▸ Standard I: Institutional Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

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

I.A. Mission

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

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

Descriptive Summary

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

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

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

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

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

Student Learning Programs

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

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

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

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

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

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

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

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

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

Student Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SELF-**E**VALUATION

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

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

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

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

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

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

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

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

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

SELF-EVALUATION

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

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

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

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

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

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

The Strategic Planning process is near completion.

Self-Evaluation

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

Planning Agenda

None at this time.

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

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-Evaluation

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

Planning Agenda

None at this time.

I.B. Improving Institutional Effectiveness

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

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

DESCRIPTIVE SUMMARY

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

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

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

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

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

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

The Curriculum Committee is a subcommittee of the Academic Senate whose function is to coordinate and monitor Cañada's curricular offerings so that they uphold the California Education Code, are consistent among the divisions and Colleges of the District, are understandable to students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the District and Cañada College. The Committee makes recommendations to the Governing Council concerning "general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses." (31). The Committee also monitors Program Review. Meeting twice monthly, with the meetings open to all, the Committee is composed of 12 voting members: a Chairperson appointed by the Academic Senate, two faculty members from each of the three instructional divisions and two from Counseling, one representative from the Library, one representative from the Office of Admissions and Records, one student, one non-voting ex-officio member, and the Vice President of Instruction. (32)

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

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

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

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

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

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

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

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

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

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

Self-Evaluation

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

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

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

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

Planning Agenda

None at this time.

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

members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

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

· New Library and Student Resource Center construction

· Classroom renovation/modernization

· Theater renovation

· Parking lot, road, and sidewalk repair

· Pedestrian access improvements

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

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

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

The 2006 Plan proposes improvements such as the following:

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

· Establishing identifiable "front doors" to the campus;

· Using landscape hierarchies defining pedestrian and vehicular paths;

· Enhancing exterior campus amenities.

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

Self-Evaluation

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

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

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

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

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

Planning Agenda

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

· Assign timelines and responsibility for meeting the goals;

· Communicate the progress toward meeting the goals.

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

Descriptive Summary

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

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

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

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

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

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

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

SELF-EVALUATION

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

PLANNING AGENDA

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

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

DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

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

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

SELF-EVALUATION

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

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

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

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

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

PLANNING AGENDA

· Effectively communicate resource allocation processes and results.

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

DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

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

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

SELF-EVALUATION

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

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

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

PLANNING AGENDA

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

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

DESCRIPTIVE SUMMARY

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

· Articulate the mission and vision of the College;

· Assess the current strengths and weaknesses of the College;

· Gather information highlighting critical issues;

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

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

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

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

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

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

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

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

SELF-EVALUATION

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

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

Planning Agenda

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

· Consider providing additional staffing for institutional research.

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

Descriptive Summary

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

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

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

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

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

SELF-EVALUATION

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

PLANNING AGENDA

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

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