaycode?section=edc&group=78001-
     79000&file=78100-78103

109 Library contracts

110 Cañada College Online Databases from On Campus, http://
     www.canadacollege.net/library/web/articlesoncamp.html

111 Library contracts

112 Library contracts

113 PLATO contract for Academic.com and PLATO

114 Academic.com, http://canadacollege.academic.com/

115 Academic.com usage report, http://canadacollege.academic.com/

     Academic.com Writing Assignment Checklist;

     PLATO Algebra Assignment List

116 Library Three Year Internal Program Review, Planning and
     Budgeting 2001/02 – 2003/04;

     April 21, 2003 Library Program Review Update;

     May 2003 Library Program Review Evaluation

117 Program Review Guidelines Manual for Student Services (Draft)

118 Program Review Guidelines Manual for Student Services (Draft)

119 Student Services Retreat Review;

     Learning Center SLOs and SAOs (Draft), http://www.smccd.
     net/accounts/canslo/handouts/currcmttee/DegreeLevelSLOs_
     3.pdf

120 Library Survey Fall 2005

121 Learning Center Survey, Tutorial Program Survey, Tutor Evaluation Form

122 Structured Learning Assistance (SLA) Student Questionnaire SLA Faculty Questionnaire

123 DSPS and Learning Center Survey Responses

Standard III: Resources
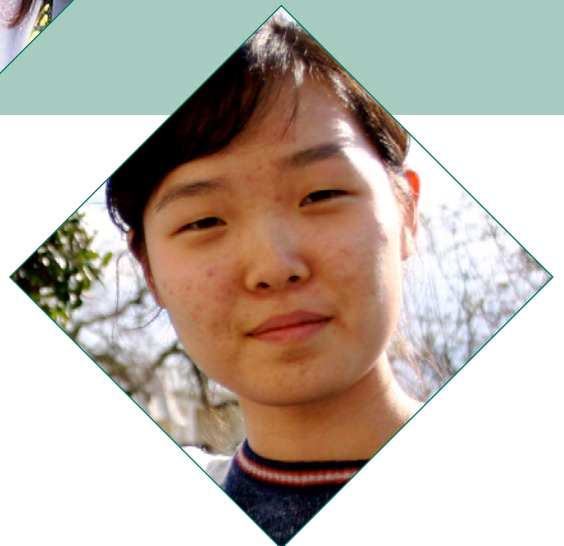
STANDARD III: RESOURCES

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

III.A. HUMAN RESOURCES

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

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

The processes for selection of all categories of personnel are outlined in detail in the District Office of Human Resources Procedures for Hiring as well as the AFT, AFCSME, and CSEA agreements (1, 2).

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

All job announcements for fulltime positions at Cañada College are described in detail and follow a consistent format throughout the District. Job announcements are developed by the approved screening committee and reviewed by District Office personnel to include District information. All announcements accurately describe minimum qualifications, responsibilities, desirable qualifications, and authority. Criteria for faculty positions include, among others, required degree preparation, knowledge of the subject area, and an understanding of the mission of the College. The screening committees for faculty normally are comprised of one academic dean and four faculty members, one of which must have discipline expertise. Announcements for administrator and classified employee positions also describe qualifications, knowledge required, and experience. Committees consist of the hiring manager or designee and two or more members of the College community who have some understanding of the position. Required degrees must always have been granted by an accredited institution. Foreign degrees must be professionally evaluated and equivalent to the appropriate degree from an American institution. For all fulltime employees, the procedures are rigorous and uniform. Job opportunities are advertised through the Office of Human Resources, in various periodicals, websites, intra-college and District postings, and by word-of-mouth in the community. Hiring categories at Cañada College consist of administration, faculty, and classified employees.

Self-Evaluation

The College follows a rigorous, well defined process for recruiting, screening, and hiring all categories of personnel. In making personnel selections, the mission of the College is always considered, and employees are selected based on the degree to which they exhibit the qualities that will allow them to be productive members of the College community.

Planning Agenda

None at this time.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

All personnel are evaluated on a regular basis. Classified employees and administrators are evaluated every year using processes developed by the Office of Human Resources (3). The faculty evaluation process is part of the AFT contract with the SMCCCD (4).

The objectives of the evaluation of the faculty are to improve instruction and other educational services and to evaluate individual performance as a basis for judgments regarding retention or nonretention. Faculty members are also evaluated on student relations and professional responsibilities. A rigorous tenure review process is in place for newly hired fulltime faculty that extends for four years. Once a faculty member achieves tenure, evaluations occur every three years.

The agreement between the SMCCCD Board of Trustees and the AFT clearly outlines the tenure review process. The tenure review committees are division-based, have four members including the Division Dean, and elect their own chair. Students participate in the evaluation process by completing the District Questionnaire. Faculty members are required to submit a Faculty Portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive. The AFT contract outlines the criteria for both Standard and Comprehensive evaluation processes. Each division will use a lottery method wherein all fulltime faculty member names are put into a container and drawn out to determine who receives which type of evaluation when they are next evaluated. The evaluation process includes administrative, peer, and student evaluations. The regular non-classroom faculty members are also evaluated and there are specific criteria outlined in the AFT contract.

Adjunct faculty are evaluated with the same evaluation tools as fulltime faculty. They are evaluated in the first semester of service and thereafter at least once every six regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

All supervisory, confidential, professional, and classified employees are evaluated on a yearly basis. Evaluation tools are in place for evaluating all personnel at each College in the District (5). All evaluations are completed by the supervisor of the employee. The evaluation process

is intended to be a dialog between the supervisor and the employee to facilitate competence and professional growth in the employee. Performance goals are set each year.

In each evaluation cycle, the performance goals that were set for the previous year need to be evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through corrective disciplinary action.

Self-Evaluation

The goal of evaluation is to ensure that all personnel—faculty, classified, and administrative—are performing at acceptable levels, have opportunities to improve their performance, and are completely aware of shortcomings, if they exist.

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

Classified and administrative employees are evaluated based on criteria classified into ten categories and five possible rating choices: Outstanding, Superior, Fully Successful, Needs Some Improvement, and Unsatisfactory. The procedure sheet clearly outlines that the:

> … performance review should be a constructive way to highlight the employee's strengths and weaknesses. It should be used to help an employee develop better skills and abilities in his or her job and alert managers to where training or skill development may be needed. A performance evaluation should not be used as discipline or in a punitive way. Poor work performance or behavioral concerns should be addressed through corrective disciplinary action. (6)

If faculty performance is found to be unsatisfactory, guidelines specified in the appendix titled "Evaluation Process—Follow Up Comprehensive Evaluation" from the agreement between the SMCCCD Board of Trustees and AFT Local 1493 are put into motion (7). For classified employees not performing a rating of satisfactory, then the guidelines under the CSEA contract are followed (8).

Planning Agenda
None at this time.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

The College does not use progress toward Student Learning Outcomes as a component of faculty, staff, or administration evaluation.

SELF-EVALUATION

The evaluation of faculty is guided by the negotiated contract between the District and AFT. The inclusion of criteria regarding progress toward Student Learning Outcomes has not been addressed. However, the College is making progress toward using Student Learning Outcomes to improve the quality of teaching and learning. As discussed in Standard II, faculty members are engaged in discussions at multiple levels regarding SLOs. The Curriculum Committee is the Academic Senate committee that has taken on the responsibility for developing institutional SLOs. All courses that are submitted to the Curriculum Committee are required to identify SLOs and many have included assessment tools to accompany the SLOs. Departments are engaged in conversations regarding SLOs, and some have articulated the departmental SLOs (9).

PLANNING AGENDA

· Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTIVE SUMMARY

The SMCCCD does not have as part of its Rules and Regulations a statement regarding professional ethics. Until recently, there was no formal code of ethics adopted for employees of the College. During the 2006-07 academic year, the Administrative Council adopted the ACCCA (Association of California Community College Administrators) Code of Ethics as a statement they would embrace (10). The Academic Senate is currently reviewing the AAUP (American Association of University Professors) Code of Ethics, and will adopt it by the end of the academic year.

SELF-EVALUATION

Both the Administration and the Academic Senate have recognized the need to adopt a code of ethics. In the absence of a formal policy at the District level, each group has made progress in identifying and adopting a formal code. It seems important for the District to adopt such a policy.

PLANNING AGENDA

· District will adopt a code of ethics for all personnel.

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

DESCRIPTIVE SUMMARY

The number of fulltime faculty at the College is below optimal levels. Qualified adjunct faculty have been able to maintain the viability of multiple departments with no fulltime faculty, but the institution could greatly benefit by hiring more fulltime faculty. The ratio of fulltime to adjunct faculty is of particular concern for Cañada College. While the ratios are at acceptable levels for the District as a whole, the fulltime to adjunct ratio at Cañada is substantially below acceptable standards.

During the 2003-04 academic year, the College went through a managed hiring process, eliminating several classified positions and leading to a significant reduction of classified employees. At the same time, the class schedule was cut back to accommodate the loss in funding resulting in significant reduction in the number of adjunct faculty. The College has reinstated some of the positions that were lost during the budget crisis and thus increased the number of classified staff during the last three years. The current numbers of faculty, adjunct faculty, classified employees, and administrators are as follows (11):

Employees	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Fulltime Faculty	75	76	79	70	64	64
Adjunct Faculty	85	106	96	92	96	99
Classified	53	52	56	45	49	58
Administrators **	4	6	5	6	9	9

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

SELF-EVALUATION

The College struggles to provide the level of service to students and the community that it would like due to the limited number of fulltime employees—administrative, faculty, and classified. When fulltime faculty positions become vacant, high priority is placed on filling them. The College uses a well defined faculty hiring process to determine which faculty positions are most important at that moment in time.

Various classified employees are cross-trained for different positions and are able to work to support a variety of programs and services. Each division and department has an opportunity throughout the academic year to revisit any classified positions that are vacated in order for the division and or department to function in an efficient manner. When the College identifies new classified positions required to support its operations, justifications can be presented by the appropriate manager to the Planning and Budget Committee. The Committee will review the budget to determine if the funding is available to support a new position. The faculty hiring process occurs once each academic year, but has been revisited in the middle of the year when an unexpected change in the number of faculty positions occurs.

The qualifications for all employees are guaranteed based on the comprehensive hiring process followed in identifying new employees.

PLANNING AGENDA

· Review the ratio of fulltime to adjunct faculty members at Cañada College and bring this ratio to a level determined appropriate by the College.

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

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

The Selection Procedures used by the College are kept current by the Human Resources Department at the District Office. These procedures ensure equitable treatment of all staff in the employment process. Job descriptions are drafted using required details, including clear statements regarding required and desirable qualifications. A general principle in the selections procedures is that, "Hiring decisions shall comply

with federal, state, and local laws, and the District commitment to equal opportunity, fairness, inclusion, respect of all candidates, and objectivity throughout the selection process." (12)

Self-Evaluation

All policies are available to the public for download on the District website under Downloads and Human Resources (13). These policies include a complete list of health benefits, salary schedules, evaluation procedures, and employment procedures for all faculty, administrators, and classified staff.

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

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

Planning Agenda

None at this time.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

All personnel records are kept at the District Office in a secure location and only Human Resources personnel have keys to unlock the cabinets. All employees have access to their personnel record under Rules and Regulations, 2.12.1.b (14). Employees are encouraged to send the Human Resources personnel paperwork upon completion of additional training or supplemental work to keep the employees' files up to date.

SELF-EVALUATION

The District Human Resources Department houses all regular, student assistant, and short-term employees' files in a secure location. All personnel files are stored in locked cabinets and are only opened by Human Resources personnel. The District Payroll Department houses all adjunct faculty payroll and new hire packets in a secure location at the District Office. The College Payroll Office houses all adjunct faculty personnel files.

PLANNING AGENDA

None at this time.

III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

DESCRIPTIVE SUMMARY

Cañada College demonstrates its commitment to high standards of equity and diversity at every organizational level. This commitment is described in the College mission statement (15) and is most completely documented in the Student Equity Plan, which was updated and submitted to the Chancellor of California Community Colleges in April 2006 (16, 17). This update was part of the District commitment to the "tasks and timeframes outlined in the [State] Equity and Diversity Task Force" (18). The Student Equity Plan is posted on the College webpage.

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

Cañada's participation in the Museum of Tolerance training program is a keystone of its institutional commitment to faculty and staff training connected to issues surrounding diversity, cultural sensitivity, equity, and tolerance. As part of the program, Cañada sends two groups of five

employees each year to a two-day Tools for Tolerance for Professionals training at the Museum of Tolerance in Los Angeles, one group in the spring and one group in the fall.

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

Self-Evaluation

To date, Cañada has sent 13 groups of staff and faculty to the Museum of Tolerance. In addition, the College maintains a presence on the District Equal Employment Opportunity Advisory Committee with faculty and staff representatives. The mission of this committee is to "advise the Chancellor on every aspect of valuing diversity insofar as it will affect hiring, retention and respectful treatment of every employee and student within [the] college community" (19). Participation in the EEOAC provides feedback to the local campus on District issues and policies and allows input into the District policies on equal employment opportunity.

Planning Agenda

· Reactivate the EEOAC committee at the College and District level.

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

Descriptive Summary

Hiring policies and practices at Cañada are consistent with the SMCCCD Equal Employment Opportunity Policy. (20) This policy mandates a commitment to "equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body." It provides for equal access to all programs and activities for people of any "ethnic group, identification, national origin, religion, age gender, sexual orientation, race, color or physical or mental ability."

SELF-EVALUATION

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

Academic freedom is guaranteed in the District document "Study of Controversial Issues." The document establishes criteria in selecting issues for study and asserts faculty and student rights to discuss these issues. The criteria are:

- · The issue should contribute to the prescribed course of study and the general education program of the Colleges;

- · The issue should be of sufficient interest to encourage participation by the students;

- · The issue should provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view;

- · The issue should be one about which sufficient information is available to allow for discussion and evaluation on a factual and reasonable basis.

Resources for Professional Development for faculty and staff are outlined on the Cañada webpage Faculty and Staff Development Resources. Resources for faculty include application materials and guidelines for the Trustees' Fund for Program Improvement and information for faculty applications for short-term and long-term Professional Development proposals. Classified resources include funding for a Staff Development Conferences Workshop and Classified Staff Development tuition reimbursement. The Centers for Teaching and Learning provide instructional support, purchase of programs, hardware and software, web-based services, and instructional tools.

PLANNING AGENDA

None at this time.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY

The SMCCCD is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities that are represented in its surrounding communities and stu-

dent body. The District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status (21).

The District Human Resources Department assesses information on employment equity and diversity for all District personnel on an annual basis.

Self-Evaluation

As of July 1, 2006, 51% of Cañada College personnel is made up of persons of diverse non-white backgrounds. Ethnic diversity has increased by 1% since 2000. Cañada College is a Hispanic Serving Institution; 43% of its student population is Hispanic. As of July 1, 2006, 23% of personnel are Hispanic compared with 21% in July 2000.

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

Planning Agenda

None at this time.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The College encourages formal advocacy for faculty, staff, administration, and students. The classified staff is represented by CSEA and Classified Senate; the facilities staff is represented by AFCSME; faculty are represented by AFT Local 1493, American Federation of State, County, and Municipal Employees, and Academic Senate; and students are represented by the Associated Students of Cañada College.

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

SELF-EVALUATION

District policies for the treatment of administrators, faculty, and staff are presented on the District Rules and Regulations webpage. Examples of relevant sections include:

- 2.12, Employee Rights and Protection

- 2.15, Employer-Employee Relations

- 2.20, Equal Employment Opportunity

- 2.25, Policy on Sexual Harassment

- 2.30, Policy on Political Activity

- 3.25, Wages, Hours; Other Terms; Conditions of Employment

- 5.06, Nonrepresented Employees: Conflict Resolution

- 5.10, Managers: Employment & Reassignment

- 5.16, Managers: Evaluation

- 5.26, Academic Supervisors: Evaluation

- 5.56, Classified Professional/Supervisory: Evaluation

- 5.66, Confidential Personnel: Evaluation (includes regulations that address evaluation of non represented employees, managers, and academic supervisors to assure integrity in the treatment of administrators).

District policies for the treatment of students are presented in sections 7.00 through 7.75. Policies for student grievances and appeals are included in the College Catalog in the section titled, "Grades and Academic Standing" and are also listed on the webpage under section 7.73, Student Grievances and Appeals (22).

PLANNING AGENDA

None at this time.

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

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY

The institution supports a number of professional development funds.

The Trustees' Fund for Program Improvement is allocated for fulltime faculty, classified staff, administrators, coordinators, certificated supervisors, and parttime faculty. Parttime faculty and classified staff must be cosponsored by a fulltime faculty member (23). The purpose of the Fund is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services. The goals and objectives of the Program Improvement include:

· Projects that align with the District mission, goals, and directives;

· Efforts in the planning, development, implementation, and evaluation of new courses and programs;

· New development and evaluation of instructional materials which will facilitate the implementation of new methods of instruction exemplified by but not restricted to individualized instruction, computer-related delivery systems, and so forth;

· Projects aimed to improve retention support services for students;

· Research aimed at enhancing student access and success;

· Cooperative staff development efforts at both College and District levels.

A committee is formed to evaluate and select proposals to be funded. The committee is chaired by a faculty member and consists of a faculty member, an administrator, and a College classified staff member. The process and procedures for application for funding, the guidelines for writing proposals, and the criteria for evaluating proposals are in place (24).

Professional Development long-term and short-term funding is allocated for fulltime and parttime faculty members. The funds provide tenured faculty members the opportunity to participate in short-term workshops and/or conferences. It also provides funds for long-term projects such as retraining, conducting research, and/or participating in advanced study. The purpose of the funding is to update, retrain, and extend the expertise of faculty to meet the current and future needs of students. A committee, chaired by a faculty member, evaluates long-term and short-term proposals and makes selections for funding. The committee consists of six members. The process and procedures for application for funding, the guidelines for writing proposals, and the criteria for evaluating proposals are in place. (25)

Extended Professional Development Leave, or Sabbatical Leave, is intended to provide full release from regular duties and enable unit

members to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research, and other beneficial activities which do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District. Activities of one or more of the following types can be considered for extended leaves of a full semester or academic year, with no special weight given to any one category:

· Retraining of the applicant to allow for a future new assignment in a needed area;

· Study, project, or activity that provides the applicant with opportunities to upgrade skills and knowledge for current or future assignments;

· Study, project, or activity for the improvement of curriculum, educational delivery, student personnel services, or other support services;

· Study, project, or activity for development or revision of certificate or degree program;

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

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

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

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

Management Development funding is designated for administrative personnel to attend conferences and to enhance their professional skills.

The District Centers for Teaching and Learning provide the opportunity for faculty, staff, and administrators to continually update their knowledge and competency in all areas of technology. Through campus-based Centers, District employees are provided with access to current hardware and software as well as the assistance of the CTL staff (26). The Centers' goals include:

- Training staff to use ever-changing technological tools to keep up with the demands of their jobs;

- Supporting staff use of SMCCCD web services, new VoIPphones, and a selection of applications;

- Finding cost effective ways to help staff put instructional material and student services online.

They have provided professional growth and development of faculty, staff, and administrators through seminars, forums, and workshops based on employee needs. New equipment, such as faculty laptops, have led to staff to seeking assistance in the CTL. Staff work habits often favor drop-in, one-on-one assistance over scheduled workshops (27).

SELF-EVALUATION

The 2006 Employee Accreditation Survey yielded a mean score of 3.57 for the statement "the College provides sufficient opportunities for continued professional staff development" (28).

During spring 2007, the Vice President of Instruction and the Academic Senate Governing Council agreed to give release time to a faculty member to become the Faculty and Staff Development Coordinator for the College. The Coordinator will work to develop and implement a series of professional development activities for faculty and staff and work closely with employees to gather input for developing such activities.

Professional development opportunities relate to teaching and learning needs directly, providing opportunities for all personnel to train, gain new knowledge, and upgrade skills and ensure the use of current technology and current teaching and learning scholarship. They enable staff to develop and implement new programs and participate in and conduct research to apply innovative approaches for successful student learning. A sampling of activities includes attendance at an International Career Development Conference, CAPED Conference, Frontiers In Education Conference, CATESOL, CMC3, 2007 Teaching Institute, California Association of Medical Assisting Instructors Seminar, Professional Association of Custom Clothing for Educators Conference, American Chemical Society National Conference, Engineering Liaison Council,

22nd Annual Tax Seminar, Tech Prep and Career Pathway Conference, Balance and Mobility Conference, and a PALMA Conference.

In 2002, a delegation of Cañada College administrators, faculty members, and classified staff visited Santa Ana College, whose student population, with a high percentage of minority students, is similar to Cañada's. A Title V Hispanic Serving Institute grant funded this activity. The participants were divided into groups, and each was assigned a different subject area to observe. In addition to classroom observation, groups interviewed students, faculty, and administrators. Following the visit, the group met several times to discuss and evaluate insight gathered to consider how the College could enhance student retention and success. The Freshman College Success Program, a learning community which helps retain incoming students and provides a safe environment for learning through an alternative way of teaching and learning, grew out of these deliberations.

The data show that the Freshman College Success Program, with English 836 and Math 110 courses linked in a learning community, is a success. Freshman students enrolled in linked English 836 have a retention rate 20.9% higher than those enrolled in the non-linked equivalent; similarly, the linked Math 110 showed a rate 22.1% higher than its correlative. In addition, the GPA of the students in the linked classes was higher.

Planning Agenda

· Develop additional support for workshops, seminars, and guest speakers;

· Collect data for the website and develop methodologies for evaluating data.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

A variety of professional development opportunities are available for faculty, staff, and administration. The Professional Development, Trustees' Fund, and President's Fund for Innovation committees meet throughout the academic year to evaluate proposals submitted for funding. All recipients of Professional Development funding for short-term projects are required to complete a project report that answers five specific questions (29). For long-term projects, all recipients are required to provide

in a report of three to five pages a description of the completed project with six items addressed. At the end of every Center for Teaching Learning workshop or presentation offered on campus to faculty, staff, and administration, participants are asked to complete evaluations; responses are analyzed and used to improve courses for the future. Funding has been used, for example, to develop and offer new courses, revamp current courses, and develop a website for all students to use.

Classified Staff Development proposals must meet the criteria set by the Classified Staff Development Committee District-wide (30). Through staff development opportunities, the College hopes to create a positive climate of open communication, mutual respect, and appreciation of the advantages of a diverse community. There is no final written report required for this funding.

Management Development funding is requested by the individual manager and then approved by the Vice President and then the President. There is no final written report required for this funding.

Self-Evaluation

With the new appointment of a Coordinator of Faculty and Staff Development, there will be opportunities to seek additional support at the District level for funding for the expanded conference and workshop development requests. Also, the coordinator will be able to coordinate evaluations and make recommendations for improvements on the professional development programs offered through the College.

All proposals submitted are reviewed and voted upon by the committee members. After the Professional Development project has been completed, the participants have an opportunity to disseminate information at department and division meetings. Over the past year, there has been an increase in applications for the Professional Development and Trustees Fund dollars and it is critical to have enough funding to support Professional Development activities on campus. It is critical also to have funding allocated to travel, hotel, and food expenses that tie directly to the Professional Development conferences and or workshops.

Planning Agenda

· Identify funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.

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

DESCRIPTIVE SUMMARY

Cañada regularly assesses its human resources needs and that assessment is integrated with institutional planning. All levels of management continually review staffing levels and changing needs of programs. Needs are identified, in part, through Program Review, faculty hiring discussions, and divisional requests. Faculty positions are requested once a year. Administrative and classified positions are requested when a vacancy occurs or a strongly identified need arises. Specific procedures are in place that must be followed to receive funding for new positions. All requests for new positions are reviewed to assure there is some correlation with the College's mission and goals. Once the positions are approved by the Vice President they are considered by the Planning and Budget Committee, whose recommendations are forwarded to the College Council, which then makes a recommendation to the President.

SELF-EVALUATION

The College evaluates personnel needs on an ongoing basis. However, when there is a budgetary constraint, as in 2003-04, the normal hiring process must be adjusted. During that year, summer school was cancelled and several classified positions were eliminated. Those employees were allowed to apply in other departments in the District. In addition, the schedule of classes was reduced resulting in reductions to the number of adjunct faculty positions during that year. Since that time, with better budgets, there have been new hires and there has been a better distribution of work loads.

There is a need to hire additional fulltime faculty in specific departments which are growing or in which there are currently no fulltime faculty members. The College Council recommended adding seven new faculty positions and five new classified positions for 2007-08.

PLANNING AGENDA

· None at this time.

III.B. PHYSICAL RESOURCES

III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The facilities of the San Mateo County Community College District (SMCCCD), including those at Cañada College, are maintained following a stringent preventive maintenance program and monitored using a computerized maintenance management system. Preventive maintenance activities are systems-focused: daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks are associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, plumbing systems, and so forth. The program ensures that District facilities are operating as required to support the programs and services of the Colleges.

By ensuring cleanliness, custodial services provide perhaps the most visible outcome of facilities maintenance activities. In addition to making daily informal observations Custodial Supervisors conduct formal monthly inspections of every facility to determine if they need to attend to staffing issues, if the custodians have been provided adequate resources, or if end-users are causing unreasonable wear and tear.

Beginning in 2003-04 and continuing through 2005-06, Program Reviews of maintenance services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided insight into College staffing levels relative to industry benchmarks. With the identification of relative staffing levels, custodial service levels have been qualified, quantified, and published on the Facilities website (31). Custodial Program Review findings are available on the Facilities website and have been presented to the College administration and managers, Associated Students, District management staff, the Board of Trustees, the AFSCME bargaining unit leadership, and Facilities Department employees (32, 33, 34). As a result, there is a basis for rich and effective dialogue between those providing and receiving services, and consequently services are tailored based on College feedback and direction.

District comprehensive facilities planning activities ensure that physical resources are planned and constructed for effective utilization. The

comprehensive planning efforts begin at the Facilities Master Planning stage, when campus-wide goals and initiatives are identified. Once any individual project is launched, the project architects, engineers, managers, and facilities planners meet early and often with end-users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase that allows the project to be put out to bid in order for a contract to be awarded. End-user participation scales back during the construction phase, but then increases when furniture and equipment requirements are identified and procured.

The Capital Construction Program enabled significant facilities upgrades and replacements. General Obligation Bond Measure C of 2001 provided $207 million, the majority of funding. Other funding sources—including State Chancellor's Office Capital Outlay Program funds ($51 million), State Chancellor's Office Scheduled Maintenance and Special Repairs Program funds ($3 million), State Chancellor's Office Hazardous Substances Program funds ($1 million), Certificates of Participation ($30 million), grants and donations ($1 million), and other minor sources—have provided a total of $300 million for the first phase of the Capital Construction Program. General Obligation Bond Measure A of 2005 ($468 million), along with anticipated State Capital Outlay funds ($30 million), will provide the bulk of funding for the second phase (35).

The following projects at Cañada College that have been completed or are in progress demonstrate District commitment to upgrading and replacing facilities that are aged and no longer support College programs and services adequately:

· New Construction of Library and Student Resource Center (Building 9)

· New Construction of Building 22

· Building 3 Renovation Phase 1: Main and Flex Theaters

· Building 3 Renovation Phase 2: Fine Arts Classrooms

· Buildings 3, 8, 13 Office Renovations

· Building 13 Classroom Renovations

· Modernization of Science and Engineering Buildings 16, 17, 18

· Campuswide Classroom Technology Upgrades

· Hardscape and Landscape Upgrades at Southern Quadrangle and Building 22

· Campuswide Accessibility Upgrades

· Energy Efficiency and Utility Infrastructure Upgrades

· Campuswide Fire Alarm System Upgrade

· Central Quadrangle Renovation

· Bookstore Renovation

· New Digital Environmental Controls System

· Parking Lot Asphalt Repairs

· Athletics Facilities Upgrades.

SELF-EVALUATION

The District preventive maintenance program, custodial inspections, and Custodial and Grounds Program Review demonstrate District commitment to maintaining the physical resources of the College at a level of quality that supports programs and services. On the 2006 Employee Accreditation Survey, 58% moderately to strongly agreed that campus facilities (classrooms, offices, and washrooms) adequately met their needs (36). However, the survey identified some concern over the level of cleanliness and maintenance of these facilities; only 29% completely agreed and 37% agreed that classrooms, offices, and washrooms were adequately maintained. Indeed, the District's own 2002-03 Custodial Program Review found that the College's current staffing level is insufficient by almost 50% for maintaining facilities at a level of cleanliness, termed "unkempt neglect," as defined by the Association of Higher Education Facilities Officers (37). Consequently, the District determined the cleanable square footage of the Colleges and, using the current number of staff, it established a SMCCCD service level to which it maintains the appearance of its facilites (38). While current staff are to be commended for their work with limited resources, there remains a significant need for additional funding in order to move closer to an adequate custodial staffing level and improved service.

The effectiveness of District planning procedures for building and upgrading facilities is proven. Consultation with end-users during the planning phase and again near the end of the project ensures that outcomes are consistent with original intentions and will be beneficial and effective in supporting instruction. Of the many renovations that have been completed, the improvements to College classrooms most visibly demonstrate how maintenance and investment in physical resources support programs. Fixed seating has been replaced with user-configurable furniture, facilitating current pedagogical practices. The installation of LCD-projectors, computers, and internet access into the classroom enables faculty to take advantage of current technology. Investments like

these—along with the addition of a new Library and Learning Center, science lab modernizations, new athletic facilities, and custodial, safety, signage, asphalt, and accessibility upgrades—provide the College with the capacity to achieve its mission and goals and show that maintaining the quality of physical resources is a priority for the College and District.

PLANNING AGENDA

· Increase the level of custodial staffing.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

The College and District have a multitude of mechanisms that ensure the accessibility, safety, security, and healthfulness of learning and working environments. Access for the disabled is a high priority. In 2004, an Americans with Disabilities Act (ADA) consultant was employed to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for the removal of all remaining architectural barriers that cause the campuses to be out of compliance with current ADA standards (39).

As part of the Capital Construction Program, newly constructed facilities and existing facilities that are renovated are made compliant with ADA codes. In some instances, ADA codes are purposefully exceeded in order to more fully make the District facilities accessible to the disabled community. The Disabled Students Programs and Services Department is a key in-house resource, providing consultation on priorities, alternatives, and temporary measures to ensure that disabled students, staff, and visitors to the Colleges have access to programs and services, now and in the future. Accessibility improvements to Cañada College include enhancement and new construction of wheelchair ramps and handicapped parking spaces, tiered seating removal in Building 17, and replacement of door knobs in renovated areas.

The College designates a high level of importance to the safety of its facilities. Cañada's Safety Committee meets monthly to facilitate disaster preparedness activities, to review recent accident and injury incidents, to conduct safety inspections, and to promote safety on campus (40). Committee members represent all constituent groups at the College, including faculty, classified staff, students, and administrators. Members of the Committee also participate in the District Safety Committee,

which meets semi-annually. The Safety Committee reviews the progress made by the College Safety Committees, works toward consistency in disaster preparedness, and serves as a forum for networking to promote best practices in campus safety. When accidents or injuries occur as a result of adverse facilities-related conditions, an incident report is prepared and distributed to the College Facilities Manager so that an investigation and remediation can be initiated. Additional activities and procedures that demonstrate the College's commitment to safety include a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, an annual safety inspection and resolution cycle with the College's property and liability insurance provider, Travelers Insurance, and an annual inspection by both the Woodside Fire Department and the San Mateo County Environmental Health Division.

Because they perform strenuous daily activities, maintenance department personnel tend to have higher industrial injury rates than the instructional and support staff. The Facilities Department's weekly safety training program ensures that custodians, groundskeepers, and maintenance engineers receive refresher training in the areas that most contribute to reductions in industrial injuries and illnesses. A District-level Facilities Safety Task Force, comprised of maintenance personnel representing the different trade classifications, meets quarterly to review routine safety inspection reports and departmental industrial accident trends and to promote best safety practices.

The District's comprehensive Capital Construction Program, whose purview spans from 2002 through 2012, presents unique safety challenges that have highlighted the need for enhanced safety planning. To qualify for a project, contractors must meet stringent criteria, three of which include having a favorable experience modification rating (an insurance industry rating that is an indicator of jobsite safety), an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects in which the District carries the builder's risk insurance coverage, inspectors are sent out regularly to ensure that best safety practices are adhered to. Finally, construction inspectors hired by the District provide reports that include safety related concerns.

The District works closely with its property and liability insurance provider, Travelers Insurance, to conduct annual reviews of facilities condition risks. Annual physical surveys, conducted by insurance inspectors and followed by deficiency reports, focus the District's remedial efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff, and visitors.

Finally, the online Facilities Help Center allows anyone from the College community to submit work requests, including requests for remediation of facilities with unsafe conditions (41). Submitted work requests are triaged and dispatched, and safety related issues are given highest priority.

The District considers the security of its facilities to be of paramount importance. In 2004, a District-wide task force—which included faculty and staff, representatives of the campus security, campus facilities, and information technology departments, administration, and industry experts—studied the condition of College security systems and developed a comprehensive solution involving the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and improved administrative processes for tracking key issuance and retrieval. The comprehensive solution is being implemented as part of the Capital Construction Program.

The College offers courses at two offsite facilities: the Menlo Park Center and Coastside in Half Moon Bay. The safety and security of these facilities is, by contract, the responsibility of the owners of those sites. In addition, the College offers courses at several local high schools, including Carlmont, Woodside, and Menlo Atherton High Schools and East Palo Alto Academy. Courses are also offered at elementary and middle schools in the community. Safety and security of the school facilities is also the responsibility of the various school districts.

The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities as well as through the planning, design, and construction of new and renovated facilities. The District Indoor Air Quality (IAQ) management program is comprised of a written training program for Facilities Department staff covering how they directly and indirectly affect IAQ and how to take action responsibly in the event of an IAQ concern, maintenance protocols that are aligned with best indoor air quality practices, and a website to educate visitors about IAQ in general and about how concerns about IAQ are handled (42). The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are routinely performed to ensure safe and healthy indoor and outdoor facilities.

Many District facilities design standards are based on criteria aimed to promote more healthful learning and working environments. For example, window treatments have been designed to minimize glare, reducing eye strain while still permitting view of the beautiful campus and surrounding areas outside. Interior lighting upgrades have been imple-

mented that not only reduce energy consumption but also improve the quality of light within buildings. Flooring standards require the use of resilient material that reduce noise from foot traffic as well as the risk of leg strain for faculty. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more environmentally friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products. These are just a few examples of effective decisions made during the planning, design, and construction of new and renovated facilities.

Self-Evaluation

The District has made significant progress in improving ADA accessibility and assuring compliance with current ADA standards. Significant renovation and new construction projects at the College abound with evidence of ADA compliance. On the 2006 Employee Accreditation Survey, 72% of the respondents moderately to strongly agreed that handicapped access on campus for employees is satisfactory (43).

The College is both proactive and responsive to safety issues. Its policies, training programs, and inspection cycles, aimed to prevent injury, illness, or incident, ensure the safety of employees and students. The Safety Committee recently designated day and evening building captains and assistants who are responsible in case of disaster or emergency. Evacuation plans have been posted online and in buildings (44). In April 2006, a campus-wide disaster drill was conducted and served to highlight opportunities for further planning and training. Additional safety measures recently implemented by the College include improvement of walkways and outside staircases, replacement and modernization of outdoor lighting systems, and fencing and crosswalk improvements from parking lot 3. These efforts have made significant progress in enhancing safety across campus. In fact, the 2006 Employee Accreditation Survey found that the majority of the respondents held a moderate to high level of satisfaction with College efforts in crime and accident prevention (57% responding either "completely agree" or "agree"), disaster preparedness (63% responding either "completely agree" or "agree"), and security officers (73% responding either "completely agree" or "agree"), confirming a general sense of safety on campus (64% responding either "completely agree" or "agree") (45). However, there remains a significant gap between student expectations and satisfaction with campus security. Students expressed concern about the lighting and security of parking lots (46). These concerns are to be addressed in the ongoing Facilities Master Planning process.

The aforementioned activities, processes, and protocols ensure that District physical resources are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

PLANNING AGENDA

None at this time.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

Long-term capital planning at the College takes the form of Facilities Master Planning, regular updates of College facilities conditions in the State Chancellor's Office facilities deficiencies database, as well as annual updates of the Five-Year Construction Plan. The District Facilities Master Planning cycles have occurred in 1997, 2001, and 2006. The Facilities Master Planning initiatives always begin with a review of the Educational Master Plans and/or educational strategic plans in place to ensure that physical resources support institutional goals.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituent groups. The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on current use. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, including interviews of maintenance staff and end-users, identified areas of particular concern in terms of deferred maintenance. Master planning architects were engaged to lead the District Colleges through a series of meetings that served to identify physical campus planning goals and issues, identify options, ascertain the preferred solution, and decide on an implementation strategy. The resulting 2001 Facilities Master Plan has been the basis of the first phase of the Capital Construction Program (47).

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the General Obligation Bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan is required to inform decision making related to the next phase of planning and construction. The 2006 Facilities Master Plan for the College has been recently completed and was presented to the Board of Trustees (48). This plan incorporates subsequent planning efforts related to annual Five-Year Capital Outlay Plan updates and new opportunities and solutions to unresolved issues or needs that have been identified (49).

In 2003, the District hired a consultant to conduct a physical survey of the three District campuses. The survey information was entered into the State Chancellor's Office facilities deficiencies database. This powerful database allows facilities planners at the District and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a follow-up survey of the campuses was conducted in order to update the information contained in the facilities deficiencies database.

Every year, the District submits a Five-Year Construction Plan to the State Chancellor's Office for funding consideration in the Capital Outlay Program (50). This plan is developed by the Facilities Planning Department, in consultation with the College and District administration and as approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (locally or state funded) are listed in priority and sequence in the Five-Year Construction Plan. The plan takes into account an important criterion for campus facilities planning, capacity to load ratios, which is a comparison of the square footage a college has in relation to the square footage the college's enrollment indicates it needs; it is measured for different categories of space including lecture, laboratory, office, library, and audio/visual support spaces.

As the Capital Construction Program provides opportunities to construct campuses whose facilities meet the needs of the Colleges, it is imperative that the cost of operating and maintaining those facilities—the total cost of ownership (TCO)—be considered. The District has several mechanisms through which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria (51). For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Other District facilities' design criteria call for,

among other things, architectural finishes that are functional, pleasing, durable, and maintainable as well as environmentally friendly; furniture that meet standards of comfort, ergonomics, durability, maintainability, and longevity; and the design of new systems (mechanical, electrical, and so forth) with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

SELF-EVALUATION

Long-range capital planning, in the form of Facilities Master Planning, annual updates of the Five-Year Construction Plan, utilization of the information about the condition of facilities contained in the facilities deficiencies database, TCO analyses, and the development of design standards allow for informed decision making that results in the facilities of the District supporting the institutional goals of the Colleges.

Cañada College is currently in the process of implementing many of the recommendations of the 2001 Facilities Master Plan. A new Library, Learning Center, and Student Services building (Building 9) is under construction, and renovation of existing buildings and improvements to campus are ongoing. The University Center has been developed and is offering several key programs to the community. These are evidence that the institution is improving itself by adhering to its long-range planning. The College conducted open meetings with the campus community to identify and prioritize concerns for the development of the 2006 Master Plan.

PLANNING AGENDA

None at this time.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

DESCRIPTIVE SUMMARY

Institutional planning precedes and indeed drives physical resource planning. The Facilities Master Planning initiatives undertaken by SMCCCD in 1997, 2001, and 2006 were preceded by a review of the Facilities Master Plan and/or Strategic Plan in place.

Resource planning brings together all areas and levels of the institution to find the best use of physical resources. Development of the Facilities Master Plan is a highly participative and iterative process. College

administration, faculty, and classified staff work with District facilities planners, the Chancellor, and the Board of Trustees to ensure that the College has the proper facilities to support the institution's educational goals. Annual updates of the Five-Year Construction Plan are also inclusive, efforts involving all levels from the end-user groups to the Board of Trustees. Project-level programming and planning, review of design documents, and selection of furniture, fixtures, and equipment is based on input from professional consultants and end-users. District facilities planners meet twice each month with the College President's Cabinet to review and strategize facilities planning issues. These interactions ensure that physical resource planning is integrated with institutional planning.

The Facilities Help Center was launched in fall 2005. It is a web-based service request application that allows customers to place a service request online. Once a request has been initiated the user is able to review status reports showing how close to completion it is. The Help Center is a sub-module of the computerized maintenance management system, which also includes a module for preventive maintenance. Upon completion of a customer-triggered work order, the system automatically sends a short customer satisfaction survey that solicits feedback about both the responder and the timeliness and quality of the work order's resolution. The results of the Help Center customer satisfaction survey are reviewed monthly by the College Facilities Managers (52). The satisfaction level for the current period is compared against previous periods to identify both maintenance staff behaviors that warrant reinforcement and areas for improvement. The Facilities Help Center can be accessed on the internet.

Prior to 2002, the Facilities Department did not have a website. Since the website was launched it has been maintained and updated on a daily basis (53). The site allows the College communities to easily obtain information and to stay abreast of reports related to facilities maintenance and operations and the Capital Construction Program. The site is robust and continues to be reviewed and improved.

The District Capital Construction Program has resulted in the addition of new buildings whose interiors must be cleaned and maintained. The Budget and Finance Committee has developed a resource allocation model with a mechanism that adjusts annual maintenance budgets to reflect the changes in the amount of space that needs to be maintained. This resource allocation model, which keeps fiscal resources in line with physical resources, is scheduled to go into final operation in the fiscal year 2006-07.

Cañada College ensures that its facilities are adequate to meet educational programming needs. This is accomplished through the use of enrollment reports, retention and success data, and information from community high schools, industry, and students. This information is reported in the Comprehensive Program Reviews of each division which are presented to the College community during a Curriculum Committee meeting. Analysis of instructional equipment needs is conducted on an annual basis by the academic departments. Users develop, prioritize, and justify equipment proposals. These requests are evaluated by the Instruction and Student Services Council (ISSC), which consists of all Deans and the Vice Presidents. Evaluative criteria include the impact proposed items will have on education and trends in student enrollment for each division.

With the construction of new buildings at Cañada College comes the release of existing space for alternate programming needs. An FPP proposal was submitted to the state requesting funds for renovation of space in Buildings 5, 6, and 8 that will be vacated when the new Library and Learning Center is ready for occupancy. The College administration identified possible uses that would have a high probability of securing funding. This FPP proposal was approved at the state level, and funding will be available beginning July 2007. Final design of the remodeled space will be a consultative process to specifically determine how the space will be used to support College programs and services.

The establishment of a University Center (UC) at the College is a notable example of how physical resource assessment is integrated with institutional planning. The College recognized that many of its facilities were underutilized during afternoon hours and that access to four-year and graduate programs was limited for the College's under-represented student populations and Silicon Valley technical workers. The UC offers programs that are either in high demand or provide career advancement opportunities (54). The development of UC programs follows a Planning Matrix and Partnership Guide and occurs in consultation with the Planning and Budget Committee and College Council (55, 56). These processes ensure that the programs complement the College, do not have a negative financial impact on the College, and do not conflict with the facilities needs of College programs. For example, agreements specify that UC classes are held primarily in the afternoons and evening so that during the mornings there are sufficient numbers of existing classrooms and labs to meet non-University Center programming needs. Facility programming is a highly consultative process involving the UC Project Director, UC liaisons, the Dean of University Center/Academic Support Services, and the Vice President of Instruction.

The Nursing Program is an exception. Being built on a partnership between San Francisco State University, Sequoia Healthcare District, Sequoia Hospital, and the College, when it needed an additional lab to meet its program needs, it did not follow the typical programming model of UC courses. The Sequoia Healthcare District, through a grant to San Francisco State University, paid for renovation of a lab and office space on site at Cañada College. The lab, which is a state-of-the-art facility, is also available for use by the College's Medical Assisting program.

Self-Evaluation

The College, in cooperation with the District, systematically assesses the effective use of physical resources and uses the results as a basis for improvement. The cooperation between all levels of the institution ensures that the proper equipment, resources, and funding are available for each program. The College community has worked together to find the most effective uses for building improvements and new buildings. Once the plans are put into effect, periodic reviews ensure they are successfully carried out.

The Facilities Help Center website allows all faculty and staff to initiate and follow maintenance and repair work orders and to monitor the impact of the Capital Construction Program on daily activities. The Center also gets feedback from end-users to improve the work of the maintenance staff.

To keep up with new construction the Budget and Finance Committee has developed a resource allocation model that keeps budgets aligned with the amount of space that needs to be maintained.

The Cañada University Center is a model for the state and was one of the first university centers in the nation. It works to provide a framework for pursing partnerships with other institutions. The Planning Matrix and the Partnership Guide are used to outline planning steps in detail and to ensure that UC programs do not conflict with classroom and lab needs of the greater College and that there is not a negative financial impact on the College. Plans for additional programs are shared and discussed with Planning and Budget and the College Council so that the College is aware of and supportive of University Center programs. The presence of the University Center programs on campus has also made grant applications stronger, bringing additional resources to the campus.

Planning Agenda

None at this time.

III.C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

DESCRIPTIVE SUMMARY

Technology is integral to the operation of the College and the educational process. Virtually all permanent administrative, faculty, and classified staff members have access to a computer on their desk.

In 2000, when the last accreditation Self-Study took place, Cañada College had a versatile classroom model: two-thirds of the classrooms on campus housed a cart with a TV and VCR, an overhead projector, and a projection screen, and the remainder consisted of computer labs or specialized facilities, such as the band room or art studios. The computer labs were the only rooms on campus with permanently installed LCD projectors for projecting computer images. If this capability was needed in other classrooms, a small number of media carts equipped with a computer and projector were available to be delivered to that room.

During summer 2003 the College began permanently installing more sophisticated media equipment in a number of classrooms. These "smart classrooms" all have ceiling-mounted LCD projectors for computer or video images, a sound system, internet access, and equipment to connect an instructor's laptop computer or the built-in desktop computer. Over the last few years this model has been refined for ease of use, economy, and consistency of design. The ability to display PowerPoint presentations, play DVDs, and access websites, among other capabilities, has been universally praised by both instructors and students. By 2007-08, all regular classrooms and many laboratories on campus will have become smart classrooms.

SELF-EVALUATION

Faculty have embraced the use of technology in teaching and are making excellent use of the resources provided in the classroom. Within the past two years, the College made a commitment to provide laptop computers to faculty for use in their offices and in the classroom, and all fulltime faculty have these laptops now. A bigger challenge has been finding a way to provide laptop computers for adjunct faculty. Each divi-

sion office has at least one laptop computer available for check out to adjunct faculty.

The Centers for Teaching and Learning (CTL) provide faculty, staff, and administrators with the training to implement innovative pedagogical and technological expertise needed to most effectively sustain the SMCCCD's leadership role in higher education, one which utilizes best practices and a student-centered approach to deliver quality instructional content and services to a student population with diverse learning styles and abilities.

Considering the 31 smart classrooms and eight computer labs, Cañada will have high-tech media equipment installed in over 75% of classrooms by the end of this year, which contrasts with the less than 15% just three years ago.

PLANNING AGENDA

None at this time.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

The District Information Technology Services Department works closely with College personnel in providing technology services, professional support, and hardware and software recommendations to enhance the information technology effectiveness throughout the institution. The Computer Support Technicians are District employees and not individual College employees; however, when additional support is needed for large projects, the supervisor calls in additional technicians from the other two Colleges to assist.

Effective fall 2006, under the Chancellor's direction, the District Instructional Technology Committee (DITC) established goals to expand distance education offerings in the District (57).

The District supports the offering of a combination of hybrid and fully online courses and will continue offering telecourses to meet the changing needs of students. As the demand for distance education further develops, the District envisions explanding online course offerings to include complete programs for certificates and degrees. The District aims to ensure that distance education courses equal or exceed the success of traditional courses and, in so doing, provide the environment and support for faculty and staff to develop and offer the best quality dis-

tance education. The overarching SMCCCD Distance Education Goals are to:

· Develop a mechanism for enhancing student success in distance education;

· Develop a process for expanding access to distance education and identify district goals;

· Select a platform for delivery of distance education;

· Sustain an environment conducive to teaching and learning online.

The Distance Education Technology Committee has been created to aid in this process and gather resources and information that will benefit all three Colleges.

Self-Evaluation

The District Instructional Technology Committee meets on a monthly basis and all personnel are invited to discuss instructional technology issues, learn about new products on the market, and review best practices.

Planning Agenda

None at this time.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Each of the three instructional divisions—Business, Workforce, and Athletics, Humanities and Social Sciences, and Science and Technology—offer a variety of quality training in technology related courses to students each semester. The workforce programs all have advisory boards composed of business and industry, student, faculty, and College representatives that meet twice a year to share input on curriculum, technology used in business and industry, and future directions in the field.

Personnel are trained primarily through the Center of Teaching and Learning (CTL). Cañada has a CTL classroom and provides access to all personnel for both individual and group instruction.

The objectives of the SMCCCD Centers for Teaching and Learning are to:

· Provide District-wide direction for the design, research, development, and implementation of technology;

· Provide faculty with training and support to allow them to effectively use technology to enhance student-centered learning;

· Provide staff and administrators with training and support to effectively complete tasks to enhance business processes;

· Provide central locations for people to exchange ideas and methods of using technology to enhance instruction and business processes;

· Maintain campus-based centers that provide employees with access to current computer hardware and software;

· Strive to maintain SMCCCD as a statewide leader in the development and use of instructional technology.

Self-Evaluation

All personnel are encouraged to update their current technology skills through the Center for Teaching and Learning on campus and also by taking a College course offered by the various instructional divisions on campus. Trainings are held regularly in the CTL to update staff skills in using Banner, particularly after an upgrade to Banner has been made.

Counselors encourage students to also take technology courses to enhance their skills. Any student awarded an AA/AS degree or a certificate from Cañada College should possess the skills to use computers to communicate, design, research, and explore so that they are appropriately prepared for transfer or for entry into the workforce. The computer literacy (one unit) requirement provides these foundational computer skills.

The Learning Center provides a positive learning environment that integrates technological resources and learning assistance services to support student learning across the curriculum. The Center provides assistance through the Writing Center, the Math Lab, and the Math, Engineering, and Science Achievement (MESA) program, as well as free peer tutoring. Additionally, the Learning Center has open computer labs with access to the internet.

Planning Agenda

None at this time.

III.C.1.c. The institution systematically plans, acquires maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

The District Information Technology Services Department provides support for various services at the Colleges and the District Office.

During fall 2005, the District undertook two major projects to improve the network services at each College. The first was to work with a Siemens network engineer to assist the ITS staff to completely redesign the network architecture to improve performance and reliability in preparation for the installation of the new voice-over-IP telephone system. To implement this redesign, all network equipment was replaced with new Cisco switches and routers. This network equipment has a lifetime warranty from Cisco, and in addition, ITS stocks spare switches to allow immediate replacement of any failed unit.

The second major initiative was to replace the wide-area network (WAN) connections from the District Office to Cañada College and to Skyline College. Previously, the WAN connections only provided 20MB/s of bandwidth to each College, but the new Opt-E-Man connections now provide up to 500MB/s of bandwidth. In addition, the District acquired a silver service level agreement from AT&T to ensure maximum reliability for this network service.

To ensure that faculty, students, and staff have reliable and high-performance access to internet services, the District has installed a dedicated DS-3 (40MB/s) connection to CENIC at each of the three Colleges. As part of the network design, the capability exists to implement a manual failover in the event that one of the DS-3s should fail for an extended period of time.

To maintain network security the Colleges have deployed a multi-tiered approach. Cisco Pix firewalls are installed at each College to provide protection to the network, and the District has a multi-year agreement with McAfee to provide anti-virus protection for all desktops and Windows servers, including the servers supporting Microsoft Exchange 2003 for email services. Also installed are redundant anti-spam servers to control email spam. Each College participates in the Microsoft Campus License Agreement which allows them to install the most current releases of the Windows operating system, Office, and several other products.

Using Measure A Bond funds, a new telephone system was purchased and installed in 2006. The system is a Siemens HiPath 4000 with a node located at each College. More than 2000 voice-over-IP (VoIP) telephones were installed and the system provides the following functionality:

· Tight integration with Microsoft Exchange 2003 and Active Directory provide unified messaging, i.e. managing voicemail, email, and fax messages from either the telephone or from Outlook;

· Survivability modules have been installed to continue to provide telephone services when one or more components in the system might fail;

· Fax server capabilities are built into system to provide fax capabilities from individual PCs;

· Each wiring closet that supports VoIP telephones is equipped with an uninterruptible power supply to provide 4 hours of runtime for the telephones in the event of a power outage;

· Enhanced E911 services for the safety and security of faculty, staff, and students have been completed and is in production.

ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. The backups are picked by up by an offsite storage company on a weekly basis. The backups include:

· SunGard Banner databases (student, financial, human resources, financial aid)

· Xtender document imaging system

· MS Exchange

· Web servers

· Ad Astra scheduling system

· SARS Grid and Call.

However, faculty and staff are responsible for backing up their own data on their desktop systems. ITS is currently evaluating alternatives to provide network storage to make the backup process for staff faster and easier.

To improve reliability of those services that are hosted by ITS from the Computer Center, the District issued an RFP for the generator, which was awarded, and the installation has begun to provide electrical power for at least 36 hours. It is anticipated that the unit will be functional by summer 2007. The District provides and supports the maintenance of network infrastructures, as illustrated by the Facilities Master Plan (58).

To provide more widespread and easy access to internet services, ITS has deployed Cisco wireless access points in most high-traffic areas on all three campuses.

Self-Evaluation

Since the passage of District Bond Measure C in fall 2001, the College and the District have worked closely on making virtually all instruc-

tional classrooms on campus "smart classrooms." The smart classrooms support teaching methods and updated curriculum by including audio/visual equipment, wireless hubs, and state-of-the-art equipment. Faculty have laptop computers that can be used in their offices or in the classroom to take advantage of the renovated facilities.

For any additional items needed in the classroom, faculty need to submit instructional equipment requests to the Division Dean; all proposed items are then brought to a division meeting for discussion and action. Once the division approves the items on one master list, the list is submitted to the Vice President of Instruction and then discussion takes place at the Instructional and Student Services Council (ISSC). At this time, all items submitted for instructional equipment dollars are discussed and voted upon depending upon funding allocation.

With the infusion of significant technological equipment in classrooms and in faculty and staff offices, the College recognizes the need to develop a funding model that will anticipate and support the renewal of the technological resources necessary to continue providing instruction in the most appropriate manner possible. Bond dollars have provided much of the infrastructure in the classrooms and that source of funding will not be available to replace out-of-date equipment in the future. The College has been working with the District Office to address this issue. The District identifies the resources to update and/or maintain the infrastructure, but the College has the responsibility for maintaining computers, projectors, and printers.

Planning Agenda

· Develop a funding plan to maintain currency of appropriate instructional equipment in classrooms.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The institution's technology resources are generated through budget planning and technology needs. Technology resources are well distributed throughout the College to serve the development, maintenance, and enhancement of its programs and services. A variety of technological enhancements have taken place in both the instructional and student services areas over the past six years since the passage of Bond Measures C and A in fall 2001 and 2005 including:

· The addition of the smart classrooms, which include data projectors, wireless laptop capabilities throughout the main campus, and document cameras in specific workforce areas;

· Maintenance of a spreadsheet that documents the age of computers and printers in offices and classrooms to keep instructional classrooms and faculty and staff offices up-to-date;

· Upgrades of software used by all District personnel;

· Upgrades to WebSMART, SARS Grid, and SARS Call software for student use;

· Upgrades to Banner and WebSMART for all personnel.

Numerous computer facilities for using current technology—in classrooms, laboratories, and the Learning Center—are available on campus for faculty, staff, and students. The Center for Teaching and Learning is also available to all faculty and staff. College faculty and staff are working collectively with the District to develop a process and select a courseware program to develop additional distance education courses.

The ITS Department provides support for faculty, staff, and lab computers. The following specifications include the minimum requirements for ongoing support by ITS technicians:

· Current Windows minimum supported system:
  · Dell Optiplex GX240 (1Ghz CPU or faster)
  · Windows XP—Service Pack 2
  · 512 MB memory (RAM)
  · 20 GB hard drive with at least 3 GB free space
  · DVD-Rom drive
  · built-in Ethernet
  · 17" monitor or larger
  · keyboard
  · mouse
· Current Macintosh minimum supported system:
  · laptops: iBook or PowerBook G3
  · desktops: eMac, iMac or Power Mac G4, 700MHz or faster
  · Macintosh Operating System OS X
  · 512 MB memory (RAM) or higher
  · 20 GB hard drive or higher with at least 3 GB free space
  · DVD-Rom drive
  · built-in Ethernet.

· 15" monitor or larger (17in for G4 and later)

· keyboard

· mouse.

While computers of lower specifications are available, they are not recommended or supported by ITS.

Self-Evaluation

Cañada College is committed to providing fulltime faculty and staff members with computers. Fulltime faculty members have either a laptop or a desktop and a large percentage of parttime faculty members have personal laptops. At present, there are sufficient numbers of computers to support instructional programs and student services needs. Within the past five years, all classrooms have been equipped with appropriate technology to support current pedagogy.

On the 2006 Noel-Levitz Student Satisfaction Survey, students positively identified the computer labs on campus as adequate and accessible (59).

Planning Agenda

None at this time.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The District Technology plan is part of the 2006 District Facilities Master Plan (60). Through the shared governance approach, the planning process was highly participatory. Administration, College Council, faculty, staff, and students attended presentations on analysis and concepts prior to the all-College forums. Goals for students related to technology that came out of this process centered on the educational and social experience on campus; for faculty and staff, goals were associated with a quality educational environment and quality equipment.

Technology planning is integrated with institutional planning as the ITS Department works closely with specific Cañada College personnel to assess the effective use of current technology resources and recommends technology changes to enhance instruction. Also, as Student Learning Outcomes are created for each course and program and the institution as a whole, there will be an assessment of future technology needs.

Self-Evaluation

Faculty members list any equipment, technology, and materials needed for the coming year during department Program Review.

The institution prioritizes needs when making decisions about technology purchases by using the shared governance process at the College. This method has worked well. Prioritized requests from the departments move to the division, Deans, Vice Presidents, the Planning and Budget Committee, College Council, and finally the President, with a list of recommendations. A District-wide four-year technology replacement cycle proposed. See the minutes of the all-College meetings concerning the Facilities Master Plan.

Planning Agenda

· Develop a technology plan that integrates technology and institutional planning.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short–term and long–term financial solvency. Financial resources planning are integrated with institution planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The College has a budget, including benefits, of $14,811,295 in unrestricted general funds and $4,171,892 in restricted funds as of July 1, 2006 (61). Services provided to the College via District-wide central services—including but not limited to Facility Services, Information Technology Support Services, Purchasing, Payroll, accounting, banking, insurance, and Human Resources—are not included in the individual College budget. This centralization of services is a change since the last accreditation cycle.

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance (DCBF) is made up of representatives from all three Colleges as well as the District; the College has three seats on the Committee. Such broad-based consultation ensures quality communication between the College constituencies and the District for budgetary, financial, and planning purposes. The Committee is charged with developing and modifying the District's resource allocation model, evaluating the budget, discussing the impacts of the Governor's budget proposal on the District's ongoing fiscal commitments, and making recommendations to the Chancellor and Board of Trustees for the tentative and adopted budget as well as for funding allocations for each of the three Colleges. In making its decisions, the Committee receives information concerning enrollment, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities.

In spring 2004, DCBF began work developing a new resource allocation model. The new model is simple, predictable, and stable. It protects the integrity of base funding, accounts for good and bad years, and is consistent with the District's mission and goals. The model allows for incremental changes to allocation based on the three-year average FTES. The model was approved in 2005 by the District Shared Governance Council for implementation in fiscal year 2006-07. (62, 63)

Information from DCBF is shared with the College Planning and Budget Committee and College Council (64). College views, requests for information, and concerns are then transmitted back to DCBF. All meeting minutes and relevant documents are posted on the District web portal and are available to all District employees. Cañada members of DCBF are also members of the Planning and Budget Committee and ensure communication between the two groups.

The Planning and Budget Committee is a subcommittee of the College Council and has representation from all College constituencies including faculty, students, classified staff, administrators, the President and the Business Officer. The Committee receives worst-case and best case funding scenarios from the District to assist in planning. The Committee makes recommendations on the budget, based upon the College mission, goals, and Strategic Plan, to the College Council which then makes a final budget recommendation to the College President. The College Strategic Plan is linked to the enrollment growth plan, management plan, annual Program Review, and the Facilities Master Plan. Each of these has been evaluated and modified in accord with the new Strategic Plan being developed.

SELF-EVALUATION

The Planning and Budget Committee and College Council review of processes for budget allocation are comprehensive and highly inclusive. By requiring coordination and oversight by the Planning and Budget Committee and the College Council, the College ensures that decisions regarding matters such as discretionary fund allocation, the size of the schedule of classes, and the hiring of permanent faculty and classified staff are fair, prudent, and consistent with College financial plans.

In 2005-06, the Planning and Budget Committee reviewed 2003 Strategic Plan recommendations and determined that the Plan should be reviewed and updated annually (65). To ensure the integration of financial and institutional planning, the Committee has assumed responsibility for Strategic Planning. For this purpose, Committee membership has been extended to include representatives from all College constituencies. The Committee is currently developing a new Strategic Plan and will carefully consider how funding supports the goals and activities designated in the plan.

With the establishment of a strong, well defined Planning and Budget Committee, a new District resource allocation model in use for 2006-07, and the completion of the new Strategic Plan, the College has improved understanding of its budget and is experiencing improved short- and long-range financial planning.

PLANNING AGENDA

None at this time.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.

DESCRIPTIVE SUMMARY

In 2005-06, the College developed a new budget process which requires a review of the last three years' expenditures, current costs, and FTES. The mission and goals of the College and growing needs of the community are also taken into consideration when developing the budget.

Cañada College is dependent upon state revenues for a major portion of its funding and is therefore highly sensitive to fluctuations in enrollment. The College has developed a plan for enrollment growth and the District has committed funds for such purposes (66). The Office of Instruction continually monitors enrollment trends across the campus in order to identify and, when appropriate, respond to changing needs and condi-

tions. In addition, the College examines trends in enrollment during Program Review and also when considering faculty-initiated requests for instructional equipment funds and hiring requests for classified staff, faculty, and administrators. Instructional equipment and faculty hiring request processes take place annually; they are initiated by faculty, prioritized by the divisions, and evaluated against the College budget, mission, and goals by the Planning and Budget Committee and College Council. When submitted to the President for decision, all hiring recommendations include justification and identification of financial resources. (67)

The District has a policy and plan to re-implement a managed hiring program if state revenues decrease. This plan was used in fiscal year 2003 in order to implement cost reductions without layoffs.

More than 90% of the College's financial resources are allocated to covering personnel costs. Therefore, by necessity, the College focuses on improving the quality of existing programs and services with limited, judicious hiring. To develop new programs, the College researches and creates external partnerships to help bear the financial responsibilities. For example, the College has established partnerships with San Francisco State University for degree programs including Child and Adolescent Development, Nursing, Executive Master of Business Administration and a certificate program in Teaching Reading at the Post-Secondary Level. In addition, the College has developed partnerships with Sequoia Union High School District to offer concurrent enrollment courses for their students. The College has a partnership with First Five of San Mateo County in support of the Early Childhood Education Program. When justified by community needs and researched enrollment estimates, the College invests its limited resources in developing new Workforce Development Programs in multimedia, digital animation, and phlebotomy. These programs are also partially funded through external grants.

SELF-EVALUATION

Financial resources and expenditures are carefully assessed each year through a combined College/District process. Enrollment is monitored and managed through the College enrollment management and growth plans. These assessments enable the College to make realistic planning decisions. In the years since the most recent accreditation, and despite limited funding from the state, the College has used such information to justify the addition of three new sports to the athletic department, the hiring of five fulltime faculty, and the development of a First Year Experience program to provide services for retention and transfer. Additionally, the development of the University Center and new Workforce

Development programs demonstrate success in developing financial partnerships that enable the College to fulfill its Strategic Plan and mission. For example, through the University Center the College was able to bring a Bachelor of Science in Nursing program to the community. Because of this program, the College has experienced significant growth in enrollment in science courses as well as in courses from other disciplines that serve as prerequisites for entry into any nursing program.

Through the partnerships described above the College has increased opportunities to train members of the community in multiple professional fields.

PLANNING AGENDA

None at this time.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The Institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

When making short-term financial plans, the College consults its Strategic Plan and Facilities Master Plan (68, 69). The process of revising the 2001 Facilities Master Plan is now complete. Many components of this plan have been completed as the result of the passage of a District-wide $207,000,000 bond measure in 2001, the issuance of $30,885,000 in certificates of participation, and the passage of a new $468,000,000 bond measure in 2005. A new Strategic Plan is being developed to reflect changes in educational programs and current campus needs.

To address short-term financial needs not otherwise funded, the College is supported by the San Mateo County Community Colleges Foundation (SMCCCF). The Foundation works with the College President to seek funding for initiatives, such as student scholarships, textbook rental programs, and President's Innovation Funds, that will support the mission of the College (70). (See III.D.2.e for further discussion of the SMCCCF.) College divisions are active in submitting applications for various grants necessary for supporting existing programs and new initiatives. The College also receives income from contracts and the rental of facilities.

All long-term obligations, including retirement and bond obligations, are budgeted through the District Office and are accounted for in the Debt Reserve Fund. The District maintains significant reserves in order

to cover these long-term obligations as well as costs associated with budget emergencies. Current reserves are maintained in excess of 4% of the District operating budget. To further ensure its ability to meet long-term obligations, the District also established a Post-Retirement Benefits Fund to cover the medical insurance costs for retirees. In addition to capping benefits a number of years ago, the District also started putting $1.5 million per year into the Post-Retirement Benefits Fund, which is now worth over $24 million. The District contracted in 2006 for an actuarial study of its liability.

SELF-EVALUATION

The College does not have a complete plan in place to address the long-term issue of funding post-retirement benefits. However, the District has begun addressing this issue with the completion of the actuarial study in December 2006. The Board has been briefed on the results of the study and a plan is being developed for proposed implementation in 2008-09 (71).

PLANNING AGENDA

· The District will develop a plan for addressing the unfunded liability.

III.D.1.d. The institution clearly defines and follows its guideline and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

DESCRIPTIVE SUMMARY

College financial planning and budget development involve broad-based committees with representatives from all campus constituencies. The Planning and Budget Committee meets twice per month and makes recommendations to the College Council, which also meets twice per month. Minutes of all meetings of these bodies are posted on the Inside Cañada website. The Planning and Budget Committee reviews the budget allocation provided by the District and has an opportunity to participate in the decision-making process at the College, making recommendations on matters such as the hiring of personnel and allocation of discretionary funds.

The College has three representatives on the District Committee on Budget and Finance (DCBF), a District-wide committee representing all three SMCCCD Colleges. The DCBF meets twice per month during the academic year. The Committee prepares an annual budget

calendar consistent with the requirements of the California Education Code. Meeting minutes and other materials are available on the DCBF website.

SELF-EVALUATION

College shared governance policies ensure that all major constituencies are represented throughout the budget development and planning process. The College has three representatives on the DCBF who also serve on the Planning and Budget Committee; they are able to communicate District concerns to the College community and College concerns to the District community. Each year the District Chief Financial Officer makes presentations to various groups on campus, including Academic Senate, Planning and Budget Committee and College Council, about the budget and other issues that are being discussed in DCBF. The College Budget Officer also makes reports to Cabinet, ISSC, Planning and Budget Committee, and College Council.

These policies and structures ensure adequate communication between the District, the College, and their various constituencies. However, on the 2006 Employee Accreditation Survey only 51% of the respondents reported feeling moderately or strongly that staff have adequate opportunities to participate in budget development, and only 45% felt that budgetary decisions are based on input from all College constituencies (72). These findings suggest that while the College does an adequate job making financial decisions and providing information, there is an opportunity for improving employee involvement and consultation during the development of financial plans and for increasing the transparency of financial decision-making.

PLANNING AGENDA

· Make the budget development process more transparent to the whole College community.

III.D.2. To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

Cañada College budget allocations appropriately support student learning programs and services. The vast majority of the budget is allocated to personnel, both faculty and staff whose primary function is to provide learning programs and services to students. The remaining budget provides supplies and equipment to support the programs and services.

The College did not have a permanent Budget Officer from 2001-05. It was determined that a Financial Analyst was also needed to assist the Budget Officer to give the College a more realistic assessment of its financial resources and expenditure requirements. Both positions were filled in fall 2005. Communication between managers, staff, and the College Business Office has improved, and a more thorough understanding of the finance system by management has evolved in the last year. The College administration presently receives accurate and more easily understood reports from the CBO and the efficient management of the budget is reflected in the maintenance of a healthy reserve.

Up-to-date information is available and accessible to managers on the Banner system. Upon request, managers are able to retrieve budget data and reports in detail or in summary. The purchasing and procurement systems in place have spending controls that preclude charges to accounts that have insufficient funds. Procurement cards with established dollar limits are issued to appropriate staff and approved by department managers. Budget augmentations must be approved first by department and division heads, next by the Vice Presidents, and finally by the Budget Office. This process, along with the College's annual planning process, ensures that allocation of resources supports student learning programs and services.

As required by the California Education code an annual audit is performed by independent CPA firm on all District financial reports and records, including those from all District funds, student financial aid, the bookstore, Associated Students, and trust funds. Audit findings are supported by external auditor recommendations and require a response by the affected department in the form of an action plan (73). Negative findings have been relatively minor and have been appropriately addressed. The District has obtained an unqualified opinion for many years. The District became fiscally accountable in July 2005, which means District finances are no longer monitored by the County Office of Education. Becoming fiscally accountable has enabled the District to take more responsibility for its internal controls and thereby strengthen them. The annual audit report is presented to the Board of Trustees by the independent auditor. The audited financial report is published on the District website and is available to the public (74).

The District prepares financial reports which include the budget status at mid-year and year end (75). These reports are presented to the Board of Trustees and are published online. The mid-year report is distributed to the members of Cañada College Planning and Budget Committee and the District Committee on Budget and Finance.

Self-Evaluation

Financial records are easily accessible and reflect the annual allocation of funds to the various departments and programs. Monthly financial reports, which include budget-to-actual comparisons of discretionary funds, are easily accessible for careful monitoring. The District prepares financial reports that are presented to the Board of Trustees and are available to the public online. In addition, as required by the California Education code, an annual audit is performed by independent CPA firm on all financial records.

Planning Agenda

None at this time.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

SMCCCD uses Banner Finance Module to record and review financial transactions, activities and information online. All managers and division staff are trained to review the Banner finance system for all budget analyses needed to manage and control their division budgets. Each manager has access to all accounts, both restricted and unrestricted, for which they are responsible. The manager has the option to view Banner screens or run reports using either native Banner or WebSMART interface. This provides real-time budget information throughout the College. Division staff and business staff make timely financial information available to faculty and staff upon request.

Training is provided for all managers and staff on a regular basis. Between 2001 and 2005, General Services has trained approximately 135 Banner users and has freshman and sophomore training materials available on the District downloads webpage. In addition, the College Business Office provides one-on-one training as needed.

The District Chief Business Officer makes a report to the Planning and Budget Committee and to the College Council each year regarding the budget and answers questions from College members regarding budget

allocation from the District. The College Business Officer is an ex-officio member of the Planning and Budget Committee and regularly updates the Committee on the state of the budget and participates in discussions regarding recommendations regarding funds available to support planning for hiring personnel, purchasing equipment, facilities changes among others. All meetings are open to the entire College community and agendas are posted in advance of the meetings.

The District Committee on Budget and Finance (DCBF) is made up of all major constituencies from all three Colleges. Information on budget development, minutes, and other financial information is posted on their website (76). Additional information posted on the District websites includes year end and mid-year budget reports, the audited comprehensive financial statements, annual budget calendar, and information on capital project. This information is available to all.

Self-Evaluation

Financial information is made available to the entire College community. Managers and staff have appropriate access their individual budgets and are responsible for managing the budgets effectively. Those who are not responsible for managing budgets have the opportunity to understand how the College uses its financial resources to support the College mission.

Planning Agenda

None at this time.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District prepares and annually presents to the Board of Trustees a cash flow statement prior to assessing the need for issuing Tax Revenue Anticipation Notes. Each year, the District issues Tax Revenue Anticipation Notes (TRANs) to provide the necessary cash flow to fund District operations prior to the receipt of property tax and State apportionment revenues.

The District monitors its risk strategies regularly. The District recently reviewed alternative risk management programs with the objective to reduce the budgetary burden, improve claims administration, improve the scope of coverage, and achieve greater overall value. The review

included an examination of the District's claims history and costs and an actuarial study of the District Workers' Compensation program. As a result, the District withdrew from the various joint powers authorities of which it was a member and procured insurance independently. It increased the self-insured retention and deductibles and, in some cases, self-insured (77).

The District maintains insurance of various types, including employee health benefits, and a workers' compensation plan. The District obtains health benefits from CalPERS and the San Mateo County Schools Insurance Group (SMCSIG). The District is self-insured for workers' compensation. The District maintains property insurance over $300,000,000 with a deductible of $150,000. The District maintains liability insurance coverage up to $15,000,000, with a self-insured retention that varies between $7,500 and $200,000. Coverage above $5,000,000 is provided by School Employees Liability Fund (SELF) (78).

The District conservatively budgets both revenues and expenditures with the expectation that unforeseen costs do surface. The District budget provides for a 4% reserve to address financial emergencies; however, if all reserves are considered, they are in excess of 5%.

Self-Evaluation

Cash flows are updated monthly and as needed prior to issuing TRANs. A separate cash flow is developed for capital project expenditures prior to the issuance of any bonds. The District maintains various types insurance appropriate for managing risk, such as employee insurance and property, casualty, and liability insurance, and maintains a 4% reserve to address financial emergencies.

Planning Agenda

None at this time.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College Business Officer is responsible for oversight and management of all budgets. The CBO monitors income and expenditures in Financial Aid, ensures that grant funds are spent according to the requirements in the grant, communicates with outside agencies regard-

ing funds received from contracts, and supervises expenditures made from auxiliary funds.

When the College applies for grants, the CBO works with the grant writer to determine proposed budgets. When grants are received, the grant administrator manages the day-to-day expenditures with oversight from the CBO.

The College occasionally enters into contracts with outside agencies, and in all cases the CBO assures that the contract meets all requirements of the District and oversees the College compliance with the contract.

Institutional investing is done at the District level, utilizing the San Mateo County pool as well as other investment options as needed. The County Treasurer issues monthly reports on these investments. The Board of Trustees reviews all investments annually. Although the San Mateo County Community College Foundation is a separate 501(c)3 entity and is not a component of the District, the District does provide oversight and accounting for its finances as well. The Executive Vice Chancellor is the treasurer for the Foundation.

SELF-EVALUATION

Now that the College has a fully functioning business office, an appropriate level of scrutiny and oversight is achieved.

PLANNING AGENDA

None at this time.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

The College seeks grants from private individuals, government agencies, and private foundations, to meet College priorities that would not otherwise be funded. Some current grants are MESA, CBET, TRiO Upward Bound and Student Support Services, Middle College High School, First Five, National Science Founcation, Career and Technichal Education, and Hewlett Packard. In the past the College has received federal funding from Title V and state funding for developing the University Center.

The San Mateo County Community College Foundation seeks funding to provide scholarships and to enhance resources available to Cañada

College. The Foundation works with the College President in an effort to seek funding that will support the College mission. All donation bequests are administered by the Foundation. The Foundation operates as a separate entity and is responsible for its annual independent audit.

The annual audit covers all funds including grants, contracts, auxiliaries, and Associated Students funds. Auxiliaries, except Associated Students, are managed by the District and they operate under the same financial requirements, procedures, and policies that apply to the College. Associated Students are the responsibility of the College; they are governed by the College Auxiliary Services Advisory Committee (CASAC) and must comply with the College's established policies and procedures (79).

A number of grant-funded activities are coordinated and monitored by program managers, directors, and Deans with the assistance of the College Business Officer. Accounting for such funds is handled at the District level and is subject to external audit and compliance standards by the governing agencies.

The District Auxiliary Services Advisory Committee (DASAC) meets two to three times per year (or more if needed) to allow for student and staff input into the operation of the bookstores, food services, and vending. DASAC's agendas and minutes are available online (80). The bookstore, in particular, is incorporated into the operations and processes of the College. The bookstore handles the EOPS book grants as well as other grants and interfaces with the financial aid system. The bookstore also handles grants that facilitate textbook rentals.

Two bond measures were passed using the 55% majority provisions, mandating a citizens' advisory committee, the Measure C Bond Oversight Committee. The 11 member Committee meets quarterly and has authority over all bond financed projects in the District. (81)

Management of the bond-financed projects is overseen by the Executive Director of Facilities Planning and Operations, the Executive Directors of Construction Planning and Facilities Transition, and is managed by Swinerton Inc. Management of these projects has been effective and appropriately cost-conscious. The 2004-05 San Mateo County civil grand jury praised the District's procedures in their report "School Construction Management in San Mateo County" which pointed to the District construction management program as a model for other school districts in the county to follow (82, 83).

Self-Evaluation

Annual audits of all funds including grants, contracts, and auxiliaries ensure that the College uses these resources with integrity and in a man-

ner consistent with the College mission. The proven effectiveness and integrity with which the College/District manages bond-funded construction has been attested to by the County Grand Jury report: "After years of experience, the San Mateo County Community College District has developed proven policies and procedures for construction planning and management. These techniques have been employed successfully for capital improvement projects on the three San Mateo College Campuses." The report further recommended that the County Superintendent of Schools develop a single set of policies and procedures to be used by schools within the County, and specified that these procedures should be "modeled after the processes currently being employed at the San Mateo County Community College District."

PLANNING AGENDA

None at this time.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Contracts are required for annual service, maintenance agreements, professional services, copyright or licensing agreements, and facility or vehicle rental. These contracts need to be submitted to the Office of the Executive Vice Chancellor for review and approval prior to the services being rendered. Board approval is required for contracted services in excess of $50,000, though public contract code agreements, which require Board approval if they exceed $15,000, are an exception.

District purchases or leases of materials, supplies, or services exceeding $65,100 legally must be advertised and formally bid upon. The Board of Trustees must award the contract to lowest bidder. There are two exceptions to the $65,100 limit: public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than $15,000. This process must be completed before purchase orders can be issued. Professional services are exempt from bid requirements.

Three written cost quotations must be obtained for comparison for competitive pricing on the purchase of any services or equipment in excess of $5,000. Purchases exceeding $1,000 require three verbal or email quotes. For purchases in excess of $20,000, but less than the legal bid requirement of $65,100, a Request for Quotations, must be prepared.

Contracts are required for service work performed by an independent contractor. An independent contractor is defined as an individual who performs a service for the District, rather than a company or individual who provides a tangible product. Independent contractors are in business for themselves and are responsible for their own tax reporting to the IRS. The independent contractor uses a social security number rather than a federal tax identification number for tax identification purposes. SB1419 sets specific guidelines for appropriate use of Independent Contractors.

Additional contracts include but are not limited to:

· Clinical agreements for placement of students in clinical settings;

· Grant and sub-recipient contractual agreements;

· Facilities usage agreements;

· Vendor agreements held by the San Mateo County Community College District Office that produce revenue for the College and Associated Students;

· Bookstore agreements held by the San Mateo County Community College District office.

Contractual agreements are consistent with the mission and goals of the College and are reviewed by the College Business Office. All grants and contracts are processed through policies and procedures designed for internal control, financial integrity, and responsible monitoring. For example, individual service contracts are standardized in order to ensure proper internal controls and consistency. The Business Services Office ensures that agreements comply with regulations and restrictions. Contracts are initiated by the Division Deans and follow the process of approval outlined in the grants and/or contracts management procedures.

Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and Executive-Vice Chancellor are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. In all contracts, the District includes language for the appropriate legal response to failure of contractors to render service. Such clauses protect the integrity of the District and Colleges.

Self-Evaluation

Since all contract forms are available on the District downloads webpage and the College Business Office reviews all contracts once final-

ized, sufficient controls are in place to ensure that contracts and grants serve the College mission and goals and are written in such a way as to protect the College.

PLANNING AGENDA

None at this time.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

The District Committee on Budget and Finance (DCBF) reviews the budgeting process and financial information at the District and College levels. Changes in policies and management procedures and problems are discussed at these meetings. The information goes to the College Planning and Budget Committee for discussion, input, and recommendations. A committee made up of business officers from the three Colleges and business staff from the District, the Business and Finance Officers Group (BAFOG), meets monthly to discuss, evaluate, and make recommendations on financial processes such as internal controls and software enhancements. BAFOG meeting notes are available online (84). Any recommendations in the annual audit are quickly addressed.

Banner financial reports are available online for all divisions to review and track expenditures. Monthly reports are sent to managers. Divisions can also request financial reports from the College Business Office. Divisions can also request in-person meetings with College Business Office staff for more in-depth knowledge or guidance with regard to financial analysis of division budgets or completion of any required year-end reports.

Effective in the 2006-07 budget year, the College implemented a revised model for managers to use in developing yearly discretionary budgets. Managers are asked to analyze their budget history over the last 3 years, consider changes in unit needs and circumstances, and develop a request for budget that adequately support the operation of the unit.

This model made each manager responsible for identifying all needs of the unit and justifying requests for augmentation to the previous year's budget. In addition, the model was useful in identifying the changing needs of the units and more effectively allocating resources to cover all needs and remove funding where resources are no longer needed. This process was meant to streamline the budget allocation process, place

funds in the appropriate accounts and eliminate staff time needed to make budget transfers. It also gave managers and administrators a more accurate view of where money is needed and how it is spent.

Self-Evaluation

The District does periodic internal reviews of business processes and solicits input from the College regarding problems. The process of becoming fiscally accountable required a thorough review of internal controls which was audited and presented to the County prior to being granted the status of fiscal accountability. Since the hiring of the College Business Officer, many processes local to the College have also been reviewed. This is an ongoing process that works well for the College and the District.

Planning Agenda

None at this time.

Sources for Standard III

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3 Selection Processes

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10 ACCCA Code of Ethics

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12 Selection Procedures Manual

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Standard IV: Leadership and Governance
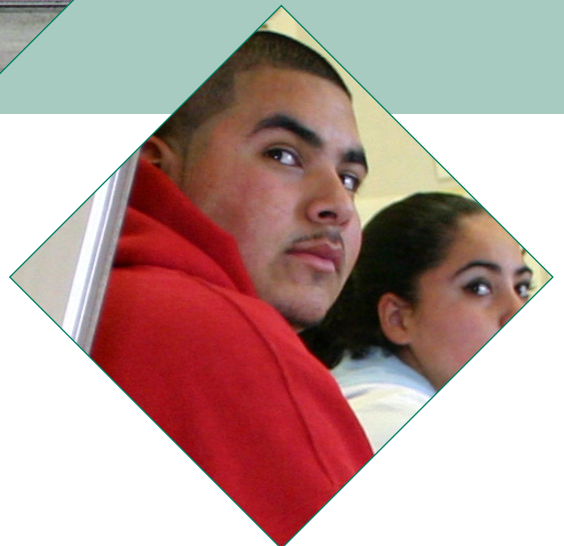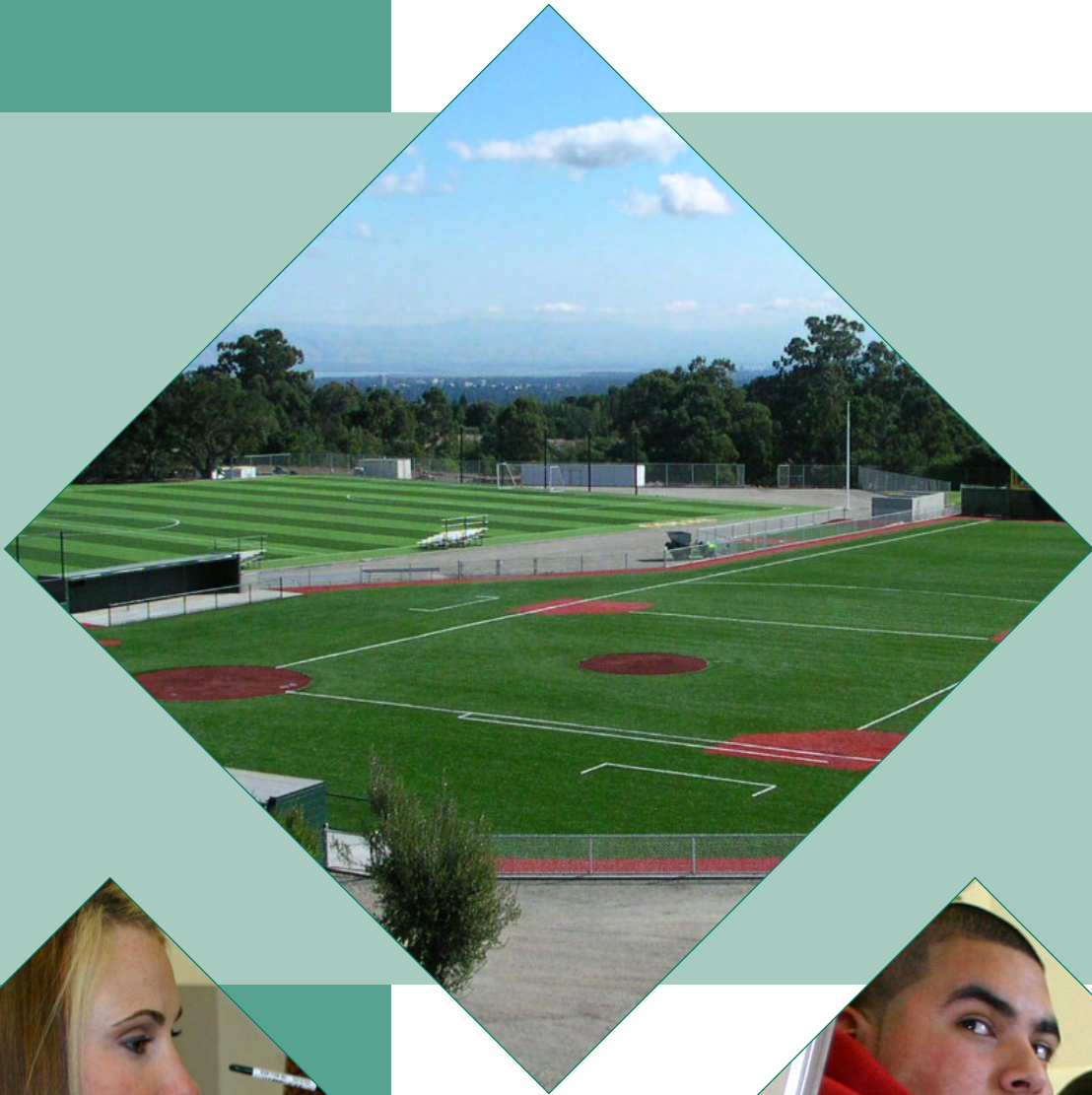
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Institutional leaders create an environment that encourages participation and leadership at every level. Effectiveness is enhanced through the shared governance process which offers ample opportunity for recognizing, analyzing, and integrating institutional values and goals while focusing on continuous improvement. Students participate through the Associated Students of Cañada College (ASCC), classified staff members through the Classified Senate, and faculty members through the Academic Senate. These three bodies, the California State Employees Association (CSEA), and the administrative team, appoint representatives to institution-wide committees and shared governance bodies on campus.

In February 2007 the Instructional Student Services Council (ISSC) adopted the statement of ethics developed by the Association of California Community College Administrators (1). Additionally, in 1998 the Academic Senate adopted a faculty statement of professional expectations (2).

Self-Evaluation

Institutional effectiveness is demonstrated by the existence of, and reliance upon, governance bodies—Academic Senate, Classified Senate, Associated Students of Cañada College, College Council, Planning and Budget—that are guided by formal constitutions and bylaws (3, 4, 5, 6, 7).

The 2006 Employee Accreditation Survey results indicate that staff, faculty, and administrators feel a high level of satisfaction in the quantity and nature of their participation regarding identifying values, setting goals, and influencing the learning environment. Almost 62% of the employees surveyed believe that all constituency groups work collab-

oratively towards the achievement of College goals, while only 11% of employees were dissatisfied. (8)

Although College goals were established in the 2003 Strategic Plan and documented both on the College website and in the College Catalog, it is unclear whether constituency groups refer to established institutional goals when deliberating issues and plans (9).

In addition, while constituency groups have established processes and goals, it does not appear that they have adopted formal ethics statements.

PLANNING AGENDA

· The Board of Trustees will adopt an Ethic Statement for all employees.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

The College mission, vision, and values statements are posted on the College website and can also be found in the Cañada College Catalog, making them available not only to College students and employees but also to the community at large (10, 11). These statements refer to a participatory environment within which ideas for improvement can be brought forward in order to ensure student success and institutional effectiveness and a commitment to excellence and innovation. All members are encouraged to participate in generating ideas for improvement through constituency groups.

According to the course schedule for spring 2007, the ASCC "serves as a vehicle through which students can recommend and help effect change at their College" (12). Students' knowledge of how to bring up ideas for improvement to the College community varies greatly depending on how involved they are in governance activities. (13)

Classified staff members have an active leadership group and participate in shared governance bodies and decision making on campus, possessing a strong voice at the College. They contribute to the well-being of the College as a whole by participating in shared governance bodies and

holding many fundraising activities for scholarships that benefit students in need. (14)

Faculty members participate directly through the Academic Senate. The Academic Senate Governing Council consists of elected representatives and faculty participating on College committees and are appointed by the Academic Senate. In May 2003 the SMCCCD Board of Trustees approved a revision to their policies which "delineates the ten areas of academic and professional matters as listed in Title 5, 53200.c; and clarifies the 'delineation of authority agreement' between the Board and the Academic Senate by specifying that, in academic and professional matters, the Board will rely primarily on faculty expertise" (15). This formalization of the relationship between the administration and the faculty places responsibility for developing policies regarding curriculum, program development, and academic standards in the hands of the faculty. (16)

Administrators participate on the Instruction and Student Services Council (ISSC). Historically, instruction and student services were administered separately; however, College administrators agreed that it was constructive for the small group of Deans to meet together and work collaboratively. They meet regularly as the ISCC to discuss a range of institutional issues from a cooperative perspective. (17)

College employees discuss ideas for improvement ranging from individual programs to College-wide matters in governance bodies such as those described above. Normally, ideas are introduced within a given constituency and then brought forward by their representatives in shared governance bodies. Ideas for improvement can be taken to different governance bodies for consideration, and on occasion ad-hoc committees are formed if necessary. The Academic Integrity Committee, a subcommittee of the Academic Senate, is an example of the latter. It developed a new Academic Integrity Policy defining academic integrity, listing possible violations to the policy and establishing the process to be followed when a violation occurs (18). This policy was ratified by the College Council

Faculty, staff, students, and administrative leaders have created governance structures that define participation of all constituent groups and encourage deliberation. The College Council is the shared governance body charged with advising the President of the College on College-wide issues such as policies and planning. The twenty voting members in the College Council—six students, six classified staff members, six faculty members, and two administrators, with the College President and the President of the Academic Senate as ex-officio members—represent all College constituencies. Any member of the College community can

suggest an item for consideration in the College Council agenda by filling out an Agenda Request Form and asking a member of the College Council to sponsor the request. College Council members not only represent their constituencies but also act in the best interest of the College as a whole. College Council members report back to their constituent groups and get input from them on major decisions. Faculty and staff hiring processes illustrate how this governance structure works (19, 20). The Administrative Council appoints Deans to the College Council.

The institution supports innovation and excellence through limited professional development funds including the President's Fund for Innovation and the Trustee's Fund for Program Improvement. The E-zine web-based college magazine, scheduled for fall 2007, showcasing prose, poetry, art, photography, music, and digital media, is an example project supported by the President's Innovation Fund.

Another example of innovation that has come from strong faculty leadership is the development of a unique 3D Animation and Video Game Art Program, a comprehensive program that puts equal emphasis on the artistic and the technical side of 3D modeling and animation. With partial funding from the Trustees Fund for Program Improvement, faculty in the Multimedia Department created a certificate and degree program that is unique at the community college level. (21)

Self-Evaluation

The number of committees and opportunities for participation in governance and decision making has flourished over the past few years. While this is good for the inclusion of all perspectives, the responsibility of participating can be overwhelming given the relatively small number of staff, faculty, and administrators available. Currently there are 66 permanent fulltime and parttime classified staff, 57 fulltime faculty, and 8 administrators.

Providing adequate professional development funding for employees is essential to the improvement of academic practices, programs, and services. Funding for professional development has dwindled over the past few years as the state has reduced funding and local contract negotiations have not yielded increased allocations. While the College is committed to supporting innovation, staff and faculty feel constrained by fiscal limitations. Both the Classified Senate and the Academic Senate have discussed the limited resources to support professional development opportunities for their members, including insufficient funds to hold annual retreats and to support travel. (22)

In an interview with ASCC members, student leaders acknowledge that participation in College governance can be a valuable part of a student's educational experience, and while some students find that their participation in governance allows them to better understand the College system, giving them an opportunity to develop leadership and public speaking skills and helping them find their voice, they state that participation can be time consuming. (23)

Results from 2006 Employee Accreditation Survey that are relevant to the question of an environment of excellence and collaborative decision making include the following (24):

· 87% agreed or strongly agreed that, "Cañada actively works toward fulfilling its vision and mission";

· 75% agreed or strongly agreed with the statement, "I am encouraged to be creative and come up with new ideas and improvements";

· 60% agreed or strongly agreed that, "A consultative planning process is used to identify needed areas of improvement";

· 78% agreed or strongly agreed with the statement, "My ideas for improving my unit are taken seriously";

· 77% agreed or strongly agreed with the statement, "I am satisfied with the amount of opportunity I have to participate in college-wide planning."

PLANNING AGENDA

· Pursue increased funding for professional development opportunities for all employees;

· Evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated, or organized more efficiently.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

DESCRIPTIVE SUMMARY

The shared governance system at Cañada College consists of two broad-based committees and working groups: College Council and the Planning and Budget Committee, a subcommittee of College Council. Each shared governance body, has a constitution which describes its

role, responsibilities, and membership. The Academic Senate Governing Council and its subcommittees, Classified Senate, and Associated Students of Cañada College are senates that contribute to the decision-making process, and members of each senate are included in the two major shared governance committees. Most of the individual senates have a constitution. The governance flow chart delineates the shared governance committees and the process by which decisions are made collaboratively.

Cañada College encourages the full participation of all constituency groups in decision making regarding instruction, student services, and planning and budget through the process of shared governance (25).

In 1993 the Governing Board agreed to rely primarily upon the Academic Senate for academic and professional matters and the Academic Senate Governing Council assumed these responsibilities (26, 27, 28). California law also directs that students, classified staff, and administrators play an advisory role in College matters, and they do so, respectively, through the Classified Senate (29), the Associated Students of Cañada College, and the Instruction Student Services Council.

Self-Evaluation

The renaissance of the Planning and Budget Committee has led to a welcome increase in collaborative and transparent constituency-based decision making at the College. The use of quality data to make fiscal decisions in a shared governance setting is central to engendering the trust that has developed (30). Under the leadership of the current President, the expectation of consultation at every level and the participation by every constituency has been strengthened. Responses to the following 2006 Employee Accreditation Survey statements underscore this point: 62% agreed or strongly agreed that, "All groups work collaboratively towards the achievement of college goals," and 60% agreed or strongly agreed that, "Results of college goals are regularly shared with campus constituencies" (31).

Planning Agenda

None at this time.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Faculty and staff have clearly defined roles in institutional policy, planning, and budgeting processes. The membership of the College Council consists of administrators, faculty, staff, and students. The College Council co-chairs are representatives from the Academic Senate and Classified Council (32). Planning and Budget membership includes a faculty and classified co-chair (Presidents of the Academic and Classified Senates), administrators (two Vice Presidents), a faculty representative from AFT, a classified representative from CSEA and two student members from ASCC. Additionally, the President, the Business Officer, and the College Researcher have ex-officio membership.

The Academic Senate, consistent with AB 1725, appoints all faculty members to shared governance committees; the Classified Senate and CSEA appoint all classified members to the shared governance committees; and the Associated Students of Cañada College appoints student members to shared governance committees. Administrators are appointed to governance committees by Administrative Council.

Roles are further defined by negotiated contracts with three bargaining units. AFSCME Local 829, Council 57 and CSEA Chapter 33 are the bargaining agents for classified employees. The AFT Local 1493 is the bargaining agent for faculty. The units negotiate with the District on compensation, benefits, and working conditions (33). Administrators and Confidential/Supervisory employees are not represented by unions at the College or in the District.

As directed by Title V, Section 51023.7, students have the opportunity to participate in matters of governance at the College via the Associated Students of Cañada College. Students have membership on all multi-constituent shared governance committees (and, as needed, ad-hoc committees) and are granted the same rights and privileges as other committee members. (34)

Self-Evaluation

Elected student leaders were interviewed during fall 2006 and spring 2007. These students expressed their desire for expanded opportunities and training to develop their leadership skills and their understanding of Title 5 student governance rights and responsibilities.

The 2006 Employee Accreditation Survey indicated that 75% of those surveyed feel that the role of staff in shared governance is clearly stated and publicized. Furthermore, in thestudents were asked to rate (using a 7-point Likert scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indi-

cating that they are "satisfied" with their opportunities to participate in governance. (35)

Planning Agenda

· Review existing systems which provide orientation and leadership training to student leaders;

· Develop Meet and Confer working condition representation for Confidential/Supervisory employees and administrators who are not represented by collective bargaining agents.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The Academic Senate is responsible for academic and professional matters that deal with curriculum, articulation, matriculation, and hiring. Title V, Section 53200 via Board Policy 2.06 and the Senate constitution define Academic Senate functions (36, 37). All faculty teaching 3 units per semester or more are members of the Academic Senate. The Academic Senate Governing Council, which meets bimonthly during the academic year, consists of officers elected by the body as a whole and elected division representatives. The Senate President regularly meets with the College President. The Senate President and Vice President are members of the District Academic Senate Governing Council.

Division Deans lead each academic and student service division. Most divisions hold regularly scheduled monthly meetings, at which time discussions regarding instruction and student services are held (38). Division Deans may be seated on governance committees and often attend meetings of those at which they are not regular members. Academic Deans hold regular meetings with the Vice President of Instruction to discuss instructional programs, and Student Service Deans meet with the Vice President of Student Services to discuss service programs.

The primary function 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 for students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the District and Cañada College. To these ends, the Curriculum Committee makes recommendations to the Academic Senate Governing Council about general instructional policy and standards, degree and

certification requirements, and initiation and modification of programs and courses. The Curriculum Committee works closely with the Student Learning Outcome Coordinator to develop and support SLOs at the course, program, and institutional level (39). The Curriculum Committee also hosts the annual presentation of Program Review. The faculty chair of Curriculum Committee and the Vice President of Instruction are members of the District Academic Senate and Curriculum Committee (40).

Self-Evaluation

Historically, the Curriculum Committee has narrowly focused its agenda on course approval. More recently, under the leadership of the Academic Senate Governing Council, the Committee has expanded its purview to include discussion of curricular issues such as Student Learning Outcomes and assessment, course enrollment, and distance education, also hosting the annual presentation of Program Review (41). The Committee works closely with sister Colleges to develop policies around program improvement and discontinuance (42).

The 2006 Employee Accreditation Survey indicates that (43):

- · 89% believe that Cañada provides a high quality learning experience for students;

- · 73% believe that they have been given adequate opportunity to participate in the Student Learning Outcomes process;

- · 75% believe that Cañada is taking a positive approach toward implementing Student Learning Outcomes and assessment.

According to the 2006 Noel-Levitz Student Satisfaction Survey, students feel that the quality of instruction they receive in most of their classes is very important to them (6.55 out of 7) and that they are mostly satisfied (5.60 out of 7) with the quality of instruction they receive (44).

Planning Agenda

- · Create a program development policy.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Board Policy 2.09 delineates faculty, student, and staff participation on both District and College shared governance committees; accordingly, representatives from each constituent group have membership and voting rights on each of the College shared governance committees (45). Each of the individual constituent groups discusses, deliberates, and formulates recommendations to be made. The College Council receives the recommendations from each constituent group, engages in further deliberation and discussion, then makes recommendations to the College President. Additionally, the Planning and Budget Committee makes recommendations to the College Council.

Self-Evaluation

The process by which the College has begun a new cycle of Strategic Planning exemplifies the commitment of the President to open and honest communication and to the shared governance process. First, under the direction of the President, constituent leaders established a Strategic Planning Steering Committee by allowing for augmentation of the membership of the Planning and Budget Committee by division representatives. The Strategic Planning Consultant has met with each constituent group and each shared governance committee. All constituencies feel that their voice will be heard, valued, and represented in the final product.

The 2006 Employee Accreditation Survey indicates that 68% of employees feel that overall the shared governance process is working well (46). Furthermore, on the 2006 Noel-Levitz Student Satisfaction Survey, students were asked to rate (using a 7-point Likert scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indicating that they are "satisfied" with their opportunities to participate in governance (47).

Planning Agenda

None at this time.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Cañada College has responded to the recommendations made by the Commission in the last Self-Study cycle with an accreditation Interim Report in 2002 and a Mid-Term Report in 2003 that met the deadlines established. A recommendation from the Commission to hire a College Researcher was addressed with an honest response, indicating the reasons why a Researcher had not been hired at the time. Since then, a Researcher has been hired. As for the recommendations pertaining to the Educational Master Plan, the College has completed the mission, values, and goals in a comprehensive Strategic Planning process that will guide the College in decision making connected to educational planning.

The College received a federal Title V grant in 2000, an Upward Bound grant in 2003, and a Student Support Services grant in 2005. The College has submitted all reports as required and maintains an excellent reporting relationship with the U.S. Department of Education. The College complies with all reporting requirements for the multitude of categorically funded programs and from the System Office.

SELF-EVALUATION

Prior to 2006 the College had not yet engaged in comprehensive planning; the institution understands and acknowledges the need for such planning. Recently, the institution commenced a strategic and educational master planning process that includes an internal/external scan, competitor analysis, and satisfaction surveys which will result in specific strategic educational initiatives for the institution. (48)

PLANNING AGENDA

None at this time.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

DESCRIPTIVE SUMMARY

The SMCCCD mission statement establishes its commitment to decision-making structures and processes that have shared governance as their hallmark: "Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making…" (49). In support of this the Board considers changes to policies through the shared governance process.

The College Catalog notes, under Role of the Faculty and Students, "Cañada College seeks the counsel of its faculty and students through a system of permanent councils, committees and informal consultation." Standing and ad-hoc committees are organized under the College Council or the Academic Senate which operate through a Governing Council (elected by the faculty). Classified staff members of committees are appointed by the CSEA; student members are appointed by the Associated Students of Cañada College. Instructors, students, staff, and administrators participate in curriculum development and the learning processes and in the general campus environment as full voting members of the various College committees which provide guidance and assistance to the President.

The Academic Senate, Classified Senate, CSEA, AFT, Administration, Associated Students (ASCC), and College Council comprise the institutions that, collectively, govern the College. The Academic Senate, ASCC, and College Council all have constitutions and bylaws that identify membership, operation, term of office, process for appointment, and method of amendment. Elections, a form of evaluation, are held annually for most councils; however, officers of the Academic Senate hold two year terms. These elections ensure fresh ideas and allow voices into the decision-making process. Moreover, the members of the councils are charged with the task of taking information back to their constituents for comment as well as providing their constituents a place to go so that concerns can be brought to the officers of the various councils.

Self-Evaluation

The College has not consistently evaluated the effectiveness of its governance and decision-making structures. In 2006-07, the College Council reviewed its mission, constitution and bylaws to reflect current decision-making policies and processes. In 2005-06, the Planning and Budget Committee developed a formal structure by writing a and implementing a constitution. These formal committee structures will enable the College to evaluate the effectiveness of governance processes.

Results from 2006 Employee Accreditation Survey that are relevant to the question of participatory decision showed that (50):

· 62% agreed or strongly agreed that, "All groups work collaboratively towards the achievement of college goals";

· 76.1% agreed or strongly agreed with the statement, "I am satisfied with the amount of opportunity I have to participate in college-wide planning."

PLANNING AGENDA
· Develop an annual schedule to review shared governance systems.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

The governing body of the three Colleges is a six-member Board, with five members elected at large for terms of four years from local District communities and one student member elected for a one-year term by student representatives of the Colleges. Terms of office of the members elected from the local District communities are staggered with biennial elections in accordance with the California Education Code. The essential responsibilities of the Board of Trustees, in the public interest and trust, are to provide the best possible learning experience for students of the Colleges; to assure that the District and its Colleges are effectively and efficiently managed; to maintain enlightened, fair, and equitable policies for employees and students of the District and its Colleges; to represent the general interests of the entire District; to act only on the basis of what is in the best interests of the District and the community; to be knowledgeable and supportive of the mission and philosophy of community colleges; and to support the work of the Colleges in the community as outlined in the District mission statement and District Rules and Regulations concerning the responsibilities of the Board (51). The Board has established policies on the philosophy and purpose of the educational program and curriculum development, Program Review, and program vitality (52).

The Board of Trustees assures that the District is financially sound through careful budget planning and ongoing budget reporting from staff. The Board receives quarterly reports from the Executive Vice Chancellor on the financial health of the District and on quarterly income and expenditures as compared to the budget (53).

Annually, the Board conducts an evaluation of the Chancellor and in conjunction with the Board, the Chancellor evaluates the College Presidents. Evaluations are conducted to ensure that the job performance of each individual is assessed and communicated to the individuals being evaluated, in accordance with established procedures (54).

SELF-EVALUATION

Board goals for 2007 include the development of an integrated Strategic Planning model that incorporates the Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive Program Review process, and an annual budget prepared in light of these elements (55). The Board conducts regular study sessions open to the public to carefully examine key District-wide initiatives and provide overall guidance. For example, the Board has conducted study sessions on concurrent enrollment, facilities planning, and a proposal to start a dental hygiene program within the District (56).

To ensure District-wide coordination of educational services and planning, the Board worked with the Chancellor and faculty Academic Senates to refill the position of Vice Chancellor of Educational Services and Planning. The Office of Vice Chancellor, Educational Services and Planning provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including those connected to research, accreditation, Strategic Planning, workforce and economic development, and educational technology. The Vice Chancellor also acts as a liaison between the District and the Colleges in matters relating to educational services and accreditation and either chairs or co-chairs of District-wide committees.

To provide visibility into the District's financial status, the Board has instructed the Chancellor to provide quarterly, semi-annual, and annual financial statements in addition to state-mandated budget reporting (57). In accordance with state regulations, the Board has established a Bond Oversight Committee to directly oversee construction planning and management related to two facilities bond measures passed in 2001 and 2005 (58).

The District has a clearly defined procedure for hiring the Chancellor and the College Presidents (59). In 2001, concerns were raised by faculty regarding the hiring process of the current Chancellor. These concerns were sent to the State Chancellor's Office and the entire matter was satisfactorily resolved.

Planning Agenda
None at this time.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Board members have authority only when acting as a Board legally in session. The Board is not bound by any statement or action of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Board in accordance with District Rules and Regulations. Individual members of the Board observe the policies that govern decision making. The Board consistently acts in a uniform manner after a vote has been taken, following thorough hearings and deliberation that involve the general public. On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest.

Self-Evaluation

Once the Board reaches a decision, it acts as a whole. Board conduct in this regard is articulated in District Rules and Regulations (60).

The Board of Trustees actively seeks the advice and opinion of the community it serves by holding open session Board meetings twice monthly, in accordance with the Brown Act, during which members of the public are encouraged to address the Board (61). (Exceptions to the schedule are noted on the Board calendar located on the District website.) The Board has an adopted policy on community relationships, which recognizes the public's right to obtain information regarding the Board's actions and encourages public input into Board decision making (62).

Board members are actively involved in community and statewide activities. For instance, several recently attended a seminar along with leaders from government and business from throughout San Mateo County. A variety of issues pertinent to the community, including criminal justice, healthcare, transportation, and economic development, were addressed (63). Through events such as these, Board members keep informed about community needs and trends that can shape District policy and program offerings. Information about Board members and their community and business affiliations is published on the District website (64).

PLANNING AGENDA

None at this time.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The governing Board reviews its policies pertaining to educational services and offerings on a regular basis. It directs College and District staff to compile reports on Program Review and enrollment and conduct study sessions on specific subjects of interest. In 2004 the Board codified a reaffirmation and commitment to core values and operating principles which is posted at the District Office and can be located on the District website (65). The Board directs the Chancellor to work closely with the College Presidents to coordinate resource allocation and to identify near-term and long-term resource needs (66).

SELF-EVALUATION

The District mission statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed (67). Policies related to academic programs and student services, developed and reviewed by the Board, are consistent with the District mission statement (68). The Board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development and review of the mission statement itself (69). Through its goal of developing an integrated Strategic Planning mode that incorporates the District's Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive Program Review process, and an annual budget that is based on the other four elements, the Board demonstrates its commitment to the quality, integrity and improvement of student learning programs and services (70). Also, in 2007 the Board has received special presentations from each of the Colleges on teaching and learning (71).

PLANNING AGENDA

None at this time.

IV.B.1.c. The governing board has the ultimate responsibility for the educational quality, legal matters and financial integrity.

Descriptive Summary

The Board regularly monitors learning programs and services through yearly retreats, study sessions, and specific reports and presentations regarding educational programs. For instance, recent topics presented to the Board include Strategic Planning, articulation, counseling, and Student Learning Outcomes (72). Board decisions are made with adherence to federal, state, and local policy and guidelines. The Board, through the Chancellor, has established the District Committee on Budget and Finance, a subcommittee of the District Shared Governance Committee, to oversee budget and finance (73).

Self-Evaluation

The Board of Trustees is informed through reports at Board meetings regarding the current educational programs at each College (74). Annually, the Board approves curricular additions and deletions to the educational programs at the Colleges (75). The Board is provided statistical reports on Student Learning Outcomes to ensure the quality and effectiveness of instruction. The Board reviews the financial statements of the District at regularly scheduled Board meetings and all potential or pending litigation in closed sessions. The Board reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the District budget, the District Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each College.

In accordance with state law, the Board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately (76). In addition, all contracted services in excess of $50,000 are reviewed and approved by the Board. Board policy adheres to the California educational code and California Title 5 regulations, and policies informed by this code are reviewed for compliance as state regulations and laws change.

Planning Agenda

None at this time.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, and operating procedures.

Descriptive Summary

Bylaws and policies specifying the Board's size, duties, responsibilities, structures, and operating procedures are specified in the District Rules and Regulations, which are posted on the District website (77). Specifically, Rules and Regulations sections 1.00, Organization of the Board; 1.10, Duties and Responsibilities of the Board; 1.15, Officers of the Board; 1.20 Duties of Officers; 1.40 Meetings of the Board; and 1.60, Rules of Order for Board Meetings address the matters stated in this standard.

Self-Evaluation

The policies related to these matters are published on the District website. The policies are reviewed as needed and revised as necessary. For instance, in February 2007, the Board revised its policies regarding its meetings, meeting minutes, and order of business (78). The revised documents are posted on the District website (79).

Planning Agenda

None at this time.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees holds to a high standard each Board member's performance through its policy on Board Member Conduct (80). Additionally, Board operations are evaluated as part of the Board Self-Evaluation Instrument (81). District Rules and Regulations are reviewed and revised as necessary by appropriate constituencies and presented to the Board for approval.

Self-Evaluation

As necessary, the Board reviews and revises policies related to meetings, operations, and conduct. For instance, at a recent Board meeting, the body made revisions to it policies related to meetings, minutes, and order of agenda items (82). Changes to policies related to smoking, use of District communications systems, and use of student email addresses were reviewed and revised by appropriate constituencies and brought before the Board for approval (83). The Board also reviews the area of Board Operations as part of its self-evaluation (84).

PLANNING AGENDA

None at this time.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

When a new Board member is elected, he or she meets individually with District administrators and College Presidents in order to become oriented with College and District initiatives, strategic priorities, and culture. The Board also encourages new members to participate in the annual California Community College Leagues' New Trustee Orientation program that is held in the winter each year (85). Policies related to election and terms of office are articulated in District Rules and Regulations (Ref. 33).

SELF-EVALUATION

All current Board members have attended one of the Community College League's Trustee orientation sessions. Each year members receive an updated Trustee Handbook from the Community College League (86). Current members and their terms are listed on the Board of Trustees website (87).

PLANNING AGENDA

None at this time.

IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

DESCRIPTIVE SUMMARY

District Rules and Regulations section 1.35 states that Board members, including the Student Trustee, shall participate in an annual Board evaluation process, which will be conducted each calendar year (88). The purpose of this evaluation of the Board as a whole is to identify those areas of functioning that are working well and those that need improvement and to improve communication and understanding among Board members. The Board uses a carefully developed evaluation instrument to assess its performance (89). Each member completes the evaluation form individually; the results are tabulated and the Board as a whole

discusses the results at a Board meeting. The most recent self-evaluation was conducted in fall 2006 (90).

Self-Evaluation

Ongoing Board evaluation has helped identify areas in which improvement can be made. For example, the Board annually examines ten areas of governance including institutional mission and educational policy; institutional planning; instructional/student services programs; facilities; financial resources; Board operations; Board-Chancellor relations; faculty/student/classified relationships; community relations; and government relationships (91). Through its most recent evaluation, the Board recognized the need for more information regarding program planning. As a result, the Board decided to devote more time for presentations at meetings on teaching and learning. The first in this series of presentations was held at the February 28, 2007 meeting (92). At the April 11, 2007 meeting, the Board revisited its self-evaluation. Members noted that the evaluation tool itself should be reviewed at a future Board retreat (93).

Planning Agenda

· The Board will review its evaluation tool.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

District Rules and Regulations section 1.35, "Board Member Conduct," clearly outlines the expectations of member behavior. It covers a range of topics, including handling the confidentiality of information discussed in closed session, maintaining decorum at meetings, and working through appropriate channels of authority, among many others, and states that refusal to adhere to the code constitutes misconduct (94).

Self-Evaluation

The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid-1980s. Consequently, over the years the Board has maintained its reputation for being collegial, collaborative, and professional.

Planning Agenda

None at this time.

IV.B.1.i. The governing board is informed and involved in the accreditation process.

DESCRIPTIVE SUMMARY

The Board of Trustees is informed and involved in the accreditation process through regular reports from the Chancellor, College Presidents, and Accreditation Chairs at Board meetings. Accreditation Interim and Mid-term Reports that include progress toward implementation of recommendations have been presented to the Board (95). Board members are given the opportunity to review Self-Study drafts and provide input.

SELF-EVALUATION

In response to the request from the Colleges, the Board approved the hiring of a Vice Chancellor of Educational Services and Planning to provide coordination for Strategic Planning and instructional and student services activities and to act as a liaison between the District and the Colleges in matters relating to accreditation. The Colleges are meeting with the District administration on a regular basis to discuss the status of the Self-Studies (96). The Self-Studies were posted online in spring 2007, and the accreditation studies for all SMCCCD Colleges will also be discussed at the June 2007 Board study session.

PLANNING AGENDA

None at this time.

IV.B.1.j. The governing board has the responsibility for the selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively.

In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

DESCRIPTIVE SUMMARY

The District has a clearly defined procedure for the hiring and selecting of a Chancellor (97). The current selection procedure was not in place at the time of the hiring of the present chancellor in 2001. At that time all district hiring procedures were under review because Proposi-

tion 209 had made the inclusion of affirmative action clauses illegal. The Board made the selection in the absence of an approved procedure. Concerns were raised by faculty regarding the hiring process of the current chancellor. These concerns were sent to the state chancellor's office and the entire matter was satisfactorily resolved by an agreement reached between the Board of Trustees and the state chancellor's office that required the district to provide information on where the district advertised for all administrative jobs and the number of people hired each year for 2003, 04 and 05.

The District also has a well defined policy for the delegation of authority within the District (98). The Board conducts annual evaluations of the Chancellor in a closed session in December of each year. The Chancellor proposes and the Board approves goals and objectives for the District each year, and the Board measures the Chancellor's performance on the successful accomplishments of these goals. The Chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each President in a closed session meeting held in July of each year. This evaluation is based on the College goals that are developed by the Presidents each year and approved by the Chancellor.

After its first search did not produce a suitable candidate for the position, the District once again initiated the process for recruiting a President for Cañada College through the formation of a screening committee comprised of all constituencies at the College and from the District Office. In addition, the services of the Association of Community College Trustees (ACCT) were utilized to assure a wide-reaching national search. Following the identification of finalists for the position, the College hosted open forums for each candidate to present the College faculty, staff, and students as well as community members and the Board of Trustees. Final interviews were conducted with the Chancellor and, ultimately, the Board of Trustees. The candidate selection was based on a compilation of the candidate evaluations submitted after the completion of the candidate forums and the evaluation of the Chancellor and the Board of Trustees. The ultimate choice of the College and the Board of Trustees was the serving interim President. He will continue in his capacity as President, now on a permanent basis. The District has also successfully recruited for a President of Skyline College and College of San Mateo and followed the same successful procedure.

Self-Evaluation

Procedures are in place for the selection and evaluation of the chancellor and the college presidents. These procedures have been followed, clearly and successfully, with all hiring and evaluation of chief executive officers

since their approval. The Board has and upholds a policy for delegation of authority.

PLANNING AGENDA

None at this time.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTIVE SUMMARY

The President is responsible to the Chancellor and serves as chief executive officer of the College. He plans, develops, and recommends College and District-wide policies in conjunction with senior administrative officers. He provides overall leadership and direction to College personnel through Strategic Planning, goal setting, and evaluation; provides direction for sound fiscal management; and is responsible for implementing, at the College level, District Rules and Regulations, the California Education Code, and collective bargaining policies and procedures for well-balanced, high-quality instructional and student services programs and services. He is responsible for developing and maintaining an effective program of community outreach and relations for the College and District, and he reports to the Chancellor on matters of policy and planning.

The current President is valued as a trustworthy leader who honors intellectual achievement and is guided by student and community needs in decision making. The President makes time for Cañada employees, listens to and values their ideas, acknowledges their efforts, makes the best use of their talents, and supports professional development and high school outreach. He is actively involved in hiring processes and in the selection of personnel on campus.

The President has placed a renewed emphasis on two principles to guide planning and decision making at Cañada College: weaving open and honest communication into the fabric of the College and valuing the use of quality data to inform such decision making and assessments of institutional effectiveness.

The President is deeply connected to the local community. He is a member of the local Rotary Club, Peninsula Clergy Network, Peninsula Boys and Girls Club Board, and Police Athletic Board and attends many City Council and Chamber of Commerce meetings. He brings his consider-

able experience as a high school Superintendent to bear, increasing the College's high school outreach activities and developing relationships with educational organizations, business, industry, government, and community-based organizations. This commitment demonstrates his strong advocacy for the College within the District and at local levels and his experience developing relationships with educational organizations, business, industry, government, and community-based organizations.

The President has led the College in developing clear budgeting processes that are grounded in shared governance. The Planning and Budget Committee has been strengthened. The College has identified a permanent Budget Officer and has added a Financial Analyst to support the Budget Officer. With permanent staffing in place the College has access to accurate analysis of the budget.

SELF-EVALUATION

The Cañada College President provides leadership that engenders open communication. Across the campus, at all meetings, every opinion and point of view is given the opportunity to be expressed. During his tenure here thus far he has fostered, in faculty and staff, a better understanding of the need for ongoing planning, using data and outcomes as essential guides. The President uses the College Researcher to determine the effectiveness of marketing and outreach, enrollment patterns, and educational program effectiveness. The President meets with the College Business Officer to review the budgeting process to ensure that it is contributing to institutional effectiveness.

PLANNING AGENDA

None at this time.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

At Cañada College the administrative structure consists of two organizational areas led by Vice Presidents. Reporting directly to the President are the Vice President of Instruction and the Vice President of Student Services. Reporting directly to the Vice Presidents are the Division Deans. Additionally, the Public Information Officer, the College Researcher and the Budget Officer report directly to the President.

The Vice President of Instruction oversees each instructional division, including Deans, faculty, and staff. She oversees curriculum, professional development, faculty orientation, the Middle College Program, and an Early College program and is the liaison for College accreditation.

The Vice President of Student Services oversees all areas that pertain to Student Services, including Counseling and Enrollment Services, Admissions and Records, Financial Aid, Health and Psychological Services, EOPS, DSPS, the Learning Center, the Library, Student Activities, and the University Center. The Vice President of Student Services also oversees Student Conduct and Academic Integrity.

There has been substantial turnover among administrative personnel in recent years. The Vice President of Instruction was hired on an interim basis in June 2003 and then subsequently hired on a permanent basis in April 2004. The Vice President of Student Services was hired on an interim basis in October 2004 and then subsequently hired on a permanent basis in June 2005.

During her tenure the former President eliminated the position of Dean of Admission and Records and recreated the Dean of Counseling and Enrollment Services, which was filled in October 2004. The positions of Dean of the University Center and Academic Support Services, Dean of Humanities and Social Sciences, and Dean of Science and Technology were all filled in 2006. (99)

Self-Evaluation

The President appropriately delegates authority to those reporting directly to him: the College Vice Presidents, College Researcher, Public Information Officer, and College Budget Officer.

As a result of past administrative turnover and multiple changes in governance structure, administrative workloads have evolved in a way that has raised concern regarding equity.

Planning Agenda

· Evaluate the distribution of work among the administrators.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

DESCRIPTIVE SUMMARY

When the President was hired in 2005 on an interim basis, he inherited a College with a history of high administrative turnover. This turnover created an environment that limited the College's ability to execute institutional plans. The President has provided the stability for institutional planning to move forward. The President interacts with administrators, faculty, classified staff, and students concerning the successes or apparent weaknesses of programs and enrollment goals and concerning the delineation of initiatives which reflect the needs of the student body and the community. The topics of such interactions have included Program Review, Student Learning Outcomes workshops and trainings, data analysis, Facilities Master Plan Development, and new program development, such as the Multimedia 3-D Animation and Video Game Art program. He strives to be available to as many faculty, staff, and students as possible and attends as many division, Curriculum Committee, Instructional/Student Services Council, and ASCC meetings in which the values and goals of the College are discussed. It is also common practice for the President to attend most College events.

The President recognizes the need for data to inform the operations, programs, and performance of the College. He directs the College Researcher to collect data that clarifies College performance and the educational needs of the student body.

The President develops annual goals and plans for the College in consultation with the multi-constituency shared governance committees: the College Council, the Planning and Budget Committee, and the Administrative Council. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District's mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are included in the President's evaluation. The goals for 2006-07 were presented at an all-College meeting and included: engaging in Strategic Planning to guide educational programs; completing accreditation; developing rela-

tionships with community high schools, including increasing concurrent enrollment programs; and continuing to develop a campus-wide culture of open communication.

The role of the Planning and Budget Committee has been strengthened; as a subcommittee of College Council, its charge is to advise and make recommendations regarding all aspects of budget, hiring, and program development and expansion while assessing the need and the cost for each outcome being considered. These recommendations are then forwarded to the College Council.

Among the President's highest priorities are heightening productivity and retaining students. Using data and the Strategic Planning process, the President has begun a conversation on campus about student success, retention, and persistence rates. This conversation is leading to the development of strategies to improve rates without negatively impacting academic integrity.

During the 2006-07 academic year the President led an initiative to provide for a new, comprehensive Strategic Planning process that will lead to a collaborative and collegially developed Strategic Plan to guide the College's future. Using College and District research capabilities, the College conducted a thorough internal and external assessment of its community. Internally, the College gathered qualitative and quantitative data by means of surveys and interviews with individuals and groups; externally, it assessed the market and the potential of existing and new programs which meet the educational needs of the community and the developing workforce. The end-goal of the initiative is to have a written strategic and action plan with accompanying implementation steps to guide future decision making. The College views the Strategic Plan, composed of goals, strategies, monitoring, and reporting processes, as directing its educational plan.

Self-Evaluation

Despite the hurdles to planning that have hampered progress, the College has made significant progress toward stabilizing the environment so that appropriate planning occurs. In 2005-06 the College formalized the shared governance Planning and Budget Committee. In 2006-07, under the aegis of College Council, the Planning and Budget Committee augmented membership to guide the development of the Strategic Plan. During spring 2007, the College adopted new mission, vision, and values statements and formal goals and strategies to guide its work. The College intends to integrate budget plans and strategic plans by linking dollars to the implementation plan. In this way, the Strategic Plan will drive future efforts.

Planning Agenda

· Complete the Strategic Planning process.

IV.B.2.c. *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Descriptive Summary

The President takes time to review all manuals which contain pertinent District policies whenever a decision is pending. He consults the District Office, the Vice Presidents, and all College bodies regularly about policies. He assures that checks and balances are appropriate and in place, and values the multiple feedback system of the shared governance process. Additionally, he gathers input from the Chancellor's Cabinet and consults with the other two District Presidents. The President is scrupulous in following policies and regulations and has rectified practices which were not consistent with the institution's mission and policies, for example, those concerning institutional finance and budgeting.

Self-Evaluation

The President is ultimately responsible for ensuring that all statutes, regulations and policies are implemented appropriately. He delegates those responsibilities to the Vice Presidents and the Deans for day-to-day application. He meets with the Vice Presidents on a weekly basis to gather feedback about the regular operation of the College. He is consistent in requiring full reporting regarding implementation of statutes, regulations, and policies and solicits feedback from appropriate personnel with respect to their area of expertise and purview.

Planning Agenda

None at this time.

IV.B.2.d. *The president effectively controls budget and expenditures.*

Descriptive Summary

The President, as the College chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The College Budget Officer reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President is in regular contact with the College Budget Officer on all issues related to budget control and expenditures.

The President also values and relies upon consultation with the Planning and Budget Committee and the College Council.

The President meets with the College administrative team twice a month to discuss College-wide topics, including budget items and expenditures. The President, through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, ensures that resources are spent efficiently. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the College level.

The President meets regularly with the College Budget Officer for the purpose of reviewing budget projections. The College Budget Officer is required to report the current status of the budget and make recommendations when appropriate. Fiscal matters are discussed monthly with the Planning and Budget Committee; however, budget reporting is discussed less frequently.

Self-Evaluation

Many College employees feel distanced from the budget development process. The 2006 Employee Accreditation Survey indicated that only 50.7% feel they have adequate opportunities to participate in the development of financial plans and the budget. Additionally, only 45% feel that College budget decisions are based on input from all College constituencies.

Given that over 90% of the budget is allocated to personnel costs, there is little discretionary money available to support other expenses. Division Deans and other managers are charged with presenting their requests to the Cabinet for funding. In the process of developing these requests, key personnel in their division are consulted. In making allocations to divisions, the Cabinet looks at past budget history, and the justifications for additional funds before making allocations.

The primary way for College staff to have input into the budget decision process comes when the College discusses hiring priorities and when instructional equipment requests are submitted. These processes are well defined and clearly communicated to the entire College.

The President is the final authority when making any budget allocation.

Planning Agenda
· Schedule regular reporting of budget and financial matters to the College community.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

The President is strongly committed to keeping the College tightly interwoven with the community. This is accomplished mostly through regular interaction with local city councils, civic leaders, and the President's Advisory Council and through participation in Chamber of Commerce events. The President is an active participant on the Chamber of Commerce Education committee, is the Chair of the Peninsula Clergy Advisory Committee, and works with the Police Activities League. He attends the Redwood City City Council meetings and works closely with the Superintendents of the Redwood City Elementary School District and the Sequoia Union High School District to address mutual goals. To this end, he has attended numerous elementary and high school board meetings.

The President maintains an ongoing dialogue with local government and local elementary and high school superintendents on the needs of the communities the College serves. The President also has direct communication and regular meetings with leadership of the higher educational institutions in the region.

SELF-EVALUATION

The President actively communicates the role Cañada College plays in the local community. He actively seeks opportunities to speak on behalf of the College in many venues. His advocacy has led to better understanding of the College by civic and educational leaders in southern San Mateo County.

PLANNING AGENDA

None at this time.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

DESCRIPTIVE SUMMARY

The District mission statement articulates District expectations regarding educational excellence and integrity throughout the District (100).

District Rules and regulations clearly define roles of authority between the Colleges and the District (101).

SELF-EVALUATION

As a means of defining roles of authority and responsibility, the District has developed a draft functional map which illustrates how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards (102).

The Board of Trustees supports the premise of this standard and Board goals reflect this support. In response to one of these goals for 2007, the District, through its shared governance processes, has been working to develop an integrated Strategic Planning model. This model incorporates and builds upon five elements: the District Educational Master Plan; the Facilities Master Plan; a coordinated institutional research component; a comprehensive Program Review process; and an annual budget that is based upon the other four elements (103). The Board also requests information on Program Review and student outcomes and conducts study sessions related to the implementation of this standard. For instance, in September 2006, the Board conducted a study session on concurrent enrollment in conjunction with local area high school superintendents (104).

PLANNING AGENDA

None at this time.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

The written delineation of the operational responsibilities and functions of the District is articulated in the District Rules and Regulations, which are currently made available to institutional and system staff, as well as to the general public, through the District portal webpage (105, 106). In addition, the District Office of Human Resources maintains District Office organization charts. The charts are available upon request to interested individuals (107).

SELF-EVALUATION

As prescribed in District Rules and Regulations, the Chancellor consistently adheres to this delineation. He gives responsibility to the College

Presidents to carry out operations at their respective sites. The College Presidents, through the Chancellor's Council, collaborate with the District on the budget and other matters affecting the Colleges and the District. The Presidents are given wide latitude in managing their own institution's budget and in decision making regarding expenditures on instructional programs and student services that support their missions.

Although District policies regarding operational responsibilities are defined in the District Rules and Regulations and are available to administration, faculty, and staff via the District website, it is not clear that their availability is being communicated to faculty and staff.

PLANNING AGENDA

· The District will publicize the location of existing information about its roles, responsibilities, and services.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

Centralized support is provided for the Colleges in the areas of Business Services, Facilities Planning and Operations, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, and Community and Government Relations. An organization chart illustrating the reporting relationships of these organizations is included as evidence (108).

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees the Business Services and Facilities Planning and Operations functions. Business Services provides centralized support in the areas of purchasing (General Services) and accounting, payroll, grants, and finance. Business Services is headed by the Chief Financial Officer, who reports to the Executive Vice Chancellor. Reporting to the Chief Financial Officer are a Director of General Services, encompassing the areas of purchasing and accounts payable, and a Director of Auxiliary Services.

Facilities Planning and Operations is headed by a Vice Chancellor who reports to the Executive Vice Chancellor and a Director who reports to the Executive Director. Facilities Planning and Operations provide centralized support in the areas of engineering, custodial, grounds, and facilities planning and construction management services. Facilities Planning and Operations is divided according to two distinct functions: Facilities Planning and Construction and Facilities Maintenance and Operations. The Director of Facilities Planning and Operations is vacant

at this time. Maintenance and Operations functions (engineering, custodial, and grounds) are directed by facilities managers at each College. These managers report to the Director of Maintenance and Operations (109). Additionally, the District's Construction Planning and Facilities Transition department is responsible for managing the design and planning of the second phase of the District Capital Improvement Plan. This group is headed by two Executive Directors reporting directly to the Executive Vice Chancellor.

Human Resources and Employee Relations is headed by a Vice Chancellor, who reports directly to the Chancellor. He oversees a wide variety of centralized applicant, employee, and retiree services for the Colleges. This department also facilitates the collective bargaining process.

The Vice Chancellor of Educational Service and Planning has overall responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, the Vice Chancellor of Educational Services and Planning provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District including the areas of research, accreditation, Strategic Planning, workforce and economic development, and educational technology.

Information Technology Services (ITS) is headed by a Director reporting to the Chancellor. The Director is responsible for technology management in the District and advises the Chancellor on District-wide technology decisions. Additionally, the Director serves as Technology Officer at each of the District's three Colleges and guides the development and implementation of the College's technology planning.

Community and Government Relations is headed by a Director reporting directly to the Chancellor. The Director serves as liaison for the District and Colleges to state and local legislators on legislative and governmental matters. This Director also serves as liaison to local cities on land use and tax sharing issues and to community members on issues related to the community. The Director is the District's primary spokesperson to the media on District-wide issues such as budget, collective bargaining, board policies, and other issues.

District staff are active in a variety of institutional and administrative committees and forums. For example, the Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee (110). The Executive Vice Chancellor, the Director of Facilities Planning and Operations, and the Director of Facilities Main-

tenance and Operations meet twice monthly with the College President's Cabinet.

Self-Evaluation

Evidence suggests that the District actively engages the Colleges in dialogue regarding District services. The Chancellor, the executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the College Presidents in the Chancellor's Council meetings. This same group, plus the Director of Community and Government Relations, the Director of ITS, and the Vice Chancellor of Facilities Planning and Operations, also meet twice monthly in Chancellor's Council meetings (111). These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue, if necessary, regarding District services to the Colleges.

In an evaluation, planning, and improvement effort, the Facilities Maintenance and Operations Group, a part of Facilities Planning and Operations, conducted a comprehensive Program Review of all of its operations, including its custodial, grounds and engineering units. The review was completed in February 2006 and provided facilities managers with valuable data for their organizations. For example, as part of the custodial review, an inventory of cleanable square footage was developed. The inventory classified the size and types of spaces that needed to be cleaned in each building District-wide. Based on these and other measurements, the Director developed a staffing model which quantified the number of custodians necessary to attain a particular "appearance level" (based on industry standards for custodial staffing for educational facilities). The Director of Facilities Maintenance and Operations has given presentations regarding the Program Review to various committees, councils, and groups across the District. For example, in December, 2004, the Director of Facilities Maintenance and Operations gave a presentation to the District Committee on Budget and Finance explaining this review process in detail (112). The Program Review process has helped the Facilities Maintenance and Operations Director create balanced work assignments and healthier work environments for custodians, grounds crews, and engineering personnel.

Another function of the Review was to manage customer expectations regarding appearance levels of facilities. As evidenced in the information cited earlier, there is still work to be done in the area of facilities appearance and cleanliness, especially in the areas of classrooms, washrooms, and offices.

The Human Resources and Employee Relations department sponsors monthly forums for College and District managers and supervisors. The forums provide an opportunity for the District and Colleges to communicate about information regarding current human resources processes, policies, and procedures or a variety of other subjects of concern to managers and supervisors throughout the District. Agenda topics are set by managers and supervisors (113). Recent meetings have covered such items as varied as sexual harassment training and a review of the new phone system, including implementation and training schedules (114). The forum has also been used to discuss and introduce websites related to District services, including the CORP webpage (115)—a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture—and the Download webpage, which contains a variety of documents and forms used District-wide.

As part of the District Technology Strategic Plan, Information Technology Services recently completed District-wide installation of a new voice-over-internet protocol telephone system. Training on the new system was conducted District-wide (116). Through its Centers for Teaching and Learning, which are located on all three campuses, Information Technology Services offers a wide variety of support and training to faculty and staff (117). The Centers' offerings are extensive and include workshops on District-supported software, individualized consulting regarding instructional software, small group seminars, and a Bootup Camp—a voluntary workshop series designed for new faculty on the effective use of technology in the classroom (118). (However, the Center has not been able to offer the Bootup Camp for the last few years.)

PLANNING AGENDA

· Use facilities Program Review data to evaluate the need for additional staff in order to make improvements in the area of facilities cleanliness;

· Develop survey document and procedures so that all District faculty, staff, and administration can provide input into evaluation of all District services.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

The District has not used a formula-based resource allocation model since 1997-98. Increases and reductions to College budgets have been

based primarily on adjustments for step and column increases, longevity, and COLA (119). The model did not address enrollment changes or growth in special programs. This led to inequitable distribution among the Colleges.

Beginning in May 2003, the District Committee on Budget and Finance, a subcommittee of the District Shared Governance Council, discussed the subject of resource allocation, and in August 2003, at the direction of the Executive Vice Chancellor, the District Committee on Budget and Finance was charged with recommending a new resource allocation model for the District (120). The Committee engaged in an evaluation, planning, and improvement process that ended with the approval of a new distribution model in May 2005. The new model is in effect for the 2006-07 year.

Components of the new model included a base allocation for each College calculated as a percentage of current funding and FTES; an allocation for increases in Central Services such as benefits, utilities, insurance, and other items; allocations to facilities based on increased square footage and a percentage of College growth allocations; growth allocations for all Colleges based on three-year average FTES; allocations to the District Office as a percentage of College growth allocations; and an allocation for demonstrated need, including agreed-upon incentives.

Self-Evaluation

It has been the general consensus of College and District leadership that resource allocation has not been particularly responsive to changing workload measures in the years following the implementation of the 1997-98 model because the College's allocations have been based on the prior year's allocations, adjusted for step and column increases, longevity, COLA, and other variables. Components most critical to a College's ability to support student learning—adjustments for enrollment growth and adjustments for special programs—have not been addressed. Therefore the model was not deemed adequate or fair.

The District Committee on Budget and Finance has studied the budget allocation model issue closely. The meaningful dialogue between the Colleges and District, the extent of research, and nature of the collaboration between the Colleges and the District relative to this important decision is documented in the Committee's minutes beginning in August of 2003 through the Committee's most current minutes (121).

In its planning and evaluating, the Committee conducted a historical review of the District's prior budget allocation models and reviewed allocation models from other institutions (122). The Committee also

met with administrative staff to explore various programs in the District and to address how all programs might best be served by a new resource allocation model. For example, the Committee requested presentations from the College Vice Presidents of Instruction regarding factors affecting cost and efficiency of instructional programs to ensure that any new allocation model addressed program needs appropriately and thus supported positive Student Learning Outcomes (123). Additionally, the Committee requested an overview of facilities programs from the District's Director of Facilities Maintenance and Operations in an effort to more thoroughly understand any impact that an allocation standard based on square footage might have on that operation (124).

Based on their extensive research, the Committee selected and refined an allocation model during spring 2005 (125). The Chief Financial Officer presented the proposed model to the District Shared Governance Council in May 2005 and consensus to adopt the model was reached (126).

The College Finance Officer's presentation included examples of the model populated with sample data to illustrate how the Colleges might be affected in years in which resources were allocated or in years in which resources were cut across the District (127). To solicit feedback about the model District-wide, the Committee prepared an online survey (128). Feedback from the dialogues with the constituencies was documented, considered, and, where appropriate, implemented into the model (129).

The District implemented the new resource allocation model for the 2006-07 budget year. Site allocations were made available mid-March 2006 for the 2006-07 budget planning process (130).

PLANNING AGENDA

None at this time.

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

Audits for the last several years have produced no adverse financial findings and the District has consistently had a positive ending balance. District bond ratings are the highest for community colleges in the state at "Aa1" (Moody's) and "AA" (Standard and Poor's). Finally, financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District budget. The Chief Financial Officer is responsible for the gen-

eral management of the budget, budget controls, and the accounting programs. The President of each College is responsible for operating the College within the limitations placed by the budget. College administrative responsibilities include adherence to guidelines established by the District Administrative Services Office, compliance with deadlines, and adherence to generally accepted accounting principles.

Systematic and procedural controls at the District and College levels help produce reasonable and balanced budgets, prevent over-spending, and reinforce accountability from budget managers. As an educational institution, the District uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source, funds are tracked to account for revenue and expenditures.

SELF-EVALUATION

Annual audits for the last several years reveal that the District consistently has a positive ending balance and has no adverse financial findings (131). Additionally, in November 2001 and again in November 2005, voters in San Mateo County approved bond measures totaling $675,000,000. The District's Aa1 and AA ratings on these bonds (132) are based on the ratings companies' evaluation of the underlying financial condition of the District. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to the taxpayers and the District.

Public monies used for capital construction are subject to a variety of stringent state accounting and reporting requirements. Some of the regulations specify that the project funds be kept in the Capital Construction Fund. The Facilities Planning and Operations department coordinates the project and maintains required files. With passage of two bond measures and an extensive Capital Improvement Program underway, management and control of the Capital Construction Fund is especially critical. A Grand Jury Report, issued in June 2005, focuses on the District's effectiveness in this regard (133). In the report, titled "School Construction Management in San Mateo County," the Grand Jury found that:

> After years of experience, The San Mateo County Community College District (SMCCCD) has developed proven policies and procedures for construction planning and management. These techniques have been employed successfully for capital improvement projects on the three San Mateo college campuses.

This report cites the District's successful policies and procedures for construction planning and management as a model to be followed by other school districts throughout San Mateo County.

PLANNING AGENDA

None at this time.

IV.B.3.e. The chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY

The College Presidents' responsibilities and authority for implementation and administration of District policies is prescribed in District Rules and Regulations section 2.0. The rules state that "each president, as the college Chief Executive Officer, is responsible for implementation of District policies at the College" (134). The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. As part of the evaluation, the President establishes goals and the Chancellor and President assess the progress on these goals annually. As part of the annual evaluation process, the Chancellor briefs the Board on the Presidents' progress towards their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the Presidents to discuss areas of interest, concerns related to the individual Colleges or the District Office, or issues that may be of concern District-wide. The Presidents also attend meetings of the Board of Trustees and report on College initiatives, programs, and various College expenditures in compliance with District Rules and Regulations.

SELF-EVALUATION

The former President at Cañada believes the Chancellor gave her full responsibility and authority to implement and administer delegated District policies without his interference and held her accountable for the operation of the College. The current President agrees with this assessment. As an example, once College budget allocations related to faculty positions have been prescribed by the District, the President, after seeking input through appropriate College discussions and processes, makes

the ultimate decisions regarding where the need for those faculty are within the College and acts accordingly.

PLANNING AGENDA

None at this time.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

As CEO of the District, the Chancellor is the liaison between the Colleges and the governing board. All College matters considered by the Board are submitted to the Board by the Chancellor on behalf of the Colleges. The College Presidents and District Academic Senate President attend Board meetings and report on College and Senate initiatives and programs. At each Board meeting, College Presidents are requested to provide the Board with executive updates regarding their College's programs and initiatives (135). The Board of Trustees includes a Student Trustee who voices the concerns and interests of District students in board meetings (Ref. 43)

The District and the Colleges use effective methods of communication in a timely manner to relay information to the Board and others about upcoming Board agenda items. Items to be considered at upcoming Board meetings are widely distributed electronically via the Board packet to the Board, College managers, Academic Senate officers, Union leaders, and other interested community members in advance of a Board meeting (136). The Board packet contains Board reports of the items to be considered, summaries prepared by the responsible College or District personnel and submitted to the Board on their behalf by the Chancellor. Board meeting minutes are posted on the District website (137). Minutes from previous meetings are archived on the site and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted.

There are numerous administrative committees through which communications between the Colleges, the District, and ultimately the Board may occur. The Chancellor's Cabinet consists of the College Presidents, the Chancellor, the executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services and the Vice Chancellor of Human Resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the Director of Information Technology Services, the Executive Director of Facilities, Operations and Planning, and the Director

of Community and Government relations. These groups meet on alternate weeks and provide a means by which the Colleges and the District Office can engage in dialogue about a variety of College and District issues (138).

As another means of communication, Community and Government Relations publishes Connections, a quarterly newsletter which is distributed to all District employees as well as to members of the surrounding community. The newsletter features articles about District-wide initiatives, College programs, and other items related to the District that are of interest to the Colleges and the surrounding community (139).

At the beginning of each year, the Chancellor invites all faculty and staff to an opening day meeting for a briefing on important matters currently facing the District.

Self-Evaluation

The role delineation of the District as liaison between the Colleges and the governing Board is well defined and effective. College initiatives and other business requiring Board discussion or approval are placed before the Board by the Chancellor on behalf of the Colleges. When such items are brought to the Board, appropriate College personnel are in attendance at the meeting to answer questions the Board might have. College Presidents provide the Board with executive updates regarding their College's programs and initiatives. The availability of web-based information about upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information.

Both the former and current Presidents of Cañada indicated that Chancellor's Council and Chancellor's Cabinet meetings have been an effective means by which to engage in dialogue with the District regarding College or District matters in general and about those which might require Board action or discussion.

Planning Agenda

None at this time.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The District does not have in place a process to regularly evaluate District role delineation and governance and decision-making structures and processes to ensure their integrity and effectiveness in assisting the Colleges in meeting educational goals. Rather, these items are evaluated and discussed in a variety of forums throughout the year. The Board of Trustees meets several times each year in study session to review existing programs and to explore new policies or objectives. For example, during the last year the Board met in study session to discuss counseling and student services, concurrent enrollment and the Facilities Master Plan, among other matters (140). Additionally, the Board holds retreats that focus on strategic matters including goal setting and policy making that often result in the review of role delineation, governance, and decision-making structures and processes. During weekly Chancellor's Cabinet and Council meetings, College Presidents, the Chancellor and his staff engage in dialogue addressing these matters. District and College administrative and institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes. Also, in order to clarify District role delineation, the District and Colleges have developed a District function map outlining District Office, District-wide, and College responsibilities related to accreditation standards (141).

Self-Evaluation

Policies regarding governance, role delineation, and process are shaped by the Board and subsequently implemented by the Chancellor, his staff, and the College Presidents. Information about these policies and issues related to implementation is communicated widely through a variety of administrative and institutional committees in place throughout the District (142). The Chancellor and his staff and the College Presidents engage in dialogue as part of their regularly scheduled Cabinet and Council meetings. For example, at a recent Chancellor's Cabinet meeting, the District mission statement was discussed. At the same meeting, College Vice Presidents, information technology staff, and District research staff were invited to join the Chancellor's Cabinet to hear a presentation on Cal-PASS, a data-sharing initiative of interest to the District. Similarly, College Presidents communicate and engage in dialog through their College Cabinets, councils, and administrators. Academic and professional matters of concern to faculty in these areas are discussed by the College and District academic senates. Academic Senate subcommittees, labor groups, and the District Shared Governance Council and its

subcommittees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the District's portal webpage for review of interested parties. A review of topics listed on agendas and discussed in the minutes from these various committees reflect the diversity and extent of communications regarding governance and decision-making processes (143).

During calendar year 2005, the Board study sessions included such topics as a discussion of concurrent enrollment and other partnerships with high school districts; a facilities program definition document update; a joint meeting with the San Mateo City Council including a tour of College Vista, (the District faculty/staff housing facility) and an update on College of San Mateo's programs of interest to the San Mateo City Council; and a briefing on safety, security, and emergency preparedness (144). At the Board retreat in February 2006, the Board and staff discussed plans for future study sessions dealing with role delineation, governance, and process including a discussion on Program Review, the University Center at Cañada, and a review of the process by which professional development leave is administered. In the area of governance structures and process, board members and staff also discussed the creation of a Capital Improvement Program (CIP) management team that would oversee, review, and evaluate construction projects for phase two of the bond expenditures (145).

As necessary, District-wide committees are formed to discuss, advise, and engage in dialogue surrounding a particular governance or decision-making structure or process. For example, in mid-2003 the Bookstore Operations Committee was formed to evaluate bookstore operations, evaluate various management structures for the bookstore operations, obtain feedback District-wide regarding bookstore operations and management structures, and ultimately "provide a recommendation to the Chancellor and the Board of Trustees regarding future bookstore operations" (146). The Committee website documents the thorough and inclusive nature of the evaluation, planning, and improvement efforts of the Committee.

Additionally, decision-making processes or structures are also discussed and evaluated as part of District initiatives—e.g. the resource allocation model described elsewhere in this Self-Study or as part of an organization's evaluation, planning, and review process such as the facilities Program Review process, also described in the Self-Study.

PLANNING AGENDA

· The District will assess the newly created functional map and evaluate its value as a tool in delineating governing and decision-making

structures and processes and as a tool for communicating these processes District-wide;

· The District will study the need for a process to regularly evaluate governance and decision-making structures and processes.

SOURCES FOR STANDARD IV

1 ACCCA Statement of Ethics, http://www.accca.com/secure/ethics.shtml

2 SMCCCD Faculty Statement of Professional Expectations, http://canadacollege.net/inside/academic_senate/0607/professionalexpectations.pdf

3 Academic Senate of Cañada College Constitution, http://www.canadacollege.edu/inside/academic_senate/ASGC-Constitution-Completed-Revision-4.17.06.pdf

4 Constitution of the Cañada College Classified Senate, http://canadacollege.edu/inside/classified_senate/Classified-Senate-Constitution-07.pdf

5 ASCC: Associated Students of Cañada College, http://canadacollege.net/student/student_life/ASCC.html

6 College Council Bylaws, http://www.canadacollege.edu/inside/college_council/archive0405/CC_BylawsUpd.pdf

7 Philosophy and Constitution: Cañada College Planning and Budget Committee, http://www.canadacollege.edu/inside/planning-budget/Planning-Budget-Constitution.pdf

8 Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

9 Strategic Planning Committee Recommendations, http://www.canadacollege.edu/spc/final_%20SPC_recommendations.pdf

10 Mission Statement, http://www.canadacollege.edu/about/mission.html

11 Cañada College Catalog, p. 8

12 Cañada College spring 2007 schedule, p. 9

13 ASCC Mission Statement, ASCC website, http://www.canadacollege.edu/student/student_life/ASCC.html

14 Classified Senate, http://www.canadacollege.edu/inside/classified_senate/0607/index.html

15 Board Minutes, May 14, 2003, http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=60

16 Academic Senate Governing Council, http://www.canadacollege.edu/inside/academic_senate/0607/index.html

17   Personal communication, Marilyn McBride, Vice President of Instruction and Phyllis Lucas-Woods, Vice President of Student Services

18   Academic Integrity, http://www.canadacollege.edu/inside/acad_integrity/index.html

19   Cañada College Guidelines for Recommending Full-Time Tenure-Track Faculty Hires, http://www.canadacollege.edu/inside/academic_senate/0607/Full-Time-Faculty-Hiring-Process-and-Criteria-DRAFT.pdf

20   Cañada College Classified Hiring/Position Justification, http://www.canadacollege.edu/inside/classified_senate/0506/ClassifiedHiringJustificationDraft2.pdf

21   Multimedia Art and Technology @ Cañada College, http://www.canadacollege.net/multimedia/3danimation.html

22   Faculty and Staff Development Resources, http://www.canadacollege.edu/inside/development/index.html

23   Interview with ASSC 5-06

24   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

25   Cañada College Planning & Budget Committee Philosophy and Constitution, http://canadacollege.net/inside/planning-budget/Planning-Budget-Constitution.pdf

26   Board Minutes May 14, 2003, http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=60

27   California Code of Regulations, http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000

28   Academic Senate of Cañada College Constitution, http://www.canadacollege.edu/inside/academic_senate/ASGC-Constitution-Completed-Revision-4.17.06.pdf

29   Constitution of the Cañada College Classified Senate, http://canadacollege.edu/inside/classified_senate/Classified-Senate-Constitution-07.pdf

30   Minutes Planning and Budget 2005-06, Minutes College Council, May 4, 2006

31   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

32   http://www.canadacollege.edu/inside/college_council/0607/index. html

33   AFT Local 1493, http://www.aft1493.org/;

     AFSCME, http://www.afscme.org/;

     CSEA Chapter 33, http://www.smccd.net/accounts/csea/

34   ASCC, http://www.canadacollege.edu/student/student_life/ ASCC.html

35   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege. edu/inside/institutional-reports/employee-survey-10-06.pdf

36   http://www.smccd.net/portal/District%20Information/Rules%20 And%20Regulations/2_06.pdf

37   Academic Senate of Cañada College Constitution, http:// canadacollege.edu/inside/academic_senate/ASGC-Constitution- Completed-Revision-4.17.06.pdf

38   see sample division Agendas

39   Student Learning Outcomes in Cañada College, http://www. smccd.net/accounts/canslo/

40   Curriculum Committee, http://www.canadacollege.edu/ academics/office_of_instruction/curric.html

41   Curriculum Committee, http://www.canadacollege.edu/ academics/office_of_instruction/curric.html

42   Board Policy 6.15 Curriculum Development, Program Review and Program Viability, http://collegeofsanmateo.edu/csminternal/ resources/reference_backup/program%20viability%20suggested%2 0process.doc

43   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege. edu/inside/institutional-reports/employee-survey-10-06.pdf

44   2006 Noel-Levitz Student Satisfaction Survey, http://www. canadacollege.edu/inside/institutional-reports/noel-levitz-10- 2006.html

45   2.09 District Shared Governance Process, http://www.smccd. edu/portal/District%20Information/Rules%20And%20Regulation s/2_09.pdf

46   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

47   2006 Noel-Levitz Student Satisfaction Survey, http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html

48   Cañada College Strategic Planning Process, http://www.canadacollege.edu/inside/strategicplanning/index.html

49   Cañada College Catalog, http://canadacollege.edu/catalog/index.html

50   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

51   District Mission Statement, http://www.smccd.edu/accounts/smccdbackup/aboutdistrict/mission.asp;

     District Rules and Regulations, 1.10, Duties and Responsibilities of the Board, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_10.pdf

52   District Rules and Regulations, 6.15, Curriculum Development, Program Review, and Program Viability, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf

53   District rules and Regulations, 8.11, District Budget, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/8_11.pdf

54   Human Resources Procedures for Manager Evaluations, http://www.smccd.edu/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fportal%2fHuman%20Resources%2fPerformance%20Evaluations&View=%7b7410A2C8%2d5FAF%2d4B10%2dBE7B%2dA1AB6192C273%7d

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59   Chancellor Hiring Procedure

      Manager Hiring Procedure, http://www.smccd.edu/portal/Human%20Resources/Selection%20Committee%20Information/Classif%20Mgmt%20Selection%20Procedures%20Final%2005-04.pdf

60   District rules and Regulations, 1.35, Board Conduct, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf

61   Board Meeting Calendar, http://www.smccd.edu/accounts/smccd/boardoftrustees/calendar.shtml

62   District rules and Regulations, 1.65, Community Relationships, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_65.pdf

63   Progress Seminar Schedule, April 13-15, 2007

64   Board Member webpage, http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml

65   Board Reaffirmation, Hard copy only for now. The document will be posted shortly on the District webpage.

66   District Resource Allocation Model, Hard copy only

67   District Mission Statement, http://www.smccd.edu/accounts/smccdbackup/aboutdistrict/mission.asp

68   District Rules and Regulations, 6.15, Curriculum Development, Program Review, and Program Viability, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf;

      District Rules and Regulations, 7.00, Student Services, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_00.pdf;

District rules and Regulations, 7.45, other student services, http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_45.pdf

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Minutes from the Board of Trustees Study Session, April 11, 2007, http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_04_11.shtml

71   Minutes from the Board of Trustees February 28, http://www.smccd.edu/accounts/smccd/boardoftrustees/07_02_28.shtml

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76   Bond Oversight Committee Website, http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml

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79 Entire Body of District Rules and Regulations, http://www. smccd.edu/portal/District%20Information/Forms/AllItems. aspx?RootFolder=http%3a%2f%2fwww%2esmccd%2eedu%2fport al%2fDistrict%20Information%2fRules%20And%20Regulations

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81 Board Self Evaluation Tool

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84 Board Self Evaluation Tool

85 Board Self Evaluation Tool

86 2007 Trustee Handbook

87 Board Member webpage, http://www.smccd.edu/accounts/smccd/ boardoftrustees/members.shtml

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95   Minutes from the February 25, 2004 Meeting of the Board of Trustees, http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=77

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99   REFER ORG charts for this

100   District Mission Statement, http://www.smccd.edu/accounts/smccdbackup/aboutdistrict/mission.asp

101   Link to entire body of district Rules and Regulations, http://smcweb.smccd.net/portal/district%20Information/Forms/AllItems.aspx?RootFolder=%2fportal%2fdistrict%20Information%2fRules%20And%20Regulations&View=%7bF268A2B9%2d228C%2d4AE5%2dB3A1%2dEF3D1F2D2DB1%7d

102   SMCCCD functional Map

103   Board Goals, http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml

104   Minutes from the Board of Trustees Study Session, September 11, 2006

105   District Rules and Regulations, 2.00, 2.02, 2.05, http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_00.pdf;

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106 Link to entire body of district Rules and Regulations, http://smcweb.smccd.net/portal/district%20Information/Forms/AllItems.aspx?RootFolder=%2fportal%2fdistrict%20Information%2fRules%20And%20Regulations&View=%7bF268A2B9%2d228C%2d4AE5%2dB3A1%2dEF3D1F2D2DB1%7d

107 District Office organization charts may be obtained by calling the Office of Human Resources at (650) 358-6723.

108 District Office Organization Chart, March 2006

109 Facilities Planning and Construction Organization Chart, http://www.smccd.net/accounts/facilities/fpo_orgchart.htm

110 District Committee on Budget and Finance Committee Membership List, http://www.smccd.edu/portal/dcbf/Lists/Committee%20Members/AllItems.aspx;
2005-2006 DASAC Committee Membership List;

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112 Facilities Maintenance and Operations Presentation: Program Review, http://www.smccd.net/accounts/facilities/maintoperation/2004%201207%20Program%20Reviews%20-%20Cmte%20Budget%20&%20Finance_files/frame.htm

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114 Email: Manager's forum announcements and Agendas: September 8, 2005 and
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115 CORP Webpage, http://www.smccd.net/corp/

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117 CTL Website, http://www.ctlonline.net/

118 CTL Bootup Camp Website, http://smcweb.smccd.net/accounts/bootupcamp/

119 District Committee on Budget and Finance, Minutes, March 2, 2004, http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%202,%202004.doc

120 District Committee on Budget and Finance: Agenda, May 6, 2003, http://www.smccd.edu/portal/dcbf/Agendas/2002-03/Agenda%20-%20May%206,%202003.doc;

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124 District Committee on Budget and Finance: Minutes from December 7, 2004, http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Dec.%207,%202005.doc

125 Resource Allocation Model

126 District Shared Governance Council: Summary of Meeting, May 2, 2005

127 PowerPoint Presentation for Constituency Groups: Resource Allocation Model

128 District-wide email survey;

District-wide email survey results

129 Resource Allocation Model Update and Summary of Resource Allocation Feedback, April 13, 2005

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132 Official Ratings Statements from Moody's and Standard and Poor's

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   sanmateocourt.org/grandjury/2004/reports/School%20Constructi
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   January 25, 2006

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138 Calendar: Chancellor's office and District-wide meetings

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   issue.

140 Minutes from the Board of Trustees meetings of September 11,
   2006; June 14, 2006; February 14, 2007

141 SMCCCD functional Map

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143 Links to College and District committee Minutes and Agendas;
   District Academic Senate (with links to college senate sites),
   http://www.smccd.net/accounts/academicsenate/;

   District Committee on Budget and Finance, http://www.smccd.
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   District Shared Governance, http://www.smccd.net/hr/
   SHARED_GOVERNANCE.htm;

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   Trustees: Study session Minutes, http://www.smccd.net/accounts/
   smccd/boardoftrustees/board_minutes_details.asp?ID=127;

San Mateo County Community College District, Board of Trustees: Study session Minutes, http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=122;

San Mateo County Community College District, Board of Trustees: Study session Minutes, http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=120;

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146 Bookstore Operations Committee, http://www.smccd.edu/portal/bookexpcom/default.aspx

▶ Summary of Planning Agendas

Standard I: Institutional Mission and Effectiveness

	Planning Agenda Items
I.B.2	• State goals in measurable terms which allow the College to readily determine the degree to which they have been met, assign timelines and responsibility for meeting the goals, and communicate extensively the progress toward meeting the goals.
I.B.3	• Incorporate a systematic cycle of planning and evaluation, based on quantitative and qualitative data, into the Strategic Plan.
I.B.4	• Effectively communicate resource allocations processes and results
I.B.5	• Institute an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, and make the results available to the College community and the public.
I.B.6	• Establish a specific time-line for reviewing and modifying the new planning process in order to assure its effectiveness. • Consider providing additional staffing for institutional research.
I.B.7	• Evaluate programs and services systematically and assess the evaluations themselves to ensure their effectiveness in promoting improvement in programs and services.

Standard II: Student Learning Programs and Services

	Planning Agenda Items
II.A.1.b	• Identify critical issues regarding effective distance education. • Provide professional development activities for faculty to learn new teaching strategies.
II.A.1.c	• 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.b	• 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	• Identify new funds for professional development.
II.A.2.d	• 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	• Evaluate the need for completing the biannual report for program review • Assess Program Student Learning Outcomes
II.A.2.f	• Develop new funds for professional development. • Actively work to develop SLOs for all programs and the associated assessment tools. • Share the results of the assessments with appropriate constituents
II.A.2.i	• Develop Student Learning Outcomes for all programs.
II.A.3.a	• Create a handbook which documents criteria for general education requirements.
II.A.6.b	• Develop a clear process to inform students of program elimination and what students need to do subsequent to elimination.
II.B.1	• Implement data collection strategies including qualitative and quantitative data to assess student satisfaction and quality of Student Support Services.
II.B.3.a	• Explore additional funding sources and staffing resources for expansion of services and extended hours.
II.B.3.b	• Explore additional resources and creative ways to increase student life outside of the classroom.

II.B.3.c	• 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.e	• 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.4	• Implement Program Review cycle for Student Services programs.
II.C.1.a	• Identify appropriate resources to provide consistent yearly allocation of funding for maintaining print collection.
II.C.1.b	• Identify SLOs and Service Area Outcomes and the assessments of each
II.C.1.c	• Expand library hours and services.
II.C.2	• Develop evaluation to ascertain effectiveness and comprehensiveness of Library services

Standard III: Resources

	Planning Agenda Items
III.A.1.c	• Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.
III.A.1.d	• District will adopt a Code of Ethics for all personnel.
III.A.2	• To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College. • Include a mid-year hire process for faculty positions.
III.A.4	• Reactivate the EEOAC committee at the College and District level.
III.A.5.a	• Develop additional support for workshops, seminars, and guest speakers. • Collect data for the website and methodologies for evaluating the data
III.A.5.b	• Identify funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.
III.B.1.a	• Increase the level of custodial staffing.
III.C.1	• Develop a funding plan to maintain currency of appropriate instructional equipment in classrooms.
III.C.2	• Develop a technology plan that integrates technology and institutional planning
III.D.1.d	• Make the budget development process more transparent to the whole College community.

Standard IV: Leadership and Governance

	Planning Agenda Items
IV.A	• Develop and adopt a code of ethics for all employees.
IV.A.1	• Pursue increased funding for professional development opportunities for all employees. • Evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated, or organized more efficiently.
IV.A.2.a	• Review existing systems which provide orientation and leadership training to student leaders. Specifically, student leaders need to be informed of their Title V rights and responsibilities, of how to meaningfully participate on governance bodies and of how to access institutional resources. • Develop Meet and Confer working condition representation for Confidential/Supervisory employees and administrators who are not represented by collective bargaining agents
IV.A.2.b	• Create a program development policy
IV.A.5	• Develop an annual schedule to review shared governance systems.
IV.B.1.g	• The Board will review its evaluation tool.
IV.B.2.a	• Evaluate the distribution of work among the administrators.
IV.B.2.b	• Complete the Strategic Planning process.
IV.B.2.d	• Formalize and schedule regular analysis and reporting of budget and financial matters.
IV.B.3.a	• The district will publicize the location of existing information about its roles, responsibilities, and services.
IV.B.3.b	• Use facilities program review data to evaluate the need for additional staff in order to make improvements in the area of facilities cleanliness. • Develop survey document and procedures, so that all District faculty, staff, and administration can provide input into evaluation of all District services
IV.B.3.g	• The district will assess the newly created functional map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes district wide. • The District will study the need for a process to regularly evaluate governance and decision making structures and processes.