



Cañada College



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

CAÑADA COLLEGE
INSTITUTIONAL SELF-STUDY REPORT
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



Submitted by
Cañada College
4200 Farm Hill Boulevard
Redwood City, California 94061

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

July 25, 2007

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

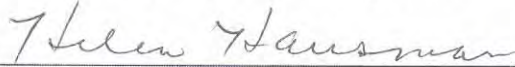
DATE: July 25, 2007

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


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

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

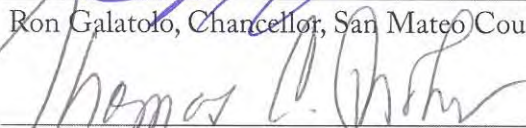
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.




Helen Hausman, President, Board of Trustees




Ron Galatolo, Chancellor, San Mateo County Community College District



Thomas Mohr, President, Cañada College



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




Patricia Dilko, President, Academic Senate



Margie L. Carrington, President, Classified Senate



Kevin Chappell, President, Associated Students of Cañada College



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

TABLE OF CONTENTS

An Introduction

Description of the College	3
Demographic and Student Data	5
Abstract of the Report	15
Themes Summary Of the Self-Study	19
Organization for the Accreditation Self-Study	31
Organization of the Institution	39
San Mateo County Community College District (SMCCCD) Function Map	41
Eligibility Requirements for Accreditation	55
Responses to Team Recommendations	61

Standard I: Institutional Mission and Effectiveness

A. Mission.	67
B. Improving Institutional Effectiveness	75

Standard II: Student Learning Programs and Services

A. Instructional Programs	101
B. Student Support Services.	129
C. Library and Learning Support Services	153

Standard III: Resources

A. Human Resources	175
B. Physical Resources	193
C. Technology Resources	207
D. Financial Resources	216

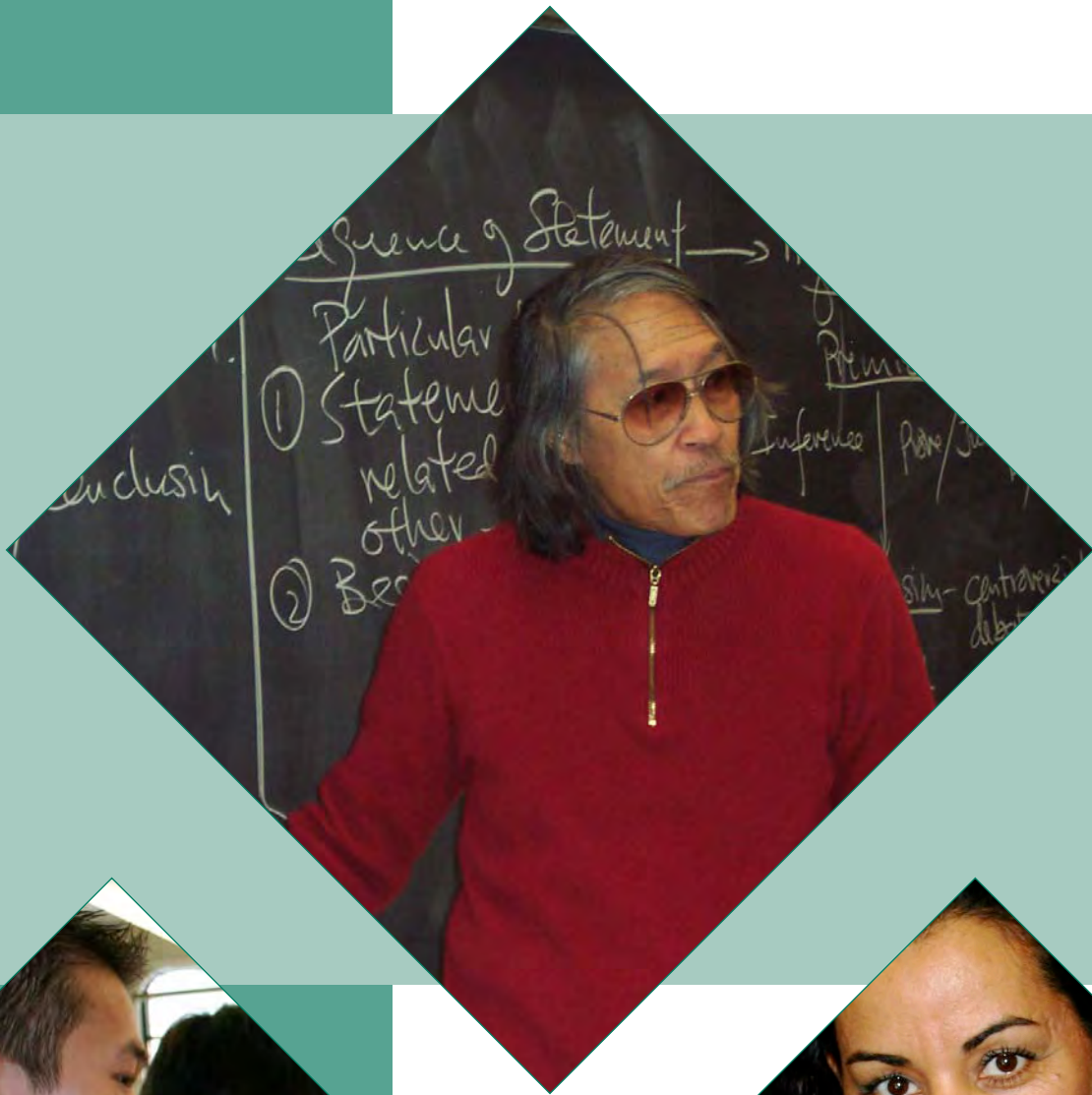
Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes.	239
B. Board and Administrative Organization	251

Planning Agenda Summary	295
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► An Introduction to the Institution



DESCRIPTION OF THE COLLEGE

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

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

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

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

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

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

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

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

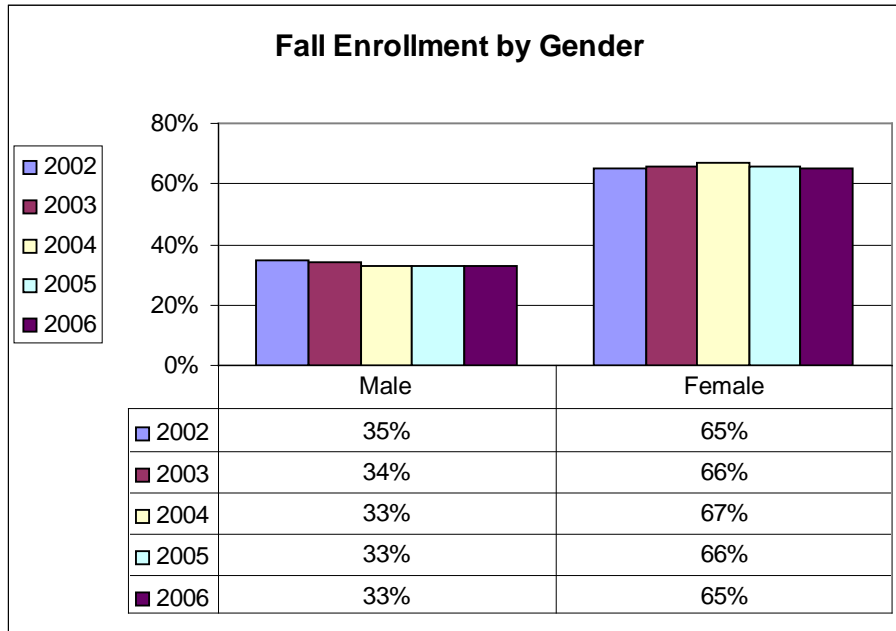
An Introduction

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

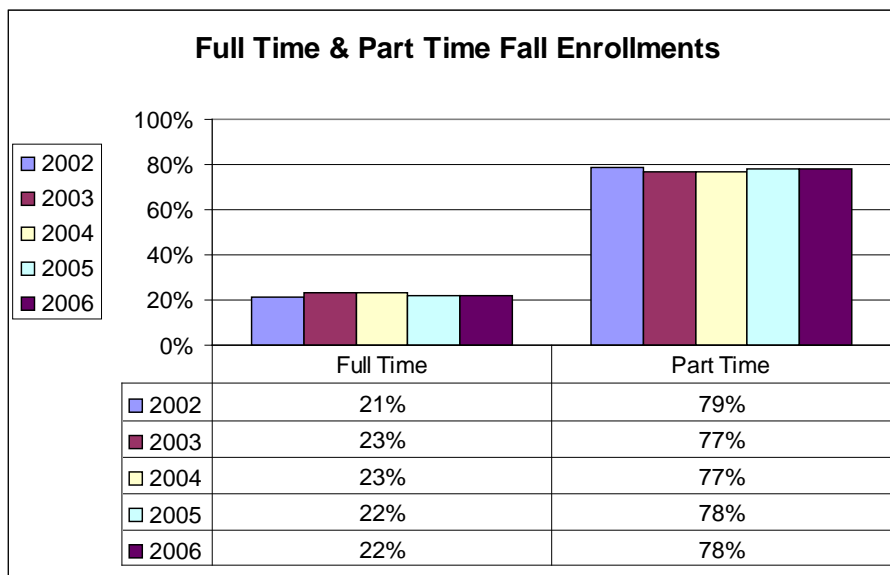
In fall 2006 the College introduced a new 3-D Animation and Video Game Arts program. It is the only program of its kind in the Bay Area offered by a community college and was developed in consultation with local industry leaders. It provides students a low-cost alternative to earning an education that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

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

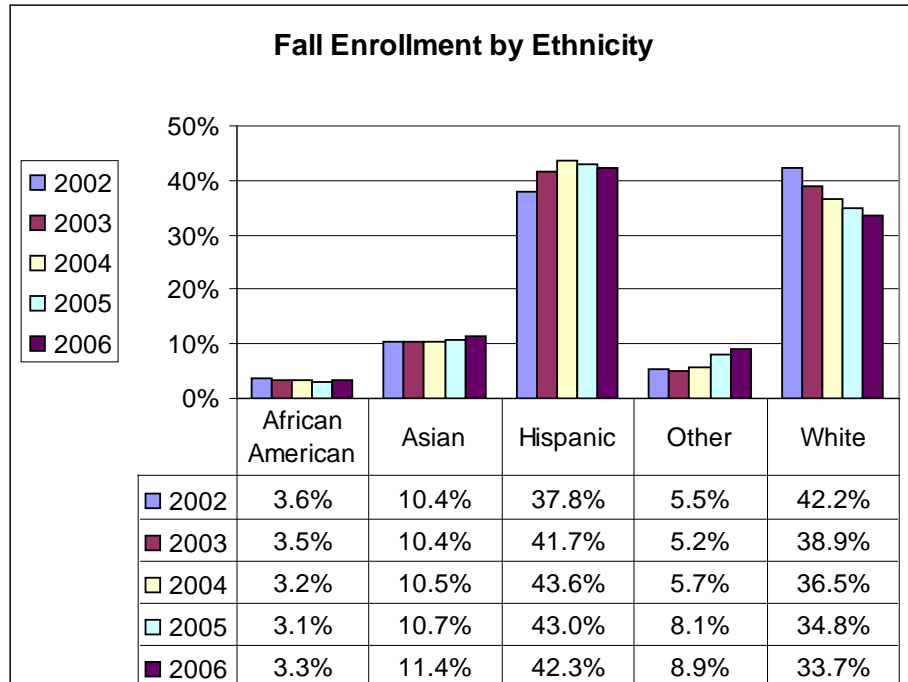
DEMOGRAPHIC AND STUDENT DATA



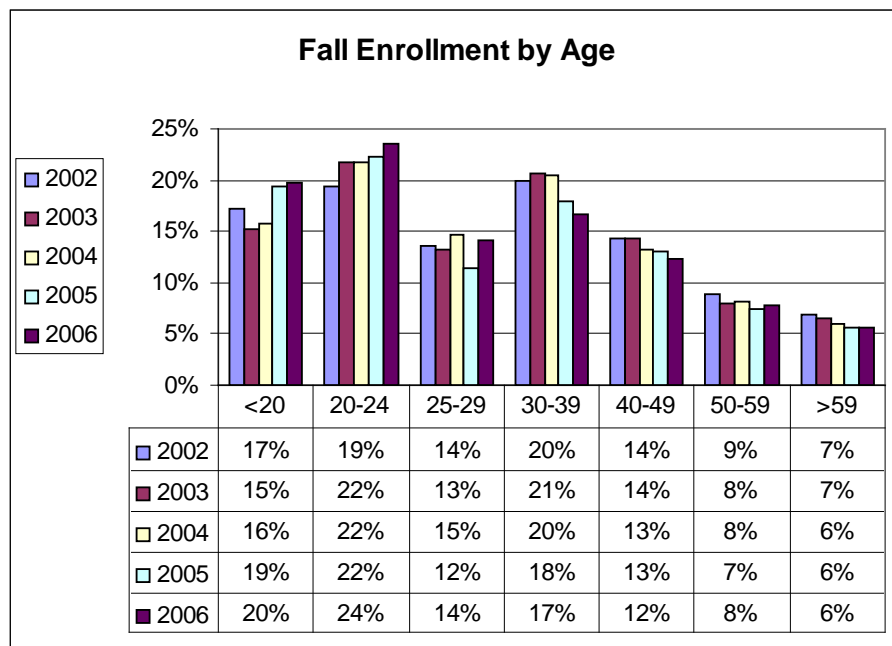
Gender: For the past few years the gender of students at Cañada has held steady at approximately 65% of students being female as opposed to 35% being male. The College has considered this and is actively looking for programs that would draw more male students. Many of the workforce development programs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



Student Status: The student population at Cañada is primarily composed of parttime students. This number has held steady at about 80% parttime and fewer than 20% of students enrolled as fulltime students.

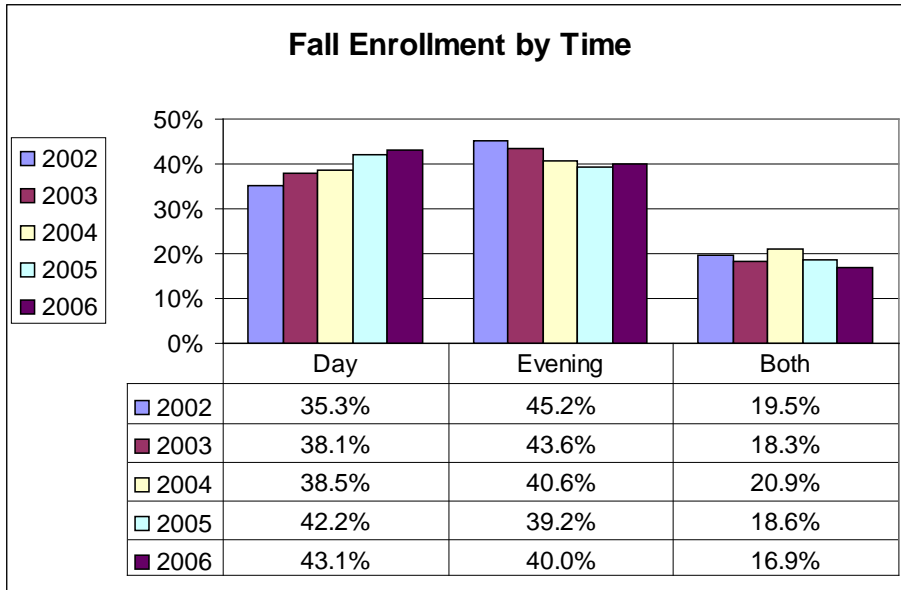


Ethnicity: Cañada College is a federally designated Hispanic Serving Institution. The Hispanic population at the College has grown steadily and is currently over 40%. This comprises the largest ethnic population at the College, followed by 35 % white students. There is less than 10% for every other ethnic designation. The one demographic that has grown in the last few years is the other/Unknown category.

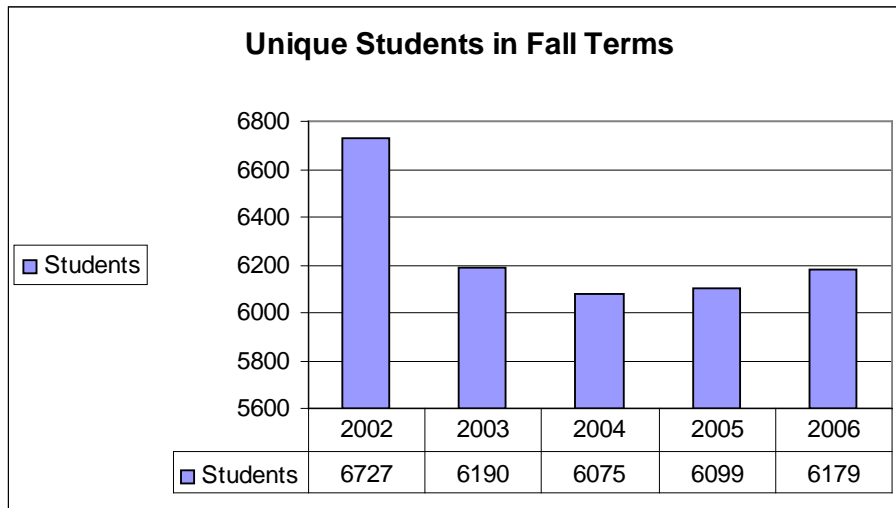


Age: The largest age group at the College is the 20 – 24 year old category followed by the less than 20 year old students. The College has made significant outreach efforts to the local

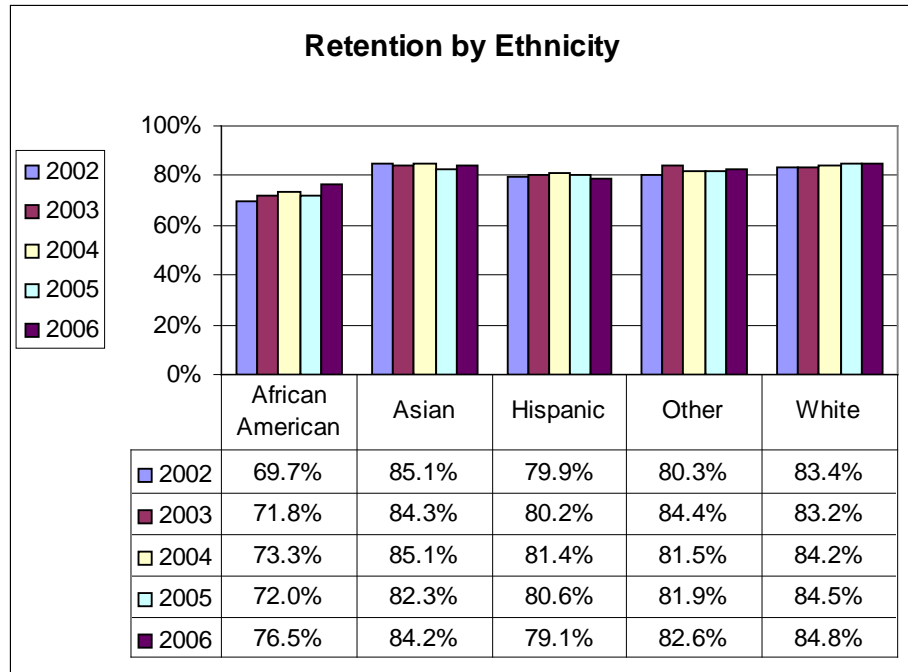
high school population, both to graduating seniors and to those still in high school who are concurrently enrolled. There has been a significant decrease in the student population over 40 years old. This could be attributed to the College being more vigilant about students repeating courses beyond the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



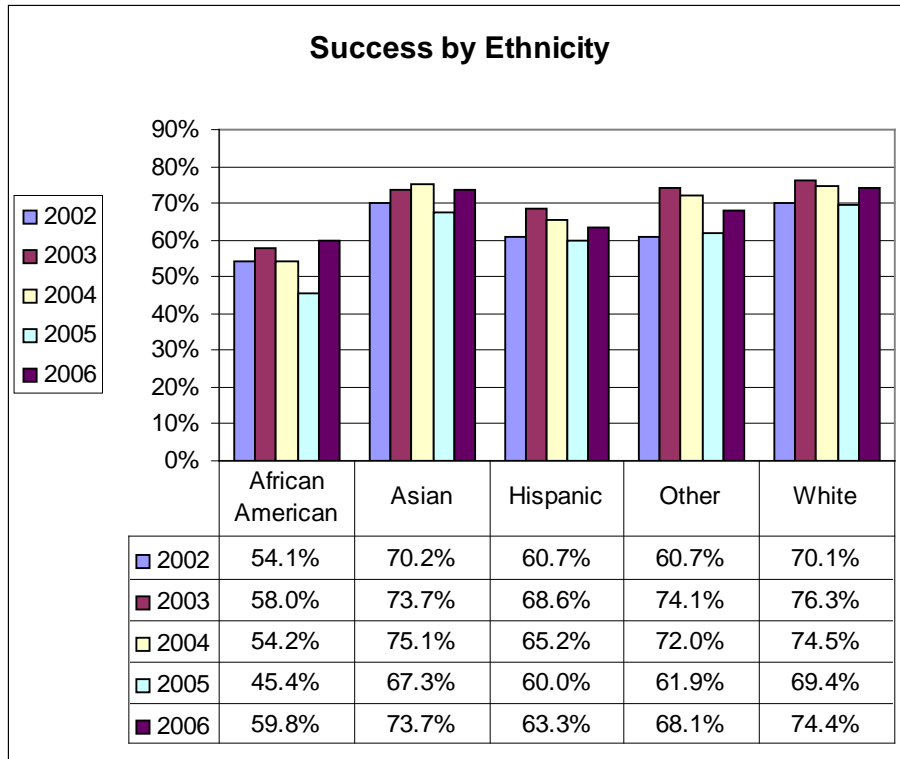
Enrollment by Time: There is a moderate increase in the number of students taking classes only during the day in the past five (5) years, accompanied by a slight decrease in the number of students taking evening only classes. In the past two years there has also been a slight decrease in the number of students taking both day and evening classes.



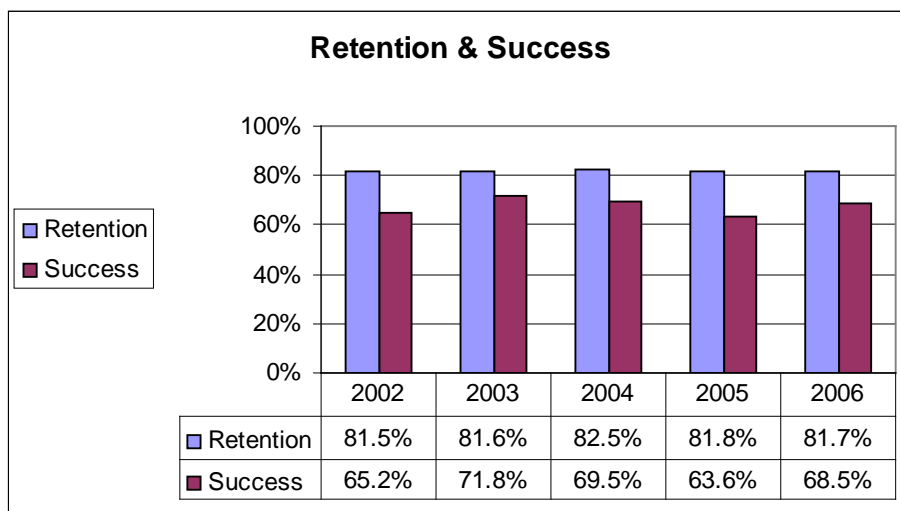
Unduplicated Students: From fall 2002 to fall 2003, there was a large drop in the number of students enrolled at the College. Since then the number of students has been relatively stable.



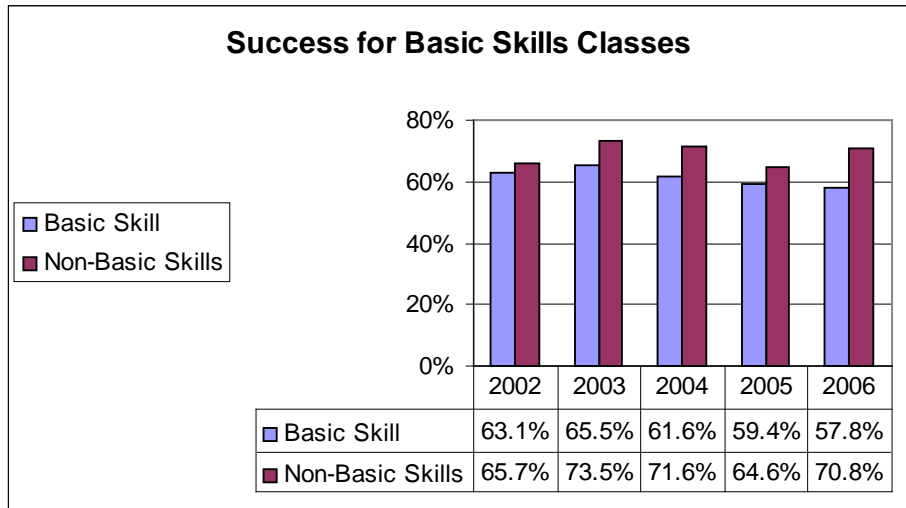
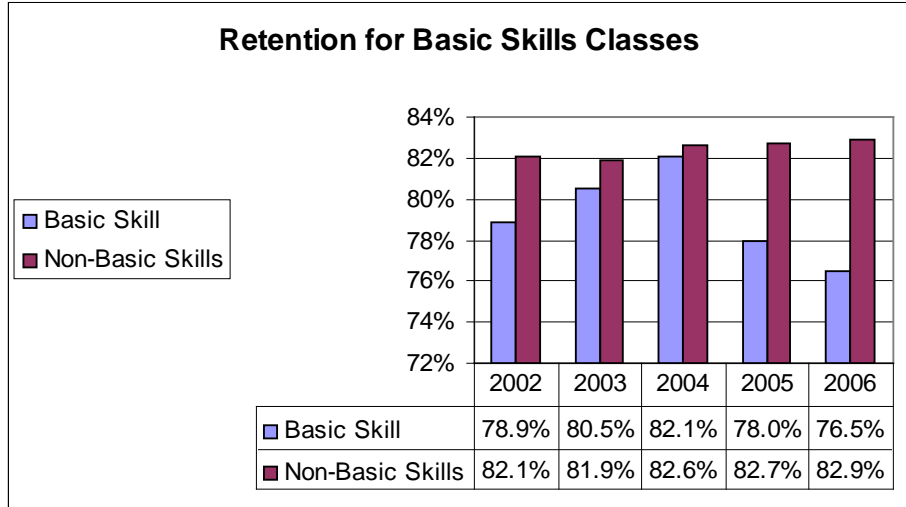
Retention by Ethnicity: Retention among White, Asian and Hispanic students has remained relatively stable over the last five (5) years with Hispanic students retaining at a slightly lower rate. Retention of White and Asian students is slightly higher than the College average while the retention of Hispanic and African American students is below the College average. However, there has been a steady rise in the retention of African American students in five years.



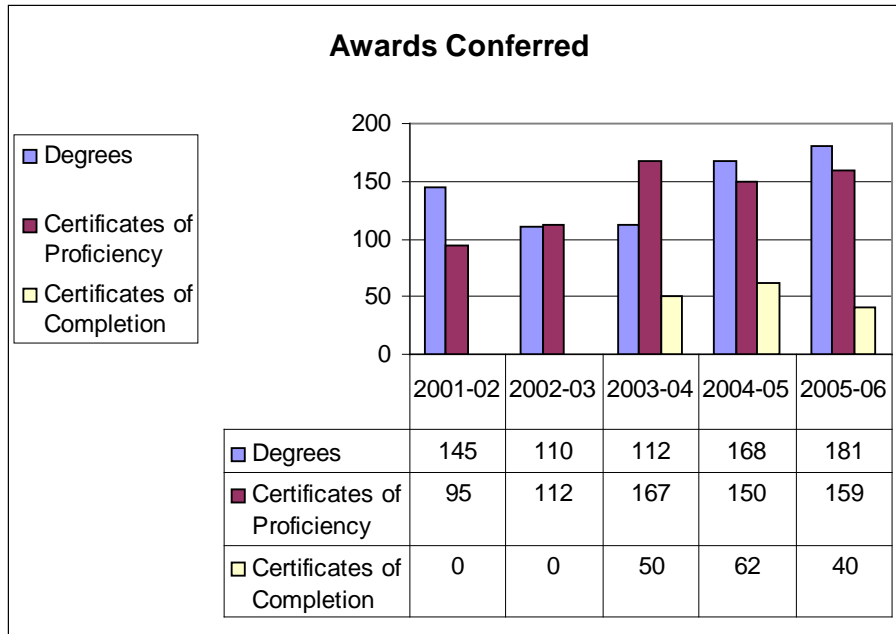
Success by Ethnicity: Success rates for White and Asian students are relatively stable at slightly above the College average. There was a noticeable dip for every group in 2005. The College is engaged in conversations regarding the success and retention of both Hispanic students and African American students. There is a real need to provide support services to these students to ensure they have the ability to succeed and retain at the same rates as students from other groups.



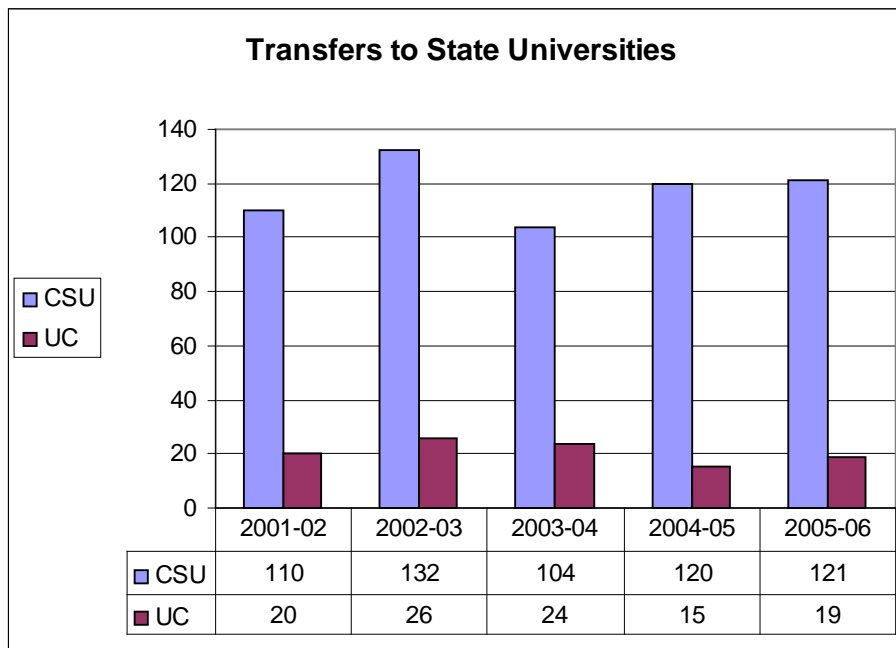
Retention and Success: Retention for students across the College has been very stable and at a much higher rate than success which has fluctuated by as much as 10% over the time frame.



Retention and Success for Basic Skills Classes: Retention and success in Basic Skills Classes as compared to transferable classes is significantly lower with the exception of 2004 when retention was nearly the same among the two groups. Success for transferable classes has fluctuated while there has been a steady decline in the success rate for Basic Skills classes. Addressing this problem is an identified need for the College.



Awards Conferred: The number of degrees and Certificates of Proficiency awarded has increased since 2002. The College has made a concerted effort to identify students who are nearly complete with a degree or certificate and communicate with them regarding the requirements to finish. This has resulted in students doing the extra work needed to complete their degrees or certificates.



Transfer to Universities: The College transfers many more students to the California State University system than to the University of California system. The number of students per year to each system is relatively stable.



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

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

STUDENT LEARNING OUTCOMES

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

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

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

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



ABSTRACT OF THE REPORT

STANDARD I ABSTRACT

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

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

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

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

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

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

STANDARD II ABSTRACT

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

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

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

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

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

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

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

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

STANDARD III ABSTRACT

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

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

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

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

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

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

STANDARD IV ABSTRACT

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

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

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

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

THEMES SUMMARY OF THE SELF-STUDY

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

INSTITUTIONAL COMMITMENT

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

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

- The College Council is the primary body entrusted with advising the President on College-wide matters concerning budgeting, planning, and governance issues.
- The Budget and Planning Committee is a subcommittee of the College Council. This group uses quality data to make fiscal decisions in a shared governance setting.
- The Strategic Planning process was reviewed and updated from the previous plan. The Committee has reviewed the mission, values, vision, and goals of the College and developed a new plan.
- The Curriculum Committee is a subcommittee of the Academic Senate. Their function is to coordinate and monitor Cañada's curricular offerings so that they uphold the California Education Code and are consistent among the divisions of the College.
- Program Review is a yearly institutional process. Detailed assessments of programmatic outcomes are provided as central elements of review. These include assessment of student classroom success, Student Learning Outcomes, and comprehensive department review.

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

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

INSTITUTIONAL INTEGRITY

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

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

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

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

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

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

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

DIALOGUE

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

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

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

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

- All-College meetings to discuss important information in an open and participatory manner are held each semester. Meetings with the Strategic Planning consultant as well as two-part information gathering and feedback sessions with the District's Educational Master Planning consultants in 2005-06 have occurred. These meetings ensure that town hall meetings were also conducted to gain broad input on recent data that has illuminated areas of high need in serving and retaining students.
- Evaluation and revision of the College mission statement has been completed by the Strategic Planning Steering Committee and adopted by the College Council and the Board of Trustees. These meetings have facilitated discourse, discussion, and dialogue about the mission in terms of institutional commitment to program integrity. Consistently, these meetings are well attended and evoke a high degree of thoughtful participation. This method of deep and systematic evaluation was last conducted in 2003 during the development of the last Strategic Plan. The mission should be more deliberately referred to as a touchstone for institutional planning, evaluation, improvement, and student learning.

- Dialogue in faculty collaborations, workshops, and forums guides the development and assessment of Student Learning Outcomes and informs Program Review, program planning, and shared governance decisions. Students have a relatively high opinion of student learning as evidenced by the 2006 Noel-Levitz Student Satisfaction Survey. At this time only the Math and ESL departments have completed the SLOAC cycle. While discussions are broad and reflective, implementing and evaluating student learning remains in early developmental stages across the curriculum and in student services programming.
- The Olive Press, the College's monthly newspaper, provides information to College staff, the District at large, and the community. Information is disseminated beyond College boundaries to inform the greater community of pertinent College information.
- Institutional research provides quantitative and qualitative data to inform and guide Strategic Planning, Program Review, and program development. Strides have been made to interpret and discuss much of this data with constituent groups on campus and District administration as a means of identifying ways to strengthen programs and enhance student learning. Quality data generated by state MIS reporting and the Office of Institutional Research at the College is increasingly being relied upon to inform decisions and resource allocation and to assess overall institutional program completion.
- Regular faculty peer review evaluates and assesses all instructional programs regardless of location or delivery method as a means of informing planning and program improvement.
- Collaborative relationships with sister Colleges, local universities, and high school districts have been developed after extensive dialogue with broad constituencies as a means of addressing identified needs that serve the community at large. For example, the University Center was established as mutual needs were identified for serving students in San Mateo County with local access to public university programs. The Middle College Program was developed in partnership with the Sequoia Union High School District to address articulated needs of local high school students who did not fit in the traditional high school setting.
- The development, implementation, and institutionalization of the Freshman Success Program (now First Year Experience) were a result of consultation and networking between Cañada staff and program staff at Santa Ana College, also an Hispanic Serving Institution.

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

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

ORGANIZATION AND DECISION MAKING

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

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

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

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

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

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

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

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

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

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

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

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

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

EVALUATION, PLANNING, AND IMPROVEMENT

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

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

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

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

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

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

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

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

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

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

STUDENT LEARNING OUTCOMES

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

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

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

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

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

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

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

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

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

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

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

ORGANIZATION FOR THE ACCREDITATION SELF-STUDY

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

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

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

Accreditation Co-Chairs

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

Accreditation Steering Committee

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

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

Theme Captains

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

Standard I: Institutional Mission and Effectiveness

- Jeanne Gross, Co-Chair, (Dean, University Center & Academic Support Services)
- Rich Follansbee, Co-Chair, (Faculty)
- Amelito Enriquez (Faculty)
- Evan Innerst (Faculty)
- Anne Nicholls (Faculty)

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

Standard II: Student Learning Programs and Services

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

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

Standard III: Resources

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

Standard IV: Leadership and Governance

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

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

Accreditation Self-Study Editor

- Thad Fowler (Faculty)

Accreditation Researcher

- Bart Scott (Classified)

Accreditation Web Site Developer/Designer

- Roberta Chock (Classified)

Accreditation Media/Marketing Director

- Robert Hood (Classified)

Accreditation Liaison Officer

- Marilyn McBride (Vice President, Instruction)

ACCREDITATION SELF-STUDY TIMELINE

October 2005

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

November 2005

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

December 2005

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

February 2006

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

March 2006

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

April 2006

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

May–June 2006

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

Summer 2006

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

September 2006

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

October 2006

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

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

November 2006

- 2nd drafts reviewed and edited by Co-Chairs and Editor
- November 29 – Steering Committee Meeting

December 2006

- Second drafts of each standard report returned to committee chairs with requests for information, revision, data evidence updates.
- Second drafts of each standard distributed for peer review and feedback.
- Theme Captains to review standard documents for evidence of their particular theme.
- Co-Chairs to identify evidence and incorporate into the 3rd draft of standard documents.
- Co Chairs to fill in missing pieces on all standards

January 2007

- January 17 – All revisions due from peer evaluation and theme captains.
- Self-Study draft posted on District Intranet for review and feedback by SMCCCD Board of Trustees, personnel at the District Chancellor's Office, students, classified staff, faculty, and administrators.
- Printed copies of Self-Study draft available for review and feedback in Division Offices and Library.

January–February 2007

- Standard Committees to work on third draft document and address all requests for revisions.
- February 28 – Final draft reports due for standards and theme captains

March–April 2007

- Steering Committee, Governance Bodies, Management Team look at content, evidence, style of the final document.
- Two open forums held to solicit feedback on the Self-Study from the College community.
- Open period for feedback to Co-Chairs continued;

An Introduction

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

May 2007

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

Summer 2007

- Self-Study presented to the Board of Trustees

August 2007

- Self-Study printed

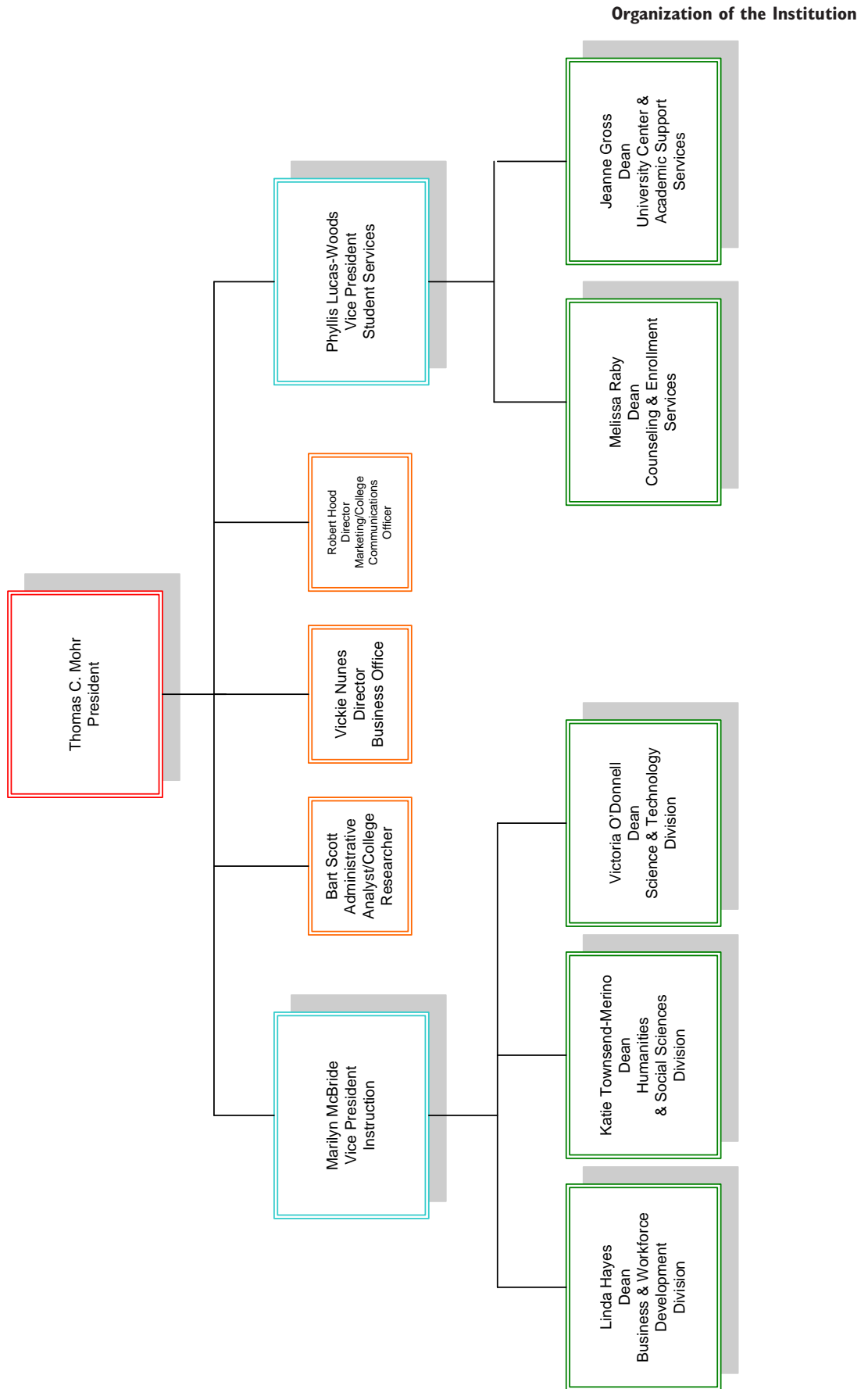
September 2007

- Self-Study mailed to visiting team members and ACCJC

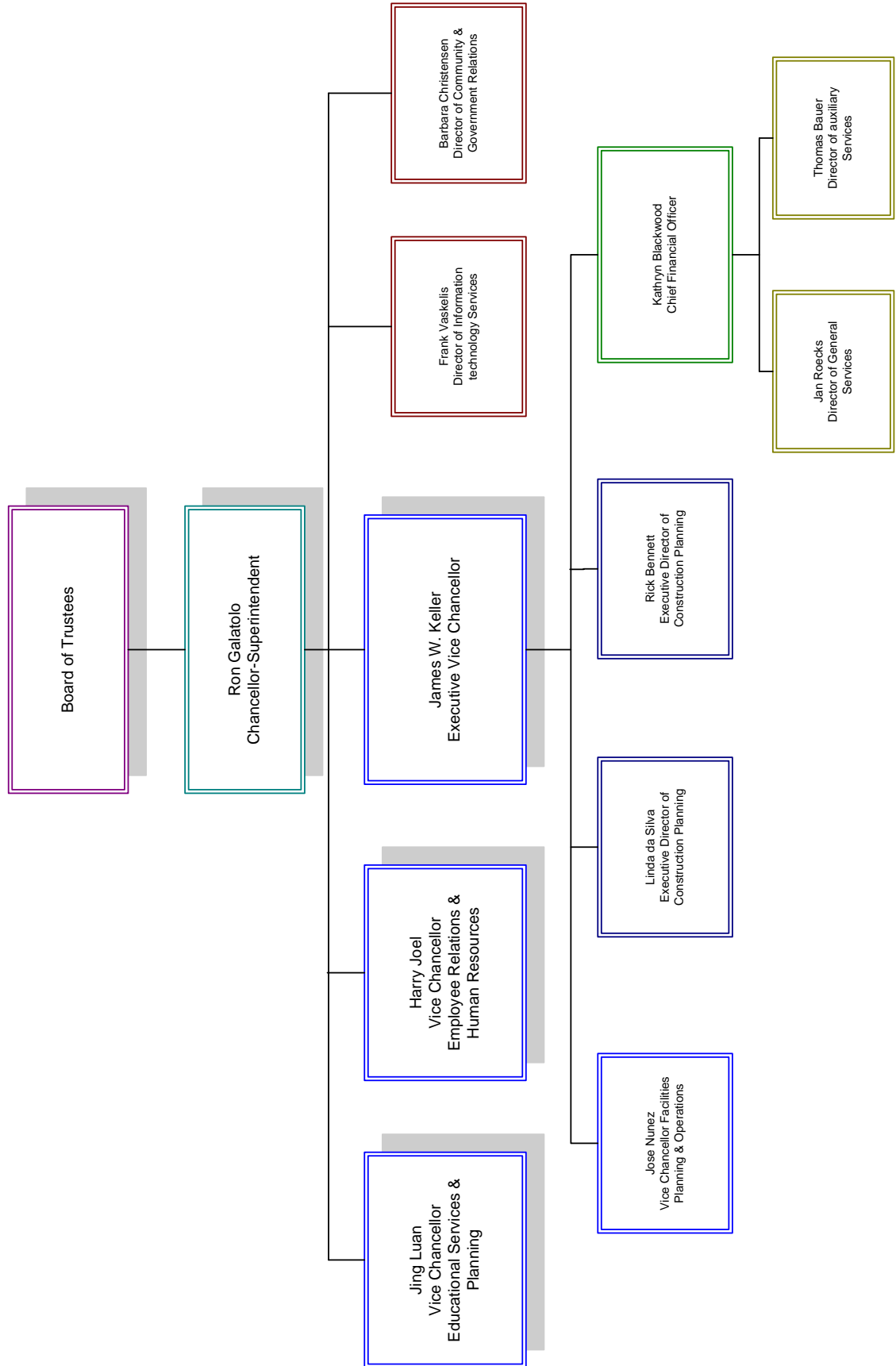
October 2007

- Accreditation Team site visit

Cañada College Organizational Chart 2007



San Mateo County Community College District District Office Organizational Chart 2007



SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT (SMCCCD) FUNCTION MAP

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

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

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

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

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

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

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

An Introduction

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

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

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
B. Improving Institutional Effectiveness		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

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

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S

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

San Mateo County Community College District (SMCCCD) Function Map

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S

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

An Introduction

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. Student Support Services

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

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S

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

San Mateo County Community College District (SMCCCD) Function Map

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. Library and Learning Support Services		
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

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

STANDARD III: RESOURCES

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

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

San Mateo County Community College District (SMCCCD) Function Map

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

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

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

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

An Introduction

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

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

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

San Mateo County Community College District (SMCCCD) Function Map

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

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

STANDARD IV: LEADERSHIP AND GOVERNANCE

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

B. Board and Administrative Organization		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P

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

San Mateo County Community College District (SMCCCD) Function Map

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S

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

An Introduction

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

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

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. AUTHORITY

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

2. MISSION

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

3. GOVERNING BOARD

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

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

4. CHIEF EXECUTIVE OFFICER

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

5. ADMINISTRATIVE CAPACITY

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

6. OPERATION STATUS

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

7. DEGREES

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

8. EDUCATIONAL PROGRAMS

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

9. ACADEMIC CREDIT

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

10. STUDENT LEARNING AND ACHIEVEMENT

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

11. GENERAL EDUCATION

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

12. ACADEMIC FREEDOM

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

13. FACULTY

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

14. STUDENT SERVICES

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

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

15. ADMISSIONS

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

16. INFORMATION AND LEARNING RESOURCES

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

17. FINANCIAL RESOURCES

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

18. FINANCIAL ACCOUNTABILITY

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

19. INSTITUTIONAL PLANNING AND EVALUATION

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

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

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

20. PUBLIC INFORMATION

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

General Information

- Official name, address, telephone numbers and website address
- Educational mission
- Course, program and degree offerings
- Academic Calendar and program length
- Academic Freedom Statement
- Financial Aid
- Learning resources
- Names and degrees of administrators and faculty
- Names of trustees

Requirements

- Admissions
- Student fees and other financial obligations
- Degree, certificate, graduation and transfer

Major Policies Affecting Students

- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance of transfer credits
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

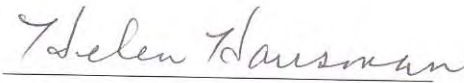
Locations where other policies may be found.

21. RELATIONS WITH THE ACCREDITING COMMISSION

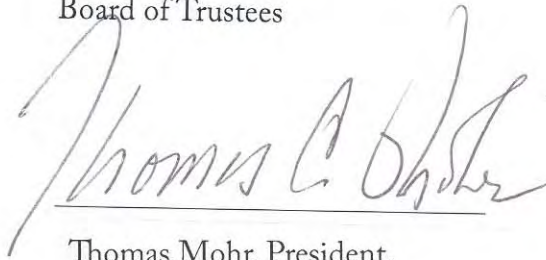
In the San Mateo County Community College District and at Cañada College there is a clear commitment to adhere to the eligibility requirements and accreditation standards and policies of the Commission. The College describes itself in terms identical to all its accrediting agencies, communicates any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

STATEMENT OF ASSURANCE

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



Helen Hausman, President
Board of Trustees



Thomas Mohr, President,
Cañada College

RESPONSES TO TEAM RECOMMENDATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty, staff, and administrators also attended Conferences:

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

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

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

