

SMCCCD



WORKING DRAFT

ACCJC Second Follow-Up Report 2009

Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

9/25/09

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STATEMENT ON REPORT PREPARATION

This second follow-up report builds on the 2008 follow-up report that preceded the Accrediting Commission for Community and Junior Colleges’ reaffirmation of Cañada College in January 2009. The management and preparation of this report leveraged much of the college’s previously established accreditation oversight structure while making adjustments to both the composition and mission of each oversight body to reflect a shift in purpose, focusing less on new program and system development and more on effective implementation. The restructuring of the accreditation oversight process paralleled the redesign of the college’s planning infrastructure, which was implemented in December 2008 to improve the integration of college planning processes.

The accreditation oversight committee oversaw this initiative. Three separate steering committees were formed to address each recommendation made by the ACCJC. All committees had representation from faculty, staff, and administration. We are grateful for the time and energy committed to this effort.

Accreditation Oversight Committee

- Martin Partlan, President of the Academic Senate
- Peter Barbatis, Vice President of Student Services
- Joan Murphy, President of the Classified Senate
- Gregory M. Stoup, Accreditation Liaison Officer & Director of Planning, Research & Student Success
- Patty Dilko, President of the District Academic Senate
- Sarah Perkins, Vice President of Instruction
- Tom Mohr, President of Cañada College
- Katie Townsend Merino, Former Dean of Humanities & Social Sciences

Student Learning Outcomes Steering Committee

- Carol Rhodes, SLOAC coordinator
- Rita Sabbadini, learning center manager
- Martin Partlan, President of the Academic Senate
- Patty Dilko, President of the District Academic Senate
- Ray Lapuz, SLOAC coordinator, ex officio
- Jessica Einhorn, Professor of anthropology
- Linda Hayes, Dean of Business, Workforce & Athletics
- Margie Carrington, Director of Financial Aid
- Jennifer Castello, Interim Dean of Humanities & Social Sciences
- Patty Dilko, Professor of Early Childhood Education
- Jeanne Gross, Dean of the University Center & Academic Support Services
- Linda Haley, Professor of English as a Second Language
- Ray Lapuz, Professor of mathematics
- Thomas Mohr, President of Cañada College
- Martin Partlan, President of the Academic Senate
- Katie Townsend Merino, Former Dean of Humanities & Social Sciences

Educational Master Plan Steering Committee

- Tom Mohr, President of Cañada College
- Peter Barbatis, Vice President of Student Services
- Sarah Perkins, Vice President of Instruction
- Martin Partlan, President of the Academic Senate
- Joan Murphy, President of the Classified Senate
- Patty Dilko, President of the District Academic Senate
- Gregory M. Stoup, Director of Planning, Research & Student Success
- Katie Townsend Merino, Former Dean of Humanities & Social Sciences
- Phyllis Lucas-Woods, Former Vice President of Student Services

Student Support Services Staffing Plan Steering Committee

- Peter Barbatis, Vice President of Student Services
- Leonor Cabrera, Professor of accounting
- Margie Carrington, Director of Financial Aid
- Jennifer Castello, Interim Dean of Humanities and Social Sciences
- Patty Dilko, Professor of Early Childhood Education
- Jeanne Gross, Dean of the University Center and Academic Support Services
- Linda Haley, Professor of English as a Second Language
- Ray Lapuz, Professor of mathematics
- Thomas Mohr, President of Cañada College
- Martin Partlan, President of the Academic Senate
- Anniqa Rana, Professor of English and ESL
- Rita Sabbadini, manager of the learning center
- Michael Stanford, Professor of history
- Kathy Sammut, Professor of counseling
- Phyllis Lucas-Woods, Former Vice President of Student Services
- Melissa Raby, Former Dean of Counseling and Enrollment Services

Editors of the Follow-Up Reports

- Lisa Palmer, Professor of English
- Anniqa Rana, Professor of English and ESL
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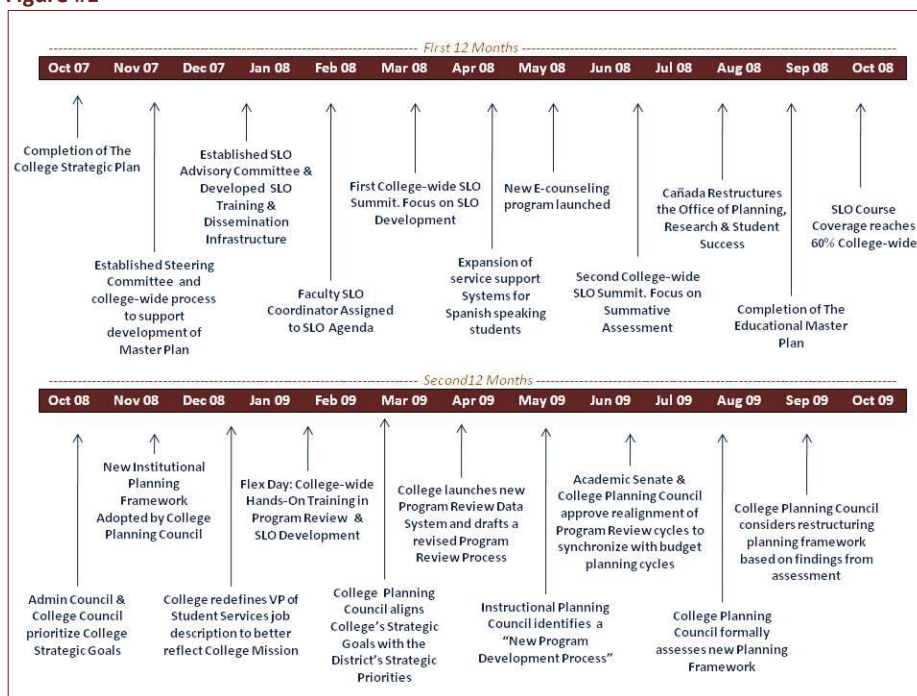
This report was written with broad input from faculty and staff. The work was done collegially and widely reviewed by the entire college community for input prior to submission to the governing board for approval on October 8, 2009 (approval forthcoming).



SUMMARY OF MAJOR ACCOMPLISHMENTS

The body of the report describes in detail the college’s accomplishments and responses to each ACCJC recommendation. Figure #1 highlights some of the most noteworthy achievements made by Cañada College in response to each of the three recommendations identified in the ACCJC’s 2007 accreditation report.

Figure #1



Cañada’s 2007-08 achievements were dominated by responses to recommendation 2 (SLO development) and recommendation 4 (student service staffing planning). Subsequently, during 2008-09 Cañada was able to focus more extensively on recommendation 1, which directed the college to establish a fully integrated planning structure. In the next three sections we provide a detailed description of Canada’s responses to each ACCJC recommendation.



PROGRESS: INTEGRATED PLANNING

Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b) This issue was identified by the 2001 evaluation team.

The following four subsections describe the college's response to recommendation 1:

- the educational master plan
- Cañada College's new planning framework
- program review
- integrated planning

EDUCATIONAL MASTER PLAN

Upon notification by the Accrediting Commission for Community and Junior Colleges that Cañada College must develop an educational master plan, Cañada College President Thomas Mohr convened an executive level master plan steering committee composed of faculty, staff and administrators offering a wide variety of perspectives <INSERT LINK>. This committee facilitated the college's creation of the educational master plan by eliciting college-wide input and effort, by overseeing data collection and plan composition, and by disseminating drafts of the plan for comment during its development.

In March 2008, the steering committee and the planning and budget committee contracted with an external consultant, Maas Company, to guide the development of the educational



master plan. Maas provided national and state perspectives that complemented the extensive regional external scan completed during our strategic planning process.

The educational master plan builds upon the [Strategic Plan](#) to delineate the strategic direction of the college and to integrate the many components of institutional planning. It provides a planning process for divisions and departments that incorporates the vision and goals of the college; the information generated in program reviews; the priorities elucidated in the strategic plan; and the fiscal and hiring processes and realities of our college. As a result of this work, the educational master plan has become the springboard and guide for all institutional planning.

A key result of the development of the educational master plan was the integration of the planning components of the college and the creation of an integrated planning calendar. Unit plans are now grounded in program review which serve as the primary planning documents for resource allocation including human resources, instructional equipment requests, and facility requests. These unit plans respond to the eleven broad goals of our strategic plan.

The educational master plan also identified a need to reconsider the college's planning infrastructure. The college's shared governance and administrative bodies deliberated at great length on that recommendation, resulting in the development of a new college-wide planning framework. The details of that new planning structure are highlighted in the next section.

In the attention devoted to developing the educational master plan and the effort to solicit the input and support of constituents from across the college, district, and community, Cañada shows its commitment to creating a more transparent, integrated, and effective institutional planning process. The college has incorporated this process into its ongoing operation, and it has put into place checks and balances to ensure that the process remains fruitful.

We have included a link to the [Educational Master Plan](#) itself, which presents our proposed integrated planning processes and calendars.



Annual Assessment of the Educational Master Plan

The educational master plan makes clear the need to perform regular evaluations of the plan and of the college's efforts to reach the goals it sets forth. As part of its continuous effort to improve institutional effectiveness, the college has outlined a process for the first annual assessment and update of the educational master plan. The office of planning, research and student success is working with the college master planning committee to develop a framework for that evaluation by identifying the criteria, data, and process to be used, and drafting the annual report. The initial assessment will begin this fall; subsequently the evaluation results will be presented to the college planning council and recorded as formal updates to the educational master plan.

Given the emphasis the educational master plan places on the development of the college's planning framework, program review, and institution-wide planning integration, the next three sections of this report detail Cañada's achievements and innovations in each of these areas.



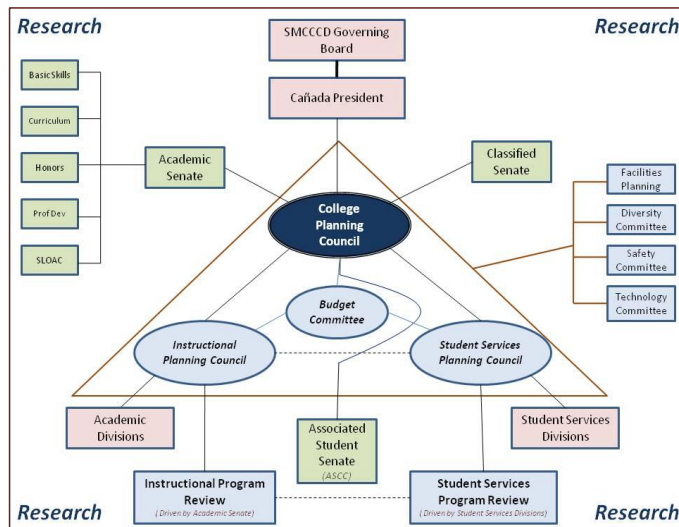
CAÑADA COLLEGE’S NEW PLANNING FRAMEWORK

In August 2008, upon considering the priorities identified in the educational master plan and recommendations from the ACCJC, the college council began to evaluate the efficacy of the college’s existing planning structure. Subsequently, the strategic planning steering committee began developing a proposal for a new college planning structure. In October 2008, after a thorough literature review of the planning structures of other community colleges, and with due consideration of the unique history and culture of Cañada College, the steering committee proposed a new college planning framework to the college council.

The college council and other planning bodies reviewed this proposal at several meetings, and extensive revisions to the planning framework were made based on feedback from council members, administrators, students, faculty, and classified staff. In December 2008, the college council formally adopted the new planning framework (Figure #2) and sanctioned its adoption. The new college planning council convened its first meeting in February 2009. The process and structure underlying the development of the new framework is outlined in a [planning document](#) developed by the college planning council.

Comment [LP1]: Of what?

Figure #2



This new college-planning framework considerably upgrades the college's previous system, which had evolved unsystematically in response to what were often temporary changes in college priorities. The membership composition and formal communication channels of the new framework are designed to support three overarching goals: (1) open and participatory communication; (2) coordinated planning; and (3) regular self-assessment to ensure continued alignment with college goals.

Significantly, the new planning scheme is based on program review, which is now the primary source of information to support discussions and decision-making.

In addition, the new planning model incorporates two working groups of the college council to incubate new program and planning ideas, the Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC). These 'think tanks' improve the rigor of program review by mentoring faculty and staff, proposing modifications to program review (detailed in the next section), and also by suggesting improvements to other institutional planning processes.

Other salient features of the new college-planning framework include:

- The inclusion of various constituencies;
- A structure that allows budget considerations to inform planning rather than define it;
- Formal communication channels linking instruction and student services;
- Regular self-assessment cycles and processes;
- Venues for incubating ideas and bringing them forward for discussion and review.

Under the direction of the college planning council, in January 2009 the Instructional Planning Council and the Student Services Planning Council agreed upon their philosophy and mission statement, a timeline for self-assessment, and priorities for the upcoming year. Included in the self-assessment is a mandate to revisit the mission of each planning body as it relates to the mission of each of the other planning bodies as well as the overall mission of the college.

Within the first six months of operation, the college planning council and its primary support bodies achieved many noteworthy accomplishments including:



- Bringing program review processes into greater alignment with college budget and planning cycles, as detailed below;
- Facilitating a college-wide discussion to help prioritize the 11 strategic goals outlined in the educational master plan. This exercise resulted in a college-wide acknowledgment of the college's four priorities: evidence-based decision-making; success in basic skills; excellence in transfer programs; and highly responsive and effective workforce programs; <INSERT LINK TO POWERPOINT REPORT & CPC MINUTES>
- Facilitating a detailed discussion on how to align the college's strategic goals with the district's strategic priorities. This discussion resulted in a formal statement to the district office detailing the alignment between our two planning documents; <INSERT LINK TO POWERPOINT REPORT & CPC MINUTES>
- Hosting a series of open forum dialogues on the impact of the recent budget reductions to the college and students. The CPC hosted discussions on the overarching philosophy that would best govern the budget reduction process; a philosophy placing priority on people and core capabilities; <INSERT LINK TO CPC MINUTES>
- Responding to the increasing cost-cutting scenarios mandated by the state, the CPC made formal recommendations to the president's office regarding specific line items and the scale of cuts. All recommendations were honored and became the formal policy decisions enacted by the president; <INSERT LINK TO CPC MINUTES>
- Providing a venue for discussions on how to compliment the program review process with the establishment of formal processes for program discontinuance and new program development, and creating draft models for both processes. <INSERT LINK TO CPC MINUTES>

In August 2009, the college planning council convened a planning retreat to assess the effectiveness of the new planning model and to set an agenda for the upcoming academic year.



The list of recommendations developed on the retreat highlight opportunities to improve the effectiveness of the planning structure <INSERT LINK TO CPC MINUTES>. The recommendations emphasize improving the coordination between planning bodies, raising awareness of the role and function of the CPC, and developing a broader understanding of how any faculty or staff member could engage the college planning bodies with an idea or planning-related proposal.

On the retreat committee members also articulated objectives for the coming academic year. In addition to the objectives and tasks necessary to the maintenance of robust and open planning processes, the CPC identified priorities that, when achieved, will highlight planning excellence:

- The CPC displays a leadership role in assessing progress against the college goals highlighted in the educational master plan;
- The CPC drives a focused agenda that, in coordination with other college activities, results in demonstrable evidence of the college's culture of Inquiry.

The CPC has initiated the 2009-10 academic year by focusing its agenda on developing a process for synchronizing the feedback and recommendations of the retreat with the goals identified in the educational master plan.

Comment [LP2]: Help. I was trying to simplify this idea and put it in plain language, but I may have distorted it.



PROGRAM REVIEW

The educational master plan emphasizes the primacy of program review in college planning. In January 2009, the IPC and the SSPC produced mission statements and guiding philosophies to provide direction to their members and maintain alignment with other college planning activities. Both bodies formally established program review as the guide to their internal planning activities and committed to reviewing their respective program review processes in order to recommend potential improvements to the academic senate.

Comment [LP3]: Redundant—we just said this, above.

As a first priority, these new planning bodies discussed how to improve the quality of information captured in program review and how to better use program review to stimulate reflective thinking about student learning in the classroom and within service areas.

During 2008-09, the IPC, the SSPC, and the college researcher, with administrator input, brainstormed ideas for improving program review. Suggestions included:

- Annual, rather than biannual, program review;
- More data and research support for student services;
- Regular open forums for sharing and discussing program review findings;
- Revision of the program review document to capture information related to equipment, personnel and facilities;
- Program review updates need more evidence linking department performance to student success;
- Instructional departments need better access to relevant data

Comment [LP4]: Editorial addition ☺

Based on these and related findings, in June 2009 the academic senate mandated several important changes to program review. The most significant of these changes are summarized below.



An Annual Calendar for Updates to Program Review

In May 2009 the Instructional Planning Council spent several meetings discussing how to improve program review for instructional programs. It identified several possible modifications and mapped out a more effective program review process for both comprehensive and intermediate updates.

The new model improves the alignment of program review with local instructional planning and budgeting processes as well as those of the district and state. In addition, it strives to align our calendar with that of several large grant-making agencies that may offer outside funding opportunities.

Although the six year comprehensive cycle was found to have sufficient links to long-term planning, the intermediate updates to program review were found to be too infrequent to inform, and be informed by, annual budget planning. The IPC agreed that adopting an annual cycle for program review updates and synchronizing those updates with other budget processes would allow administrators to establish more stable budgets linked more precisely to established planning priorities.

In June 2009 the IPC outlined the advantages of the annual cycle to the academic senate. On August 19, 2009, the academic senate formally adopted an annual calendar for program review <INSERT LINK TO SENATE MINUTES>, as well as several structural changes to the documentation template. The adoption of the more frequent updates, as well as other structural improvements highlighted below, have given program review a more forward-looking orientation and thus the ability to anticipate future needs. To reflect this new orientation, the academic senate renamed the updates the 'Annual Program Plan.'

Support for Student Services

Review of the educational master plan revealed that the student services program review process had been hampered by inadequate data, so the administration embarked on a focused effort to provide more deliberate program review support to student services. The director of planning, research and student success met individually with student service managers to outline the data needs in each program area.



As of May 2009, under the direction of an interim vice president of student services, all student service program **managers** completed all outstanding program reviews.

Comment [LP5]: Is this the right word? Aren't they administrators?

Upon completion of program review, the SSPC convened an open discussion of the program review findings from each student service program area. This forum marked the first broad discussion of the outcomes of a student services program review. It greatly expanded awareness of the unique processes and challenges associated with student services.

Building on this new momentum, student service managers engaged the director of planning, research and student success to expand data gathering and support more comprehensive analysis of program review. After detailed consultation with faculty and staff representing seven different student service program areas, the director and service program staff identified new approaches and processes for collecting information related to program performance and student success. These new methods are currently being implemented, and the findings will be incorporated into the annual program plan for 2009-10.

College-Wide Forums

At the close of the 2008-09 academic year, the SSPC and the IPC both acknowledged the benefits of hosting college-wide forums to discuss the outcomes of program review. In May 2009, the SSPC devoted a meeting to the presentation and open review of all student service program reviews. The council members saw great value in this discussion and recommended that even more time be devoted to these sessions at the end of the next program review cycle.

In spring 2009, the program review findings of each program were aired for open discussion during a special meeting of the curriculum committee. <INSERT LINK TO MINUTES>. <LINK TO PRESENTATIONS?>.

Early this academic year, the IPC will determine the open forum structure that will best support presentation and discussion of program review findings related to instructional programs. Such open discussions are part of the college's larger agenda of establishing a tangible foundation for nurturing a culture of inquiry, as highlighted below.



As outlined in the educational master plan, the college planning council as well as other planning bodies including the academic senate and the curriculum committee are establishing a calendar for college-wide forums on the findings of program reviews and linking the outcomes of those discussions into the annual review of the educational master plan.

To expand the audience for these and related planning forums, the college has begun videotaping them to share with the larger community through itunes. <INSERT LINK TO itunes LIBRARY>

Revised Documentation & Information Packets

The educational master plan identifies as the college's first strategic goal the need to more completely incorporate data and evidence into decision-making. As a first step towards this goal, the IPC facilitated a discussion on the informational needs necessary to support excellence in program review. As outlined earlier, these discussions identified several potential improvements to the program review documents that should facilitate the capture of additional information and stimulate deeper thinking about student learning and performance.

In June 2009, the academic senate, acting on advice from the curriculum committee, produced and sanctioned a new program review template. The new template emphasizes collecting information to guide equipment, personnel, and facility planning, and it is structured to elicit deeper reflection on the links between program performance and student outcomes.

During 2009-10, the SSPC will be assessing the gaps that currently exist in program review data for student services and determining how to procure the necessary information.

Furthermore, to facilitate reflection on program performance and planning, the office of planning, research and student success has developed downloadable information packets to provide each department with a comprehensive picture of program trends and student performance<INSERT LINK TO PROGRAM REVIEW DOWNLOAD PAGE>. These packets provide detailed information on program outcomes, student performance, and operational



efficiency. The packets also contain department and college level benchmarks to help administrators gauge the relative performance of program.

The information packets have been designed as an open template, which allows for the inclusion of additional information as it is measured. The current format focuses largely on summative measures; however, the director of planning is working with the IPC and the SSPC to identify a more complete set of performance metrics including indicators to support formative evaluation. These new indicators will be incorporated into the upcoming program review cycle. This formal review of metrics and potential success factors is tied to the college's annual assessment of program review and the educational master plan.



INTEGRATED PLANNING

The educational master plan identified a need for the college to connect its planning activities. Consequently, coordinating planning was a key intention of the new college planning framework. Both the reporting structure and the membership composition across the planning bodies work to integrate planning as does the college's alignment of planning cycles, which connect the outcomes of each planning process to inputs in the others. Additionally, the college continues in its efforts to nurture a culture of innovation that connects future-thinking ideas to current planning.

The college's efforts to achieve these higher levels of planning integration are highlighted in performance summaries related to the following four sets of activities:

- Calendar management and planning
- Annual progress reporting
- Alignment of strategies and goals
- Culture of Inquiry

Calendar Management and Planning

With the adoption of the new planning framework and the changes in the reporting cycles of several planning processes, the college needed to coordinate its planning processes with those of the district office. Therefore, the college's director of planning, in cooperation with the district research council, developed a five-year planning calendar that aligns the routine planning activities of the college with those of the district (figure #3).

Here on campus, the move to an annual cycle for program review allowed the college to link program level planning more closely to multiyear planning activities. Rather than having yearlong lags between various planning activities, the annual program review allows administrators to develop more timely linkages with a broader category of planning activities, so that the output of the annual Program Review now becomes the input into nearly all other college planning activities.

In addition to calendar management, the college's new planning framework mandates progress reports on the status of all planning activities. As part of its mission to help align

college planning activities, the college planning council will incorporate a review of each planning process as part of its yearly agenda.

Figure #3

CAÑADA COLLEGE FIVE YEAR PLANNING CALENDAR						
Planning Activity	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Cañada College Educational Master Plan	Approving Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Comprehensive Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008
Accreditation	Oct. 2008 Progress Report due	Oct. 2009 Progress Report due	Oct. 2010 Mid Term Report due		Self Study	Fall 2013 Comprehensive Team visit
Cañada College Strategic Plan	Implementing 07–08 Strategic Plan & Annual Progress Reports	Implementing 07–08 Strategic Plan & Annual Progress Reports	Implementing 07–08 Strategic Plan & Annual Progress Reports	Review/Modify Strategic Plan & Annual Progress Reports	Implementing 11–12 Strategic Plan & Annual Progress Reports	Implementing 11–12 Strategic Plan & Annual Progress Reports
Annual Program Review	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs
Comprehensive Program Review	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department
SMCCD District Strategic Plan	Implement Plan		Environmental Scanning	Planning Assumptions & Recommendations	Implement Plan	
Facilities Master Plan (FMP)			Update FMP			
District Technology Master Plan (TMP)	Adopt TMP				Update District TMP	
District Resource Allocation Plan	Reviewed and evaluated		Reviewed and evaluated			
College Student Equity Plan		2005 Plan Revision	Implement Plan			2009 Plan Revision
College Technology Plan	Implement Plan		Revise Plan	Implement Plan		



Annual Progress Reporting

The educational master plan introduced a planning framework and documentation system to help connect program level action plans to each of the college's strategic goals. The reporting system establishes a set of interrelated metrics and target outcomes that provide managers with benchmarks against which to evaluate departmental effectiveness in advancing the college's strategic goals.

The strategic plan progress report is one of the college's primary tools for building strong connections between strategies, goals, and actions. All annual progress reports contain a detailed description of each action plan as well as a list of desired outcomes, milestones with timelines, cost estimates, and funding sources, and they are linked to unit and program reviews. Responsibility for implementing each action plan has been assigned. The reporting system also reveals the degree of coordination between department actions and other planning processes including college budgeting and planning, marketing, facility planning, and program review.

An annual review of the progress on each goal is conducted by the administrative council and the college planning council. As of June 2009, the first annual reviews had been completed, and they are scheduled for broader review in fall 2009 <INSERT LINK TO ANNUAL PROGRESS REPORT DOCS>. Feedback from both the administrative council and college planning council will be included in the progress report itself.

Fall 2009 marks the completion of the first progress report cycle. In this short time, several process improvements and data needs have already been identified, which will be incorporated into the next cycle.

Alignment of Strategic Priorities and Goals

Perhaps the most deliberate effort to streamline broad planning activities was the effort to align Cañada College's strategic goals with the San Mateo Community College District's strategic priorities <INSERT LINK>.



In November 2008, the college council hosted an open forum discussion on the college's strategic goals. Participants were asked to prioritize the college's eleven strategic goals, which themselves had been determined in a campus-wide survey. Review of the survey findings and extensive discussion led to a consensus on the college's priorities, which are the need for (1) evidence-based decision making; (2), success in basic skills; (3), excellence in transfer programs; and (4), highly responsive and effective workforce programs. These goals have become the foundation for nearly all future college planning. <INSERT LINK TO POWERPOINT & CPC MINUTES>

In February 2009, the college planning council took these four goals as the foundation from which to align our plans with those of the district. The director of planning facilitated an open forum mapping exercise at the CPC to help identify links between the college's goals and the district's strategic priorities. Again, the exercise was informed by the results of a college-wide survey prioritizing the district's list of strategic priorities <INSERT LINK>. Participants mapped the college's four foundational goals to twenty-two district-level strategic priorities and then distilled the district's priorities into a prioritized list of ten, which are fundamentally linked to the college's core goals. The results of this exercise were forwarded to the district strategic planning council and incorporated into its planning agenda for the 2009-10 academic year. <INSERT LINK TO POWERPOINT, CPC MINUTES & LINK TO itunes VIDEO>

The district strategic planning council and the district research council are the two primary planning bodies at the district level. The Cañada College director of planning, research and student success serves on both bodies while the Cañada College president, the president of the Cañada academic senate, and the president of the district academic senate (currently a Cañada faculty member) also serve on the district strategic planning council.



Establishing a Culture of Inquiry

One of the significant outcomes of the August 2009 CPC retreat was the decision to focus on nurturing a pervasive culture of inquiry at Cañada College. Establishing an institutional culture is a daunting task, but the college has embraced this goal and outlined a series of processes, programs, and actions it believes will lead to a cultural transformation. To work toward this goal, the college is taking the following steps:

- The CPC is working with the office of research, planning and student success to develop a research agenda for the college.
- The CPC has reserved time at each meeting to discuss one research finding or data element related to the college mission.
- The college will launch a brown bag lunch series to facilitate discussion of research and learning.
- The college will establish a formal infrastructure, The Center for Excellence in Teaching Innovation to promote, support, and extend innovative pedagogy.
- The office of planning, research and student success will coach and consult with faculty and staff to help extend the college's research capabilities to the point of student **contact**, i.e. the classroom and program area.

Comment [LP6]: What does the last part of this sentence mean?

In addition, under the guidance of the new vice president of instruction, the college is embarking on an ambitious plan to develop formal structures to support innovation in teaching and learning. Undergirding that agenda is a commitment to establishing the necessary mechanisms, awareness, and resources to foster innovation in the classroom and at other points of service.



Recommendation 2

To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees and services. (Standards I.B.1, II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.B.4, and II.C.1.c, II.C.2)

Prior to receiving the letter of warning from the ACCJC in January 2008, Cañada College had a student learning outcome coordinator with 3 units of release time who had worked with faculty and divisions to develop course-level SLOs for approximately 20% of our courses. At that time the college promoted course level SLO development by requiring faculty who were updating a course outline of record to submit course level SLOs in a separate document that was posted on a website. In addition, the curriculum committee had proposed a set of general education student learning outcomes, which were adopted by the academic senate during fall 2007.

During February of 2008, immediately following the receipt of the letter of warning from the ACCJC, the college engaged in earnest and widespread faculty-centered discussions regarding how best to implement a new framework to support the development of a meaningful and efficient student learning outcome assessment cycle.

The academic senate minutes reflect the initial discussions regarding the development of a SLO committee on February 28, 2008; the final approval of the composition of the advisory committee on May 8, 2008; and the approval of both the committee members and a student learning outcome and assessment cycle (SLOAC) coordinator, with 6 units of release time, on May 22, 2008. http://canadacollege.net/inside/academic_senate/index.html

As reflected in its minutes, the college council began reflection regarding the warning letter from ACCJC on February 7, 2008. Discussion of the college's response to the three recommendations occurred on February 21, 2008. On March 6, 2008, the plan for the 'SLO Summit days for Instruction and Student Services' was shared with the college council.



Finally, on April 17, 2008, the college council received the reports regarding the SLOAC Summits. http://canadacollege.net/inside/college_council/index.html

The planning and budget committee reviewed the plan for SLOAC institutionalization on February 2, 2008 and heard a report regarding the instructional SLOAC summit on April 16, 2008. In addition, in order for faculty and staff to have access to the necessary expertise needed for institutional effectiveness, the planning and budget committee agreed to elevate the research analyst position to that of director of institutional research and planning. <http://canadacollege.net/inside/planning-budget/index.html>



PROGRESS 2008-09:

In response to the ACCJC recommendation that the college "develop a collegial process for the timely completion of SLOs," Cañada's SLOAC advisory committee made a series of recommendations, which the SLOAC committee in particular and the college as a whole have acted upon. These actions, summarized and then described below, demonstrate our commitment to working within the shared-governance infrastructure to meet the recommendations mandated by ACCJC.

We have defined "program" and identified student learning outcomes for each of our campus programs. Major progress has been made in aligning course SLOs with these program SLOs in preparation for the development of a program assessment process. In addition, institutional SLOs have been created that synchronize with the college mission.

The student learning outcome assessment cycle has been incorporated into Cañada's planning framework, including curricular work and departmental and program planning and reviews.

New resources have been made available to faculty and staff to assist with the use of SLOAC. These resources include a 'sharepoint' site that enables easy access to all college SLOs, personal copies of an assessment text, and more flex days to facilitate discussion of teaching and assessment.

In addition, during 2008-09 the college held a series of workshops and seminars to promote increased understanding and use of SLOs across the campus. As a consequence, the percentage of courses with SLOs on file increased to 77%, while the proportion of courses with completed SLOAC (SLOs, assessments, and reflection) increased from 11% during 2007-08 to 39% in 2008-09.

SLOAC Advisory Committee Recommendations and College Responses

SLOAC Recommendation #1:

We recommend the college revisit the SLOAC framework. That dialogue should include a new definition of institutional and program level student learning outcomes and assessments. We recommend that "program" be defined more broadly than "department"



and suggest these definitions: Transfer/Basic Skills, Workforce, Student Services, and Administrative Services.

The SLOAC advisory committee recommended that “program” be defined to consist of these five units: General Education/Transfer, Basic Skills, Workforce Development, Student Services, and Administrative Services. The accompanying diagram illustrates this structure.

<INSERT DIAGRAM>

<http://www.canadacollege.edu/inside/slo/institutional.html>

College-wide input was solicited and college-planning committees reviewed and approved of these definitions. <http://www.canadacollege.edu/inside/slo/meetings.html>. By May 2009, student learning outcomes for each program had been developed by the relevant faculty and staff.

Workforce development programs articulated a general set of SLOs that apply to all departments within this program. Individual departments can further define SLOs 1 and 2 to be specific to the skills and knowledge necessary in that particular workforce discipline. These program SLOs can be found here:

<http://www.canadacollege.edu/inside/slo/institutional.html>

Institutional SLOs were created to reflect the college mission and the diverse educational goals of our students. These SLOs were modified and reviewed by campus-wide planning groups, using the new campus planning structure. The approved institutional SLOs can be found here: <http://www.canadacollege.edu/inside/slo/institutional.html>

SLOAC Recommendation #2:

We recommend that our GE (institutional) outcomes assessment process be re-evaluated. Course and program level outcomes should be linked to our GE/institutional outcomes.

Assessment plans for our program SLOs are being reviewed by the appropriate planning bodies; i.e. the IPC for academic programs, and SSPC for student service programs.

GE/transfer, workforce, and basic skills programs faculty aligned SLOs for individual courses with program SLOs during the flex day March 11 and following. The SLOAC committee



developed and distributed forms to facilitate the process by which faculty indicated how specific course SLOs align with program SLOs.

<http://www.canadacollege.edu/inside/slo/forms.html>

Substantial progress has been achieved in gathering the input to create these alignment grids for each program. Note that the data in Table 1 underestimate this progress as they do not show that this alignment has been done for nearly all of the core courses within each discipline.

The evaluation process will include sampling individual student transcripts to determine if a student's actual academic coursework met the program SLOs. Several student transcripts were analyzed using existing database programs. While potential challenges were identified (courses taken at other institutions, for example), overall the procedure was demonstrated to be feasible.

In August 2009, the district purchased TrakDat software, which is designed to enable easier collation of this information. Training and setup of the system will be done this fall, and implementation will begin in the spring of 2010.

SLOAC Recommendation #3:

Course level SLOAC should be a yearly process that should be linked to both program review (every 6 years, with a biannual interim review) and the curriculum committee review process (course outline of record submission is every 6 years). Program review and curriculum review processes should be revised to support student learning outcomes and assessment cycles.

Curriculum committee processes have been revised to include requirements for SLOs and assessment plans to be submitted along with CORs for new or revised courses. The process now includes review of SLOs by a department or division colleague before the COR advances to the full curriculum committee. This step assures appropriate, detailed guidance on SLOs from a colleague most familiar with the course. A new annual program planning document includes a section for reporting on the SLOAC status of each course within that department.



SLOAC Recommendation #4:

We recommend the integration of the Student Services and Instructional SLOAC.

All programs must demonstrate alignment with institutional SLOs, which were written in accordance with the college's mission. Discussions are ongoing concerning how student services and instructional faculty can benefit from and help each other in devising, assessing, and revising student learning outcomes. These discussions will be facilitated by our newly-hired vice presidents of instruction and student services. In addition, the flex day on March 11, 2009 allowed for participation by both student services staff and teaching faculty, with a joint meeting and speaker midday.

<http://www.canadacollege.edu/inside/slo/events.html>

SLOAC Recommendation #5:

We recommend that the Assessment of Student Learning handbook that was developed for the first SLOAC summit be revised and updated during the 08 – 09 academic year and include the student services SLOAC.

Faculty determined that other resources were more useful, and links to these resources have been included on the Cañada College SLOAC web site.

<http://www.canadacollege.edu/inside/slo/resources.html>

In addition, funds were received from the district's trustee's fund for program improvement to purchase 100 copies of an excellent resource, Angelo and Cross's *Classroom Assessment Techniques: A Handbook*. These texts have been distributed to faculty who participate in SLOAC workshops and use SLOAC in their courses. Some workshops have highlighted techniques described in this book; more discussions are planned for 2008-09.

OTHER NOTEWORTHY ACHIEVEMENTS

Gregory Stoup, Cañada's director of research, planning, and student success, was named "Communicator of the Year" by the statewide academic senate (ASCCC) and the Research and Planning Group for California Community Colleges (RP Group). He received the award for his exemplary data presentations, seminars, and SLO coaching across the campus and district.



Our SLOAC web page includes a sharepoint site that allows Cañada faculty and staff to view the SLOAC of any course or program on campus. This easy on-line access has enabled adjunct faculty, in particular, to participate in SLOAC for courses they teach, regardless of their schedule. Faculty can readily review SLOs for related courses to compare assessment methods or results. Reflections on assessment results are included, which provide anecdotal evidence that SLOAC is working and that it is becoming part of how Cañada College operates.

Faculty use of SLOAC has increased substantially, as shown by data in Table 2. Most core courses have SLOs on file, and many state them on course syllabi. In addition, as noted above, the percentage of courses that have had a full cycle (SLO, assessment, and reflection) has increased to 39% from 11% last year. While accurate, note that these data do not reflect the substantial amount of work necessary to coordinate the assessment and reflection process among faculty who teach separate sections of the same course, and there may be as many as 18 separate sections. Each course, regardless of the number of sections, counts as one entry.

The SLOAC reporting form for courses has been revised again. It is now compatible with any computer system and flexible enough to allow for multiple types and quantities of data. The prompts encourage reflection on how the diverse aspects of a course could be modified to improve student learning. <http://www.canadacollege.edu/inside/slo/forms.html>

Also, during 2008-09 as well as during the current year, faculty are engaging in professional development workshops that address multiple aspects of assessment, from writing good test questions to easy analysis of assessment data, types of assessment, and potential biases. A complete list of activities is found here:

<http://www.canadacollege.edu/inside/slo/events.html>

Beginning in spring 2009, additional flex days were added to the academic calendar to promote productive discussion of teaching and student learning. The scheduling of these days should allow easier participation by adjunct faculty as well as greater collaboration between instructional and student services faculty and staff.



Finally, the newly filled positions of vice presidents of student services and instruction offer additional momentum and administrative resources for the improved use of SLOAC throughout the campus.

PLANS FOR 2009/10 ACADEMIC YEAR

The SLOAC committee is working with the director of research and our new vice president of instruction to gather data for program assessment. The district has purchased the software programs TrakDat and Curricunet, with the intention of using TrakDat for compiling SLO data. Cañada will utilize TrakDat once the system has been implemented and training conducted. We will then complete the alignment matrices for program assessments and incorporate these data analyses into the program review processes.

Even as we continue to educate faculty and staff on creating effective SLOs and valid assessments, the SLOAC events this year will emphasize student-centered teaching so as to generate stimulating discussions among staff and faculty on best practices and meaningful assessments. Innovation and risk-taking with new approaches to learning will be encouraged. Sessions will focus on improving the ability of faculty and staff to interpret assessment data on the course, department, and program level. In addition, some faculty members are beginning to establish assessment connections across disciplines (i.e., basic skills and math, ESL and English) to help increase student success. In each of these ways, Cañada is demonstrating its commitment to making the SLOAC an integral part of its approach to teaching and learning.



Table 1. Progress in aligning course SLOs with Program SLOs

Summary of Coverage	Total Courses	
	Number	Percent
Courses with SLOs aligned with General Education/Transfer SLOs	245	98% ^a 40% ^b
Courses with SLOs aligned with Workforce Development SLOs	122	0.41
Courses with SLOs aligned with Basic Skills SLOs	20	0.4

^a relative to the number of CSU GE courses (250). ^b relative to the number of CSU transferable courses (614).

Table 2. SLOAC Status for Courses Taught Fall '08 or spring '09

Summary of Coverage	Total Courses	
	Number	Percent
Courses Offered Fall '08 or Spring 09	490	100%
Courses with SLO's	376	77%
Courses with Completed Assessments for at least one SLO	190	39%

Note: This tally does not reflect the large amount of work required to coordinate assessments and collate results for courses with multiple sections (up to 18) taught by numerous instructors.



Recommendation 4

To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services. (Standards II.B.3.a, II.C.1.a, II.C.1.c, III.A, and III.A.2)

In response to the January 31, 2008 letter from the ACCJC informing the college that it must address three recommendations from the report of the visiting team, the student services administrators, supervisors, faculty and staff met to formulate the college's response plan. Additionally, recommendation 4 was discussed in detail at the following meetings to ensure that the ensuing plan was comprehensive:

- Student services program, department, and division meetings
- Student services supervisory council meetings
- Student services supervisory council retreat
(<http://www.canadacollege.edu/inside/accred-oversight/meetings.html>)
- Student services planning council <INSERT LINK TO MINUTES>

In order to develop the student services staffing plan, administrators reviewed the college's current and projected student demographics; the projected state budget; the current student services processes; the college's on-site and off-site services and needs; the status of newly-acquired positions; and the college's hiring needs.

Furthermore, to better understand the needs of students and support the development of an efficient and high quality service environment, the director of planning, research and student success developed a student segmentation framework to identify populations of students who take similar courses <INSERT LINK TO SEGMENTATION REPORT>. This segmentation framework creates a foundation on which to build a service needs profile for various categories of students including basic skills students, career and technology directed students, transfer oriented students, and lifelong learners. Each of these segments will be



divided into subgroups based on day/evening classification, on-site/off-site instruction, and the student's primary language. The director of planning will be working with student service managers to develop the means of capturing information related to the service needs of students in each of these categories. Findings from the investigation will be shared with the SSPC in fall 2009.



COLLEGIAL INPUT

The student support services staffing plan was drafted by student services faculty, staff, and administrators. To ensure broad collegial input, the Student Services Staffing Plan Review Committee was convened in July 2008. Subsequently, the SSPC met throughout 2009 to review the data and preliminary findings. Further, the plan was presented to the following college shared governance bodies for input and recommendations:

- administrative council
- planning and budget committee
- planning council
- educational master plan steering committee
- academic senate governing council
- Associated Students of Cañada College

These committees include on-campus instructional faculty as well as those teaching off-site in programs such as CBET, distance education, and in high school concurrent enrollment programs. They also include key representatives from counseling, enrollment, and academic support services, as well as student representatives. Revisions to the plan will be made in concert with institutional planning and budgeting processes.

Membership of the committees included:

- Peter Barbatis, Vice President of Student Services
- Phyllis Lucas-Woods, former Vice President of Student Services
- Melissa Raby, former Dean of Counseling and Enrollment Services
- Jeanne Gross, former Dean of the University Center and Academic Support Services
- Leonor Cabrera, Professor of accounting
- Margie Carrington, Director of Financial Aid
- Jennifer Castello, Professor of English as a Second Language
- Patty Dilko, Professor of Early Childhood Education
- Linda Haley, Professor of ESL and CBET coordinator
- Ray Lapuz, Professor of mathematics



- Thomas Mohr, President of Cañada College
- Martin Partlan, President of the Academic Senate
- Anniqua Rana, Professor of English and ESL
- Rita Sabbadini, manager of the learning center
- Michael Stanford, Professor of history
- Kathy Sammut, Professor of counseling
- Gregory Stoup, Director of Planning, Research and Student Success

IMMEDIATE RESPONSES TO SUMMARY LIST OF FINDINGS

Despite recent budget cuts to categorical funding, student services and instructional programs and departments have made immediate and concerted efforts to increase services to afternoon/evening, second language, on- and off-site students, and to increase outreach to the broader community.

These efforts include new hires, an increase in evening services on and off campus, and increased bilingual support on-line and in person. In addition, the Student Services Planning Council (SSPC) was created in fall 2008 to assess the changes that have been implemented this year in staffing, to continue the detailed analyses completed in response to the letter of warning, and to be sure that the student services plans are integrated with college-wide plans.

Important Changes in Response to the State's Budgetary Challenges

In January 2009, the college began redesigning the college's organizational structure to cope with the state's ever worsening budgetary situation. As the extent of the budget crisis became apparent, it became evident that student services would be disproportionately affected, due largely to cuts in categorical funding. Therefore, the college embarked on a plan to identify and eliminate operational redundancies, improve the cohesion of procedural processes, and achieve tighter alignment between instruction and student services.

The college administration developed several reorganization plans and shared them with the CPC as well as the academic, classified staff, and student senates. Based on feedback from the participants in these open-forum discussions, the administration collected and



shared additional data related to operational functions and subsequently made multiple revisions to the reorganization plan <INSERT LINK TO POWERPOINT>. A final reorganization model emerged in March 2009 and was adopted by the CPC as a formal recommendation to the president <INSERT LINK FROM CPC MINUTES>.



Figure 4 (instruction) and figure 5 (student services) illustrate the college’s organizational architecture prior to the reorganization.

Figure 4

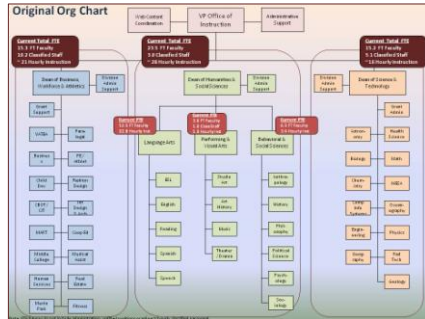
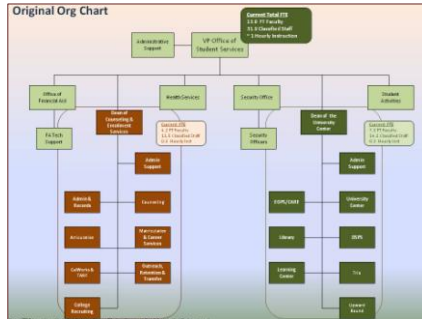


Figure 5



Figures 6 and 7 display the revised organizational structure for instruction and student services. Key features of the reorganization include moving service programs that are closely linked to academic planning to the instructional division, and consolidating other student service functions.

Figure 6

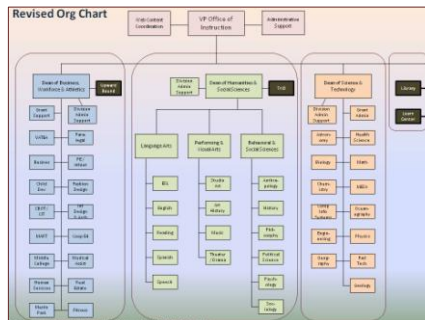
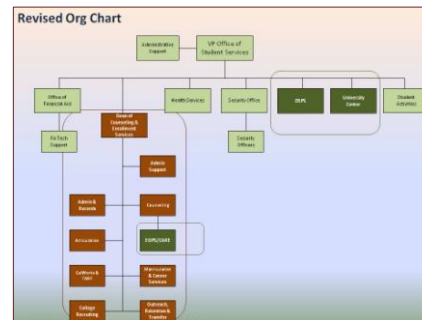


Figure 7



Note: For a more detailed description of the reorganization see <INSERT LINK TO POWERPOINT>.

As part of this reorganization, the college significantly redefined the job description of the vice president of student services. Whereas the previous description focused largely on managerial ability, the new description emphasizes leadership qualities. The newly defined role of the vice president of student services is to nurture and empower a diverse staff of professionals to develop solutions to old challenges and to marshal talent to improve student learning. In May 2009, the college was pleased to welcome Peter Barbatis in this newly defined role.

The remainder of this section describes the ongoing staffing adjustments made by the college in response to the January 2008 ACCJC recommendations. To provide a comprehensive view of the progress that led to the college's reaffirmation in January 2009, this section retains many of the same tables as the first follow-up report, but it is updated to reflect the recent and ongoing improvements in student service staffing and planning.



PROFILE OF STUDENT SERVICES 2007-2009

The needs of all students, including afternoon, evening, and weekend students, are addressed through the services listed in the table below.

Service Area	AM	PM	Weekend
ADMISSIONS & RECORDS OFFICE	X	T AND W UNTIL 7:00 P.M.	3 PEP Sessions/Year on Saturdays
ASSESSMENT CENTER	X	T UNTIL 9 P.M.	12 SATURDAYS/ YEAR
BUSINESS SKILLS CENTER	X	M – TH 4:30-10:00	WHEN COURSES ARE IN SESSION, OTHER ROOMS ARE USED
CAFETERIA/FOOD SERVICE	X	M – TH UNTIL 8:00	
CAMPUS SECURITY		M – TH	SAT & SUN UNTIL 10 P.M.
CASHIER'S OFFICE	X		
COLLEGE BOOKSTORE	X	M – TH UNTIL 9:00	3 Saturdays/ Year
COUNSELING CENTER	X	T AND W UNTIL 7:00 P.M.	First Sat. of the semester & 3 PEP Session/Year
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&E+S) ALT MEDIA	X	W until 7:00 p.m. TH until 9:00 p.m.	3 PEP Session/Year & PEP Midnight Madness
EOPS / CARE	X	T & W UNTIL 7P.M.	
EVENING ADMINISTRATIVE ASSISTANT		M-TH UNTIL 9 P.M.	X
FINANCIAL AID OFFICE	X	T AND W UNTIL 7:00 & BY APPOINTMENT	4 SATURDAYS /YEAR & OTHER by APPOINTMENT
HEALTH CENTER	X	T AND W UNTIL 7:00	
LEARNING CENTER	X	M – TH UNTIL 8:00	
LIBRARY	X	M – TH UNTIL 8:00	
PSYCHOLOGICAL SERVICES	X	M & W UNTIL 6 P.M.; TH UNTIL 7 P.M.	

Note: For Spring 2010, the college is currently studying the need to change the Monday schedule to include an 11-7 P.M. shift.

To support the college's mission and strategies as described in the educational master plan, the college's director of planning met with student service managers to determine how to assess the effectiveness of the student services listed above.

One outcome of this discussion was a comprehensive, college-wide student services survey. This survey includes both an awareness (random in-class survey) and satisfaction (point-of-service survey) component, and it is structured to measure the effectiveness of various student service bundles on student performance. The survey design has been completed,



and it will be conducted every fall term. The survey findings will undergird college-wide discussions on how to improve the efficacy of student services.

Activities Implemented Since the October 2007 ACCJC visit

In response to the ACCJC report of 2007, student services identified activities to serve off-site, evening, and ESL students. The chart below lists many of these student support activities. The impact of these activities on students and student services will be addressed by the SSPC in collaboration with the college researcher and integrated with the student learning assessment cycle. The college's plans and analysis may be found at <http://canadacollege.net/inside/slo/plans.html>.

Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Super Saturday, a registration day held on May 17, 2008 in Downtown Redwood City included placement testing/ assessment, counseling, DSPS, financial aid information and applications assistance, and registration. Plan to repeat in Fall 2009 for Spring 2010 semesters. (link to flyer)	x	x		x
2. E-Counseling offering counseling services to students on- line began Fall 2008 To date, XXX students have accessed these services (approximately __/month).	x	x	x	x
3. Appointments available for Assessment Testing, Counseling, and Tutoring available on-line. (dates, links)	x	x	x	x
4. In-person counseling in English and Spanish offered on as-needed basis to off-campus sites. Fall 2008.	x	x		x
5. Development of Student Services Information packet for off-site faculty; contains descriptions of the services (including bilingual) provided by Counseling, Enrollment Services, EOPS, DSPS, Financial Aid, Learning Center, the Library and other student supportive services. Fall 2008		x		x
6. On-site counseling session and math tutoring for County of San Mateo Accelerated Degree program as it nears goal of offering necessary coursework toward the AA in University Studies, and revised associates degrees. Fall 2008	x			x
7. Financial Aid "I Can Afford College" promotions – one at the Hotel Sofitel for the Chicana Latina Foundation and one at the HP Pavilion during a local hip-hop concert. (dates, flyers)		x		x
8. Financial Aid High School Parent Night – at Sequoia High School and Burlingame HS (for Latino parents). (dates, flyers)		x		x
9. Financial Aid "Cash for College Workshop" in January and February (evening and Saturday). (flyers)	x	x		
10. Enrollment Services event, Midnight Madness, on August 1, 2008 offered full enrollment services to serve students with difficulty completing registration services during normal business hours. Plan to repeat annually. (flyers)	x	x		



11. Priority Enrollment Services (PEP) including Orientation, Financial Aid presentations, and Placement Testing held on Saturdays for graduating Seniors.	x	x		
12. Expanded Outreach Information Sessions (See Attached Matrix)*	x	x		x
13. A Spanish Bilingual Instructional Aide II has been trained to administer placement tests on an as-needed basis at Menlo Park OICW Center.	x	x		x
14. Saturday Financial Aid FAFSA Workshop. *	x	x		
15. Associated Students of Cañada College Evening Programs to include XXXXXX (date/flyer?)	x			
16. Information competency workshops and classes in English/Spanish for off-site locations. Fall 2008	x	x		x
17. EOPS/CARE has translated all of its materials into Spanish*; materials include admission application, brochures, orientation presentations (currently working on translating its website in its entirety to Spanish).	x	x	x	x
18. DSPS is currently translating the adaptive physical education website into Spanish and revising DSPS website information.	x	x	x	x
19. Added 6 hours of Saturday Counseling for the LAST YEAR 2009-2010 year	x			
20. North Fair Oaks Community Festival				x
21. Schedule of Classes & Catalog available in Spanish	x	x		
22. First Year Experience & Crossing Borders Learning Communities available for evening & part-time students	x	x		
23. Off-Site Testing services available for half Moon Bay and OICW Programs				x

* Continued from before ACCJC visit in 2007



ACTIVITIES IMPLEMENTED TO IMPROVE STUDENT SERVICES 08-09

To further support off-site, evening, and ESL students, in 2008-09 student services plans to implement the activities listed in the chart below. The SSPC will assess the effectiveness of these activities using student and faculty surveys, focus groups, and longitudinal data.

Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Development of summary of student services best practices, trends, and directions (including a review of how other colleges provide services at off-site locations) at the conclusion of the Annual Student Services Summer Retreats. Fall 2008				
2. Development and administration of Student Survey Questionnaire to identify students' needs for additional services. Fall 2008. Analysis of survey data gathered and modification of services provided. Spring 2009.	x	x	x	x
3. Updating and appropriate linking of all student services websites	x	x	x	x
4. Survey of students and provision of appropriate evening events every semester	x	x		



ACTIVITIES IDENTIFIED TO IMPROVE STUDENT SERVICES TO BE IMPLEMENTED 09-10

To further support off-site, evening, and ESL students, student services plans to implement the following activities in 2009-10.

Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
1. Development of Summary of Student Services Best Practices, Trends, and Directions (including a review of how other colleges provide services at off-site locations) at the conclusion of the Student Services Retreats.	x	x	x	x
2. Development and administration of Student Survey Questionnaire to identify students' needs for additional services. Fall 2008. Analysis of survey data gathered and modification of services provided. Spring 2009.	x	x	x	x
3. Updating and appropriate linking of all Student Services websites	x	x	x	x
4. Survey of students and provision of appropriate evening events every semester.	x	x		
5. Group academic advisement sessions are scheduled equally for both day and evening students. After assessment, students register for sessions and are grouped based on ESL, basic skills, honors, and mainstream. It is expected that sessions may be held in Spanish for students who choose this delivery of service.	x	x		
6. Carnival del Barrio is a student activity designed to celebrate the various Latino cultures represented by our student body. In addition to food, talent and entertainment will be provided by students and members of the community.	x	x		
7. Freshmen Impression is an orientation program for new students and parents scheduled on the Saturday prior to the beginning of the semester. In addition to several workshops on time management, study skills, and financial aid, parents will have the opportunity to attend "Parents Going to College" workshop which will showcase campus resources and services.	x	x		
8. Open House/Preview is an opportunity for faculty and staff to showcase the academic programs and support services of the College to the community.	x	x		
9. Investigate development & partnership of services with Veteran's Administration in Palo Alto.			x	



COUNSELOR OFF-SITE ASSIGNMENTS

Additionally, to meet the needs of off-site students, counselors have been assigned to the following locations:

Location	Assignment	Total Hours
East Palo Alto Academy	Teach a 3 unit Career Course (CRER 137), counsel students for 2 hours per week providing orientation and information about programs and services at the College, also acts as liaison with faculty	5
Carlmont HS	Teach 3 unit CRER 137 (fall) providing instruction and support for students in the Academy Program	3
Woodside HS	Counseling support for students in HSCI 115; liaison with students and faculty	5
E-counseling (on-line counseling)	E-counseling services began Fall 2008 providing counseling to students via Internet and phone	5
Distance Learning	Hybrid Career Course (CRER137) where half of the course is taught on-line.	1
Sequoia Union HS	Teach 1 unit Career Course (CRER 401) College Connections at Sequoia HS.	1
Total Hours per Week		20

Finally, the “PreSchool for All” grant enables the Early Childhood Education/Child Development (ECE/CD) program services coordinator to meet bimonthly with ECE/CD majors in East Menlo Park, where ECE/CD courses are held. She advises the students on their student education plans, the courses required for the ECE certificate and degree, the transfer requirements for the Child and Adolescent Development Program at SFSU, and the matrix requirements for jobs requiring the child development permit.



BILINGUAL/EVENING COUNSELING

To meet the needs of non-English speaking evening students, bilingual counselors have been scheduled in the late afternoon and evening. Furthermore, the recently hired vice president of student services is fluent in Spanish and other languages and a qualified counselor. Given the recent budget cuts, he works with his staff to augment the delivery of counseling services. "B" indicates faculty/staff member is bilingual and "E" indicates faculty/staff member is monolingual (English).

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8:00	2 E 1 B	2 E	1 B	2 B	3 E 1 B	
9:00	5 E 2 B	2 E	3 E 1 B	2 E 3 B	3 E 1 B	E-Counseling
10:00	5 E 3 B	3 E	4 E 2 B	2 E 3 B	3 E 1 B	E-Counseling
11:00	5 E 2 B	4 E 2 B	4 E 2 B	2 E 3 B	3 E 1 B	E-Counseling
12:00	5 E 3 B	4 E 2 B	2 E 3 B	3 E 2 B		
1:00	3 E 3 B	4 E 3 B	3 E 3 B	3 E 2 B		
2:00	2 E 3 B	4 E 3 B	3 E 3 B	3 E 3 B		
3:00	1 E 3 B	4 E 3 B	3 E 3 B	3 E 3 B		
4:00	1 E 3 B	2 E 3 B	1 E 2 B	1 E 1 B		
5:00		4 B	1 E 2 B			
6:00		4 B	1 E 2 B			

**Select Saturday service is available for students prior to the start of each semester



BILINGUAL/EVENING SUPPORT IN ADMISSIONS AND RECORDS

A new admissions and records assistant (Spanish bilingual) was hired at .60 (22.5 hrs/wk) to provide evening information, admissions, registration, and enrollment services at the enrollment services front counter. This doubles the evening staff. “B” indicates faculty/staff member is bilingual, and “E” indicates faculty/staff member is monolingual (English).

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8:00	4 E 3 B	4 E 2 B	4 E 1 B	4 E 2 B	4 E 2 B	
9:00	4 E 3 B	4 E 2 B	4 E 1 B	4 E 2 B	4 E 2 B	
10:00	4 E 3 B	4 E 2 B	4 E 1 B	4 E 2 B	4 E 2 B	
11:00	4 E 3 B	4 E 3 B	4 E 3 B	4 E 2 B	4 E 2 B	
12:00	4 E 2 B	4 E 3 B	4 E 3 B	4 E 2 B	4 E 2 B	
1:00	4 E 2 B	4 E 2 B	4 E 2 B	4 E 2 B		
2:00	4 E 2 B	4 E 2 B	4 E 2 B	4 E 2 B		
3:00	4 E 2 B	4 E 2 B	4 E 2 B	4 E 2 B		
4:00	4 E 1 B	4 E 3 B	4 E 3 B	4 E 1 B		
5:00		2 B	2 B			
6:00		2 B	2 B			
7:00		2 B	2 B			



BILINGUAL/EVENING SUPPORT IN LIBRARY

By hiring a second full-time librarian in January 2009, the library has increased its services by 0.2 FTE from 1.8 to 2.0. **For the first time in over five years, the library has two full-time librarians.** The new librarian, who is bilingual in Spanish and English, has experience serving second language and distance learners.

Comment [LP7]: I think it's a lot longer than that. I've been at Canada for 10 years and don't ever remember having more than one librarian.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8:00	2 E 1 B	2 E 1 B	2 E 1 B	1 E 2 B	1 E 2 B	
9:00	2 E 1 B	2 E 1 B	2 E 1 B	1 E 2 B	2 E 2 B	
10:00	2 E 1 B	2 E 1 B	2 E 1 B	1 E 2 B	2 E 2 B	
11:00	3 E 2 B	3 E 1 B	3 E 1 B	2 E 2 B	2 E 2 B	
12:00	3 E 2 B	3 E 2 B	3 E 1 B	2 E 2 B	2 E 2 B	
1:00	3 E 2 B	3 E 2 B	3 E 2 B	3 E 2 B	2 E 2 B	
2:00	3 E 2 B	3 E 3 B	3 E 2 B	3 E 2 B	2 E 2 B	
3:00	1 E 2 B	1 E 3 B	1 E 2 B	3 E 2 B		
4:00	1 E 1 B	1 E 2 B	1 E 1 B	2 E		
5:00	1 E 1 B	1 E 2 B	1 E 1 B	2 E		
6:00	1 E 1 B	1 E 2 B	1 E 1 B	2 E		
7:00	1 E 1 B	1 E 2 B	1 E 1 B	2 E		

BILINGUAL/EVENING SUPPORT IN LEARNING CENTER

With the hiring of a .66 instructional aide II and a bilingual MESA program assistant, the learning center has been able to offer tours, orientations, workshops, and tutoring until 8 p.m. Monday through Thursday. In addition, workshops and orientations are provided for 8 p.m. to 10 p.m. classes as requested.

“B” indicates faculty/staff member is bilingual; “E” indicates faculty/staff member is monolingual (English).

Time	Mon	Tues	Wed	Thurs	Fri	Sat
8:00	1 E	1 E	1 E	1 E 1 B	1 E	
9:00	2 E 1 B	1 E 1 B	2 E 1 B	1 E 2 B	2 E 1 B	
10:00	2 E	2 E	2 E	2 E 1 B	3 E	
11:00	2 E	2 E	2 E	2 E	3 E	
12:00	3 E	3 E	3 E	3 E	3 E	
1:00	3 E 1 B	3 E 1 B	3 E 1 B	3 E	3 E	
2:00	3 E 1 B	3 E 1 B	3 E 1 B	3 E	3 E	
3:00	3 E 1 B	3 E 1 B	3 E 1 B	3 E 1 B		
4:00	2 E 1 B	1 E 1 B	2 E 1 B	1 E 1 B		
5:00	2 E 1 B	1 E 1 B	2 E 1 B	1 E 1 B		
6:00	2 E 1 B	1 E 1 B	2 E 1 B	1 E 1 B		
7:00	1 E 1 B	1 E 1 B	1 E 1 B	1 E 1 B		



NEW HIRES

An in-depth assessment of student needs through program review of the learning center (http://canadacollege.edu/inside/program_review/learning-center-program-review-0203.pdf) and the library (http://canadacollege.edu/inside/program_review/Library-Program-Review-0102-0304.pdf), as well as consultation with admissions and records and counseling, identified key personnel and system needs essential to improving and increasing the services provided to afternoon and evening, off-site, and ESL students.

To increase the effectiveness of student support off-campus as well as in the afternoon and evenings, and to provide support in Spanish, student services has filled several positions within the last year. The following is a list of the student services positions that have been filled or approved for hiring and the impact each will have toward providing quality and equitable student access to support services.

FACULTY

1. .40 bilingual “cyber adviser” to advise students about academic issues via the internet
2. Basic skills counselor to provide bilingual (English/Spanish) general counseling services as part of the basic skills student retention program. As a collaborative player in the “Crossing Borders” learning communities, the counselor teaches two sections of college success courses and supports the basic skills and ESL students in the program. <http://canadacollege.net/crossingborders/>
3. 1.0 EOPS/CARE counselor to provide bilingual (English/Spanish) counseling services to EOPS students
4. 1.0 reference and instruction librarian to provide afternoon and evening bilingual (English/Spanish) reference help and instruction



CLASSIFIED STAFF

1. .60 admissions and records aide III to provide information about admission, registration, and enrollment in Spanish and English at the enrollment services front counter in the evening
2. .66 instructional aide II to provide learning center coordination and tutoring in English and Spanish in the evening
3. office assistant II (information desk) to provide bilingual information at One-Stop Center as well as college directory information; and to welcome prospective and new students
4. .60 financial aid assistant (BFAP funds) (new) to provide bilingual information and assistance, and to assist with off-site services
5. .50 office assistant II (DSPS) (new) to provide information and services for disabled students
6. 1.0 staff assistant (EOPS) to provide bilingual assistance to low-income and first-generation students
7. .40 psychological services coordinator who also supervises four interns; fluent in Chinese (Mandarin/Cantonese)

ADMINISTRATION

8. The new vice president of student services (hired June 2009) speaks Spanish, Greek and French fluently and has a 'Faculty Service Area' in counseling.



FUTURE PLANNING

Student services examined the accreditation team's recommendation for a student services staffing plan and analyzed data from the Student Demographic Comparisons Fall 2005 – Fall 2009 report, program reviews, and the 2007-08 student services SLOAC survey results, among other sources, to identify student equity and access concerns as well as the appropriate classified and faculty positions to address them. This information will be used as part of the college's position justification process and help shape future college planning and resource allocations.

Given California's budget crisis, student services recognizes that the college's resource allocation is likely to be severely limited, and, consequently, new hiring will be minimal. Therefore the college intends to meet the needs of students through scheduling changes, eCounseling, testing, and, as the technology is developed, online services. Currently, the district is studying the implementation of DegreeWorks, a highly interactive degree audit system. Further, group advising sessions are held for both day and evening students. Students register for these sessions after assessment and are grouped based on ESL, developmental, honors, and mainstream placement.

Finally, the SSPC will continue to analyze student services to develop an overarching student services plan based upon needs identified in program review and college action plans. It is responsible for taking the lead on integrating the student services plan with all other college-wide plans.



DISTRICT RESPONSE

In addition to the three recommendations that the college was asked to respond to by October 15, the ACCJC letter of warning asked the district to respond to three additional recommendations. Although the district response is not due until October 2009, the district wants the commission to remain aware of its progress. Below we present the report of the resolution of each district recommendation, progress made toward addressing the resolution, and further plans to address each recommendation.

PROGRESS: INCLUSION OF THE PRODUCTION OF SLOS IN EVALUATION PROCEDURES

District Recommendation 6

It is recommended that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes.

Response:

The vice chancellor of human resources and employee relations, in consultation with the president of the AFT and the president of the district academic senate, has made progress toward overseeing discussions concerning the incorporation of student learning outcomes into the faculty evaluation process. Currently, representatives from the administration, the AFT, and the district academic senate are identifying and assessing model evaluation forms and processes used by other California community colleges that have successfully addressed this standard in their official evaluation processes and procedures. Once the process and procedure most compatible with the San Mateo County Community College District have been identified, the incorporation of that process and those procedures must be negotiated in order for them to become an official component of the district's faculty evaluation process. In fall 2008 the vice chancellor of human resources and employee relations and the faculty union were unable to reach consensus on how to reconvene the Trust Committee. Discussions on reconvening the Trust Committee will resume in fall 2009.



District Recommendation 7

In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standards IV.B, B.1.j)

Resolution of the Recommendation: On June 11, 2008, the board of trustees added rules and regulations section 2.03, college president (see immediately below) to address evaluation of the college presidents. In July 2008, the annual evaluation of the presidents was conducted in accordance with this new policy. In summer 2009, another annual evaluation of the college presidents was conducted in accordance with the policy.

Evidence of Results and Analysis of the Results Achieved To Date: The newly adopted policy and the completion of two cycles of annual evaluation of the presidents is the evidence of results.

Additional Action: No additional action is necessary; annual evaluations will proceed as specified in the policy.

2.03 College President

1. The board of trustees and chancellor shall employ a president at each of the three colleges.
2. The chancellor shall delegate to each college president the executive responsibility for leading and directing the college operations including administrative services; the office of the president; the office of the vice president of instruction; the office of the vice president of student services; research; marketing; and public relations.
3. The college president shall establish administrative procedures necessary for the operation of the college.
4. The college president shall perform all duties specifically required or assigned to him/her by the statutes of the state of California, by the chancellor, and by the board of trustees of the San Mateo County Community College District.
5. The college president will be evaluated by the chancellor and board of trustees annually based upon



goals previously established and agreed upon by the chancellor, board of trustees, and the college president and in accordance with any other provision of the contract for employment for college president.

6. The compensation of the college president shall be in accordance with the pay schedule established for the college president, and placement of the salary within that range shall be made by mutual consent between the chancellor and the college president.



District Recommendation 8

In order to fully meet accreditation standards and improve effectiveness of evaluation in the college and district, it is recommended that:

- a. The board of trustees should regularly evaluate its “rules and regulations” and revise them as necessary. (Standard IV.B.1.e)
- b. The district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college’s effectiveness and institutional success. (Standard IV.B.3.g)

Resolution of Recommendation 8a: On August 13, 2008, the board of trustees adopted the amended version of district rules and regulations section 2.08 (see immediately below), which establishes a two-year schedule for review of each of the eight chapters of rules and regulations. In collaboration with the academic senate, the district decided to start with chapter six (academic programs) since recent Title V changes require modifications in district policies.

The district also contracted with the California Community College League for its policy and procedures update service, which will be consulted for all reviews of district rules and regulations.

Evidence of Results and Analysis of the Results Achieved To Date: The district academic senate completed its review of 26 of the 37 sections of chapter six. It approved the amendment of those sections and the deletion of 4 policies. The results of the academic senate’s review were shared with the District Shared Governance Council in September of 2008. The board of trustees approved the changes at meetings on September 24, 2008 and December 10, 2008.

Comment [LP8]: Correctly stated?

The remaining 11 sections of chapter six continue to be reviewed by the academic senate; it is expected that these sections will be ready for board approval in fall 2009 or early spring 2010.



Chapter seven of rules and regulations (student services) underwent review by the district academic senate and vice presidents of student services in spring 2009. Reviewed and revised policies were presented to the district shared governance council in late spring, and 18 reviewed and revised policies were approved by the board of trustees in May of 2009. An additional 3 policies were approved in July 2009.

In addition, staff reviewed chapters one and two of the rules and regulations during winter 2008, made appropriate revisions, and shared the results with the district shared governance council. The board of trustees approved 16 reviewed or revised policies in chapter one on February 25, 2009 and March 25, 2009. In May of 2009, the board approved the review or revision of 23 policies in chapter two.

Finally, district staff reviewed and revised 4 miscellaneous policies in chapter eight, which were approved by both the District Shared Governance Council and the board of trustees in September 2008, January 2009, and May 2009.

A summary of the approvals of these policies is shown in Attachment A.

Additional Plans

The academic senate continues to review 11 outstanding policies in chapter six, which are expected to be adopted by the board of trustees in 2009-10 (see Attachment B). The District Shared Governance Council is expected to complete its review of 21 outstanding policies from chapters one, two, six and seven this fall, and they will be brought to the board for approval in fall of 2009 (see Attachment C).

Once the board approves these policies, staff will begin work on chapter five, as called for in the revised policy 2.08 (see below).

2.08 Rules and Regulations

1. The rules and regulations adopted by the board for the district have been written to be consistent with the provisions of law, but they do not encompass all of the laws relating to the district's activities. All district employees shall be expected to know and shall be held responsible for observing all provisions of the law pertinent to their activities as district employees.
2. Any rule or regulation may be suspended by a majority vote of the board, which vote shall be taken by roll call and entered into the minutes of the meeting.



3. The rules and regulations governing the district may be amended by a majority vote of the board at any meeting. Amendment shall be made by repeal of the existing rule and, if required, the enactment of a new rule.
4. Additions, amendments, or deletions in rules and regulations that directly affect students or staff members are ordinarily introduced for a first reading at one board meeting and acted on at a subsequent meeting.
5. The board will review and update each chapter of rules and regulations on the following two-year schedule:
 - Fiscal year 1, quarter 1: chapter six
 - Fiscal year 1, quarter 2: chapter seven
 - Fiscal year 1, quarter 3: chapter five
 - Fiscal year 1, quarter 4: chapter four
 - Fiscal year 2, quarter 1: chapter three
 - Fiscal year 2, quarter 2: chapter two
 - Fiscal year 2, quarter 3: chapter one
 - Fiscal year 2, quarter 4: chapter eight
6. District rules and regulations section 2.06 assigns responsibility to the academic senate to advise the board on eleven different areas of academic and professional matters. Changes to rules and regulations that impact any of the eleven areas will be reviewed by the academic senate prior to being sent to the board for approval.
7. District rules and regulations section 2.09 assigns responsibility to the District Shared Governance Council (DSGC) to advise the board on nine different governance matters. Changes to rules and regulations that impact any of these nine areas will be reviewed by the DSGC before being sent to the board for approval.
8. District rules and regulations will be posted on the district's website.
9. Administrative procedures implementing board-adopted policies shall be developed by designated administrators subject to approval of the chancellor. Procedures shall be consistent with and not conflict with policies adopted by the board.

Reference: Education Code 70902



CONCLUSION

Cañada College has engaged in collegial and extensive assessment, planning, and resource allocation in order to fully address the three recommendations received from the ACCJC. In our concerted effort to respond to each recommendation we have:

- adopted an educational master plan to lead us into an era of integrated, cyclical planning and assessment;
- created faculty-centered processes that embrace SLOAC and institutionalize the cycle into the life of the college;
- tripled the number of courses with SLOs;
- developed staffing of student support services to provide equitable support to evening, off-site, and second language learners.

In a clear effort to respond immediately to the recommendations made by ACCJC, the San Mateo Community College District has, as recommended:

- developed and implemented new rules and regulations regarding the evaluation of college presidents;
- developed new policies regarding the timely review of rules and regulations;
- proposed a process to regularly review the delineation of functions between the district and the colleges;
- developed processes to attempt to negotiate the inclusion of the production of SLOs in the evaluation procedures of faculty and staff.

