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WORKING DRAFT ACCJC Follow-Up Report 2009

Cañada College
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Redwood City, California 94061

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9/25/09

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STATEMENT ON REPORT PREPARATION

This second follow-up report builds on the foundation of the 2008 follow-up report that preceded ACCJC's 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 redevelopment 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
- Patty Dilko, president of the District Academic Senate
- Sarah Perkins, vice president of Instruction
- Tom Mohr, president, Cañada College

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 oficio
- Jessica Einhorn, professor of anthropology
- Linda Hayes, dean of business, workforce and athletics
- Sarah Perkins, vice president of Instruction
- Gregory M. Stoup, director of planning, research and student success

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 and student success

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 ESL
- Ray Lapuz, professor of math
- 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, counselor

Editors of the Follow-Up Report

- Lisa Palmer, professor of English
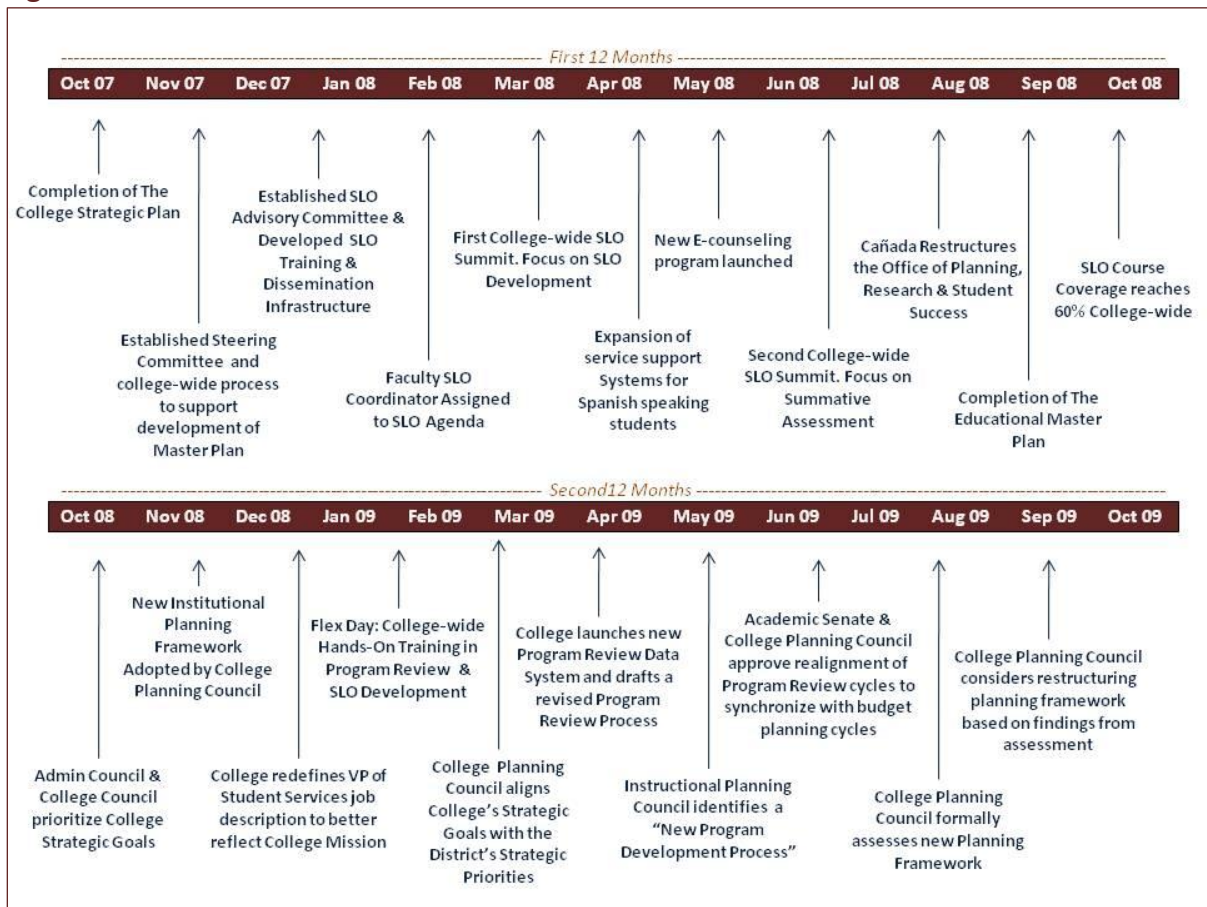- Anniqua Rana, professor of English and ESL

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 ACCJC's 2007 accreditation report.

Figure #1

------------ First 12 Months ------------

| Oct 07 | Nov 07 | Dec 07 | Jan 08 | Feb 08 | Mar 08 | Apr 08 | May 08 | Jun 08 | Jul 08 | Aug 08 | Sep 08 | Oct 08 |

Completion of The College Strategic Plan

Established SLO Advisory Committee & Developed SLO Training & Dissemination Infrastructure

First College-wide SLO Summit. Focus on SLO Development

New E-counseling program launched

Cañada Restructures the Office of Planning, Research & Student Success

SLO Course Coverage reaches 60% College-wide

Established Steering Committee and college-wide process to support development of Master Plan

Faculty SLO Coordinator Assigned to SLO Agenda

Expansion of service support Systems for Spanish speaking students

Second College-wide SLO Summit. Focus on Summative Assessment

Completion of The Educational Master Plan

------------ Second 12 Months ------------

| Oct 08 | Nov 08 | Dec 08 | Jan 09 | Feb 09 | Mar 09 | Apr 09 | May 09 | Jun 09 | Jul 09 | Aug 09 | Sep 09 | Oct 09 |

New Institutional Planning Framework Adopted by College Planning Council

Flex Day: College-wide Hands-On Training in Program Review & SLO Development

College launches new Program Review Data System and drafts a revised Program Review Process

Academic Senate & College Planning Council approve realignment of Program Review cycles to synchronize with budget planning cycles

College Planning Council considers restructuring planning framework based on findings from assessment

Admin Council & College Council prioritize College Strategic Goals

College redefines VP of Student Services job description to better reflect College Mission

College Planning Council aligns College's Strategic Goals with the District's Strategic Priorities

Instructional Planning Council identifies a "New Program Development Process"

College Planning Council formally assesses new Planning Framework

Cañada's 2007/08 achievements were dominated by responses to recommendation 2 (SLO development) and recommendation 4 (student service staffing planning). Consequently, during the past 12 months, 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.

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 formulate 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 perspective and interests <INSERT LINK>. This committee focused on facilitating the college's creation of the Educational Master Plan through eliciting college-wide input, discussion, and effort, and overseeing data collection, composition, and dissemination of the plan.

In March 2008, the steering committee and the Planning and Budget Committee contracted with an external consultant, Maas Company, to guide the development of an Educational Master Plan. Doing so brought forward national and state perspectives that complemented the extensive regional external scan completed during our strategic planning process.

The Educational Master Plan built upon the Strategic Plan to delineate the strategic direction of the college and to more fully integrate the many components of institutional planning. The Educational Master Plan 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.

One of the primary results of the development of the Educational Master Plan was to integrate the individual planning components of the college and establish an integrated planning calendar. Unit plans are now grounded in program review and serve as the primary planning documents for resource allocation, including human resources, instructional equipment requests, and facilities 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 the support of interested people 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 routine and robust 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 articulating the purpose of the evaluation, identify the criteria to be used, design evaluation procedures, select data, and draft the annual report. The initial assessment will begin this fall; subsequently the evaluation results will be presented to the College Planning Council and captured 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.
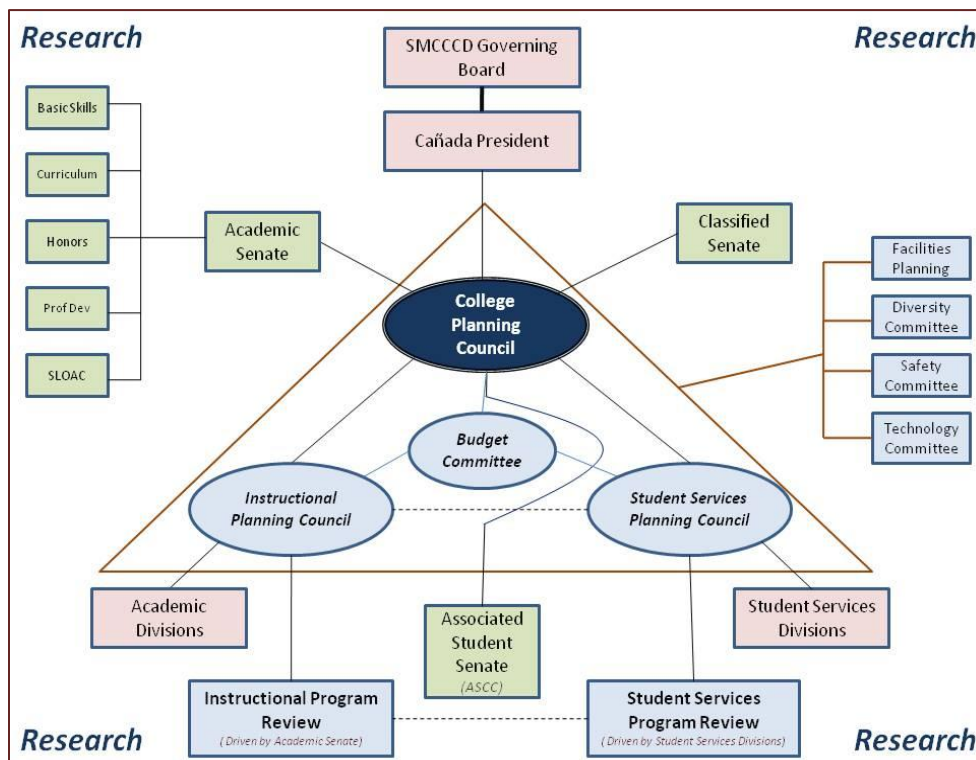
CAÑADA COLLEGE'S NEW PLANNING FRAMEWORK

In August 2008, upon considering the priorities identified in the Educational Master Plan and recommendations from ACCJC, the College Council began to question the efficacy of the college's existing planning structure. In response to these issues, 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 to replace the pre-existing structure. The new College Planning Council convened its first meeting in February 2009. (The process and structure is outlined in this planning document developed by the College Planning Council).

Figure #2

The new college planning framework marked a significant departure from the college's pre-existing planning structure, which had evolved in an ad hoc manner to respond to what were often short-term changes in

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college priorities. The new framework, through its membership composition, formal communication channels and reporting mandates, is designed to support three overarching goals: (1) open and participatory communication; (2) coordinated planning; and (3) routine and robust self-assessment to ensure continued alignment with the college strategies.

An important feature of the new planning scheme is its foundation on program review, which is now the primary source of information to support discussions and decision-making.

Another important structural component of the college's new planning model is the incorporation of two working groups mandated to incubate new ideas related to program performance and planning. These two think tanks operate as working groups of the College Planning Council and specialize in the areas of instruction and student support services with an explicit emphasis on assessment of program review.

The Instructional Planning Council (IPC) and the Student Services Planning Council (SSPC) are the college venues for improving the rigor of program review content, mentoring faculty and staff on how to achieve excellence in program review, and proposing improvements to program review and other institutional planning processes. Further details on improvements to the program review process are provided in the next section.

Other salient features of the new college planning framework include:

- Membership composition representative 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. Each council identified a timeline for self-assessment and priorities for the upcoming year. Included in the 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 described detailed in the next section;
- 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 its potential effects on student learning. 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 ever more severe 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, 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 identify 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 two high priority goals that, when achieved, would 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 begun the 2009/10 academic year by developing an implementation plan for incorporating the feedback and recommendations from the retreat to the goals identified in the Educational Master Plan.

PROGRAM REVIEW

The Educational Master Plan emphasizes the primacy of program review in college planning. In January 2009, the Instructional Planning Council and the Student Services Planning Council crafted mission statements and formulated guiding philosophies to provide direction to their members and help maintain strong 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 <?>.

As one of the first orders of business, both of 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 classroom and service area dynamics.

Over the 2008/09 academic year, the Instructional Planning Council, the Student Services Planning Council, and the Office of Planning, Research and Student Success – with input from deans and managers – initiated several brainstorming activities intended to identify potential improvements to program review. These discussions identified several suggestions including:

- Updates to program review would occur annually rather than once every two years;
- The college needs to provide more informational support to program review processes in student service areas;
- The college must convene regular open forums for sharing and discussing program review findings;
- Program review documents need revision to better capture information to support planning decisions related to equipment, personnel and facilities;
- Updates to program review had to be supported with more data and evidence directly related to department performance and student success;
- Instructional departments need better access to the data required to make informed reviews of their programs.

Based on these and related planning 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 devoted several meetings for discussions on how to improve program review for instructional programs. The IPC identified several possible modifications and interventions and mapped out an idealized Program Review process, both for the comprehensive six year review and the intermediate updates.

The new model targeted changes that would improve the alignment and cycling of program review with existing instructional planning and budgeting processes. The Instructional Planning Council mapped out the budget calendars and cycle periods at the state, district and college level as well as across several large grant-making agencies that the college anticipated might offer important funding opportunities.

A program review calendar was then proposed that operated in better harmony with all the various budgeting timelines. While it was determined that the six year cycle for the comprehensive review had sufficiently robust linkages to long term planning activities, it was decided that the updates to Program Review were too infrequent to inform (and be informed by) annual budget planning activities. The Instructional Planning Council agreed that adopting an annual cycle for Program Review updates and synchronizing those updates with other budget processes, would better enable program managers and department heads the ability to establish more stable budgets and link those budgets more tightly to established planning priorities.

In June 2009 (?) the IPC provided information to the Academic Senate outlining the advantages of placing Program Review updates on an annual time cycle. On August XX, 2009 the Academic Senate formally adopted an annual calendar for Program Review <INSERT LINK TO SENATE MINUTES>, as well as adopting several structural changes to the documentation template. The adoption of the more frequent timeline, as wells as other structural improvements highlighted below, has given Program Review a more deliberate forward looking orientation which more explicitly anticipates future needs. To reflect the new orientation, the Academic Senate has chosen to rename the now annual updates to Program Review the "Annual Program Plan."

Support for Student Services

Discussions triggered by review of the Educational Master Plan revealed that program review process within student services had been hampered by inadequate levels of informational support for managers and directors.

The college's administrative team embarked on a focused effort to provide more deliberate Program Review support to student service areas. The Office of Planning, Research & Student Success met individually with student service managers and jointly outlined the informational needs facing each manager and program area.

As of May 2009, under the direction of an Interim VP of Student Services, all student service program managers completed all outstanding program reviews and brought each of their program areas into compliance with existing program review requirements.

Upon completion of Program Review, the Student Service Planning Council convened a meeting devoted to open discussion of the Program Review findings from each student service program area. This forum marked the first time there had been broad review and discussion related to outcomes of program review in student services and greatly expanded awareness of the unique process and challenges associated with individual services areas.

To build on the new momentum student service managers engaged the Office of Planning, Research & Student Success to help identify new systems of inquiry to expand data gathering and support more comprehensive analysis of Program Review. After detailed consultation with seven different student service program areas, the Planning & Research Office and service program providers identified several new approaches and process for collecting information related to program performance and student success. These new methods are to be implemented this year and the findings incorporated into the now Annual Program Plan for the upcoming 2009/10 academic year.

College Wide Forums

At the close of the 2008/09 academic year, the Student Service Planning Council and the Instructional Planning Council both acknowledged the benefits of hosting college wide forums to discuss the outcomes of program review. In May 2009 the Student Service Planning Council devoted a council meeting to the presentation and open review of the all student service program reviews. The council members saw great value in the information sharing and recommended that even more time be devoted to presentation and open discussion at the close of the next Program Review cycle.

In Spring 2009 the Curriculum Committee provided the venue for a college wide presentation of Program Review findings <INSERT LINK TO MINUTES>. The Program Review findings of each program were presented and aired for open discussion <LINK TO PRESENTATIONS?>.

The Instructional Planning Council is slated to discuss what open forum structure might best support review and discussion of program review findings related to instructional programs. The sharing and open discussions about the content of Program Review are part of a larger college agenda intended to establish a tangible foundation for nurturing a Culture of Inquiry (highlighted in a later section).

Consistent with the framework outlined in the Educational Master Plan, the College Planning Council as well as other planning bodies including the Academic Senate and the College Curriculum Committee, is establishing a timetable for college wide open forums on the findings of Program Review and linking the outcomes of those dialogs into the annual review of Educational Master Plan.

To broaden the awareness of these and other related planning dialogs, the college has begun capturing video recordings of the most significant of these shared governance forums concerning college wide planning and budgeting, making them available through the itunes distribution network. <INSERT LINK TO itunes LIBRARY>

Revised Documentation & Information Packets

The Educational Master Plan identifies, as the colleges first strategic goal, the need to more completely incorporate data and evidence into decision making at every layer of the organization. As a first step towards this goal, the Instructional Planning Council facilitated a discussion on the informational needs necessary to support excellence in program review. As outlined earlier, these dialogs identified several potential improvements to the Program Review documents - adjustments that would facilitate the capture of additional information and stimulate deeper thinking about student learning and performance.

In June 2009 the Academic Senate, acting on additional support and advice from the College Curriculum Committee, produced and sanction a new program review template for documenting Program Review findings. The new template attaches greater emphasis on collecting information to better guide equipment, personnel and facilities planning and is structured to elicit deeper reflection on the multiple linkages that connect program performance to student outcomes.

In 2009/10 the Student Service Planning Council will be initiating its own detailed discussions on what information gaps currently exist in Program Review and what additional data might better inform program review and assessment in student services.

Furthermore, to facilitate a more reflective dialog on performance and one more focused on future planning, the Office Planning, Research & Student Success has developed downloadable information packets <INSERT LINK TO PROGRAM REVIEW DOWNLOAD PAGE> to provide each department a more comprehensive picture of program trends and student performance. The packets provide detailed information on program outcomes, student performance and operational efficiency. The packets also contain department and college level benchmarks to help managers better gauge the relative performance of their program.

The information packets have been designed as an open template, allowing for the inclusion of additional metrics and information as they are identified. The current format focuses largely on summative measures. The Planning Office is working with the Instructional Planning Council and the Student Services Planning Council to identify a more complete set of performance metrics, including indicators to support robust 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.

The Educational Master Plan identified a need for the College to improve the linkages connecting all its various planning activities. Improving planning coordination was one of the key design intentions underlying the creation of the new college planning framework. Within the new framework, planning coordination and alignment is pursued through both the reporting structures and the membership composition across the planning bodies. Achieving high levels of planning integration also requires properly linking planning cycles, connecting the outcomes of each planning process to inputs in the others, and nurturing an appropriate culture that encourages new ideas to emerge and connects those 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 & 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 reporting cycles of several planning processes, it was necessary that the college map out and calibrate all its internal planning process with those managed at the district office. Furthermore, the move to an annual cycle for Program Review provided an opportunity to connect program level planning more tightly with multiyear planning activities. Rather than having year long lags between various planning activities, an annual Program Review cycle allows program mangers to link to the planning outcomes of longer cycling operations in a more timely fashion, enabling program areas to make more frequent and better targeted course corrections.

The Office of Planning, Research & Student Success, in cooperation with the District Research Council, developed a Five Year Planning Calendar (Figure #3) to help Canada College maintain cycle coordination with each of the routine planning activities that occur within the college and the District.

In addition to effective calendar management, the College's new Planning Framework mandates scheduled progress reports on the status of all planning activities. As part of their mission to help maintain strong alignment across college planning activities and raise awareness of the importance of planning, the College Planning Council will incorporate a review of each listed 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 and 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		

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Annual Progress Reporting

The Educational Master Plan introduced a planning framework and documentation system to help establish strong planning linkages connecting 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 they can evaluate the effectiveness of their department actions in advancing various college strategic goals.

The Strategic Plan Progress Report is one of the college's primary tools for building strong connections linking strategies to goals to action. All Annual Progress Reports contain a detailed description of each Action Plan, a list of desired outcomes, milestones with timelines, related costs estimates, funding sources and are linked to various unit and program review. Responsibility for implementation on each individual action plan has been assigned. The reporting system also captures information on the degree of coordination between department actions and other planning processes including college budgeting & planning, marketing, facilities planning, and program review.

Review of the progress on each goal is conducted annually in several venues, including the administrative council and the College Planning Council. First annual review have been completed <INSERT LINK TO ANNUAL PROGRESS REPORT DOCS> and are scheduled for broader review in Fall 2009. Feedback from both the admin council and College Planning Council are to be captured and included in the Progress Report itself.

Fall 2009 will mark the completion of the first Progress Report cycle and several process improvements and informational additions have already been identified and are scheduled to be incorporated into the next cycle.

Alignment of Strategic Priorities and Goals

Perhaps the most deliberate effort to bring alignment between broad planning activities was the work to bring forma alignment between Canada College's Strategic Goals <INSERT LINK> and the San Mateo Community College Districts' set of Strategic Priorities.

In November 2008 the College Council hosted an open forum discussion on the college's strategic goals. The facilitated dialog included an exercise that asked attendees to priorities each of the college's eleven strategic goals. The dialog was initially framed by the results from a college wide survey asking participants to identify what they believed should be the college's primary strategic goals. After review of the survey findings and extensive discussion a concession was reached on the goals the college should pursue as a top priority. The CPC identified four college priorities as having the highest relevance to student learning and institutional success: (1) Evidence-based Decision Making; (2), Success in Basic Skills; (3), Excellence in Transfer Programs; and (4), Highly Responsive and Effective Workforce Programs. These goal priorities would become the foundation for nearly all future dialogs on college planning. <INSERT LINK TO POWERPOINT & CPC MINUTES>

In February 2009, the College Planning Council used the four goal foundation to frame an exercise intended to bring alignment between college and district planning. The Planning & Research Office facilitated an open

forum mapping exercise at the College Planning Council, to help identify linkages between college goals and the District's strategic priorities. Again, the exercise was informed by the results of a college wide survey on the priorities placed on the District's list of Strategic Priorities <INSERT LINK>. The meeting resulted in a discrete mapping of the college's four foundational goals to twenty two individual District level strategic priorities. The College Planning Council then distilled the District's twenty priorities into a prioritized list of ten. This list of ten District strategic priorities are those believed to have the most fundamental linkages to the college's core strategic goals. The Results of the exercise were forwarded to the District Strategic Planning Council and incorporated into their 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 Canada college Director of Planning, Research & Student Success serves on both planning bodies while the Canada College President, the Canada Academic President and the District Senate President (currently held by a Canada faculty member) also serve on the District Strategic Planning Council.

Establishing a Culture of Inquiry

One of the significant outcomes of the August 2009 College Planning Council retreat was a goal for creating and nurturing a pervasive culture of inquiry. 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 tangible evidence of a cultural transformation.

- In dialog with the CPC the Office of Research, Planning & Student Success will develop a research agenda for the college.
- The CPC will reserve 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 open dialog on research and learning.
- The college will establish a formal infrastructure <The Center for ….> to promote, support, and extend innovative pedagogy and practice linked to classroom learning.
- The Office of Planning, Research & Student Success will provide innovation coaching and research consultation to faculty and staff to help extend the college's research capabilities to the point of student contact.

The motivation for a cultural transformation has been linked to the commitment of the college to become a learning institution. 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 encouragement that foster ongoing innovation in the classroom and at the points of service contact.

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 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 their Course Outline of Record to submit course level SLOs in a separate document that was then housed 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 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 user friendly Student Learning Outcome Assessment Cycle.

Minutes from the Academic Senate meetings reflect the beginnings of the discussion regarding the development of an 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 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. Dialogue regarding the college plan to respond 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 communicated to 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 a Director of Institutional Research and Planning. http://canadacollege.net/inside/planning-budget/index.html

SUMMARY:

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.

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 discussions on teaching and assessment.

In addition, 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% last year to 39% this year.

SLOAC Advisory Committee recommendations

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 were 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, utilizing 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. Instructional Planning Council for academic programs, and Student Services Planning Council for student service programs.

For GE/transfer, workforce, and basic skills programs, relevant faculty aligned SLOs for individual courses with program SLOs (flex day March 11 and ongoing). 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 because 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 software (TrakDat) 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:

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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 Program Improvement Fund 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 are participating actively in the use of SLOAC in their courses. Some workshops have highlighted techniques described in this book; more discussions are planned for 2008-9.

OTHER NOTEWORTHY ACHIEVEMENTS

Gregory Stoup, Cañada's director of research, planning, and student success, was named "Communicator of the Year" by the statewide Academic Aenate (ASCCC) and the Research and Planning Group for California Community Colleges (RPgroup). 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 also 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 the diverse aspects of a course that could be modified to improve student learning. http://www.canadacollege.edu/inside/slo/forms.html

Professional development workshops were held that addressed 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

Additional flex days were added to the academic calendar to facilitate meaningful discussions 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 provide additional momentum and administrative resources for the improved use of SLOAC processes throughout the campus.

PLANS FOR 2009/10 ACADEMIC YEAR

The SLOAC committee is working with Greg Stoup, director of research, and Sarah Perkins, 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 faculty and staff ability to interpret assessment data at levels extending from individual courses to departments and programs.   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.

PROGRESS: STUDENT SERVICES STAFFING PLAN

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 status of the state budget deficit; 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 projected hiring needs.

Furthermore, to better understand the needs of students and support the development of an efficient and high quality service environment, the Office of Planning, Research and Student Success developed a student segmentation framework <INSERT LINK TO SEGMENTATION REPORT> to identify populations of students who take similar courses. 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, research and student success will be working with student service managers to develop the protocols for capturing information related to the service needs of students in each of these categories. Findings from the investigation will be shared with the Student Services Planning Council 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 newly formed Student Services Program Council 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:

- College Administrative Council

- College Planning and Budget Committee

- College Planning Council

- College 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, dean of counseling and enrollment services
- Jeanne Gross, dean of the University Center and academic support services
- Leonor Cabrera, professor of accounting
- Margie Carrington, director of financial aid
- Jennifer Castello, professor of ESL
- Patty Dilko, professor of Early Childhood Education
- Linda Haley, professor of ESL
- Ray Lapuz, professor of math
- Thomas Mohr, college president
- Martin Partlan, Academic Senate president
- 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 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 all other 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 in order 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 impacted, due largely to the 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 College Planning Council 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 College Planning Council 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.
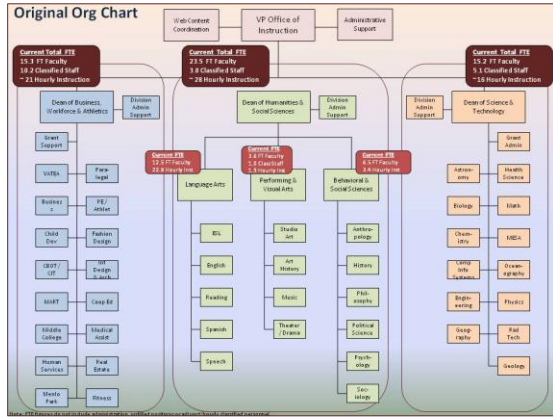
Figure 4   Figure 5
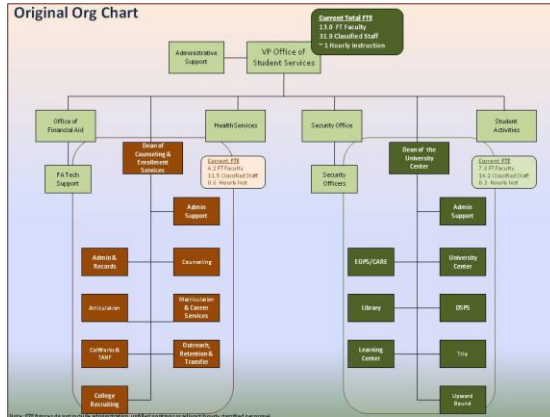
Figures 6 and 7 display the revised organizational structure for instruction and student services. Key features of the reorganization include moving service programs that are closely linked to academic planning to the instructional division, and consolidating other student service functions.
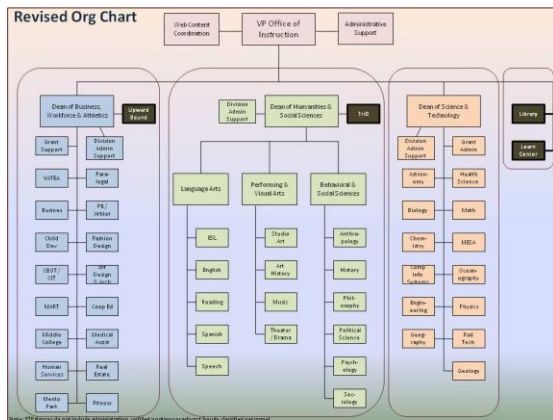
Figure 6   Figure 7
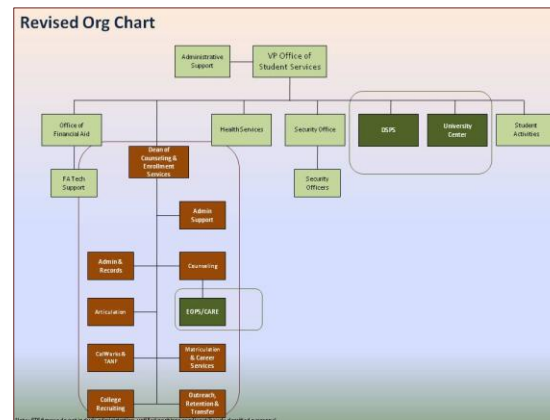
Note: *For a more detailed description of the reorganization see <INSERT LINK TO POWERPOINT>.*

As part of this reorganization the college also significantly redefined the job description of the vice president of student services. Whereas the previous description focused largely on managerial ability, the new description identifies capabilities and responsibilities associated with 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.

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 TH UNTIL 7:00 P.M.*	*4 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*	*4 Saturdays/ Year*
COUNSELING CENTER	*X*	*T AND TH UNTIL 7:00 P.M.*	*First Sat. of the semester & 4 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.*	*4 PEP Session/Year & PEP Midnight Madness*
EOPS / CARE	*X*	*T & W UNTIL7P.M.*	
EVENING ADMINISTRATIVE ASSISTANT		*M-TH UNTIL 9 P.M.*	*X*
FINANCIAL AID OFFICE	*X*	*T AND TH UNTIL 7:00 & BY APPOINTMENT*	*4 SATURDAYS /YEAR & OTHER by APPOINMENT*
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.

In support of the mission and strategies described in the educational master plan, the college's director of planning, research and student success met with student service managers to identify a series of research instruments and data capture tools to help assess how well these services are meeting the needs of our students.

To facilitate the assessment of student needs, the college has scheduled the distribution of a comprehensive, college-wide student services survey. The 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 findings of the survey will form the foundation for college-wide discussions on how to improve the quality and 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 Student Services Planning Council 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		

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Description of Activity	AM/PM & WKD	ESL Students	Distance Ed	Off-site
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 Boarders Learning Communities available for evening & part-time students	x	x		
23. Off-Site Testing services available for half Moon Bay and OICW Programs				x

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* Continued from before ACCJC visit in 2007

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ACTIVITIES IMPLEMENTED TO IMPROVE STUDENT SERVICES 08-09

To further support off-site, evening, and ESL students, student services plans to implement the following activities in 2008/2009. The Student Services Planning Council 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		

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

To further support off-site, evening, and ESL students, student services will implement the following activities in 2009/2010.

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	

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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*

In addition, through the" PreSchool for All" grant, the Early Childhood Education/Child Development (ECE/CD) Program Services Coordinator meets with ECE/CD majors in East Menlo Park where ECE/CD courses are held , on a bi-monthly basis. She advises the students on their student education plans, courses required for the ECE certificate and degree, four year transfer requirements for the Child and Adolescent Development program at SFSU, and reviews the matrix requirements for the Child Development Permit to meet the minimum requirements for specific employment positions within the ECE/CD field.

BILINGUAL/EVENING **COUNSELING**

In response to the need for bilingual student support for evening students, bilingual counselors have been scheduled in the late afternoon and evening. Further, the recently hired VPSS is fluent in Spanish and other languages and has an FSA in counseling. With the recent budget cuts, he augments the delivery of counseling services. "B" indicates faculty/staff member is Bilingual and "E" indicates faculty/staff member only speaks English.

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

**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 Bi-lingual, and "E" indicates faculty/staff member only speaks English.

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

BILINGUAL/EVENING SUPPORT IN **LIBRARY**

Since October 2007, the library has increased its services by 0.2 FTE from 1.8 to 2.0 through the hiring of a second full-time librarian who will begin in January 2009*. **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 learners and distance learners.

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

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 shift staff in order to offer tours, orientations, workshops, and additional tutoring support until 8pm Monday through Thursday. Additionally, workshops and orientations are provided for 8pm to 10pm classes as requested.

 "B" indicates faculty/staff member is Bi-lingual, and "E" indicates faculty/staff member only speaks English.

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

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NEW HIRES

After 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, key personnel and system needs were identified to improve and increase the services provided to afternoon and evening, off-site and ESL students.

To increase the effectiveness of student support off-campus, in the afternoon and evenings and to provide bilingual support in Spanish, Student Services has filled several positions within the last year. The following is a list of the Student Services positions which 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 Advisor – is needed to provide academic advisement to students via the internet.

2. Basic Skills Counselor – provides bilingual (English/Spanish) general counseling services as part of Basic Skills Student Retention Programs. As a collaborative player in the "Crossing Borders" learning communities, the counselor teaches two sections of college success courses and provide added support to the basic skills students and ESL students in the program. http://canadacollege.net/crossingborders/

3. 1.0 EOPS/CARE Counselor– provides bilingual (English/Spanish) counseling services to EOPS students.

4. 1.0 Reference & Instruction Librarian (New) – provides afternoon and evening bilingual (English/Spanish) Reference Librarian and instructional services.

CLASSIFIED

1. .60 Admissions & Records III (New) – provides evening information, admissions, registration, and enrollment bilingual services at the Enrollment Services front counter.

2. .66 Instructional Aide II (New) – provides evening coordination and bilingual (English/Spanish) tutorial assistance in Learning Center.

3. .80 Library Support Specialist (New) – improves collection development processing ability and web page design/links. This position was created to assist evening, off-site and ESL students to use on-line Library resources.

4. Office Assistant II (Information Desk) (New) – provides information at One-Stop Center entry point; provides College phone directory information and welcomes prospective and new students. Assistant is bilingual.

5. .60 Financial Aid Assistant (BFAP Funds) (New) – provides bilingual information and assistance; assists with services at off-site locations.

6. .50 Office Assistant II (DSPS) (New)—assists with providing information and services for disabled students

7. 1.0 Staff Assistant (EOPS) – provides bilingual assistance to low-income and first generation college students.

8. .40 Psychological Services Coordinator who also supervises 4 interns. Fluent in Chinese (Mandarin/Cantonese).

ADMINISTRATION

9. The new Vice President of Student Services (hired in June 2009) speaks Spanish, Greek and French fluently and has an Faculty Service Area in Counseling.

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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, Program Review documents, and the 2007 – 2008 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 the needs. This information will be used as part of the college's Position Justification process and help shape future college planning and resource allocation decisions.

With the current California budget crisis, Student Services is sensitive and recognizes that the College's resource allocation is likely to be severely limited, and, consequently, new hiring is likely to be minimal. The College intends to meet the needs of students as through scheduling changes, eCounseling, testing and other online services as the digital technology is further developed. Currently, the district is studying the implementation of DegreeWorks, a highly interactive degree audit system. Further, group advisement sessions held equally for both day and evening students have been initiated. Students register for these sessions after assessment and are grouped based on ESL, developmental, honors and mainstream students.

Finally, the Student Services Planning Council will continue the detailed analyses of student services, developing an overarching Student Services Plan that will be based largely upon evidence captured in Program Review and on the assessments of all college action plans. The Student Services Planning Council is the open forum venue responsible for taking the lead on integrating the Student Services Plan with all other college wide plans.

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DISTRICT RESPONSE

In addition to the three recommendations that the college was asked to respond to by October 15, the Letter of Warning asked the District to respond to three additional recommendations. Although the District response is not due until October 2009, it is important to the District that the commission remains aware of their current progress. The report of the resolution of each District recommendation, the progress in addressing the resolution and what further plans are made to address each recommendation are presented below.

PROGRESS: INCLUSION OF THE PRODUCTION OF SLO'S 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, 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 process and procedures. Once the process and procedures most compatible with the San Mateo County Community College District have been identified, then 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. The Vice Chancellor, Human Resources and Employee Relations, was unable to reach consensus with the faculty union in how to reconvene the Trust Committee in fall 2008. 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 completion of two cycles of annual evaluation of the Presidents is the evidence of results.

Additional Action: No additional action is necessary.

2.03   College President
1. The Board of Trustees and Chancellor shall employ a President at each of the three Colleges within the District.

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 in the 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 the 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 in Rules and Regulations. In collaboration with the Academic Senate, a decision was made to start with Chapter Six (Academic Programs) due to the fact that a number of changes in Title V have been made recently that require changes in the District policies.

The District also contracted with the California Community College League for its Policy and Procedures Update Service. This service provides a model set of policies and a regular update service. This service 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 sections of Chapter Six (out of total of 37 sections) and granted its approval for the amendment of those sections and the deletion of four policies. The results of the Academic Senate's review were shared with the District Shared Governance Council in September, 2008; the Board of Trustees approved the changes at two separate meetings: on September 24, 2008 and December 10, 2008.

The remaining sections of Chapter Six (11 policies) 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 7 of Rules and Regulations (Student Services) underwent review by the Faculty Senate and Vice Presidents of Student Services in Spring 2009; reviewed and revised polices were presented to the District Shared Governance Council in late Spring and; and 18 reviewed and revised polices were approved by the Board of Trustees in May, 2009.   An additional three polices were approved in July 2009.

In addition to that, staff reviewed Chapter 1 and Chapter 2 of District Rules and Regulations in 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 1 on February 25, 2009 and March 25, 2009. The Board also approved the review or revision of 23 polices in Chapter 2 in May, 2009.

Finally, District staff reviewed and revised four miscellaneous polices in Chapter 8, 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 polices is shown in Attachment A

Additional Plans

The Academic Senate continues to review 11 outstanding polices in Chapter 6 and these 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 polices from Chapters 1, 2, 6 and 7 this Fall and they will be brought to the Board for approval in Fall, 2009(see Attachment C).

Once these policies are approved by the Board, staff will begin work on Chapter 5, as called for in the newly 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 do not encompass all 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 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 shall be entered in 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 which directly affect students or staff members are ordinarily introduced for 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 6
Fiscal Year 1, Quarter 2: Chapter 7
Fiscal Year 1, Quarter 3: Chapter 5
Fiscal Year 1, Quarter 4: Chapter 4
Fiscal Year 2, Quarter 1: Chapter 3
Fiscal Year 2, Quarter 2: Chapter 2
Fiscal Year 2, Quarter 3: Chapter 1
Fiscal Year 2, Quarter 4: Chapter 8

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. Rules and Regulations changes which 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. Rules and Regulations changes which 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 in 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 ACCJC. In our concerted effort to respond to each recommendation we have:

- ➢ Adopted an Education 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
- ➢ Increased the number of courses with SLO's three fold.
- ➢ Developed staffing of student support services to provide equitable support to evening, off-site and second language learners enrolled at Cañada College.

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

- ➢ Developed and implemented new rules and regulations regarding College President evaluation
- ➢ Developed new rules and regulations 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 SLO's in the evaluation procedures of faculty and staff.