



*Review Draft*

2013 Cañada College

**ACCREDITATION  
SELF-EVALUATION**

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# Standard I: Institutional Mission and Effectiveness

## Mission

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

### I.A. Mission

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

#### Descriptive Summary

##### Statement of Mission

Cañada College's educational purpose, intended student population, and commitment to learning are outlined in its vision, mission, values and strategic directions. Through an extensive master planning process conducted in 2011, the campus community has revised the mission using the process described in Table I below. The mission was a part of the review process and was adopted in January 2012.

The vision, mission, and values of the college below serve to provide direction to the campus community and are used in the annual planning/program review process. These, along with the 25 objectives in the educational master plan, serve as the basis for annual and strategic planning. For example, in the annual new position review process, each area's proposal must indicate how the proposed position will address the master plan. The following are the vision, mission and values of the college:

*Vision:* Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

*Mission:* Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

##### Values:

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

#### **Commitment to Mission**

The mission statement unmistakably expresses that the charge of the college is to support students in attaining their various educational goals, while providing a supportive environment for the diverse student population. The College's mission statement is further supported by Cañada College's core values.

The vision statement focuses on providing quality programs that prepare students for the university, modern workplace, and global community, while core values include Integrity, Diversity, Community Building, Student Focus, Accountability, and High Academic Standards.

# Standard I: Institutional Mission and Effectiveness

## Mission

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The College has built into its processes (e.g., Program Review) the need to be based on the mission and Educational Master Plan goals, as well as educational needs of the current and prospective students. These needs were taken into consideration and modifications reflected in the mission and to the programs and services at the College that are derived from that mission. In essence, the College's mission statement drives the planning processes that include programs, services, and allocation of resources. It is through the various planning processes that the college demonstrates its commitment to its mission.

In order to accomplish the mission of, "providing our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals," the college has numerous programs and services that support the diverse students and their learning needs, such as EOPS, Disability Resource Services, Student Success Learning Communities (e.g. College Success, English for the Workforce), Beating the Odds (a student mentorship program for first-generation students), Honors Transfer Program, Tutorial Services, and Counseling, and the College for Working Adults. Through the various planning efforts, including program review, the college focuses on maintaining open communication with the community and addresses their expressed needs.

### ***Analysis and Evaluation of Effectiveness in Student Learning***

Cañada College continues its ongoing annual planning, assessment and evaluation guided by the Participatory Governance Manual. Within the processes outlined in the Manual, courses, programs, departments, and service units document their goals, Student Learning Outcomes, administrative unit objectives, assessments, and results. With Student Learning Outcomes being part of the Annual Program Plan and Program Review process, the College emphasizes achievement of student learning.

The goals of courses, programs, departments, and service units are derived from data from the previous year's Program Review. Current internal and external conditions, including needs of students and employers, as indicated by occupational advisory committees, are also used for the data and to help with evaluating and creating goals for the next year.

Since its creation in 2008, the Office of Planning, Research and Student Success has worked with the College's Student Learning Outcome faculty leaders to facilitate the development and assessment of Student Learning Outcomes. Together they have guided dialogues with all faculty and staff regarding the Student Learning Outcome Assessment Cycle. The College continually monitors each division's progress through regular reports to the Student Learning Outcome faculty leaders, Vice Presidents, managers, and college community via campus announcements and website documents. Results from the assessments and dialogue are documented using TracDat for both instruction and students services courses and programs.

### **Self Evaluation**

The College meets the standard. The campus community has created and is using a mission statement that reflects the needs of the diverse student population and commitment to student learning. The campus community continues to believe that a frequent review of its mission statement is critical to its planning endeavors, as the mission statement drives what occurs at Cañada College.

Based on the mission statement review, an alignment with the programs and services leads the College to conclude that it is offering what the current and future students need.

### **Actionable Improvement Plans**

None

# Standard I: Institutional Mission and Effectiveness

## Mission

**Table I: Schedule for Participatory Involvement in Development of the Cañada College 2012-2017 Educational Master Plan**

Step	Description
<b>1</b> Process Establishment February 3, 2011	College Planning Council reviewed and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee is a subcommittee of CPC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC
<b>2</b> Background Information February 2011	Environmental scanning information and college information developed for review
<b>3</b> Input from Campus Community March 7-15, 2011	A “Week of Listening” for the campus community to provide input on the Educational Master Plan. There were ten Listening Forums conducted during March 2011. A total of 134 students, faculty and staff participated, and the process yielded six pages of input for our use in developing the Educational Master Plan.
<b>4</b> EMP Steering Committee meets March 2011	The Educational Master Plan Steering Committee met to review all of the input and develop draft information for <b>the mission, vision and strategic directions</b> .
<b>5</b> Draft Circulation April/May 2011	The draft mission, vision and strategic directions developed by the Steering Committee were circulated throughout campus. Revisions were made by the SSPC, IPC and CPC.
<b>6</b> Final EMP Document Draft Summer 2011	The final Educational Master Plan was drafted for review by the campus community in the Fall.
<b>7</b> Work Groups Identified June 2011	Identified work groups for each of the four Strategic Directions: 1) Teaching & Learning, 2) Completion, 3) Community Connections, & 4) Global & Green.
<b>8</b> Work Group Meetings July 11-14, 2011	The work groups met to identify the objectives, activities and timelines for each of the Strategic Directions.
<b>9</b> Draft EMP Development August 2011	A draft of the Educational Master Plan was developed for review by the campus community.
<b>10</b> Final Review Fall 2011	The final draft Educational Master Plan document was reviewed by the campus community and feedback was obtained.
<b>11</b> Final Approval January 2012	The final document was approved by the College Planning Council.

# Standard I: Institutional Mission and Effectiveness

## Mission

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

#### ***Descriptive Summary***

Cañada's Educational Master Plan illustrates the College's commitment to offering learning programs and student services to meet the needs of the population it serves. This is achieved through the institution's general education curriculum, associate degree programs, occupational and vocational education certificate programs, foundational and basic skills instruction, lower division transfer education, and the counseling and student services programs.

#### ***Aligning with the Purpose***

In order to align learning programs and services with its mission, Cañada College uses specific data produced by the Office of Planning, Research and Student Success to guide the planning process for the development of academic programs and student services. Specific data detailing the student population the college serves are contained several documents, to include the Service Area Demographics and Income Map, the Student Demographic Profile, and the District and College Enrollment by Geography. These reports create a detailed snapshot of the students served by the College.

The Office of Planning, Research and Student Success also conducts the Noel-Levitz Student Satisfaction Survey every two years to help guide planning decisions. The purpose of the College is to promote student success for all students, and using these data provides useful feedback for this to happen.

Guided by the Educational Master Plan, the Program Review process, and specific data developed by the Office of Planning, Research and Student Success, the College has created several new academic and student service programs and has renewed support for existing programs. Two new educational pathways were created so as to address two areas of our demographics in need of new approaches to successfully accomplishing their academic goals. The first pathway was developed for non-native English learners, leading to college-level English and the PASS Certificate; this is discussed Illustration II.A.2.e.

The second pathway was created for those adults who work full-time and yet wished to earn an Associate's Degree or transfer to a 4-year institution; the College for Working Adults was created to address their needs. This latter pathway is outlined below in Illustration I.A.1.

Cañada College has also developed a broad range of support services and programs to meet the needs of its various student populations. Among these programs are Math Jam and Word Jam, programs designed to help students improve their placement tests in math and English, respectively, therefore helping them place out of lower remedial courses and into either higher-level remedial courses or transfer-level courses. These programs are detailed further in Standard II.B.3.

#### ***Aligning with the Character***

As an HSI institution, one key focus of Cañada College is the encouragement of Hispanic students to enter into STEM careers. The College has developed an extraordinary STEM Center, which serves a high percentage of Hispanic students. The center was created to foster the study of Science, Technology, Engineering, and Math, and to support students pursuing their education in STEM majors.

The STEM Center at Cañada College provides support activities to include Math Jam, Physics Jam, MESA, STEM Tutoring, NSF Scholarships, and NASA Internships. These programs for college students aim to increase student success by providing tutoring, academic excellence workshops, peer mentoring, scholarships and internships. Additionally, students are engaged in leadership development, scientific seminars, and field trips to industry and 4-year universities.

#### ***Aligning with the Student Population***

To align with its student population, Cañada College has established learning programs and services that respond directly to a diverse range of student needs, to retain and support them throughout their education. These include the TRiO Program, Career Center, EOPS, Disability Resources Center, the Honors Transfer Program, Gateways to Teaching, among others.

To establish student learning programs and services, the College identifies needs through systematic research and planning, by utilizing the data provided by the Office of Planning, Research, and Student

# Standard I: Institutional Mission and Effectiveness

## Mission

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Success. This office provides useful and user-friendly data and reports to administrators, faculty, and staff. Data and reports are used for short- and long-range planning include:

- Institutional, school, and department level decision-making;
- Accountability;
- Evaluation of institutional effectiveness and institutional planning;
- Student Learning Outcomes and student success;
- Effective enrollment management;
- Program and Services Review;
- Federal and state-mandated research; and,
- Federal and state funding.

### **Self Evaluation**

The College meets the standard. Cañada College establishes a full range of programs and services aligned with its purposes, its character, and the diverse needs of its student population. The institution's Education Master Plan and the mission and goals that guide the College are created from and driven by the needs of current and future students.

Wide-ranging student educational goals, as well as identified student and community needs, drive the establishment and development of academic, vocational, and student learning support services and programs that are supported through institutional resources. Demographic differences in the varied student populations across the College's service area are also utilized to guide program and service planning.

By conducting systematic program review, annual program assessments, and other evaluation activities, including student surveys and focus groups, the College ensures that programs and services address the needs of its student population, as well as ensure institutional effectiveness and continuous improvement. In addition to Program Review and assessment activities, the College also conducts regular institutional research on student success to determine which areas are most successful and which require additional attention and/or resources for improved outcomes.

### **Actionable Improvement Plans**

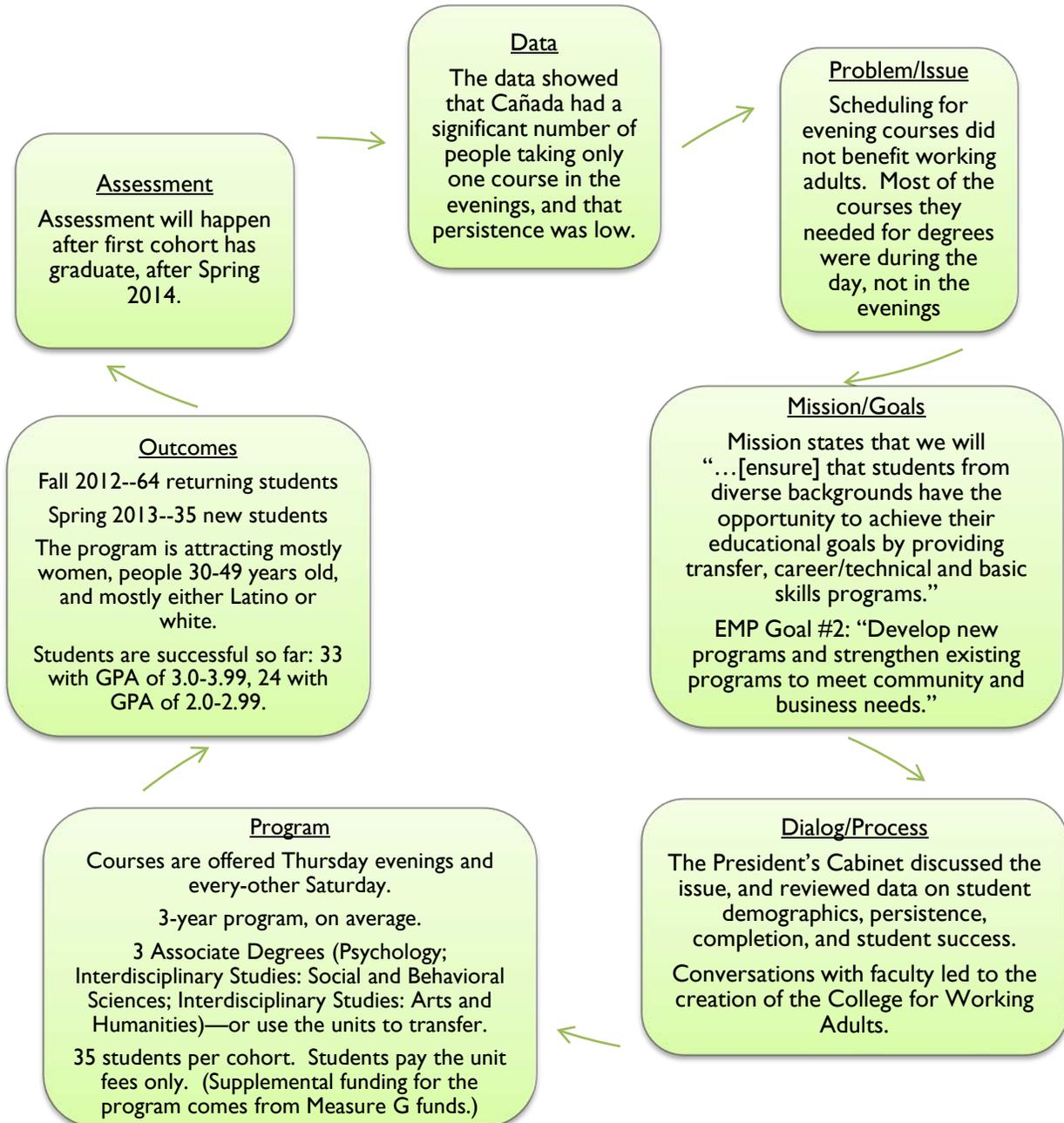
None

# Standard I: Institutional Mission and Effectiveness

## Mission

### Illustration I.A.1—College for Working Adults

Question: How could Cañada College improve scheduling so that working people would take more than one course at a time, and earn their degree in a timely fashion?



# Standard I: Institutional Mission and Effectiveness

## Mission

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

#### **Descriptive Summary**

#### ***Approval of Mission Statement by the Board of Trustees***

Cañada College embarked on a detailed and inclusive process of developing a new Educational Master Plan for 2012-2017 that includes a revised mission statement, values, and goals for the college. This Plan was built on the previous 2008-2012 Educational Master Plan (adopted September 30, 2008) using a participatory, transparent planning process that is well established at Cañada College. Extensive involvement by the members of the participatory governance councils and the campus at large was achieved during the development of the Plan, with over 130 students, staff and faculty involved.

This year-long process began in early 2011 and ended in January 2012 when the College Planning Council (currently the Planning and Budgeting Council) formally approved the plan and forwarded it to the San Mateo County Community College District Board of Trustees. It was approved on June 6, 2012.

#### ***Publishing the Mission Statement***

To make the public aware of the mission, vision, and values of Cañada College, they are printed in both the College Catalog, in the class schedule and on the college website. The entire Educational Master Plan is available to the public [online](#).

#### **Self Evaluation**

The College meets the standard. Cañada College, as part of the San Mateo County Community College District, has a mission statement approved by the Board of Trustees, and is published and readily accessible to the campus community and the public in a variety of print and electronic media. Using the College's participatory governance process, the Planning and Budgeting Council and its seven oversight workgroups regularly review and revise the College's mission statement per the Board Policy.

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

#### ***Governance and Decision-Making Processes***

Cañada College has well-developed participatory governance and planning structure and processes with excellent participation involving broad campus representation. The process used for the development of the 2012-2017 Educational Master Plan and mission statement involved all participatory governance groups –Planning and Budgeting Council, Student Services Planning Council, Instruction Planning Council, Administrative Planning Council, Academic Senate, Classified Senate, and Associated Student Senate - as well as the instructional divisions, and all-campus forums.

To insure broad participation, a Week of Listening was conducted on campus March 7-15, 2011, to give students, staff, and faculty and opportunity to provide input on the Educational Master Plan, mission statement, vision, and goals. There were 10 listening forums conducted during March 2011. A total of 134 students, faculty, and staff participated and six pages of input were obtained for use in developing the Educational Master Plan. This process included a detailed review and rewording of the College's mission statement.

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

#### ***Reviewing the Mission Statement***

The mission statement is reviewed on a regular basis. It has been revised twice in the past five years – in 2008 and in 2011 as part of the master planning processes. The next cycle for reviewing the mission will be in 2016 as part of the next master planning review and development process.

#### **Self Evaluation**

The College meets the standard. Cañada College utilized its governance structure when developing its

# Standard I: Institutional Mission and Effectiveness

## Mission

Educational Master Plan and subsequent mission statement and strategic goals. Developing a clear mission statement aligned with Cañada College's purpose, character, and student population involved considerable ongoing, collaborative dialogue by faculty, staff, students and administrators.

The College has used its governance and decision-making processes to thoroughly review its Educational Master Plan, mission statement, and strategic goals twice since the 2007 ACCJC site visit. Based on these reviews and because of the collaboration across campus, the College has made adjustments to its mission and planning and governance structure.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

##### **Mission - Central to Institutional Planning**

Cañada College's mission statement drives all institutional planning and is central to the decision-making processes and practices at the College. Institutional planning and effectiveness activities are led by the Planning and Budgeting Council, Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, and the Office of Planning, Research, and Student Success. Through evaluation and assessment, each of these institutional bodies support planning and decision-making by using data, research, and information to manage institutional quality, maintain effectiveness, and encourage continuous improvement of academic programs, student and learning support services, and administrative services.

The planning process is driven by the Educational Master Plan, which directly parallels with the mission statement of the college, and is supported strategically by the six-year Comprehensive Program Reviews. It is further supported by the Annual Program Plans that requires an alignment of learning programs, student services, and planning with the mission of the college. The strategies by which all sectors of the college manifest the goals of the college correlate with the mission statement.

All members of the college community are aware of the mission statement; their planning and decision-making are designed to be driven by the mission, which in turn aid in the development of goals that clearly link to instructional priorities. The mission statement is written on the first page of the Annual Program Plan, and departments are expected to reference the mission statement in their analysis and response. This is demonstrated in Illustration I.A.4 below.

#### **Mission - Central to Decision-Making**

As a learning-centered institution striving for continual improvement via data-driven decision-making, Cañada College continually employs the Program Review process throughout the entire institution. The college vision, mission, and long-range goals are the foundations for the Program Review process. The purpose of Program Review is to provide continual assessment of institutional functionality and effectiveness. Program Review assesses whether (1) the College fulfills its mission, (2) educational and support programs promote student success, and (3) the College's planning and resource allocation processes are effective and efficient. The major objectives of program review are:

- Collect and analyze data on key progress and performance indicators, administrative unit and division plans, program activities and accomplishments;
- Ensure that data analysis from different departments is comparable, thereby maintaining impartial resource allocation and integrated institutional planning;
- Examine and document effectiveness of district programs and services;
- Facilitate program improvement through the analysis of student learning outcomes, administrative unit outcomes, program learning outcomes and institutional learning outcomes;
- Provide rationale for planning, budget, staff, facilities, curriculum and professional development decisions;
- Align current and future program goals with the college's mission and goals;
- Assist in compliance with Accreditation Standards, Federal and State law, and other legal certification requirements; and,

# Standard I: Institutional Mission and Effectiveness

## Mission

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- Perform self-assessment annually, to continually improve the Program Review process itself.

Comprehensive Program Review processes and practices have been developed and are regularly implemented in all sectors, both instructional and non-instructional, of the institution. Currently, Program Reviews are conducted annually to correspond with the long-term and short-term planning needs of the institution. A Comprehensive Program Review completion schedule has been developed to increase awareness about impending timelines and to ensure that Program Review continues to be an ongoing and systematic process. This timeline is shared with Instructional and Student Support division faculty, administrators and classified staff.

Decisions about all new programs developed at Cañada College align with its mission and goals as outlined in the Educational Master Plan. Funding for new or continuing programs is articulated through the budget allocation process. Recommendations for funding are forwarded through the Student Services

Planning Council, Instruction Planning Council, Administrative Planning Council, and ultimately forwarded to the Planning and Budget Council for recommendation to the President. Additional information contributing to institutional planning and decision-making includes data provided by the Office of Planning, Research, and Student Success, information gathered from the most recent external data, and information provided by the college's administration.

### Self Evaluation

The College meets the standard. The mission is central to institutional planning and decision-making. Cañada College faculty, staff, students, and administrators are committed to providing quality programs to a diverse and growing student population.

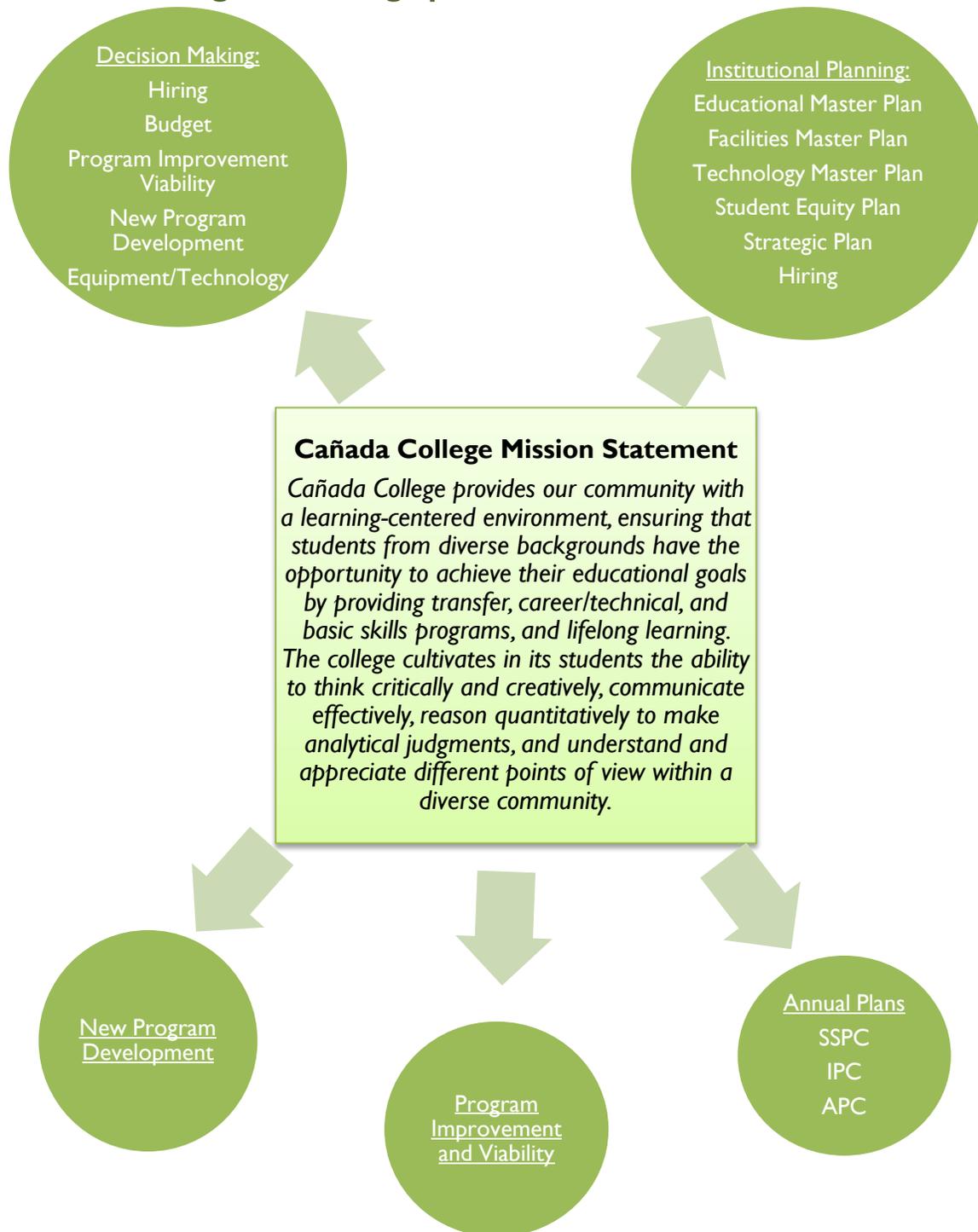
### Actionable Improvement Plans

None.

# Standard I: Institutional Mission and Effectiveness

## Mission

**Illustration I.A.4—The mission is central to institutional planning and decision-making in all college processes.**



# Standard I: Institutional Mission and Effectiveness

## Mission

### I.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.**

#### Descriptive Summary

##### ***Producing and Supporting Student Learning***

Since 2007, Cañada College has focused on creating and assessing Student Learning Outcomes and strengthening the institutional planning process. It is with these central issues that numerous revisions, implementations, and discussions have taken place, in order to continue progressing as an institution of higher learning. There are several processes and documents which have been developed in the past six years that demonstrate a conscious effort by the College to support and improve student learning. The documents include:

*Educational Master Plan:* The Educational Master Plan was created in 2010, and revised in 2012, so that we would match the planning cycle of the rest of the District. In the revision of the Educational Master Plan, all constituents of the campus community came together to provide extensive input using the various planning and shared governance bodies. Through

this revision process, the focus of the plan was to utilize the College's four Strategic Directions, along with its Mission Statement and Vision Statement, to refine how all planning is maintained and implemented at Cañada College. The final version of the 2012-2017 Educational Master Plan was vetted by the College Planning Council (currently the Planning and Budget Council) at three meetings: November 17, 2011, December 15, 2011 and January 18, 2012.

*Participatory Governance Manual:* Upon reflection as a campus community, it was agreed that the College needed a transparent and standard manual that clearly described all of our decision-making processes and roles of the shared and participatory governance bodies, as well as the planning calendar for the institution. As a result, the Participatory Governance Manual was created. The revisions were made by all planning and shared governance bodies, which are representational of faculty, staff, administrators, and students. The Participatory Governance Manual was adopted by the College Planning Council (currently the Planning and Budget Council) on December 5, 2012.

*Facilities Master Plan:* In 2011, the Facilities Master Plan was revised. The Plan revision committee included representatives from faculty, staff, administrators, and students, as well as included members of the District Office. The Plan itself was disseminated to all of the planning and participatory governance bodies, and comments were included to reflect the needs of the Cañada College campus community. From that document, numerous changes have been implemented, such as the renovation of the student center and cafeteria, now known as The Grove. This document will continue to be the document that drives planning of infrastructure and facilities for the campus community (e.g planned new Science and Workforce Buildings).

*Technology Master Plan:* The Technology Committee used the expertise of their highly representative membership to create a master plan that addresses the needs of the institution to further both student

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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learning and faculty/staff needs. It is through this document that instructional technology will be updated and maintained, as well as other instructional needs. A district-wide survey was done in May 2012 regarding technology and the faculty and staff needs, the results of which informed the Technology Master Plan<sup>1</sup>.

*Annual Program Plans and Program Review:* As a way to address the on-going needs of instruction and student services, the Academic Senate Governing Council, the Instructional Planning Council and the Student Services Planning Council changed the planning and program review calendar to assure that the College is current with information on needs. Every program now creates an Annual Program Plan, outlining the data for the courses and the immediate needs for the program. A Comprehensive Program Review is now done every six years, as a more thorough way of reflecting upon the data for the course and the program as a whole. Through the entire Annual Plan and Program Review, the College as a whole can gauge the effectiveness of various strategies. It is also through this process that faculty and staff are able to voice their needs and concerns for trends and infrastructure in the instructional environment.

### ***Measuring and Assessing Learning***

Since 2007, the entire Cañada College community has made a concerted effort to make Student Learning Outcomes a strong foundation in planning and evaluation. Student Learning Outcomes have been created and are analyzed and evaluated on an annual basis, with support from the instructional faculty and student services staff and they are included in annual plan and program review documents. Service Area Outcomes have also been implemented and evaluated annually by the Student Services programs. Program Learning Outcomes have been created and the cycle has been implemented in most programs; the data collected is also part of the Program Review documentation. Institutional Learning Outcomes were adopted in

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<sup>1</sup> Survey results for Cañada College Technology Survey can be found as a document on the Accreditation Evidence Page.

2007, modified in 2012 and the cycle has been implemented.

It is through the various planning strategies throughout the campus community that the Student Learning Outcomes Assessment Cycle is generated, and this yields the data that inform decisions at program, division, and institutional levels. With additional data from Program Review, the various planning and participatory governance bodies are able to guide the entire campus community in evaluation and reflection, thus leading to dialogues across the campus community about how to further improve the institution.

Each area is responsible for developing Student Learning Outcomes, assessing the outcomes, discussing the results and then making changes, as needed. The information for this cycle is entered into TracDat, a software program designed to assist in documenting results and discussion, for all of the instruction and student services courses and programs.

### ***On-going, Systematic Evaluation and Planning to Refine Key Processes***

To assure the evaluation and planning processes are executed in a timely and efficient manner, the College has established an annual review timeline for the planning, budgeting, and program review activities. This timeline is included in the Participatory Governance Manual in order to assure institutional improvement of the teaching and learning environment, the Planning and Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed. These evaluations are set up to ensure the participatory governance structure provides for:

- A collegial process that sets values, goals, and priorities;
- Evaluation and planning that rely on high quality research and analysis on external and internal conditions; and,
- Educational planning that is integrated with resource planning and distribution to achieve student learning outcomes.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

There are several elements of the evaluation process that will guide the college in its review and evaluation of key processes. These include:

- Staff and Student Survey: Periodically, the faculty, staff and students will be surveyed to determine if the processes described in the Participatory Governance Manual are working effectively.
- Review by Primary Participatory Governance Groups: The primary participatory governance groups (Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, Academic Senate, Classified Senate, and Associated Students of Cañada College) will review the data collected and make recommendations for improvement based on the data.
- Review by Planning and Budgeting Council: The Planning and Budget Council will receive reports from the primary groups and recommend changes to processes as needed.

An timeline for this evaluation process can be seen in Table 2 below.

### Self Evaluation

The College meets the standard. Cañada College 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.

Cañada College demonstrates its effectiveness by providing evidence of the achievement of Student Learning Outcomes, in addition to evidence of institution and program performance. The College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

### Actionable Improvement Plans

None

**Table 2—Timeline for the Evaluation Process for Effectiveness of Participatory Governance**

Annual Timeline	Group	Activity
<b>March</b>	Planning and Budgeting Council	Review evaluation questions for key governance groups, which may include: <ul style="list-style-type: none"> <li>• Are we achieving the desired levels of awareness and participation from faculty, staff and students?</li> <li>• Is the governance group advancing the appropriate agenda?</li> <li>• How is the coordination among the governance groups working?</li> <li>• How well did the annual planning process work this year?</li> <li>• How well did the new hire priority setting process work?</li> <li>• Are there any structural issues which should be addressed?</li> <li>• Are agendas and minutes communicated to the entire campus?</li> <li>• How effective is the group?</li> <li>• What could be changed for the upcoming year?</li> </ul>
<b>April</b>	IPC/ APC/ SSPC/ PBC	Respond to the evaluation questions on governance and prepare information to be shared with the Planning and Budgeting Council.
<b>May</b>	Planning and Budgeting Council	Report from the governance groups reviewed and discussed. Changes are made as needed.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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

### Descriptive Summary

Cañada College has a participatory governance system that encourages ongoing and self-reflective dialogue regarding the status of the campus at various intervals. These self-analyses and self-evaluations help to facilitate continuous improvement at all levels, particularly in student learning and institutional processes. This is accomplished by having a well-established program review process which necessitates the review of data, discussion of assessment results and dialogue about changes for each program.

A key group where dialogue and reflections occur with faculty is the Center for Innovation and Excellence in Teaching and Learning, or CIETL, the College's primary professional development group. It is through CIETL that program development and various workshops are initiated and carried out on a variety of topics, including the use of ePortfolios in the measurement of Program Learning Outcomes and Institutional Learning Outcomes, academic standards, and pedagogical approaches. It is also through CIETL that our Flex Days, or professional development days, are designed; the topics are put forth through CIETL, and it is this body that organizes the activities for both faculty and staff. Additionally, CIETL brings in guest speakers to talk about a variety of topics. Beginning in the Fall 2012 semester, CIETL has been running a [blog](#) of their events and other information that is pertinent to the discussion of learning outcomes and professional development.

Through CIETL and the [Flex Days](#), faculty and staff are given time to work on student learning outcomes for their programs. It is the priority of the college community to take the time to focus on how we can improve, and using the data collected from the Student Learning Outcome Assessment Cycle is one way to achieve this. The Academic Senate Governing Council passed [a set of resolutions](#) in May 2012 regarding the priority of Student Learning Outcomes and the entire learning outcome process as a means of improving the quality of education at the Cañada College campus.

The process of creating and implementing the Institutional Learning Outcomes included an equal amount of dialogue and self-reflection. The process was under the purview of the [Curriculum Committee](#), with the guidance and approval of the [Academic Senate Governing Council](#). These bodies are highly representative, and discussions were conducted in the various bodies across the campus.

The Office of Planning, Research and Student Success has been initiating dialogue based on data culled from our demographics. For all Program Review documents, there are multiple sets of data that are included for each program, both in instructional and student services documents.

With the introduction of the [Student Performance and Equity Dashboard](#), this level of data-driven analyses and decisions has been increased, so that each program and division, as well as the College as a whole, can analyze how our student population can be best served in both instructional and student service areas. College Planning Council (currently the Planning and Budget Council) has reviewed the document, and will continue to do so at future meetings, so as to incorporate the data in their planning and decisions for the campus; this dialogue is demonstrated in Illustration I.B.1 below. Additionally, in all [Program Review documents](#)—both the Annual Plan and Program Review and Comprehensive Program Review—the inclusion of Student Learning Outcome data is crucial so as to accurately evaluate the efficacy of the work being done on the Cañada College campus.

The changes to the Program Review process are evidence of continuous improvement as performed by the campus community. As a way to analyze and act upon current data, the [Academic Senate Governing Council initiated a change to Program Review](#), such that reports would be written annually instead of biannually; the comprehensive review continues to be performed every six years. Additionally, [Student Services have also revised how they perform Program Review](#), such that the focus shifted from composed of twelve individual offices, to nine cohesive, student-focused programs, to include: 1) Assessment, Orientation and Registration; 2) Articulation and Transfer; 3) Financial Literacy; 4) Counseling; 5) Career Services; 6) Student Support; 7) Student Life; 8) Academic Support; and 9) Wellness. This has allowed groups to work together on common themes, events, student learning outcomes and service area outcomes.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

### Self Evaluation

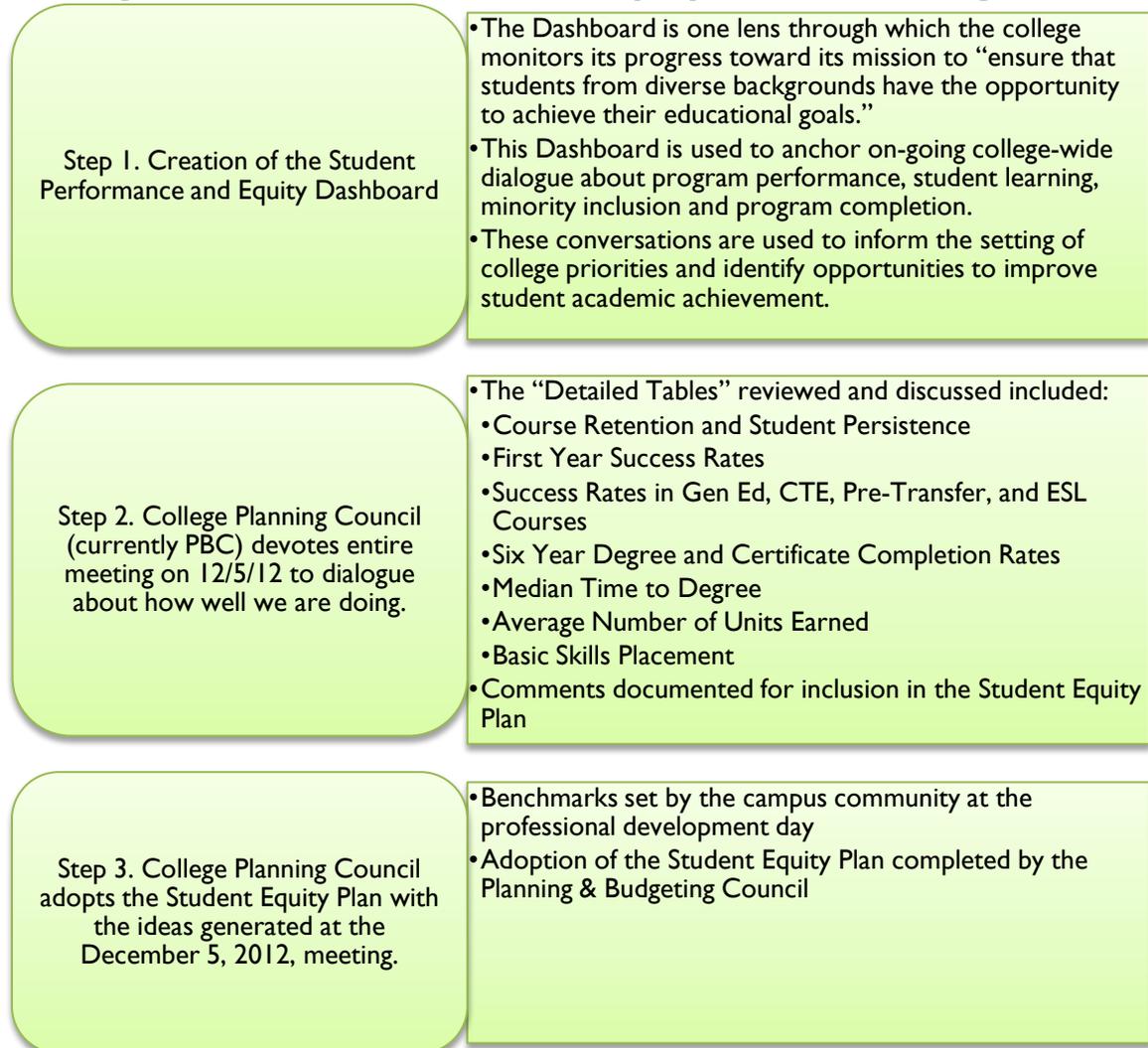
The College meets the standard. It is through these numerous and diverse processes that the campus community is able to evaluate the institutional effectiveness and dialogue about continuous improvement. All participatory governance bodies discuss learning outcomes at various levels, incorporate data in order to drive decisions, and evaluate how processes are functioning. This structure provides for planning from the program level to the division level to the college level and ultimately to the President. Dialogue occurs

between faculty and staff at the initial program level stage through the presentations to the Instructional Planning Council, the Student Services Planning Council, the Administrative Planning Council, the Academic Senate Governing Council (including the Curriculum Committee), the Associated Students of Cañada College, and the Planning and Budgeting Council.

### Actionable Improvement Plans

None

### **Illustration I.B.1: Maintaining on-going collegial, self-reflective dialogue through the discussion of student equity data and setting benchmarks**



# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

**B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand that these goals and work collaboratively toward their achievement.**

### Descriptive Summary

The Cañada College has a well-developed planning structure involving faculty, staff, students, and administration. The College has always viewed the need to be inclusive of the entire campus community in the participatory governance process. The process of planning supports the mission of the College and honors the principles of participatory governance.

### **Setting Goals to Improve Effectiveness**

Through the College's Educational Master Planning process, an extensive review of internal college data and external community information was conducted, as well as emerging trends in education. Through this review, several key areas where effectiveness could be improved were identified. These areas to improve effectiveness included:

- Need to increase completion rates (transfer and degree)
- Need to improve the disproportionate persistence rates among various groups
- Need to address the success and persistence of our basic skills students
- Need to connect more closely with our local community
- Need to become better global citizens and stewards of our environment

As a result of this assessment, the College community identified four strategic directions:

- Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative

- professional development; and create innovative and flexible learning systems
- Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.
- Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community
- Global and Sustainable: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

From these four strategic directions, focus groups identified 25 objectives with 67 strategic activities to take place over the next five years. As part of the strategic plan, the college is now working to implement the activities listed

### **Articulating Measureable Goals and Objectives**

Measureable goals and objectives are included in the Educational Master Plan, and an annual report is created to provide feedback on how well the campus community is doing to achieve them. The College has established benchmarks for various indicators by which to conduct overall measurements. All participatory governance councils are to consider the assessment component of the planning process and framework. Each council will determine the method of assessment under the advisement of the Director of Planning, Research and Student Success. All College constituencies and operational groups will be requested to assess the overall planning structure as a means of measuring effectiveness and inclusiveness of the adopted structure and framework.

Specifically, the measurement process aims to:

- Provide information to improve decision making at every layer of the institution.
- Stimulate thoughtful reflection on established processes and encourage on-going review and improvement.
- Encourage the use data and evidence to identify and incubate new opportunities.
- Actively support and nurture an institutional culture of inquiry that supports a pervasive commitment to excellence in student learning.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

The Educational Master Plan provides direction to the college instruction and support service areas on what is to be accomplished over the next five years. This Plan was built on the previous 2008-2012 Educational Master Plan using a participatory planning process that is well established at Cañada. This planning process at the college includes the four planning councils (Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, and Planning and Budget Council) as well as the Academic Senate Governing Council, the Classified Senate and the Associated Students of Cañada College. Extensive involvement, by both the members of these councils and the campus at large, was achieved during the development of the Plan, with over 130 students, staff and faculty involved. The College Planning Council (currently the Planning and Budget Council) approved our Educational Master Plan on January 18, 2012.

The Educational Master Plan is used extensively to guide the college and create a cohesive sense of what the institution would like to become. As with the previous Educational Master Plan, this document provides the framework for how decisions are made on campus. The Plan objectives are implemented through activities in the annual planning and budgeting process as well as the Strategic plan, and it serves as the basis for both resource allocation and resource reductions. When faced with major budget cuts in the past, the Educational Master Plan served to guide the college staff in determining directions to take.

The Educational Master Plan serves as a key reference for each program and planning body as the annual plans are completed over the next five years. The various Planning Councils - Planning and Budget Council, Instruction Planning Council, Student Services Planning Council, and Administrative Services Planning Council – will review the annual plans through the lens of the Educational Master Plan. The interconnected plans – Student Equity Plan, Facilities Master Plan, Distance Education Plan, Technology Master Plan, and Basic Skills Plan – reference objectives identified in this document. Additionally, the college's Educational Master Plan links with the San Mateo County Community College District 2008-2013 Master Plan and connects strategic directions to the district's mission statement and the strategic focus areas. Illustration I.B.2-1 below shows this in detail.

The Institutional Learning Outcomes parallel our General Education Learning Outcomes, which were approved by the Curriculum Committee on November 18, 2011 and by our Academic Senate Governing Council on March 22, 2012, item 6.5 in ASGC minutes.

Other important documents used in planning and goal setting are the Facilities Master Plan, the Technology Plan, and the Education Master Plan. Although a five year Education Master Plan was written in 2008 to be in sync with the other colleges in the District, a new five year Educational Master Plan was adopted in 2012. The process for this required an entire year, and included every constituency group: students, faculty, staff and administration.

The Mission and the Educational Master Plan are used in the hiring process; all hiring proposals must document how they are aligned with the Mission and the Educational Master Plan.

The coordinated planning of the 2011 Facilities Master Plan utilized the Mission and the Educational Master Plan in order to facilitate the revisions. The task force analyzed enrollment trends, business and workforce needs, and community demographics, and proposed a new building which would consolidate some of the needed workforce development space and health science classrooms and laboratories.

In 2009, after consultation with the three colleges, a San Mateo County Community College District Strategic Plan was implemented with these areas of focus:

- Demography;
- Education;
- Employment, Housing and Income;
- Fiscal, Human, Physical and Technology; and,
- Policy, Public Opinions and Community Needs.

This collaboration of the College and District has strengthened the planning of the district as a whole. Updates to the goals are given at district-wide meetings. This collaboration is shown in Illustration I.B.2-1 below.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

Illustration I.B.2-1—Articulating measurable goals and objectives through the College and District planning and program review processes



# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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### ***Working Collaboratively Towards Achievement***

In order to achieve the master plan objectives, each area is required to review the objectives and include ways in which they will be implemented in the Annual Plan and Program Review. Many of the objectives require collaboration across areas and the campus has worked collegially on them. An example of the collaboration that has taken place to implement Objective 4.1 in the Master Plan: Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus.

The College has created a strong broadly representative group, the Dreamer's Task Force, to address the new California Dream Act provisions. This task force was created to address the social justice element of the above Objective. The of the Dreamer's Task Force illustrates how the campus community understands the institutional goals and works collaboratively towards achieving them. The creation of the Dreamer's Task Force is shown in Illustration I.B.2-2 below.

### **Self Evaluation**

The College meets the standard. Cañada College sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals in the Educational Master Plan and states the objectives derived from them in measurable terms in the annual plans. The members of the college community understand these goals and work collaboratively toward their achievement.

Every aspect of goal setting and subsequent planning is done through the shared governance process. To assist the College with this, the Office of Planning, Research, and Student Success:

- Provides information to improve decision making at every layer of the institution;
- Stimulates thoughtful reflection on established processes and encourage on-going review and improvement;
- Encourages the use data and evidence to identify and incubate new opportunities; and,
- Actively supports and nurtures an institutional culture of inquiry that supports a pervasive commitment to excellence in student learning.

Data are available to the entire college community and the public. Information about Program Review, integrated planning, and research on learning and Student Learning Outcomes are readily available, and are shared with all campus groups, planning councils, and subgroups such as the Basic Skills Committee. With the new Educational Master Plan, which lists the activities, timelines, responsible individuals, and assessments for each objective, the College feels confident that our goals are being implemented, assessed, and met.

### **Actionable Improvement Plans**

None

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

### Illustration I.B.2-2—Institutional members understand goals and work collaboratively towards Dreamer’s Task Force

#### How It Came to Be: Origins and Background of the Dreamer's Task Force

- An institutional response to better serve the needs and concerns of AB540 and undocumented students at Cañada College.
- Started in Spring 2012 as an outcome of an undocumented student panel was organized by Bridging Hispanic Minds to Success Student Organization, at the encouragement of the Vice President of Student Services.
- One of several thematic campaigns linked with the Social Justice Planning Committee, to promote awareness on matters of equity and diversity.

#### Who is Involved: The Composition of the Dreamer's Task Force

- Student Services: Admissions & Records, Financial Aid, Outreach, Transfer Center, TRiO Upward Bound, TRiO Student Support Services, Library, General Counseling, EOPS, Beating the Odds Peer Mentorship Program, STEM Center, and MESA.
- Instructional Faculty, particularly from Humanities.
- Student leaders from various student organizations and programs.
- Community and institutional partners: International Institute, Educators for Fair Consideration, San Francisco State University Financial Aid, Laney College TRiO, and Filipino Advocates for Justice participate in the Task Force.

#### What's been Accomplished: Events and Activities Conducted

- Research on student attitudes, experiences
- October 2012: Community forums hosted by International Institute, Sequoia Dream Club, and other community agencies
- October 2012 and On-going: Helping AB540 students fill out forms and receive aid
- October 2012: "Live Without A Voice"--self-produced documentary, which earned several movie awards at Cañada College's MovieFest.
- November 2012: On-site training for Faculty and Staff, in partnership with Educators for Fair Consideration (E4FC).
- December 2012: Dream Act Application Clinics
- January 2013: E4FC Conference at UC Berkeley
- February 2013: Presentation on campus on the UCB conference
- April 2013: PAPERS--a documentary screening with facilitated discussion hosted by the Dreamers Task Force and Bridging Hispanic Minds to Success

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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

### Descriptive Summary

#### **Assessing Progress Towards Goals**

Cañada College is committed to ongoing planning through an annual cycle of Program Review, budget development, outcomes assessment, and curriculum review. Integration of planning occurs through the processes of annual program review, which includes assessment results from the previous cycle, and resource allocation following submission of the Annual Program Plan. Committee planning to support annual college goals is also performed on an annual cycle. All academic programs and student services participate in a Comprehensive Program Review conducted every six years to improve institutional effectiveness. These processes are detailed in the [Participatory Governance Manual](#).

Program Review, in the form of both the Annual Program Plan and Comprehensive Program Review, is the primary mechanism for departmental planning. It includes an analysis of strengths, weaknesses, opportunities, and threats informed by outcomes assessment and program data, all of which lead to the action plan and goals.

An annual evaluation process is included in the [Educational Master Plan](#). This process includes: 1) a summary of the activities that have taken place annually to implement the plan; 2) review of the Educational Master Plan dashboard outcomes; and, 3) an annual report on the overall achievements.

#### **Making Decisions Regarding Improvement of Effectiveness**

The Educational Master Plan serves as a point in the decision making process whereby it considers all of its plans, determines how to align them and which ones it will commit to, sets priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates. The plan will serve as a key reference for each of the college programs and planning bodies as annual plans are completed over

the next five years. The various planning councils - Planning and Budget Council, Instruction Planning Council, Student Services Planning Council, and Administrative Planning Council –review the annual plans through the lens of the Educational Master Plan.

#### **On-going Systematic Cycle of Evaluation, Integrated Planning, Resource Allocation**

There is a defined cycle of evaluation, integrated planning and resource allocation that is defined in the college's participatory governance manual. The college relies heavily on several established processes and tools to fulfill this mission, namely:

- [Program Review](#)
- [Integrated Planning](#)
- [Research on Learning](#)
- [Student Learning Outcomes \(SLOs\)](#)

These tools are the foundation for a systematic process to achieve on-going and sustained improvements in student learning. The process itself is designed to be dynamic, adapting to meet emerging challenges and opportunities and simultaneously being informed by them.



#### **Self Evaluation**

The College meets the standard. More specifically, the College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing an systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

A core component of the College's planning process is the ongoing assessment of Student Learning Outcomes at the course, program and institutional levels. This process requires the development and implementation of plans for improving student performance on each of the Student Learning Outcome measures. Resources have been allocated to support this core process. The resources include funding for faculty to participate in the Student Learning Outcome training, and the considerable amount of faculty, administrator and classified staff time that has been and will continue to be devoted to Student Learning Outcomes.

A substantial amount of time has been invested working with faculty to modify the TracDat system so as to make it as valuable a tool as possible to support the use of Student Learning Outcomes and improve student learning. Presently, of 498 college courses, 490 have completed assessment plans.

The College is committed to the concept that planning drives budget development. To this end, in 2012 the college combined the College Planning Council and the Budget Committee to form the Planning and Budgeting Council, wherein planning and budget development are integrated. The primary charge of the committee is oversight and implementation of the planning process and the appropriate allocation of resources in order to fulfill the Mission Statement and achieve the goals, planning objectives, and strategies.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

#### ***Broad-based Planning***

Cañada College has well-established processes that involve appropriate constituencies. All planning and participatory governance bodies at Cañada College are representative. Members of these bodies encompass various areas of faculty, staff, administration, and students. Meetings are open to

the public, and the information at the meetings is disseminated to the divisions and departments, as well as to the campus as a whole.

There are four primary planning bodies at Cañada College: Planning and Budgeting Council (20 members), Instructional Planning Council (15 members), Student Services Planning Council (17 members), and Administrative Planning Council (10 members). These broadly representative planning groups meet regularly throughout the year and serve as the primary participatory governance bodies. There is a great deal of emphasis on allowing opportunities for input and for communication of activities and the campus regularly receives, via email, the agenda and meeting minutes for these groups and anyone is welcome to attend the meetings. Minutes and agendas are also posted on the Inside Cañada area of the college website.

The campus takes pride in providing opportunities for voices to be heard. All meetings are well promoted to the campus community, and open forums are conducted periodically on particularly important areas. Through these evaluations, plans, and changes, there are numerous activities that have been implemented at Cañada College since the last Accreditation Report. All of these implementations have been fully vetted through the participatory governance process, and input from all sections of the campus community has been gathered in a variety of manners, including surveys, all-campus and division meetings, shared governance bodies meetings, and communication through email and other sources.

### ***Allocating Needed Resources***

At any college, the primary resource allocation activity is personnel: the hiring of new positions. The college has a well-developed annual process for providing input on the new positions that might be needed on campus. The process begins with the review of data and drafting of the Annual Program Plan, which is due at the end of March for the following year. These annual plans include resource requests for staffing, facilities, and equipment. They are reviewed by their respective planning groups (e.g. Student Services Planning Council reviews the student services program plans) during April and May and the resource requests are discussed.

For the most costly resources (e.g. new positions), an additional campus review process begins in September. For each position, a justification form is

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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created and reviewed by the divisions in October or November. The positions that the divisions feel are most needed are then submitted to the Vice Presidents by the end of December. Campus wide meetings are conducted in February and the list is presented to the President in March. The President makes the final decision based on the input received from the campus community.

### ***Improving Institutional Effectiveness***

The College uses data to measure institutional effectiveness. It is through the planning and participatory governance bodies that all major program review is done at Cañada College. Through the collaboration of committee members and the campus community at large, the College has created and evaluated the various planning documents and frameworks that have been employed. A key purpose of program review is to improve institutional effectiveness.

A good example of how data was used by the college as a result of the Educational Master Plan was the inclusion of Goal #4: that Cañada College promote and become both global and sustainable. Because of this goal and focus, the College turned to various methods of accomplishing that goal, including the creation of new programs and the hiring of specialized faculty and staff. These changes are outlined in Illustration I.B.4 below.

### **Self Evaluation**

The College meets the standard. The college planning and participatory governance bodies are broadly representative and include members from faculty, staff, administration, and students. All planning must go through these planning and participatory governance bodies, and additionally are frequently discussed as a campus community through all-college meetings. As further assurance that communication of decisions, ideas and plans are transparent, the minutes from all planning and participatory governance bodies are available online at the College's website, and updates are given at division and department meetings.

Through the dialogue that is created via these various venues, planning encompasses the needs and opinions of all members of the campus community. This led to changes in the planning and participatory governance bodies, even how planning itself is done as a campus community, as well as other changes within the internal structure of divisions and departments.

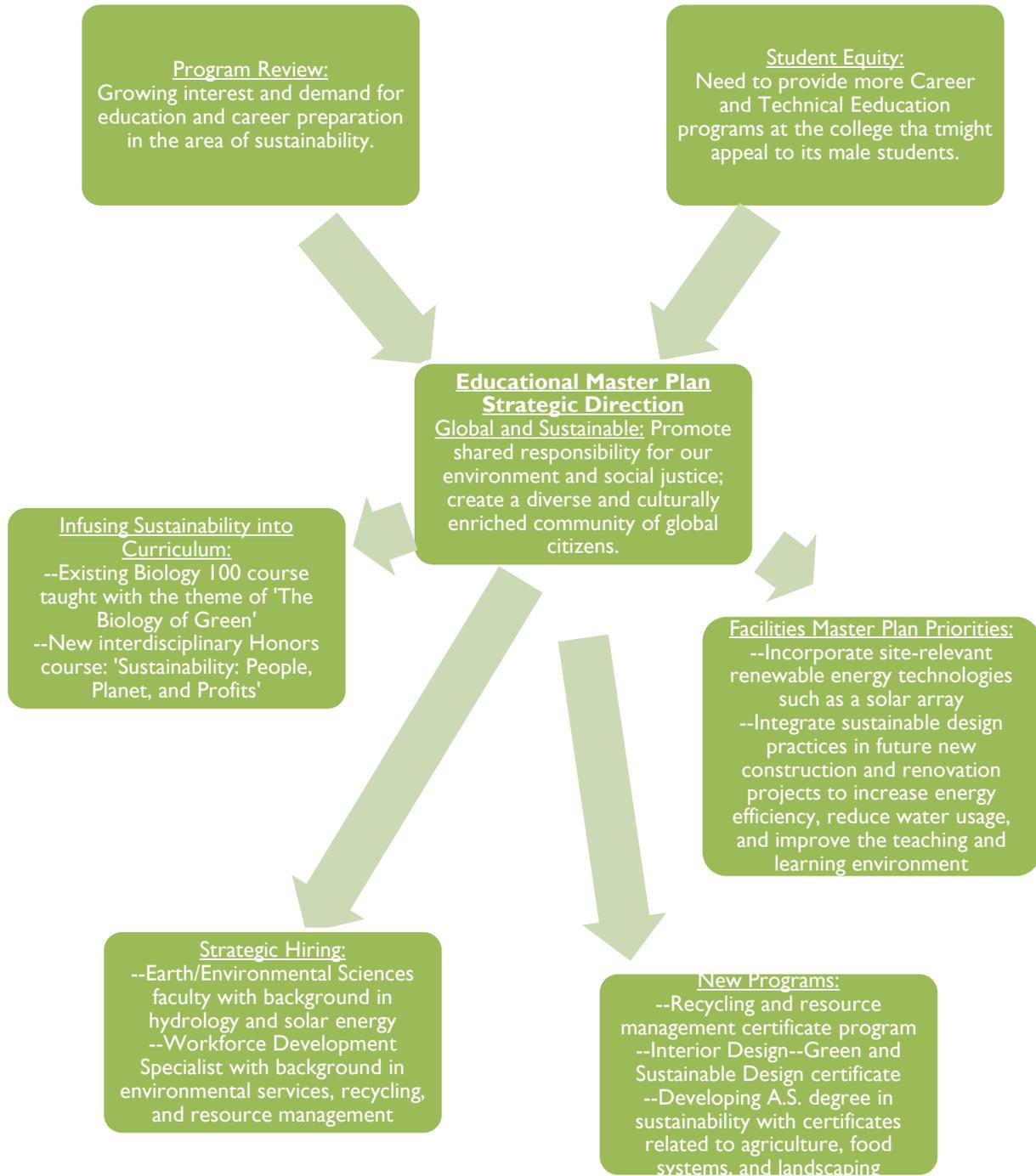
### **Actionable Improvement Plans**

None

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

### Illustration II.B.4—Program Review informs institutional Planning



# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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

### Descriptive Summary

#### **Documenting Assessment Results**

Cañada College uses a variety of assessment data in order to analyze various aspects of the college. Included in these are the following:

Student Learning Outcomes and other learning outcome data: Learning Outcome data are collected from the course level, the program level, the degree level, the general education level, and the college level. At the course level, Student Learning Outcome data and analysis was originally completed via forms that were disseminated through the college community through the Student Learning Outcome and Assessment Cycle internal website. Faculty and staff filled out the forms and directed them to their deans and the SLOAC Coordinator.

TracDat: Starting Fall 2010, Cañada College switched the reporting of Learning Outcomes from forms to TracDat. Since that time, all Student Learning Outcome data have been collected, reported, and analyzed through this tool.

Annual Plan and Program Review: All Program Review documents include substantial data that cover enrollment patterns, course offerings, efficiency, student performance (retention, persistence and success), student enrollment status, student goal orientation, student demographics (ethnicity, gender, age), student education attainment level and service utilization. These data are used in the Program Review documents—both the Annual Program Plan and the Comprehensive Program Review—as a way to better understand our student population, and in order to make planning decisions regarding courses, programs, and services.

#### **Communicating Results**

The data on assessment are available internally through the Inside Cañada website, which offers links to the various planning bodies on campus as well as on TracDat for Student Learning Outcomes. It is through this portal that the various planning bodies, faculty and staff constituencies, even the public, can view the data. All of the planning bodies have web pages that are accessible by the public. This Inside Cañada link is also open to the public, and is disseminated to the various agencies with which Cañada College partners, such as grant-funding agencies and Career and Technical Education boards.

All data regarding student demographics are utilized when updating the Educational Master Plan, so that the document can be properly analyzed and changed as necessary. This is performed by the Office of Planning, Research, and Student Success, and is discussed at all the participatory governance bodies and the campus community when revisions of the Educational Master Plan are required.

Additionally, the Program Review process requires the use of documentation of student demographics and other data points in both the Annual Program Plan and the Comprehensive Program Review. This includes Student Learning Outcome data and data from the Student Performance and Equity Dashboard.

In order to assess that these data and this information are effectively communicated to the public, the minutes from the various planning bodies are published on their respective websites for public viewing. The District publishes information from the surveys that they conduct; results from surveys done at Cañada College are discussed in the meetings of the various planning bodies, the minutes of which can be found on their respective web pages and are open to the entire college community and the public.

#### **Self Evaluation**

The College meets the standard. The dissemination of data and documentation of assessment is pervasive throughout the college culture. The inclusion of student demographics, student performance, and learning outcomes is performed by all Instructional and Student Services programs, and is reviewed by all participatory governance bodies. These data are also communicated through various means to the public and to all parties associated with

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

the college. There is regular discussion of the data at various planning bodies, including the Planning and Budget Council.

### Actionable Improvement Plans

None

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

### Descriptive Summary

#### *Assuring Effectiveness*

Cañada College has ongoing and systematic cycles of evaluation to assess progress towards achieving improvement of institutional effectiveness. Designed by the Planning and Budgeting Council, the Participatory Governance Manual illustrates how the institution engages its planning processes, operational procedures, programs, and services in regular assessment of institutional effectiveness. It demonstrates how Cañada College integrates data and research into plans for improvement, budget allocations, and goal and resource prioritization.

#### *Conducting Systematic Review*

The College routinely conducts comprehensive review and modification of its planning and resource allocation processes. Program Review processes and practices have been developed and are regularly implemented in all sectors of the institution (Administrative, President's Office, Business Services, Instruction, and Student Services).

The Annual Program Plan, Program Review, and Budgeting processes are detailed in the Participatory Governance Manual, and are led by the Instruction Planning Council, the Student Services Planning Council, the Administrative Planning Council, and the Planning and Budgeting Council. These processes provide the on-going evaluation components and the dialogue at the meetings of these key groups influences changes on campus. Each year, the processes are evaluated and changes are made as needed.

Although annual program reviews are conducted by all programs, a Comprehensive Program Review is used to provide more extensive individual course review. As part of this process, presentations are made in an open forum sponsored by the Curriculum Committee in order to promote continuous improvement.

The Office of Planning, Research and Student Success strives to support student success by providing leadership and coordination of Accreditation efforts, institutional planning, program planning and review, and institutional research. It serves to promote excellence in student learning, educational practices and quality of service by establishing and maintaining a campus culture of self-evaluation and improvement at all levels of the institution.

Assessing institutional effectiveness is a systematic cyclical process as outlined in the College's Integrated Planning, Program Review, and Budgeting Timeline, which is included in the Participatory Governance Manual. It provides college constituents with an outline of the role of evaluation and assessment in the planning, budget allocation and improvement processes. Data derived from Program Review, Student Learning Outcome assessments, and internal and external research and analysis are all used to inform updates and revisions to the Educational Master Plan.

The budget allocation requests procedure, as outlined in the Participatory Governance Manual, stipulates that all new resource requests must be part of an Annual Program Plan and justifications must be submitted. These are then reviewed by the divisions, the Instructional Planning Council, the Student Services Planning Council, the Administrative Planning Council, and the Planning and Budget Council, and for new faculty positions, by the Academic Senate. The recommendations are then forwarded to the President in order to make the final decision.

Once approved, institutional divisions, departments, and instructional and student support units can effectively develop strategies, through each unit's plan, for achieving institutional goals and divisional objectives for the following academic year.

### Self Evaluation

The College meets the standard. Cañada College uses several processes to evaluate its cycle of

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

evaluation, integrated planning, and resource allocation. The College routinely conducts comprehensive review and modification of its planning and resource allocation processes.

The College has ongoing and systematic cycles of evaluation to assess progress towards achieving improvement of institutional effectiveness. The primary purposes of these evaluations are for integrated planning, resource allocation, and implementation. The Instructional Planning Council, the Student Services Planning Council, the Administrative Planning Council, and the Planning and Budget Council are primarily responsible for regularly reviewing the ongoing research, planning and the resource allocation process.

Faculty, classified staff, and administrators regularly evaluate and modify plans at every level of planning. The College's program review process occurs on a continual basis, starting with a comprehensive review supplemented by annual updates. The annual process of Program Review allows for refinement and modification of the unit areas' Student Learning Outcomes and budget allocation needs. These modified program review plans impact the College's master planning processes in a continual cycle of assessment.

### **Actionable Improvement Plans**

None

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

### **Descriptive Summary**

#### ***Assess Evaluation Mechanisms through Systematic Review***

Cañada College assesses effectiveness in improving instructional programs, student support services, library and other learning support services through a comprehensive Program Review process. The College has adopted an Institutional Planning and Assessment Calendar that requires all programs, units and divisions (instructional, non-instructional and administrative) to complete an Annual Program Plan and a Comprehensive Program Review every

six years. The process is outlined in the Participatory Governance Manual.

Both processes and subsequent documents require faculty, classified staff, and administrators to review internal and external data, including results from any program assessments (course and/or program learning outcomes) to set annual goals and priorities.

The annual program assessment is conducted by each unit. The updates consist of an analysis of the changes within each unit, data on the assessment of Student Learning Outcomes, and technological and staffing needs. The updates are submitted every March in anticipation of budget planning for the fiscal year, which begins July 1 of the following calendar year. Pertinent documents such as Student Learning Outcomes, assessment reports and data analysis specifically supporting any requests for new faculty, facilities, or equipment are included in the annual update as well.

The Program Review process is required for all units and divisions, including instruction, student services, and non-instructional administrative areas, and serves as the primary mechanism by which the institution gathers evidence to substantiate effectiveness of all programs and services. Each unit and division uses a similar Program Review template so as to retrieve comparable data from the entire institution. The Program Review forms and templates were specifically designed to provide flexibility for each division and unit while maintaining uniformity in order to base decisions and resource allocations on similar datasets. The information and data is utilized to develop comprehensive unit plans and departmental goals, inform institutional improvements, drive decision-making based on qualitative and quantitative data, and prioritize budget allocations for the subsequent fiscal/academic year.

Annually, the key program participatory governance groups (Student Services Planning Council, Instruction Planning Council and Administrative Planning Council) review the Annual Plan and Program Review templates to determine if they are working well. Revisions are made to make certain the information needed is being reported.

### **Self Evaluation**

The College meets the standard. Cañada College uses ongoing and systematic evaluation, planning and dialogue to refine its institutional policies, practices,

# Standard I: Institutional Mission and Effectiveness

## Improving Institutional Effectiveness

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and processes. Planning, evaluation and assessment are conducted primarily through the Annual Plan and Program Review process and Student Learning Outcomes for instruction, student support services, library and other learning services, and non-instructional administrative units. Results from the assessments are reviewed by a variety of institutional participatory governance committees.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

#### Descriptive Summary

At the heart of the Cañada College Mission is the commitment to ensure that, “students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning,” which relates directly to the instructional programs that the College offers.

#### ***Offering Programs Leading to Degrees, Certificates, Employment and Transfer***

In accordance with its Mission, Cañada College offers high-quality instructional programs that enable students to successfully transfer to four-year colleges or to pursue careers. Moreover, the College provides innovative basic skills instruction to open pathways toward certificates, employment, degrees, or transfer. Students coming to Cañada College have access to instructional programs that can meet their goals. The

College’s slogan, “From Here You Can Go Anywhere,” embodies the college’s commitment to help students achieve their goals.

The College Catalog lists more than 55 Associates’ degrees and more than 35 certificates. The Areas of Study include a range of offerings in recognized fields, such as: Accounting, for which there are two certificates and an Associate of Science degree; History, with an Associate of Arts degree; Fashion, with four certificates and an Associate of Science degree; Anthropology, with an Associate of Arts with an Emphasis in five different areas; as well as a University Transfer degree with three Options.

In accordance with Senate Bill 1440, Cañada College has seven areas of study, six of which are listed in the 2013-2104 catalog, that meet the Transfer Model Agreements outlined in the Course Identification Numbering System, which has been, “developed to ease the transfer and articulation burdens in California’s higher educational institutions.” These transfer model programs include: Communication Studies, Early Childhood Education, Kinesiology, Mathematics, Psychology and Sociology. The college’s Curriculum Committee has identified ten additional programs that are to go through same TMC alignment process bringing the total number of AA-T and AS-T degrees to 17 that are to be offered by Fall 2014.

To further support students pursuing transfer to four-year universities, the College offers an Honors Transfer Program. This program has been accepted into the ULCA Transfer Alliance Program, which is the gold standard for honors programs in California, as well as the Honors Transfer Council for the California Community Colleges. Through this program the College provides transfer-bound students with challenging academically rigorous experiences to be shared with a community of scholars with similar ambitions. In its first four years of existence the Honors Transfer Program has served over 225 students.

In partnership with four-year educational institutions, Cañada College has a University Center that allows students to earn a bachelor’s degree through one of

## Standard II: Student Learning Programs and Services Instructional Programs

our partners by attending their courses on Cañada's campus. The University Center offers bachelor's degrees in Allied Health, Business Administration, Child Development, Human Services, Nursing, Psychology, and Spanish/English Interpretation.

In accordance with our mission to serve 'students from diverse backgrounds', the College provides a broad educational pathway that extends beyond the traditional student to include those who need language assistance and those who must work full-time. Community Based English Tutoring classes are offered at various sites within the community. These community-based classes serve as a bridge to on-campus career and academic programs. For those who must work full-time, the College has developed a College for Working Adults program that offers courses one evening a week and on weekends. The College for Working Adults program is the only program of its kind on the Peninsula allowing adults to complete a degree in only three years, all while working full-time.

Finally, to provide lifelong learning opportunities, the College offers Community Education classes in tandem with our sister colleges. These classes provide affordable education in fields such as Language and Travel, Creative Arts and Home and Garden.

### **Offering Programs in Emerging Fields**

In response to local employment demand, the College offers programs such as: the Chemical Laboratory Technology Program, with a certificate or an Associate of Science; the Multi-Media Art and Technology program with four certificates and two Associate of Arts degrees; and the Medical Administrative Assistant Certification of Achievement **that is offered through the Career Advancement Academy**. In accordance with its 2012-2017 Educational Master Plan goal to develop programs in "Green/Sustainability" fields (Educational Master Plan, page 17), the College created a certificate in Green/Sustainable Design and a certificate in Recycling and Resource Management. The latter is pending state approval.

Responding to local employment demand and emerging fields of study requires nimble and creative approaches to program development. This is especially true in the Science, Technology, Engineering and Math (STEM) fields. The College has aggressively pursued external grant funding to enhance its reach and capacity to serve students in these fields. These awards have enabled the college to develop such programs as the Bay Bridge to Engineering for Veterans and the NASA-

funded Creating Opportunities for Minorities in Engineering, Technology and Science program.

### **Systematic Assessment**

Cañada College has developed a strong planning and assessment infrastructure to ensure effectiveness in achieving the College's Mission. The Instructional, Student Services, and Administrative Planning Councils assess the programs under their purview and report to the college-wide Planning and Budgeting Council.

Program Review is the key mechanism through which the various planning bodies systematically assess the effectiveness of the College's instructional programs. Every instructional department goes through an Annual Plan and Program Review process, and a six-year Comprehensive Program Review process.

To provide each department with the data it needs to effectively go through this extensive assessment and planning process, the Office of Planning, Research and Student Success provides a packet with both current and historical trend data analyzing success, retention, persistence, and demographic metrics. Using these data, along with Student Learning Outcomes, departments perform detailed assessment of program performance and develop action plans. Departments also develop requests for facilities, equipment, technology, and personnel so that Program Review is integrated with institutional and resource planning.

Once each instructional department has completed its Annual Program Plan or Comprehensive Program Review, the information is shared throughout the campus via a presentation to the Curriculum Committee. From there, the program plans go to the Instructional or Student Services Planning Councils, which develop an Executive Summary to present to the Planning and Budgeting Council.

In addition to going through Program Review, Career Technical Education programs have constituted advisory bodies of practicing professionals to ensure their currency and effectiveness. Advisory boards update the program on the current business climate, job availability, trends, desirable skills and knowledge of applicants, and they give advice and recommendations for changes and updates to certificates and course curriculum. Additionally, some Career and Technical Education programs must comply with requirements from external accrediting agencies and regularly produce reports verifying compliance to the standards and demonstrating the effectiveness of their programs.

## Standard II: Student Learning Programs and Services Instructional Programs

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### ***Achieving Student Learning Outcomes***

To ensure that students who complete its programs are prepared for their chosen degree, license or employment goal, Cañada College has developed Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes.

Student Learning Objectives have been developed for each course offered through the College. Further, the Program Planning model that Cañada College uses requires every instructional program to annually document its assessment of Student Learning Outcomes in TracDat, an on-line repository for Student Learning Outcomes. The assessment of Student Learning Outcomes serves as the foundation for planning improvement in teaching and learning strategies and is a part of the larger process of Program Review and annual program plans.

Program Level Outcomes exist for each of the College's programs. Assessing Program Level Outcomes is also part of the Program Review process. Currently, there are plans underway to use portfolio assessment as one of the measures of assessing Program Level Outcomes.

Cañada College also has General Education Outcomes, which are outlined in the Educational Master Plan (page 19). These have been adopted as the college's Institutional Learning Outcomes. Assessment of Student, Program, and Institutional Learning Outcomes ensures that teaching and learning strategies are effective in supporting the success of students.

### ***Improving Teaching and Learning***

A key resource for the improvement of teaching and learning strategies is the Center for Innovation and Excellence in Teaching and Learning (CIETL). CIETL's Mission supports the College's Mission:

CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students.

An important part of CIETL's work has been to provide faculty-led workshops on various topics, including the assessment of all Learning Outcomes. This is outlined and described on CIETL's Blog.

### ***Assuring Currency: Curriculum Review and Approval Process***

The Curriculum Committee of Cañada College is a standing subcommittee of the Academic Senate, which "in consultation with the Vice President of Instruction and College President, acts as an advisory body to the Board of Trustees." The Curriculum Committee makes sure that the courses and programs of the College meet academic standards specified in Title 5, Section 55002, Standards and Criteria for Courses and Classes, and other appropriate sections of Title 5, as well as all other state, District, and College requirements" (Curriculum Committee Handbook, page 2)

The Curriculum Committee evaluates whether courses and programs are in alignment with the College Mission. Further, the Curriculum Committee assures that Course Outlines of Record contain all required elements and that measurable objectives are present. The Committee also verifies that the methods of assessing student performance are appropriate and that the sample assignments are rigorous.

Courses delivered through distance education go through a separate course approval process. Similarly, honors courses are reviewed separately, alongside the standard course to ensure enriched learning experiences. Courses being reviewed for approval as a course meeting the Ethnic Studies requirement are submitted to the Ethnic Studies Committee, which is also a subcommittee of the Academic Senate. Stand-alone courses that align with the College's Mission are also reviewed by the Curriculum Committee. Committee members receive training each academic year for Local Approval of Stand-alone Courses.

Each year, the Curriculum Committee hosts a presentation of Comprehensive Program Reviews. The entire campus community is invited to attend this showcase of program excellence.

## Standard II: Student Learning Programs and Services Instructional Programs

### Self Evaluation

The College meets the standard. Cañada College offers high quality instructional programs leading to a number of degrees, certificates, employment and transfer. The instructional courses and programs are systematically assessed through the annual and six-year comprehensive Program Reviews which are regularly monitored by the Curriculum Committee.

### Actionable Improvement Plans

None

**A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

### Descriptive Summary

#### ***Programs Meet the Mission***

The mission of Cañada College is to provide the community with a learning-centered environment by providing transfer, career/technical, basic skills programs, as well as lifelong learning. As described previously in II.A, the College offers a breadth and depth of programs that aim to satisfy each facet of this mission statement. The Curriculum Committee coordinates and monitors all of the College's curricular offerings, regardless of location or delivery mode, so that they uphold the California Education Code, are consistent among the divisions and colleges of the District, are understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the San Mateo County Community College District and the Mission of Cañada College. In every Course Outline of Record there is a required statement of justification to identify how a new course or a modification to an existing course is consistent with the mission of providing quality instruction to the community.

#### ***Maintaining Integrity***

The official Course Outline of Record of every course requires an examination of the course's impact on human, physical, technological resources and student support services. This requirement ensures that changes in curriculum do not compromise the College's ability to effectively provide instruction at a high level of quality. Additionally, the Course Outline

of Record must also validate and justify pre-requisites, co-requisites, and basic skills recommendations to ensure that students are adequately prepared for the course and have the best opportunity to succeed. For honors-level courses the Course Outline of Record must detail the additional coursework and rigor to justify the honors designation. Finally, courses seeking hybrid or online/distance education classification must demonstrate that the content offered online is equivalent to that offered in traditional face-to-face courses, that human and technological resources are adequate, that regular student-instructor interaction is sufficient, and that evaluation methods are sufficient and secure. These requirements ensure that all courses, regardless of location or means of delivery, meet the college's highest standards and maintain the institution's integrity and reputation.

Beyond the basic Course Outline of Record requirements, an additional level of quality control is provided by the requirement that all courses and programs have Student Learning Outcomes, Program Learning Outcomes, and tie into the Institutional Learning Outcomes. These learning outcomes are reviewed and assessed annually in Program Review. Assessment of learning outcomes, various student success metrics, and other pertinent data are analyzed to ensure effectiveness and currency of programs, to identify trends and promote adjustments and action plans. This careful analysis also becomes the basis for hiring, facility, and equipment requests. Thus the College annually ensures that human and physical resources are sufficient to effectively support instruction.

Every six years all programs undergo a Comprehensive Program Review. This analysis is instrumental in the adjustment, development or eventual discontinuation of a program.

### Self Evaluation

The College meets the standard. All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

### Actionable Improvement Plans

None

## Standard II: Student Learning Programs and Services Instructional Programs

**A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

### **Descriptive Summary**

#### ***Identifying Educational Needs through Research***

The Office of Planning, Research and Student Success provides external scans showing the distribution of racial and ethnic groups, as well as scans showing the distribution of median earnings for area residents in order to gain an understanding of trends that might drive enrollment. Then, internal scans, including ARCC data, rolling five year data packets with enrollment patterns and course offerings, department efficiencies, student performance profiles, student enrollment status profiles, student goal orientations, student demographics for ethnicity, gender and age, and student education attainment level are used for planning at the course and program level during annual Program Review or in the Program Improvement and Viability process that determines whether a program will be discontinued. These and other long-term data are used at the division- and college-level to determine scheduling and hiring priorities and in master planning cycles. Workforce development specialists use Labor Market Statistics, reports from Economic Modeling Specialists, Inc., environmental scans from the Centers of Excellence, and industry and trade associations to help identify emerging trends and plan future endeavors.

#### ***Meeting Educational Needs***

As described previously in II.A, the College offers a breadth and depth of educational programs that meet the needs of our community. Our 55 associate's degree programs, 35 certificate programs, 7 AA-T and AS-T degrees, and Honors Transfer Program meet the needs of students seeking career/technical training and/or transfer to a four-year institution. Our University Center provides the opportunity for students to earn a bachelor's degree from a partner four-year institution without leaving Cañada College. Middle College provides the opportunity for approximately 90 junior and senior year high school students to complete their requirements for high

school graduation while enrolled in college courses. A breadth of basic skills courses offered on-campus and Community Based English Tutoring offered off-campus create bridges for students to enter certificate and degree programs or to directly enter the workforce. Community Education classes, offered in conjunction with our sister colleges, meet the needs of lifelong learners. The College for Working Adults enables students to earn an Associate's degree in three years while continuing to work full-time. The Center for Entrepreneurial Opportunities offers courses and workshops for independent and small business owners.

The College aggressively seeks out external grant funding in order to create innovative pilot projects to meet even more-specialized needs within its community. By relying on solid research, persuasive data, and the expertise of Cañada faculty and staff, the College has found significant success in obtaining grant awards. These programs serve women, low-income students, ethnically underrepresented students and veterans, among others. Many of these grant-funded programs are focused in the fields of Science, Technology, Engineering and Mathematics.

#### ***Data-Driven Assessment***

Assessment at the student level begins during the matriculation process. Degree-oriented students must take a placement test in math, English, reading, and English as a Second Language. Counselors use test results and various academic and career assessment data to assist students in selecting the appropriate academic pathway. Data are collected throughout the matriculation process along with student success data obtained from support services such as EOPS, CARE, CalWORKs and TRiO, and then are presented to the college via the Instructional and Student Services Planning Councils and are used to ensure that institutional planning and goals are meeting the needs of students.

Assessment at the program level involves both the analysis of course level Student Learning Outcomes and Program Learning Outcomes. These, along with traditional metrics of student success, help to drive annual Program Review and lead to program improvement. For example, the English as a Second Language department reviewed data, which indicated that students who were enrolled in other classes simultaneously with their English as a Second Language coursework experienced higher success and persisted at higher rates. In response, the core curriculum was revised and restructured to reduce a full-load in English as a Second Language from 16 to 10 units.

## Standard II: Student Learning Programs and Services Instructional Programs

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Doing so enabled students to take non-ESL courses concurrently with their English as a Second Language program. Pathways were developed pairing English as a Second Language courses with CBOT and mathematics courses.

### **Self Evaluation**

The College meets the standard. Cañada College does an excellent job of identifying student needs and offering them a variety of programs consistent with these needs. Through the Office of Research, Planning, and Student Success, the College is provided with a tremendous amount of data about the campus and the community. Annual and comprehensive program reviews with Student Learning Outcomes, data packets, and trend analysis ensure that successful student outcomes drive program improvement.

Surveys also provide valuable information about how well we are meeting our students' needs. One indicator of success is a high level of student satisfaction. According to the Spring 2010 Noel-Levitz survey, Cañada students reported satisfaction higher than the national average on 61 of 70 items in the survey. When asked if Cañada College has met your expectations, the average for Cañada was 5.31 on a 7-point Likert Scale compared to 4.79 for the nation. Fully 25% of our students gave a maximal score of 7, compared to 14% for the nation. The significance of this result is underscored when one considers that Cañada students were found to be more demanding and have higher expectations than the national average in every one of the survey topics. When asked if, "all in all, you had to do it over, would you enroll here again," Cañada's average was 6.26 compared to 5.72 for the nation. 58% of our students gave a maximal score of 7 (definitely yes) compared to 38% for the nation.

### **Actionable Improvement Plans**

None

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**A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

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### **Descriptive Summary**

#### ***Using delivery systems to provide instruction***

Most courses at the college are taught in the lecture/discussion/peer group mode, or lecture accompanied by laboratory. A significant percentage of courses are taught fully online (31 courses in Fall 2012), hybrid with more than 51% of contact hours online (8 courses), or web-assisted with less than 51% of contact online (27 courses). A smaller percentage of courses are offered in field experience, work experience, open-entry/open-exit, short term, late start, evening, weekend, and self-paced courses.

The college's primary platform for delivering web-assisted, hybrid and online courses is the Moodle platform, locally branded as WebAccess. Providing online lectures is accomplished through iTunesU and CCC Confer. Some instructors use these videoconferencing and podcasting platforms to provide a dual-delivery approach to instruction –offering face-to-face lectures concurrent with online feeds – or as the sole means of accessing lecture content. A controlled study of the use of CCC Confer in engineering courses showed an increase in student retention and success in the dual-delivery courses. The study also showed that online lecture archives lead to learning gains and a better overall learning experience for students.

#### ***Assuring appropriate modes of instruction***

The College relies on the expertise of its faculty to determine whether a particular mode of instruction is appropriate for a given course. The Curriculum Committee evaluates and approves the methods of instruction for every course that is offered by the college. The Course Outline of Record requires the selection of at least one of the following modes of instruction: lecture, lab, field experience, work experience, online, and telecourse. For online courses, the College further discriminates between web-assisted courses, with less than 50% online, hybrid courses, with more than 51% online, and fully online courses. The Curriculum Committee examines whether the method of instruction is compatible with the course objectives and content. All hybrid and online courses are required to have an approved

## Standard II: Student Learning Programs and Services Instructional Programs

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Distance Education Supplement and Distance Education Course Outline to ensure that the unique challenges of using technology have been considered and that there will be regular, consistent communication with students. Through these forms the department must demonstrate that the course content that is offered online is equivalent to that offered in traditional face-to-face settings, that human and technological resources are adequate, that regular student-instructor interaction is sufficient, and that evaluation methods are sufficient and secure.

The [Distance Education Handbook](#) guides faculty in the development of online courses. The handbook explains how to develop online courses, to teach online and to design appropriate assessments. Additionally, the following resources ensure that online courses meet state requirements, meet the college's high standards, and are an appropriate mode of instruction for the course objectives: [Rubric for Online Instruction](#), [Regular and Effective Contact Guidelines](#), [Distance Education Accessibility Guidelines](#).

The College has also included the work of an Instructional Designer in order to help facilitate any faculty who wish to use any of these online resources. the Instructional Designer continues to educate faculty on various methods and pedagogy regarding online and hybrid courses, thus allowing faculty to enhance their courses with the latest technology and theory. This is further demonstrated in Illustration II.A.1.b below.

### **Self Evaluation**

The College meets the standard. Cañada College uses a variety of delivery systems and modes of instruction that are compatible with the objectives of the curriculum. Compatibility is determined by faculty judgment and through review by the Curriculum Committee. The Curriculum Committee approval process is effective and sufficient to ensure courses are taught in an appropriate mode of instruction.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

### Illustration II.A.1.B—Utilizing delivery systems to meet the needs of students

#### Support for online instruction

Step 1: Hiring of an Adjunct Instructional Designer in Spring 2011 to work with faculty on:

- instructional materials for distance learning
- one-on-one trainings with WebAccess (Moodle) and other media technologies, via CIETL

Step 2: Offering numerous workshops, via CIETL, including:

- Learning theory—differences between face-to-face and
- Best practices
- Hybrid and Online learning environments
- WebAccess (Moodle), including how to use Moodle in all types of classroom settings

Step 3: Supporting distance education through a variety of web services district-wide:

- WebACCESS Support Center - Online vehicle for faculty to house course materials, power points, quizzes, etc. for student use.
- WebSMART Support Center - Student Web Registration, Account Information, Appointment & Academic Record System. Additionally, faculty can send email to their entire class or selected students via WebSmart.
- my.SMCCCD Email Support Center – All Cañada students are provided with a student email address when they register (WebSmart Support Center:). The CCSSE indicated that 69% of students used email to communicate with their professors.
- CCC Confer allows communication and collaboration, using the latest Web conferencing technology, for all staff, faculty and administrators in the California Community Colleges system. It is ADA and Section 508 accessible. (CCC website)

## Standard II: Student Learning Programs and Services Instructional Programs

**A. I. c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

### **Descriptive Summary**

#### ***Identifying Student Learning Outcomes***

Faculty have identified Student Learning Outcomes for all of the college's courses. Over 98% of these courses have established assessment plans. Student Learning Outcomes are listed on the Course Outline of Record, course syllabus, and in TracDat, a database repository for tracking improvements that result from Student Learning Outcome assessment. Program Learning Outcomes are identified for all of the college's 42 academic programs offering degrees and/or certificates. Program Learning Outcomes are listed in the college catalog, program pages on the college website, and in TracDat. All programs have assessment plans. There are six student services programs, each having established Program Learning Outcomes and assessment plans. The College has four General Education Learning Outcomes that have been adopted as the Institutional Learning Outcomes.

#### ***Assessing Student Learning Outcomes***

The institutional planning process at Cañada College integrates Student Learning Outcomes assessments with Annual Program Plan for academic, student support programs, and administrative services. The integration of Program Review and planning is described in the college's [Participatory Governance Manual](#) as well as the [Annual Plan and Program Review forms](#). Student Learning Outcomes and assessment plans are in place for all courses, programs, certificates and degrees, student support services, and administrative services. Each Student Learning Outcome is assessed at least once every four years, a minimum standard for assessment determined by the Student Learning Outcome Advisory Committee. Results of Student Learning Outcome assessment are recorded in TracDat, which allows for retrieval of information at both detailed and summary levels. These reports become part of the Annual Program Plans which are the basis for planning and resource allocation across the college.

Course Student Learning Outcomes are aligned with academic Program Learning Outcomes. This allows for curriculum mapping and indirect assessment of

program outcomes, based on course results. Program Learning Outcomes and their assessment plans have been in place for all student services and administrative programs for a number of years; complete cycles of assessment have occurred. Assessment plans for instructional Program Learning Outcomes were fully in place for all programs by Fall 2012, and direct and indirect assessments will occur in Spring 2013. Programs are planning on using exit exams, final project or capstone courses, student portfolios, or exit interviews as methods of assessment. Prior to this time, programs were annually evaluated by examination of various student success metrics. Faculty from many programs have expressed interest in using student-created ePortfolios as a means of direct assessment. Many faculty view student ePortfolios as a valid way of assessing Program Learning Outcomes, as well as being a valuable learning tool for students. This interest provided the impetus for the District to sponsor a speaker experienced with ePortfolios, to present at the district-wide Fall 2012 Opening Day. Five departments at Cañada College have piloted the use of student ePortfolios on a small scale. Efforts are now underway to develop the tools necessary for effective implementation of ePortfolios campus-wide.

The College's four Institutional Learning Outcomes were initially adopted in 2007 and then revised in Spring 2012. Course Student Learning Outcomes and Program Learning Outcomes are aligned with the Institutional Learning Outcomes through TracDat providing an opportunity for indirect assessment. The College has subsequently been engaged in discussion about the best direct method of assessing the Institutional Learning Outcomes. Spring 2013 will be the first cycle of Institutional Learning Outcomes assessment using an interim direct method of assessment. The College intends to move toward general education ePortfolios as its long-term method of Institutional Learning Outcome assessment.

#### ***Using SLO Assessment Results***

Many [workshops](#) have been provided to teach faculty how to create good Student Learning Outcomes and to develop valid assessment plans. Faculty are using course Student Learning Outcome assessment results to improve curriculum and to inform their methods of instruction.

Faculty report on Student Learning Outcomes assessment and student success metrics in the Annual Program Plans. These are reviewed by the Instruction Planning Council, Student Services Planning Council

## Standard II: Student Learning Programs and Services Instructional Programs

and Administrative Planning Councils, respectively. The Planning Councils provide written feedback to the programs. Comprehensive Plans are done every six years in a staggered schedule and are presented to the entire college community under the leadership of the Curriculum Committee and critiqued in this public forum. College-wide dialogue takes place in the Planning and Budgeting Council where data are provided on a regular basis for the campus community to review and make recommendations on how we can improve.

Two examples of programs that have used data culled from Student Learning Outcome assessments to

change a course are Early Childhood Education 211 and English 386. These are demonstrated in Illustration II.A.1.c below.

### Self Evaluation

The College meets the standard. Cañada College identifies Student Learning Outcomes for courses, programs, certificates, and degrees. Student achievement is assessed for these outcomes, and the results are used to make improvements.

### Actionable Improvement Plans

None

### Illustration II.A.1.c—Using SLO results to make course improvements

ECE. 211 – Early Child Education Curriculum

- SLO on Play-based curriculum - Demonstrate a working understanding of a play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development
- Assessment method: In small groups, students will deliver a group presentation demonstrating a developmentally appropriate curriculum plan that emphasizes the value and importance of play.
- Although the criterion for success was met, faculty decided to “Consider assessing this SLO by using individual curriculum planning assignments rather than the group project – this may give us a more refined understanding of each students level of understanding.” (TracDAT)

ENGL 836 -Intro to College Composition

- SLO on Supporting arguments - Students will create an essay with ample supporting arguments; the assessment method was an essay.
- Again, the criterion was met, however “their supporting arguments for Essay 4 were much stronger than in Essay 5. This could be due to the material—a nonlinear narrative vs. a history book. Maybe teach the novel earlier, when they are less distracted.” (TracDat)

## Standard II: Student Learning Programs and Services Instructional Programs

**A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

### Descriptive Summary

The Curriculum Committee is responsible for ensuring that all courses meet the intent of Title 5 regulations and that quality is maintained. The Committee ensures that Course Outlines of Record contain all of the required elements and that the descriptive narratives for the college schedule and catalog, content outlines, and measurable objectives are integrated. The Office of Instruction provides updates on Title 5 regulations that may impact current and future curriculum plans.

The Curriculum Committee ensures all courses support department and college outcomes and goals based on the college mission. Based on the disciplines, the Course Outlines of Record are verified by the curriculum committee for quality of content and evaluation methods, which include substantial writing, non-computational problem solving, computation, or skills demonstrations on a regular basis to keep course information relevant and rigorous.

To maintain a high quality college curriculum, all courses are reviewed on a yearly basis for the Annual Program Plan and are evaluated using the same criteria as newly proposed courses. The Course Outlines of Record are used by evaluators for faculty evaluations based on the contract guidelines.

Curriculum Committee members receive regular training on Title 5 regulations, including the stand-alone-course training, and they rely upon the guidance provided by the Curriculum Committee Handbook.

New courses, and those being updated, are modified based on these regulations. The College offers collegiate and developmental courses and programs, as well as study abroad and short-term training. Faculty rely on the same Course Outlines of Record, course objectives, Student Learning Outcomes, and course expectations regardless of the method or location of instruction.

Based on Title 5 Section 55206 Separate Course Approval regulations on Distance Education, courses intended for electronic or other modes of distance delivery must undergo a separate course approval process. Faculty submit a Distance Learning Addendum to the curriculum committee for review and approval. The College's Instructional Designer and Distance Education Coordinators support faculty teaching hybrid and online courses. They provide training in learning theory and best practices in online teaching and learning to ensure the quality of our online courses. Additionally, the district provides [Structured Training for Online Teaching](#) for faculty teaching hybrid or online courses. This is discussed in Standard II.A.1.c above.

For all courses, Student Learning Outcomes are also presented to the curriculum committee. Discussions about Student, Program, and Institutional (GE) Learning Outcomes occur in department meetings and during FLEX days. Department-level discussions about Student Learning Outcomes have led to pedagogical and curricular adjustments.

A flowchart outlining the process of the Curriculum Committee can be seen in Illustration II.A.2 below

### Self Evaluation

The College meets the standard. Through the Curriculum Committee, there are processes in place to assure the quality of all instructional courses and programs regardless of type of credit awarded, delivery mode or location.

### Actionable Improvement Plans

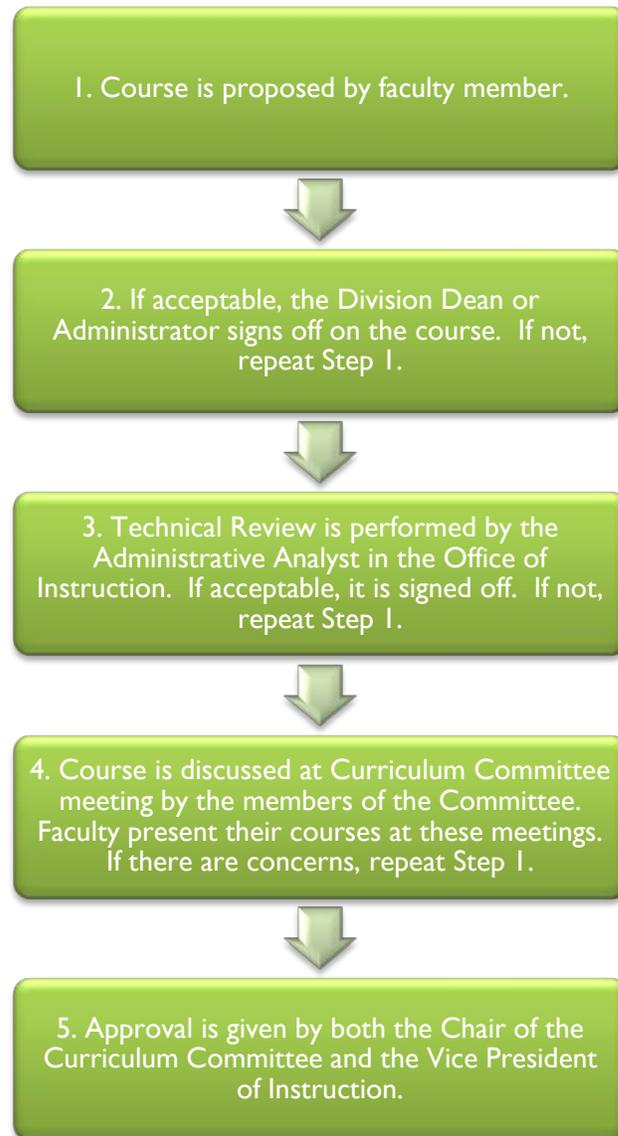
None

## Standard II: Student Learning Programs and Services Instructional Programs

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### Illustration II.A.2—Assuring quality and improvement of all courses and programs

#### Curriculum Committee Process



## Standard II: Student Learning Programs and Services Instructional Programs

**A.2.a The institution uses established procedures to design, identify, learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central of its faculty for establishing quality and improving instructional courses and programs.**

### Descriptive Summary

#### ***Established Procedures for Course Design, Delivery and Evaluation***

There are established procedures for faculty to design and propose courses and academic programs of study. The basic seven-step process is defined in section 5, “New Program Development Process,” of the Participatory Governance Manual. In short, the proposal is first reviewed by a Dean and the Vice President of Instruction. Their roles are defined in the Curriculum Committee Handbook. Then the Office of Planning, Research and Student Success along with the Business Office provide research and funding data to inform deliberations of the Curriculum Committee, Academic Senate, and Instructional Planning Council. The President’s Cabinet and the Planning and Budgeting Council provide the final review and recommendations to the President. All courses are ultimately approved by the Board of Trustees.

Faculty, in collaboration with the Curriculum Committee, consult the Curriculum Committee Handbook to create official course outlines for every course offered. These include course objectives, course content, teaching methodologies and evaluation methods. An outline of the process by which the Curriculum Committee uses is given in Illustration II.A.2 above. Since Fall 2006, the Curriculum Committee requires faculty to identify Student Learning Outcomes for each course submitted.

Degree and certificate programs are developed by discipline faculty and follow the same process outlined above. Once a degree or certificate program is approved by the College and Board of Trustees, academic deans then submit the program to the State Chancellor’s Office for approval.

#### ***Central Role of Faculty in Quality and Improvement of Courses and Programs***

According to Board Policy 2.05, the College relies upon the faculty Academic Senate Governing Council for the development and implementation of degrees

and certificates, curriculum, grading policies, standards of student success and program evaluation. This means that faculty establish courses and programs and are responsible for ensuring their continuous quality and improvement. Faculty are responsible for conducting Annual and Comprehensive Program Reviews. Based on Student Learning Outcomes, institutional data, pedagogical trends, discipline requirements, vocational and transfer requirements, faculty modify courses or propose them to be deleted or banked and propose new courses according to the Curriculum Committee processes described previously.

Cañada College has long recognized the central role of faculty in the development and implementation of Student Learning Outcomes and Assessment Cycle. As indicated in Illustration II.A.2.a below, resolutions were passed by the Academic Senate to clearly articulate the faculty role in, and support for, the Student Learning Outcome Assessment Cycle. The College has continuously provided release time for a faculty SLOAC Coordinator. Under the auspices of the Academic Senate and the Senate’s Curriculum Committee, the Coordinator formed a Student Learning Outcome Advisory Committee to guide the development of institutional, program and course level student learning outcomes. Faculty and staff use a team approach toward developing Student Learning Outcomes and their assessment plans. The primary methods for evaluating student learning are through instructor designed assessment tools. These are most often examinations, presentations, or demonstrations. Student achievement of the required elements of learning are reported through final grades at the end of the semester.

The College invests resources to provide faculty the training needed for them to assure quality of courses and programs. For the past seven years, several of the Flex days have focused on professional development through workshops on learning outcomes at all levels. Funding was allocated to support this kind of training for workshop facilitators and attendees, especially adjunct faculty. Funding is also provided to train Assessment and Student Learning Outcomes leads in all departments and divisions to use TracDat and help colleagues to complete the Student Learning Outcome Assessment Cycle.

## Standard II: Student Learning Programs and Services Instructional Programs

### Self Evaluation

The College meets the standard. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution clearly recognizes the central role of its faculty for establishing

quality and improving instructional courses and programs.

### Actionable Improvement Plans

None

### Illustration II.A.2.a—Faculty role in the Student Learning Outcome process

#### Academic Senate Governing Council Resolutions about SLOs

Canada College's Academic Senate Governing Council (ASGC) was central in the process of establishing procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate programs, and to this end, passed the following resolutions after consultation discussion with the academic senates in the two other colleges in the district Spring 2012:

RESOLUTION 1: Support of Faculty Primacy in the Development and Assessment of Student Learning Outcomes and in Their Use to Improve Student Learning and Program Effectiveness

RESOLUTION 2: Support of Publication of Student and Program Learning Outcomes

RESOLUTION 3: Opposition to the Use of Student Learning Outcome Attainment in Faculty Evaluation

RESOLUTION 4: Support for the Performance Evaluation Task Force (PETF) to Address the ACCJC Requirement Pertaining to the role of SLOAC in Faculty Evaluation

## Standard II: Student Learning Programs and Services Instructional Programs

**A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### Descriptive Summary

#### ***Identifying Competency Levels and Measurable Student Learning Outcomes***

The Curriculum Committee is the body responsible for examining all instructional program changes. Composed of faculty, staff, and administrators from a variety of disciplines and support areas, they provide different perspectives on any additions, changes, or deletions to programs. As discussed in II.A.2, all credit/non-credit courses and programs, regardless of delivery mode or location, are designed, approved and evaluated according to Title 5 guidelines and the Curriculum Committee Handbook.

As discussed in II.A.2.a, faculty are responsible for designing and updating course outlines to identify competency levels and measurable Course, Program, and Institutional Learning Outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees.

The College relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes in Career and Technical Education. Advisory committees, which include members of the local business community, assist faculty in identifying the Student Learning Outcomes and Program Learning Outcomes required for vocational programs. They help guide the curriculum based on the needs of industry and businesses that would most likely employ students completing a Career and Technical Education program. The advisory committee's role is to advise program directors on issues that affect the overall functioning of the programs including recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, and equipment needs.

Currently, Cañada has advisory boards for the following Career and Technical Education programs:

- Accounting/Business
- Chemical Laboratory Technology
- Computer Business Office Technology
- Early Childhood Ed/Child Development
- Fashion Design
- Human Services
- Interior Design
- Kinesiology
- Medical Assisting
- Multimedia
- Paralegal
- Radiologic Technology

These committees recommend changes so improvements may be made in areas like achievement, equity, and completion rates. Other college programs, such as Honors and Basic Skills, also have advisory committees that are instrumental in identifying Program Learning Outcomes and their assessments. For example, the English as a Second Language department is in the process of identifying signature assignments for each course that will be included in the program level E-Portfolio that will be used to assess the program level outcomes.

Because some departments have only one full-time faculty, and/or because the departments naturally fit together, many have grouped together for common Student Learning Outcomes and Program Learning Outcomes. Examples include the Social Science Program, which includes Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and Sociology; and the Physical Sciences Program, which includes Astronomy, Chemistry, Earth Science, and Physics.

#### ***Regularly Assessing Student Learning Outcome Progress***

Faculty also develop assessment tools that ensure comprehension of and competency in the discipline and measurable outcomes for all courses and programs. Faculty must complete the Annual Plan and Program Review, which provides for a report on the assessment of Student Learning Outcome progress. This process is outlined in Illustration II.A.2.b below.

These annual program plans are submitted to the Instructional Planning Council, which reviews and provides feedback to the program faculty. Curriculum, including Student Learning Outcomes and Program Learning Outcomes, program trends and performance,

## Standard II: Student Learning Programs and Services Instructional Programs

and action plan development for the program's needs and goals are reviewed for completeness of information, analysis and plans. Program faculty are required to address any recommendations from the Instructional Planning Council in their next Annual Plan or Comprehensive Program Review.

Faculty are responsible for designing and updating course outlines to identify competency levels and measurable Course and Program Learning Outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees. These are reviewed as part of the Annual Plan and Program Review process.

### Self Evaluation

The College meets the standard. Cañada College relies on faculty expertise and advisory committees to identify competency levels and measurable learning outcomes for courses, certificates, programs and degrees.

### Actionable Improvement Plans

None

### Illustration II.A.2.b—Regularly assessing student progress towards meeting SLOs

#### Annual Plan and Program Review Process

Analyze evidence of Program performance. Explain how other information may impact.

- Program (examples are business and employment needs, new technology, new transfer requirements)
- Tool: TracDAT folders in SLOAC sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>
- Guidelines:
  - Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
  - Summarize assessment results of Program Student Learning Outcomes.
  - Describe and summarize other data that reveals Program performance.
  - Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Action Plan

- Include details of planning as a result of reflection, analysis and interpretation of data.
- Guidelines:
  - Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
  - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
  - Identify questions that will serve as a focus of inquiry for next year.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.

## Standard II: Student Learning Programs and Services Instructional Programs

**A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

### **Descriptive Summary**

#### ***High Quality Instruction***

Instruction at Cañada College is provided by competent faculty who possess the discipline knowledge and teaching skills appropriate for their discipline. A rigorous hiring process, an extensive four-year tenure review process, and regular student and peer evaluations are all components in place to assure that faculty maintain excellence in the classroom.

All adjunct faculty meet the same standards for discipline competence as regular faculty, are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular six-semester cycle. Instruction is supported in some disciplines by instructional aides and laboratory assistants who work closely with faculty.

Innovations in Curriculum are supported on a regular basis through the President's Innovation Fund and the Trustees Fund for Program Improvement. There is also an effort to promote innovations in curriculum being led in collaboration with the Curriculum Committee, Academic Senate Governing Council, the Instructional Planning Council, and CIETL. The most current discussion has been on incorporating ePortfolios to support student learning and to provide an opportunity to assess student learning at the program and institutional level. This discussion is focused on clear evidence regarding the effectiveness of innovations like ePortfolios and plans on how to meaningfully use results for continuous improvement.

#### ***Breadth, Depth, and Rigor***

Degree and certificate programs at Cañada College conform to California Education Code requirements. They have been designed to meet the mission of the College, providing opportunities in transfer and vocational areas with the necessary support to prepare students with the basic skills they need to be successful. Degrees and certificates are designed by discipline faculty with input from local industry experts and advisors when appropriate. Course outlines are based on the College General Education Student

Learning Outcomes listed in the Educational Master Plan:

1. **Critical and Creative Thinking**: Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
2. **Communication Skills**: Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
3. **Understanding Society and Culture**: Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.
4. **Scientific and Quantitative Reasoning**: Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

The curriculum development process ensures rigor and appropriate sequencing of courses. The procedure for initiating new or revised course outlines involves a structured, documented process developed in accordance with the criteria in the Curriculum Standards Handbook and outlined in the Cañada College Curriculum Committee Handbook from the State Chancellor's Office. All courses require consultation with and sign-off by department faculty, the Division Dean, the chair of the Curriculum Committee and the Vice President of Instruction. The Curriculum Committee, comprised of faculty representatives from every division and chaired by a faculty member ensures appropriate breadth, depth, rigor, and adherence to College and state guidelines for course outlines in its review and approval process. This is also discussed in Standard II.A.2 above.

Discipline faculty in each program of study annual review degree and/or certificate requirements and recommend courses to ensure appropriate breadth, depth and rigor. In addition, some programs, like Interior Design and Radiologic Technology, have additional accrediting bodies that set standards, evaluate, and ensure that integration and synthesis of learning is achieved. Course sequencing is initiated by faculty in consultation with academic deans and approved by the Curriculum Committee. Examples are included in Illustration II.A.2.c below.

# Standard II: Student Learning Programs and Services Instructional Programs

## Illustration II.A.2.c—Programs characterized by breadth, depth and rigor

### Curriculum Committee

#### II. Membership

- In accordance with Title V Section 55002a(1), the Curriculum Committee shall be established by the mutual agreement of the college and/or district administration and the academic senate. At Canada College, the Curriculum Committee is composed of the following members, with membership limited to no more than three consecutive years:
  - Voting Members (12)
    - Chairperson, appointed for a two-year term by the Academic Senate President, who consults the members of the Curriculum Committee for nominees and submits these names and any additional nominees to the Governing Council for acceptance. (1)
    - Two faculty members from each of the three academic divisions and two from counseling chosen by the divisions in such a manner as deemed appropriate (8)
    - One representative from the Library (1)
    - One Graduation Evaluator from Admissions & Records Office (1)
    - One student representative (1)
  - Non-voting ex-officio member (1)
    - Vice President of Instruction
- A quorum will exist if a **minimum of six voting members**, including the chairperson, are present.

#### III. 4. Role of the Curriculum Committee members

- Read all outlines and other agenda items prior to each Curriculum Committee meeting.
- Attend all Curriculum Committee meetings; inform the Chair in advance of any absences.
- Recommend actions

#### **Sequencing, Time to Completion and Synthesis of Learning**

Appropriate sequencing is addressed through the process in which faculty within a program, in consultation with the Division Dean, discuss student needs with regard to appropriate numbers of sections of basic skills, workforce, general education, and transfer courses. The emphasis of this review is on

appropriate sequencing of courses to ensure that students can matriculate through the institution with an appropriate time to completion.

While faculty and coordinators make preliminary determination of the schedule with sensitivity to breadth and depth, the Vice President of Instruction and the deans work to ensure that resources are budgeted appropriately. This process ensures that full-

## Standard II: Student Learning Programs and Services Instructional Programs

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time faculty are given appropriate teaching loads and that part-time faculty are allocated loads in accordance with the needed schedule.

The Course Outline of Record for each course is available on the Curriculum Committee website for faculty teaching those courses and is used during faculty evaluations based on the contract guidelines. Faculties teaching the courses for the first time are advised to meet with mentor faculty to assist in course expectations.

For new full-time and adjunct faculty orientations are offered twice yearly, in summer and spring, through CIETL in order to prepare faculty regarding the policies around curriculum creation and delivery, assessment, student services, and other key elements to support the academic breadth and depth required for student success.

CIETL and the Professional Development Committee work together to provide faculty with opportunities to ensure high quality instruction and enhance the breadth and depth of their understanding of their discipline as well as a wide variety of teaching pedagogies. A large number of Flex workshops, focused inquiry groups, and other informational presentations have been devoted to quality of instruction and alternate learning strategies. This is discussed in greater detail in Standard III.A.5 below.

Representatives in the Counseling Department, the Transfer Center, Disability Resource Center and EOPS assist students with course sequencing through detailed educational plans. DegreeWorks, a web-based tool, assists students and counselors monitor progress toward degree and certificate completion.

### **Self Evaluation**

The College meets the standard. Faculty, coordinators and deans review information from the Office of Planning, Research and Student Success regarding student course-taking needs and behaviors for the Annual Plan and Program Review.

Through regular department meetings, academic programs routinely revisit the breadth, depth and rigor of their offerings and the Faculty Senate assigns the Curriculum Committee the institutional lead to ensure that all courses demonstrate breadth appropriate topic coverage, methods of instruction, infusion of critical thinking and currency of educational materials. A strong productive partnership between instruction and

Student Services helps ensure high quality instruction, successful matriculation, and transfer.

Students definitively perceive the College's courses as rigorous and of high quality. In the 2012 CCSSE student satisfaction survey, the overwhelming majority of students (61%) report that they often, "worked harder than you thought you could to meet an instructor's standards or expectations." Including those survey participants who reported "sometimes" doing so, the number of respondents raises to 91%. On a related question, 84% of respondents reported that the college "[encourages] you to spend significant amounts of time studying." 73% report that their coursework frequently requires "synthesizing and organizing ideas, information and experiences in new ways."

Every year, sufficient numbers of courses and sections are offered to meet student certificate or degree goals. In addition, many academic programs participate in state and national organizations which keep them current on curricular changes. The vocational programs at the institution meet or exceed the accreditation requirements of external entities.

### **Actionable Improvement Plans**

None

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### **A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

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### **Descriptive Summary**

#### ***Delivery modes address student needs***

Cañada College faculty recognize that our students have diverse family and work responsibilities that impact their ability to enroll in courses, to persist and succeed in these courses, and to achieve their goals. Consequently the faculty, staff and administration of the College strive to provide a diverse schedule of course offerings using a variety of delivery modes including traditional face-to-face on-campus courses, field experience, work experience, web-assisted courses (less than 51% online), hybrid courses (more than 51% online), fully online courses, accelerated courses, open-entry/open-exit, short term, late start, evening, weekend, and self-paced courses. As described previously in Standard IIA1b, the College relies on its faculty and Curriculum Committee to ensure that the delivery mode is appropriate to the

## Standard II: Student Learning Programs and Services Instructional Programs

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course content and objectives. By providing educational opportunities in such a wide array of formats and schedules, the College hopes to minimize potential barriers to education.

### ***Teaching methodologies reflect student needs and learning styles***

The overall teaching methodology for a course (lecture, lab, online, field experience, work experience, telecourse) is identified in the Course Outline of Record, which is reviewed and approved by the Curriculum Committee. Within this overall framework, faculty utilize daily a variety of teaching methods to engage students and facilitate learning. Faculty recognize that students have different levels of academic preparation and learning styles both of which influence their ability to succeed in a course. Consequently faculty use multiple methods of teaching including groups and peer-instruction, case study, problem-based learning, discussion and debate, self-paced activity, individualized instruction, collaborative projects, technology-based instruction, presentations, and learning communities. The College provides faculty with a variety of technology solutions to support student learning such as:

- Computerized instructional support software and tutorials specific to a discipline;
- Audience response technology ('clickers') for immediate student response and instructor feedback;
- Assistive software, such as Kurzweil and Dragon NaturallySpeaking, that addresses the needs of those who are visual, auditory, or tactile learners;
- A course management system (Moodle, branded locally as WebAccess) for distant and face-to-face instruction, which includes email contact, online discussion boards, quizzing, interactive lesson creation, and the ability for students to submit assignments;
- Smart classrooms;
- CCC Confer to provide learning at a distance;
- Podcasting, which enables re-listening to lecture.

Assessment of teaching methods occurs individually through the instructor's own reflection and assessment of Student Learning Outcomes, and at the departmental level through student evaluations of faculty and through faculty peer-evaluations. When instructors are evaluated, the peer-evaluator observes the delivery methods used and comments on their effectiveness. If an ineffective method is observed the evaluator discusses the methodology with the

instructor and together they develop a more effective approach. The College's Instructional Designer also provides training for faculty in learning theory, best practices in curriculum design, and technology tools; this was discussed in more detail previous in Standard II.A.1.b. Additionally, CIETL provides a framework for collegial peer-groups pursuing questions of inquiry into teaching methodologies; this is discussed in more detail in Standard III.A.5 below.

### **Self Evaluation**

The College meets the standard. The faculty of Cañada College use varied delivery modes and dynamic methods of instruction to meet the needs and learning styles of its diverse student population. Student diversity and learning methodologies is a common agenda item in meetings of CIETL, Professional Development, and Basic Skills Committee, to name a few. The continual dialogue is a means by which faculty share best practices and develop creative and effective teaching methodologies to better meet the needs of all students.

### **Actionable Improvement Plans**

None

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### **A.2.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.**

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### **Descriptive Summary**

#### ***Systematic Review of Relevancy and Appropriateness***

All courses and programs are systematically evaluated on an annual and six-year comprehensive review cycle known collectively as Program Review. Faculty in a program examine the program's mission and vision in light of the College's mission and vision as defined by the Educational Master Plan. The program's mission and vision must explicitly align with that of the College. For programs that are no longer aligned with the College's mission and vision, a Program Improvement and Viability process is used to determine whether the program can be modified or should be discontinued.

The Office of Planning, Research, and Student Success annually provides data packets from the college Dashboard to be considered in Program Review.

## Standard II: Student Learning Programs and Services Instructional Programs

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Faculty are asked to consider trends in the enrollment status, goals and demographics of the students enrolled in the program. Insights from this analysis may help determine whether the program is relevant to and meeting the needs of the student populations served by the college's mission. The Student Equity Plan also provides insights into this question of relevance.

The Program Review evaluation asks faculty to consider how changes in business, community and employment needs, changes in technology, and changes in transfer requirements could affect the program's relevance and appropriateness. Such forward-looking evaluation is critical to the ability of a program to grow and adapt to the changing needs of our society.

Curricular offerings and patterns of these offerings are also examined in Program Review. Faculty take this opportunity to verify that courses in a program are still relevant and that all appropriate courses are offered. This analysis may yield findings that certain courses need to be banked or updated, or that new courses need to be developed to address changes in the field of study.

Ultimately, the Curriculum Committee examines the annual or comprehensive program plans and verifies the appropriateness and relevance of the program and its courses.

### **Systematic Review of Achievement of Student Learning Outcomes**

Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate. Achievement of student learning and program effectiveness is measured in Program Review through two modalities: analysis of student performance metrics, and assessment of Student Learning Outcomes and Program Learning Outcomes.

The data packets that the Office of Planning, Research and Student Success provide include five-year trend data in enrollment and course offerings, departmental efficiency, and student performance metrics. These trends help faculty examine the effectiveness of their program in serving students and supporting their success. The analysis often brings to light new questions of inquiry related to developing strategic interventions to raise student success.

In both the Annual Program Plan and Comprehensive Program Reviews that faculty are asked to demonstrate that course Student Learning Outcomes are being assessed and the results are used to improve teaching and learning. Faculty also explain how their program assessment plan measures the quality and success of the program and they describe the results and action plans deriving from that assessment.

The English as a Second Language Program is an example of using data to restructure the program. The details can be seen in Illustration II.A.2.e below.

### **Systematic Review for Currency and Future Needs**

The Program Review evaluation is used to confirm the currency of all Course Outlines of Record associated with the program. Out-of-date courses are identified and new curricular offerings are included in action plans. As described above, considerations of future changes in the field of study or in community needs are included in the analysis, forming the basis of the program's action plans. Advisory boards for career technical education programs serve a vital role in assuring that these programs are current and proactive in responding to professional and community needs.

Faculty use the annual program plan to identify needs for additional faculty or staff, needs for professional development, instructional and facilities needs, and research support needs from the Office of Planning, Research and Student Success. These requests are routed to and reviewed by the Planning Councils.

### **Self Evaluation**

The College meets the standard. Cañada has implemented a systematic process of Program Review for assessing the relevance, appropriateness, achievement of student learning, and currency and future needs of its courses and programs. Student Learning Outcomes at the program level in general education, transfer, career/technical areas are evaluated annually through Program Review. For career technical programs, advisory boards are an important part of the evaluation and review process.

The College has completed many cycles of Program Review, assessing and modifying the analysis in order to improve effectiveness of the process and usefulness of the outcomes. The College does this continuously.

### **Actionable Improvement Plans**

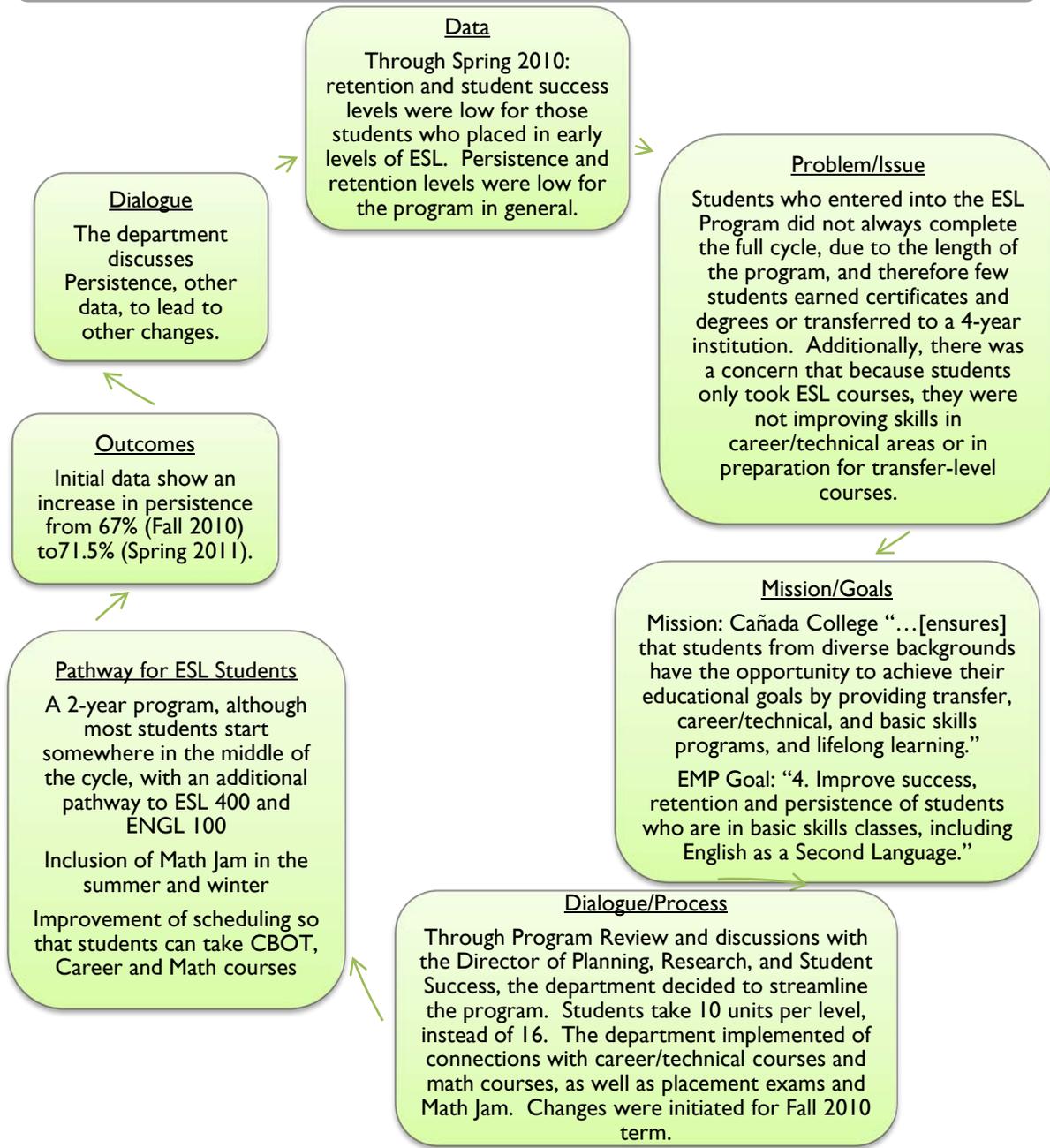
None

## Standard II: Student Learning Programs and Services Instructional Programs

### Illustration II.A.2.e—SLO and Program Review data leading to Program changes

#### English as a Second Language

Question: How can Cañada College improve the ESL program so that students complete the program efficiently and improve their skills in career/tech and math courses?



## Standard II: Student Learning Programs and Services Instructional Programs

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**A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

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### Descriptive Summary

The institutional planning process at the college integrates Student Learning Outcome assessments and these assessments impact program review for academic and student support programs. The integration of these is described in the college's Participatory Governance Manual as well as the Annual Plan and Program Review forms as described previously in Standard II.A.2.e.

The results of Program Review are evaluated and discussed by the Instructional, Student Services, and Administrative Planning Councils. These planning bodies provide extensive feedback to the programs for their improvement and the councils use the information within the program reviews in their planning processes and decisions. Program requests for additional faculty and staff are used when the Planning Councils compile the list of positions to consider for the annual hiring prioritization cycle. The content of the Program Review weighs greatly in determining the priority of the position request. In a similar fashion, program requests for equipment and facilities are routed to the appropriate college committees that fund these requests as well as to the appropriate Planning and Budgeting Council workgroups to synthesize into the Technology and Facilities Master Plans. Consideration of the program's performance and student learning outcomes assessments can influence the priority that is assigned to these program requests.

The results of Program Review inter-relate with other institutional planning processes such as the Educational Master Plan, Strategic Plan, and Student Equity Plan. In the case of the last, as specific opportunities for improvement are identified within the Student Equity Plan, the Planning and Budgeting Council can recommend that changes be made to the program review data packets and guiding questions so that outcomes of interventions can be identified and tracked, not only at the college level, but down to the Program and Student Learning Outcome level as well.

### Self Evaluation

The college meets the standard. According to the rubric for Institutional Effectiveness in Student Learning Outcomes, Cañada College meets the level of Proficiency. Assessment activities are integrated into the culture of the College, both for instructional and non-instructional programs. Planning processes at all levels require evidence of effectiveness and impact, both from Student Learning Outcome and Program Learning Outcome assessment results, as well as other sources often provided by our Office of Planning, Research and Student Success.

Although the College has only recently begun directly assessing Program Learning Outcomes, the initial results and process have proved successful.

### Actionable Improvement Plans

None

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**A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

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### Descriptive Summary

The College has no programs that require common course or program exams.

### Self Evaluation

Not applicable.

### Actionable Improvement Plans

None

## Standard II: Student Learning Programs and Services Instructional Programs

**A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### Descriptive Summary

#### ***Awarding Credit Based on SLO Achievement***

All credit-bearing courses offered by the college, “provide for a measurement of student performance based on stated course objectives and uniform grading standards” in accordance with Board of Trustees [Policy 6.12](#). Since student performance is evaluated against the course objectives, the Curriculum Committee ensures that each Course Outline of Record clearly states the course objectives and method of grading. This Course Outline of Record is the standard for every section taught regardless of location or mode of delivery. In this way the awarding of credit is consistent across all sections of a course.

Student Learning Outcomes are also required on the Course Outline of Record. Faculty develop Student Learning Outcomes based upon the measurable course objectives. Students’ grades in the course are based upon their successful meeting of the course objectives thusly the meeting of the course Student Learning Outcomes. Assessment of course Student Learning Outcomes is one means by which faculty determine how effectively students master the course objectives.

This system can be seen in is BIOL 250: Human Anatomy. An outline of the process and assessment can be found in Illustration II.A.2.h below.

### ***Units of Credit Consistent with Institutional Policies***

Credit is attached to courses that meet the criteria for such courses established in the Board of Trustees [Policy 6.12](#) Definition of Credit Courses. According to the [Curriculum Committee Handbook](#), the amount of credit associated with a course is based upon the Carnegie Unit Standard. This standard defines one semester unit of credit equal to three hours per week of work in a semester consisting of at least 16 weeks in duration. Title 5 section 55002 defines credits in the same manner. Table 3 assists faculty in determining the type and amount of units to award a course:

**Table 3—Carnegie Unit Standard**

Method of Instruction	
Lecture*	1 unit = 16 Semester hours (minimum)
Lab	1 unit = 48 Semester hours (minimum)
TBA lab hours	Refer to Curriculum Handbook
Homework	2 x total lecture hours
*Homework hours = 2 times lecture hours MINUS by arrangement hours.	

### **Self Evaluation**

The College meets the standard. Cañada College awards credit based on student achievement of the courses’ stated learning outcomes and units of credit awarded are consistent with norms and equivalencies appropriate for higher education courses.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

### Illustration II.A.2.h—Awarding credit based on student achievement of SLOs

#### Biology 250: Human Anatomy

Student Learning  
Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

Describe the anatomical changes that occur throughout the human lifespan.

Describe the gross and microscopic anatomical features of human organ systems.

Develop respect and appreciation for the gift of human cadavers; explain and defend their use in anatomy education.

Develop respect and appreciation for the gift of human cadavers; explain and defend their use in anatomy education.

Recall and identify anatomical structures from images, models, specimens and human cadavers.

Explain how the shape and composition of anatomical structures determine their function.

Develop and apply practicable analytical skills and study habits consistent with success in college science courses.

Deconstruct anatomical terminology using knowledge of Greek and Latin roots, prefixes and suffixes.

Specific Instructional  
Objectives

Upon successful completion of this course, a student will be able to:

Describe the gross and microscopic anatomical features of human organ systems.

Explain how the shape and composition of anatomical structures determine their function.

Describe the anatomical changes that occur throughout the human lifespan.

Recall and identify anatomical structures from images, models, specimens and human cadavers.

To successfully pass a course, students must demonstrate competence of the subject matter that is listed in the SLOs and course objectives. Course objectives and SLOs are used in the development of the course syllabus and help students understand the grading policies.

## Standard II: Student Learning Programs and Services Instructional Programs

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### **A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

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#### **Descriptive Summary**

Upon the recommendation and justification of discipline faculty, the Curriculum Committee and Board of Trustees approve all degree programs for general education and career technical education programs, and certificates for career technical education programs. Board of Trustees [Policy 6.11](#), Requirements for Degrees and Certificates, states that degrees are awarded to, "those students who have completed the subject requirement for graduation and who have maintained a 2.0 grade point average in subjects attempted." Certificates of Achievement are awarded, "upon successful completion of courses of study or curriculum." These policies emphasize the requirement of completion of a program of study. Board [Policy 6.10](#), Philosophy and Criteria for Associate Degree and General Education, adds the criteria of performance and student development of measurable outcomes. The policy states that,

An Associate Degree represents more than an accumulation of units. It is awarded to a student who successfully completes learning experiences designed to develop specific abilities and insights as well as to prepare for transfer and employment.

Therefore, successful completion of a program of study requires students to successfully pass all courses in the program in addition to having developed specific knowledge, skills and abilities in the process. These

acquired traits are defined by the Program Learning Outcomes. Every degree and certificate program offered by the college has Program Learning Outcomes printed in the college catalog and on the program homepage on the college website.

Faculty have developed the Program Learning Outcomes based upon the Student Learning Outcomes of the courses required by the program. Course Student Learning Outcomes are integrated into or aligned with Program Learning Outcomes and General Education and Institutional Learning Outcomes. Since students' grades in their courses are based upon their success in meeting course objectives and learning outcomes, and since all the courses in the program contribute to the mastery of the Program Learning Outcomes, students who successfully complete all of the requisite courses in a program will likewise have achieved the program learning outcomes. Degrees and certificates are awarded to these students.

Illustration IIA2i provides two examples of how course Student Learning Outcomes are aligned with program and degree learning outcomes.

#### **Self Evaluation**

The College meets the standard. Cañada College awards degrees and certificates based on student completion of courses and attainment of abilities and insights embodied in the Program and General Education and Institutional Learning Outcomes.

#### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

### Illustration II.A.2.i—Degrees and certificates are awarded based on student achievement of SLOs

#### For an Engineering degree:

- ENGR 100 states: “Formulate and perform elementary engineering calculations to aid the selection of the best design for a simple device.”
- ENGR 210 states: “Apply the engineering design process to develop original solutions to engineering problems.”
- ENGR 260 states: “Evaluate different circuit’s analysis techniques and choose an appropriate technique for a particular circuit.”
- These align with the PLO “Develop a design or system given a set of requirements and specifications.”
- This, in turn, aligns with the ILO #4 Scientific & Quantitative Reasoning “Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.”

#### For a Fashion Design certificate:

- FASH 118 SLO 3 states: “Students will draft an original pattern of their choice, and then construct the pattern in appropriate fabric and present it on the dress form for the class final.”
- FASH 225 SLO 1 states: “Students will be able to compare the advantages and disadvantages of various stitch types, seams and edge treatments used in the apparel industry, and evaluate their differences in terms of price points and quality in the final garment.”
- These align with the PLO “Develop competitive industry standard skills in the respective fields.”
- This, in turn, aligns with the ILOs #1. Critical & Creative Thinking “Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression,” and #2. Communication Skills “Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.”

## Standard II: Student Learning Programs and Services Instructional Programs

**A.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.**

### Descriptive Summary

#### **General Education Philosophy**

The College's Philosophy of General Education is as follows:

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.

The annual College Catalog, available to the community in print and electronic formats, states the College's general education philosophy and the general education requirements for the associate degree. The Title 5 Section 55805 statement on the role of General Education is included in the 'Academic Requirements: Associate in Arts Degree and Associates in Science Degree' section of the catalog. The 'Graduation Requirements' section provides additional explanation of the difference between General Education and more specialized education and states Student Learning Outcomes of the General Education program.

The College's General Education philosophy is further elaborated upon in the Curriculum Committee's statement on General Education at Cañada College. This addendum to the Curriculum Handbook declares that the General Education program supports the College's mission in the following goals:

- To encourage exploration of the academic disciplines including liberal arts, sciences, mathematics, and social sciences;
- To understand and appreciate different points of view within a diverse community;
- To cultivate the ability to think critically and creatively, communicate effectively, and reason quantitatively to make analytical judgments ; and,
- To cultivate habits essential to lifelong learners

#### **Requiring General Education in Degree Programs**

Cañada College requires all academic and vocational degree programs to include general education. Students must complete at least 19 semester units in five specific areas of General Education study in order to earn an Associate degree. To provide clarity, the General Education requirements in the College Catalog are formatted into tables with three different options:

- GE requirements for an AA/AS degree without an option to transfer,
- GE requirements for transfer to a CSU; and,
- GE requirements for transfer to a CSU or UC

The College augments the General Education requirements with an additional graduation requirement that students complete 3 units in Ethnic Studies. The goal of this requirement is for students to "see themselves and others in the mutually supportive relationship basic to the survival and prosperity of all of us (catalog)."

#### **Determining Appropriateness of General Education Courses**

Faculty members design and develop course proposals which include the course outline of record, course objectives, Student Learning Outcomes, methods of instruction, evaluation, exemplar assignments, and suggested texts. Each course proposed through the Curriculum Committee to fulfill an area of the College's A.A./A.S. General Education requirement is reviewed by the General Education Sub-committee, which is charged to:

- Review curriculum brought to the College Curriculum Committee seeking approval as a general education course;
- Encourage and support the development of courses that support the general education program; and,
- Review general education requirements and make recommendations to the College Curriculum Committee.

## Standard II: Student Learning Programs and Services Instructional Programs

The General Education Subcommittee considers each course proposal in light of the General Education philosophy statement, [criteria for inclusion](#), and General Education Learning Outcomes. Specific criteria and questions for reviewers to consider are identified for each of Areas A-E. Based upon these criteria, the

stated learning outcomes for each course proposal, and on faculty expertise, the committee recommends which courses should be included in the general education curriculum.

Cañada College's General Education Learning Outcomes can be seen in Illustration II.A.3 below.

### Illustration II.A.3—Cañada College General Education Learning Outcomes

**Critical & Creative Thinking:** Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

• Sample Demonstration of Outcome:  
Demonstrate ability to analyze, synthesize, and evaluate ideas  
Demonstrate ability to read, write, and think about texts in a reflective manner  
Demonstrate ability to apply creative thinking to problem solving  
Ability to generate and explore new questions

**Communication Skills:**  
Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.

• Sample Demonstration of Outcome:  
Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats  
Comprehend, interpret, and analyze ideas and facts  
Make effective use of information resources and technology

**Understanding Society and Culture:**  
Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.

• Sample Demonstration of Outcome:  
Demonstrate understanding of the interconnectedness of global and local communities  
Operate with civility in a complex world

**Scientific and Quantitative Reasoning:** Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

• Sample Demonstration of Outcome:  
Identify and propose solutions for problems using scientific inquiry and/or quantitative tools and reasoning  
Demonstrate quantitative reasoning skills allowing students to read charts and graphs and use that data to consider real-life questions

## Standard II: Student Learning Programs and Services Instructional Programs

### Self-Evaluation

The College meets the standard. General education is required as a component of all academic and vocational degree programs. This information is clearly stated in the College Catalog. The College relies on the faculty, the Curriculum Committee and clearly defined criteria, to determine the appropriateness of the courses for inclusion in the general education curriculum.

### Actionable Improvement Plans

None

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**General education has comprehensive learning outcomes for the students who complete it, including the following:**

**II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**II.A.3.b. A capability to be a productive individual and lifelong 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.**

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

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### Descriptive Summary

The overall goal of the general education requirements at Cañada College is to, "...introduce the student to areas of study that develop breadth of knowledge and contribute to a balanced education" (Catalog). More specifically, students who complete the General Education requirements at Cañada College will be able to use creative and critical thinking, demonstrate effective communication skills, understand society and culture, and use scientific and quantitative reasoning. These General Education Learning Outcomes (see Illustration II.A.3 above) were established through a

collaborative process involving the Curriculum Committee, the various Planning Councils, and the Academic Senate Governing Council.

Each course accepted by the Curriculum Committee for inclusion in the General Education program has course objectives identified in its Course Outline of Record as well as clearly identified student learning outcomes. These course-level Student Learning Outcomes are aligned with the General Education Learning Outcomes through TracDat, the online database that allows for recording and reporting of Student Learning Outcomes. This linkage enables the indirect assessment of General Education Learning Outcomes.

Courses that satisfy Area A – English Language Communication and Critical Thinking enable students to: demonstrate written and oral communication and reasoning skills; demonstrate the use of rhetoric in oral and written form; demonstrate the ability to write coherent, compelling essays; demonstrate the ability to think systematically and identify faulty reasoning.

Courses that satisfy Area B – Scientific Inquiry and Quantitative Reasoning enable students to: demonstrate knowledge of scientific theories, concepts and data about living and non-living systems; use scientific experimental methodology, hypotheses testing, and the power of systematic questioning.

Courses that satisfy Area C – Arts and Humanities enable students to: analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.

Courses that satisfy Area D – Social Sciences enable students to: demonstrate an understanding of the perspectives and methods of social and behavioral sciences in their contemporary, historical, and geographical settings.

Courses that satisfy Area E – Lifelong Learning and Self Development enable students to: demonstrate through a variety of means their self-development and their understanding of themselves as physiological, social, and psychological beings.

### Self Evaluation

The College meets the standard. The College's comprehensive General Education Learning Outcomes encompass the basic content and methodology of the major areas of knowledge, the skills to be a productive

## Standard II: Student Learning Programs and Services Instructional Programs

individual and lifelong learner, and the qualities of being an ethical human being and effective citizen.

In the 2012 CCSSEE student satisfaction survey, respondents reported that their coursework frequently required them to synthesize information and ideas in new ways (73%), make judgments about information or arguments (61%), or apply theories to practical problems (68%). From 57-67% of respondents reported often having serious conversations with students from a different ethnic background, religious or political or personal values. 74% of respondents reported that the college often encourages such interaction between diverse students. On average, 62% of students report that their coursework often emphasized the variety of outcomes present in general education.

### **Actionable Improvement Plans**

None

**A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

### **Descriptive Summary**

All of the degrees offered by Cañada College include general education and physical education requirements, reading, writing, and math competencies, ethnic studies requirement, along with core courses representing either an academic area of emphasis or an occupational major. In 2008-2009, changes were made to the Associate in Arts degrees to strengthen the core requirements and to reflect changes in either the occupational field or the area of emphasis. The Associate in Arts Degree in Interdisciplinary Studies was added. This degree provides the choice of three areas of emphasis: Arts and Humanities, Natural Science and Mathematics, and Social and Behavioral sciences.

### **Self Evaluation**

The College meets the standard. All academic and vocational degree programs include either focused study in one area of inquiry or an established interdisciplinary core.

### **Actionable Improvement Plans**

None

**A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

### **Descriptive Summary**

Cañada College's Career Technical Education programs examine students' ability to successfully demonstrate technical and professional competencies through assessment of course and program level learning outcomes. These Student Learning Outcomes and Program Learning Outcomes are created to ensure that students who complete the program are prepared for immediate employment and/or external licensure exams. Many of the Career and Technical Education certificate and degree programs have advisory boards that include members of the local business community. These boards help to ensure that curricula and learning outcomes meet the needs of industry and businesses that will most likely employ students completing the program. Further explanation of the role of advisory boards is found in Standard II.A.2.b.

Illustration II.A.5 below provides an example of how students completing Interior Design degrees and certificates must demonstrate technical and professional competencies. These students must meet employment and other applicable standards and are prepared to take the external licensure and certification exams.

Regular assessment of the effectiveness of Career and Technical Education programs in preparing students with these competencies occurs through the Annual Program Plan and Comprehensive Program Review. Additionally, some Career and Technical Education programs are accredited by external agencies and must demonstrate their effectiveness during their accreditation review cycle.

### **Self Evaluation**

The College meets the standard. Each career and technical program has competencies that students must meet to successfully obtain a degree or certificate.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

### Illustration II.A.5—Demonstrating technical and professional competencies

#### Kitchen and Bath Certificates

##### Kitchen and Bath Certificate

- The Kitchen and Bath Certificate program at Canada College is accredited by the National Kitchen and Bath Association, based on their Body of Knowledge criteria, annual reports and submission of student work samples.
- 75% of the Competencies in the Body of Knowledge must be met or met with strength, as well as the work samples submitted must have an average score of 70% or higher.
- Re-Accreditation visits, either on site or virtual, are conducted every 5 years, and include a comprehensive formal report, based on the Body of Knowledge competencies and meeting the NKBA program requirements.
- These requirements include having a full-time faculty member/program coordinator, certified kitchen and/or bath professional(s) teaching the kitchen and bath courses, certified kitchen and/or bath professionals on the department Advisory Committee, following the NKBA graphic presentation and planning guidelines as part of the curriculum.

##### Interior Design Certificate, Interior Design AS Degree, and Residential/Commercial Design Certificate

- 40.5 unit Interior Design Certificate, Interior Design AS degree, and 55.5 unit Residential and Commercial Design Certificate:
- These students meet the minimum educational requirement (2 years, 40 semester units, of interior design course work) for the IDEX (Interior Design Exam, State of California, to become a CID – Certified Interior Designer in California). Those students who take the exam do pass it, again, self-reported, anecdotal.
- This is also currently the minimum educational requirement to take the NCIDQ (National Council for Interior Design Qualification), the national exam.
- Both of these certifications do require a specified amount of full time work experience to reach full certification.

## Standard II: Student Learning Programs and Services Instructional Programs

**A.6 The institution assures that students and prospective students receiving 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 outcomes consistent with those in the institution's officially approved course outline.**

### **Descriptive Summary**

#### ***Providing Clear and Accurate Information***

The College provides accurate information about educational courses, programs, and transfer policies through the college catalog, classrooms, counseling, workshops, and web site. The Catalog clearly describes the degrees and certificate programs and lists the course requirements for each program. The College includes an Accuracy Statement in its catalog and schedule of classes.

#### ***Information about Courses, Programs, and Student Learning Outcomes***

The catalog and schedule of courses, both printed and online versions, lists all courses with a brief description of purpose and content, number of units and class hours, pre-requisites and/or co-requisites, basic skills recommendations, and transferability. In all courses students receive a syllabus that contains, among other required elements, a description of expected Student Learning Outcomes. This latter requirement is supported by [Academic Senate Governing Council resolution](#). These learning outcomes are consistent with those listed in the Course Outline of Record. Copies of course syllabi are maintained in the Division Offices.

The Catalog includes a one-page summary of all instructional programs clearly identifying the degree or certificate options for each. The Catalog also provides detailed profile of each program. This profile identifies the degree or certificate options, a description of the purpose and content of the program, the Program Learning Outcomes, and detailed degree and/or certificate requirements. Inclusion of the Program Learning Outcomes in the catalog was endorsed by the Academic Senate Governing Council resolution that was cited previously.

The college website provides the same information as the catalog but in a different format. For each degree and certificate program the website provides a [detailed page](#) that lists all the courses required to complete the program. The list is organized into core program courses, basic competency requirements, Physical Education graduation requirements, ethnic studies requirements, and General Education requirements. Students are encouraged to consult DegreeWorks for specific personal guidance. Program Learning Outcomes are also posted online at each program's home page linked to from the [Instructional Division page](#). The website also provides [Gainful Employment Information](#) and disclosures.

#### ***Information about Transfer Policies***

The College Catalog identifies policies on transcripts, transferring within the district, the Transfer Center, Transfer Admission Guarantee/Agreement, Transfer Degrees (AA-T, AS-T), and Transfer-in students. The catalog also defines General Education requirements to transfer to the CSU and UC system and lists specific courses approved for transfer to each of these systems. This information is updated annually upon publishing a new catalog. The college website allows for more frequent updating. The [Transfer Center](#) provides transfer guides, transfer agreement charts, and links to Project Assist. The college website also provides specific information related the College's response to SBI440. [This web page](#) details the requirements for AA-T and AS-T degrees. Finally, the college website provides students with information on [evaluating and requesting transcripts](#).

Students also receive transfer information during college orientation, and counseling sessions. The Transfer Center and Articulation Office also collaborates with the Counseling Department by reporting updates and changes in the transfer policies with counselors through biweekly Counseling meetings. For accuracy and constancy, the Transfer Center, via electronic newsletters, shares the information with transfer students and other departments such as EOPS, TRiO, MESA, Learning Center, Disability Resource Center, Honors Transfer Program, Enrollment Services, and faculty.

## Standard II: Student Learning Programs and Services Instructional Programs

### Self Evaluation

The College meets the standard. Clear and accurate information about courses, programs, transfer policies, degrees and certificates is provided in the College catalog and on the college's website. All course syllabi specify learning outcomes consistent with the approved course outline. Program learning outcomes are specified online and in the college catalog.

### Actionable Improvement Plans

None

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**A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

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### Descriptive Summary

#### *Transfer of Credit Policies*

The College provides accurate information about educational courses, programs, and transfer policies through the college catalog, classrooms, counseling, workshops, and web site.

The mission of the Canada College's Transfer and Articulation Program services is to provide a seamless transition to four-year-universities, and to assist diverse student populations in transferring, and empowers them to successfully reach their transfer goal, and to increase the transfer rate among students.

The primary function of the Transfer Program is to help students transfer from Canada to four-year colleges and universities both in- and out-of-state. A district-wide transcript evaluation service has been established to help define coursework completed outside of the San Mateo Community College District are comparable and how those courses may fit into the transfer pattern as well as our local degree requirements.

The evaluators use ASSIST.org, College Source, as well as Course Outlines of Record and syllabi as tools to guide them in determining the comparability of courses to be used for our local degrees, in addition to General Education breadth and major preparation requirements for transfer. Discipline faculty may be consulted as needed.

### Articulation Agreements

Through the Curriculum Committee and the Articulation Office, courses are examined for transferability to four-year universities specifically to California State Universities and the University of California system. These courses and transfer programs are reviewed and updated based on the changes to maintain the transferability of the courses. Currently, Cañada College has articulated 377 UC- and 827 CSU- transferrable courses. Among them, 175 are applicable to Inter-segmental General Education Transfer Curriculum (IGETC), and 286 toward the CSU General Education Pattern.

These courses are identified in the College Catalog and are housed in a state-wide database system, Project Assist, which is updated annually. The College Catalog also includes the transfer programs and policies including CSU General Education Patterns, and Inter-segmental General Education Transfer Curriculum (I-GETC), UC general education pattern, the credit policies of Advance Placement, International Baccalaureate test, and College-Level Examination Program policies toward AA/AS degree and Transfer GE patterns. This information is also posted on Canada's College's Transfer website.

In addition, through the Transfer Center, Cañada College has established Transfer Admission Guarantee programs with UC campuses and Transfer Admission Agreements with CSU and Private Universities that are listed the College Catalog and Transfer Center's website.

### Self-Evaluation

The College meets the standard. Cañada College's transfer policies ensure that students are able to transfer into and out of the college without penalty. Credit is granted when the learning outcomes of courses align. Articulation agreements and transfer guarantees/agreements facilitate this process ensuring a clear process for students. The 2012 CCSSE survey showed that 84% of the students who used the transfer credit services were somewhat or very satisfied with the assistance. However, a significant

## Standard II: Student Learning Programs and Services Instructional Programs

percentage of students report to rarely or never taking advantage of the service. The College continues to advertise and promote transfer services through the Transfer Center, STEM Center, and various workshops in order to increase student awareness of the services.

### Actionable Improvement Plans

None

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**A.6.b when programs are eliminated or program requirements are significantly change, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

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### Descriptive Summary

When substantial changes to a program are required, or when a program is recommended for discontinuance by the Program Improvement and Viability process, the Curriculum Committee will notify the Office of Instruction and the change will be implemented in the next catalog. If the changes take place mid-year after the catalog has been published, then the Office of Marketing, Public Relations, and Outreach will update the online version of the Catalog.

Consistent with the Catalog Rights policy, students can expect to complete their educational goal in a timely manner and are held to the graduation requirements in place at the time enrollment begins. When changes to a program occur, the department will make arrangements to accommodate students in completing their program of study. Faculty may recommend a course substitution or may create an independent study course in accommodation. The Counseling Department, faculty in the discipline, and Admissions and Records work collaboratively with the affected students to ensure they meet the requirements to complete their program of study.

### Self-Evaluation

The College meets the standard. When programs change or are discontinued, appropriate arrangements are made to assure enrolled students can complete their education in a timely manner.

### Actionable Improvement Plans

None

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**A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

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### Descriptive Summary

#### ***Clear, Accurate and Consistent Information***

The Office of Marketing, Public Relations, and Outreach is the liaison between the College and the public and press. It is dedicated to providing effective communication about the college through publications, advertising, campus photography and the college website. The Office makes every reasonable effort to ensure that official statements the College provides such as the College Catalog, class schedule, press releases, newsletters, reports and website, are accurate. The College includes an Accuracy Statement in the College Catalog and schedule of classes. When corrections or changes are required, the Public Information Office does so immediately for online communications. Printed materials, such as the catalog and schedule of classes, are corrected upon the next printing. A new feature of the website is that degrees and certificates are automatically displayed from DegreeWorks making updates immediate and seamless.

#### ***Regular Review of Policies and Publications***

Each spring the catalog is reviewed by the Vice Presidents, Division Deans, Registrar, Director of Articulation, Curriculum Committee and departments who have authority over various pieces of content, such as Counseling, Financial aid, and the Center for International and University Studies. These entities review the policies, procedures and other content under their purview; for example, the Curriculum Committee notifies faculty of deadlines for inclusion of changes in curriculum to the catalog. Course descriptions are downloaded from Banner® – with whatever approved curriculum changes have been made and the Administrative Analyst in the Office of Instruction provides a list of Curriculum Committee-approved changes to degrees and certificates. All changes are reviewed and made by the Public Information Office. Once the catalog is sent to print, a

## Standard II: Student Learning Programs and Services Instructional Programs

PDF format is posted online. If mistakes in the printed catalog are noted, or state approval of a pending program arrives after the print deadline, the correction and notification is made on the on-line version of the catalog.

### **Self Evaluation**

The College meets the standard. Clear and accurate information is provided to students, the public and press. Specific processes are followed to regularly review and update the information presented in the catalog and schedule of classes. All communications are assessed for accuracy and consistency and corrections are made as needed.

### **Actionable Improvement Plans**

None

**A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

**A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **Descriptive Summary**

#### ***Academic Freedom and Faculty Codes of Conduct***

In order to maintain the integrity of the teaching-learning process, Cañada College publishes a statement of Academic Freedom on its website and upholds the

Board of Trustees' Policy 6.35 on Academic Freedom, Policy 2.21 on Professional Ethics.

Cañada College is a non-sectarian, public institution and as such does not promote or require specific beliefs or world views. To the contrary, the College's statement of Academic Freedom declares that the college is, "dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints."

#### ***Academic Integrity and Student Codes of Conduct***

The college upholds the District Student Code of Ethics, and upholds the Board of Trustees' Policy 7.69 on Student Conduct, Policy 7.70 on Student Disciplinary Sanctions, and Policy 7.73 on Student Grievances and Appeals. The College presents on its website a general statement on Academic Integrity and publishes in its catalog an extensive statement on Academic Integrity that describes examples of academic dishonesty and the consequences of violating this policy. The Student Code of Conduct, Student Disciplinary Process, and Student Grievance Process are also printed in the college catalog.

### **Self Evaluation**

The College meets the standard. The faculty are aware they need to distinguish between personal conviction and professionally accepted views in a discipline. The publication of policies concerning student conduct and academic integrity give students clear prior notice of these expectations.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Instructional Programs

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**A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.**

### **Descriptive Summary**

Cañada College filed a substantive change application and has been approved by ACCJC to teach courses in foreign locations. At the time of this application the District and College were pursuing agreements to teach courses in China. These agreements were not reached, and currently the College has no plans to pursue other foreign opportunities.

### **Self Evaluation**

The College meets the standard, but currently has no plans to offer curricula in foreign locations.

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services

### Student Support Services

#### II.B. Student Support Services

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

#### Descriptive Summary

Located in southern San Mateo County, Cañada College serves the some of the most diverse communities in the county: Redwood City, Menlo Park, East Palo Alto, San Carlos and Woodside. The service area is very economically diverse, comprised of some of the highest income earners in the county and also the lowest. The College has primarily low income students. In 2011-2012, 41% of the College student body was low-income as defined by eligibility for the Board of Governors Fee Waiver Method B. This percentage has steadily increased since 2005-2006.

The College is ethnically diverse and received federal designation as a Hispanic Serving Institution (HSI) every year since 2001. The student body is about 39% Hispanic students, 35% Caucasian students, 9% Asian students, 4% Filipino, 2% Pacific Islander, 4% African American students, 7% Multi-Races students, and 6% with other or undeclared ethnicity. ([Student Profiles](#))

#### **Recruitment and Admission of Diverse Students**

Extensive outreach and recruitment efforts are made in area high schools and elementary schools, and at college and job fairs. To reach underserved populations, outreach efforts have been expanded into neighborhoods east of the College closer to the Bay

and into the Coastal area in and around Half Moon Bay. Canada College's recruitment is completed through the Outreach Department, which maintains a cadre of trained student campus ambassadors to provide peer assistance for on-campus, off-campus, and outreach activities.

Annually, the College's Outreach Department student ambassadors participate in over 100 high school visits, tours, career and college fairs, community events, and new student orientations each year. The office is proactive in reaching out to the community to provide information on the benefits of attending college and encouraging our local high school students to attend.

With more high school students courting community colleges due to reduced and restrictive admissions at four-year schools, the department has responded to the increased demand. Feeder and non-feeder schools are requesting more assistance from the department in application workshops, campus tours, parent workshops and one-on-one help. The College has developed many new academic programs and services. Outreach has thus created specific training sessions to learn and promote the new services.

In the 2012-2013 Annual Program Review, the following data measures were used to evaluate the effectiveness of the Outreach Department:

- The department catalogued Priority Enrollment Program attendees according to high school, revealing enrollment numbers per feeder school. It also evaluated feedback from high school counselors, and reviewed the College's annual enrollment data.
- The department also used Google Analytics to determine the demographic of the College's webpage audience.
- The department created its own departmental email service, as well as online campus tour requests, to track activities.

The department created new marketing publications, such as flyers for potential students at outreach events. The number of off-campus application workshops also increased from six to 12. Some of the locations included South Francisco High, Aragon High, Sequoia High, Woodside High, and East Palo Alto Phoenix Academy. Lastly, in late Fall 2011, the College fulfilled Objective 3.1 from the Educational Master Plan and created an Outreach Advisory Committee. The committee's first task was organizing the college's inaugural open house.

## Standard II: Student Learning Programs and Services

### Student Support Services

The College also has approximately 300 high school students taking college courses through the Concurrent Enrollment Program, and Upward Bound has been serving 50 Sequoia High School students from the low income areas of East Palo Alto and North Fair Oaks. The Upward Bound program works in collaboration with Sequoia High School and provides academic training and support to prepare students to be college-ready.

A key way to recruit students is through the Middle College High School on campus that works in collaboration among the four high schools in the Sequoia High Union School District. The program has been operating since 1999 and serves approximately 100 high school juniors and seniors each year, offering them an opportunity to achieve academically in a different environment. In this highly successful program, students complete requirements for high school graduation while taking college courses, and tuition and textbooks are free.

One of the goals of Middle College is to get underrepresented students prepared for and into college; while many of the students come into the program testing at developmental levels, by the time they graduate from high school, they are taking transfer level courses. Students take 7-11 units per semester, and most enroll in summer session as well. Many students graduate with a year and a half of college credit earning approximately 30 transfer units at the end of two years.

#### **Identification of Student Services Needs of Students**

The College uses a variety of means to identify the student services needs of students. There are ten programs in the student services area which have been identified, and these program areas complete a program review annually where data are used to evaluate needs. This number was increased from six programs in 2011-2012 to ten programs in 2012-2013 based on a discussion by the Student Services Planning Council, who felt there needed to be separation of some of the groupings.

The 2012-2013 programs include:

- 1) Outreach and Admission;
- 2) Assessment, Orientation and Registration;
- 3) Articulation and Transfer;
- 4) Financial Aid and Financial Literacy;
- 5) Counseling and Career and Personal Development (CRER) Courses;
- 6) Career Services;
- 7) Student Life and Leadership;
- 8) Wellness: Disability Resource Center, Psychological Services, Health Services;
- 9) Student Support: TRiO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE; and,
- 10) Academic Support (Learning Center).

Each year, the annual plans are published and posted on the [website](#).

With respect to facilities, and in order to better provide student services, the College is fortunate to have one location for most services. College staff worked closely with the District to articulate the needs of students when creating the new Student Services and Learning Center building (completed in summer 2008). The new building enabled students to navigate among essential service departments such as Admissions and Records, Cashier's Office, Financial Aid, Assessment, Counseling, Transfer Center, EOPS, Welcome Center, Library and Learning Center.

The first floor of the building houses most all of the student services. It is a high-touch area, where students can receive assistance and get their questions answered about admission into the College and the support services they may need to promote success. Computers are available in this area to enable students to register for classes and pay fees. Welcome Center Staff are ready to assist with scheduling of new student orientations, placements exams and counseling appointments.

Assessment testing and counseling services provide guidance to all students with special support provided to help non-native speakers enroll in appropriate courses, including special assessment testing dates arranged for off-campus English as a Second Language classes. Counseling services are paired with instructional services through the College Success Learning Communities to support students who are identified as needing basic skills courses in English and reading to help them succeed in college. In Fall 2012, an English as a Second Language College Success Learning Community has been added.

Basic skills needs are high. The College has continued to experience a high enrollment of students requiring basic skills preparation prior to engaging in college level curricula. Assessment results for January to December 2011 indicate that only 21.7% of entering students were eligible to take transfer level English courses, and only 19.4% were eligible to take transfer level math courses.

## Standard II: Student Learning Programs and Services

### Student Support Services

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These assessment test data are important to use in planning the needs of the students, and as such the College focuses its efforts on improving their basic skills. The College has developed exceptional programs, Math Jam and Word Jam, which provide students with a quick workshop to improve their skills prior to taking courses in response to the high need to develop basic skills.

The college orientation program is required and provides information about the registration process, college policies, academic expectations, educational goals, and student services. Students can schedule a date to attend a college orientation by calling the Welcome Center. Spanish-speaking staff in the Welcome Center, Admissions and Records, Counseling, the Business Office, Financial Aid Office, the Outreach Office, the CBET/VESL Office, the Humanities and Social Sciences Division Office helps Spanish-speaking students navigate the matriculation process. Orientations in Spanish are scheduled each semester during the assessment testing period. The orientation program content, delivery method and timing is continually reviewed to make certain it meets student needs.

The Financial Aid Office offers workshops and guidance on the different financial aid programs for which eligible students may apply. A 'FAFSA Tuesday' program is conducted by the staff to assist students weekly on the completion of their FAFSA.

The improved College website makes it easier for students to find information about all the support services available. An added feature 'Ask Cañada' provides students with answers to their questions about the College at any time. Grants are written that include student support services in order to ensure that student needs will be identified and met.

Other measures that ensure alignment of services with student needs include surveys (e.g. [Noel-Levitz](#)), focus groups, program review, and other specialized program planning and required reporting documents (both federal and state).

#### **Concern for Student Access, Progress, Learning, and Success**

Cañada College is concerned about access, progress and success of its students. The College has a required 'student success process' that includes ten steps for success. These steps are included in each class schedule and are covered in the orientation process.

These steps for success are indicated in Illustration II.B below.

With respect to access, the College is committed to providing to all students access to quality student services and supplemental support services. The primary services are offered in Building 9 on the main campus.

Most student support services provide evening or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, the bookstore, Cashier, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities and the Welcome Center. The evening hours have been very helpful for the CBET/VESL and other off-campus ESL students, who come to campus to receive orientations, campus tours, and other services during these hours. Services are responsive to student needs, and efforts have been made to augment Library and Learning Center and tutorial services hours through the Measure G parcel tax funds.

The College also offers English as a Second Language classes in five off-site locations through the CBET/VESL Program: three Redwood City Elementary Schools, the East Palo Alto Boys and Girls Club, and the Cunha Middle School in Half Moon Bay, as well as there being a State-recognized partnership between Sequoia Adult School and Cañada College. Grant-funding has helped to provide support services for these students, including staff that help students complete the College application, financial aid, and registration process.

There are several programs in place to track students' progress, learning, and success. Early Alert in WebSmart is in place for faculty to help counselors connect with students as soon as there are attendance and/or academic work issues interfering with students' success. Counselors call the students to talk to them about the issues identified by faculty and also contact faculty as a follow up on the students.

Math Jam and Word Jam are free, non-credit, intensive programs for current and in-coming Cañada students in all levels of Math, English, Reading, and English as a Second Language. Math Jam and Word Jam students work with Cañada faculty to practice math skills, and reading and writing strategies. The outcomes of Math Jam and Word Jam for students are to improve their Cañada College assessment test scores and/or better prepare them for the courses that they will take. Math Jam and Word Jam offer students the opportunity to

## Standard II: Student Learning Programs and Services

### Student Support Services

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enhance their progress, learning, and success. The student services staff work closely with faculty on the implementation of these programs.

Email, Facebook and Twitter are used extensively to provide information to students regarding a variety of activities: financial aid, counseling services, transfer programs, and outreach services. Digital signs in Building 9 on the first floor and in The Grove (student center and cafeteria) provide information to students about courses, events, and activities on campus. Counseling Services uses SARS and WebXtender software to increase the flow of information across service areas.

The data dashboard for the College is reviewed by the Planning and Budgeting Council to provide information on how well the College is meeting its benchmark numbers. The data include measures of progress and success. The dialogue for this information is included in the meeting minutes ([Equity Dashboard](#)).

#### **Self Evaluation**

The College meets the Standard. The College places a high priority on recruiting our diverse student body and providing services they need to be successful and

is fortunate to have caring and dedicated staff in all service areas to aid in the delivery of quality student support services. According to the [2010 Noel-Levitz Student Satisfaction Survey](#), students indicated that they were satisfied with their experience at Cañada College at a rate higher than the National average for Community Colleges.

Annual evaluation of student support services is conducted in the Student Services Annual Plan/Program Review document completed by the ten programs and includes student learning outcomes and service area outcomes to assess the quality of student learning and service delivery for all Student Services areas. The data collected has been presented and incorporated into College-wide Strategic Planning. Additional evaluation reports are in the form of federal or state reporting for Matriculation, TRiO, Student Support Services, Upward Bound Program, DSPS, CalWorks and EOPS/CARE.

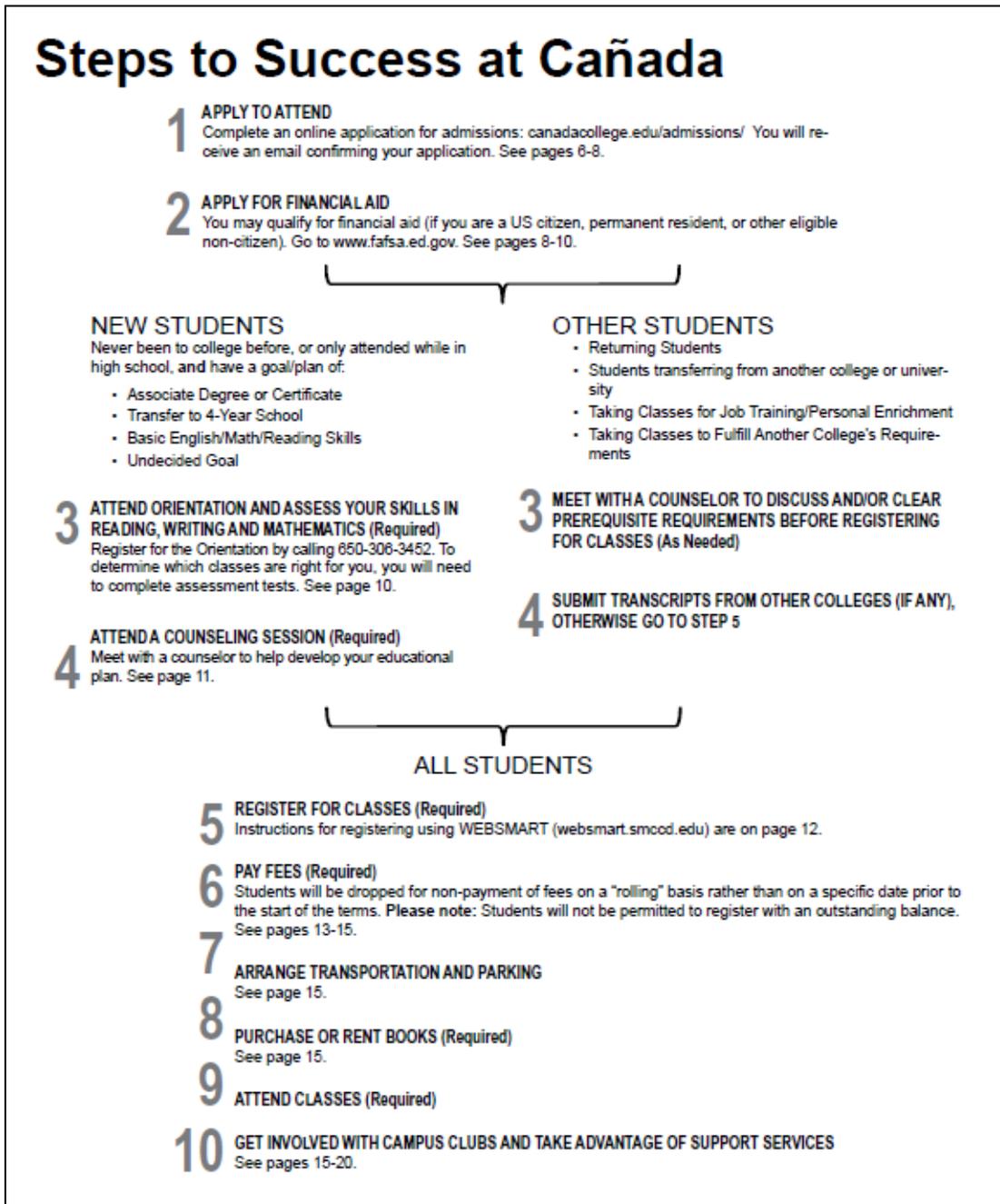
#### **Actionable Improvement Plans**

None

# Standard II: Student Learning Programs and Services

## Student Support Services

### Illustration II.B—Concern for student access, progress, learning and success



# Standard II: Student Learning Programs and Services

## Student Support Services

**B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### Descriptive Summary

#### ***Assuring the Quality of Student Support Services***

The student services area has a well-developed program review process to assist in assuring the quality of services. The ten programs within the student support area complete the annual plan/program review document annually. These ten 2012-2013 programs (up from six in 2011-2012) include:

- 1) Outreach and Admission;
- 2) Assessment, Orientation and Registration;
- 3) Articulation and Transfer;
- 4) Financial Aid & Financial Literacy;
- 5) Counseling & CRER Courses;
- 6) Career Services;
- 7) Student Life and Leadership;
- 8) Wellness: Disability Resource Center, Psychological Services, Health Services;
- 9) Student Support: TRiO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE; and,
- 10) Academic Support (Learning Center).

The template for the Annual Plan and Program Review is as follows in Illustration II.B.1 below.

The Annual Plan and Program Review documents are reviewed by the Student Services Planning Council at several of the meetings and feedback is provided to the areas. After these reviews, all of the Annual Plans and Program Reviews are compiled into one document for review by the campus.

Other measures that ensure alignment of services with student needs include surveys, focus groups and

dashboard data. This information is also reviewed during the Student Services Planning Council meetings and recommendations for actions are made.

According to the 2010 Noel-Levitz Student Satisfaction Survey, students indicated that they were satisfied with their experience at Cañada College. In comparing with other colleges nationally, Cañada rated above the national average on 47 out of 70 questions. In analyzing what students felt was 'important' vs. how 'satisfied' they were with the services, most questions (over 50) were rated highly. At one of the Student Services Planning Council meetings, the group carefully reviewed all of the indicators and identified key ones to address.

There are other specialized program planning and required reporting documents (both federal and state) that are completed by various programs, for example, TRIO-Student Support Services, EOPS/CARE, DSPS, and CalWORKs.

#### ***Providing Student Support Services Regardless of Location or Delivery Method***

Student support services provide evening or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, the bookstore, Cashier, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities and the Welcome Center. Services are responsive to student needs, such as, adding Saturday hours in the library, providing counseling services at our off-campus site and providing student support services to our distance education students.

An e-counselor has been specifically identified and provides on-line support to students on a regular basis and all of the counselors are available for phone appointments for any student. An on-line orientation program has been developed and provides the distance student with the opportunity to meet this requirement remotely.

# Standard II: Student Learning Programs and Services Student Support Services

## Illustration II.B.1—Assuring the quality of student support services

### Student Services Annual Plan and Program Review

#### Student Services Annual Plan/Program Review Outline

**1. Program Name:**

**2. Team Leaders**

- A. Team Members
- B. Program mission and vision

**3. Program / Department Data Measures – and reflection**

**4. Student Learning Outcome (SLO)**

- A. Results from prior cycle's SLO.
- B. Current SLO and relationship to College SLO or Strategic Directions
- C. Action Plan

**5. Student Area Outcomes (SAOs)**

- A. Results from prior cycle's SAO
- B. Current SAO and relationship to College SLO or Strategic Directions
- C. Action Plan

**6. Resource Identification**

- A. Faculty and Staff hiring requests
- B. Professional Development needs
- C. Equipment requests – must be related to instruction
- D. Office of Planning, Research & Student Success requests
- E. Facilities requests

**7. Curricular Offerings (current state of curriculum and SLOAC) (if applicable)**

All curriculum and SLOAC updates must be completed when planning documents are due.

- A. Attach the following TracDat and CurricUNET data in the appendix:

## Standard II: Student Learning Programs and Services

### Student Support Services

#### Self-Evaluation

The College meets the standard. Cañada College is committed to providing to all students access to quality student services and supplemental support services regardless of location or instructional delivery method. Annual evaluation of student support services is conducted in the form of annual plans/program reviews for all of the programs and specific evaluations are completed with federal or state reporting for Matriculation, TRiO, Student Support Services, Upward Bound Program, DSPS, and EOPS.

#### Actionable Improvement Plans

None

**B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

#### **a. General Information**

- **Official Name, Address(es), Telephone Number(s), and Website Addresses of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

#### **b. Requirements**

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

#### **c. Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**
- **d. Locations or Publications Where Other Policies may be Found**

#### Descriptive Summary

Cañada College publishes a College Catalog 2012-2013 offering constituencies a host of information regarding academic resources, requirements, and major institutional policies affecting students. The College has made a commitment to precise, accurate, and current information in the catalog by collaborating with faculty coordinators, support services and programs, and others who have responsibility for material presented in the catalog to ensure the highest level of catalog accuracy.

The catalog is updated annually to reflect the most recent general information, requirements for a successful student pathway, major policies that affect

## Standard II: Student Learning Programs and Services

### Student Support Services

students and information references to find additional procedures and policies.

The College ensures that the catalog information is easily accessible to students, prospective students, and the public by providing free access to the current and archived catalogs on the institution's website, as well as having printed copies available for purchase at the bookstore and online. The College Catalog 2012-2013 can be found in all the academic and student services areas at all three campuses in the District (Cañada College, College of San Mateo and Skyline College). The online version catalog meets accessibility standards and can be used by screen readers.

Copies of the printed catalog are sent to local area high schools, provided as reference items to the city and county libraries within the College's district, and mailed to neighboring community colleges and to each of the CSU and UC campuses within the state. In addition, the catalog is introduced to new students during the orientation meetings.

The structure of the catalog is clear and facilitates ease of use. The format retains a core of information, but it is continuously evaluated and revised in order to improve its usefulness. The catalog has both a Table of Contents and an Index that allows for quick references to the various sections. The College Catalog 2012-2013 contains the names and degrees of administrators and faculty as well as the names of Governing Board members. The catalog contains a summary of general information, such as the official name, addresses, telephone numbers, and website address of the institution. The Institutional Mission, course, program, degree offerings, academic calendar, and program length are also easily found in the 2012-2013 College Catalog. The Academic Calendar can be found immediately just before the Table of Contents.

The institution is a Hispanic Serving Institution. As such, each year's college catalog contains critical information relating to student services information and non-discriminatory policies translated into Spanish. In addition, the printed version of the Admissions Application is available in both English and Spanish. The Financial Aid Office provides the FAFSA and Financial Aid Workbooks in Spanish, have Spanish information regarding financial aid eligibility, Spanish Board of Governors Fee Waiver forms and have created a Spanish 'shell' that overlays the online Board Of Governors application in WebSmart.

Additionally, we provide workshops throughout the year with bilingual assistance and/or use Spanish

PowerPoint presentations. As needed, other forms may be translated and the majority of our staff is bilingual. Cultural and linguistic bias in instruments and processes are constantly a focus for staff training and review. Currently, monthly staff development training and review sessions are held.

If there are mid-year changes to important information in the catalog (for example, fees), this information is disseminated to students and prospective students via a variety of methods. In addition to including any changes in the next term's Schedule of Classes, any or all of the following delivery modalities may be employed: Website pop-ups and/or scrolling text, articles in the Olive Press blog, newspaper, local newspaper news briefs, posters, flyers, marquee announcements, emails, postcards, SARS calls, monitors in both Building 9 and the Grove.

Student access is important to the institution. Individuals with special needs can get assistance with garnering information from the catalog, as one of many examples. The institution employs diverse individuals with a variety of language skills to assist students with any questions regarding policies and procedures. Students who require languages other than English may be directed to identify staff for translation assistance.

The Alternate Media Center Specialist in connection with The Disability Resource Center provides support for students with disabilities. The Disability Resource Center produces instructional materials, such as textbooks, course materials, and class schedules, in alternate format for students with disabilities and teaches students with documented needs to use the assistive technology resources listed below:

- Kurzweil 3000 – scanning/reading software
- Dragon Naturally Speaking – voice recognition system
- ZoomText Xtra 9 – screen magnification for SDO and Windows
- JAWS –screen reader for Windows – this is available online and meets ADA accessibility standards.

All of the above resources are available in the DRC testing room and in the Learning Center.

The College Catalog 2013-2014 addresses all WASC required areas.

## Standard II: Student Learning Programs and Services

### Student Support Services

#### a. General information (College Catalog 2013-2014)

**Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**  
[www.canadacollege.edu](http://www.canadacollege.edu) (Page 1)

**Educational Mission:** The mission of the college is prominent in the first section.

**Course, Program, and Degree Offerings:** Students who successfully complete the requirements for graduation are awarded an Associate in Arts, Associate in Science, Associate in Arts for Transfer and an Associate in Science for Transfer degree and these are listed in the current catalog.

**Academic Calendar and Program Length:** The institution is organized on the semester system and includes the following important dates:

- Beginning and ending dates for all terms
- Flex dates
- Holidays
- Declared Recess
- Last day to add/drop
- Last day to drop with eligibility for partial refund
- Last day to drop semester length class without a W
- Last day to apply for a degree/certificate
- Last day to withdraw from a semester length class with a W
- Final exam period

**Academic Freedom Statement:** Found in the first section of the catalog.

**Available Student Financial Aid:** The Financial Aid Office administers a number of programs designed to help students with limited resources to meet their educational expenses and these are listed.

**Available Learning Resources:** The Office of Student Activities promotes events and coordinates programs that provide students with an opportunity for educational and social growth outside the classroom

**Names and Degrees of Administrators and Faculty:** These are listed in the section on Faculty and Emeriti.

**Names of Governing Board Members :** These are listed on page 6.

#### b. Requirements

**Admissions:** All high school graduates, anyone who has a Certificate of Proficiency or a G.E.D., and anyone 18 years of age or older who can benefit from a course of study are eligible for admission (Admission and Registration)

**Student Fees and Other Financial Obligations:** As a publicly supported community college, the institution provides low-cost education; students pay nominal fees at registration (Admissions and Registration)

**Degree, Certificates, Graduation and Transfer:** Degree and Certificate programs are clearly detailed in the College Catalog. The specific course and unit requirements are shown for specific majors and certificates. Transfer information (IGETC and CSU General Education Certification) is also shown. Students who successfully complete the requirements for graduation are awarded the following degrees:

- Associate in Arts
- Associate in Science
- Associate in Arts for Transfer
- Associate in Science for Transfer

Cañada College awards two levels of certificates. Certificates of Achievement are those that are 12 or more units of course work that have been approved by the State of California and will be posted to the student's transcript. Skills/Career Certificates are those that are up to 11.5 units of course work and will be awarded to the student by the department offering the certificate. All certificate programs are listed alphabetically by subject in the college catalog.

Cañada College and the San Mateo County Community College District have made every reasonable effort to determine that information regarding fees and degree/certificate information is current.

#### c. Major policies affecting students

The college utilizes a purposeful, detailed process to develop and review college policies affecting students. Compliance with state Title 5 regulations and with state Education

Code primarily guides development of College Board Policies. College Administrative Procedures define procedures to follow in implementing Board Policies. Substantial efforts take place via the participatory governance process to develop and approve

## Standard II: Student Learning Programs and Services

### Student Support Services

Administrative Procedures (regulations) define implementation guidelines and processes to follow for both academic and student services areas. The college administration works with the Community College League of California to monitor any changes in Education Code or Title 5 that would have an impact on the college. Recommended changes are reviewed through the college governance process, as appropriate, and then placed into operation. Board Policies are approved by the Board of Trustees.

#### **Academic Regulations, including Academic**

**Honesty:** Academic Regulations govern the College's official policies and rules directly connecting faculty, staff and students that support academic standards: grading system, standards, registration and withdrawal from classes, choosing and/or changing curriculum, and petition for graduation.

Academic Honesty maintains that principle of academic integrity includes respect for intellectual property of others. Any act which compromised the integrity of academic standards: cheating, fabrication, plagiarism, or multiple submission, may result in disciplinary sanction on the grounds of academic dishonesty.

Academic Integrity policies and procedures were developed through the Academic Integrity Committee in consultation with faculty and administrators. The policies were implemented in the Fall 2004 semester and are prominently displayed in both the College Catalog and College Schedule of classes.

**Nondiscrimination:** Nondiscrimination statements are prominently displayed in both the College Catalog and College Schedule of Classes.

**Acceptance of Transfer Credits:** Acceptance of transfer credit is detailed in the College Catalog under Incoming Transcripts.

**Grievance and Complaint Procedures:** Detailed procedures for grievance and complaint procedures are found in the Student Handbook and in the college catalog under Student Grievances and Appeals. The procedure identifies students' rights related to academic, nonacademic grievances and discrimination complaints and processes, including steps to follow.

**Sexual Harassment:** It is the policy of the San Mateo Community College District to provide for all students and employees, an educational, employment, and business environment free of all forms of harassment, exploitation, intimidation, or unwelcome sexual advances, requests for sexual favors, and other verbal,

visual, or physical conduct or communications of a sexual nature. The college's Sexual Harassment policy is found in the college catalog under Policy on Sexual Assault Education and Prevention and in the class schedule under Sexual Harassment Policy.

**Refund of Fees:** Policies for refunding student fees are found in multiple places. The College Schedule of Classes clearly details how refunds are processed especially timelines and amounts for both resident and nonresident students. Additionally, information can be found in the College Catalog and on the Web.

#### **d. Locations or publications where other policies may be found**

The college website lists the most current Board Policies and Administrative Procedures (See Academic and General Policies). All major policies and procedures are contained in the College Catalog (hard copy and online). Additionally, many policies and procedures are also contained in the Schedule of Classes (hard copy and online) and the Student Handbook. For instance: The Sexual Harassment Policy is located in the College Catalog (hard copy and online), the Student Handbook (hard copy and online) and in the Schedule of Classes (hard copy and online).

#### **Self Evaluation**

The College meets the standard. Cañada College provides a catalog for its constituencies with precise, accurate, and current information concerning available resources, policies, admissions, student fees, degree and certificate requirements, graduation, transfer and where policies affecting students are found. The College is continuing to improve its cross-communication skills between the teams to allow for a continuous flow of information and changes in policies and procedures. This process ensures that policies affecting students are valid and documented appropriately in the College Catalog.

The College is confident in its current efforts and directions in providing a catalog for its constituencies with precise, accurate, and easy to locate general information and policies. The College Catalog is developed through a dynamic process, coordinating input from various departments across campus. As the current planning endeavors are working well, there is no need for new planning efforts.

#### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services

### Student Support Services

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**B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### **Descriptive Summary**

#### ***Researching and Identifying Learning Support Needs***

Student Services programs work closely with the Office of Planning, Research and Student Success to

identify student needs and to establish equitable access. Student Services faculty and staff have embraced the development, implementation and research of Student Learning Outcomes to address comprehensive services. In 2010, Student Services shifted to a different Annual Plan, Program Review and Student Learning Outcome approach from being 'office-based' to a more 'thematic-based definition of programs'. For 2011-2012, there were six programs identified. Based on discussion by the Student Services Planning Council in Fall 2012, ten concrete themes emerged and are assessed by the expanded number of program teams. These teams can be seen in Table 4 below.

## Standard II: Student Learning Programs and Services

### Student Support Services

**Table 4: Student Services Program Teams**

Student Services Programs	Program Mission/Function
Outreach and Application	To provide students with information on the advantages of a college education and understand the entire process of preparing for, choosing and applying to the right college for them.
Assessment, Orientation and Registration	To provide students with knowledge of their aptitudes to better enable them to take the right courses and to assist students in navigating the key college processes in order to be successful.
Articulation and Transfer	To facilitate a seamless transition of students from K-12 to Cañada College and from Cañada College to other accredited higher education institutions.
Financial Literacy and Financial Aid	To offer learning opportunities on the management of personal finances so students can make sound financial decisions and aid students in their understanding, application, and timely receipt of all eligible financial aid resources they need.
Counseling	To guide and support students in achieving their educational, career, and personal goals and in becoming proactive participants in our diverse society.
Career Services	To provide guidance and resources to a diverse student body for the achievement of students' career-related goals.
Student Life and Leadership	<p>To creates a learning environment outside of the classroom by:</p> <ul style="list-style-type: none"> <li>• Providing services, activities, and information that promotes leadership development;</li> <li>• Encourages student participation in campus life (i.e. student government, volunteer activities, events, etc.); and</li> <li>• Supporting student success in leadership roles and process.</li> </ul>
Wellness: Disability Resource Center, Psychological Services, Health Services	<p>Disability Resource Center: To assist prospective and enrolled students with access to Canada College disability support services including: assistive technology, alternate media, and academic accommodations for the classroom. It is our philosophy to empower students with the knowledge and techniques to increase their self-advocacy skills and level of independence which would result in their persistence to achieve an educational goal of certificate or Associate's degree.</p> <p>Health and Psych Services: To prevent when possible, treat as necessary, and empower always.</p>
Student Support: TRiO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE,	To provide the necessary support services to promote academic success, social engagement and physical and mental wellness of the student.
Academic Support: Learning Center	<p>To provide the necessary support services to enhance academic success, social engagement and physical and mental wellness for the Cañada student population. We will continue:</p> <ul style="list-style-type: none"> <li>• to find ways to fund our programs and support services;</li> <li>• to complete our outcomes;</li> <li>• to contribute to the Educational Master Plan.</li> </ul>

## Standard II: Student Learning Programs and Services Student Support Services

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The College has administered a Noel-Levitz survey in 2009 and again in Spring 2010. There were 70 standard questions that students responded to which informed Student Services on what services were successful and what needed improvement.

The Office of Planning, Research and Student Success completed another assessment administered in Spring 2012, the Community College Student Services Evaluation (CCSSE). This instrument evaluated instructional and student services support and engagement opportunities for students. There was also a supplementary questionnaire that focused on Promising Practices for Community College Student Success. The data from this survey is reviewed by the campus community to identify key areas of need.

The College has a comprehensive assessment process in place that provides cognitive assessments in math and writing. By analyzing assessment test results, the

college ascertains the basic skills needs of the students. Statistics are coordinated between the Assessment Center and the Office of Planning, Research and Student Success to assist the College in assessing trend data and the numbers of students placing at various academic levels of English, reading, and math. These are monitored and reviewed with the specific instructional departments and Student Services.

A specific example of when the College used data to identify student needs, implemented an intervention, assessed the intervention and made decisions based on this data is Math Jam. It is outlined in Illustration II.B.3 below.

The specific results can be found in Table 5 below. There was a significant result that addresses some initial concern among math faculty that skipping a math course might result in students being less prepared to be successful in the more advanced math courses.

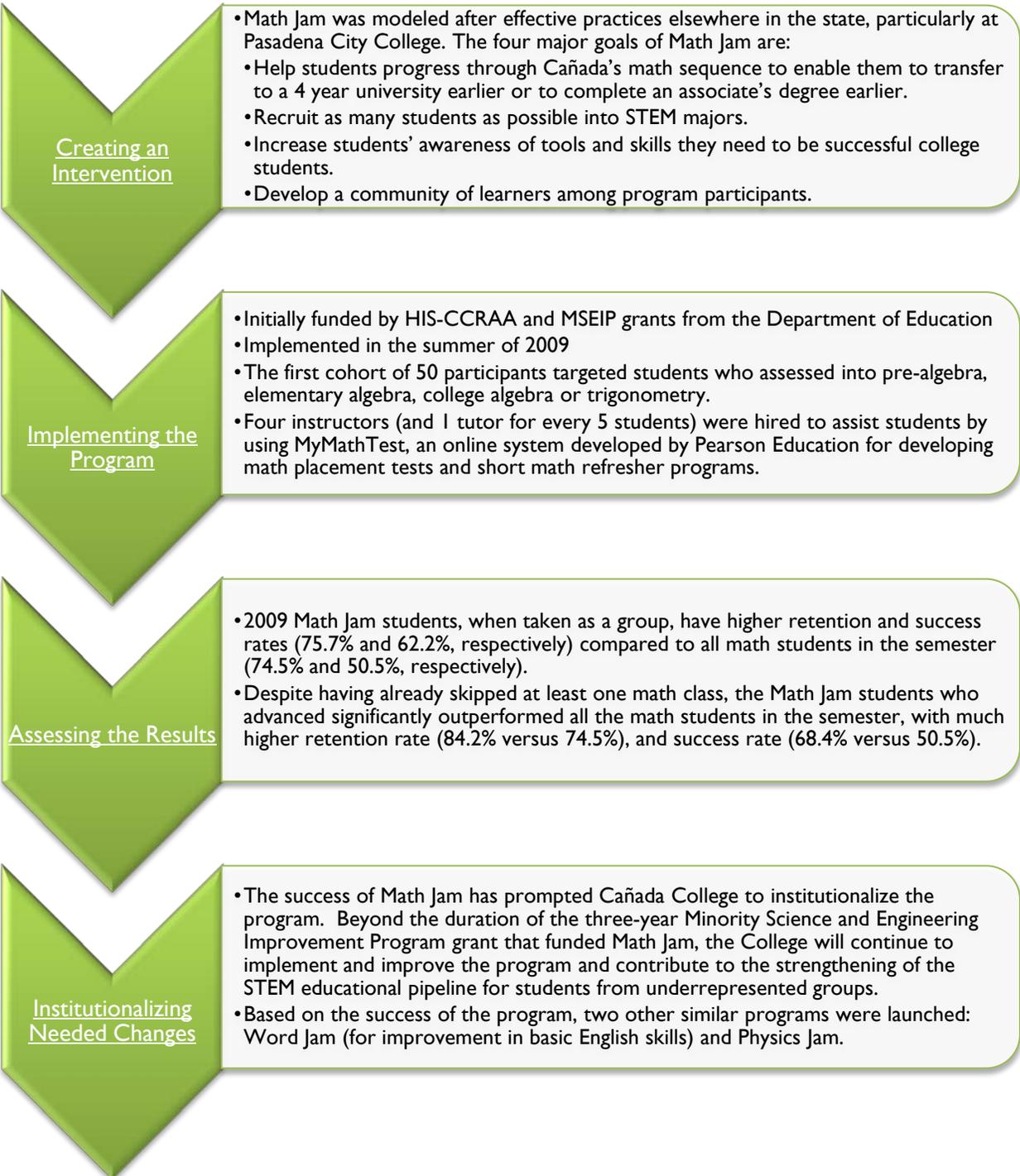
**Table 5: Performance of 2009 Math Jam students in Fall 2009 math courses**

	MJ Students who Advanced (N=19)	MJ Students who did not Advance (N=18)	All MJ Students (N=37)	All Math Students (N=1515)
Retention Rate	84.2%	66.7%	75.7%	74.5%
Success Rate	68.4%	55.6%	62.2%	50.5%

## Standard II: Student Learning Programs and Services Student Support Services

### Illustration II.B.3—Researching and identifying learning support needs

#### Math Jam



## Standard II: Student Learning Programs and Services

### Student Support Services

#### **Providing Appropriate Services and Programs**

Cañada College is committed to providing to all students access to quality student services and supplemental support services. Student support services provide both evening and electronic access so students can use resources on campus and from remote locations. Campus services open during the

evening include Admissions and Records, Bookstore, Cashier, Counseling, Financial Aid, Learning Center and Tutorial Services, the Library, Student Activities and the Welcome Center.

Cañada provides a wide variety of services to assist students. Table 6 outlines the various Student Services available at Cañada College.

**Table 6: Student Services at Cañada College**

Student Services Programs	Program Services
<b>Outreach and Application</b>	<u>Outreach</u> : The Outreach Department develops and coordinates outreach services for the high schools. Outreach staff provide high school presentations, application workshops, schedule campus visits and tours with community and educational institutions and attend college fairs.
<b>Assessment, Orientation and Registration</b>	Assessment testing is a state mandated process to assess the students' skills and place them in the appropriate level of English and math courses. Orientation is designed to provide information about student services, academic options, registration procedures, college policies, academic expectations, and student activities. <u>Priority Enrollment Program</u> : The Priority Enrollment Program provides students with a college orientation, assessment testing, financial aid information, and a counseling appointment.
<b>Articulation and Transfer</b>	<u>Transfer Services and Programs</u> : The Transfer Center provides resources and activities to help students select and prepare for transfer to a wide variety of universities, including the California State University, University of California, and Independent Colleges. Transfer support services include transfer counseling, financial aid and application workshops, university tours, visits with university representatives, a yearly Transfer Day, and extensive transfer information and articulation resources.
<b>Financial Literacy &amp; Financial Aid</b>	The Financial Aid Office is open daily to assist students in applying for grants, work study, scholarships and/or loans. Weekly FAFSA workshops are held throughout the semester.
<b>Counseling</b>	Counseling services are available daily on a drop-in and appointment basis to assist students with their educational, personal, transfer and career goals. Electronic counseling is also available.
<b>Career Services</b>	The Career Center assists students in developing and carrying out both short and long-term education, employment and career goals. Educational and occupational information is available.

## Standard II: Student Learning Programs and Services

### Student Support Services

Student Services Programs	Program Services
<b>Student Life and Leadership</b>	<u>The Associated Students</u> : Student Life and Leadership Development Office provides support and guidance to various recognized student clubs; plans campus events from Welcome Back Week to Commencement; hosts workshops; and oversees the student club registration process.
<b>Wellness: Disability Resource Center, Psychological Services, Health Services</b>	<u>Disability Resource Center</u> : The Disability Resource Center provides academic accommodations and services to students with documented disabilities. <u>Health Services</u> : Health Services provides information and consultation on health problems, evaluation of symptoms, over-the-counter medications, personal health counseling, first aid, pregnancy and HIV testing and counseling, vision and blood pressure screening, assistance with referrals for medical, dental and psychological care and services, and arrangements for emergency care and student insurance. <u>Psychological Services</u> : Psychological Services offers free onsite individual, couples, and/or group counseling to students and staff. The program also provides crisis intervention and triaging referrals to community services.
<b>Student Support: TRiO, Beating the Odds, Veterans, EOPS-CalWORKs and CARE,</b>	<u>EOPS</u> : EOPS is the umbrella organization to affiliated programs such as CARE and CalWORKs. <u>CARE</u> : The Cooperative Agencies Resources for Education provides single parents with bus passes, books, supplies, and additional grants. <u>CalWORKs</u> : CalWORKs is offered state-wide and partners with schools to ensure that students who meet income guidelines receive counseling case management, book vouchers, transportation vouchers, coordination with the Disabilities Resource Center and Alternate Media services, transfer and graduation support, and connected services via EOPS and CARE. <u>Former Foster Youth</u> : For former foster youth, EOPS also serves as the primary liaison. In partnership with financial aid, EOPS connects former foster youth to scholarship resources such as the Chaffey grant. <u>TRIO SSS (Student Support Services)</u> : SSS is a federally funded program for first-generation, low-income, and disabled students that provides academic and career counseling, mentors, tutoring, cultural and social enrichment activities, workshops, speakers, and field trips to assist them in earning their AA/AS degree and transferring to four-year colleges or universities. <u>TRIO Upward Bound</u> : The Upward Bound program serves 50 first generation, low income students from one of the college's primary feeder high schools – Sequoia HS. The program offers support services to encourage students to attend college. <u>Veteran Resource and Opportunity Center</u> : The college has developed a location within the Learning Center to allow veterans a place to study, receive services and relax. The VROC (Veterans Resource and Opportunity Center) was established in 2011. <u>Cañada Beating the Odds Peer Mentorship Program</u> : Beating the Odds is a Peer Mentorship program designed for First-Generation college students. Mentees are paired up with a student leader on campus who will mentor them and help make the transition to college smoother.

## Standard II: Student Learning Programs and Services Student Support Services

Student Services Programs	Program Services
<p><b>Academic Support:</b> <b>Learning Center</b></p>	<p><u>Learning Center:</u> The Learning Center offers instructional and student support services, including learning assistance and technology to help students succeed</p> <p><u>Library:</u> The Library provides services to the campus, in both print and electronic formats.</p> <p><u>Math, Engineering, Science Achievement (MESA):</u> MESA is the hub of support to ensure that students excel academically and transfer to universities as STEM majors.</p> <p><u>STEM Center:</u> The STEM Center provides program services and academic support for students exploring or pursuing Science, Technology, engineering, and Math majors.</p> <p><u>Math, English and Physics Prep:</u> These programs provide intensive assistance to students in math, English and Physics prior to the beginning of their coursework.</p> <p><u>Community Based English Tutoring (CBET) and Off-Campus ESL:</u> The CBET program provides English as a Second Language instruction to parents and community members who pledge to provide personal English language tutoring to California K-12 children with limited English proficiency.</p> <p><u>Off-Campus Sites:</u> One off-campus site, the Menlo Park Center (OICW), provides college and workforce readiness curricula in computer skills, Early Childhood Education, and Human Services.</p> <p><u>College for Working Adults:</u> The College for Working Adults program is aimed to assist working adults in completing an Associate in Arts degree in Interdisciplinary Studies in just three years. The program is further discussed in Standard I.A.1.</p> <p><u>Learning Communities:</u> In Learning Communities students take two or more classes together; the classes themselves are linked with related assignments; and the teachers organize around common themes or questions and work closely with all students.</p>

### **Self- Evaluation**

The College meets the standard. The student services programs have a systematic way to review the student needs through the Program Review process and then develop plans to meet those needs. All student services departments, including categorical programs, complete Student Learning Outcome cycles and Program Reviews as a self-evaluation tool.

The service areas that receive outside funding—EOPS, Disabilities Resource Center, Financial Aid, MESA, TRiO SSS, and Upward Bound—are all evaluated by their granting entities and have had consistently good reviews. The College conducts two major surveys – the Noel-Levitz and the CCSSE – to provide information on campus needs. Based on the survey results and program reviews, changes are made in the student support programs to assure the College is meeting student needs.

### **Actionable Improvement Plan**

None

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**B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

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### **Descriptive Summary**

#### ***Assuring Equitable Access***

Cañada College is committed to providing equitable access programs and services to help all of the students succeed. Most courses are offered on the main campus or at the off-campus site in Menlo Park. Courses are also offered on local high schools including Carlmont, Woodside, Menlo-Atherton, Sequoia Adult School, East Palo Alto Academy, and at local elementary and middle schools. Distance learning centers on the use of online courses, offering students alternative means of study (eCounseling).

## Standard II: Student Learning Programs and Services

### Student Support Services

With an overarching charge to ensure that there is an institutional commitment to access and equity, the Cañada Committee for Student Equity was formed in 2009 to evaluate and promote effective equity practices across the College community. The mission statement for the Committee for Student Equity is that Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity has updated the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and will study, monitor, and make recommendations to appropriate college bodies regarding student equity issues and efforts ([Equity Committee Minutes](#)).

As an open access institution, the college staff work hard to assure all potential students in the district have information on the college and its programs. Recruitment is done in all local high schools, at college and job fairs, and in the community. Additionally, the College has approximately 300 high school students taking College courses through the Concurrent Enrollment Program. About 100 high school students are enrolled in the Cañada Middle College program and 50 Sequoia High School students from the East Palo Alto and North Fair Oaks areas are enrolled in the Upward Bound Program. In collaboration with the high school, this program provides academic training and support in preparation for their admittance into college, and assures that our local high school students have access.

The College promotes early admission through onsite high school outreach and counseling services. Campus Ambassadors, under the direction of the College Outreach Office, are assigned to each high school. Students are offered information and assistance to apply for admission, onsite assessment testing, and financial aid forms, as well as contact with other support services including the Disabilities Resource Center, EOPS, and CalWORKs. The TRiO Student Support Services Program and Upward Bound program work closely with the Financial Aid Office to identify resources to aid their specific student population early so financial barriers are minimized.

The Priority Enrollment Program was developed in 2008 to offer an in-depth orientation to Cañada College for incoming first year students from the local high schools. At the Priority Enrollment Program orientation, students receive counseling on appropriate course selection and financial aid, as well as a guided

tour to become more familiar with the College. Immediately following the orientation, students complete assessment tests and speak directly to a counselor in order to interpret the results and plan out classes. A services fair is usually coordinated at the same time so that students are informed of the various student support services and student organizations that are available on campus.

#### ***Providing Services Regardless of Location or Delivery Method***

Through WebSmart, the District's online portal, students can apply for admission, register for classes and pay fees, access student records, view the Catalogs and schedules of all three District Colleges, apply for the Board of Governors Fee Waiver, and obtain other financial aid information – all from remote locations via the internet.

The components of the matriculation process are available to students at various times and online to accommodate their needs. [Orientation](#) and assessment are provided in the morning, afternoon and evening, as well as some Saturdays. For orientation, an online version is available for students who live at a distance. Although assessment is only available on-site, students can submit other assessment test results (from another location) to be evaluated by a counselor.

E-counseling is available for students. Electronic Counseling Services is an internet based service that allows students to receive limited counseling services via email. Continuing students may use this service. Electronic Counseling Services is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. Electronic Counseling Services provides limited counseling services of up to 3 hours each week for Spring and Fall semesters. Response time may take up to six working days. Examples of the services available are:

- Schedule planning
- Progress reviews
- Transfer information
- Student Education Plan preparation
- General education status checks
- Certificate completion checks
- Education problem solving
- General career planning

The minimum requirements to receive electronic counseling services are internet access and an email account. Although not mandatory, fax capability is

## Standard II: Student Learning Programs and Services

### Student Support Services

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desirable if there are unofficial transcripts from other educational institutions that need to be reviewed.

Counseling services are also available via the phone. Students can set up phone appointments, as needed, to obtain information on their educational plans.

A new service which has been beneficial in developing student educational plans is DegreeWorks, a degree audit and educational planning software program. DegreeWorks allows students and advisors to plan and monitor their progress towards degree and/or certificate completion. Available using a link on WebSmart, students who have declared a major can visually map out what courses they have satisfied and what courses are still needed. Undeclared students can run a hypothetical scenario so that they can forecast their options in majors and tentative completion dates.

The College and various departments also utilize Facebook to allow for quick dissemination information to students in a more accessible manner. Increased communication is provided by Twitter, AlertU system, and various online blogs. Students can also opt for text messaging to receive information, such as their priority enrollment dates. These forms of communication have proven to be more immediate and dynamic, and are sensitive to the needs of an increasingly high-tech student population.

Information is available in both English and Spanish, including applications, financial aid resources, general materials, and information in other College publications. The College Catalog, course schedule, Financial Aid Handbook, and outreach materials are also available in Spanish. Bilingual (English/Spanish) staff and student assistants are available to provide one-on-one assistance both on and off campus.

Despite significant reductions in state categorical funding, Cañada College has continued to ensure equitable access and opportunity for students with learning and/or physical disability. The Disability Resource Center (formerly known as Disability Student Program & Services) provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA). All forms requesting services as well as policies and procedures are available online.

Moreover, the Disabilities Resource Center coordinates with the Learning Center to ensure that assistive alternative media is available for students with

different learning modalities. Concretely, the Alternate Media Center has Kurzweil, JAWS, ZOOMtext, and Dragon Voice Recognition; all of these resources are provided to ensure that materials are accessible. In Feb 2012 the college became a 'Kurzweil campus', meaning that *any* student on our campus can now access the software. The purpose of this purchase was to assist and retain students with low reading skills. The software has been installed on an additional 12 computers in the Learning Center, up from the 6 computers when the College possessed the more restrictive license. Kurzweil may also be installed on a student's laptop. Students who do not have laptops but have PC's at home may obtain disks and instructions from the Disability Resource Center to install Kurzweil at home. The Disability Resource Center staff conducted 5 workshops in the Learning Center in the Fall 2012 semester to teach students not otherwise connected with the Disabilities Resource Center on how to use Kurzweil.

#### Self-Evaluation

The College meets the standard. Numerous programs and services are provided to students to ensure equitable access. The Committee for Student Equity is continually studying data and reviewing processes to assure access. Student support services are provided to students studying online or at an off-site location in addition to what is available on-campus.

#### Actionable Improvement Plans

None

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#### **B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

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#### Descriptive Summary

##### *Encouraging Personal and Civic Responsibility*

The institution is committed to helping students understand the importance and need for personal and civic responsibility. The College's Educational Master Plan 2012-2017, outlines several of the following objectives which ensure that an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development continues and is improved upon.

## Standard II: Student Learning Programs and Services

### Student Support Services

- Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience and promote retention and success.
- Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs.
- Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.
- Community Connections Objective 3.3: Integrate service learning and internship opportunities for students into academic and student life.
- Global and Sustainable Objective 4.1: Create sustainability and social justice interest groups to focus on issues and increase awareness on campus.
- Global and Sustainable Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.

In the 2008-2012 Educational Master Plan, College Goal #9 was, "Build an educational environment that fosters passion for education and the leadership and personal skills necessary for civic engagement and participation." The summary of accomplishments showed the college had:

- Expanded student life on campus
- Conducted a Social Justice Conference
- Conducted community service through Phi Theta Kappa Honor Society.
- Provided opportunities for service learning in several classes
- Sent two Cañada staff members annually to the Leadership Redwood City program

The main purpose of student government, known as the Associated Students of Cañada College, is to support the student life and leadership development of its members and the college community. The Associated Students of Cañada College is open to all current students of the institution and all students are encouraged to participate. The Associated Students of Cañada College is located in the Center for Student Life and Leadership Development, and is managed by the Coordinator of Student Activities. Together with the Center for Student Life and Leadership Development, the Associated Students of Cañada College provides an environment that encourages personal and civic responsibility. The six executive officers and sixteen senator positions of the Associated

Students of Cañada College host monthly Spirit Thursday events, collaborate with other college departments to host Social Justice Series, provide student representation on standing college committees, and financially support the development and coordination of student organizations and clubs.

The Associated Students of Cañada College and student clubs provide fellow students with a variety of opportunities in which students can contribute to their campus and communities so that they might increase their social, cultural, and civic consciousness. Each year, the Associated Students of Cañada College organizes a Monthly Spirit Thursday calendar. The monthly Spirit Thursdays focus around themes that line up with a monthly holiday or social issue. One example of such activities is when the Associated Students of Cañada College hosted a December 'Let it Snow' Spirit Thursday, where the students had freshly made snow in the lower quad, and the Associated Students gave away Holiday cookies. The event became the highlight of school spirit and community.

The Spirit Thursday calendar continued with a Chinese New Year Spirit Thursday that celebrated Chinese culture with food and acrobats. Each semester, the Associated Students of Cañada College hosts a Spirit Thursday during welcome week, which includes a Club Rush; all student clubs set up booths in the campus quad area at noon time so as to recruit new members. A recent Welcome Back/Spirit Thursday had the theme of 'I Heart Cañada;' the first 200 day students and 75 evening students wearing a Cañada t-shirt or showing a Student ID received a free lunch, an 'I heart Canada' t-shirt. The students also enjoyed a sports theme activity jumper. For students who attend Spirit Thursdays and for those Associated Students officers who organize them, the Spirit Thursday program teaches students about personal and civic responsibility in conjunction with teamwork and financial planning.

The College has expanded student life on campus by recognizing the need for students to have an environment that encourages personal and civic responsibility by recently investing in a major remodeling of the Center for Student Life and Leadership Development. The Center now provides the department with excellent office space for the student government, clubs, the Coordinator, staff, and a conference room. In Fall 2012, the campus opened the Grove, the remolded student dining area that includes a Career Center, Game Room and more lounge space.

## Standard II: Student Learning Programs and Services

### Student Support Services

The College shares a commitment to civic and personal responsibility and service learning between students and faculty by providing a seat for a student on institutional shared governance committees. At each weekly Associated Students meeting, the Associated Students President reviews the campus committee lists, which are listed on every agenda, to ensure that the major Participatory Governance committee has a student representative, and that the student is informed of when the meetings are. Additionally, the student representatives are to report back to the group regarding the events and discussions of the Participatory Governance meetings attended. The following Participatory Governance committees have Associated Students of Cañada College student representation, the Planning and Budgeting Council, Student Service Planning Council, Instructional Planning Council and the Curriculum Committee.

All student clubs are linked to a faculty or staff advisor who teach and model personal and civic responsibility. Over the years, student clubs range from academic, social and cultural. Some student clubs recruit members who are interested in learning more about math or engineering internships (Math Club and the Society for Hispanic Engineers), while others enjoy watching international films and sampling different kinds of ethnic foods (International Communications and Russian Club). The overall goal is that when a student joins a campus club, they will develop themselves socially and make a connection between what they are learning in the classroom with what they are experiencing outside the classroom. The Associated Students of Cañada College and the more than 25 student organizations and clubs continue to demonstrate how essential they are to students completing their educational goal.

Along with achieving our goals set in 2008, the institution developed the Student Ambassador Program, which offers students a unique opportunity to develop civic responsibility, and to enhance leadership and communication skills, by assisting the Outreach Department in hosting Preview Days, attending college fairs and making weekly visits to local high schools.

Cañada College additionally supports the civic responsibility and leadership development of its staff, faculty and administrators. One method of encouraging civic responsibility and leadership is by sending two to three Cañada staff members annually to the Leadership Redwood City program. This program is hosted by the San Mateo County Chamber of Commerce, and connects Cañada staff with city,

county and state leaders, along with water, housing and social services. Participating staff develop a better understanding of how the community is a significant part of the institution and that staff have a civic responsibility to include the community needs when developing our students and programs.

Encouraging Intellectual, Aesthetic and Personal Development

#### Phi Theta Kappa

The college continues to support the intellectual development of our students by supporting our Five-Star Phi Theta Kappa Honors Society Chapter. This group of students and faculty advisors consistently wins regional and national awards. The chapter receives an annual honors topic that they must research and develop programming around. This extra-curricular activity challenges students intellectually, provides them a place to develop themselves personally and increase their civic responsibility to their fellow members and their community. While the Honors Project changes from year to year, the common thread is that the project requires scholarly study of both sides of an issue related to the Honors Topic, along with a project or action that is the direct result of the scholarly research. In the 2012-2013 year, the chapter engaged the entire college in a study of local community histories and on college cheating. The annual honors projects that the chapter engages in change in part due to the changing composition of student membership each year. Recent past service events have included working with (or on):

- City Trees (planting trees throughout Redwood City);
- Project Read (fundraising and working with a local adult literacy program);
- Earth Day beach cleanups;
- Holiday food and clothing drives;
- Volunteering at the College's Arts and Olive Festival;
- Fundraisers, research and donations to worthy micro-borrowers through [KIVA.org](http://KIVA.org); and ,
- Christmas Tree toy drives.

Additionally, since 1999, at the end of each school year, Phi Theta Kappa has hosted an Evening of Excellence, in which they invite over 1300 local high school honors students and their families to the college campus. The intention is to honor academic excellence and reinforce the knowledge that these high

## Standard II: Student Learning Programs and Services

### Student Support Services

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school students also can succeed academically and personally in college. This event takes months of preparation and has been the project of the Phi Theta Kappa College President since its inception. The Evening of Excellence has grown every year; last year the event served over 450 student scholars, parents and friends.

Phi Theta Kappa works closely to develop and support the Honors Transfer Program. Students who participate in the Honors Transfer Program are motivated and challenged academically. Students can enroll in designated honors courses and seminars, participate in special activities and lectures, benefit from articulation and transfer programs, and enjoy additional academic from the honors faculty. The institution recognizes academic excellence each semester via personalized certificates for exemplary achievement (requiring a 4.0 GPA) and the Dean's Honor List. The Honors Transfer Program is working to ensure that all students are aware of the program and the advantages it offers. Currently, the Honors Transfer Program is working with the Center for Student Life and Leadership Development to offer an Honors Leadership course based on the Phi Theta Kappa Leadership Studies curriculum.

#### Social Justice Series

The Social Justice Conference and Series continues to provide a welcoming campus environment that encourages intellectual, aesthetic, and personal development for the campus and our surrounding communities. The Social Justice Series is a collaborative effort by the Associated Students of Cañada College, Student Support Services, Center for Student Life and Leadership Development, the Humanities and Social Science Division, and the Offices of the College President, Vice President of Instruction and Vice President of Student Services. The College also receives support from Redwood City 20/20/Redwood City Together and the San Mateo Youth Commission. In the 2011-2012 academic year, the Social Justice Services kicked off with a Student Voice from the Occupy Movement Panel, continued with a discussion on traveling to Ghana, the Policing of Young Latino and African American Males, provided the campus with an International Women's Day Global Exchange Panel and dance performance by local female performers, and concluded with an Undocumented Students Forum. The Social Justice Series is further discussed in Standard II.B.3.d below.

#### Career and Personal Development

The institution also offers guidance and self-development classes which help students acquire academic and life skills. Classes include:

- CRER 137 Life and Career Planning
- CRER 401 College Success
- CRER 407 Exploring Careers, Majors and Transfer
- CRER 430 Career Assessment
- CRER 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning

Each year, Career services hosts a Career Fair and the Health and Wellness Center offers Health Fairs, along with personal counseling.

Each May, the Financial Aid Office, Transfer and Counseling Services, STEM Center and the Learning Center come together to sponsor the annual Achievement Night. The night includes the awarding of scholarships in academic achievement, outstanding personal accomplishments, exceptional leadership, and contributions to campus life. Students who will be transferring are acknowledged, along with academic tutors, STEM students, and honors transfer students.

#### International Experience

Cañada College continues to support students having the opportunity to develop themselves and understand their civic responsibility on a global level via the Study Abroad program. The Study Abroad program has offered week long to semester long trips to Egypt, Costa Rica, Barcelona and Florence, Italy. The Study Abroad Advisory Committee, which is comprised of faculty and staff from all three colleges in the District, continues to plan more learning opportunities for students. The College recently made a significant investment in the development of the international student program by creating a Center for International and University Studies. The goal is to increase international student enrollment to 5% of the total student body

#### Student Athletics

Cañada College continues to foster an environment of personal development through its athletic program. Student athletes receive excellent coaching and a comprehensive academic support program. The College offers women's volleyball, men's and women's soccer, men's basketball, men's baseball, and men's and

## Standard II: Student Learning Programs and Services

### Student Support Services

women's golf. The athletic program also provides students with an excellent fitness center that provides personal development for many people in the surrounding community. In May 2012, the athletic program hosted the first Annual Cañada College Athletics Hall of Fame Inaugural Induction Ceremony and Banquet, celebrating 44 years of Cañada College Athletics.

#### Beating the Odds Mentoring Program

In Fall 2011, the institution launched the Beating the Odds Peer Mentor program. With support of Measure G funding, the College provided 100 incoming freshmen (mentees) with a mentor. Each mentor had 10 students under their supervision. Together, they work on developing personal development as it applies to success in college. They experienced a much higher retention rate of those mentees who enrolled in their second semester.

#### Self Evaluation

The College meets the standard. Cañada students have many opportunities for personal development and civic contributions. Whether participating in the Beating the Odds Peer Mentor program, serving on student government or traveling abroad, students benefit greatly from the College's commitment to fostering an environment aimed for civic, intellectual, and personal responsibility and growth.

The aforementioned programs and activities are conducive to establishing an environment that encourages personal and intellectual growth. This viewpoint is supported by findings stemming from the 2010 Noel-Levitz Student Satisfaction Inventory. Findings indicate that students rate the environment at Cañada College higher than the national average in the following key areas:

- students feel a sense of belonging;
- the college shows concern for students as individuals;
- people on this campus respect and are supportive of each other;
- the campus staff are caring and helpful;
- it is an enjoyable experience to be a student on the campus; and,
- students are made to feel welcome on this campus.

#### Actionable Improvement Plans

None

**B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### Descriptive Summary

##### ***Design, Maintain and Evaluate Counseling Program***

The institution designs, maintains and evaluates counseling and advising services at the Redwood City campus and at the Menlo Park Center in East Menlo Park. The Counseling Department at the Redwood City campus is open from 8:00 am until 4:30 pm on Monday and Thursday and from 8:00 am until 7:00 pm on Tuesday and Wednesday. On Friday the office is closed at 12:00 pm. The Menlo Park Center has limited counseling services available (approximately 10 hours each semester). Bilingual English/Spanish counseling services are also available.

The Cañada College counseling department provides academic, career, and personal counseling to all students. The primary objective of the department is to promote student success by working with students to:

- Establish student educational goals and pathways;
- Facilitate student knowledge of academic requirements and college procedures;
- Promote utilization of student services' resources;
- Encourage student independence by demonstrating use of web-based sites related to majors, transfers, and careers;
- Encourage students to become self-advocates with instructors and administrators;
- Provide support during times of academic or personal crisis;
- Make appropriate referrals; and,
- Provide counselor representation on various college policy and planning committees.

Specialized counseling services are offered through the following programs: EOPS, CARE, DRC, CalWORKs, TRiO-SSS, Career/Transfer Center, International Student Office, College for Working Adults, Community-Based English Tutoring (CBET), Vocational ESL (VESL), MESA, Middle College, New Student Orientation and Priority Enrollment Program, Bridge to Engineering for Veterans, athletics, College

## Standard II: Student Learning Programs and Services

### Student Support Services

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Success/Basic Skills, Honors Transfer Program, Early Alert, career and technical education, E-Counseling, and financial aid. The College assists students in crisis and provides follow-up for students who are on academic/progress probation and dismissal status.

The Counseling Department is designed to provide students with educational, career, and personal counseling. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. Counseling services includes instruction in a variety of career classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

Opportunities for communication and professional development occur on a regular basis. All general and specialized program counselors meet twice a month to maintain and enhance knowledge, receive updates, new information, and program and procedure changes. Guest presenters are regularly invited, such as Cañada teaching faculty, deans and department representatives. The department is committed to evaluating the impact of its services on student achievement (success, retention, persistence, transfer) and on Student Learning Outcomes, particularly those pertaining to affective development. This is demonstrated in one of its Program Learning Outcomes, which states that, “Students will be able to articulate the content of the student educational plan and the benefits of creating and following a Student Educational Plan (SEP)” As a result, the Counseling Department developed a campus-wide Student Educational Plan campaign aimed at increasing the students’ awareness on the importance of goal setting.

The intent of the campaign is to provide targeted outreach to all students and increase their knowledge and awareness of all available counseling services and special programs. Throughout the first three weeks leading up to every summer, fall and spring registration deadline, counselors conduct 30-minute presentations in most English, English as a Second Language, and math classes. In addition, campus-wide emails are sent to all registered students, faculty and staff about the importance of having a current Student Educational Plan on file to assist with goal setting and academic and career planning. Approximately 200 students are served each week during the Student Educational Plan campaign.

In Spring 2012, research on Valencia College’s best practices on Orientation and their START RIGHT program was conducted by the Orientation Director. As a result, the following recommendations were proposed and approved by the Student Services Planning Council:

- Develop an online orientation
- Require both online and an on-campus orientation session
- Model Valencia’s START RIGHT program by requiring students to enroll in developmental reading, writing and math during their first semester.

Counseling services are evaluated on an annual basis through various methods, including the annual Student Services and Instructional Program Review, the Noel – Levitz Student Satisfaction Inventory, and the Educational Master Plan tracking form. Additionally, every year the Counseling Department shares Student Learning Outcomes with the Student Services Planning Council, and together they discuss how the Department will be assessed and utilized for program improvement. Minutes of the counseling department meetings are provided electronically to all counselors.

#### ***Prepare Faculty and Other Personnel for Advising***

All tenured, tenure-track, and adjunct counselors are encouraged to attend professional development training. Counselors attend annual CSU and UC conferences and report back to non-attendees. State, regional, and local meetings and conferences on SB1440, and regional Articulation conferences, are attended by counselors specializing in transfer. To prepare for the implementation of Degree Works, counselors attended a conference organized by the software developers.

The counselor assigned to work with Canada’s Basic Skills Initiatives attends annually 4-8 regional professional development meetings. The counselor assigned to work with the Honors Transfer Program must also be well versed about Honors contracts and research opportunities, program regulations, attend Honors conferences and events, and collaborate with Honors Transfer Program instructional faculty on an ongoing basis. Counseling staff attended the recent CCCAA 15<sup>th</sup> Annual Convention. In addition, counselors regularly attend webinars, including a recent webinar on Intrusive Academic Advising. Counselors have also attended CIETL workshops and have presented such topics as learning communities and the basics of articulation.

## Standard II: Student Learning Programs and Services

### Student Support Services

Counselors are well represented on established college boards and committees, as well as ad hoc planning groups. They are able to bring forth student concerns and recommendations related to college curriculum, policies, and student services. The following are some of the planning and decision-making bodies with counselor representation:

- Academic Senate Governing Council;
- Campus Technology Committee;
- Committee on Ethnic Studies;
- Curriculum Committee;
- Degree Works Steering Committee;
- District Matriculation Committee;
- Extenuating Circumstances Committee;
- Honors Transfer Program Advisory Board;
- Instructional Planning Council ;
- International Student Program Board;
- New Student Orientation Planning Team;
- Planning and Budgeting Council
- Professional Development Committee;
- Program Review team for Assessment, Orientation and Registration;
- Student Services Planning Council;
- Sub-committee for Accreditation;
- Transfer Advisory Board; and.
- Vocational ESL Advisory Board;

Proper training of counseling faculty is vital for the College to consistently provide the highest quality of service to students in all of its counseling programs. To this end, all new counselors receive a Counselor Handbook with all counseling documents and forms, general education sheets, instructions for computer programs (Banner®, DegreeWorks, SARS, WebSmart and WebXtender), Health Science program information sheets and application checklists, and Student Behavior, Academic Integrity and Harassment policies.

New counselors are also provided with individual training by an experienced counselor on various counseling topics. Topics covered in the training include:

- Use of the computer, including mastery of the College's Banner® software system and DegreeWorks (the degree audit program);
- College-specific electronic forms that assist student enrollment (e.g., the Course equivalency form);
- Overview of student populations unique to each counseling program;

- Overview of the Counseling Department's philosophy;
- How to create Student Educational Plans;
- Review of the Counseling Department's policies and procedures, with special attention given to policies related to probationary and disqualified students;
- Review of the assessment process including how to evaluate mathematics and English assessment scores and how to administer prerequisite waivers;
- Calculation of grade point averages and eligibility evaluation for academic and progress renewal;
- Related counseling services and activities such as campus tours and application workshops;
- Sources for student referrals and other college resources; and
- Additional resources for information including counseling Outlook email, WebXtender (the method by which counselors access scanned transcripts), ASSIST, College Source (an online database of catalogs) and the Counseling Department and Transfer Center websites.

Another method used to train new counselors is shadowing more experienced counselors. With the student's permission, new counselors sit in on counseling sessions and then debrief the session with the experienced counselor. Often the new counselors observe several different counselors to gain exposure to different counseling styles and issues. Additionally, new counselors have regular meetings with an assigned mentor. Adjunct counselors receive training annually with counselor updates sent via email. Individual requests for updated training or review may also be completed. First year tenure track counselors participate in a semester-long, tenure review evaluation.

Many counselors attended the annual DegreeWorks district-wide training to learn about appropriate parameters for use with academic counseling. Other topics covered through district wide conferences included improving transfer rates, career development, multicultural programs, developing future teachers, basic skills, honors, and athletics.

The Counseling Department continues to emphasize staff training, ongoing assessment, and improvement of its programs to meet the needs of the College's ever-changing student population. Professional counselor training and peer evaluation are critical to maintaining the high quality of counseling services at Cañada College.

## Standard II: Student Learning Programs and Services

### Student Support Services

#### Self Evaluation

The College meets the standard. The Counseling Department continues to emphasize staff training, ongoing assessment, and improvement of its programs to meet the needs of the College's ever-changing student population. Professional counselor training and peer evaluation are critical to maintaining the high quality of counseling services at the College.

The Department is committed to evaluating the impact of its services on student achievement (success, retention, persistence, transfer) and on student learning outcomes, particularly those pertaining to affective development as demonstrated in one of the program's student learning outcomes, which states the following:

Students will be able to articulate the content of the student educational plan and the benefits of creating and following a Student Educational Plan (SEP).

After reflection and review by the department, this Program Learning Outcome was refined and divided into three separate but related student learning outcomes to more effectively address departmental goals regarding student achievement:

- Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session.
- Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career, and personal goals.
- Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.

The Counseling Department measures these student learning outcomes during individual 30 minute counseling appointments. Assessments include administering a Pre- and Post-Survey, which is given to each student when they check in for their counseling appointment. At the end of the student's counseling appointment, they are asked to complete the post-survey to determine what student's learned as a result of their counseling appointment. A total of 100 surveys have are administered each fall. The survey results for Fall 2012 are as follows:

- XXX

Assessment results are entered into TracDat annually. Going forward, the Department intends to continue its focus and efforts on helping students achieve all three Program Learning Outcomes, with particular attention to helping an even higher percentage of students complete a Student Educational Plan aimed at their educational and/or career goal(s).

The College's counseling and academic advising programs are designed, maintained, and evaluated to support student development. This viewpoint is supported by findings stemming from the 2010 Noel-Levitz Student Satisfaction Inventory. Findings indicate that students rate the counseling and advising programs and staff at Cañada College higher than the national average in the following key areas:

- My academic advisor is approachable;
- My academic advisor helps me set goals to work toward;
- Financial aid counselors are helpful;
- My academic advisor is concerned about my success as an individual;
- My academic advisor is knowledgeable about my program requirements;
- My academic advisor is knowledgeable about transfer requirements or other schools;
- There are adequate services to help me decide upon a career; and,
- New student orientation services help students adjust to college.

There were three areas in which students rated the institution lower than the national average: career services, veteran services and Early Alert. Since the 2010 survey, a new career center has been constructed and is located in the newly remodeled student cafeteria and lounge area called The Grove, a full-time program supervisor has been hired to serve as the Career Center director, a new center has been built for veterans called the V-ROC, a part-time staff member has been hired to coordinate veteran services, and the counseling department has hired a full-time counselor to provide coordination and follow-up of the Early Alert program.

#### Actionable Improvement Plan

None

## Standard II: Student Learning Programs and Services

### Student Support Services

**B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### Descriptive Summary

#### **Design and Maintain Programs, Practices and Services to Support Appreciation of Diversity**

Cañada College promotes student understanding and appreciation of diversity through variety of programs and activities that raise cultural awareness.

ASCC and Cañada Student Clubs: Associated Students of Cañada College contribute toward the understanding and appreciation of diversity. They have sponsored annual cultural events like the Chinese New Year Celebration and forums that allow for open and safe dialog about current controversial issues such as the “Open Mic For Trayvon Martin.” Cañada student clubs also celebrate and raise awareness about the importance of diversity through the activities that they lead and promote. These clubs raise diversity awareness about religion, sexual orientation, multiculturalism, gender, socioeconomic backgrounds, educationally disadvantaged backgrounds, as well as academic majors for diverse populations. The College supports and understands the importance of having diverse clubs represented on the campus which allows for students and the community to be exposed to various populations. Some of the clubs include:

- Art Club
- Associated Students of Interior Design (ASID)
- Beating the Odds Community Club
- Black Student Union
- Bridging Hispanic Minds to Success Club
- Christian Club
- EOPS Student Club
- Express Yourself with Graphic Design Club
- Fashion Club
- International Club
- Math Club
- People of the Pacific Club
- Phi Theta Kappa Honors Society
- Photon Masters
- Programming Club
- Robotics Club
- Russian Club
- Salsa Club
- Society for Hispanic Professional Engineers (SHPE) Club

- Spectrum Alliance LGBT Club
- TRiO Student Advisory Club
- Veterans Club
- Women in Science and Engineering Club

In addition to these, other clubs have also sponsored various activities to promote cultural diversity and awareness. For example, the Spectrum Alliance LGBT Club participated in San Francisco’s Pride Parade and the International Communication Club has hosted an International Film series.

A student chapter of the Society of Professional Hispanic Engineers (SHPE) was created and won two regional awards for membership growth. In addition, the Women in Science and Engineering (WISE) club is expanding. As a result of the increase in students majoring in STEM majors, they have been participating in Professional Conferences where MESA students have engaged with professionals and students from 4-year universities – for example, SHPE National Conference, SACNAS National Conference, MESA/PG&E Leadership and the AMSA ARC Pre-Med Conference at UC Davis. New conferences that MESA students attended for the first time in Fall 2011 included the National Mathematics Conference and the Undergraduate Women in Physics Conference (Western Region). Student organizations like these bring awareness for the need to increase the number of underrepresented students in the math and sciences.

Cañada Clubs also come together to promote diversity and outreach. For example, the EOPS Student Club and TSAC have come together for the second year to promote higher education to K-12 students who are members of the Boys and Girls Club of Hoover in Redwood City. This student lead initiative started in 2010 when the Directors of EOPS and TRiO and the office of the College President came together to promote college access to students from impoverished backgrounds and non-traditional college students. Students from the clubs visit the Boys and Girls Club and give workshops on attending college and financial literacy. The K-12 students are invited to tour Cañada and hear other college students from the Hoover and Redwood City community speak about their experiences attending college as a first-generation college student from impoverished backgrounds.

Study Abroad Program: The Study Abroad Program enhances student understanding of diversity and cultures, and can be a life changing experience that allows students to gain both an understanding of other cultures and a new perspective of life within the United

## Standard II: Student Learning Programs and Services

### Student Support Services

States. As students live in and learn to understand a different culture, they are challenged to re-examine themselves, their attitudes and their values. The program has offered classes in London, Florence, and Barcelona.

International Student Program: Through the International Student Program, the institution extends an invitation to citizens from all over the world to come to the United States and study at Cañada College. The College has been working on increasing the number of international students. Through the admission and enrollment of approximately 42 (F1 Visa) students from 26 different countries, the College has an additional opportunity for educational exchange that promotes a greater understanding and appreciation of foreign cultures.

Social Justice Series: In Fall 2010, the Social Justice Series started with the collaboration between Cañada College, Sequoia High School Dream Club and Redwood City 2020 to raise awareness about diversity and social justice issues. From there the College formed the Social Justice Planning Committee which also included collaborating with the Center for Student Life and Leadership, and Associated Students of Cañada College. The Committee expanded its offering of forums to include not only awareness but self-advocacy. In some recent presentations there was a panel of student activists that spoke about the Occupy Movement. Also included in the presentation was a former gang-member turned scholar-activist, Dr. Victor M. Rios, who spoke about the 'Youth Control Complex' and how it leads to the hyper-criminalization of Black and Latino young men. A third Social Justice Series topic was a recent presentation and discussion titled, "A Courageous Journey: A Reflection About Studying Abroad," featuring Shaylona Wheeler and Denise Mean, former students of Cañada College who decided to study abroad in Ghana. They visited historical landmarks produced by the Transatlantic slave trade of Africans to the Americas, and shared their experiences with the College community about making personal connections with this history that is fundamental to the Americas. Finally, the students also shared the importance of experiencing study abroad as a way to promote social justice. They also had an "Undocumented Student Form," were there was student presenters and a performance that brought to light the issues undocumented students have to face on a daily basis and the importance of perseverance.

Dreamers Task Force: The Dreamers Task Force is a volunteer committee of faculty, staff, and concerned students who are committed to ensuring equitable

access and resources for AB540 eligible students and undocumented students. As a subcommittee of the Social Justice Planning Committee, The Dreamers Task Force analyzes new policies and laws enacted regarding AB540 students and undocumented students and helps to ensure that the most accurate information is relayed to students. The Dreamers Task Force organizes professional development for the campus community to raise awareness about the Dream Act and resources for AB540 students. In addition the Dreamers Task Force mobilizes interested faculty, staff, and students to attend campus and community events with other educational and social service agencies that host workshops pertaining to AB540 and undocumented students.

Committee for Student Equity: Cañada College welcomes all students, cherishes their diversity, and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. As part of this commitment, the Committee for Student Equity updates the Cañada College Student Equity Plan in accordance with the California Code of Regulations Title 5, Section 54220, and studies, monitors, and makes recommendations to appropriate college bodies regarding student equity issues and efforts.

The Committee for Student Equity is advisory to appropriate college bodies regarding student equity issues and efforts. These bodies include the Planning and Budgeting Council, Instructional Planning Council, Student Services Planning Council, Academic Senate Governing Council, Curriculum Committee, and the Associated Students of Cañada College. It is a joint committee of administration and faculty. The roles of the Committee for Student Equity include:

1. To create and update the current student equity plan in consultation with appropriate campus bodies and constituencies, in accordance with the California Code of Regulations Title 5, Section 54220 in the areas of access, course completion, basic skills and transfer.
2. To gather data on student equity in our college and community.
3. To make recommendations to college bodies and administration on matters pertaining to student equity.
4. To raise awareness of the value of diversity and the imperative of equity in our college communities.

(Source: Committee for Student Equity Bylaws)

## Standard II: Student Learning Programs and Services

### Student Support Services

Ethnic Studies Committee Charter: As a subcommittee of the Curriculum Committee, the Ethnic Studies Committee Charter was formed to evaluate and approve courses for Cañada's Associates Degree Ethnic Studies graduation requirement. As such it ensures the integrity of the curriculum for Cañada College. The philosophical objective of the Ethnic Studies Committee is to enhance the awareness and acknowledgement of the importance of the ethnic pluralism as an essential element in the development of the United States. Its primary function is to review and evaluate any newly proposed course to be considered as an ethnic studies course according to the Ethnic Students definition and guidelines of Cañada College. Ethnic Studies courses examine significant aspects of the cultural contributions and social and psychological experiences of the historically underrepresented ethnic groups in the U.S. including but not limited to: Asian Americans, Blacks, Latinos and Native Americans. Courses should include an analysis of ethnicity and other marginalizing factors such as ethnocentrism, racism, stereotyping, prejudice, and discrimination based on class, age, religion, gender and sexual orientation as well as how these explain and shape the ethnic experience in the U.S. Courses explore the role culture plays in shaping and sustaining ethnic groups and identities in the U.S.

Other Activities: Through the Humanities Division, the Art and Music Departments have worked on various activities and presentations to promote diversity within the arts. In February 2012, the Music Department and Latin American Studies Program collaborated with Norte Dame de Namur's Graduate Piano Program to present a piano concert. The program included tangos by Argentinian master Astor Piazzolla, works by Romantic Russian Anton Aresky and engaging twentieth-century American composer Richard Faith and George Gershwin. In addition, through the Art Department, the Art Gallery at Cañada College schedules exhibits that promote student understanding of human and cultural diversity as these two past exhibits reveals.

1. In 2012, "Sky Train: Tibetan women on the Edge of History" was an exhibit of photographs and writings by the Chinese American artist, Canyon Sam. The subject the untold history of Tibet from the perspective of its women.
2. In 2011, "Maya Women—Life, Art, Hope: Contemporary Indigenous Paintings from Guatemala". Paintings from prominent Tz'utuhil and Kaqchikel Maya artists showing the beauty and hardship of indigenous women's lives, as

well as the legacy of violence that continues to haunt the country.

#### Self Evaluation

The College meets the standard. The findings from the Noel-Levitz Student Satisfaction Inventory (2010) indicate that students rate Cañada College higher than the national average in the following areas: the institution's commitment to under-represented populations, the college shows concern for students as individuals, people on this campus respect and are supportive of each other, and students are made to feel welcome on this campus. The campus events and meetings promoting diversity are well attended by faculty, staff and students and there is a genuine interest in support for diversity.

#### Actionable Improvement Plans

None

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#### **B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

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#### Descriptive Summary

##### **Evaluating Admissions Instrument**

Because Cañada College is part of the public California Community College system, it is open access to anyone 18 years of age or older. Thus, potential students must only submit an application and there is no formal admissions process. The District currently uses the statewide CCCApply for the online application process. The majority of applications are now submitted online. However, paper applications are also available. A District-wide Enrollment Services Council, consisting of Deans of Enrollment and Counseling, the Registrar and ITS personnel, meets monthly to discuss the admissions policies and procedures.

Admissions regulations adhere to California Title 5 requirements. The College admission and application process is a topic of ongoing review and discussion both at the campus level and in the District Enrollment Services Committee. Regular registration critiques are held and feedback is used to improve the admission process.

## Standard II: Student Learning Programs and Services

### Student Support Services

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#### **Evaluating Placement Instruments**

Cañada uses ACT COMPASS, a state-approved assessment instrument, to place students in appropriate classes. Cut-scores and multiple measures were developed following state matriculation guidelines. The next validation of cut scores is scheduled for Fall 2013.

Since the inception of the ACT/COMPASS placement tests, the Program Services Coordinator for Assessment and the College Researcher have collected data to validate the cut-scores, which were adjusted following the validation guidelines developed by the state systems office.

State matriculation regulations require that assessment be a holistic process, meaning, substantially, that a test score alone should not be the sole criterion for determining the advice given to students regarding course and program placements. Counselors apply multiple measures on a regular basis.

The College also enforces prerequisite requirements for English and math courses through the use of its Banner® database management and enrollment system. During registration, students are blocked from enrolling in courses for which they have not met a prerequisite. For courses for which computerized blocking is not yet in place, faculty are required to check for evidence that students have completed relevant prerequisites. In addition, the College has established procedures by which any student who does not meet prerequisite or placement test requirements may seek entry through a challenge process. A student may challenge any prerequisite. Students are informed, through the Catalog, Online Orientation, and Counseling, of both the reasons for challenging a prerequisite and the process for doing so.

Another round of validation for the placement tests is scheduled for Fall 2013. State validation of the test is handled by ACT/COMPASS for approval of the instrument by the State Chancellor's office. In 2006 and 2007 the College conducted its own validation to set the initial cut scores for the campus and to then further validate those cut scores, and change them if necessary in 2007. The validation took place in the first two weeks of the semester and the process consisted of identifying those students who had registered and taken the Math, English, and ESL placement tests for each of the 2006 and 2007 semesters. A survey was administered in each affected class to both the students and instructors, and one question was asked of each. For students, the question was, "Do you feel

you were appropriately placed into this course?" The question asked of the instructor was, "Do you feel the student was appropriately placed into this course?" Based on the data returned, cut scores were adjusted slightly in 2006 and stayed the same for 2007.

#### **Self Evaluation**

The College meets the standard. Applications and the placement test are regularly evaluated to minimize bias. Though paper applications are still accepted, the Admissions and Records Office now maintains a Welcome Center with eight computers and dedicated staff and student assistants to help prospective students submit their applications online.

Another round of validation for the placement tests is scheduled for Fall 2013. State validation of the test is handled by ACT/COMPASS for approval of the instrument by the State Chancellor's office.

#### **Actionable Improvement Plan**

None

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**B.3.f The institution maintains student records permanently, securely, and confidentially,, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

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#### **Descriptive Summary**

##### ***Maintaining Student Records and Secure Back-up***

Cañada College adheres to District Rules and Regulations 7.28 Student Records, and 8.27 Records Management, in addition to Title 5 Regulations. The student computer data files are maintained and backup files are created and stored appropriately, as described below (or in an appendix). In addition, Admissions and Records are in the process of scanning and indexing both prior and current hardcopy student records using WebXtender software. These imaged and indexed records are available to Counselors and appropriate staff.

District ITS is responsible for all hardware and software production, applications, databases, and data that resides in Banner®. Within this scope, they provide secure backup policies, along with systems and procedures for the following file servers: Production

## Standard II: Student Learning Programs and Services Student Support Services

Servers, Test Servers, and Web Servers. Backups are completed daily or weekly depending on the type of

file. Table 7 outlines the back-up schedules:

**Table 7—Microsoft Exchange Back-up Schedule**

Weekly Backups - Full Backup	Full back-up of Exchange Information stores only on SMCExc-Mbx1  Information stores are backed up to tape
Daily Backups - Incremental Backup	Incremental backup of Exchange Information stores only on SMCExc-Mbx1  Information store log files are backed up to disk
Weekly Backups of System Servers – Full Backup	Full back-up of all Systems Servers but excluding Microsoft Exchange Information stores  Server operating systems, applications and data are backed up to disk  Disk backups are replicated to tape
Daily Backups of System Servers - Incremental Backup	Incremental backup of all System Servers excluding Exchange information stores  Server operating systems, applications and data are backed up to disk
Weekly Backups of Inactive Microsoft Exchange Accounts - Full Backup	Full back-up of SMCExc-Limbo server where inactive Exchange accounts exist  Backup is performed to disk
Notes:	
<p>Disaster Recovery Site at Cañada - Exchange 2007 is configured for Standby Continuous Replication between the servers named SMCExc-Mbx1 (source) and SMCExc-MBxDR1 (target). Replication is continuous and is built via log shipping methods. In the event of an Exchange failure on the production server, SMCExc-MbxDR1 may be brought online to continue to provide email services to faculty and staff. The default log replay lag time is 12 hours.</p> <p>“Brick level” or “Granular Recovery Technology” is not supported within the District’s Exchange environment. The backup methodology is intended for full site recovery in the event of a disaster or major system outage.</p> <p>Weekly offsite tape movement storage is provided by Recall. The tape media that is taken off-site is stored in a vault in San Francisco.</p>	

### ***Policies for Release of Student Records***

The Federal Educational Rights and Privacy Act, which is described on p. 23 of the 2012-2013 Cañada Catalog and also on p. 23 of the Spring 2013 Cañada Class Schedule, provides that the College may release certain types of directory information. Directory Information at the College includes: student’s name and city of residence, participation in recognized activities and sports, dates of enrollment, degrees and

awards received, the most recent previous educational agency or institution attended, and height and weight of members of athletic teams. Procedures for release of student records are published in the College Catalog, the Student Handbook, and on the website.

Currently enrolled students may request that directory information be withheld by notifying the Admissions and Records Office in writing each semester. Such

## Standard II: Student Learning Programs and Services

### Student Support Services

requests must be submitted within two weeks after the first day of instruction.

The College's assessment area maintains student assessment scores on the COMPASS website, which is password protected. These results are transferred into Banner® at the end of an exam for counselors to see. Student Educational Plans are retrieved through WebSmart (DegreeWorks for new Student Educational Plans) and WebXtender (for historical Student Educational Plans) – all are password protected. Students who would like to obtain copies of their test results complete a request form available through the Counseling. Students can access their electronic educational plans via password protected WebSmart.

The institution's commitment to maintaining the confidentiality of student records extends to its administrative system, Banner®. Training for all the institution's employees requiring access to Banner® is provided by the Information Technology Services Department. Such training is mandated and a privacy statement is signed and maintained by ITS. In Banner®, access to the student population is based upon the employee's job description, as approved by his or her 1st level manager.

#### **Self Evaluation**

The College meets the standard. Currently, prior records are stored in the records room in Building 9 and archives are stored in Building 2. There are duplicates of all of the records. Some of these records have been duplicated via WebXtender or microfilm while others have not yet been duplicated. All records after 1981 are in electronic format and are backed up routinely.

At this time, records from Spring 1975 to Summer 1981 are stored in file folders in the records room of Building 9. The College is in the process of scanning these records. Records from 1968 through 1974 are stored on microfilm in Building 9 and the hard copy is located in Building 2. The Building 9 record room is considered a fire proof room as the walls are constructed to contain fire for more than two hours, and all of Building 9 has fire sprinklers in place. The security of this room is controlled by an electronic locking system. The Building 2 archives are now stored in a special locked section and only approved personnel have a key to the area. The room has fire alarm smoke detectors for fire notification.

#### **Actionable Improvement Plans**

None

**B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### **Descriptive Summary**

##### ***Evaluating Student Support Services to Meet Needs***

Student Support Services are evaluated through the Annual Plan and Program Review process. This is a self-reflective process used to collect information to be used by the student services program teams and college planning bodies (Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, Planning and Budget Council). Through this process, Student Services staff review the mission and vision of their program(s). By using multiple measures and inquiry, staff reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. The reflections identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The Student Services Planning Council, in collaboration and communication with the Instructional Planning Council, oversees the implementation of a comprehensive process for planning and assessing student services based on program review, the effective integration of Student Learning Outcomes into program activities and services, and alignment with the college's mission and strategic goals.

Annual Program Plans are submitted to the Student Services Planning Council every year by the end of March. Members of the Student Services Planning Council review the document and provide comments to the authors for use in the next annual program plan. The programs are continually evaluating what works best for students; an example of this process leading to program change can be seen in the new student orientation program. This program has been revised several times over the past few semesters based on evaluations and discussion among staff. (evidence – SS annual plans for 2011-12, 2012-13)

## Standard II: Student Learning Programs and Services Student Support Services

### Achievement of Student Learning Outcomes

The ten Student Services program teams annually develop, measure and reflect upon Student Learning Outcomes data to inform practices. The Student Learning Outcomes used by each Student Services program team outline the skills or knowledge that students should master by engaging in services related to that program.

The Student Services program teams have been through three cycles of developing Student Learning Outcomes, gathering evidence, analyzing data and making recommendations for continuous

improvement. Program team leaders facilitate meetings of each program team and lead the development of the Annual Plan and Program Review, which is submitted at the end of March. The program teams input Student Learning Outcome data into TracDat where it is accessible for analysis and to document progress and obstacles. Each program team assesses at least one Student Learning Outcome every year, and evaluates findings in order to make improvements and changes for the following year. The Student Learning Outcome status for these programs can be seen in Table 8 below:

**Table 8: Characteristics of Institutional Effectiveness in Student Learning Outcomes -2011/2012**

Programs	Awareness	Development	Proficiency	Sustainable	Continuous Quality Improvement
Outreach and Application			X		
Assessment, Orientation and Registration					X
Articulation and Transfer			X		
Financial Literacy				X	
Counseling and Career			X		
Student Support: Student Life, Academic Support & Wellness			X		

For 2011-2012, when there were six student services programs, the Student Services Planning Council discussed and evaluated the Student Learning Outcomes in each area. The group felt the programs

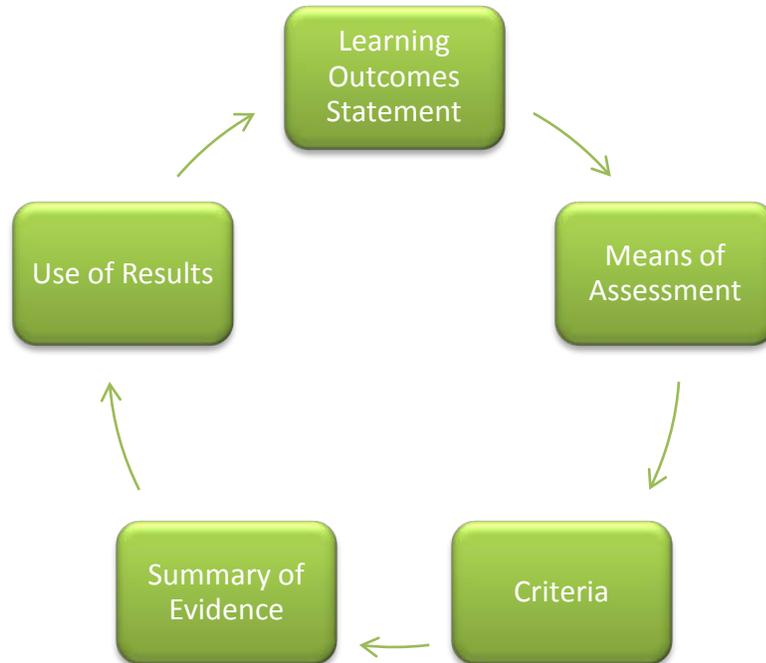
were at the following levels of implementation. See Illustration II.B.4 for more information.

## Standard II: Student Learning Programs and Services Student Support Services

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### Illustration II.B.4—Student Services SLO Cycle

#### Institutional Effectiveness Process



For the 2012-2013 Student Learning Outcomes, there are ten student services programs. These Student

Learning Outcomes are outlined in the Table 9 along with a discussion of how well they worked:

## Standard II: Student Learning Programs and Services Student Support Services

**Table 9: Student Learning Outcome Data from Student Services Programs**

Program	SLO	Discussion of Assessment	Level of Effectiveness
<b>Outreach and Application</b>			
<b>Assessment, Orientation, and Registration</b>			
<b>Articulation &amp; Transfer</b>			
<b>Financial Literacy &amp; Financial Aid</b>			
<b>Counseling and CRER Courses</b>			
<b>Career Services</b>			
<b>Student Life and Leadership</b>			
<b>Wellness: Disability Resource Center, Psychological Services, Health</b>			
<b>Student Support: TRIO, Beating the Odds, Veterans, EOPS-CARE-CalWORKs</b>			
<b>Academic Support</b>			

The program teams use data from Student Learning Outcomes to generate new ideas for improving Student Learning Outcomes or identifying new, more useful Student Learning Outcomes to use as measures of success. Two examples of ways the Student Learning Outcome development, analysis and review process led to meaningful improvements that have resulted in changes in the Student Learning Outcomes for Orientation and Academic Support.

**Program Team - Assessment, Orientation and Registration**

The Assessment, Orientation and Registration program team is dedicated to serving prospective, current, and former students in facilitating matriculation so that by completing assessment, orientation and registration students will be successful in achieving their educational goals.

The program team’s Student Learning Outcome goal has been raised from, “Students will be able to identify 3 of the 10 steps to College Success once they have completed the college orientation,” to “Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation.” During 2011, 94-95% of students participating in orientation were able to identify at least 3 of the 10 steps to college success; therefore the goal has been raised to have students identify 5 of the 10 steps. The Student Learning Outcome “Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation,” supports Cañada College’s strategic goal #4: “Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language” (evidence: TracDat reports).

Based on analysis of the Student Learning Outcome results, the team decided to identify the steps that are less familiar to students and revise the content

## Standard II: Student Learning Programs and Services

### Student Support Services

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presented during orientation. Pre- and post-surveys will continue to be administered in order to gather data.

In addition, the process of evaluating Student Learning Outcomes and gathering data had led to plans for program improvements and the team is building upon the Student Learning Outcome measure to now answer the question: "Are students who participate in the mandatory orientation more successful in their first semester courses (success, retention and persistence) than students who did not participate in orientation?"

#### ***Program Team - Academic Support***

The Academic Support team was also successful in reaching the initial Student Learning Outcome target. The Student Learning Outcome goal for 2011-2012 was to increase the number of students either completing or updating a Student Education Plan. This goal was facilitated within each student support department. Results of this Student Learning Outcome showed that 8 out of 13 academic support programs made a Student Educational Plan part of a program requirement. Upon reflection, 3 departments now highly recommend students update their Student Educational Plan while enrolled in their programs. This is discussed in more detail in the 2011-2012 TracDat

Report. Based on the success of the 2011-2012 Student Learning Outcome data, the academic support Student Learning Outcome has been changed to focus on having students be able to evaluate their tutoring needs and use appropriate tutorial assistance. The Student Learning Outcome will be evaluated by tracking the number of students who seek tutoring assistance.

This SLO corresponds to the EMP's Strategic Directions:

1. Thinking and Learning (tutoring is a pathway to their educational goal);
2. Completion (tutoring will assist in student's completing their course(s)).

Additionally, it aligns with College SLOs: 1, 2, & 4.

#### ***Using Results for Improvement***

The Annual Plan and Program Review process includes an analysis of the results of program data and a listing of the service objectives as well as changes in the Student Learning Outcomes. Some examples of the analyses made during this process are shown in Table 10:

## Standard II: Student Learning Programs and Services Student Support Services

**Table 10: Analyses of Student Services Student Learning Outcomes**

Activities	2010-11	2011-12	2012-13
<b>Number of Students who Completed SEP with a transfer goal</b>	918 SEP	1119 SEP 67% of transfer students surveyed had completed an SEP	
<b>Number of Students who filed TAG application</b>	70 students	39 students	56 (as of Sept 26, 2012)
<b>Number of Students who applied to UC campuses</b>	93 students	71 students	
<b>Number of new Articulation Agreements with out-of-state Universities</b>	None	New agreement with Arizona State University Engineering Program	
<b>Number of university field trips and students attended</b>	3 trips /105 students	3 trips / 142 students	

### **Program Team - Transfer and Articulation**

The mission of the Canada College's Transfer and Articulation Program team of student services is to provide a seamless transition to four year-universities. The goal of the team is increase the number of students completing a Student Educational Plan and Transfer Agreement Guarantee. The goal has a direct relation with the College Strategic Direction of Teaching and Learning, in that it equips students with the knowledge to reach their educational goal, as well as the goal of Completion, which empowers students to find their pathways to the universities that support their persistence in reaching their goals. This is also aligns directly with Completion objective of 2.11 of the Educational Master Planning.

Data collected on the number of Student Educational Plans that were completed for students with a transfer goal. Another measurement was based on the students' participation in Transfer programs and activities, such as the number of students who completed a Transfer Admission Guarantee for the UC Campuses, as well as students who attended workshops, field trips, and other on-campus transfer related activities. Students completed a Student

Survey during counseling appointments to gather information about knowledge of Transfer Services.

The number of the students who intend to transfer and who have completed an educational plan with a transfer goal has increased by 21.9% from Fall 2010 to 67% in Fall 2012.

### **Program Team - Financial Literacy**

The Financial Literacy program team's mission is to offer learning opportunities on the management of personal finances so students can make financial decisions and to aid students in their understanding, application, and timely receipt of all eligible financial aid resources they need. Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays.

The goal to increase the number of FAFSA applications is being met. Table 11 below reflects a 36% increase in FAFSA applications from the prior year (2010-2011, processed between January 1, 2010 and March 31, 2010) to the current year (2011-2012, processed between January 1, 2010 and March 31, 2011). The data are not yet available to compare how the 2012-

## Standard II: Student Learning Programs and Services Student Support Services

2013 first quarter may have increased over the initial SAO assessment year 2011-2012.

**Table II: Application Data by School 2010-2011 and 2011-2012 Application Cycle Comparison**

**Quarter I (January 1, 2011-March 31, 2011) Source: DOE**

Aid Year	School	Dependent Students	Independent Students	Quarterly total	Percent - +/-
2010-11	Cañada	517	575	1092	
2011-12	Cañada	714	774	1488	+ 36.26%
2012-13	Cañada				

### **Self Evaluation**

The College meets the standard. The planning cycle and review process ensures that program teams develop, analyze and revise goals based on data about student learning. In addition, a Student Satisfaction Survey conducted periodically informs the discussion about Student Learning Outcomes. Students report that student services provide valuable and much-needed services.

In the CCSSE Student Engagement Survey (Spring 2012), 58% of students stated that Cañada College provides “very much” support they need to succeed and an additional 28% state that the College provides “quite a bit” of support needed to succeed. This process connects data from the Office of Institutional Research to each of the Student Services program teams. The College currently has ten student services program teams that engage every student services department in participating in Student Learning Outcome assessment.

A detailed discussion showing the evaluation process used by each program is available on the Student Services Planning Council website. Support Services teams collect, track and analyze Student Learning Outcomes data using the TracDat and CurricUNET systems. The following information is submitted annually and the data is used as the basis for improvement:

- Courses, Student Learning Outcomes, assessment plans, results and action plans (TracDat)
- Relevant Course Outlines of Record (data from CurricUNET)

### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services Library and Learning Support Services

### II.C. Library and Learning Support Services

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to student 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.**

#### *Descriptive Summary*

The resources, services, and space provided by the Library and Learning Center support Cañada College's Mission to create a learning-centered environment that gives all students a chance to achieve their educational goals. Resources and services are designed to cultivate creative and critical thinking, teach effective communication, and afford opportunities to understand and appreciate different points of view. Both programs advance the goals of the College as described in the [Educational Master Plan](#), particularly the 2012-2015 'focus' goals listed below:

#### 1. Base all curricular and programming decisions on data driven strategies

The Library and Learning Center evaluate Student Learning Outcomes and Program Learning Outcomes every semester, as well as collect data on use of resources, services, and facilities.

#### 4. Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language

The Library and the Learning Center support the success, retention, and persistence of basic skills and English as a Second Language students by providing resources, services, and facilities to assist in their academic progress. These include tutoring, textbooks, research assistance, computer access, technology support, study spaces, and other services. The Library and Learning Center work closely with the English as a Second Language, English, and Math Departments and have steadily expanded their services to these departments. The Learning Center now has more tutors for English as a Second Language, English, and Math classes than all other classes combined.

#### 5. Improve the persistence and transfer rate of students enrolled in transfer classes

The Library provides instruction and resources for most General Education courses and prepares students for research at a four year university. The Learning Center provides tutoring for most General Educational course,s and its Writing Center helps students plan, organize, and write research papers.

#### 6. Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.

The Library provides instruction and resources for many workforce courses and builds community connections through its membership in the [Peninsula Library System](#). The Learning Center also provides tutoring and other resources for many workforce courses. The Learning Center also houses student art exhibitions from courses often taken by workforce students such as digital imaging and digital photography.

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

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Other Educational Master Plan goals that are supported include developing partnerships through consortia such as the Peninsula Library System and the Community College Library Consortium, maintaining an educational environment that fosters passion for education and civic engagement, and supporting professional development for faculty and staff through workshops.

The Library and Learning Center work together to provide essential services and resources for Cañada College's instructional programs and an inviting physical space in which students, faculty, and staff can work and collaborate. Both receive approval rates higher than the national average in the Noel-Levitz Student Satisfaction Survey. The Library and Learning Center moved into a new building at the center of campus in 2007 that integrated key services and instructional support programs into one building: the Library (third floor); the Learning Center, TRiO, and MESA (second floor); and Financial Aid, Admissions and Records, and Counseling (first floor). The number of visitors to the Library and Learning Center doubled since moving into the new building (Library and Learning Center Use).

#### **Library**

The 77 computers, 6 study rooms, 227 seats and 15 study carrels, and print and copy services in the Library are in high demand. The Library teaches information competency through course-integrated instruction<sup>2</sup>, a library credit course taught in a learning community, and one-on-one instruction at the reference desk. Instruction in terms of students reached, range of programs across campus, and providing tailored, course-integrated instruction is one of the strengths of the Library. Library instruction sessions and library credit courses have doubled since moving into the new building. The Library has developed a plan for tiered information competency instruction across the curriculum; that is, information competency instruction tailored for English as a Second Language and Basic Skills, English 100, and General Education subject courses. The library also provides meeting space for student organizations and workshop space for programs such as EOPS, Veteran's Resource and Opportunity Center (which is discussed further in a

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<sup>2</sup> Information competency instruction linked to particular courses and assignments.

later part of this standard), and Word Jam<sup>3</sup>. The last three cycles of Student and Program Learning Outcomes suggest that the Library program has a positive impact on student success. Instruction and services were assessed through student surveys, exams, retention and persistence rates, and correlation of library orientations to grades; this is discussed further in Standard II.C.2.

Since moving into the new building, the Library has expanded and updated its print and electronic collections. The print collection has grown through bond and grant funding. Our electronic collection now includes 43 multidisciplinary and discipline-specific databases that provide access to millions of full-text articles, books, primary sources, and audio files on and off campus and are heavily used (Database Usage Statistics). In Fall 2012 the Library updated its website and implemented a Discovery Service: a new tool that allows libraries to use one box to search across multiple collections, including print books, e-books, and most of our databases. The Library is a member of the Peninsula Library System, allowing the College Library to share an online catalog and book collection with the thirty-three member branches of that local library consortium. The online book catalog, e-book collections, databases, and online research guides are all available to students off campus via a proxy service maintained by the Peninsula Library System.

The new building required the Library and Learning Center to expand services, materials, staff, and equipment. The Library added a full-time librarian, gaining the stability of a full-time, tenure track librarian, while losing nearly the same amount of adjunct librarian hours (.80 FTE). The full-time librarian hired in 2008 is a Spanish speaker, enabling the Library to offer library instruction for courses taught in Spanish (Library Orientations) and to develop our Spanish collection by attending an annual Spanish language book fair ([Feria Internacional del Libro](#)) attended by many U.S. libraries serving Spanish speaking populations (Library Acquisitions: Spanish)<sup>4</sup>. Spring 2013 the Library hired a temporary, .67 Electronic Resources Librarian to select, develop, and implement

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<sup>3</sup> Word Jam is a free, non-credit, one-week program designed to help students practice college-level reading and writing strategies and improve placement scores.

<sup>4</sup> The American Library Association provides approximately 150 [Free Pass](#) awards to librarians who serve Spanish speaking populations to attend the [Feria Internacional del Libro](#).

## Standard II: Student Learning Programs and Services Library and Learning Support Services

electronic resources and work with library consortia partners. In Fall 2012, the Library hired a temporary, .50 Transfer Librarian through an HSI grant program to improve services for University Center students and prepare students for research at a four-year university. These additional faculty librarians have allowed the Library to expand information competency instruction embedded in classes and at the reference desk. The new Director of Learning Resources will also help in this area by taking responsibility for administrative duties in the Library.

In 2007, the Library hired a Library Support Specialist with considerable IT skills which has helped the Library improve its online services and assist students working on the 77 computer stations in the new Library. In 2011, the Library hired an additional .60 library support specialist to extended library hours evenings and weekends, assist Spanish speaking patrons, assist with our growing textbook collection, and address increased usage. Table 12 shows this in detail:

**Table 12: Library staff since 2007**

Position	Funding Source
<b>2 Full-time librarians</b>	General Fund
<b>2.8 Library Support Specialists</b>	General Fund
<b>0.67 Electronic Resources Librarian</b>	Measure G (through June 2014)
<b>0.5 Transfer Librarian</b>	HSI Grant (10/1/2012-10/1/2017)
<b>0.3 Adjunct Librarian</b>	Measure G (through June 2014)
<b>0.6 Library Support Specialist</b>	Measure G (through June 2014)

The Library has regular displays on themes, such as elections, censorship, constitution day, women's history and local history; it also displays student work from the Art, Fashion, and Interior Design departments. The Library has provided support for events such as the Undocumented Student Forum (2012); the Cañada College Art Club (2012); Cañada Strikes Back, a student group responding budget cuts (2010); a lecture by Sara Manyika on *What is the What* for One Book One Community (2008); a lecture by James Huston on *Snow Mountain Passage* for One Book One Community (2007); and a film screening and book club for *Daughter of Fortune* for One Book One Community (2007). The Library has also created READ posters with images of faculty holding their favorite books.

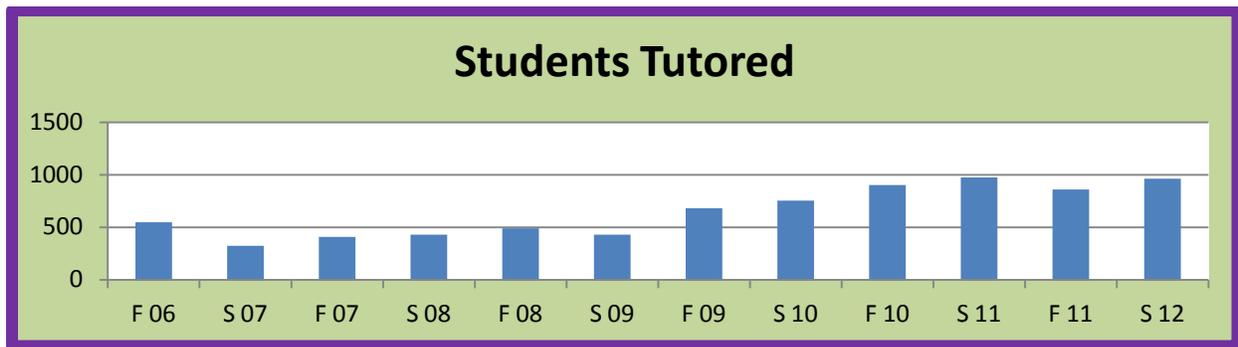
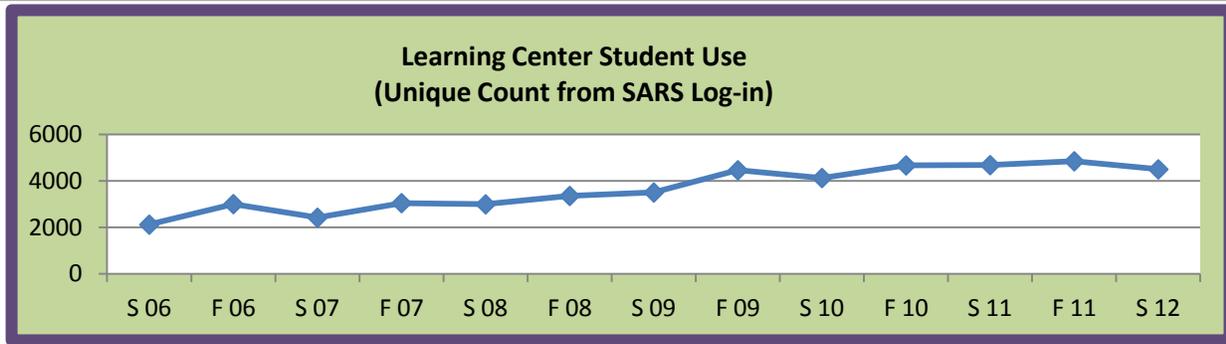
### **Learning Center**

The Learning Center's focus on student learning is expressed in its mission statement:

The Cañada College Learning Center provides a variety of resources and services to assist students in the development of the necessary tools to maximize their potential, support their scholastic development and ensure their academic success. Peer and professional tutoring, electronic and traditional resources, workshops and supplemental instruction are employed in a positive and supportive environment to enhance subject matter and study skills acquisition across the curriculum.

The Learning Center is a bridge between instruction and student services, and works closely with all departments across the campus. As with the numbers of students served in the Library, numbers of students using the Learning Center have doubled since moving into the new building. This can be seen in the charts below.

## Standard II: Student Learning Programs and Services Library and Learning Support Services



The Center has many functions:

**Tutoring:** Cañada runs a peer-tutoring program that is certified by the College Reading and Learning Association at two levels. All students who tutor must complete LCTR 100, Effective Tutoring and Practicum, and gain certification. Student use of the tutoring program's services is tracked in terms of number of

tutees, visits per tutee, subject usage, etc. (Learning Center Student Services and Instructional Annual Program Plans). While the majority of the tutoring resources support basic skills, tutoring is also provided across the curriculum for general education courses and career and technical courses. The highest use areas are highlighted in Table 13 below.

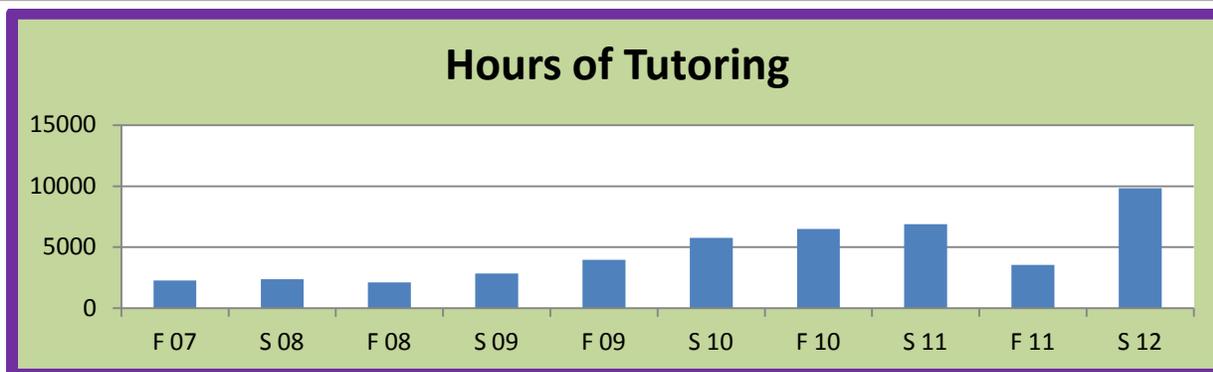
**Table 13: Highest usage of the tutoring services at the Learning Center**

Subject	Biology	Chemistry	Economics	English	ESL	History	Math
<b>Tutoring Hours 2010-2011 (including Summer)</b>	473	273	182	1,090	1,485	399	10,373

Peer tutors provide Structured Learning Assistance (working in class with instructors, and leading study sessions), and tutoring by appointment, drop-in, and online. They are available for Accounting, Anthropology, Art, Astronomy, Biology, Chemistry, Communication Studies, Early Childhood Education, Economics, English, Engineering, English as a Second

Language, Geology, History, Health Sciences, Math, Multimedia, Oceanography, Reading, Spanish, Music, Political Science, and Sociology. The numbers of students receiving tutoring services has increased significantly since moving into the new facility, as can be seen in the chart below.

## Standard II: Student Learning Programs and Services Library and Learning Support Services



**STEM Support:** Cañada College has been fortunate to receive many grants related to Science, Technology, Engineering, and Math. The College has re-designed the Math Lab to be a STEM Center, encompassing support for all these disciplines. Individual and drop-in tutoring, supplemental instruction, workshops are among the services offered.

**The Writing Center:** In Spring 2012, a part-time Writing Coordinator was hired to develop an innovative writing support program for transfer, basic skills and English as a Second Language students. Peer tutors also help students plan, organize, and write the research papers required in General Education courses.

**Instructional Modules:** These workshops are offered day and evening throughout the semester, both in the Learning Center and upon request in the classroom. Skills including critical thinking, time management, goal setting, and test taking strategies are covered in these workshops.

**Courses:** The Learning Center also provides self-paced courses for open entry, transfer level and credit/non-credit courses. Self-paced courses include Grammar, Vocabulary, Paragraph Writing, Writing the Research Paper, Professional Writing, and Study Skills.

Resources include equipment such as computers, laptops, software, textbooks, headphones, and calculators. There is ample room for studying on the main floor and in the four group rooms, and there are 145 computers with full internet access and software programs such as Microsoft Office, Adobe CS Suite, Focus on Grammar, Pronunciation Power, and Blujay.

The 2012 Community College Survey of Student Engagement at Cañada shows that 43.5% of students use tutors “Often” or “Sometimes,” while 51.9% of students use the Skill labs “Often” or “Sometimes”.

Just over half of students described themselves as “Very” or “Somewhat” satisfied with tutoring (53.4%) and skills labs (55%).

Just over half of students also described tutoring (53%) and skills labs (52.6%) services as “Very” important.

Additionally, a wide variety of programs and events are housed in the Learning Center:

**MESA:** Mathematics, Engineering, Science Achievement is an academic preparation program that assists educationally disadvantaged students to succeed in math and science and attain four-year degrees in math and science fields.

**TRIO–SSS:** This program is funded by the United States Department of Education. Their goal is to provide an academic, social and personal support system for students, to assist them with basic college requirements, and to motivate them towards a successful completion of their college education.

**Veteran’s Resource and Opportunity Center:** V-ROC provides veterans returning to school with personalized services, and allows them to connect with fellow veterans. The V-ROC also promotes awareness of the growing veteran population and their needs to the campus as a whole.

**Math Jam:** This intensive mathematics program is designed to improve students’ preparation for college-level math courses and prepare them to take the Math Placement Test. The two-week summer Math Jam program participation has grown from 50 in 2009 to 111 in 2011, and two Mini Math Jams are offered in January and August.

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

*Physics Intensive (Physics Jam):* This free, self-paced, and intensive workshop is a four-week preparation for Calculus-based Physics I. This program has been designed for students majoring in STEM fields who have previously taken Calculus-based.

The Learning Center also works closely with programs such as EOPS and College for Working Adults to provide supplemental instruction, textbooks, equipment, computer access, and work space for these students. As new grants are written, such as the A2B (Associate to Bachelor's), which will provide assistance for the International Student Program and our University Center students, the Learning Center collaborates with the grant to provide additional tutoring support.

When the Learning Center relocated to the new building in 2007, the number of staff increased. Current staff is listed below in Table 14:

**Table 14: Learning Center staff since 2007**

Position	Funding Source
1.0 FTE Learning Center Manager	General Fund
1.0 FTE Assistant Project Director	General Fund
1.0 FTE Instructional Aide II	General Fund
0.40 FTE Writing Coordinator	Measure G (through June 2014)
0.91 FTE Instructional Aide II	Measure G (through June 2014)
0.91 FTE Instructional Aide II	Grants
0.48 FTE Instructional Aide II	Measure G (through June 2014)
FTE Peer Tutors (about 80 each semester, varying hrs/wk)	Measure G, EOPS, Basic Skills, CALSTEP, VEAP, Grants

The new .40 Writing Coordinator also help provide services for English and English as a Second Language students and balance out instructional aides and tutors available for math classes. The Writing Coordinator also runs the Word Jam sessions. A full-time Writing Coordinator would provide additional support.

#### **Library and Learning Center Collaboration**

The Library and Learning Center collaborate when ordering new textbooks for their respective reserve textbook collections to ensure they each have an adequate representation of college courses for their students. The Library assisted the Learning Center in setting up its own circulation desk and trained Learning Center staff how to use and maintain the Library's circulation software. In Spring 2013 the Librarians offered workshops for students working in the Learning Center, Library, and Beating the Odds program on library research and resources available to students. The two programs collaborated to provide tutoring services in the Library on Saturdays. Faculty from the Library and Learning Center participate in campus committees such as the Curriculum Committee, the Instructional Planning Council, Student Services Planning Council, the Basic Skills Committee, the Student Equity Committee, and the Planning and Budget Council to support Cañada's instructional programs. In addition to their assigned duties, faculty and staff from both programs assist students with many day-to-day needs, such as registering for classes, applying for financial aid, using programs such as Word and PowerPoint, accessing WebSmart and WebAccess, and using email and attaching documents. This 'hidden learning' is an essential support service faculty and staff in the Library and Learning Center provide to students at the point-of-need.

#### **Computer Laboratories and Technology Training**

There are numerous labs and computers available on campus and at the Menlo Park Center. There are 60 labs on campus located in nine buildings with a total of 968 PC and Mac computers (Cañada Campus Computer Labs 2010). Technology training occurs in every lab at different skill levels to enable students' effective use of each lab's software.

Labs are divided into three categories: open access, card only, and classroom use. Open access labs are located in Admissions and Records, Learning Center, and Library. The card labs are the Multimedia labs, Business Skills Center, and off-campus location. Classroom specific labs include those related to Math, Science, Technology, Business, and Humanities. Each

## Standard II: Student Learning Programs and Services Library and Learning Support Services

lab has specific terms of use depending on staff, equipment, policy, and hours of operation. Each lab is run by specific staff within each department and division. Labs are all supported by the IT staff. Lab hours vary within each lab to address student needs and access. Security—protection and management of equipment is addressed by IT in terms of managing access and protecting equipment.

### **Self Evaluation**

The College meets the standard. The Library and Learning Center provide a welcoming space and friendly, well-trained staff that offer a wide range of services to students. Key instructional and student support services are integrated into one building and staff collaborate and to support student success. A faculty member in History commented,

The library environment is very conducive to promoting successful learning. The physical space is very comfortable and inviting and the staff members are exceptionally welcoming: friendly, helpful, and enthusiastic about helping the students access print and electronic resources.

(TracDat: Library PLO Spring 2012: Faculty Assessment of Library Collection).

With the retirement of the Learning Center Manager, an Interim Learning Center Manager is in place for the Spring 2013 semester. However, the plan is to hire a Director of Learning Resources with a MLIS degree and the minimum qualifications for both programs to direct both the Library and the Learning Center. The new Director of Learning Resources will improve the coordination and integration of Library and Learning Center, as well as represent both programs on college committees, district committees, and state-wide organizations, such as the Council of Chief Librarians. They will also take responsibility for administrative duties for the two programs, allowing faculty and staff to focus on working with students.

Adequate access to computer labs and technology is vital to student success. According to the CCSSE Student Engagement Survey conducted in Spring 2012, 58.5% of the students surveyed indicated that Cañada College provided the technology support they needed in order to succeed. When asked how often they used computer labs, 66.7% of students stated that computer labs were very important and 45.5% of students indicated they used computer labs often.

### **Actionable Improvement Plans**

None

**C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### **Descriptive Summary**

#### **Personnel**

Library and learning support services are built around instructional programs. Following the Educational Master Plan, the Library and Learning Center use data on course offerings, student demographics, and Student and Program Learning Outcomes to review and enhance services. The Library and Learning Center have supported efforts to improve the success, retention and persistence rates of basic skills and English as a Second Language students by increasing library instruction, tutoring services, Spanish speaking staff, open hours, and resources for those students. Both programs have also increased library instruction, tutoring, and resources for students enrolled in General Education transfer classes. The Library has expanded resources for new programs and courses, and offered faculty and staff workshops on online tools and resources. The Library and Learning Center contribute to an educational environment that fosters a passion for education and leadership by providing students with services and resources that match the quantity, currency, depth, and variety of educational offerings at Cañada College.

#### **Instruction**

The Library offers information competency instruction across the curriculum, including credit courses and course-integrated instruction for English as a Second Language, basic skills, transfer, and workforce courses. The Library also offers reference services for students with research and citation questions and operates a facility with textbooks, computers, printers, scanners, study rooms, carrels, and a variety of other study spaces. The Learning Center employs Instructional Aides for English, Math, and Physics, as well as 100 Peer Tutors covering most subjects. Like the Library, the Learning Center provides textbooks, computers, printers, study rooms, and a wide variety of study spaces. This resource rich environment with faculty

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

and staff on hand to assist students with questions related to their assignments, technology, registration, financial aid, and student life is vital to student success, particularly for low-income and first generation students.

#### **Collections and databases**

Since moving into the new building the Library expanded its print collection via a \$250,000 bond from the District which enabled the library to add approximately 1,500 book and film titles, particularly in the fields of anthropology, art history, health sciences, history, music, political science, science, sociology, Spanish, and technology. The Library has also purchased iPads, calculators, textbooks, and other resources through donations, grants, and Measure G funding. The Library increased its electronic collection, adding a range of databases<sup>5</sup> e-books collections<sup>6</sup>. Electronic resources are funded through a state-wide purchase of EBSCO database suite and supplemental funding from the college. In 2012, the library received grant funding to implement a 'discovery service' to facilitate improved searching across multiple electronic resource collections and prepare students to conduct research in a university library setting. General databases are funded by a statewide purchase of a suite of EBSCO databases; program-specific databases (such as ProQuest Science Journals and ARTstor) and tools (such as online research guides, the online catalog, and citation tools) are supplemented by the College. The acquisition of print and electronic resources is directed by courses, degrees, and certificates passing through the curriculum committee; grant projects (such as STEM grants); and faculty requests.

Materials and equipment selected and maintained for instructional programs include:

- 49,431 print volumes;
- 100,000 electronic books available on and off campus;
- 417 Spanish titles;
- 1,614 textbooks on reserve (up from 350 in 2007);

<sup>5</sup>Including ProQuest Science Collection, JSTOR Arts and Sciences and Life Sciences collections, Ethnographic Video, America's Historical Newspapers, ARTstor, and an EBSCO database suite.

<sup>6</sup>Including Gale Virtual Reference Library, EBSCO Academic eBook Collection, and ProQuest Safari Tech Books.

- 93 subscriptions to print periodicals;
- 43 proprietary databases;
- 951 videos;
- 77 public computers;
- 6 laptop computers;
- 12 iPads and 1 Kindle; and,
- 2 copy machines and a printing system.

The popular Textbook Reserve collection has more than quadrupled in the last five years, and many students note that access to these free textbooks is essential to their success (TracDat: Library PLO Spring 2012: Textbook Survey<sup>7</sup>). Textbooks prioritized for purchase include the most expensive, the most in demand (according to circulation statistics), and the most requested by faculty and students. The Learning Center also has a Textbook Reserve collection that mirrors that of the Library.

The Library has expanded its Spanish collection by attending an annual Spanish language book fair ([Feria Internacional del Libro](#)) through the American Library Association [Free Pass](#) program (Evidence: FIL ALA Free Pass). These materials have been processed by our full-time, bilingual library support specialist and an additional, temporary .60 bilingual library support specialist funded through Measure G. The Library's print and electronic collections are substantially augmented by over 859,000 titles and numerous databases available through Cañada College's partnership with the [Peninsula Library System](#).

The Library has also expanded its e-books collection, adding some 100,000 academic, technical, and popular titles. There is tremendous, ongoing change in the library and publishing worlds around e-books, particularly regarding terms of access and use. The Library has been researching e-books through the following professional development activities:

- Meeting sponsored by the Association of College and Research Libraries Conference, Internet Librarian, Digital Public Library of America, Library Journal, and MacWorld
- Working with our consortia partners Community College Library Consortium and the Peninsula Library System
- Meeting with vendors rolling out eBook collections, including EBSCO, ProQuest, JSTOR, and ProjectMuse
- Piloting tablets and eReaders such as iPads and Kindles for Library Services

## Standard II: Student Learning Programs and Services Library and Learning Support Services

For the 2012-2013 academic year, the Library is piloting EBSCO Discovery Service, a Google-like research tool increasingly common in university and college libraries that allows users to access most of the Library's resources from a single search box. The Library researched discovery services in Fall 2011, worked with database vendors and the Peninsula Library System to develop the technical infrastructure in Spring and Summer 2012, and is piloting EBSCO Discovery in 2012-2013. The goal of implementing such a service is to simplify the search process for students, improve access to proprietary electronic resources, and enable faculty and students to focus on evaluating and integrating high-quality research materials into student work.

### **Learning Center resources**

The Learning Center provides the following resources for students:

- 145 computers;
- A classroom with 28 additional computers;
- The Front Lab space becomes a classroom-on-demand. The area is cordoned off and a projection system and large portable projection screen are set up;
- Computer programs including Focus on Grammar and Pronunciation Power for English as a Second Language students, My Math Lab for Math students, and Microsoft Office, Adobe Creative Suite, Blue Jay, and Auto Cad;
- Textbooks;
- Headphones and calculators; and,
- Resources online, on CD, and on VHS

### **Labs and Technology Training**

Technology training is provided to students of varying skill levels to allow them to use the software and hardware effectively to complete their assignments. Along with PCs and Macs that have Microsoft Office and Adobe Master Collection installed, students have access to the Library's 12 iPads with over 90 apps for a wide-range of purposes and functions, including researching articles, reading e-books and periodicals, and creating images, charts, and graphs.

### **Self Evaluation**

The College meets the standard. Library and Learning Center resources and services are evaluated annually through learning outcomes and the annual program

review. The Library has improved its collection of print books and periodicals through bond and grant funding while expanding its database and e-book collection through the statewide purchase of a suite of EBSCO databases and supplemental funding from the college. Databases and e-books are available to students on and off campus. The print and electronic collections benefit greatly from the Library's membership in the Peninsula Library System and the Community College Library Consortium. In their evaluations of the Library collection, faculty commented positively on the responsiveness of librarians, the quality of the databases, and the equity provided by the textbook reserve collection (TracDat: Library PLO Spring 2012: Faculty Assessment of Library Collection). However, faculty pointed out that the Library needs more current print books and film titles.

The Library strives to meet Title 5 standards for library collections as the budget permits. The print collection budget is modest and the textbook collection has no ongoing funding. Funding for electronic resources –from the state and supplemented by the college – has been strong. This can be seen in Table 15:

**Table 15: Library funding for collections and resources**

Material	Source: General Fund
Reference Books	\$3,200
Books	\$11,000
Subscriptions	\$10,000
Media	\$1,000
Misc. Supplies	\$2,750
	Source: Lottery
Electronic Resources (ebooks, databases, and tools)	\$28,266
	Source: Five Year Grant
Discovery Tool (EDS Discovery)	\$10,000

## Standard II: Student Learning Programs and Services Library and Learning Support Services

The Library will continue to transition to electronic books and reference books. Regular funding is needed to maintain a current book and reference book collection, whether those books are print or electronic. The Textbook Reserve collection is funded by periodic donations from an anonymous donor and grants. This collection requires a stable funding source.

The Learning Center also receives periodic donations from an anonymous donor to maintain its collection of textbooks and other study materials such as full-scale skeletons and chemistry kits. EOPS and the Basic Skills Initiative each contribute \$5,000 per academic year for tutoring. Other funding comes from a limited annual budget, temporary Measure G funds, and occasionally the Basic Skills Initiative. Special course-specific software, such as AutoCAD and Pronunciation Power, are supplied by the divisions offering the courses that use them.

Use of Computer labs: According to the CCSSE Student Engagement Survey, 38.1% of students surveyed answered 'very much' when asked how much of their coursework emphasized the use of computing and informational technology. 27.5% of those students indicated that 'quite a bit' of their course work required them to utilize computing and informational technology.

### Actionable Improvement Plans

None

**C.I.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.**

### Descriptive Summary

#### **Library Selections**

The Library selects and maintains materials based on instructional programs. Faculty members described collection development as, "driven by course needs, either as resources for direct student use in assignments, or for lecture preparation," and librarians were described as, "very responsive" (TracDat: Library PLO Spring 2012: Faculty Assessment of Library Collection ). Utilizing the Library Collection Development Policy as a framework, the library works with the campus Curriculum Committee the librarian contacts every faculty member submitting a new or updated course and meets with programs undergoing program review to solicit input about print and electronic resources. These suggestions are supplemented by suggestions from faculty, staff, and students delivered via email, in person or using an online form. Cañada librarians also consult *Choice*, *Library Journal*, *Booklist*, *The New York Review of Books* and other sources. Databases are selected through faculty consultation, reviews by professional journals and associations (such as the Community College Library Consortium), trial periods when faculty and student feedback is solicited, and statistics on database use.

The Library purchases new textbooks and de-accessions old ones each semester, as can be seen in Table 16 below:

**Table 16—Textbook acquisitions by the Library, Fall 2010-Spring 2012**

Textbooks	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Total
Purchases	64	107	8	146	35	360

Textbooks are purchased based on cost, demand, and faculty and student requests. Among the most popular titles are *Chemistry: The Central Science*, *Beginning and Intermediate Algebra*, *Puntos de Partida*, *Human Anatomy*, *the Language of Medicine*, and *Art through the Ages*. The

most expensive textbook purchased, *Corporate Financial Accounting*, cost \$250.

# Standard II: Student Learning Programs and Services

## Library and Learning Support Services

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### ***Learning Center Selections***

The Learning Center also selects new textbooks for its Reserve Textbook Collection based on cost, demand, and faculty and student requests. Publishers provide new textbooks and staff work with faculty to obtain additional licensing for software programs so the Center can support the students need to complete their coursework. Most Learning Center resources begin as student requests; some are purchased with Learning Center supply funds, and others are provided by division funds after faculty consultation.

### ***Technological Equipment***

The division deans and directors work closely with District ITS personnel to select and maintain computer labs on campus. Technology needs must be addressed in every Annual Program Plan. The College Technology Committee also meets twice a semester to review technology needs and objectives. ITS provides desktop and media support through their HelpCenter and maintains an inventory database of all computers, laptops, labs, printers, and projectors to assist in technology replacement planning. Based on this information, ITS provides the colleges with recommendations on equipment replacement strategies and best use of their technology funding. In Fall 2012, all campus computer labs completed a replacement request/rationale for upgrades. In stages, all computers over five years old are scheduled for replacement beginning in Spring 2013.

### **Self Evaluation**

The College meets the standard. Selection of material is connected to student learning and the college mission. The revised role of the librarian on the Curriculum Committee to allow for individual consultation with faculty and programs will improve this process and link acquisitions directly to learning outcomes in the classroom. All electronic collections are available to students on and off campus, and most print collections can be checked out and taken home for use. The .67 Electronic Resources Librarian and the Director of Learning Resources will enable a more ongoing and systematic evaluation and maintenance of electronic resources. The Electronic Resources Librarian will also assist with keeping staff current and trained regarding e-book collections. The Library will need to continue to think about the transition from print to electronic resources and the impact on collection development, access, and use. An informed decision regarding e-book collection development will

require participation in professional organizations such as the Community College Library Consortium, the Association of College and Research Libraries, and the Digital Public Library of America that are forging policy and best practices in this area. In addition to expansion, the print collection would benefit from analysis and weeding.

### **Actionable Improvement Plans**

None

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**C.I.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.**

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### **Descriptive Summary**

#### ***Library Instruction and Orientations***

Library provides instruction through orientations integrated into courses and a library credit course. For orientations librarians develop online research guides and worksheets tailored to specific courses and assignments. The library credit course, LIBR 100: Introduction to Information Research, is taught primarily in a learning community with ESL 400: Composition for Non-Native Speakers of English; in Summer 2012 the LIBR 100 course was part of a learning community with a SOC 100 course for students in the College for Working Adults program. Students receive instruction on developing research questions; retrieving information using the catalog, databases, and websites; evaluating print and electronic information resources; avoiding plagiarism; and citing sources. Library instruction directly addresses three of the four General Education Outcomes in Cañada College's Educational Master Plan:

- Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.
- Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
- Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

Library instruction is assessed regularly through surveys, quizzes, analyses of essays and ePortfolios, and correlation of grades with library instruction and use of library resources. For more information on learning outcomes, see section II.C.2.

Library instruction has increased steadily, doubling over the last ten years. The Library offers about 130 orientation sessions a year, serving approximately 3,450 students in courses across the curriculum, including courses taught in the Human Services and Spanish Departments, as well as those taught Spanish in the Early Childhood Education Department. The programs have received library orientations in the past three years can be seen in Table 17:

**Table 17: Programs receiving library orientations**

Humanities and Social Sciences Division	Anthropology, Art, Communication Studies, Drama, English, ESL, History, Music, Political Science, Psychology, Sociology, Spanish
Science and Technology Division	Biology, Chemistry, Engineering
Business, Workforce, and Athletics Division	Early Childhood Education, Economics, Fashion Design, Human Services, Interior Design, Kinesiology
Other	Counseling, Middle College, CBET

#### **Information Competency across the Curriculum**

Drawing on current research and standards for information competency instruction (“Standards of Practice for California Community College Library Faculty and Programs.” *Academic Senate for California Community Colleges*. Academic Senate for California Community Colleges, 2010. Web. 30 Oct. 2012; and “Information Literacy Competency Standards for Higher Education.” *Association of College and Research Libraries*. American Library Association, 2000. Web. 30 Oct. 2012. ), the Cañada College Library conducted a pilot study in Spring 2011 to identify information competency skills needed to complete coursework. The pilot confirmed the importance of integrating or embedding information competency instruction across the curriculum. Librarians then developed a plan for

teaching those information competency skills at different levels, identifying target courses and types of skills taught to reach the maximum number of students. In addition to this collaborative study, the Library solicited comments from other departments. The History faculty commented, “students often say in their end-of-the-semester evaluations that out of all the assignments that they complete for history class, they get the most out of the research projects” (TracDat: Library PLO Spring 2012: Faculty Assessment of Library Collection). Librarians also created a plan to integrate information competency across the curriculum and three rubrics to assess information competency skills at the English as a Second Language/Basic Skills, General Education, and discipline-specific levels (Information Literacy Rubrics).

The Learning Center is certified by the College Reading and Learning Association for freshman and sophomore level, and provides extensive supplemental instruction, including:

- Peer Tutoring: 80 tutors hired per semester tutoring in most subjects. Tutoring is available whenever the Learning Center is open, and Saturdays in the Library. Appointments can be made onsite or online in WebSmart. There are also tutoring services geared towards specific groups, such as Veterans, EOPS, and the College for Working Adults.
- Instructional Aides: These staff are available in English, Math, and Physics.
- Learning Center Self-Paced Courses: These non-credit courses are available for Grammar, Vocabulary, Research, Paragraph Writing, Business Letter Writing, Study Skills
- LCTR 139, Research A – Z: This course guides students step-by step through the entire process of writing a research paper. A short five page paper is part of the requirement. This course is open to all students.
- The Student tracking system (SARs): This system allows students to log in, so that their activity hours can be reported to instructors.

The Learning Center Manager requests referrals for tutors from faculty members. Students may request to become a tutor on their own, but they still need to have a faculty member from the appropriate department approve them. All new tutors must complete the CSU-transferable course LCTR 100, Effective Tutoring Practicum. All tutors are directly supervised by Learning Center staff and receive regular observation evaluations.

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

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The part-time Writing Coordinator hired for the Learning Center also assists students with information competency. She has drop-in hours to assist students in basic skills, general education as well as career technical courses on all aspects of writing.

#### **Technology Training**

Technology training occurs in every lab and at different skill levels in order for students to be able to effectively use the software of that particular lab. Training is done by faculty, staff and student aides. Technology workshops include:

- WebAccess and WebSmart workshops offered in the Learning Center and integrated into classes by instructors and tutors.
- CIETL provides technology training for faculty and staff. Recent workshops include Using Cloud-Based Technology, Integrating Students' Smart Phones and Tablets, Understanding by Design, Screencasting with Camtasia, Using Moodle for Surveys, PhotoShop Basics, and iPad Pros and Cons. Cañada's Instructional Designer works with faculty one-on-one to research technologies, develop tools and content, and incorporate technology resources into their courses.

The Library and Learning Center together provide access to 217 computers; they also provide extensive technology training at point-of-need for students.

#### **Self Evaluation**

The College meets the standard. The Faculty commented on the value of integrating library orientations into their courses: tailored instruction, online guides, and worksheets for their students, particularly for basic skills students (TracDat: Library PLO Spring 2012: Faculty Assessment of Library Collection). When asked to assess the Library collection, faculty consistently noted that hands-on instruction linked to their course assignments was essential for student success, because many of their students had never used databases or the online catalog. Communication studies works particularly well for information competency instruction, and the Library has had success expanding instruction for this department. The ESL 400/LIBR 100 learning community has had some success preparing English as a Second Language students for English 100 (College-level English) and other General Education courses, and basic skills students in Reading 836 would benefit from similar hands-on instruction to prepare for

English 100 and other General Education courses. As previously noted, information competency instruction directly addresses three of the four General Education Learning Outcomes in Cañada College's Educational Master Plan. The Learning Center will benefit from additional English and English as a Second Language support provided by the .4 Writing Coordinator. It would benefit from additional tutoring hours for social sciences.

According to the CCSSE Student Engagement Survey conducted in Spring 2012, only 17.0% of student surveyed were "very" satisfied with the computer labs. Additional research should be conducted to determine specific elements of the computer labs that would increase the percentage of students satisfied with computer labs at Cañada College.

#### **Actionable Improvement Plans**

None

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**C.I.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.**

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#### **Descriptive Summary**

##### **Library Services**

The Library is open Monday-Thursday 8:00am-9:00pm, Friday 8:00am-3:00pm, and Saturday 10:00am-2:00pm. The Library expanded its hours Spring 2011, staying open an extra hour in the evening (8:00pm-9:00pm) and opening for the first time in more than a decade on Saturdays. This provides Saturday students with a place to study, work on computers, and print papers, as well as providing library instruction for Saturday classes. The Learning Center and Library collaborated to make math tutors available in the Library on Saturdays.

The Library coordinates with Distance Education classes and the Instructional Designer to provide online resources for students taking courses online and off-campus. Library resources for online and off-site students include 43 online databases providing access to millions of articles, approximately 100,000 e-books, the Peninsula Library System online book catalog, and citation tools such as EasyBib. Librarians create customized online guides to library resources for

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

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specific courses and assignments and in some cases are available to provide orientations to library resources for courses taught off-site (Online Guides to Library Resources for classes taught off-site). Online Research guides provide information about library resources relevant to the course assignments, including how to access, evaluate, and cite sources. Summer 2012 the Library credit course, LIBR 100, was offered as a hybrid course in a learning community with SOC 100.

The full-time librarian hired in 2008 is a Spanish speaker, enabling the Library to reach out to CBET and English as a Second Language classes, to provide reference and general assistance in Spanish, to offer library instruction for courses taught in Spanish (Library Orientations Spanish) and to develop our Spanish collection (Acquisitions: Libros en Español). Previously Early Childhood Education, Human Services, and Spanish Literature courses taught in Spanish did not have access to reference, instruction, or information resources such as databases and books. Our full-time library support specialist and temporary .60 library support specialist are both bilingual and also provide assistance in Spanish.

#### **Learning Center Services**

The Learning Center is open Monday-Thursday 8:00am-9:00pm and Friday 8:00am-3:00pm. Tutoring is available during these times, with additional math tutoring available Saturdays in the Library. Online tutoring is available for Biology and writing assignments Sunday evenings. The Learning Center also provides specialized tutoring geared towards groups such as Veterans and programs such as the College for Working Adults. Students can make appointments onsite or online via WebSmart. The Learning Center website provides information about resources and services, including links to current tutor schedules, writing styles guides, citation guides, English as a Second Language resources, and reference material.

#### **Computer Lab Services**

Student lab hours and accessibility vary by location (Campus Computer Labs 2012). Upon enrollment in a lab-accessible course, students are also issued a Materials Fee Card that may be used at each facility for printing. The Library and Learning Center are accessible to the general student population. The Humanities Lab in building 9-206 is administered by the Humanities Division and is accessible by classes only. The off-campus location (Menlo Park Center) can only be accessed by students that have enrolled in specific courses. Tours of the Library and Learning Center are

provided to all off-campus students each semester so they are familiar with the resources available to them.

#### **Self Evaluation**

The College meets the standard. The Library is accessible to students most of the time classes are in session. It provides extensive online resources—including databases, books, and online course guides—accessible to on-site, off-site, and distance education students. The Library does not currently provide reference or instruction for online students. The Library has expanded instruction, reference, and collections for Spanish speaking students. Feedback from students gathered via focus groups and surveys time and again emphasizes the value of the Library space: access to a quiet space conducive to studying, access to a single and central location with computers, printing, research materials, faculty and staff on hand to help with a wide range of questions at point-of-need (TracDat: Library PLO Spring 2009: Student Focus Group; Library PLO Fall 2010: Student Survey).

Cañada students are fortunate to have a large, welcoming space as the Learning Center, and it is in constant use. There is a constant flow of students in need of content-specific help from the tutors and instructional aides, support is provided. In Fall 2012, tutors were available 417 hours for appointments, 159 hours for drop-in, and 24 hours were provided as in-class support. On the CCSSE Student Engagement Survey (Spring 2012) question, does the college provide the support you need to help you succeed at this college, 58.5% responded “very much,” and 28.3% responded “quite a bit.” Additionally, 70.2% sometimes or regularly used the computer labs; only 2% said they were not at all satisfied.

Students are provided with assistance with technology when using the computers in the computer lab locations by staff on duty or instructors for the class (if the lab is accessible only by classes). Training provided to students varies depending on the skill level of the student.

#### **Actionable Improvement Plans**

None

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

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**C.I.d The institution provides effective maintenance and security for its library and other learning support services.**

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#### Descriptive Summary

There are Facilities employees on duty during all open hours for both the Library and Learning Center. The employees are available to assist with electrical or other building challenges, as well as daily cleaning and recycling. There are also Information Technology Specialists on call to help with computer, printer, or other technology problems the Library or Learning Center may encounter throughout the day. The doors are opened daily by an employee using an electronic key (Frequent Operation Button or FOB) and locked automatically. Staff members are issued FOBs on hire and FOBs are returned when their employment has terminated.

There are one to two Public Safety officers on campus during most hours that the Library and Learning Center are open, and they have proven to respond to crises in a timely manner. The front desks of each department have panic buttons that may be triggered in case of emergency, signaling the local sheriff's office to immediately send deputies to the scene. There are also security cameras covering all entrances and exits to the building housing both departments (four cameras in the Learning Center and six cameras in the Library), and internal cameras as well. Footage from these cameras is saved for thirty days in case of review. There are five fire extinguishers throughout the Library and an additional five fire extinguishers in the Learning Center, two AEDs in the Learning Center, and first aid kits at each site. The Library and Learning Center participate in campus safety drills such as earthquake and active shooter drills.

All Library materials (books, DVDs, laptops, iPads, Kindles, calculators, etc.) are fixed with security strips or 'tattle tape' that will set an alarm off if patrons attempt to leave the building through any Library or Learning Center entrance or exit.

All computer computers and monitors in the Library and Learning Center have security cables and locks attached to them to prevent theft. Furthermore, iPads in the library are equipped with GPS tracking capabilities to allow staff to track the location of each device.

#### Self Evaluation

The College meets the standard. The Library facility and equipment are maintained with the assistance of Facilities and Information Technology Specialists staff. Public safety officers are available and have been called upon to help with medical crisis and conflicts between patrons. It is important to have a minimum of two employees on staff when the Library and Learning Center are open to ensure the safety of students and staff. Security strips secure the vast majority of library materials, but high value electronics such as the iPad have had the security strips removed and been stolen from the Library.

Coordination between ITS, The Technology Committee, and Cañada Public Safety to evaluate technology security in the areas of hardware and software would add an additional layer of security, especially with GPS-enabled portable devices such as iPads and laptops.

#### Actionable Improvement Plans

None

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**C.I.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.**

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#### Descriptive Summary

The Library collaborates with a number of institutions to provide services and resources. As a member of the Peninsula Library System, the Library collaborates with libraries across San Mateo County. Peninsula Library System libraries share resources, such as print books, DVDs, e-books, and other e-resources. The Peninsula Library System's membership in the [Pacific Library Partnership](#) and its contractual agreement with [Califa](#) provide means for cooperative negotiations with vendors. The Peninsula Library System partnership is negotiated by the District; Peninsula Library System resources are negotiated annually and evaluated

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

monthly by the Information Services Committee. The Library also relies on the [Community College Library Consortium](#) for cooperatively negotiated prices on electronic resources. When considering new databases the Library will seek price quotes through both the Peninsula Library System and the Community Colleges Library Consortium, set up a trial subscription, and solicit feedback from discipline faculty. Databases are evaluated annually and databases with low use, low impact, or a high degree of technical problems are discontinued or replaced.

The Library recently subscribed to EBSCO Discovery Service, a tool that allows patrons to use one box to search across multiple collections. Many college and university libraries are implementing discovery services, and the Community College Library Consortium negotiated a contract with EBSCO that made this option available to California community colleges. The Discovery tool required six months to set up and evaluate, and will be piloted and further evaluated through student, faculty, and librarian feedback 2012-2013. For cataloging assistance, the Library relies on catalog records from [OCLC](#), to which it pays a monthly subscription fee. The SMCCCD leases a photocopier from Xerox for staff use. The District also contracts with Pinnacle Vend Systems for a print management system for patrons. The Library's book jobber, Midwest Library Service, supplies print books and provides some book processing, such as adding barcodes, library stamps, and security strips. Finally, the Library began collaboration with San Mateo County Genealogical Society (SMCGS Agreement) in 2009. In exchange for space to house its resources, the San Mateo County Genealogical Society makes its collection and workshops available to the campus, funds a student worker, and provides volunteers who assist Cañada students with their assignments.

The new Director of Library and Learning Resources will enable us to better leverage these partnerships by participating in district, consortia, and state-wide meetings related to planning and resource management. Librarians communicate with the Peninsula Library System and the Community College Library Consortium via e-mail and phone; librarians and library support specialists have from time to time served on Peninsula Library Systems committees. Librarians meet each semester with the San Mateo County Genealogical Society's leadership and communicate via e-mail and phone. A sales representative from Midwest Library Services meets with a library support specialist annually. The Library's evaluation of Pinnacle, Xerox, and OCLC is on an 'as

needed' basis. Contracts with Pinnacle and Xerox are negotiated and maintained by the District.

#### **Self Evaluation**

The College meets the standard. The new Director of Library and Learning Resources will greatly improve our ability to leverage these partnerships and consortia and evaluate their effectiveness more systematically. Representation on the Peninsula Library System Admin Council, the Community College Library Consortium, and the Council of Chief Librarians will be especially helpful, as well as participation in state and national surveys of library resources. Potential improvements and efficiencies available through Peninsula Library System, Community College Library Consortium, OCLC, Midwest Book Services, the San Mateo County Genealogical Society, Pinnacle, and Xerox could be exploited.

#### **Actionable Improvement Plans**

None

**C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

#### **Descriptive Summary**

##### **Library**

The Library and the Learning Center perform a Comprehensive Program Review every six years and an Annual Program Plan every year. The Program Review is reviewed by the Instructional Planning Council, which provides feedback, as well as the Student Services Planning Council, which provides feedback for the Learning Center. Working with the Institutional Researcher and the Vice-President of Instruction, librarians revised the Annual Program Plan Template for the Library in 2011 to accommodate the nature and range of their services (Revised annual program review form). The Annual Program Plan reviews instruction, facility use, use of the Library website and online research guides, circulation of print and electronic collections, acquisitions, displays and events, and library partnerships and consortia. Since the Learning Center is a support program, the Student

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

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Services Annual Plan is used to address that aspect, and the Instructional Program Plan addresses the Learning Center courses. The Library and Learning Center assess Student and Program Learning Outcomes each semester. Student and Program Learning Outcomes are linked to Cañada Colleges Institutional Learning Outcomes.

Using Annual Program Plans, Student Learning Outcomes, and Program Learning Outcomes, the Library regularly assesses four primary services:

1. Instruction: Pre- and Post-surveys of LIBR 100 students to evaluate information competency skills (TracDat: LIBR 100 SLO Fall 2010 pre- & post-surveys):

- Assessment of students' citation skills using surveys, quizzes, and analysis in essays (TracDat: LIBR 100 SLO Spring 2011 & 2012 quizzes, use of sources, surveys) showed both marked improvement and areas where instruction needed to be adapted and improved. For example, in surveys only 38% of students initially reported knowing how to cite sources using MLA citation, while at the end of the semester 98% of students responded that they knew how to cite sources in MLA format. Librarians used a multiple choice quiz to test citation skills, and based on assessment, added a written quiz to assess students ability to create original citations.
- Collaborative assessment of research essays working with faculty and using rubrics designed to assess information competency skills at the ESL/Basic Skills, General Education, and Subject-specific level (TracDat: Fall 2010 PLO Student Survey).
- Analysis of student reflections and ePortfolios. LIBR 100 students showed increasing competency in using technology tools and evaluating database and internet sources (TracDat: LIBR 100 SLO Fall 2010, LIBR 100 PLO Fall 2012).
- Analyzing patterns in grading and library instruction: the Library worked with faculty from the Anthropology Department to correlate data on library instruction, essay grades, and course grades for Cultural Anthropology and Physical Anthropology. Participation in library workshops appeared to correlate to improved grades in assignment and overall course (TracDat: Spring 2011. Double check.).

#### 2. Reference

- Surveys: the Library surveyed students about what library resources they used and whether they received reference or instruction assistance. While only 75% of student received instruction, 100% had worked with a librarian (TracDat: LIBR 100 PLO Spring 2011).

#### 3. Library Collection

- Interviewing Faculty to assess a) whether the print and electronic collection was connected to student learning, and b) the quantity, quality, depth, and variety of the print and electronic collection (TracDat: Library PLO Spring 2012).
- Surveys: a student survey on textbook use confirmed free textbooks can make the difference between completion and dropping out (68% of students responded that they would not be able to take the course without free textbooks available in the Library) (TracDat: Library PLO Spring 2012).
- Through the Curriculum Committee, the Library communicates with each faculty member proposing a new or revised class, and meets with each department undergoing Comprehensive Program Review.
- Annual evaluation of use statistics for print and electronic collections.
- Participation in statewide surveys and programs such as Library Snapshot Day.

#### 4. Library Space

- Student focus groups have helped us assess student perceptions, use of tools and services, and services and resources students wish the Library offered (TracDat: Library PLO Spring 2009)
- Surveys helped us identify the diverse ways students use the library, services are in demand, the average cost of textbooks, and even particular textbooks in high demand (TracDat: Library PLO Fall 2010). Both the focus groups and surveys drove home the importance of quiet study space in the Library.
- Annual tracking of gate count, classes requested, circulation statistics, library cards issued and study room use (TracDat: Annual Program Reviews)
- Participation in statewide surveys and programs such as Library Snapshot Day.

## Standard II: Student Learning Programs and Services

### Library and Learning Support Services

The Library has made many changes in response to these assessments, including revising how it teaches citation, aligning the vocabulary of library assignments with research assignments in subject-specific course, revising rubrics for information literacy instruction, reconfiguring the library to create more quiet work space, revising the Library website, developing an e-book collection, and expanding the textbook reserves collection.

#### **Learning Center**

The Learning Center staff review their mission, goals, and objectives each year via the program review process, Student Learning Outcome data, and feedback from faculty. Learning Center Student Learning Outcomes and Program Learning Outcomes are implemented in two distinct areas: the learning assistance program and the Learning Center courses (TracDat: Learning Center SLOs). Additionally, the tutoring program has procedures in place for regularly assessing the success, retention and persistence of students tutored.

Program SLO 1. After completing Tutor Training, tutors will be able to utilize those aspects of the Tutoring Cycle that best fits the student's needs. All tutors are evaluated regularly and at least once a semester formally using a Tutor Observation/Feedback Form.

Program SLO 2. Tutors will apply either the Direct Technique or the Socratic Questioning Technique methods when tutoring. Tutors must guide students to the answers, by pacing explanations so students can participate, and by including questions throughout the explanations.

Program SLO 3. After attending a Learning Center orientation, students will be able to list at least four things they can do in the Center. All developmental classes come to the Learning Center at the beginning of the semester for a ½ hour orientation/tour. An Orientation Feedback Form lets staff know if they are emphasizing the important resources.

Assessment: The Program Learning Outcomes help the Learning Center know how they are doing in the training of their tutors, and how well students are being tutored. This helps with adjusting tutor training, and assures faculty that students who receive tutoring are guided and assisted with knowledge, not provided with it. Additionally, by knowing how many students

utilize this service in the various areas, the Learning Center can focus on recruitment. Overall, the assessment results are extremely positive. Tutors understand the most effective way to tutor, and are using the techniques taught; tutors are able to evaluate when they have learned, apply it when tutoring, and apply it for themselves currently and for the future; and the average success percentage for the last 11 semesters for students who received tutoring is 75%. Additionally, students who are tutored persist in the college at a good rate: 83% for the past 9 semesters.

In the 2010 Noel Levitz Survey, the research analyst summed up the Academic Services Strengths, which covers Library resources and staff, computer labs and equipment, tutoring and academic support systems (i.e. Learning Center) as follows:

- Importance, 5.89 satisfaction, gap of .45;
- Satisfaction greatly exceeds national average of 5.46 (significant to a very high level, .001); and,
- Satisfaction is the highest of all 11 categories.

#### **Computer Literacy Assessment**

Demonstration of computer literacy is a requirement for all associate degree and certificate programs begun before Fall 2011. To meet the requirement, students may complete a course or take a computer literacy test that is a hands-on exercise in Word or Excel. The computer literacy test is held multiple times each semester and the dates and times are on the website and in the printed college schedule (Computer literacy test dates in schedule). Effective Fall 2011, incoming students are exempt from this requirement.

#### **Self Evaluation**

The College meets the standard. The Library evaluates instruction, reference, collections, and space through a Comprehensive Program Review, Annual Program Plan, and both Program and Student Learning Outcomes. The new Director of Learning Resources will enable the Library to participate in the assessment of library services at the state and national level via surveys such as the Student Library and Technology Engagement Survey and the Academic Libraries Survey. The Learning Center also completes a Comprehensive Program Review and an Annual Program Plan, as well as evaluating the tutoring program and self-paced courses through Student Learning Outcomes.

#### **Actionable Improvement Plans**

None

## Standard III: Resources

### Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

#### III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services whenever 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.

#### Descriptive Summary

Human Resources is organized and staffed as a District function, supporting the needs of all three colleges in the district. Human Resources works closely with each institution to ensure that it employs qualified personnel at all levels to support student learning programs and services and improve institutional effectiveness. Developed through the participatory governance process, district hiring policies and procedures for faculty, classified staff, and administrative staff are available to all screening committees. In addition, a representative from Human Resources serves as a resource on screening committees to assist with and oversee the recruitment, paper screening, and interview processes.

Board policy 2.11 subscribes to principles of human resource management that promote equal access, equal employment opportunity, equal treatment and fairness, staff development and training

opportunities, fair compensation and accountability. The policy further recognizes that the District's most valuable resource is its faculty and staff and, therefore, the District provides appropriate group and individual development and training opportunities for employees on a continuing basis.

A systematic evaluation process is in place for all personnel at Cañada College. This process is covered in Board Policies and Procedures and in contracts negotiated with the various collective bargaining units: American Federation of Teachers, California School Employees Association, and the American Federation of State, County, and Municipal Employees.

The institution and the district demonstrate a commitment to promoting diversity and acknowledging the significant role played by college employees of diverse backgrounds. The institution's mission statement includes the following values statements:

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community;
- Providing a personal, caring atmosphere.

The institution integrates human resource planning with its institutional planning in numerous areas. Human resource planning is evident on a regular basis both in the President's Cabinet and in the College's Planning and Budgeting Council. All vacant or new positions are reviewed and prioritized using processes outlined in the Participatory Governance Manual, and decisions are made based on the College's mission. In addition, human resources planning is included throughout Program Review, the Educational Master Plan, and the Strategic Plan.

## Standard III: Resources

### Human Resources

#### Self Evaluation

The College meets the standard. The College has benefitted significantly from the support it receives from the District Office of Human Resources. Hiring procedures are clearly outlined, well organized and run efficiently. Evaluation processes are fair and professional development opportunities are available to all.

#### Actionable Improvement Plan

None

**A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### Descriptive Summary

##### **Hiring Qualified Personnel**

*The college works closely with the district Human Resources office to attract candidates who have the appropriate education, training and experience. This is done through a well-articulated process and the Human Resources staff, as well as the screening committees assure compliance to the process.*

*Training is provided to the committees and there is a handbook on the process which provides written information on what is expected of committee members.*

The district utilizes an electronic applicant tracking system, which requires applicants to answer specific questions about meeting the requirements for the position. The screening committee is responsible for reviewing transcripts and other supporting documentation to verify that minimum qualifications have been met. Upon hire, the Office of Human Resources provides secondary verification by reviewing official transcripts and employment verifications. Verifications for adjunct instructor hires are completed by the dean of the division.

#### **Clear and Public Criteria for Selection of Personnel**

The institution adheres to hiring policies and procedures which ensure that the recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards. Following the institution's and district's approval process for filling a new or vacant position, Human Resources works closely with the hiring manager to draft a position announcement detailing the qualifications for the position.

#### **Job Descriptions Accurately Reflect Position Duties**

For all positions, the screening committee carefully reviews the position announcement to ensure that the process identifies candidates who are qualified by appropriate education, training and experience. Screening committees for faculty positions include discipline experts. One responsibility of the screening committee is to make sure that the key components, including the duties and responsibilities, of the position have been included in the job announcement.

All full-time faculty, adjunct instructors, and academic administrators are required to meet the published Minimum Qualifications for Faculty and Administrators in California Community Colleges and Title 5 regulations, or possess equivalent qualifications. In some cases, the district has approved local requirements which exceed state requirements. In addition to the stated requirements for the position, the position announcement also lists desirable skills and abilities that applicants are asked to address in a cover letter.

#### **Self Evaluation**

The College meets the standard. The College has established clear and concise criteria for employing individuals who possess the appropriate education, training, and experience to provide and support its programs and services. The college ensures that faculty and staff are hired according to the minimum qualifications established within the generic job description for classified positions, or the Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, or by other outside agencies in programs where special licenses or mandates are appropriate.

## Standard III: Resources

### Human Resources

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Selection procedures are strictly adhered to during the hiring process.

#### **Actionable Improvement Plan**

None

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**A. I.a 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.**

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#### **Descriptive Summary**

##### ***Criteria and Process for Selection of Faculty***

Cañada College has well-publicized hiring procedures for all employees. Selection policies and procedures are clearly described and published on the [District website](#), both in the District Rules and Regulations and at the [Human Resources site](#). The College adheres to the standards laid out in the Minimum Qualifications for Faculty and Administrators, published by the [California Community College's Chancellor's Office](#). Most of the work of hiring is conducted by a carefully selected screening committee with oversight by Human Resources. A Human Resources representative provides training to the selection committee, coordinates the hiring process, conducts recruitment, and is a resource to the screening committee members, and is the liaison with applicants.

Screening committees begin the hiring process by holding an orientation with a representative from Human Resources. During the meeting, the draft of the job announcement is thoroughly reviewed and discussed. In addition, criteria are determined to screen applicants' materials based upon a rating system. Committees use the ratings to identify applicants to be interviewed. Before the applicants' materials are reviewed, committees also develop a set of interview questions based upon job related criteria, and a list of key response elements is

developed to assist during the interviews. Committee members also develop other methods of assessing candidates, such as written assignments, skills demonstrations, or in the case of faculty positions, a teaching demonstration. It is through the paper screening process, the interview process, and these additional assessment measures that candidates are determined to be well-qualified for positions. The most qualified candidates are recommended as finalists to the hiring manager.

Human Resources and the selection committee cooperate in determining the most effective recruitment methods to obtain a highly diverse pool of applicants. Committees may suggest placing announcements in professional or community publications to attract a broader pool of applicants. All position announcements are posted on the [Registry for California Community Colleges](#), [EdJoin](#), and [InsideHigherEd.com](#). The district contracts with [JobElephant.com](#) to post announcements to these sites as well as other sites that will likely attract applicants. All positions are posted on the district's employment site, where applicants submit an application online and upload supporting documents.

The qualifications of newly hired personnel are verified by the screening committee with a secondary review by the Office of Human Resources. For faculty positions, official transcripts are required, as well as employment verifications from previous employers. New faculty members hired with equivalency to minimum qualifications are required to submit an application and supporting documentation. Approval is required by the equivalency committee including the Academic Senate, the vice president of instruction, the college president as well as the Board of Trustees. Equivalency of degrees from non-U.S. institutions is required by an external foreign transcript evaluation service. The district maintains original copies of the report.

Representatives from the Office of Human Resources participate as a resource on faculty, classified staff, and administrative screening committees. The representatives conduct training, assist with preparation of documentation materials, guide the screening committee through all steps of the screening process, and ensure that hiring procedures are followed and consistently applied.

## Standard III: Resources

### Human Resources

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#### **Faculty Play Significant Role in Faculty Selection**

Faculty selection policies and procedures are described in detail in the Faculty Selection Procedures document available at the [District's Human Resources](#) website. These policies and procedures, revised in 2004, cover guidelines for all aspects of the hiring process. Job announcements for all positions include a general statement about the position, duties and responsibilities, requirements, as well as desirable skills and abilities. Each of these components is incorporated into the electronic applicant tracking system's template for posting position announcements. Included in the desirable skills and abilities for faculty positions are further qualifications, such as subject matter preparation and evidence of outstanding ability as an instructor.

The important aspects of the faculty hiring process are listed below, as well as depicted in Illustration III.A.1.a:

1. *The selection of new faculty is a faculty-driven process.*  
*The selection committee memberships must include discipline expertise and diversity. The selection committee procedures manuals detail the composition of hiring committees for faculty positions. Faculty screening committees include the dean and three or four tenured faculty members. Faculty members are recommended for service on a hiring committee by the dean and the Vice President of Instruction, and are approved by the College President and the Academic Senate.*
2. *Selection committees develop job announcements.*  
With coordination and support from Human Resources staff, the selection committees develop job announcements, including desirable skills and abilities; create screening criteria for applications and supporting documentation; develop interview questions and key response elements; conduct interviews; and recommend finalists.  
  
All job announcements include a description of the college and the district, minimum qualifications, duties, and desirable attributes. Minimum qualifications are clearly stated on faculty job announcements.
3. *Human Resources ensures appropriate language.*  
Human Resources ensures non-discriminatory language. For faculty positions, the announcement is reviewed by the President and the Vice-President of Instruction. All job announcements include a description of the college and the district, minimum qualifications, duties and responsibilities, and desirable skills and abilities.
4. *Human Resources recruits candidates.*  
Human Resources is primarily responsible for recruitment of job openings through the district website and external recruitment websites, as well as other sites recommended by JobElephant.com. In addition, the selection committees work with Human Resources to identify other websites in order to recruit a more diverse applicant pool.
5. *Applications submitted on-line.*  
Applications are submitted online. During the application period, the selection committee members are able to access applications and supporting documentation via any computer with internet access.
6. *Faculty judge applicants' paperwork.*  
Faculty have the responsibility to judge applicants' paperwork, responses to interview questions, and teaching demonstrations or other assessments to determine if candidates have knowledge of their subject matter and can effectively perform in the position. The effectiveness of teaching is judged based on written statements submitted, but more importantly, on a teaching demonstration and verifications from previous employers. Scholarship in candidates is judged based on written statements submitted, responses to interview questions, and in reference checking.
7. *Review using screening checklist.*  
The selection committee uses an application screening checklist to identify applicants for interview.

## Standard III: Resources

### Human Resources

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8. Interviews conducted.  
Interviews include multiple measures of screening (questions focusing on defined knowledge, skills and abilities, other qualities relevant to the duties and responsibilities of the position, and a skills or teaching demonstration). After these first-level interviews, the screening committee selects a list of finalists which are recommended to the College President and the Vice-President of Instruction.

9. Final interviews conducted.  
The President and Vice-President conduct the finalist interview, and the selection committee can attend and often give input. The President and Vice-President make the final hiring recommendation for the Board of Trustees' final approval.

10. Verification of references and degrees.  
Between approval and actual hiring, Human Resources verifies the candidate's degrees, and the Vice President of Instruction checks the candidate's references. Degrees held by faculty and administrators must be from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions must be evaluated by an approved foreign transcript evaluation service for equivalency. Decisions regarding equivalency to minimum qualifications are first decided upon by the faculty screening committee and later approved by the Academic Senate.

#### **Classified staff selection procedures**

Selection procedures for classified staff and administrators are laid out in the District's Classified Management Selection Procedures, available on the District's Human Resources website. In brief:

- The college president, following a written planning process, identifies vacancies.
- A three-member selection committee, including members from different college constituencies, works with the hiring manager to develop the job announcement, and is briefed by a Human Resources staff member on the hiring process. The hiring manager and the equal opportunity employment representative on the committee must

approve the job announcement before sending it on to Human resources for publication.

- Current employees are given first notice of classified positions, via email announcements, and then (if not filled) are publicized via the District employment opportunities page on the District website.
- When the application period closes, Human Resources makes applications available to the screening committee. Based on the documentation submitted, the committee selects candidates for a preliminary interview.
- The selection committee forwards successful candidates to the hiring manager for a second interview. The hiring manager makes the final selection.

#### **Administrator selection procedures**

Administration selection procedures are governed by the same policies as those for classified staff, with some distinctions.

Selection committees are larger; they vary according to the position, but are typically composed of representatives of all college constituencies: faculty, classified staff, students, and administrators.

The committee is co-chaired by a faculty member and a President-appointed administrator. The selection committee develops the criteria for screening applications, writes the interview questions and/or skill demonstrations, conducts interviews and makes a short list of eligible candidates to be forwarded to the second round of interviews.

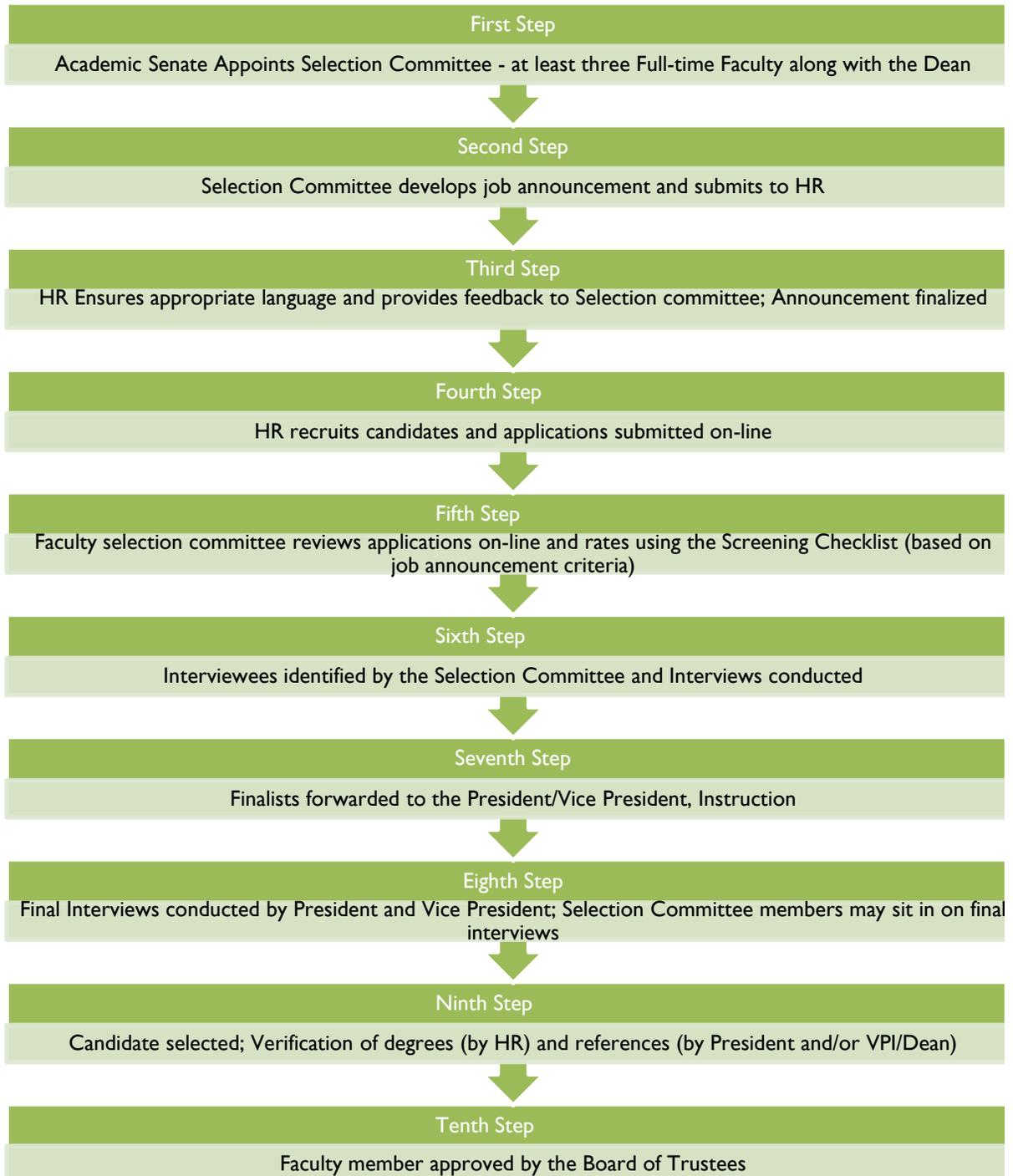
As with faculty positions, the selection committee is invited to attend the second interview, and offer feedback.

The final recommendation to hire rests with the college president; the recommended candidate is forwarded to the Board of Trustees for final approval.

As with new faculty, before candidates are officially hired, Human Resources verifies candidates' degrees. Where candidates have degrees from institutions not on the list of accredited degree-granting U.S. institutions, they must submit verification of equivalency.

## Standard III: Resources Human Resources

### Illustration III.A.1.a—Faculty play a significant role in faculty selection SMCCD Faculty Hiring Process



## Standard III: Resources

### Human Resources

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#### **Review of Procedures**

The college periodically reviews hiring procedures to identify any gaps and the District Human Resources department reviews overall policies and procedures for hiring. Annually, the College reviews human resources needs in light of retirements and separations, and anticipated areas of growth or decline.

#### **Self Evaluation**

The College meets the standard. The process for selecting applicants is clearly outlined, consistent and carefully organized. The selection process complies with relevant laws, and with the college's and District's policies on equity and equal opportunity employment. Faculty play a significant role in the selection of faculty.

The process is well-known and well-understood. In the Fall 2012 Campus Climate and Satisfaction Survey, 85% of faculty, staff and administrators, agreed that "procedures and policies for hiring staff are clearly stated."

The hiring process is successful in creating a campus with strong academics and student support. On the Noel-Levitz survey, students describe themselves consistently as very satisfied with the quality of teaching: 98.8% of students "would recommend the college to friends or family members." The mean difference between responses of Canada College students and national college students exceeds .24 in responses to "the quality of instruction here is excellent," "people involved in registration are helpful," "people on this campus respect and are supported of each other," "my academic advisor is concerned about my success," faculty are fair and unbiased," and "students are made to feel welcome on this campus."

#### **Actionable Improvement Plans**

None

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**A. I. 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.**

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#### **Descriptive Summary**

The College has written evaluation procedures for all categories of employees. The process is governed by Board Policies and Procedures and in contracts negotiated with the collective bargaining units for the various categories of employee: American Federation of Teachers Local 1493 for faculty, California State Employees Association Local 33 for classified personnel, and American Federation of State, County, and Municipal Employees for facilities personnel.

#### **Written Criteria**

Each group – faculty, classified and administrators – have written criteria to be used in evaluation. All personnel are evaluated on a regular basis. Classified employees and administrators are evaluated every year using processes developed by the Office of Human Resources in accordance with collective bargaining units. The faculty evaluation process is part of the American Federation of Teachers Local 1493 contract with the District.

The goals of evaluation are to ensure that all personnel—faculty, classified, and administrators—are performing at acceptable levels, have opportunities to improve their performance, and are completely aware of positive feedback from their supervisor or of short-comings, if they exist. Supervisors meet with faculty and staff to review all evaluations and if necessary, take measures to support the employee in any way that is needed to help them improve their job performance.

Personnel evaluations are connected to institutional effectiveness and improvement such that employees should be utilizing professional development activities to stay abreast of their field. Doing so

## Standard III: Resources

### Human Resources

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enables employees to become more efficient, productive, and able to perform effectively with a high morale. It is imperative that supervisors acknowledge hard working, efficient employees and reward them for their hard work and dedication.

#### **Faculty**

Evaluation of faculty is covered in Article 15, Performance Evaluation, of the American Federation of Teachers Local 1493 Contract, and in Appendix G to the contract, Evaluation Procedures. Appendix G outlines the procedures for the evaluation of tenure-track, regular classroom, regular non-classroom, and adjunct faculty and provides samples of evaluation forms.

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

The agreement between the SMCCCD Board of Trustees and the American Federation of Teachers Local 1493 clearly outlines the tenure review process. The tenure review committees are division-based, have four members including the division dean, and elect their own chair. Students participate in the evaluation process by completing a student questionnaire. The faculty members being evaluated are required to submit a faculty portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation will alternate between standard and comprehensive. The contract with the American Federation of Teachers Local 1493 outlines the criteria for both standard and comprehensive evaluation processes. The evaluation process includes administrative, peer, and student evaluations. Regular non-classroom faculty members are also evaluated using specific criteria outlined in the American Federation of Teachers Local 1493 contract.

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

If faculty performance is found to be unsatisfactory, guidelines specified in the Evaluation Process—Follow Up Comprehensive Evaluation form in the Appendix of the agreement between the SMCCCD Board of Trustees and American Federation of Teachers Local 1493 are put into motion. The faculty evaluation process has been carefully reviewed and changes were made in Spring 2013.

#### **Classified Staff/Managers**

District Rules and Regulations outline policies for various categories of classified staff: confidential employees, classified professional/supervisors and managers. All procedures, policies and relevant forms are shared on the District Human Resources performance evaluation website.

Evaluation of classified personnel is covered in Article 14 of the California State Employees Association Local 33 contract. All supervisory, confidential, professional, and classified employees are evaluated on an annual basis. Evaluations are completed by the employee's direct supervisor using available tools. The evaluations are based on the quantity and quality of their work, dependability, organization, initiative, cooperation, professionalism, adaptability, use of time and leadership. The evaluation process is intended to be a dialogue between the supervisor and the employee in order to facilitate professional growth, performance goals, and areas for training.

Performance goals, which were set for the previous year, are evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through the corrective or progressive disciplinary process. For classified employees not performing a rating of satisfactory, the guidelines under the California State Employees Association Local 33 contract are followed.

If a classified employee receives two successful evaluations consecutively, they will then be evaluated on a biennial basis on their anniversary date. Through an automated process, administrators are

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notified via e-mail which classified employee's evaluations are due the following month.

Classified and administrative employees are evaluated based on criteria classified into ten categories and five possible rating choices: outstanding, superior, fully successful, needs some improvement, and unsatisfactory. The procedures clearly outline that:

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

For managerial and support classified staff, the evaluation process is monitored at both the district and college office, program or unit, or division levels. Human Resources coordinates the evaluations, prompting managers of due dates for evaluations and receiving notification that an evaluation has been completed.

#### **Administration**

District Rules and Regulations document outlines policies for evaluation of Academic Supervisors and the President. These individuals are evaluated on a regular basis.

#### **Self Evaluation**

The College meets the standard. A clearly defined written evaluation process is in place that covers all permanent employees in the District. The evaluation process is equably and effectively applied.

#### **Actionable Improvement Plan**

None

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**A. I. 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.**

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#### **Descriptive Summary**

The College is addressing student learning outcomes as a component of faculty, staff, or administrative evaluation as stated above. Having student learning outcomes as an identified component of faculty evaluations is a contractual matter that has been negotiated to be part of the Faculty Evaluation Task Force.

As discussed in Standard II, faculty members are engaged in discussions at multiple levels regarding Student Learning Outcomes. The Curriculum Committee have been designated by the Academic Senate to be responsible for developing Institutional Learning Outcomes. All courses that are submitted to the Curriculum Committee are required to identify Student Learning Outcomes and many have included assessment tools to accompany the Student Learning Outcomes. Departments are engaged in conversations regarding Student Learning Outcomes and some have articulated the Program Learning Outcomes.

The College has supported the development of Student Learning Outcomes by urging faculty and staff in all departments to use Flex Days for the purpose of working on the creation of Student Learning Outcomes, assessments, evaluations and reflections, as well as the uploading of data into TracDat, the program used to host all course, program and college learning outcomes. Various trainings on how to use TracDat have been offered on campus and a growing number of faculty are now able to report their results independently, instead of relying on TracDat representatives for each department. The number of outcomes entered into TracDat continues to increase due to the active efforts of the College to encourage faculty/staff progress towards these efforts.

Modifications made to instruction as a result of the Student Learning Outcome work are reflected in TracDat. In some cases, simple adjustments in teaching practices have been made; in others, changes as great as the addition of instructional hours, or a change in the number of units offered, have resulted from analysis of outcome data. It is

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still unclear how great of an impact this work has had on teaching and learning and whether it is any more informative than the use of student success data.

Faculty and staff have used student learning outcome data in the same way that success and retention data have informed them in the past; any data collected on the progress towards objectives or outcomes are documented by letter grades or passing rates.

#### **Self Evaluation**

The College meets the standard. The evaluation of faculty is guided by the negotiated contract between the district and AFT. The college uses student learning outcomes to improve the quality of teaching and learning.

#### **Actionable Improvement Plans**

None

**Illustration: Faculty Evaluation Process**

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

#### **Descriptive Summary**

The SMCCCD has as part of its Rules and Regulations a policy (2.21) on professional ethics, which states within its policy that all District employees shall adhere to the highest ethical standards in pursuing the College's and District's missions of providing quality educational programs and in managing resources efficiently and effectively. In addition, in May 2008, the faculty of the SMCCCD adopted a code of professional ethics that was adopted by the American Association of University Professors in June 1987.

This statement outlines five main ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking above all else to be effective teachers and scholars, and upholding rights and obligations as members of the greater community.

The Associated Students organizations of all three colleges also developed a code of ethics for the students of the district.

#### **Self Evaluation**

The College meets the standard. Through the participatory governance process, a code of professional ethics was developed for all personnel in the District. In May 2008, the faculty of the SMCCCD adopted a separate code of professional ethics for issues relating specifically to faculty. The Associated Students organizations of all three colleges also developed a code of ethics relating to students. All three of these codes are located in the District Rules and Regulations 2.21.

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

#### **Sufficient Number of Qualified Faculty**

The college has \_\_\_ FTEF full-time faculty and \_\_\_ FTEF adjunct faculty. Because this number is less than optimal, the college has been addressing the need by adding new full-time faculty positions over the past three years. The college is fortunate in that qualified adjunct faculty have been able to maintain the viability of some departments with no fulltime faculty.

**Insert table of faculty, staff and administrator numbers**

The full-time faculty members are well-qualified to significantly contribute to the institutional mission through a variety of professional responsibilities. A total of 16 full-time instructional faculty hold doctoral degrees, 36 hold Master's degrees, and 2 hold Bachelor's degrees.

Institution and department committees are well represented by faculty who provide expertise on a variety of professional matters. Original degree transcripts are provided to the Human Resources office and foreign transcripts are translated and

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evaluated for equivalence to US standard using reputable equivalency companies.

#### ***Sufficient Number of Qualified Staff and Administrators***

There are \_\_\_ FTEF administrators/supervisors and \_\_\_ FTEF classified staff members. These individuals provide the administrative services and student services necessary to support the college's mission and purposes. In this area, too, the state budget had its impact with a less than optimal number for the college. As with the full-time faculty, there have been several new positions funded in the past few years to address the needs.

#### ***Process of Adding New Positions***

Each division and department has an opportunity to present justifications for any needed faculty and classified positions. The College uses a well-defined new position recommendation process using participatory governance to determine the priority for filling the positions that have been identified through the Annual Plan and Program Review process.

Positions identified by faculty or staff are forwarded through the Instructional Planning Council (instructional positions), the Student Services Planning Council (student services positions), the Academic Senate (faculty positions), the Administrative Planning Council, and the Planning and Budgeting Council. The final list of positions recommended for hiring is forwarded to the President. At the same time, the Planning and Budgeting Council considers the budget available for hiring full-time positions; their information contributes to the decision whether to hire and, if hiring, how many positions will be filled.

In circumstances where an emergency faculty, classified or administrative hire must be made due to an unforeseeable vacancy, an expedited process occurs. Justification for the position is presented to the appropriate planning council (Instructional Planning Council, Student Services Planning Council, or Administrative Planning Council) and to Academic or Classified Senate for consideration and approval. After obtaining approval for the emergency hire, the justification is presented to Planning and Budgeting Council, then to the President of the College. Once all planning bodies and the President have approved filling the vacant position, the normal hiring procedures are followed.

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

#### **Self Evaluation**

The College meets the standard. The institution continually strives to meet human resource needs. The ability to maintain sufficient numbers of employees is greatly influenced by financial resources. The financial problems of the State of California are reflected in the institution's budgeting processes, which in turn affect hiring decisions.

When full-time faculty and classified positions become vacant through resignation or retirement, high priority is placed on filling them.

#### **Actionable Improvement Plans**

None

**A.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.**

#### **Descriptive Summary**

##### ***Development of Personnel Policies***

The District has an effective process for the development of personnel policies and procedures. All constituencies, including the bargaining units (American Federation of Teachers, California State Employees Association, and American Federation of State, County, and Municipal Employees) and the Academic Senate participate in shaping personnel policies and procedures through the District Participatory Governance Committee. Personnel policies and procedures, including Board policies, are periodically reviewed and updated.

The faculty and staff portal page, a component of the district's intranet, provides electronic access to personnel policies and procedures, such as the District's Rules and Regulations, the Human Resources webpage, the Human Resources downloads page, as well as a new employee orientation webpage.

Each of these sites includes personnel policies and procedures that are readily accessible by faculty, staff and the public. Personnel policies and procedures

## Standard III: Resources

### Human Resources

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cover a broad scope, including topics such as district commitment to equal employment opportunity, unlawful discrimination, sexual harassment, workplace violence, employee injury and illness prevention program, labor agreements, performance evaluations, and employment policies covering faculty, administrators, and classified staff.

#### ***Equitably Administered Policies and Procedures***

In conjunction with the Office of Human Resources, Cañada College ensures that personnel policies and procedures are provided and adhered to on an equitable and consistent basis. To ensure proper administration of the policies and procedures, the Vice Chancellor of Human Resources and Employee Relations conducts monthly managers' forums to review and discuss the consistent application of policies throughout the district.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources and Employee Relations is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

#### **Self Evaluation**

The College meets the standard. Personnel policies and procedures are updated on a periodic basis by the Vice Chancellor of Human Resources and Employee Relations, who is responsible for submitting policy/revisions through the shared governance process to the Board of Trustees. Members of the District Participatory Governance Committee disseminate new policy or policy revisions to their respective constituencies for input before approval.

Specific faculty personnel policies, such as the policy for establishing minimum qualifications and faculty service areas are driven by the Academic Senate in consultation with the American Federation of Teachers Local 1493 and administration. Other policies and procedures are negotiated by the Vice Chancellor of Human Resources and Employee Relations with the faculty and classified staff bargaining units.

Every effort is made to include all personnel policies, including labor agreements, on the faculty and staff portal in a timely manner.

#### **Actionable Improvement Plans**

None

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#### **A.3.a The institution creates and maintained appropriate programs, practices, and services that support its diverse personnel.**

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#### **Descriptive Summary**

In consultation with the Academic Senate and the American Federation of Teachers Local 1493, and in consultation with California State Employees Association Local 33 and American Federation of State, County, and Municipal Employees, the District has written policies and procedures for selection committees for faculty hiring processes and for administrative and classified hiring processes. Documents also exist for the selection of college president and chancellor.

These documents, as well as supplemental written selection committee orientation materials include the development of the job announcement, screening committee membership, recruitment, confidentiality, paper screening guidelines, interview and skills demonstration guidelines, hiring process documentation, district policy on equal employment opportunity, the district's commitment to diversity, federal and state laws prohibiting discrimination, assessing intercultural competence, California Title 5 regulations related to hiring processes, and California Education Code sections related to hiring processes.

Recruitment is conducted actively within and outside the district. Recruitment efforts are designed to ensure that all qualified individuals are provided the opportunity to seek employment with the college. No person is denied employment because of race, religious creed, color, national origin, ancestry, physical or mental disability, marital status, sex, age, or sexual orientation.

#### **Self Evaluation**

The College meets the standard. The college has clearly defined policies and procedures that ensure fairness in all employment procedures. The Office of Human Resources is responsible for administering

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### Human Resources

policies and procedures equitably and consistently by facilitating the work of screening committees to ensure that hiring committees represent diversity, discuss confidentiality, are oriented in hiring policies and procedures, and discuss fairness and inclusion, as well as EEO guidelines and federal and state laws prohibiting discrimination.

Unless there are time constraints, Human Resources staff are present during all screening committee meetings and interviews to ensure fairness in all employment processes. The district provides opportunities for and accommodates persons with disabilities in accordance with the Americans with Disabilities Act of 1990.

#### **Actionable Improvement Plans**

None

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

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#### **Descriptive Summary**

##### ***Security and Confidentiality of Records***

The District ensures that all personnel records, whether paper or electronic, are maintained in a secure and confidential manner by keeping records in a securely locked area and strictly limiting access to electronic files.

##### ***Employee Access to Personnel Records***

All employees have access to their personnel record under [Rules and Regulations 2.12.1.b](#). Permanent faculty and staff may view their personnel records by appointment during regular business hours. The employee is permitted to review their file in a designated area in the Office of Human Resources. Only authorized personnel, such as supervisors and union representatives, are allowed to view employee records. The union representative may do so with written authorization by the employee. When requested, copies of information from personnel files are made available to employees.

#### **Self Evaluation**

The College meets the standard. The District has clear provisions to ensure the security and confidentiality of personnel records through strictly

limiting access to locked files or electronic files. Additionally, each employee has access to his/her personnel records in accordance with the Education Code and Labor Code. Any employee may request to review his or her personnel file in the presence of Human Resources staff.

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

The San Mateo County Community College District has clear policies on diversity. [The District Board Rules and Regulations Section 2.20](#) states

The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body.

In terms of hiring, Cañada College, like all colleges in the District, it is an equal opportunity employer. The Equal Employment Opportunity policy is required in all job announcements and the College attempts to have highly diverse selection committee membership whenever possible.

The college is committed to promoting diversity through its student body and its employees. This commitment is described in the College mission statement and documented in the Student Equity Plan. The Plan is posted on the College webpage and monthly meeting information is available for those wanting to take part in the update.

## Standard III: Resources

### Human Resources

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#### Self Evaluation

The College meets the standard. Its stated policies and procedures in hiring reflect an understanding and concern for diversity and promotes activities to create an atmosphere on campus that celebrates the diversity of our community.

#### Actionable Improvement Plans

None

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

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#### Descriptive Summary

The College provides a variety of resources, programs, and services to support all of its diverse employees. The college has organized several programs, classes, and events that support diversity and equity on campus.

The Social Justice Series of workshops and lectures engages students, faculty, staff and the greater community to come together and discuss important issues regarding diversity and social justice. Activities have focused on workers' rights, educational equity, public policy and immigration.

Diversity is also supported through academic freedom which is guaranteed in the [District Board Rules and Regulations 6.35, Study of Controversial Issues](#). The document establishes criteria in selecting issues for study and asserts faculty and student rights to discuss these issues.

In addition, a wide range of flexibility is offered to support diverse employee needs through the professional development resources available to all employees. Resources for professional development for faculty and staff are detailed in III.A.5 of this report. The [Center for Innovation and Excellence in Teaching and Learning](#) provide instructional support, purchase of programs, hardware and software, web-based services, and instructional tools.

#### Self Evaluation

The College meets this standard. It provides appropriate programs, practices, and services that support its diverse personnel.

#### Actionable Improvement Plans

None

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

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#### Descriptive Summary

The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities that are represented in its surrounding communities and student body. The District is an equal opportunity employer that is committed to provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

Cañada College's hiring processes follow the Equal Employment Opportunity policy. Selection committees are aware of the importance of developing and creating a diverse faculty and staff, one that reflects and accommodates the college's student population. All screening committees are charged with selecting candidates who demonstrate sensitivity and ability to work with students and persons from diverse backgrounds.

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

#### Self Evaluation

The College meets the standard. It continues to attract a diverse group of job applicants and employees. As of November 2012, 45% of Cañada College personnel is made up of persons of diverse non-white backgrounds as compared to 51% in 2006. As of November 2012, there are 32 employees who have not designated ethnicity and are not required to by law.

## Standard III: Resources

### Human Resources

Cañada College is a Hispanic Serving Institution; 43% of its student population self-designates as Hispanic. As of November 2012, 29% of personnel are Hispanic compared with 23% in 2006 and 21% in 2000. Hiring, promotion and exit data are analyzed only at the District level by the Human Resources

department. Table 18 shows demographics on recent new hires.

#### Actionable Improvement Plans

None.

**Table 18: Fall 2010 to Fall 2012 All Full-Time/Permanent New Hires**

<b>Cañada Total</b>	<b>1 - Mexican, Mexican-American, Chicano</b>	<b>5 - Asian Indian</b>	<b>14 - Black or African American</b>	<b>20 - White</b>	<b>Not Disclosed</b>	<b>TOTAL</b>	<b>% of Total</b>
<b>Female</b>	4	3	1	11	3	22	68.75%
<b>Male</b>	1	3	1	4	1	10	31.25%
<b>Total</b>	5	6	2	15	4	32	100.00%
<b>% of Total</b>	15.63%	18.75%	6.25%	46.88%	12.50%	100.00%	

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

##### Descriptive Summary

Cañada College demonstrates fairness and integrity in the treatment of employees and students. The procedures for selection and tenure or performance review ensure equitable treatment of employees. Many are defined by the District, and are available on the [District Rules and Regulations webpage](#) and in contracts negotiated with various collective bargaining units. Included among these policies are those on equal employment opportunities, hiring, equivalency, sexual harassment, and unlawful discrimination.

Working within board policy, the Office of Human Resources and administrators implement these policies and develop procedures to ensure such policies are equitably and consistently administered. The contract of the California State Employees Association covers grievance and performance evaluation procedures for classified personnel, and the Faculty Handbook includes statements on professional ethics and academic freedom. To ensure fair treatment of students, the Student Handbook and college catalog also provides students

with grievance procedure information. The participatory governance structure ensures that all college constituencies (faculty, classified staff, students and administrators) participate in planning, and have their points of view represented.

District Rules and Regulations assure fair treatment of administrators, academic supervisors, and non-represented employees. The College engages with formal advocacy for faculty, staff, and students. The classified staff is represented by California State Employees Association Local 33 and Classified Senate; the facilities staff is represented by American Federation of County, State, and Municipal Employees; faculty are represented by American Federation of Teachers Local 1493, American Federation of State, County, and Municipal Employees, and Academic Senate; and students are represented by the Associated Students of Cañada College.

College employees are pleased with the college culture with respect to diversity and fairness. In the 2012 staff survey, 87% agreed that the college "climate is one of appreciate of differences," and 91% agreed that diversity (in regard to gender, ethnicity and age) is "actively promoted on campus."

District policies for the treatment of administrators, faculty, and staff are presented on the District Rules

## Standard III: Resources

### Human Resources

and Regulations webpage. Examples of relevant sections include:

- 2.12, [Employee Rights and Protection](#)
- 2.15, [Employer-Employee Relations](#)
- 2.20, [Equal Employment Opportunity](#)
- 2.25, [Policy on Sexual Harassment](#)
- 2.30, [Policy on Political Activity](#)
- 3.25, [Wages, Hours; Other Terms; Conditions of Employment](#)
- 5.06, [Non-represented Employees: Conflict Resolution](#)
- 5.10, [Managers: Employment and Reassignment](#)
- 5.16, [Managers: Evaluation](#)
- 5.26, [Academic Supervisors: Evaluation](#)
- 5.56, [Classified Professional/Supervisory: Evaluation](#)
- 5.66, [Confidential Personnel: Evaluation](#) (includes regulations that address evaluation of non-represented employees, managers, and academic supervisors to assure integrity in the treatment of administrators).

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

#### **Self Evaluation**

The College meets the standard.

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

The College provides a variety of professional development opportunities for faculty, staff and administration. Requests for funding for professional development are reviewed for relationship to the institution's mission and to identify needs in

instruction and student services. College-sponsored professional development is planned in collaboration with faculty and classified staff to ensure that personnel needs are being met. Professional development needs are also included in the Annual Plan and Program Review submitted by each department.

#### **Self Evaluation**

The College meets the standard. There is continual support of professional growth for all personnel at Cañada College. There are a number of ways provided for professional development and personnel are encouraged to participate in these activities. Faculty and staff are encouraged to help plan activities that provide training that they feel they need.

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

##### ***College-Wide Professional Development***

A number of well-defined college-wide professional development opportunities are available to all faculty, administration and staff. These are described in the following categories:

- Trustee's Fund for Program Improvement
- CIETL – Center for Innovation and Excellence in Teaching & Learning
- Instructional Designer and Technology Training
- External Grants

##### **Trustee's Fund for Program Improvement**

The Trustee's Fund for Program Improvement is allocated for full-time faculty, classified staff, administrators, coordinators, certificated supervisors, and adjunct faculty. Adjunct faculty and classified staff must be cosponsored by a full-time faculty member. The purpose of the Fund is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have

## Standard III: Resources

### Human Resources

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specific and applicable outcomes to enrich student learning and improve student services. The goals and objectives of the Program Improvement program include:

- Alignment of projects with the District mission, goals and directives;
- Planning, development, implementation and evaluation of new courses and programs;
- Development and evaluation of new instructional materials which facilitate the implementation of new methods of instruction
- Projects aimed to improve student retention;
- Research aimed at enhancing student access and success;
- Cooperative staff development efforts at both College and District levels.

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

#### Center for Innovation and Excellence in Teaching and Learning

CIETL was established in Spring 2010. CIETL oversees all of the professional development around teaching and learning that takes place on campus throughout the year. Coordination and assessment of Institutional, Program, and Student Learning Outcomes also falls under CIETL.

CIETL provides numerous opportunities for faculty, staff and administrators to continually update their knowledge and competency in all areas of teaching and learning. Some of the objectives of CIETL are:

- Plan and implement presentations, symposia, colloquia, and workshops promoting innovation and scholarship in teaching and learning.
- Collaborate with the Office of Planning, Research and Student Success on the development of assessment techniques to further efforts by faculty and staff to use valid evidence of student success.
- Develop and maintain space in Bldg. 9, Room 154 and provide information resources about the scholarship of teaching and learning.

- Provide guidance and support to faculty and staff to assist development and use of formative assessment practices.
- Develop venues for stimulating collaborative inquiry and thoughtful reflection on current practices and their impact on student learning.
- Collaborate with faculty, deans, and staff on initiatives that improve student success.
- Collaborate with faculty, deans, and staff in the development of strategic plans regarding instructional technology.
- Assess the quality of the Center's programs and services and act on assessment results to improve these programs and services.
- Work closely with faculty and staff with distance education opportunities

The following is a sampling of the professional development opportunities offered at Cañada College through CIETL:

- Assessment
- Book Groups
- Conversations with Colleagues
- Focused Inquiry Networks
- Learning Communities
- Sustainability
- Tech Talks
- Podcasts of recent events

CIETL also provides orientations in the spring and fall for new administrators, faculty (adjunct and full-time), and classified staff. In addition, CIETL coordinates the Flex Day activities. Frequently the focus of Flex Day activities center on a particular need identified by the College, such as investigation of ePortfolios for program and general education assessment or the development and review of program/degree level student learning outcomes. Faculty and staff are encouraged to work through CIETL to put forth ideas for professional development. An example of this is when student services personnel requested training in dealing with students with Autism Spectrum Disorders; a workshop was conducted in Spring 2013 on this topic. A list of them can be found on the Professional Development Activities website.

#### Instructional Designer and Technology Training

To assist faculty in developing curriculum, the College hired an Instructional Designer in 2011. The Instructional Designer works through the CIETL organization and provides one-on-one and workshop

## Standard III: Resources

### Human Resources

training to all faculty and staff on issues of teaching and learning, but with a particular focus on distance education.

#### External Grants

The College has also sponsored a variety of professional development activities funded by external grant awards. In 2009, through a Department of Education HSI-CCRAA grant, a full day panel of math instructors invited from around the state. Each panel member gave a short presentation about a special math program that their school had initiated. This was followed by open question, answer and discussion session about how each type of program would work at Cañada College. Grant funding has also covered the costs of travel to out-of-state conferences that exceed the limit that the professional development funds will cover.

#### Faculty Professional Development

Long-term and short-term funding is allocated for full-time and adjunct faculty members. The level of funding is one percent (1%) of the District budget for regular academic and third- and fourth-year tenure track academic employees at the College. The funds provide all faculty members the opportunity to participate in short-term workshops and/or conferences. It also provides funds for long-term projects for regular and third and fourth year

tenure track academic employees for retraining, conducting research and/or participating in advanced study in accord with identified college priorities.

Professional development needs are identified in the Annual Plan and Program Review for each department. These needs are compiled by the Office of Instruction. Each faculty member who wishes to apply for funding must submit a request for funds directly to the Professional Development Committee. This committee, comprised of six members, oversees the expenditure of funds according to the guidelines set forth by the American Federation of Teachers Local 1493.

The Professional Development Committee consists of three faculty members appointed by American Federation of Teachers Local 1493, one Academic Senate appointed representative and two administrators. This committee, chaired by a faculty member, evaluates long-term and short-term proposals and makes selections for funding. The application process and procedures, the guidelines for writing proposals and the criteria for evaluating proposals are in place. Table XX below shows the number of short-term and long-term applications funded or declined per academic year from 2007-2008 to 2011-2012. Declined applications are those that do not demonstrate the relevance of the project to the duties of the applicant or that do not match identified college priorities. All of these data can be seen in Table 19 below.

**Table 19: Short-term and long-term application funded/not funded since 2007**

Academic Year	Short-term applications		Long-term applications	
	Funded	Declined	Funded	Declined
<b>2007-2008</b>	31	0	3	0
<b>2008-2009</b>	38 (+4 Summer??)	0	3	0
<b>2009-2010</b>	36	1	5	0
<b>2010- 2011</b>	49	2	5	2
<b>2011-2012</b>	xx			
<b>2012-2013</b>				

## Standard III: Resources

### Human Resources

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Extended Professional Development Leave, or Sabbatical Leave, is intended to provide full release from regular duties and enable employees to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research, and other beneficial activities that do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District.

Activities of one or more of the following types can be considered for extended leaves of a full semester or academic year, with no special weight given to any one category:

- Retraining of the applicant to allow for a future new assignment in a needed area;
- Study, project, or activity that provides the applicant with opportunities to upgrade skills and knowledge for current or future assignments;
- Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
- Study, project, or activity for development or revision of certificate or degree programs.
- Study, project or activity related to feasibility or revision of new or existing programs.

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

#### **Staff Professional Development.**

The Classified Staff Development program provides funding for classified staff to further their education and attend workshops, seminars and/or conferences. In addition, staff can apply for funds through the Trustees' Fund for Program Improvement with full-time faculty member sponsorship. Staff wishing to

apply for funding through the Classified Staff Development Program may do so at any time. One of the main criteria for approving funding is the relevance of the training to the mission of the college and to the job requirements of the applicant.

The College also provides in-service training for classified employees throughout the year. Examples of this type of program includes: Stress Management, Motivation, Creating Positive Relationships, How You Can Change Your Thinking To Improve Your Communication, Student Behavior: How To Handle Difficult Situations and Mindfulness: The Art of Staying In The Present.

#### **Administrator Professional Development**

Management training often occurs in the area of expertise of the individual in relationship to the institution. The Director of the Office of Planning, Research and Student Success attends the Statewide Research and Planning Group meetings; the Vice President of Instruction regularly attends the state CIO meeting. There is yearly funding for professional development for the administrative team.

The District holds monthly meetings for all managers. These meetings cover a variety of professional development topics from sexual harassment training, managing the marginal employee, use of independent contractors and short term substitutes to recruitment issues and hiring pit falls and how to confront an employee with a potential substance abuse issue.

#### **Self Evaluation**

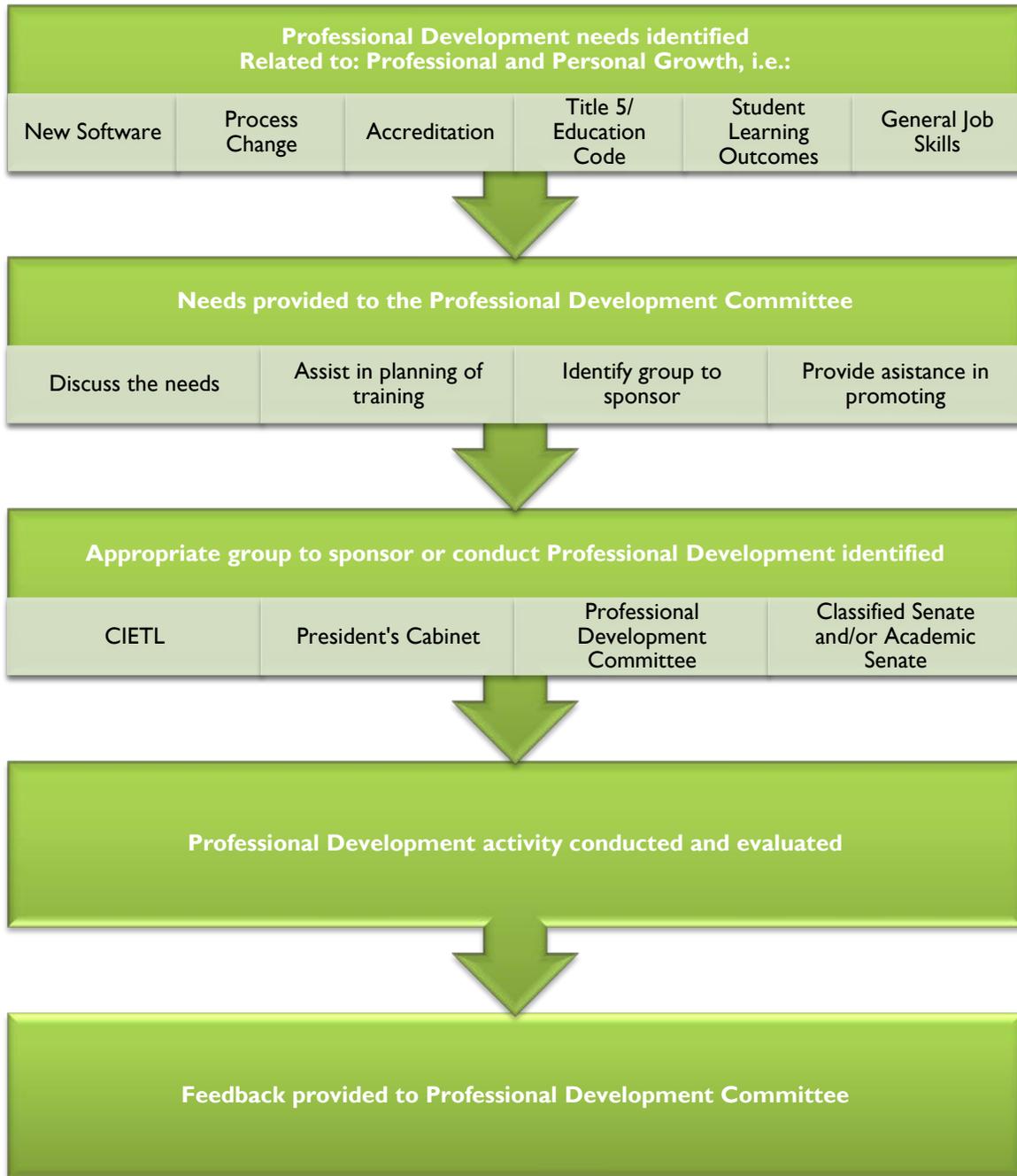
The College meets the standard. Cañada College provides a rich variety of professional development opportunities for faculty, staff and administration. By comparing the professional development requests included in the annual program reviews to the requests for funding for faculty and classified personnel, the College is able to determine whether the professional development activities meet the needs of its personnel.

#### **Actionable Improvement Plans**

None

## Standard III: Resources Human Resources

**Illustration II.A.5.a—Planning professional development activities to meet the needs of personnel**



## Standard III: Resources

### Human Resources

**Table 20: 2010-2012 Professional Development Activities at Cañada College**

#### 2010

- Learning About the Middle College
- Learning WebAccess in the Field with a Novice
- Suicide Prevention Workshop
- The Color Complex: Color and its Effects on the Classroom Environment and Student Learning
- Advocacy and Strategies for Students with Disabilities
- CPR/AED Training
- Teaching College Courses at the High School Level
- Juggling Act: Overview of Work/Life Balance
- Introduction to Turnitin.com
- Learning a New Scantron
- Orientation to EAP Services and Benefits
- Writing for the Web
- Hostile Intruder on Campus Workshop
- Session on Classroom Assessment Techniques
- Snap, Record, and Share with Jing

#### 2011

- WebAccess Basics
- Introduction to CCCConfer
- Research in Honors
- Smart Classroom Basics
- iPad in the Classroom
- What's Your Communication Style?
- Course Enrichment through WebAccess

- Assertive Speaking and Active Listening
- Smart Board Training
- Community Building
- Becoming More Effective Supervisors
- Hands-Only CPR and AED Training
- Moodle Basics for Faculty
- Conversations with Colleagues: Discussing Reading
- Understanding by Design by Wiggins and McTighe
- Conversations with Colleagues: Stress Management
- Conversations with Colleagues: Discussion about Standards
- Business and Workforce: So Right, So Smart
- eBooks: The New Normal
- Integrating iPads and Tablet Computers into Library Services
- From Enlisted to Employed: Educating Military Veterans for Civilian Careers
- Conversations with Colleagues: Motivation
- Creating Digital Artifacts to Assess Learning
- Creating Online Quizzes
- Intro to Podcasting
- Conversations with Colleagues: Positive Relationships, Difficult Situations
- Native California Basket Lecture by North Fork Elder
- Creating Accessible PDFs

- Effective Use of Groups and Wikis in WebAccess
- Optimizing Images with Photoshop and GIMP

#### 2012

- TracDat Training
- Results Oriented Assessment for Student Affairs
- How You Can Change Your Thinking to Improve Your Communication
- Thoughts about Leadership in a Complex Environment
- Integrating Students' Smart Phones and Tablets into your Courses
- Landmarks of American History and Culture
- Credit Building Workshop
- Using Cloud-based Technology for Learning and Engagement
- The Basic Skills Cohort Tracking Tool
- Google Internship Webinar
- Screencasting with Camtasia
- State Authorization Update: What's Happening and What You Should Know
- Digital Media
- How to Handle Difficult Situations
- Lessons from a College Success Learning Community
- Understanding by Design
- Moodle (WebAccess) Surveys
- Photoshop Basics (emphasis on optimizing images with WebAccess)
- iPad--Pros and Cons

## Standard III: Resources

### Human Resources

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

#### Descriptive Summary

As outlined in III.A.5.a, a variety of professional development opportunities are available for faculty, staff, and administration. Each of these programs evaluates the outcomes of their professional development activity. For example, recipients of Professional Development funding for short-term projects submit an optional project report that answers five specific questions (evidence: report).

For long-term projects, all recipients are required to provide a report of three to five pages in which there is a description of the completed project with six items addressed. After faculty or staff have attended conferences and/or meetings, they have the opportunity to disseminate information at department meetings, division meetings and CIETL presentations. At the end of every CIETL workshop or presentation offered on campus, faculty, staff, and administration are asked to complete evaluations; responses are analyzed and used to improve courses for the future.

Using this information, CIETL (with input from faculty, staff and administration) evaluates and plans for future professional development programs.

#### Self Evaluation

The College meets the standard. CIETL Coordinators and the Institutional Researcher have discussed a variety of assessment methods to identify the impact of professional development. Two such methods are logic modeling techniques and on-going formative evaluations provided to those planning CIETL sponsored events.

The Flex day Planning Process has been formalized through CIETL to include feedback from year-long planning and discussions.

#### Actionable Improvement Plans

None

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

#### Descriptive Summary

Cañada College regularly assesses its human resources needs, and that assessment is integrated with institutional planning. All levels of management continually review staffing levels and the changing needs of programs. Needs within divisions and departments are primarily identified through the Annual Program Plans and Comprehensive Program Reviews, the latter being performed every six years. Unless there is an urgent need, such as an unexpected vacancy, new positions are requested once a year. All requests for new positions are reviewed to assure that there is significant need for the position and that the position supports the College's mission and goals.

When positions are brought forward for consideration, the department making the request presents their justification and supporting data to an open, public forum. The position must be justified in terms of division and department goals, which are linked to institutional goals. In this way, the College as a whole participates in determining the areas of greatest need. Not all positions identified are filled. An outline of the hiring justification process can be found in the Participatory Governance Handbook.

In circumstances where a faculty opening occurs due to an unforeseeable vacancy, an expedited process can take place. This process is outlined in the Participatory Governance Handbook. Essentially, the department with the opening considers whether there is sufficient need to fill the position. This justification is presented to the appropriate planning council (Administrative Planning Council, Student Services Planning Council or Instructional Planning Council) and to Academic or Classified Senate for consideration and approval. After obtaining approval for the immediate hire, the justification is presented to Planning and Budget Council, then to the President of the College. Once all planning bodies and the President have approved filling the vacant position, the normal hiring procedures are followed.

## Standard III: Resources

### Human Resources

#### Self Evaluation

The College meets the standard. The College evaluates personnel needs on an ongoing basis through the Annual Plan and Program Review process. By focusing on the areas of greatest need as identified in the annual plans, the College has been able to hire new full-time faculty and classified staff in

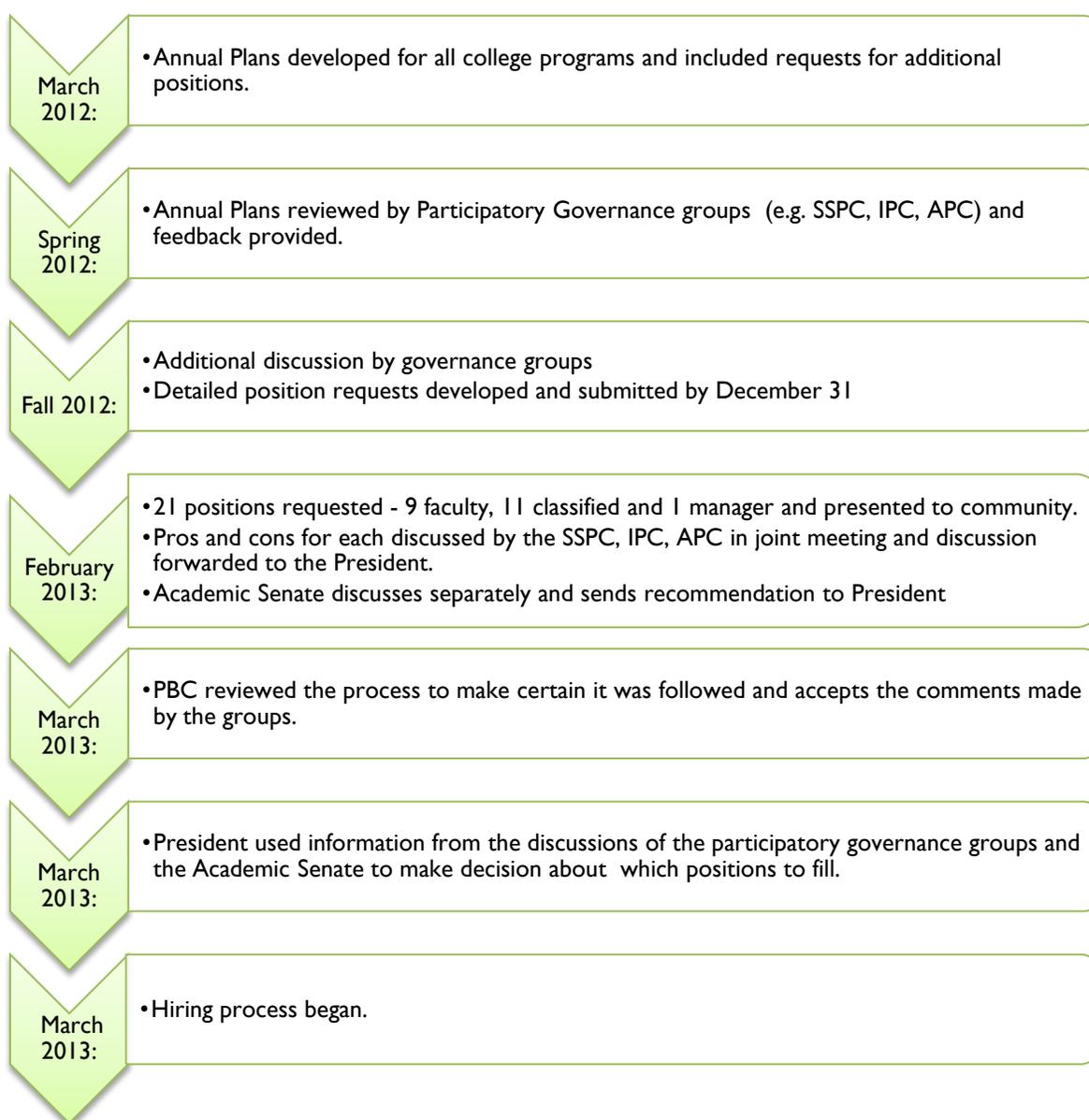
the past few years. The current process of identifying positions is well integrated with the overall planning process and everyone has a voice in this well-defined participatory governance process.

#### Actionable Improvement Plans

None

### Illustration II.A.6—Human Resources planning is integrated with institutional planning

#### Process for Recommending New Positions: 2013-2014



# Standard III: Resources

## Physical Resources

### III.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.**

#### Descriptive Summary

Cañada College's 131 acre site sits 80% in the Township of Woodside and 20% in Redwood City. The building core covers 17 acres. Campus infrastructure includes a total of 16 buildings and 10 parking lots for students and staff. The current physical resources are sufficient to support effective utilization and continued quality necessary to support our programs and services. Current plans are underway to address future needs of the college and are noted in the District Facilities Master Plan and are noted in the District Facilities Master Plan. The current core of the campus is as follows:

- Building 1: Physical Education /Athletic Field
- Building 3: Fine Arts Center
- Buildings 5-6: Campus Center
- Building 8: Administration
- Building 13: Academic Center
- Buildings 16-17-18: Science Center.

The gross area of for these buildings is 241,540 square feet, and the assignable area is 185,577 square feet.

Building 2 was built in 1975; the gross area is 8,237 square feet, and 7,488 assignable square feet. The building has three floors, 1st floor is used for storage, 2nd floor has large a multi-use room and the 3rd floor is the location of the Cañada College Book Store.

Buildings 19, 20 and 21 are portable buildings each having gross 1920 square feet, and 1440 assignable square feet. These were installed in 2001. These buildings originally were used by educational research group. After this group left the campus the buildings have been used for

classrooms and swing space during capital improvement projects.

Building 9 is the largest building on campus at 75,917 gross square feet, and 49,040 assignable square feet. This building was built in 2007. The first floor is use for student service, such as Admissions and Records, Financial Aid, Counseling, EOPS, Public Safety and campus IT Department. The second floor houses the Learning Center; the third floor houses the library, which supports programs and services, and helps improve institutional effectiveness. These physical resources are sufficient to support the integrity and quality of Cañada College's programs and services.

Building 7 is the home of campus facilities and maintenance center. This building was built in 2009 and is the newest building on campus. It is 17,292 gross square feet, and 15,329 assignable square feet.

#### Self-Evaluation

The College meets the standard. Current plans are underway to address future needs as well and are detailed in the District Facilities Master Plan.

#### Actionable Improvement Plans

None

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

#### Descriptive Summary

##### **Safe and Sufficient Physical Resources**

Cañada College utilizes several measures to provide sufficient physical resources to support programs and services.

The first measure is through the individual Annual Plan and Program Review process. All departments and programs are required to complete the Annual Plan, and every six years the departments and programs need to complete the Comprehensive Program Review. Within the program review process, physical resources, including facility and

## Standard III: Resources

### Physical Resources

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equipment requests are addressed based on the goals and needs of the department/program and are consistent with the program learning outcomes.

All reviews are submitted to the respective Vice President's office for review. The reviews are then forwarded to the Instructional Planning Council, Administrative Planning Council or the Student Services Planning Council for review and input. A spreadsheet is created that extracts the information from the plans for equipment and facilities and then is reviewed and acted upon by the President's Cabinet who prioritizes the requests.

The second measure available at Cañada which is the Educational Master Plan, and the Facilities Master Plan was updated in January 2011. These documents outline goals and objectives and make certain that new facilities and building modernization projects are consistent with the institutional mission and goals.

After being vetted, capital projects are forwarded to the district and placed on the District Facilities Master Plan. This plan was updated in 2011 and is reflective of each individual campus need, as well as the district as a whole.

#### **Supporting the Integrity and Quality of Programs and Services**

Needs at off-campus sites and through distance delivery modes are supported at the division level and through the Distance Education plan at the college. In working with these sites, it is the responsibility of the scheduling division dean to ensure that each site has the facility and equipment necessary in order for the course or courses to be taught effectively and efficiently. Deans work closely with staff, faculty, ITS, and administration at those sites to evaluate and address any needs, so that the educational experience is the same as students attending the Cañada campus.

To plan and maintain its facilities, the district uses FEMMS, an online work order management system, known at the college as the Facilities HelpCenter. This database includes equipment and space inventories for each building and exterior spaces. Each building service system is inventoried and scheduled for preventive maintenance. The system also captures and tracks reactive maintenance requests from college staff.

Upon completion of a service request, the requestor is notified via email and a link to a customer satisfaction survey is included.

The facilities of the San Mateo County Community College District are maintained following a stringent preventive maintenance program and tracked using a computerized maintenance management system. Preventive maintenance activities are systems focused; there are daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, and plumbing systems. The district's preventive maintenance program ensures that its facilities are operating as required to support the programs and services of Canada College.

#### **Self-Evaluation**

The College meets the standard. Through several measures, Cañada College assesses and validates that its physical resources, including facilities and equipment, are sufficient to meet student demand while achieving Institutional, Program, and Student Learning Outcomes. Areas of need are identified through planning, prioritized based on campus and district goals and priorities and funded on the availability of resources.

#### **Actionable Improvement Plans**

None

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

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#### **Descriptive Summary**

The San Mateo County Community College District's and Cañada College's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization at Cañada College.

The comprehensive planning efforts begin at the facilities master planning stage, when campus wide master planning outcomes identify broad goals and

## Standard III: Resources

### Physical Resources

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initiatives. Once any individual project is launched, the project architects, engineers, project managers and facilities planners meet early and often with the Cañada College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase. This allows the project to be put out to bid in order for a contract to be awarded.

Cañada College end-user participation scales back during the construction phase, when their designs are being built, but then their involvement ratchets up greatly toward the end of construction when furniture and equipment are identified and procured. Upgrades and replacements of facilities have been significant, due to the Capital Construction Program. The passage of the two separate bond measures (Measure C in 2001 and Measure A in 2005) in the amount of \$675 million provided the majority of funding for the capital construction program. Other funding sources include:

- State Chancellor's Office Capital Outlay Program funds in the amount of \$47 million;
- State Chancellor's Office Scheduled Maintenance and Special Repair Program funds in the amount of \$1.8 million;
- State Chancellor's Office Hazardous Substances Program funds in the amount of \$0.3 million;
- Certificates of participation in the amount of \$30 million, grants and donations in the amount of \$1 million; and
- Miscellaneous other minor funding sources have been provided total of \$755 million for the first and second phases of the capital construction program.

Projects completed to date, or in progress, demonstrate the SMCCCD and Cañada College's commitment to upgrading and replacing facilities that are aged and no longer support Cañada College programs and services adequately.

Beginning in Academic Year 2003-2004, and again in 2005-2006 and in 2010-2011, Program Reviews of maintenance operations services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided great insight into staffing levels relative to industry benchmarks.

With the identification of relative staffing levels, facilities service levels have been qualified and

quantified. The service levels have been published on the District Facilities website. Program Review findings have been presented to Cañada College constituency groups.

Custodial Program Review briefings were provided to the Cañada College administration and managers, Associate Students, District management staff, and the Board of Trustees, as well as to the American Federation of State, County, and Municipal Employees bargaining unit leadership and to Facilities Department employees. In 2010-2011, the Custodial Program Review was completed. The Grounds and Engineering program reviews were completed during the 2006-2007 academic year.

A thorough review of maintenance operations was conducted in March 2011 by a third-party consultant, Management Partners Incorporated. As a result of these Program Reviews and other studies supporting increased staffing needs for maintenance operations, Cañada added a full-time custodian to its facilities staff.

Increased staffing should help with the concerns noted in the 2012 Employee Voice Survey. While a majority of respondents noted the campus was safe, accessible and functional to meet the needs of staff in achieving learning objectives and meeting the mission. Less than a majority (49%) agreed that the facilities were well maintained, specifying cleanliness as a specific concern. Thus the staff hired based on the maintenance and operation program Cañada's stats review should result in better satisfaction with the maintenance of facilities.

The Facilities Master Plan was developed in 2011 and several guiding principles emerged from this effort. These guiding principles include:

- Facilities must be student-centered.
- We must develop a student center that serves as the "heartbeat" of the campus.
- We need to create designated areas devoted to student life, club activity, and dining as this is critical to providing an environment conducive to learning, interacting, and socializing.
- We must create and designate both formal and informal physical spaces to promote greater student/faculty interaction.
- We must design our facilities so that they reflect our commitment to student equity and community access to education.

## Standard III: Resources

### Physical Resources

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- We must fashion spaces that reflect and affirm the diversity of our student population.
- Facilities need to support innovative learning.
- We must commit to state of the art learning spaces that support different pedagogical and technological needs.
- We should must spaces that encourage innovation, creativity, and entrepreneurial teaching and learning throughout the campus.
- We must need to ensure the propinquity of related academic departments to promote intellectual synergy.
- We should locate the Center for Innovation and Excellence in Teaching and Learning (CIETL) in the middle of campus, so as to better integrate professional development.
- We should make certain that facility design promotes learning about sustainability.
- Facilities need to reflect commitment to Workforce, STEM, the arts, and the greater community.
- We need to create a Workforce Center that will bring together related programs into a state of the art facility.
- We must design facilities that support expanded workforce programming to specifically meet the business and industry needs of southern region of San Mateo County.
- We need to upgrade our science laboratories to maintain our position as a leader in STEM.
- We must renovate and re-purpose facilities to better support the humanities and arts.
- We need to refurbish our facilities to better accommodate the needs of our local community.

These guiding principles resulted from a frank and thorough assessment of the facility planning challenges that Cañada College faces as an institution within a multi-college district. Some of the more significant issues are detailed below:

#### 1. Integrating facilities with programming for instruction and student life

We have reviewed several of our facilities and found that they are not 'connecting' the programming in the best way. We have made a concerted effort to research ways we can both improve and remodel our current buildings, as well as build additional ones to house instructional programs. It is

critical for this college to have student life in the center of the campus where students are supported in their learning and campus social endeavors. Instructional areas need to be coherent, intentional, and supportive of both current and new programming that supports our students' educational needs.

#### 2. More appropriate use of the first floor of Building 9

The recent remodel of the first floor of Building 9 was successful in that it created more inviting spaces for students and allowed better access to the Quad. However, there is additional work to be done. Nearly one-half of the first floor square footage in use is designated for non-student use. Moving IT and Public Safety to other locations would allow for the repurposing of that space to meet programmatic needs.

#### 3. Modernizing Building 13

Building 13 has not been renovated in forty years. There is no air conditioning in classrooms or offices, and the building can be somewhat difficult to evacuate in times of emergency, thereby creating a safety hazard. Installing an air conditioning system and opening up another exit to the Quad from the second floor would be helpful.

#### 4. Need for science laboratories and classroom space

Due to growing program needs in STEM and career/technical areas, Cañada College has run out of laboratory space, and has a limited number of classrooms that hold more than 40 students. Existing classroom space needs to be upgraded to handle up-to-date technology and power needs to support student use of technology throughout the campus.

#### 5. Meeting Community Needs

Cañada College is committed to serving our community needs and recognizes that there are few athletic fields and only one swimming pool for residents living in the southern region of San Mateo County.

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Providing instruction and health and wellness is in alignment with our mission. The current building does not have the facilities to support our transfer programs in Kinesiology, Dance, and Fitness. Additionally, Canada's athletic teams have increased in quality to become state ranked. Building I is in such poor shape that it does not meet the needs of our students or community. From having the non-functional bleachers to a women's locker room that is an eye-sore, something needs to be done to this area.

between classes, where they can informally interact with one another and with faculty. These spaces must be throughout the campus. Most of our buildings have no sitting spaces so students must sit on the floor, lean against the walls, or sit outside. There are also few intentional spaces for charging their electronic devices or sitting and studying/reading between classes. Although we have addressed this to some degree with by adding fifteen benches to the hallways in Building 3, we need to extend this effort throughout the campus.

#### 6. Student Lounge and Sitting Spaces:

Cañada is a commuter campus. Students must have places where they can sit

Table 21 lists the Capital Improvement Projects that have already been undertaken and completed.

**Table 21: Cañada College Capital Improvement Projects Master List**

Project and Funding Source	Amount Expended
Building 5/6 FPPs (FY07-08) CIPI Measure C	\$ 18,350.00
Landscaping B9 Upper Lot CIPI Measure C	\$ 12,500.00
Building 20 & 21 Classroom Renovations CIPI Measure C	\$ 48,403.00
Landscape Feasibility Study CIPI Measure C	\$ 21,700.00
Bldg. 3 Chiller Upsize CIPI Measure C	\$ 852,036.00
Building 22 ACAMS and Animation Lab CIPI Measure C	\$ 891,192.00
Building 17 Modernization CIPI Measure C	\$ 1,955,892.00
Way finding Signage CIPI Measure C	\$ 123,548.00
Building 13 FPP FY (07-08) CIPI Measure C	\$ 22,365.00
Programming/Space Planning CIPI Measure C	\$ 332,936.00
CIP Emergency Building Repairs CIPI Measure C	\$ 300,519.00
(CAN B8, CSM B1, SKY B1, DO Server Room) CIPI Measure C	\$ 547,150.00
Building I Gym - Volleyball Standards CIPI Measure C	\$ 27,151.00
Building I Gym - Lobby Improvements CIPI Measure C	\$ 19,378.00
Building I FPP (FY08-09) CIPI Measure C	\$ 38,270.00
Building 6 ESL Lab Renovation CIPI Local Funds	\$ 79,800.00
Building 16/18 Sciences Modernization CIPI Measure C	\$ 19,384,594.00

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Project and Funding Source	Amount Expended
Building 7 New Facilities Maintenance Center CIP1 State Capital Measure A	\$ 9,699,237.00
Construction Management fees CIP1 Measure C	\$ 442,494.00
Buildings 5/6/8 & 22 Utilities Chilled Water Line Infrastructure CIP2 Measure A	\$ 736,681.00
Emergency Response Exterior Bldg. Signage (B1,2,3,5,6,8,9,13,16,17,18) Measure A	\$ 31,755.00
B9 Heating Water Pump CIP2 SSMF	\$ 49,676.00
CAN B20/21 Modernization (Medical Assisting) CIP2 Measure A	\$ 54,451.00
Pony Espresso Concession Stand (Phase 3) CIP2 Measure A	\$ 30,000.00
Building 3 ESL Lab Renovation CIP2 Measure A	\$ 243,279.00
Pony Espresso Concession Stand (Phase 3) Measure A	\$ 374,072.00
Building 8 Administration - Phase 2 Modernization CIP2 Measure A	\$ 2,363,416.00
Gateways, Circulation and Parking Project CIP2 Measure A	\$ 10,911,285.00
Access Controls and Alarm Monitoring System (ACAMS) (B2, 22) CIP2 Measure A	\$ 255,012.00
Building 9 Security Office CIP2 Measure A	\$ 150,000.00
Tree Trimming Project CIP2 Measure A	\$ 341,619.00
Buildings 2/3/16/17 & 18 Exterior Painting CIP2 Measure A	\$ 123,315.00
Bldg. 9 A&R/Cashier Security Doors CIP2 Measure A	\$ 30,000.00
Building I Fitness Center Expansion CIP2 Measure A	\$ 153,451.00
Building 5/6 Renovation CIP2 State Capital Measure A	\$ 14,360,054.25
Buildings 5, 6 Dining Room CIP2 Measure A	\$ 2,061,000.00
B8 MPOE AC Replacement CIP2 Measure A	\$ 40,000.00
CIP2 Programming/Space Planning CIP2 Measure A	\$ 39,508.00
Building I Gym Modernization (State-funded) CIP2 Measure A State Funds	\$ 13,996,000.00
Electrical Infrastructure Upgrade CIP2 State Capital Measure A	\$ 3,695,600.00
Quad Water Feature CIP2 Measure A	\$ 321,853.00
Cafeteria Redo CIP2 Measure A	\$ 350,000.00
Building 9 Veterans Center CIP2 Measure A	\$ 30,000.00
Emergency Building Repair CIP2 Measure A	\$ 250,000.00

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Project and Funding Source	Amount Expended
Roadway Paving CIP2 Measure A	\$ 2,475,000.00
Instructional Equipment CIP2 Measure A	\$ 240,924.00
Buildings 5/6 Patio Improvements CIP2 Measure A	\$ 50,000.00
Buildings 1 and 13 FPP Rewrite CIP2 Measure A	\$ 100,000.00
Building 1 Bleacher Replacement CIP2 Measure A	\$ 300,000.00
Building 9 Student Activities CIP2 Measure A	\$ 10,000.00
Building22 Health, University Center CIP2 Measure A	\$ 10,000.00
Building 16 Reprographics CIP2 Measure A	\$ 50,000.00
Exterior Building Repainting (B2,13,5/6) CIP2 Measure A	\$ 98,000.00
Storm and Site Drainage Infrastructure Repair CIP2 Measure A	\$ 95,000.00
Building 16 G02 Science Lab TI CIP2 Measure A	\$ 100,000.00
Building 1 Bleacher Replacement CIP2 Measure A	\$ 580,000.00
Building 5 Health Services Exam Room Suite Modifications CIP2 Measure A	\$ 30,000.00
Building 22 Peer Mentoring Program TI CIP2 Measure A	\$ 55,000.00
EAS Expansion CIP2 Measure A	\$ 200,000.00
Storm and Site Drainage Infrastructure Repair CIP2 Measure A	\$ 30,000.00
Building 5/6 Classroom Wireless Access Point Enhancements CIP2 Measure A	\$35,000.00
Building 19/21 Animation Lab Conversion CIP2 Measure A	\$ 35,000.00
Building 5/6 Signage- The Grove Branding CIP2 Measure A	\$ 30,000.00
CAN Exterior Building Signage CIP2 Measure A	\$ 75,000.00
Gate Weatherization CIP2 Measure A	\$ 10,000.00
Building 9 Student Services Remodel CIP2 Measure A	\$ 200,000.00
Building 9, 9-154 CIETL, Placement Office, Staff Lounge TI CIP2 Measure A	\$ 190,000.00
Light Pole Banner and Sign Project CIP2 Measure A	\$ 200,000.00
Building 8 MPOE AC Replacement CIP2 Measure A	\$ 145,000.00
Building 5/6 Farm Hill Grill Flooring Replacement CIP2 Measure A	\$ 95,000.00
Lot 10 Temporary Parking CIP2 Measure A	\$ 55,000.00
ADA Mitigation CIP2 Measure A	\$ 50,000.00

## Standard III: Resources

### Physical Resources

Project and Funding Source	Amount Expended
<b>TOTAL</b>	<b>\$ 141,342,599.35</b>

#### Self-Evaluation

The College meets the standard. The above initiatives, activities, processes, mechanisms, programs and protocols demonstrate how the District and Cañada College 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. The planning process is also used to secure resources in areas of need or deficiency as noted.

To ensure that our institution gives full consideration to program and service needs before initiating capital projects our administrators, faculty, staff, and students work in concert with the San Mateo Community College District Office to develop a Facilities Master Plan and a Five-Year Capital Construction Plan that are consistent with the priorities and goals set forth in Cañada College's Educational Master Plan.

This collaborative process provides a framework for marshaling the support and expertise necessary to bolster programs and services through the efficient deployment of our physical resources.

#### Actionable Improvement Plans

None

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

#### Descriptive Summary

##### **Access**

The College and District have a multitude of mechanisms that ensure the accessibility, safety, security, and healthfulness of learning and working environments. Access for the disabled is a high

priority. In 2004, an Americans with Disabilities Act (ADA) consultant was employed to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for the removal of all remaining architectural barriers that cause the campuses to be out of compliance with current ADA standards.

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

##### **Safety**

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

Members of the Committee also participate in the District Safety Committee, which meets semi-annually. The District Safety Committee reviews the progress made by the individual College Safety Committees, works toward consistency in disaster preparedness, and serves as a forum for networking to promote best practices in campus safety. When accidents or injuries occur as a result of adverse facilities-related conditions, an incident report is

## Standard III: Resources

### Physical Resources

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prepared and distributed to the College Facilities Manager so that an investigation and remediation can be initiated.

Additional activities and procedures that demonstrate the College's commitment to safety include a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, an annual safety inspection and resolution cycle with the College's property and liability insurance provider, Travelers Insurance, and an annual inspection by both the Woodside Fire Department and the San Mateo County Environmental Health Division.

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

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

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

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

#### Security

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

Buildings are open to the general public following a schedule shown in the [Facilities section in the San Mateo County Community College District webpage](#). The schedule consists of a chart describing the building numbers/names, and hours of operation from Sunday through Monday. Buildings are opened either through the digital building management system or manually (newer or recently renovated buildings are fully automated).

Electronically secured buildings are locked and unlocked automatically on a schedule. Faculty, Staff, Security and Custodial personnel unlock and lock buildings that have not yet been converted to electronic door hardware. To ensure that a building is ready for occupancy, the Heating/Ventilation/Air Conditioning (HVAC) system is activated to ensure appropriate air circulation and comfortable temperature, and public area lighting is activated to ensure occupant safety. Buildings with hard key system or not yet converted to electronic door hardware are Buildings 1, 3, and 13. Buildings with digital management systems are: 2, 5/6, 8, 9, 16, 17, 18, and 22.

## Standard III: Resources

### Physical Resources

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#### **Offsite Locations**

The College also offers courses at various offsite facilities. The college is in partnership with Job Train, formerly known as OICW and is referred to as the Menlo Park Center. This facility is located at 1200 O'Brien Drive in Menlo Park. Job Train is an educational and training institution that also offers career counseling and job placement services to their graduates.

At Cañada College's Menlo Park Center, the college has three classrooms: a Learning Center, a Business Skills computer lab, and an all-purpose classroom. The center also includes two offices used by faculty and staff. The building is hard key operated and it is opened at 7 am from Monday through Friday, and for special events on weekends. Cañada College faculty and staff personnel unlock and lock classrooms and offices that have not yet been converted to electronic door hardware.

In addition, the College offers courses at several local high schools, including Carlmont, Woodside, and Menlo Atherton High Schools and East Palo Alto Academy. Courses are also offered at elementary and middle schools in the community. Safety and security of the school facilities is also the responsibility of the various school districts. The safety and security of this facility is, by contract, the responsibility of the owners of the site.

#### **Healthful Environment**

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

The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are routinely performed to ensure safe and healthy indoor and outdoor facilities.

Many District facilities design standards are based on criteria aimed to promote more healthful learning and working environments. Window treatments have been designed to minimize glare, reducing eye strain while still permitting view of the beautiful campus and surrounding areas outside. Interior lighting upgrades have been implemented that not only reduce energy consumption but also improve the quality of light within buildings.

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

#### **Self Evaluation**

The College and the District meet the standard. The District has made significant progress in improving ADA accessibility and assuring compliance with current ADA standards. Significant renovation and new construction projects at the College abound with evidence of ADA compliance.

The College is both proactive and responsive to safety and security issues. Its policies, training programs, and inspection cycles, aimed to prevent injury, illness, or incident, ensure the safety of employees and students. The Safety Committee designated day and evening building captains and assistants who are responsible in case of disaster or emergency. Evacuation plans have been posted online and in buildings. In Spring and Fall 2011, a campus-wide disaster drill was conducted and served to highlight opportunities for further planning and training. Additional safety measures recently implemented by the College include improvement of walkways and outside staircases, replacement and modernization of outdoor lighting systems, and fencing and crosswalk improvements from Parking Lot 3. These efforts have made significant progress in enhancing safety across campus.

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

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#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

##### **Planning and Evaluation of Physical Resources**

Long-term capital planning at the College is performed via the Facilities Master Plan, and includes regular updates of College facilities conditions in the State Chancellor's Office facilities deficiencies database, as well as annual updates of the Five-Year Construction Plan. The District Facilities Master Planning cycles have occurred in 1997, 2001, 2006 and 2011. The Facilities Master Planning initiatives always begin with a review of the Educational Master Plans and/or the Strategic Plan to ensure that physical resources support institutional goals.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituent groups.

The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on current use. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, including interviews of maintenance staff and end-users, identified areas of particular concern in terms of deferred maintenance.

Master planning architects were engaged to lead the District Colleges through a series of meetings that served to identify physical campus planning goals and issues, identify options, ascertain the preferred solution, and decide on an implementation strategy. The resulting 2001 Facilities Master Plan has been

the basis of the first phase of the Capital Construction Program.

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the General Obligation Bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan was required to inform decision making related to the next phase of planning and construction. In 2003, the District hired a consultant to conduct a physical survey of the three District campuses. The survey information was entered into the State Chancellor's Office facilities deficiencies database. This powerful database allowed facilities planners at the District and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a follow-up survey of the campuses was conducted in order to update the information contained in the facilities deficiencies database.

##### **Collaboration in Planning**

To ensure that our institution gives full consideration to program and service needs before initiating capital projects, our administrators, faculty, staff, and students work in concert with the San Mateo Community College District Office to develop a Facilities Master Plan and a Five-Year Capital Construction Plan that are consistent with the priorities and goals set forth in Cañada College's Educational Master Plan. This collaborative process provides a framework for marshaling the support and expertise necessary to bolster programs and services through the efficient deployment of our physical resources.

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

## Standard III: Resources

### Physical Resources

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including lecture, laboratory, office, library, and audio/visual support spaces.

As the Capital Construction Program provides opportunities to construct campuses whose facilities meet the needs of the Colleges, it is imperative that the cost of operating and maintaining those facilities—the total cost of ownership (TCO)—be considered. The District has several mechanisms so as to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria. Energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Other District facilities' design criteria include architectural finishes that are functional, pleasing, durable, and maintainable as well as environmentally friendly; furniture that meets standards of comfort, ergonomics, durability, maintainability, and longevity; and, the design of new systems, such as mechanical and electrical systems, with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

#### **Self Evaluation**

The College meets the standard. These guiding principles resulted from a frank and thorough assessment of the facility planning challenges that Cañada faces as an institution within a multi-college district.

#### **Actionable Improvement Plans**

None

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

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#### **Descriptive Summary**

##### ***Supporting Institutional Improvement Goals***

The District's Facilities Planning Maintenance and Operations department, in conjunction with Cañada College constituent groups, generates long-range capital plans to guide the development of new and modernization of existing buildings. These plans also

include improvements to infrastructure and other non-building physical assets on campus. The Facilities Master Plan, annual updates to the Five-Year Capital Construction Plan, and regular revisions to FUSION (Facility Utilization, Space Inventory Option Net) the State Chancellor's Office facilities deficiencies database, formulate long-range planning at Cañada College.

So that new capital projects function with the same efficiency in the future as they do the first day of occupancy, all aspects of development including planning, design, building, institutional equipment and operational equipment take into account the total cost of ownership. Long-range capital project planning begins with a thoughtful examination of Educational Master Plan to ensure that physical resources support institutional improvement goals, as well as the college's mission, at a level that the community, faculty, and staff expect.

The Facilities Master Plan follows the guiding principles set forth by the Educational Master Plan. Based upon research and campus-wide collaboration, the Educational Master Plan's learning and program themes provide a keen insight to the ever changing educational and service needs of the College's diverse student body.

Consequently, the Facilities Master Plan incorporates the relationship between educational outcomes and the use and accessibility of space where quality teaching, learning and the exchange of ideas can spontaneously take place.

In accordance, the newly completed Facilities Master Plan proposes the renovation of several existing buildings in response to increased enrollment and program development, especially in Science, Technology, Engineering, Mathematics and Workforce Development areas. The Facilities Master Plan also suggests remodeling of buildings and infrastructure to make student serves and student life programs more accessible and immediate, located more naturally within the flow of the campus.

The District's Facilities Planning Maintenance and Operations department annually updates the Five-Year Capital Constructions Plan and submits it to the State Chancellor's Office for funding consideration from the Capital Outlay Program. Annual updates of the Five-Year Capital Construction Plan allows for a degree of flexibility within the long-range planning process.

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### Physical Resources

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The Facilities Planning and Operations department develops the Five-Year Capital Construction Plan in conjunction with the College and District administrators before submitting it to the SMCCCD Board of Trustees for approval. The Five-Year Capital Construction Plan lists initial project proposals, final project proposals and a comprehensive detailing of planned projects in order of priority and sequence of approval. Included in this document is primary information regarding the scope, the cost, and the schedule of each project. Secondary effects such as the removal of buildings that have exceeded their serviceable lifespan, the swing space requirements necessary to support capital projects, and the infrastructure improvements required to implement some capital projects are also included. The availability of swing space is assessed at district level with input from the College at the onset of campus-wide planning, budgeting, and scheduling. Funding needs for swing space are included of the budget for most capital projects.

The Facilities Planning Maintenance and Operations department analyses the secondary-effect of all capital projects, including the repurposing of old space. Final decisions regarding repurposing space are data driven (FUSION), include input from the College, and are initiated early on during project planning as part of the discussion held bi-monthly at Capital Improvement Project meetings.

The Facilities Planning and Operations department uses the FUSION database to regularly update and track Space Inventory Reports and Space Load Ratios. The size, configuration, and quantity of classrooms need to align with curriculum. This is to ensure that space utilization designated as lecture, laboratory, office, library, and others must match state standards for the College's enrollment. The data generated by this powerful tool allows long-range planners to make accurate projections to the types of instructional space in the future based on anticipated enrollment growth.

#### **Projecting Total Cost of Ownership**

The District employs several mechanisms to ensure that the total cost of ownership is addressed throughout the long-range planning process. First, the District has in place facilities design standards and construction specifications intended to serve as a tool for design professionals, construction managers, planners, and other participants in capital improvement efforts. They clarify direction and streamline project execution. the District provides

this information to establish design and construction consistency, operational efficiency and maintainability, of both structures and institutional systems, such as mechanical, electrical, and water systems, guaranteeing that maintenance and support staffs have the knowledge, tools, and equipment to maintain the new facilities. These standards also represent the best value for expenditure while still supporting instructional improvement goals.

Secondly, the Facilities Planning and Operations department regularly analyses staffing needs based on The Association of Higher Education Facilities Officers (APPA) operational guidelines and levels of custodial, grounds and engineering standards. The analysis also includes increased operational cost due to new building systems, such as Chilled Waters, BMS, HAZMAT, and Elevator systems, additional square footage, and equipment and finishings. Based on these standards and needs analysis, the facilities department successfully lobbied the district to increase staff and operational funding effective Fiscal Year 2012/2013.

Finally when possible, capital projects are designed under the Leadership in Energy and Environmental Design (LEED) designation. A LEED certification implements green building technology, which focuses on sustainable design, comfort and livability. LEED systems minimize environmental impact through conservation of energy, potable water, and recycling. These measures are directly related to total cost of ownership through more efficient building systems.

#### **Self Evaluation**

The College meets the standard. Long-range capital plans clearly support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment. Long-range capital planning is prepared in a collaborative process involving the District's Facilities Planning Maintenance and Operations department in conjunction with Cañada College constituent groups consisting of faculty, staff, and students. The process includes input from the chancellor's office to the stakeholders at the instructional and operational level. Continues input through regular updates of the Five-Year Capital Construction Plan, the FUSION database, and Annual Program Reviews provide flexibility within the process, to ensure that instructional goals are met as they develop and evolve over time.

## Standard III: Resources

### Physical Resources

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Extensive new construction, modernization of preexisting buildings, and infrastructure improvements to Cañada College have fortunately already been accomplished during the past nine years. Because long-range capital planning follows the learning and program themes, as well as principle guidelines and recommendations outlined by the College's Educational Master Plan, these recently completed capital projects enhance the educational experience, safety, efficacy, and beauty of the institution.

Facility needs still remain that relate to the College's educational priorities by having larger classrooms to hold double sections. By having larger classrooms available to teach lecture courses, the overall load of the college would be increased significantly. Having a minimum amount of large classrooms affects the number of students that can be served by the college and the community it serves. The Facilities Master plan indicates that the renovation of classrooms and the construction of possibly two new buildings need to take place to serve the needs in the STEM and Workforce Development areas; this would be the Science/Allied Health and Workforce Development Building. The new building should house large lecture halls (50-100 seat capacity), a size that Cañada College is in short supply.

#### **Actionable Improvement Plans**

None

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**B.2.b Physical resources planning in 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.**

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#### **Descriptive Summary**

##### ***Integrate with Institutional Planning***

The facilities master planning initiatives undertaken by the District in 1997, 2001, 2006 and 2011 reflect the needs and priorities outlined in Cañada College's Educational Master Plan and/or Strategic Plan in place, and is a participative and iterative process.

College administration, constituent groups, SMCCCD Facilities planners, the Chancellor and the governing

Board of Trustees collaborate to ensure that Cañada's facilities support our educational and strategic goals. Annual updates of the five-year construction plan are also inclusive efforts that bring together administrators, end-user groups, facilities planners, SMCCCD executives and the Board of Trustees.

Project-level programming and planning, review of design documents, and selection of furniture, fixtures and equipment is based on input from college administration and end users. District Facilities planners meet weekly with the President's Cabinet to review and strategize on facilities planning issues. This collaboration ensures that physical resource planning is integrated with institutional planning.

#### ***Assess Effective Use of Physical Resources and Improving***

There are several ways the college works with the district office to assess effective use and to improve physical resources. The first is through the Annual Plan and Program Review where individual departments are asked to provide input on the needs for their area. These needs are provided to the administrators who meet monthly with the district office facilities staff to discuss what might be feasible on campus based on the plans.

In addition, the District Facilities Master Plan is updated about every five years to take into account new programs and services being offered at the college. This updating includes extensive input from the campus community.

As indicated in Illustration III.B.2.b, Cañada College has received extensive building and renovations over the past five years that have directly addressed the needs identified in the planning processes.

#### **Self-Evaluation**

The College meets the standard. These mechanisms, which integrate physical resource planning with institutional planning, allow SMCCCD and Cañada College to systematically assess the effective use of physical resources and use the results of the evaluation as a basis for improvement.

#### **Actionable Improvement Plans**

None

## **Standard III: Resources**

### **Physical Resources**

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**Illustration III.B.2.b—Physical resources planning is integrated with institutional planning**

**Examples of Recent and Planned Cañada Capital Projects**

## Standard III: Resources

### Physical Resources

#### CAÑADA COLLEGE BUILDING 5 – “The GROVE” Project - Completed

• **Integration with Planning:** As the final piece in the modernization of Buildings 5 and 6, extensive planning took place to identify the primary goals of the Cañada College Dining Room project. Through student focus groups and staff and faculty conversations during planning meetings, the goal was identified to revitalize the space and make it a destination for students at Cañada. The remodel has brought an active, architecturally interesting area for students to congregate, study, and socialize. The addition of the Career Center and the new Student Lounge makes this area a hub of activity and provide Cañada with a Student Center. A new large video wall attracts students to the dining room, bringing a modern look to the College.

#### CAÑADA COLLEGE BUILDINGS 5 & 6 – REACTIVATION OF ACADEMIC FACILITIES AND CODE COMPLIANCE UPGRADES - Completed

• **Integration with Planning:** This extensive project converted approximately 17,124 ASF in Buildings 5 and 6, vacated as a result of the new Library/Learning Resource Center/Student Services Facility. The overall planning was done discussion at the college council, student government and division meetings and Cabinet. Several criteria for what should be included were established. Accessibility upgrades were required as a condition of extensive modernization, along with the creation of new classrooms, assembly spaces and major building systems upgrades. The project also included the addition of 1,400 GSF of new construction associated with a new elevator to improve access to the buildings.

#### CAÑADA COLLEGE BUILDING 13 – MULTIPLE PROGRAM INSTRUCTIONAL CENTER - Planned

• **Integration with Planning:** This project involves the modernization of the academic classroom Building 13. The building was one of the original instructional buildings built on the Cañada campus in 1968. The project was planned during the development of the 2012-17 Facility Master Plan. Meetings with faculty, staff and students were conducted to collect ideas and then the subsequent drawings were reviewed by the campus. Total Project Cost: The reconstruction of this facility has an estimated total project cost of \$17.755 million, with \$9.081 million requested from State Capital Outlay funding supplemented by \$8.674 million in local funds.

• Status: Waiting for state or local funding.

#### CAÑADA COLLEGE CENTER FOR KINESIOLOGY AND DANCE - Planned

• **Integration with Planning:** The CCCC previously approved this FPP under the project name “Building 1 Physical Education Conversion & Code Compliance Upgrade.” At the request of the College, the FPP was revisited through the planning process prior to resubmittal this year to ensure that it reflects current needs and priorities of the college, and was renamed as part of this process. This current proposal includes renovation of the existing 43 year old Building 1, the Physical Education Building, into a modernized facility that supports the academic programs offered by the College. These programs include the completion of certificate degrees and transfers in Kinesiology, Fitness Professional, and Dance. The project remodels the old physical education spaces into a new Center for Kinesiology and Dance and improves the current academic programs. The project will upgrade existing locker rooms to meet accessibility codes and to comply with Title IX requirements. In addition, this project will add a classroom dedicated to the advancement of the Kinesiology and Fitness Professional programs.

• Total Project Cost: The estimated cost of this project is \$19.862 million, with \$15.890 million in requested State Capital Outlay funding, supplemented by \$3.972 million in local funds.

• Status: Waiting for state or local funding

## Standard III: Resources

### Technology Resources

#### III.C. Technology Resources

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

##### Descriptive Summary

##### ***Supporting Student Learning and Improving Effectiveness***

In pursuing the College Vision and Mission, the Cañada College Technology Plan is designed to ensure student success and preparation in technical and communication skills for the modern workplace and the global community. Cañada College provides our college community with immediate, easy and pervasive access to up to date, secure, reliable technology that expedites learning and teaching, the improvement of instruction and all operations of the College. Technology will have no boundaries, accessible anywhere, anytime and maintained by highly trained technical professionals. The use of technology will enable rapid communication with and between faculty, students, staff and community concerning any aspect of the College environment affecting the progress of the Cañada College Mission and Vision. (Technology Plan, page 5)

The District ITS and the colleges collaborate district-wide, and one-on-one, on decision processes and set priorities regarding technology. ITS staff participate regularly in various college committees to discuss operational and planning issues on variety of topics including needs of learning, teaching, district-wide communications, research, and operational systems.

Examples of these committees include:

- Chancellor's Council
- District Research Council (DRC)
- Enrollment Services Committee (ESC)
- Business and Finance Officers Group (BAFOG)
- Financial Aid Advisory Committee (FACC)
- Distance Education Advisory Committee (DEAC)
- Facilities Planning and Operations (FPO)

- District Safety and Security Committee
- District Matriculation Committee
- Network Advisory Group
- Technology Planning Committee (TPC)

##### ***Integration with Institutional Planning***

Based on the ITS Strategic Plan, the following technology systems are in place.

- a) Smart classrooms that support modern interactive pedagogical techniques and access to information;
- b) Internet-connect personnel workstations to all employees in order to facilitate electronic communication and standardized work practices;
- c) Public and private Wi-Fi in order to provide accessibility throughout the campus;
- d) Web-based scheduling, registration, matriculation, etc., in order to allow for the integration of processes;
- e) My.smccd.edu provides common reliable email to every student and access to standard services such as Google Docs that can be relied upon by faculty when developing instructional activities; and
- f) Various student services platforms for effective management and record keeping of students.

##### **Self Evaluation**

The College meets the standard. Technology is used effectively to support student learning. Technology planning is integrated with institutional planning.

##### **Actionable Improvement Plans**

None

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

##### **Descriptive Summary**

Technology at Cañada College is an integral part of the day-to-day tasks for nearly every administrator, faculty, and staff member. Having the latest technology available ensures that Cañada's goals in the areas of learning, teaching, and research, and operations can be met.

## Standard III: Resources

### Technology Resources

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In 2007-2008, Cañada began efforts to convert all regular classrooms and laboratories to 'smart' classrooms. The [2007 Accreditation Self-Study](#) found that multimedia equipment was present in over 75% of Cañada College classrooms. By spring 2011, this percentage grew, with the number of classrooms featuring 'smart' technology totaling 95%, and now is 100% at Cañada College (ITS). These "smart classrooms" offer technology to faculty and students that include open wireless Internet connectivity, digital overhead projection, and different cabling to connect mobile devices such as laptops, iPhones, and iPads. (Cañada Technology Plan, pg. 4)

Efforts have also been made to incorporate newer types of technology into student services. In 2010, the Library acquired 12 iPad 2s and supplemental Bluetooth keyboards for students, administrators, staff, and faculty to use. Each iPad has eBook software that allows Cañada students and staff access to thousands eBooks and audio-books downloadable through the [Peninsula Library System](#). Each iPad also includes over 90 apps that perform tasks such as surfing the web, researching database articles, and reading the latest issues from 16 subscribed newspapers and magazines.

The college identifies technology needs, including specialized equipment (e.g.: centrifuges, spectrophotometers, thermocyclers, microscopes with digital cameras, high temperature furnaces, and oscilloscopes in the Science and Technology Division) by the completion of the Annual Plan and Comprehensive Program Review by each department and division on campus.

The Cabinet reviews the recommendations from the prioritized list of the Instructional Planning Council, Student Services Planning Council, and Administrative Planning Council, based on the annual plans and comprehensive program reviews; individual emergency requests for technology needs are also addressed by the governance groups. ITS works closely with the college in identifying technology to be replaced and develops an inventoried equipment list. Technology needs which arise outside of the standard Annual Plan and Program Review timeframe are requested via a [form](#), that is submitted to the College Technology Planning committee and reviewed by Division Deans and the Planning Councils mentioned above in consultation with ITS.

The District ITS personnel disseminated a student and a faculty survey in early 2012 which inquired about preferences and effectiveness of the technology, training opportunities, quality of technology support provided by the District ITS employees. Overall, the effectiveness of the services provided by the District ITS were very positive.

The District Information Technology Service, located at the District Office, is a centralized department serving the three colleges, Cañada College, College of San Mateo and Skyline College. ITS is dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting the three colleges within the District, as directed in supporting their mission, advancing college values, goals, vision and improving institutional effectiveness.

All ITS personnel are managed and supervised through the District, allowing ITS to adjust the allocation of resources to the various colleges dependent on need as well as seamlessly sharing technology solutions between the colleges in order to leverage savings and efficiency. ITS and the colleges collaborate district-wide, and one-on-one, on decision processes and set priorities regarding technology. ITS staff participate regularly in various college committees to discuss operational and planning issues on variety of topics including needs of learning, teaching, district-wide communications, research, and operational systems.

Examples of these committees include:

- Chancellor's Council
- District Research Council (DRC)
- Enrollment Services Committee (ESC)
- Business and Finance Officers Group (BAFOG)
- Financial Aid Advisory Committee (FACC)
- Distance Education Advisory Committee (DEAC)
- Facilities Planning and Operations (FPO)
- District Safety and Security Committee
- District Matriculation Committee
- Network Advisory Group
- Technology Planning Committee (TPC)

Cañada College conducted an internal audit to evaluate the usage of technology within computer

## Standard III: Resources

### Technology Resources

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labs during 2009. The purpose of this audit was to determine the usage and availability of computer labs in order to assess availability for students. This is discussed in the [Technology Plan](#) (page 4).

The College's Division Deans and Directors work closely with the District ITS personnel District ITS technicians who are located on Cañada's campus. When any technology needs are discussed, the Dean and/or Director contacts the lead Technician on the Cañada campus, who then contacts the Director of IT Support. Together they work closely with the individuals involved. For any further technology needs, the Director of IT Support researches and negotiates pricing.

The college works closely with the District ITS Department, evaluates the current technology used and what needs are required by faculty and staff members. All faculty and staff from each department are responsible for completing an Annual Program Plan, and every six years they must complete the Comprehensive Program Review. In all Program Review documents, the technology needs for the classroom are clearly stated. The College Technology Planning Committee meets a minimum of twice per year to review the progress of the goals and objectives stated in the plan. The committee reports to the Planning and Budgeting Council on the results of the year's activities.

#### **Self Evaluation**

The College meets the standard. Through systematic communication processes between the college and IT, the needs of learning, teaching, college-wide research and operations are being met.

#### **Actionable Improvement Plans**

None

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

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#### **Descriptive Summary**

Decisions relating to technology services, professional support, facilities, hardware and software are framed by the college Educational Master Plan, the Technology Master Plan and the District Strategic Plan for Information Technology, which provides in-depth guidance on technology

standards, supported technology systems and recommended priorities.

The District offers a broad array of technology services to the colleges and their constituencies in support of their overall mission and commitment to meeting Standard III.

#### ***Personnel Technology Services and Professional Support***

ITS is divided into four facets including desktop and media support, network/phone/server support, personnel/student data support and web services.

##### *1. Desktop and Media Support*

The ITS department consists of 35 employees dedicated to assisting the colleges meet their technology goals. Of the 35 employees, a majority are IT Support Technicians responsible for desktop and media support across the three colleges. They work cooperatively with the colleges to develop minimum supportable standards for computers, provide regular software updates, maintain an inventory database of technology, and install new equipment. Service support is provided through a centralized [HelpCenter](#) that uses a web-based tool to enable users to place repair orders and track their status through completion.

After each help center work-order is closed, a satisfaction survey is sent to the end-user. Three questions are posed to users regarding time of response, professionalism of the technician and resolution of the problem. From August 2009 – November 2011 ITS received over 1164 responses. The overwhelming majority expressed satisfaction.

Was the work order attended to within a reasonable amount of time? – 98% said "Yes."

Did the Technician assigned to your work order handle your issue in a friendly and professional manner? – 97% said "Yes."

Were you satisfied with the resolution to your work order? If no, please explain below. – 97% said "Yes."

Over the three years 2008-2011, the number of computers has grown significantly, thereby impacting the workload of these technicians which led to additional IT Support Technicians hired in 2011.

## Standard III: Resources

### Technology Resources

#### 2. Banner® Personnel/Student Data Support

ITS has five Programmer Analysts, a Database Administrator, a Computer Operations Manager, a Director and Associate Director responsible for maintaining Banner® modules and supporting external systems that integrate with our Banner® system. They assist end-users with the saving and retrieving data from our mainframe database as well as implementing new efficient workflows or tools to assist with day-to-day business procedures.

#### 3. Network/Phone/Server Support

ITS has one network manager, two network infrastructure technicians and two Systems Administrators responsible for maintaining, supporting and ensuring the reliability of the network infrastructure, wireless internet, security, backups, telephone VOIP system and over 150 physical and virtual servers.

#### 4. Web Services Support

Web services is a team of two web programmers and one director who support several web systems, as well as assist with web sites and applications district wide. Web Services Support maintains the Course Management, Content Management, Sharepoint Portal, Support Ticket system and writes many custom applications such as the WebSchedule, employee directory, faculty door cards, and the like. They assist the colleges with existing tools and researching and implementing new web solutions, best-practices and custom programming.

#### **Student Technology Services & Professional Support**

ITS provides several major technology services to students including WebSMART (self-service interface for Banner), WebAccess (course management system), My.Smccd.edu (Student Email), eSARS and Instructional Technology Labs.

- WebSMART: the web interface to Banner® that enables students to register for classes, view grades, pay fees, request transcripts and apply for financial aid. WebSMART is supported by the Admissions and Records departments at the individual colleges.
- WebAccess: a Course Management System that is the District's implementation of Moodle. WebAccess is hosted offsite by

Moodlerooms. Every faculty member that has a class assignment in Banner® automatically has a WebAccess course shell created for them. Faculty use of WebAccess ranges from supplemental course information to providing a course completely online. WebAccess support is outsourced to a call center, AELearn, who have been a vital resource for us providing expertise and coverage we could not provide in-house without significant investment in additional staff. Issues that cannot be resolved by the support center are escalated to our Web Services Support Team.

- MySmccd: The district provides all students a @mysmccd.edu Google email account, calendaring and docs as part of the Google Apps for Education suite of products
- eSARS: The district provides a self-service interface to the SARS-GRID appointment system. Students can make appointments for a variety of services, including placement tests, counseling and new student orientation.
- Instructional Technology Labs: Numerous instructional labs are available on campus to meet a variety of technology requirements.

#### **Facilities**

The inclusion of a robust technology infrastructure has been at the forefront of the recent construction projects district wide. Technology design standards for new construction were provided for all projects and regular meetings with all constituents were held to insure appropriate technology was being incorporated during all phases of planning and construction. Information technologies are a critical element in the design of virtually all new and renovation building projects, whether voice, data, video, security, fire alarm systems, audio/visual systems, EAS, Cell Phone Repeaters, Digital Signage or other technology.

Most classrooms throughout the District have been constructed or upgraded to meet the local standards as a smart classroom. These smart classrooms provide faculty the ability to easily utilize a projector and speakers to enhance the learning experience. Wireless internet access is provided in all classrooms for faculty and student use.

# Standard III: Resources

## Technology Resources

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### **Hardware**

#### Network

The District maintains a high performance data network that connects the workstations and devices of the three college campuses and the District Office. The District Office contracts with AT&T to provide fast, redundant, and reliable connectivity for each of the college campuses and to the Internet. Internet services are provided by CENIC and have been upgraded many times over the years; currently each campus has a one-gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access. Appliances from Exinda are in place between the WAN and CENIC connections to help prevent the illegal sharing of copyright material.

Securing college data is a high priority and a number of hardware and software tools are in place to protect and detect unauthorized access, including:

- Sophos Anti-Virus and Microsoft Forefront: antivirus and malware detection and removal tools to protect all desktops and servers;
- Sophos Puremessage: to detect and quarantine spam email messages
- Snort: to detect and control unauthorized network intrusion;
- Cisco Netflow: to monitor and report on network connections;
- Exinda: a packet-shaping appliance that blocks peer-to-peer services, like BitTorrent, and other services that can introduce malware and viruses;
- Microsoft Group Policies: applied to District owned and managed PCs to protect them from malware, plug-ins that are malicious, file attacks, and to prevent students from installing software on PCs in the instructional computer labs;
- Public Wireless Network: open to use by students and allows access to internet services; access to the public wireless network is automatically shut down from 11:00pm to 6:00am daily;
- Private Wireless Network: a secure wireless network that requires authentication and provides access to services like Banner; and,
- OpenDNS: to prevent faculty, staff and students who use our network from being redirected to known malicious web sites.

#### Data Center

To maintain the reliability of services that are hosted by ITS at the District Office, the facilities department has installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage.

For fire protection, a VESDA (Very Early Smoke Detection Apparatus) system has been installed in the Computer Center. In the event of a fire or overheating of equipment the VESDA systematically shuts down the equipment in the computer center and sets off the appropriate warnings.

#### Data Recovery

ITS conducts backups for all administrative data stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. This data is written to high-density tapes that are stored in an off-site location on a weekly basis. ITS facilities around the District host the District's security system, ACAMS. ITS provides the network services required for this system.

#### Telephone and Voicemail

The district uses a Siemens HiPath 4000 to meet voice telecommunication requirements. Along with the phone system, SMCCCD deploys approximately 1400 Voice Over IP (VOIP) phones, 350 analog devices (faxes, courtesy phones and elevator phones), and 16 Session Initiated Protocol (SIP) Emergency phones district wide. Associated with the HiPath 4000 phone system is the Siemens HiPath Xpressions voicemail system which integrates with the Microsoft Exchange system by delivering voice messages as attachment to email messages.

### **Software**

To support both the learning and administrative environments numerous software applications are utilized.

- Banner®: The ERP system utilized at the District is SunGard Banner®. It was initially installed in 1991-1992 and has undergone significant major upgrades over the years. Banner® is extensively used by all faculty, staff, and students and includes major modules for: student registration, faculty grading, transcript production, student accounts

## Standard III: Resources

### Technology Resources

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payable, financial accounting, budget development, purchasing, student financial aid, and payroll and human resources. The Banner® web interface, locally called WebSMART, is accessed by students and staff to conduct a variety of self-service tasks such as registration, payment of fees, faculty grading, etc. Mandated state and federal reporting is largely based on information residing in the Banner® database.

- Faculty and Staff eMail: ITS maintains a comprehensive unified messaging service for the staff of the colleges and District Office which includes voicemail and email. The system is based on Microsoft Exchange Server 2007 and Siemens Xpressions products. There are more than 3000 email accounts currently supported by the system. To reduce and control email spam, ITS is using Pure Message Spam filter.
- Argos®: The web based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional or data warehouse Oracle databases is Argos®. It is a product licensed from Evisions, Inc., a company based in southern California. The application is also intended to provide end-users with the ability to more easily create ad-hoc reports.
- Hyperion®: Extensive enrollment statistics are available from the web-based Hyperion® dashboards. These academic term-based dashboards compare enrollment statistics against the same period in the semester to the previous year's registration cycle. The historical dashboard takes a snapshot of the enrollment statistics at various key points in time throughout the term. Decision makers throughout the institution access these reports for timely and accurate information throughout the term. The dashboards are built from the local data warehouse using the Hyperion® Developer Tool.
- CCCApply®: Students use CCCApply® to apply for admission and enrollment at any of the three colleges. The system is hosted by the vendor, XAP Corporation, and applications are downloaded automatically into Banner® throughout each day.
- Banner® Document Management System: BDMS is a comprehensive document imaging system that is tightly integrated with Banner®. It allows users to scan, index and retrieve documents in an efficient manner. Documents

can be retrieved directly from Banner® or through Xtender's user interface. Student Services, the Financial Aid offices, Purchasing and Finance offices are all heavy users of document imaging to greatly reduce document storage and filing costs. As of January, 2012 the system stores almost 1.4 million documents and 3.8 million images.

- Degree Works: Degree Works is a web-based academic advising and degree audit tool that the district implemented in 2011. Students and advisors are able to check academic progress and receive advice on courses needed to satisfy requirements towards achieving academic goals. The system also provides an electronic education plan which is currently being implemented.
- SARS: At all three colleges SARS Software Products are used for counseling appointments and record keeping to enhance student services. Currently supported products include: SARS-GRID, SARS-CALL, SARS-TRAK and eSARS. The SARS servers utilize an MS SQL Server database and are maintained and backed up in the data center. Interfaces between SARS and Banner® are supported by ITS.
- GWAMAIL: This is a locally developed application that is integrated into Banner® and was launched in the summer of 2007. GWAMAIL allows selected users to send email messages to targeted student populations.
- Text Messaging: Students are able to subscribe to receive important campus-wide emergency announcements via text message. Alert-U was contracted to provide this service.

During the 2012 Summer Session, the Library piloted the EBSCO Discovery Service. The service was instituted at the college, and is available on the college website as a Google-like research tool that allows users to access most of the Library's resources from a single search box. Discovery will allow students to search the library databases, book catalog, and e-book collection from one search box. The Library researched Discovery services in Fall 2011 and developed the technical infrastructure in Spring 2012, working with database vendors and the Peninsula Library System. The goal of implementing such a service was to simplify the search process for students, improve access to proprietary electronic resources and enabled faculty and students to focus on evaluating and integrating high-quality research

## Standard III: Resources

### Technology Resources

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materials into student work. (Cañada College Library Reference Librarian) Training for the above tools is provided through the Library and the [CIETL](#).

#### **Self Evaluation**

The College meets the standard. The IT services provided by the district enhance the effectiveness of the college in meeting student learning needs.

#### **Actionable Improvement Plans**

None

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

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#### **Descriptive Summary**

To make the application of information technology effective to students and personnel, the institution provides training through three major components: training for faculty and staff, support services for training students, and technology instruction in the classroom.

Specifically, training for faculty and staff is multilayered and takes place both in person and online. Workshops are provided during Flex Day activities and ongoing Professional Development workshops available to faculty and staff are provided throughout the academic year. During orientations through CIETL, faculty and staff receive technology training, and other training needs are met on an ongoing basis through individualized training with the instructional designer, workshops offered through CIETL, and training offered through the district and other training facilities.

In March 2011, the college hired an instructional designer/technologist to work with faculty interested in teaching online, as well as faculty interested in using technology and media to improve instructional outcomes both online and face to face.

Starting in the Fall 2011, the college began offering a [series of workshops](#) covering usage and best practices on educational technology. The workshops were named Tech Talks to reflect the participatory nature of the workshops. In these workshops faculty learn how to use various tools such as iMovie, Photoshop, Moodle, podcasting, etc. in a collegial atmosphere that promotes conversations across the disciplines. In addition to the Tech Talk workshops,

individualized trainings for faculty are offered via one-on-one meetings with the college's instructional designer/technologist.

Additional professional development opportunities are available for Cañada College faculty via the STOT (Structured Training for Online Teaching) Program offered through SMCCCD. The STOT Program consists of a series of online workshops and occasional face-to-face sessions designed to train faculty how to implement various instructional technology tools and methods to teach effectively online.

Sixteen Cañada faculty members have completed at least the first portion of STOT. Over three-quarters (78%) of the faculty members currently teaching online are using WebAccess, San Mateo Community College District's implementation of the course management system Moodle, though some augment with publisher information. Nearly two-thirds (64%) were interested in workshops/training on distance education learning theory and WebAccess. There is a central core of both full time and adjunct faculty teaching distance education, and most also teach on campus.

Faculty and staff are directed to web-based training tools on campus in the CIETL Center, a five-station training room equipped with computers and a laptop cart available for faculty and staff trainings. Other facilities on campus are also used for TracDat training for faculty and Banner training for staff and administration. The CIETL website, and blog, updated regularly, and emailed to the entire campus informs faculty and staff of upcoming training events. The Distance Education Coordinator supports Distance Education faculty with planning online course development. Faculty teaching online work with the instructional designer on WebAccess training and effective instructional methods for an online environment. A central resource is the [Distance Education Handbook](#).

The Alternate Media Center (AMC) is part of the Disability Resource Center at Cañada College. It produces instructional materials (textbooks, course materials, exams, class schedules) in alternate format for students with disabilities and teaches students with documented needs to use assistive technology resources such as:

- Kurzweill 3000 – scanning/reading software
- Dragon Naturally Speaking – voice recognition system

## Standard III: Resources

### Technology Resources

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- ZoomText Xtra 9 – screen magnification for DSO and Windows
- JAWS – screen reader for windows

#### **Personnel Training**

The district recognizes that in order for faculty and staff to make efficient use of technology they need to be provided with opportunities to learn about the services available. Due to budgetary restrictions much of the training that was offered in the past from the Centers for Teaching and Learning is now the responsibility of the colleges.

Training on a limited number of common desktop applications has continued as a periodic offering.

- A number of [workshops on Adobe applications](#) were offered and current plans call for more Adobe classes as well as a limited amount of Microsoft Office workshops.
- [Media Services Website](#) has a wealth of info for smart classroom training.
- A number of DegreeWorks workshops were offered to counselors and students
- In 2008 Google Apps for Education training was provided at all three colleges.
- By request, ITS staff provide presentations on various topics for department and/or committee meetings and flex days. Examples of recent training include Introduction to Sharepoint, Securing your workspace to meet FERPA standards, and single sign-on.
- Jaz's Web Tips – Available off the portal page provides answers to frequently asked questions regarding ITS supported technologies.
- Opportunities for faculty training in the use of the Moodle software are provided by individual colleges and at a district level through the Structured Training for Online Teaching (STOT), part of the district's professional development program.

Through staff development and flex activities, the colleges regularly offer technology training opportunities for faculty and staff. The staff development program also supports training for distance education faculty using outside resources, such as @ONE, Lynda.com and textbook publisher materials.

In addition, each year [the California Community College Banner Group \(3CBG\)](#) hold an annual

conference for the California Community Colleges that use the SunGard Banner application. Staff from various departments throughout the district attend and participate in workshops and discussions on how to get the most effective use of the Banner software.

#### **Student Training**

ITS provides FAQs and tutorials online for students and does presentations to students in classes as-needed when launching new systems, such as Student Email, WebSchedule and DegreeWorks.

Examples of Online Training Materials for Students:

- [My.Smccd Tutorials](#)
- [Student WebAccess Tutorials](#)

#### **Self Evaluation**

The college meets the standard. The institution has consistently assessed the need for information technology training through surveys and workshops. In February 2011, the sixteen faculty currently teaching fully online courses were surveyed to gather feedback on Cañada's distance education. All sixteen faculty members responded to the survey.

A second survey went out to all Cañada faculty members in March 2011 to assess interest in distance education training, development of new courses, enhancement of face-to-face courses with technology, and teaching online. Thirty faculty responded to the survey, with almost 70% reporting high to extremely high interest in developing courses and teaching online, enhancing their traditional courses, and participating in training or workshops.

#### **Actionable Improvement Plans**

*None.*

# Standard III: Resources

## Technology Resources

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**C.I.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and enhancement of its programs and services.**

### **Descriptive Summary**

Technological resources are provided throughout the college and have been designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

### **Planning**

In 2005 the San Mateo County Community College District created instructional technology standards and guidelines to serve as a reference for assisting with budget planning and cost estimates, and to facilitate service and maintenance. These standards relate to audio/visual systems and communication and network technologies. ITS continues to update and maintain a listing of all District-supported minimum standards for all new equipment purchases on the District Shared Good and Services website.

### **Acquiring and Maintaining**

ITS maintains an inventory database of all computers, laptops, labs, printers and projectors to assist in technology replacement planning. Based on this information ITS provides the colleges with recommendations on equipment replacement strategies and best use of their technology funding.

When computer labs require computer upgrades, Faculty submit a 'program review document' to the Division Office. The Division Office reviews all paperwork received, establish priorities and needs, and then sends to the Planning and Budgeting Council to review. The Planning and Budgeting Council approves and works with ITS to determine specs, then submits a Purchase Order.

### **Upgrading and Replacing**

In the past three years the IT Support Technicians at Cañada have:

- Completed approximately 9373 work orders at our 3 campuses and the District Office via the online Help Center work order system and telephone Help Desk.
- Installed and replaced of approximately 1242 computer systems (included Bond funded

replacements mentioned above) and 445 printers.

- Replaced of 33 failed projectors and 14 projector screens in campus classrooms due to deterioration.
- Specified and installed Cell Phone repeater systems in 17 buildings (some multi-story) at 3 campuses.
- Specified and installed a variety of Digital Signage monitors, connected to content management server and provided instruction to appropriate staff. Ongoing support for server and signage required.
- Replaced of approximately 28 Uninterruptable Power Supply (UPS) systems due to deterioration. This UPS system ensures the ITS guaranteed 'uptime' of 4 hours in the event of a power outage at any of our campuses. Equipment is housed in the IDF(s) in each building at all 3 campuses.
- Commenced support for the more than 400 surveillance and security cameras
- Installed the emergency announcement system for all 3 campuses and the district office

The Banner ERP system is regularly upgraded to maintain vendor support and accommodate changes to local, state and federal requirements. The most recent significant upgrade occurred in October 2011 which brought all modules to the most current versions supported. The upgrade process is complex due to numerous local software modifications. Various constituencies throughout the District work with ITS to test and verify that the system is working correctly prior to using it for production work.

### **Self Evaluation**

The college meets the standard. The college, working with the district IT, acquires, maintains and replaces technology systematically to assure effectiveness for student learning.

### **Actionable Improvement Plans**

None

## Standard III: Resources

### Technology Resources

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#### **C.I.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

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##### **Descriptive Summary**

As technology continues to rapidly change, Cañada College is committed to ensuring that the technological needs are met to facilitate communication, research, instruction, and learning. The Technology Plan covers these concerns.

In conjunction with ITS at the District level, the Cañada College Technology Advisory Committee meets annually each May to assess and re-evaluate minimum requirements of technology used by our administrators, faculty, staff, and students. If upgrading is needed, Division deans and directors at Cañada work with ITS at the District Office to develop a replacement plan depending upon budget availability. (ITS and Cañada Technology Plan, pg. 4)

When equipment is needed by each division, deans and directors first contact Cañada's lead technician, IT Support Technician III, to discuss technological needs. After the technological needs are discussed, Support Technician III contacts the Director for IT Support, who negotiates and orders equipment on behalf of the division.

The San Mateo County Community College District developed standard procedures and guidelines in 2005 to assist each campus, including Cañada, to evaluate performance of current technology and determine if technological upgrades are needed.

When technology in a lab at Cañada needs to be replaced, a "program review document" is submitted by a faculty member to their Division office. Prior to sending the request to the Planning and Budgeting Council, the Division office reviews all paperwork and decides on the necessity and priority of the request. A purchase order is then completed after the Planning and Budgeting Council approves the request and determines equipment specifications based on ITS recommendations.

According to ITS, the average life span of a new computer is four years. A database of all technological equipment including computers, laptops, labs, printers, and projectors is kept up-to-date by ITS. This information helps to determine the age of current technology to determine if upgrading is necessary.

If an older replaced computer still meets the current minimum requirements set by Cañada and ITS, that computer is redeployed to areas of Cañada where available technology falls below those minimum requirements. Currently approximately 30% of replaced computers meet the minimum technology standards and are redeployed to areas of the campus where technological need is the greatest. (Director of IT Support, ITS)

According to the 2010 Midterm Report, in 2009-2010 Cañada College received a number of newer, faster computers than those already used in the classroom. When ITS replaced the older computers that fell below the minimum requirements, upgrading to the newer systems were completed at no cost to Cañada College.

##### ***District-level Summary***

ITS works directly with the college to set the priorities for technology resources and assist in implementing new solutions. Consultation with faculty and staff occurs at various levels within the college and district to ensure that scarce resources are allocated to the highest priority projects.

Technology resources are well distributed throughout the college to serve the development, maintenance, and enhancement of its programs and services. A number of technology advancements have taken place at the college in both instructional and student services areas over the past years, including the following:

- Virtualization: At various locations within Skyline and CSM there are approximately 120 installed virtual computers with no hard drives. These cost less money, last longer due to lack of moving parts, non-susceptible to viruses, and save energy. Students do not notice a difference between a virtualized computer and a regular computer lab PC. They provide the same functionality and a USB flash drive can be used to save files and data the same as a regular PC. At the Cañada campus, virtualization is being pursued as of April 2012 with 2 new servers and 10 computers as part of a 'testing phase' in the Learning Center. If all goes well, the plan is to deploy approximately 100 additional computers in Building 9 in Summer 2012.
- Instructional Servers: Setup approximately 25 instructional servers for campus and instructional use. Servers are remotely

## Standard III: Resources

### Technology Resources

managed from one central location as part of the student domain to allow software and shares to be run across the network. Usage includes student file storage and faculty storage in instructional labs.

- Digital Signage: Research, deploy, support and maintain digital signage at several location district-wide that provide timely information to students and personnel about college activities, instructional programs and events.
- DegreeWorks: In response to a board directive to improve the resources available for counseling and advisors, the district evaluated potential applications available to provide electronic degree evaluations and student education plans. The SunGard DegreeWorks software was determined to meet the institutional needs and with funds set aside from CIP 2 to acquire appropriate licenses.

During the Spring and Summer 2011 terms, an aggressive project was undertaken to install, test and go-live with DegreeWorks. A steering committee was formed with student service vice-presidents and representatives of the counseling and admission and records departments of the 3 colleges in the district. Initial project accomplishments included the ability for students and counselors to generate degree audits based on student academic history and selected degree and certificate goals. Additional capabilities including the storing and retrieval of electronic educational plans will be available as the project continues to roll out new services.

- Early Alert: As part of a district initiative to increase student retention and success, a locally created software package was designed and implemented to enhance the ability for faculty to send students an 'alert' message indicating the student needed additional support.
- Electronic transcript interchange: eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading, and viewing academic transcripts among authorized educational institutions and their trading partners. By implementing eTranscripts the District was able to save time, save money, reduce paper consumption, improve customer service to the students and reduce workload demands on the staff.

- WebSchedule: This service provides students with a publically available web interface of the schedule of classes that is dynamic and searchable. It easily identifies courses that have open seats or waitlisted. In addition, students can opt in to be notified when the next semester schedule is posted via email.
- Employee Directory with Photos: This system provides open-access to a contacts directory of personnel with an optional photo. It also assists students in identifying key faculty and staff on campus and serves our diverse community.

#### Self Evaluation

The College meets the standard. ITS currently maintains a continually updating database of all equipment used at Cañada College. This is periodically updated as equipment is purchased, upgraded, and reallocated. Individual as well as College wide surveys are conducted to ascertain employee and student satisfaction with current College technologies and support and training for those technologies.

An area where there is room for improvement is ensuring that the spreadsheet maintained by ITS is available to Cañada Office of Instruction, which includes an inventory of all of all District-owned desktops, laptops, tablets, and peripheral devices used by Cañada faculty and staff is up-to-date.

#### Actionable Improvement Plans

None

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

#### Descriptive Summary

Technology planning is closely integrated with institutional planning through the Annual Plan and Program Review, and through the Technology Committee's Technology Plan. The process used for this is outlined in Illustration III.C.2 below.

Instructional departments list technology and related needs and uses in each comprehensive program review and in annual program updates. Planning for

## Standard III: Resources

### Technology Resources

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technology needs at the College is informed by the vision, mission, and strategic directions of the College as found in the Education Master Plan, and is written into the [Technology Plan](#) (page 11).

The institution prioritizes the departmental needs when making decisions about technology purchases by using the shared governance process at the college. Prioritized requests from the departments move to the division, Deans, and Vice Presidents. Decisions relating to technology services, professional support, facilities, hardware and software are framed by the Educational Master Plan, Technology Plan, and the District Strategic Plan for Information Technology.

Ongoing assessment of the technology available throughout the district is essential to ensure that adequate resources are available to our students, faculty and staff. Through the use of surveys and meetings feedback is solicited from all members of the college community.

When personnel utilize the ITS HelpCenter, their request is tracked and resources are assigned and monitored. When the help ticket is closed, an automated satisfaction survey request is sent to the end-user. The responses from these surveys are continually reviewed and the information is a valuable tool for resource planning. Depending on the feedback, cases may be re-opened and escalated accordingly to ensure customer satisfaction.

After workshops anonymous online surveys are provided to attendees in order to evaluate the workshop outcomes. The surveys assist in assessing the success of our workshops and allow us the real-time ability to restructure the content or the delivery of the content between workshops.

Additionally, the College collects feedback during the roll-out of major applications. The process begins with small pilot groups of faculty, staff and students and introduces them to the product. The participants are engaged with hands-on exercise while usability issues are noted. At the end of the engagement an [online survey](#) is performed before the participants exit. This process was recently followed as part of the rollout of the degree audit application, DegreeWorks. This feedback was regularly discussed by the DegreeWorks Steering

Committee, and the committee decided to make several changes to the site interface and navigation to accommodate issues.

In 2008, a survey was conducted of students about the effectiveness of the web-based Banner interface locally branded as WebSmart. Over 1,000 students responded to the survey. Issues noted by the students were discussed in meetings of the Enrolment Services Committee and numerous changes were made or planned in the functionality of WebSmart.

The survey indicated that over 70% of students were “very satisfied” with the ability to register for courses online. 77% of students indicated satisfaction with the ability to view their schedule of classes. At the time of the survey only 40% of the students responding said that they were satisfied with the ability to order an official transcript. Since the survey was conducted the transcript request capabilities have been greatly improved.

In March 2012 both SMCCCD District ITS and Cañada College conducted surveys to examine the technology needs of faculty and staff, and to evaluate the effectiveness of current technological resources and training provided by the College and the District. The data are currently being analyzed, and many suggestions for additional technology applications, hardware, software, and training were proposed by college faculty and staff. Much of these data have already been considered as impetus for planning further CIETL-directed workshops and training for faculty and staff.

#### **Self Evaluation**

The College meets the standard. Technology planning is integrated with institutional planning. There are periodic surveys as well as dialogue during various meetings to assess the effective use of technology and to use the information for improvement.

#### **Actionable Improvement Plans**

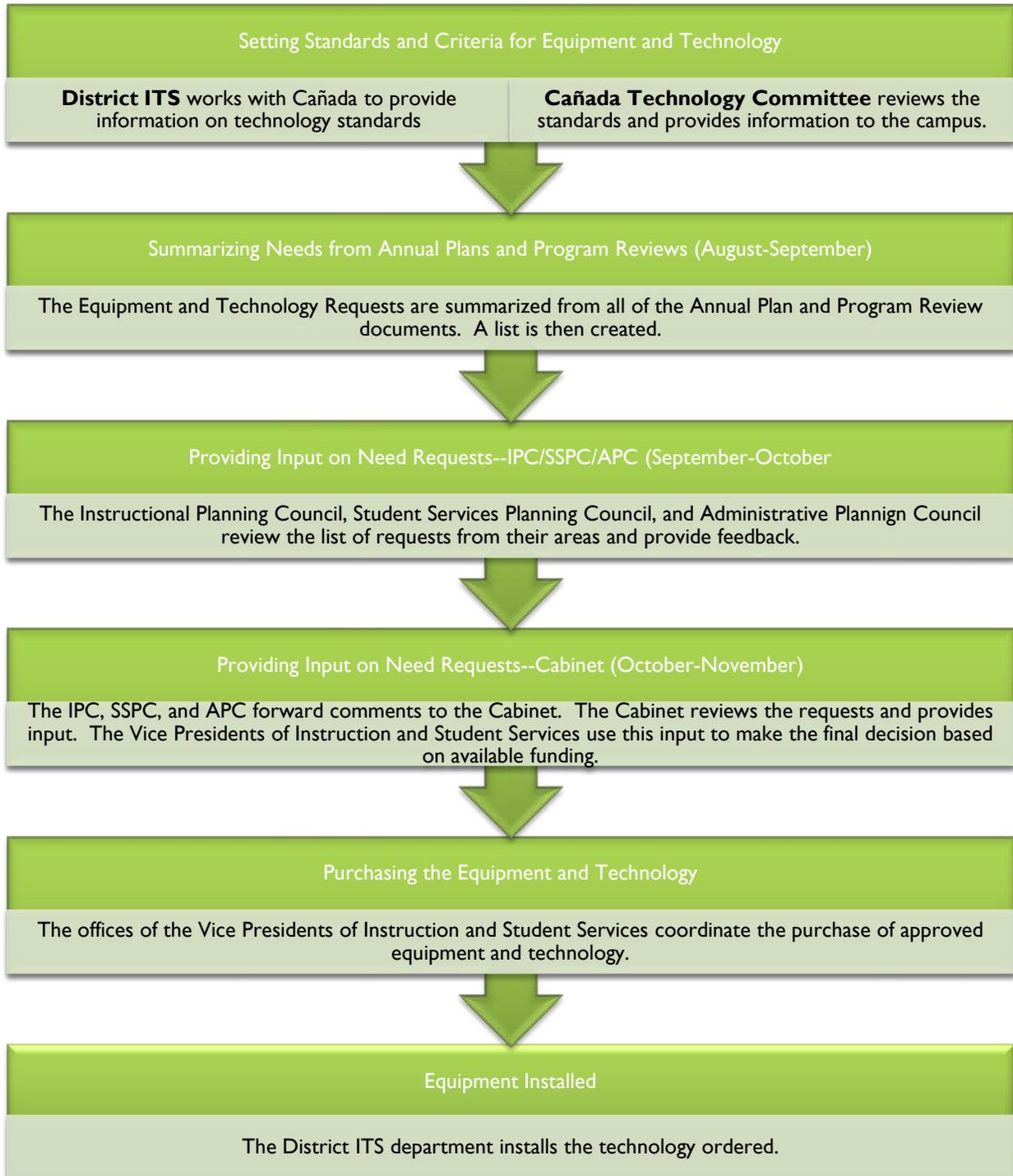
None

# Standard III: Resources

## Technology Resources

### Illustration III.C.2—Technology planning is integrated with institutional planning

#### Cañada College Annual Plan and Technology Requests



## Standard III: Resources

### Financial Resources

#### III.D. Financial Resources

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

#### Descriptive Summary

##### ***Sufficient Resources***

Cañada College is one of three colleges in the San Mateo County Community College District and has an annual budget including benefits of \$17,614,038 in unrestricted general funds and \$5,128,058 in restricted funds as of July 1, 2012. In addition, the college has \$3,293,459 budgeted in Measure G Parcel Tax funds ([SMCCCD 12/13 Final Budget Report pages 48 and 63](#)).

The San Mateo Community College District is a fiscally healthy district and maintains a healthy reserve. The 2012-2013 beginning balance is \$19,601,580, which includes the District's 5% contingency reserve of \$5,884,069 and the 2011-2012 site ending balances of \$2,377,303. The contingency reserve is not budgeted as a line item as there is no intention to expend these funds. The 2011-2012 ending balance includes unallocated funds that will be used as a reserve to cover deficits.

The District undergoes regular audits each year and has experienced no financial audit adjustments since well before the last accreditation visit. Audits for

Past Three years are on [the District Committee on Budget and Finance website](#).

##### ***Planning for Short and Long-Term Financial Solvency***

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance is made up of representatives from all three Colleges and the District. Such broad-based consultation ensures quality communication between the College constituencies and the District for budgetary, financial, and planning purposes. The District Committee on Budget and Finance is charged with making recommendations on and evaluating resource allocation policies and budget processes; proposing budget assumptions; reviewing revenue sources; preparing budget scenarios, including short and long-term planning; integrating the district strategic plan into the budget; advising the District Shared Governance Committee on the fiscal impact of district-wide initiatives; looking outward/forward on strategic issues; communicating about budget issues both to the represented constituencies and communities and to the District Shared Governance Committee; and educating the district community and fostering discussion about budget issues. In making its decisions, the Committee receives information concerning enrollment, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. (Role of [District Committee on Budget and Finance](#))

The District's resource allocation model was developed by the District Committee on Budget and Finance, and vetted by the college representatives before being recommended for approval by the District Shared Governance Committee. The current model allocates resources for ongoing expenses such as personnel and benefits, and addresses long term liabilities such as post-retirement medical benefits, but also allocates funding for District priorities as identified in the District Strategic Plan. In 2012-2013, the District allocated funds to specifically grow the international student program, a goal in the strategic plan. The resource allocation model has been reviewed by District Committee on Budget and Finance annually, and has been changed as circumstances warranted over the years. (District Budget Process Description)

## Standard III: Resources

### Financial Resources

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#### ***Integrated Planning***

Services provided to the college via the District include facility services, information technology support services, purchasing, payroll, accounting, banking, insurance, and human resources.

The College President works with the Budget Officer to provide information to the Planning and Budgeting Council. This group reviews the relevant budget reports and discuss areas having significant fiscal implications. With over 90% of the budget going to salaries and benefits, the college has a well-developed system for position planning and prioritization. This process is well established and integrated with the annual program review and planning activities throughout the campus.

#### **Self Evaluation**

The College meets the standard. There are sufficient resources, the district maintains a healthy reserve, and budget planning is integrated with institutional planning.

#### **Actionable Improvement Plans**

None.

#### **D.1 The institution's mission and goals are the foundation for financial planning.**

#### **Descriptive Summary**

##### ***Mission and Goals***

In the 2012-2017 Educational Master Plan (EMP), Cañada College has a mission statement, four strategic directions, and 25 goals/objectives to set the course for the campus. Elements of this planning document are reviewed regularly by the Planning & Budgeting Council to assure the campus is on track with implementation. The mission was revised and adopted in January 2012 as part of the master planning process. Each spring, an annual report on the Educational Master Plan is presented to the Planning and Budgeting Council, and the mission and goals are revised based on the evaluation. In the budgeting and hiring processes, the college relies on the elements of the master plan to provide direction as to how to expend resources.

#### ***Foundation for Financial Planning***

The mission and goals are used in the planning, program review and budgeting processes for each of the individual areas within the college. In each of these planning and program review documents, requests for additional resources (e.g. staff, equipment) relate not only to the individual department needs, but also to the mission and objectives included in the Educational Master Plan. This relationship is cited in the annual position requests where the objectives from the Educational Master Plan are identified.

As an example, for the 2012-2013 academic year, there were ten additional staff positions proposed. Each position which might be added meant long-term financial obligations would be incurred. The proposals contained data derived from the program plans which in turn related directly to the mission, strategic directions, and goals and objectives included in the Educational Master Plan.

#### **Self Evaluation**

The College meets the standard. Cañada College relies upon its mission statement, Educational Master Plan and strategic directions as the foundation for financial planning. When decisions regarding budgeting are made, particularly in the hiring of new employees, both the strategic directions and objectives in the educational master plan are used in addition to the results from the individual area's annual plan and program reviews, which also use the Educational Master Plan to make budgetary decisions.

#### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

##### ***Integrated Institutional Planning***

The College's Participatory Governance Manual outlines the relationship between budgeting and planning as well as the timeline for the processes. This activity is overseen by the college's Planning and Budgeting Council. As noted in Standard IV, in December 2012, the Planning and Budgeting Council

## Standard III: Resources

### Financial Resources

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changed from being two separate groups (planning council and budget committee) to one combined council to be more efficient and effective.

The mission of the college's Planning and Budgeting Council is to work in close collaboration with all college planning bodies, seeking to improve college planning and decision making by providing evidenced-based recommendations that are responsive to emerging needs, inform program planning, and advance the mission and strategic goals of Cañada College. As part of the Planning and Budgeting Council, there is a Budget Workgroup that provides technical assistance to the larger council on budget matters.

Planning and Budgeting Council: The role of the Planning and Budgeting Council is as follows: To create a structure to facilitate effective institutional planning and evaluation:

- By ensuring that human resource, physical resource and financial planning are effective and integrated across institutional planning;
- By ensuring that governance structures and decision-making processes are effective and integrated across institutional planning;
- By ensuring that instructional and student support services are effective and integrated across institutional planning;
- By ensuring that all college activities and plans are effective and aligned with the college's mission and goals; and,
- By integrating accreditation standards throughout college structures and processes and facilitate the review and updating of the Institutional Self-Evaluation Report.

Instructional Planning Council: The Instructional Planning Council is advisory to the Planning and Budgeting Council on a range of issues related to instruction:

- Development of a calendar for program review, staffing, equipment and facilities needs as they pertain to instruction;
- Development of an evaluation process for the program review cycle;
- Recommendations about policies and procedures as they relate to instruction;
- Recommendations about prioritization of resources as they relate to Strategic Goals

regarding instruction and review of Instructional Strategic Goals yearly;

- Evaluation of proposals for new instructional programs and instructional program discontinuance;
- Support of accreditation review process and self-study; and,
- Completion of a yearly review of the mission statement and roles of the Instructional Planning Council.

Student Services Planning Council: The Student Services Planning Council is advisory to the Planning and Budgeting Council. The role of the Student Services Planning Council includes:

- Develop, implement, and evaluate a Student Services Planning cycle (including staffing, equipment, and facilities needs);
- Integrate and synthesize Student Services Division Plans;
- Make recommendations about policies and procedures related to student services;
- Make recommendations to Planning and Budgeting Council regarding prioritization of resources advancing the Strategic Goals regarding Student Services;
- Meet at least once a semester with Instructional Program Planning Council to communicate and integrate plans; and,
- Evaluate proposals for adding, modifying, and discontinuing student services programs

Administrative Planning Council: The Administrative Planning Council, in collaboration and communication with Student Services Planning Council and Instructional Planning Council, oversees the implementation of a comprehensive process for planning and assessing administrative services, instruction and student services based on program review, the effective integration of Student Learning Outcomes into program activities and services, and alignment with the college's mission and strategic goals. Develops, implements, and evaluates an Administrative Program Plan cycle (including staffing) and makes recommendations about policy.

The integrated Annual Planning, Program Review, and Budgeting timeline is outlined in Table 22 below. The primary participatory groups (Instructional Planning Council, Student Services Planning Council,

## Standard III: Resources

### Financial Resources

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Administrative Planning Council and Planning and Budgeting Council) lead this effort each year. This process provides on-going evaluation components and the dialogue at the meetings of these key groups influences changes on campus. Each year, this process is evaluated and changes made as needed.

#### ***District Planning***

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance is made up of representatives from all three Colleges as well as the District; the College has four seats on the Committee. Its main purpose is to focus on budget planning and communication. The committee reviews state budget proposals and assists in developing budget assumptions.

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

#### **Self Evaluation**

The College meets the standard. Financial planning is integrated with institutional planning. The process is evaluated annually by the Planning and Budgeting Council. The Planning and Budgeting Council recognizes that collegial consultation is important and involves all constituencies – students, faculty, staff, and administrators. It is a complex process of consultation requiring a respect for divergent opinions, a sense of mutual trust and a willingness to work together for the good of the College. Collegial consultation works well at the college as all key parties of interest are given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution.

Information on budget decisions and explanations is available to students, staff, faculty, administrators and community through the Planning and Budgeting Council. Information with respect to this body and its decisions can be obtained in multiple ways: through attending open meetings, reviewing minutes posted on the website and distributed via email as well as through the division discussion of Planning and Budgeting Council decisions, where appropriate.

#### **Actionable Improvement Plans**

None

## Standard III: Resources Financial Resources

**Table 22: Cañada College Integrated Planning, Program Review, and Budgeting Timeline**

Month	Activity	Responsible Party
September-October	Distribution of Program Evidence Packets and Planning Guidelines.  Annual Program Plan guidelines and directions provided to all faculty and staff to plan for the following year.	Vice President of Instruction Vice President of Student Services Office of Planning, Research and Student Success
September	Staffing request forms are prepared based on the annual plans submitted in the previous March. These staffing request forms follow the New Position Request Process.	President Vice President of Instruction Vice President of Student Services
October-March	College and District work together on budget parameters, FTES goals.  College discusses budget strategy, adjustments require legal, state, fiscal action, and makes recommendations for the PIV process, if needed.	District Office Personnel College Cabinet
November-March	Meet and develop Annual Program Plans: By March 31, the Annual Program Plans and Comprehensive Program Reviews will be completed for each of the identified areas and submitted.	Individual Programs
April	Planning Councils will review the plans developed by the individual areas and provide feedback.	Instructional Planning Council Student Services Planning Council Administrative Planning Council
April	<u>Review/Recommendations for Budgeting:</u> The action proposals submitted by the Planning Councils will be reviewed and priorities established for facilities and capital equipment needs for inclusion in the annual budget.  Short- and long-term institutional strategies for achievement of the objectives in the Educational Master Plan are presented to the Planning and Budgeting Council.	Planning and Budgeting Council
March-May	<u>Review Preliminary Budget:</u> The individual budgets are entered into the system and reviewed.  <u>Review accomplishments in the Educational Master Plan:</u> The Planning and Budgeting Council reviews the accomplishments made during the previous year.	Planning and Budgeting Council
April/May	<u>Tentative Budget and Plans:</u> The tentative budget is submitted to the Board of Trustees	President Business Office
June	<u>Tentative Budget:</u> The tentative budget is reviewed and adopted by the Board of Trustees.	Board of Trustees President
September	<u>Final Budget:</u> The final budget is submitted to the Board of Trustees for approval.	Board of Trustees President.

## Standard III: Resources

### Financial Resources

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#### **D.I.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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##### **Descriptive Summary**

##### ***Assessment of Resources Available***

The Planning and Budget Council has an update from the college president or budget officer regularly about California State and District Allocation financial matters. In addition, the District Chancellor emails important budget information to all District employees and the Executive Vice-Chancellor has presented information about the District Allocation Model and Budget. The college members of the District Shared Governance Council receive regular budget updates and communicate this information to the Cañada Planning and Budget Council. District Shared Governance Council also prepares three-year plans that allow the college to make long term projections.

##### ***Development of Financial Resources***

The District has developed additional funding sources for Cañada College: San Mateo County voters have approved two bond measures (A and C) and a four-year parcel tax (Measure G). The funds received from the tax are divided evenly among the three colleges in the district, with the primary support for course section offerings and adjunct counseling services. Regular reports on the use of Measure G funds and their impact are provided to an oversight committee. The district has received praise for the way in which the bond and parcel tax funds have been monitored.

In the past three years, Cañada College has also received over \$5 million each year for the past three years in additional funds by applying for a variety of Federal and California state grants, including but not limited to: NSF IEECI Innovations in Engineering Education, DOE HSI-CCRAA College Cost Reduction and Access Act, DOE MSEIP Minority Science Improvement Award, NSF S-Stem Scholarships in STEM, Governor's 15% Workforce Investment Funds for Allied Health Programs, First 5 San Mateo County, Strengthening Families – County of San Mateo. The college has a grant application process that ensures that grants are used to further

the college's mission and goals and address student needs.

Some added funding sources for Cañada College are the product of events held periodically, for example: Arts and Olive Festival, Fashion Design Show, Dance Motion, Accounting Scholarship Monopoly© Tournaments, Athletic Hall of Fame, Social Sciences Speaker, and a variety of student service events to raise money for ASCC clubs and Phi Theta Kappa.

##### **Self Evaluation**

The College meets the standard. The District has done an excellent job of obtaining non-state funds such as through local general obligation bonds and the first ever community college parcel tax. Cañada College has succeeded in locating outside funding through successful grant applications and hosting campus fundraising events. The campus community does an excellent job of living within their budget allocation and this is monitored regularly.

##### **Actionable Improvement Plans**

None

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#### **D.I.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

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##### **Descriptive Summary**

##### ***Long-Range Financial Priorities***

Cañada College and the District thoughtfully plan for payment of long-term debt, short-term debt and future liabilities. The College establishes planning priorities based on the Educational and Facilities Master Plans with goals that are established to meet plan objectives. Short-term plans are intentionally flexible to reflect current fiscal realities. When the funding situation improves, more priorities are addressed. When it worsens, the college restricts spending and reduces expenses. The guiding documents to make such decisions around short-term financial plans are the Educational Master Plan and Facilities Master Plan.

The Facilities Master Plan was completely revised during 2011. In years past, parts of this plan were

## Standard III: Resources

### Financial Resources

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funded by the passage of two bond measures, one in 2001 and the next in 2005 as well the issuance of certificates of participation. The 2012-2017 Educational Master Plan contains strategic directions and objectives with the annual progress report (January 2013) reflecting the change in the economic climate of the state, our educational programs, and current campus needs.

Additionally, the College is supported by the San Mateo County Community Colleges Foundation for short term financial needs not otherwise funded. Initiatives such as student scholarships, textbook rental programs, and President's Innovation Funds support the mission of the College. As an example, for the 2011-2012 school year, 686 scholarships were awarded in the District totaling \$413,844 and \$255,832 in program support was provided with the help of the Foundation (e.g. First Annual Golf Tournament raised \$60,000). ([Foundation fundraising document](#))

To ensure local priorities are funded College divisions actively submit applications for various grants necessary for supporting existing programs and new initiatives. Fund monies supported honors-level classes at Cañada, among other examples. Finally, the College also receives income from contracts and the rental of facilities (Athletic field, gym, theater, and the like, as operated by Business Office). These endeavors raise over \$100,000 annually for the college.

#### **Payment of Liabilities and Future Obligations**

All long-term obligations, including retirement and bond obligations, are budgeted through the District Office. The District maintains significant reserves in order to cover these long-term obligations as well as costs associated with budget emergencies. The Board mandates that the District maintain a 5% reserve of the operating budget; currently this standard has been met and is generally exceeded.

To further ensure its ability to meet long-term obligations, the District also established an irrevocable trust in 2009 for Post-Retirement Benefits to cover the medical insurance costs for retirees. The District contracted in 2011 for an actuarial study of its liability (and will do so again in 2013). As a result of the 2011 study, the District is on path to fully fund our liability in this area which is currently \$126 million. Between the irrevocable and revocable trusts the District has set aside \$40 million of the \$126 million liability. In addition, the

district is charging itself a percentage of payroll to fund future costs of this obligation. While this level of funding is not required by GASB, the District deems it prudent to set aside the funds. This action has also assisted in creating a better credit rating for the district. ([School Services Ending Balances](#))

The District's resource allocation model includes a component that addresses the maintenance of the District's facilities based on square footage. This model assures that the increase in the buildings and square footage at Cañada has adequate funding for maintenance.

#### **Self Evaluation**

The College meets the standard. Cañada College's planning for both the short-term and the long-term has allowed it to continue to be fiscally sound even amidst the State's economic downturn. The College and the District have made it a priority to budget and allocate for both short- and long-term liabilities. Projections of enrollments, planning and campus wide involvement have allowed the college to make decisions that have positioned it well for the future. The district has an 18% reserve as of June 30, 2012, which allows it ample time to prepare for future budget cuts, should they be needed. ([School Services Ending Balances](#))

#### **Actionable Improvement Plans**

None.

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**D.1.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.**

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#### **Descriptive Summary**

##### **Guidelines and Processes**

College financial planning and budget development involves broad-based committees with representatives from all campus constituencies: the Planning and Budgeting Council, the Instructional Planning Council, the Administrative Planning Council, and the Student Services Planning Council. The Planning and Budgeting Council is the committee of the College that oversees and

## Standard III: Resources

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facilitates planning processes, including the Educational Master Plan, the Instructional Program Plan, the Student Services Program Plan, ACCJC Recommendations, Accreditation Planning Agendas, and the Facilities Plan; additionally it advises and makes recommendations to the President on matters pertaining to: 1) prioritizing expenditures to advance the College goals; 2) planning; 3) governance issues; and, 4) issues regarding college facilities, maintenance, and operations. The Instructional Planning Council, the Administrative Planning Council, and the Student Services Planning Council provide input to and receive feedback from the Planning and Budgeting Council. The Planning and Budgeting Council's role is to advise the College President on matters pertaining to budgeting, planning, program review, and governance issues. Specific descriptions of all of the processes and relationships among the governance groups are included in the college's Participatory Governance Manual.

#### **Opportunities to Participate**

The Planning and Budgeting Council, Instructional Planning Council and Student Services Planning Council meet twice per month, and the agendas and minutes are circulated via email to all Cañada employees. Many individuals and groups review the budget process according to their respective interests, responsibilities and expertise. Faculty, staff, and students are valuable participants in the budgeting process and engage in the annual planning and program review process. These constituents help ensure that all needs of the College's instruction and student services programs are recognized. The President assures the College's management works with the staff to create a realistic budget and adhere to it. Ultimate responsibility for the fiscal integrity of the College rests with the College President, the Chancellor and the publicly elected Board of Trustees.

At the district level, the College has three representatives on the District Committee on Budget and Finance, a committee representing all three SMCCCD Colleges. The District Committee on Budget and Finance meets twice per month during the academic year. The Committee prepares an annual budget calendar consistent with the requirements of the California Education Code. Meeting minutes and other materials are available on the District Committee on Budget and Finance website.

In addition, each year the District Chief Financial Officer makes presentations to various groups on campus, including Academic Senate and Planning and Budgeting Council about the budget and other issues that are being discussed in the District Committee on Budget and Finance. The College Budget Officer also makes regular reports to the Cabinet, the Instructional Planning Council and the Planning and Budgeting Council.

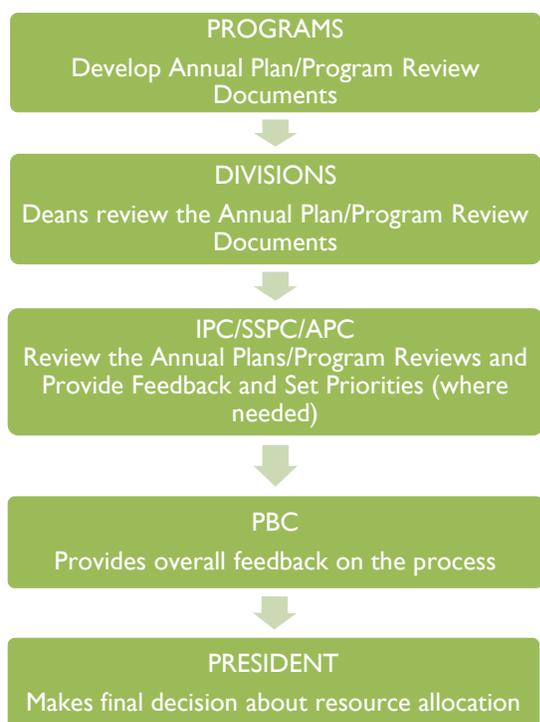
#### **Development of Institutional Plans and Budgets**

The institution's plans and budgets are based on the mission and goals of the college. As outlined in the Participatory Governance Manual, the initial annual plans (including staffing, equipment and facility needs) are developed at the program level and submitted to the division deans. The deans review the plans and they are presented to the Instructional Planning Council, Administrative Planning Council or Student Services Planning Council. These groups review the plans and develop lists of needs. The Planning and Budgeting Council sets up the processes for Program Plans. Program Review is done on an annual basis so that information on equipment and hiring needs is current. Hiring justifications are presented for campus prioritization from previous year's Program Review. Instructional equipment requests from previous year's Program Reviews are reviewed to ensure priorities are funded.

The flow chart for the development of institutional plans and budgets is as follows:

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#### **Self Evaluation**

The college meets the standard. The College clearly defines and follows its guidelines and processes for financial planning and budget development, using the planning councils (Planning and Budgeting Council, Administrative Planning Council, Instructional Planning Council and Student Services Planning Council) where all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. In addition, there are three representatives of the Planning and Budget Council who also serve on the District Committee on Budget and Finance. This liaison-like configuration allows for communication of District concerns to the College community as well as communication of College concerns to the District community and helps ensure that all major constituencies are represented throughout the budget development and planning process.

These policies and structures ensure adequate communication between the District, the College, and their various constituencies. An Employee Accreditation Survey is currently being created and will assess opportunities to participate in budget development. These findings suggest

#### **Actionable Improvement Plans**

None

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

#### **Descriptive Summary**

##### ***Financial Management System***

Cañada College uses the Banner® financial accounting system to record financial transactions. The system updates transactions continuously and thus provides accurate, up-to-date accounting information. This system handles journal entries, accounts payable, accounts receivable, human resources, revenues, payroll, student information, financial aid, and purchase requisitions as well as budget information.

##### **Control Mechanisms**

With respect to control mechanisms, Banner® is able to limit the data only to particular users who have access. Users are limited in access in several ways. First, they must obtain approval from their supervisors. Then, the College Business Officer and District Budget Officer reviews and approves the request. There are then levels of approval; some users are limited to inquiry only, meaning they can review the data but are unable to change it. The College Internal Audit Group regularly reviews all access to Banner information. The college business office must approve all journal entries and the district finance office must approve all transfers between funds. For additional assurance, an external auditor annually reviews internal controls for the financial management system.

##### ***Dependable and Timely Information***

Various reports and queries can be run on the Banner system. There are adequate controls in using the system to include passwords and control of authorized users. Budget managers can retrieve their own reports through the WebSmart portal. These reports are run in real time and provide for proper budget management and control. The district has

## Standard III: Resources

### Financial Resources

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established an internal audit group, College Internal Audit Group, which assures appropriate control mechanisms.

#### **Self Evaluation**

The College meets the standard. The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. All budget managers and appropriate staff have access to the financial management system and are able to run their own reports as needed. Information is placed into the system and is updated regularly so it is always timely and accurate. As needed, the Banner system is updated with new versions.

#### **Actionable Improvement Plans**

None.

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**D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

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#### **Descriptive Summary**

##### ***Financial Documents***

The District prepares tentative, final and mid-year reports annually on the budget. The budget is widely distributed to the colleges and posted on the website. Up-to-date financial information is available and accessible to managers on the Banner system. Managers are able to retrieve budget data and reports in detail or in summary from Banner or WebSmart. The purchasing and procurement systems in place have spending controls that preclude charges to accounts that have insufficient funds. Procurement cards with established dollar limits are issued to appropriate staff and approved by department managers.

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

##### ***Budget and Allocation of Resources***

Canada College's budget reflects appropriate allocation of financial resources to support student learning programs and services. As the data from the San Mateo County Community College District Office 2011-2012 Mid-Year Budget Report indicate, 76.13% of the unrestricted budget directly supports student learning through instructional cost. Student services costs make up 14.53% of the budget. The remaining 9.34% of the budget provides direct and indirect support of student learning programs and services via business services, public relations, institutional advancement, and the President's Office. The vast majority of the budget is allocated to personnel, both faculty and staff whose primary function is to provide learning programs and services to students. The remaining budget provides supplies and equipment to support the programs and services. (SMCCCD Mid-Year Budget Report 2011-2012 (p. 118-119))

As plans change throughout the year, budget transfers within specified limits are allowed, and are summarized and presented to the Board of Trustees for approval. Budget variances are small and are explained, and are often anticipated as certain budget assumptions, such as state mid-year cuts, fail to occur, allowing an amount to fall to the bottom line and be available for budgeting in the following year.

##### ***Credibility and Accuracy in Internal and External Audits***

The District has an internal audit committee, College Internal Audit Group, that reviews and audits procedures such as cash handling, use of purchasing cards, conference and travel and asset tracking. This Group is a broad-based group with 28 staff members from the 3 colleges and the District, working to improve the level of expertise on audits to a higher level throughout the District. The College Internal Audit Group prepares periodic reports depending on the project assigned.

As required by the California Education Code, an independent CPA firm performs an annual audit on all financial records of the district, including all district funds, student financial aid, bookstore, associated students trust funds, and reports required by the state. The annual audit is presented to the Board of Trustees and special audits are presented to the Bond Oversight Committee. In addition,

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special audits are also performed by funders, state Board of Equalization, IRS, CalPERS and CalSTRS.

#### **Self Evaluation**

The College meets the standard. Financial documents are easily accessible and reflect the annual allocation of funds to the various departments and programs. Real time financial reports include budget-to-actual comparisons of discretionary funds, and are available for careful monitoring. The District prepares financial reports that are presented to the Board of Trustees and are available to the public online. As required by the California Education Code, an annual audit of all financial records is performed by an independent CPA firm. Many other audits are performed to ensure credibility and accuracy of financial documents.

#### **Actionable Improvement Plans**

None

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**D.2.b Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

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#### **Descriptive Summary**

##### ***External Audit Findings***

Responses to audit findings are provided in a timely manner and are communicated appropriately. Although the district has received no financial audit findings since well before the last accreditation cycle, there have been findings on programmatic activities. The audit findings are supported by recommendations from the external auditors and require a response by the affected department in the form of an action plan. The independent auditor presents the annual audit report as well as the management responses to the Board of Trustees. The audited financial reports on the [district website](#) are available to all. If there are audit findings that need to be addressed, these have been completed in a timely manner – often prior to the final audit being published.

##### ***Institutional Responses***

If there is a finding, the district office goes to the department responsible. This is completed in a timely manner, generally prior to October so that

the auditors can finish their review by December. The responses are reviewed by the district office staff, incorporated into the audit, and the response is presented to the Board of Trustees along with the audit report.

#### **Self Evaluation**

The College meets the standard. Through the conscientious efforts of the district and college staff, any programmatic audit findings are addressed quickly and completely. The college staff work very hard to make certain they are following program guidelines and quickly make adjustments to address issues. There have been no financial audit findings or adjustments.

#### **Actionable Improvement Plans**

None.

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**D.2.c Appropriate financial information is provided throughout the institution in a timely manner.**

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#### **Descriptive Summary**

##### ***Financial Information from Banner***

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

Training is provided for all managers and staff on a regular basis and training materials are available on the District downloads webpage. In addition, the College Business Office provides one-on-one training as needed. The District did a survey in Fall 2011, which indicated that staff felt the need for additional training. As a result, the District began developing online on-demand training for Banner® finance to provide additional resources for employees.

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#### **Regular Reports**

The District Executive Vice Chancellor makes a report to the Planning and Budgeting Council each year regarding the budget and answers questions from College members regarding budget allocation from the District. The College Business Officer is a member of the Planning and Budgeting Council and regularly updates the committee on the state of the budget. Additionally, the College Budget Officer participates in discussions regarding recommendations and funds availability to support planning for hiring personnel, purchasing equipment, facilities changes among others. All meetings are open to the entire College community and agenda are posted in advance of the meetings and are emailed to the college employees.

The District Committee on Budget and Finance is made up of all major constituencies from all three colleges. Information on budget development, minutes, and other financial information is posted on the district committee's website. Available information relates to budget, fiscal conditions, and financial planning as well as the mid-year and final budget reports. The mid-year and final budget reports provide a wealth of information about fiscal conditions, budget, and financial planning. Detailed information on the district-wide resource allocation model can be found in these budget reports. In addition, the bi-monthly Board packets contain information for public view on the status of the finances of the district.

Information on budget, changing fiscal conditions, and financial planning is provided through the notes and agendas of the Planning and Budgeting Council as these are archived on the Cañada internal site.

The district posts audit reports on the website. The audit report includes the auditor's opinion on the financial statements, any findings, and management's response to those findings. A great deal can be learned about fiscal conditions within the district by reading management's discussion and analysis, which is a part of the audit.

#### **Self Evaluation**

The College meets the standard. The Banner® financial management system provides robust timely information on the current budget and prior year budgets that may be used to support institutional and financial planning and financial management. Information is available for all college funds. Banner

has robust reporting tools providing the opportunity to obtain numerous reports for proper planning and management.

Reports are regularly provided and are accessible to all staff and faculty on the website, at meetings or in campus publication.

#### **Actionable Improvement Plans**

None

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**D.2.d All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

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#### **Descriptive Summary**

##### ***Consistent with Funding Source Purpose***

Grants: The College seeks grants from private individuals, government agencies, and private foundations to meet College priorities that would not otherwise be funded. Prior to approving submission of a grant or spending funds from auxiliary sources, the process assures it is in line with the mission and goals. Most grant funded programs directly support student success, to include: MESA, CBET, TRiO Upward Bound and Student Support Services, Middle College High School, First Five, National Science Foundation, Department of Education, Career and Technical Education, and NASA. The College has also received federal funding for developing the University Center. All of these grant-funded programs have specific purposes and required reporting. The college has received positive reviews from all of these funders on the reports received and use of the funds. (Grant Process reference)

Foundation and Fundraising: The San Mateo County Community College Foundation seeks funding to provide scholarships and to enhance resources available to Cañada College. The Foundation works with the College President in an effort to seek funding that will support the College mission. All donation bequests are administered by the Foundation. The Foundation operates as a separate entity and is responsible for its annual independent audit.

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**Measure G:** In 2009, the voters of San Mateo County passed a parcel tax (Measure G) which provides over \$7 million in additional funding for the three colleges. The primary focus of Measure G is the addition of course sections and student support services. Regular reports are made to the Measure G Oversight Committee to make certain the funds are being spent appropriately (i.e. according to the parcel tax measure).

**General Obligation Bonds:** The district has been successful passing two general obligation construction bonds and has upgraded the facilities at all three colleges. These activities are reviewed regularly by Bond Oversight Committees.

**Auxiliary Funds:** The district operates the auxiliary services – bookstore, food services, athletic club – through a Vice Chancellor, Auxiliary Services. The office works closely with college staff and is reviewed regularly by both the College Auxiliary Services Advisory Committee and the District Auxiliary Services Advisory Committee.

#### **Using Funds with Integrity**

The annual audit covers all funds including grants, contracts, auxiliaries, and Associated Students funds. Auxiliaries, except Associated Students, are managed by the District and they operate under the same financial requirements, procedures, and policies that apply to the College. Associated Students are the responsibility of the College and must comply with the College's established policies and procedures. There are over 25 clubs which are monitored by the college's business office. The business office works closely with the student activities coordinator to assure the funds are spent appropriately.

The district Business and Finance Officers Group meets monthly to review business processes across the district. In addition, the College Internal Audit Group reviews internal control procedures, especially cash handling, and prepares procedures that are implemented district-wide.

The District Business Services has performed program reviews of its functions and responds promptly to all audit findings. There have been no internal control or financial audit findings in the last 6 years. Compliance findings have been addressed annually.

In addition to the annual audit, the college has been audited by NSF and WIA in the past three years.

The few findings were promptly addressed and all issues have been resolved. In addition to the college oversight of the financial aid functions, the District has an oversight function for financial aid, reviewing and approving the FISAP and addressing all audit issues.

A number of grant-funded activities are coordinated and monitored by program managers, directors, and deans with the assistance of the College Business Officer. Accounting for such funds is handled at the district level and is subject to external audit and compliance standards by the governing agencies. Accounting for these funds are tracked, monitored, and managed through the district Banner system. The district has implemented a new Banner process to specifically manage grant funds and store grant-related financial documents electronically.

Beginning 2012, a new process for identifying grant submissions was developed. A form is completed to make certain the funding aligns with the college's mission and strategic directions and is reviewed by the Administrative Planning Council. (Grant Process link)

The District Auxiliary Services Advisory Committee meets at least two to three times per year to allow for student and staff input into the operation of the bookstores, food services, and vending. District Auxiliary Services Advisory Committee's agendas and minutes are available online. The bookstore, in particular, is incorporated into the operations and processes of the College. The bookstore handles the EOPS book grants as well as other grants and interfaces with the financial aid system. The bookstore also handles grants that facilitate textbook rentals.

Over the last ten years, two bond measures were passed which mandated a citizens' advisory committee. The Measure C Bond Oversight Committee, an 11 member group meets quarterly and has authority over all bond financed projects in the District.

In addition, though not required by law, the District has established an oversight committee for the parcel tax, Measure G. The external auditors perform both financial and compliance audits on the bonds and present those audits both to the oversight committee and to the board of trustees. The audits are available on the Bond Oversight Committee website.

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Management of the bond-financed projects is overseen by the Vice Chancellor of Facilities, Planning and Operations. Management of these projects have been effective and appropriately cost-conscious.

#### **Self Evaluation**

The College meets the standard. Annual audits of all funds including grants, contracts, and auxiliaries ensure that the College uses these resources with integrity and in a manner consistent with the College mission. The college applies for and uses external funding consistent with the intended purpose of the funding source.

#### ***Actionable Improvement Plans***

None

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#### **D.2.e The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

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#### **Descriptive Summary**

The College Internal Audit Group performs reviews of internal controls on a regular basis and reports the results of their audits to the group. These reports address such areas as inventory control, travel and conferences, use of Procards, and cash handling. The College Internal Audit Group assists the colleges in preparing standardized written procedures.

In addition, the district has an external audit annually that includes a review of internal controls. The results of that review are included in the management letter from the auditors and that letter and the management responses are presented by the external auditors to the board of trustees along with the audit. Any items that have not been resolved from the previous year are called out.

As needed, additional help from outside audit firms is requested and used. The IT purchasing procedures were reviewed by an external audit firm in 2012. Working with the college business officers, the College Internal Audit Group developed and implemented new procedures.

#### **Self Evaluation**

The College meets the standard. The College and District assess their internal controls on an ongoing basis and use the results of those assessments to revise procedures as needed.

#### **Actionable Improvement Plans**

None

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#### **D.3 The institution has policies and procedures to ensure sound financial practices and financial stability.**

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#### **Descriptive Summary**

##### ***Sound Financial Practices***

The Board of Trustees has developed 37 policies in Chapter VIII Business Practices which outline sound financial practices to be followed by the district and the colleges. These policies are reviewed and revised on a regular basis.

Instruction, Student Services and Administration at Cañada College perform program reviews annually. Each department or unit assesses the previous year's accomplishments and develops a plan for improvement, which includes the need, if any, for additional resources. Program reviews are one of the components used as a guide in preparing action steps in each year's college strategic plan.

In 2011-2012, the district supported two extensive Business Process Analyses for the Financial Aid, Cashier, and Admissions and Records Offices. These reviews yielded a comprehensive report with action steps recommended to improve the efficiency and effectiveness of these departments. Two district committees were formed to implement the recommendations made. This included such things as going paperless and auto-packaging students for financial aid. Support was provided to make certain these activities occurred and the progress was tracked regularly.

The District has recently completed a program review of its accounting, payroll, and general services and facilities departments, and is using the information to develop action plans including needed training and improvements in customer service.

##### ***Financial Stability***

To encourage effective long-range planning, the District prepares three-year financial projections

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and works with the colleges on their allocations. The colleges can then prepare various scenarios for projecting the results of hiring and other long-term commitments. The District uses its reserves to avoid large cuts in one year and restoration of those cuts several years later. This has enabled the colleges to use their participatory governance procedures and thoughtful analysis to prepare for cuts if needed. With the advent of basic aid status, the District's revenues are more predictable and stable.

#### **Self Evaluation**

The College meets the standard. Fiscal Services performs an annual review of budget to actual expenditures to determine if departments were within their budget allocations in order to identify areas of concern. Fiscal Services reviews all purchases to ensure funds were spent in accordance with college policies and procedures. The college and district use multi-year planning to ensure smooth transitions from year to year. Basic aid status means significant improvement in the stability of the district.

#### **Actionable Improvement Plans**

None

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**D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

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#### **Descriptive Summary**

##### ***Cash Flow and Reserves***

The District has sufficient funds to meet its needs, even in the case of an emergency. Table 23 shows the District's ending balances as a percentage of the revenues for the unrestricted general fund. ([Annual Budget Reports](#))

**Table 23: District Ending Balances and Revenue Percentages**

Unrestricted General Fund:	Total Revenues	Ending Balance	%
2009/2010	\$114,342,116	\$15,977,878	14%
2010/2011	\$118,492,243	\$20,625,630	17%
2011/2012	\$110,904,919	\$19,601,578	18%

In addition to the unrestricted reserves, the District has reserves to fund its self-insurance retention and workers' compensation. These balances are available in an emergency.

The district prepares and presents to the Board of Trustees a cash flow statement prior to assessing the need for issuing tax revenue anticipation notes (TRANs). Each year, the district issues TRANs to provide the necessary cash flow to fund district operations prior to the receipt of property tax revenues.

#### ***Risk Management***

The District monitors its risks strategies regularly in order to assure that the district has appropriate coverage. The district maintains various types of insurance such as employee, property, casualty, and liability insurance in accordance with its responsibility to protect college assets from losses that would place the college in economic jeopardy. Currently, there are various levels of self-insured retention, primary, and re-insured coverage based upon regularly conducted actuaries. The district has property and liability coverage up to \$15 million. This program incorporates a self-insurance component of \$150,000, primary insured coverage up to \$5 million, and re-insurance in excess of \$5 million to \$15 million. In addition, the district has a state approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits. The District maintains a reserve for worker's compensation claims that are incurred but not reported and has an actuarial study prepared every two years to substantiate both the reserve and the rates that we are charging ourselves.

The District recently refinanced its capital outlay bonds, resulting in a savings of over \$16 million to taxpayers. The District's bond ratings from Standard

## Standard III: Resources

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and Poors and Moody's Investors are Aaa and Aa+, respectively. The District is now the highest rated community college district in the state.

The college has a Safety Committee which reviews risks on campus. The college conducts trainings on an on-going basis for faculty, staff and students to reduce risk (i.e. earthquake and lock-down drills). Public safety is coordinated with the SMC Sheriff's Department, Woodside Fire Department and Redwood City Police.

#### ***Plans to Meet Financial Emergencies***

As required by the State Chancellor's office, the District's budget provides for a reserve of at least 5% to address financial emergencies. While the recent economic conditions have put a strain on the budget and cash flows, the College and District have been generally fiscally conservative in their forecasts to ensure appropriate cash flow. The advent of basic aid status means that while cash flows are changing from state determined to locally determined, they will actually become more predictable and funds will not be deferred by the state into the next fiscal year. This new status has improved the District's overall cash flow.

#### **Self Evaluation**

The College meets the standard. Cash flows are updated monthly to ensure that cash is available to cover current needs. To date, cash reserves have been adequately managed, and no problems exist with cash flow. A separate cash flow is developed for capital project expenditures prior to the issuance of any bonds. The District has maintained adequate cash for emergencies and has adequate coverage for insurance.

Multiple layers of insurance are employed to ensure proper risk management and asset protection. In addition, the district consults actuarial reviews to assess the cost effectiveness of policies and to make updates to coverage.

The District's cash reserves are healthy and allow it to respond to financial emergencies should they arise.

#### **Actionable Improvement Plans**

None

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**D.3.b 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.**

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#### **Descriptive Summary**

##### ***Effective Oversight of Finances***

The college business office reviews and approves all financial aid, grants and externally funded programs before review and approval by the district business office. Yearly reports are submitted to the State Chancellor's Office documenting all spending on grants, financial aid and externally funded programs. In addition, all relevant areas are part of the annual independent audit of the budget. Institutional investments are made in the County of San Mateo investment pool, which is then audited annually by the County's independent auditor.

Financial Aid: The Financial Aid department works in conjunction with the District Grants Manager to ensure that appropriate procedures are in place and are adhered to. The program has recently undergone a business process analysis that has resulted in a thorough review of internal controls while also obtaining significant streamlining of processes.

Grants and External Funding: To assure grant funds are being managed properly, a Grants Manual has been created which outlines appropriate procedures. New grant managers are provided with this information. (Grant Procedures; Grant funds manual))

Auxiliary Organizations: Associated Students of Cañada College is overseen by the college, other than the Associated Students of Cañada College, all auxiliary organizations are managed by the district and both the Associated Students of Cañada College and auxiliary organizations are subject to the same financial requirements, procedures and policies.

Bonds: For the two facilities bonds as well as the Measure G parcel tax, there are Oversight Committees. These groups meet regularly to review what is being done with each of these sources of funding. The minutes are posted on the website.

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**Foundation:** The San Mateo County Community College Foundation is a separate 501(c)(3) organization and as such has its own audit each year by an independent auditor.

**Institutional Investments and Assets:** The District maintains a list of fixed assets that is updated annually, as well as being tracked in Banner®. Institutional investments are managed by the Chief Financial Officer and reviewed on a regular basis by the Board. The Board reviewed and revised its investment policy in March 2012.

#### **Self Evaluation**

The College meets the standard. There is sufficient oversight at the college and district level to ensure proper management of all finances, including financial aid, grants and externally funded programs and auxiliary services. Additionally, reports are submitted annually to the State Chancellor's Office to document how the programs are managed. The college regularly assesses its processes and uses the results of that assessment to revise and improve its processes.

Institutional investments are independently audited annually and managed at the district level. The District produces regular reports and is audited by numerous additional agencies, to include the IRS for the bond (this group had suggested the District be used as an example), the Department of Labor, the State Chancellor's Office and National Science Foundation.

#### **Actionable Improvement Plans**

None

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**D.3.c The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

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#### **Descriptive Summary**

##### ***Post-Employment Benefits***

The District established a reserve for post-employment medical benefits in 1992 and transferred funds in annually to address this liability. At the same time, lifetime medical benefits were

eliminated for new employees. In 2009, the District created an irrevocable trust fund and has been funding it in excess of the annual required contribution (ARC). Between the irrevocable and revocable trusts the District has set aside \$40 million of the \$126 million liability. In addition, the District has established a percentage as part of its benefits rate that covers future costs. The District uses the biannual actuarial study to set rates.

#### ***Compensated Absences***

To address compensated absences, the district has a policy to limit the amount of vacation and compensation time carryover so that employees do not have extraordinary time off. In general, vacation and sick leave time is taken without the hiring of a substitute as the time off is of short duration. Funds are budgeted in the substitute account or through long-term disability (for extended absences).

#### ***Other Obligations***

A reserve is maintained to handle emergency situations. This could include extended sick leave time (where a substitute would become necessary) or emergency equipment replacements (e.g. they become damaged). The district does maintain insurance for other emergencies.

#### **Self Evaluation**

The College meets the standard. There are reserves to handle the payment of liabilities and future obligations.

#### **Actionable Improvement Plans**

None

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**D.3.d The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

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#### **Descriptive Summary**

##### ***Plan for Post-Employment Benefits***

The District has an actuarial study prepared every two years as required by GASB 45. The report prepared in Spring, 2013, was prepared by Total Compensation Services ([Finance Website](#)). The

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study recommendations are reviewed and implemented at the district.

#### **Self Evaluation**

The College meets the standard. The actuarial study is prepared every two years and reviewed and implemented by the district.

#### **Actionable Improvement Plans**

None

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**D.3.e On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

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#### **Descriptive Summary**

Other than the general obligation bonds which are paid by property taxes assessed by the county, the District has no debt. All certificates of participation (COPs) have been defeased.

#### **Self Evaluation**

The College meets the standard.

#### **Actionable Improvement Plans**

None

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**D.3.f Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

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#### **Descriptive Summary**

The district and college has a number of processes and procedures to ensure that all funds are monitored and managed according the federal requirements. The types of processes vary among the various funds received and disbursed by the college and all are in compliance.

#### **Monitoring Student Loan Default Rates**

The Financial Aid Office at the college is responsible for monitoring the student loan default rate. The staff use the federal NSLDS and DOE websites to review student borrowers, identify students entering

or in repayment and those in delinquent status and contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their loan repayment obligation.

Historically, the College has had very few borrowers enter repayment each year although this number is increasing. Cañada College's official 2-year Cohort Default Rate for 2010, published in September 2012, is 7.6% as a result of 39 borrowers entering repayment and three defaulting within the two-year monitoring period.

Cañada's official 3-year Cohort Default Rate for 2009, published in September 2012 is 50% as a result of two borrowers entering repayment and one defaulting within the three-year monitoring period).

In order to assist in keeping the default rate low, students are required to complete entrance counseling each year and exit counseling at the end of their program to reinforce the different deferment, forbearance and repayment options. The Financial Aid Office staff counsel students individually when approaching the median aggregate loan limit for undergraduate borrowing to assess their future financial need, review their college budgeting and provide advice regarding the loan amount (i.e. limit excess borrowing) so the likelihood of default is decreased.

The Financial Aid Office worked with the two other colleges in the District to create the San Mateo County Community College District Default Prevention and Management Plan for Federal Direct Loans which is included in the Financial Aid Policies and Procedures Manual. (Link to FA Policy & Procedures info)

#### **Monitoring Revenue Streams and Assets**

In order to monitor the revenue streams and assets, the district and college staff work closely together. First, the requirements for the particular funding source (these could include Pell grants, HSI/TRIO grants or student loans) are reviewed by the district and college business office staff members to determine the process required to be completed. For some programs, there can be advances, although only a defined number of days in advance, while others are cost-reimbursed (actual expenditures), such as the Pell Grant funding which is authorized by the Department of Education after receipts and

## Standard III: Resources

### Financial Resources

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acceptance of origination and disbursement records by the college.

Once the federal process is clearly understood, then the internal process is established. The next step involves the actual drawdown of funds which is completed by staff at the district office. After the drawdown is complete, the supervisor reviews the reports to make certain the amounts are accurate. Any problems with the drawdown are addressed. The funds are reconciled as required by each state or federal funding source.

#### **Self Evaluation**

The College meets the standard. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets.

#### **Actionable Improvement Plans**

None

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**D.3.g 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.**

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#### **Descriptive Summary**

##### ***Consistent with Mission and Goals***

Contractual agreements are consistent with the mission and goals of the College and are reviewed by the College Business Office and approved by the District Office. All grants and contracts are processed through policies and procedures designed for internal control, financial integrity, and responsible monitoring. Individual service contracts are standardized in order to ensure proper internal controls and consistency. The Business Services Office ensures that agreements comply with regulations and restrictions. Contracts are initiated by the Division Deans and follow the process of approval outlined in the grants and/or contracts management procedures. Contracts with the federal government are monitored to make sure that we are meeting federal guidelines.

##### ***Governed by Institutional Policies***

Contracts are let for services consistent with the college's mission and goals. They are required for annual service, maintenance agreements, professional services, copyright or licensing agreements, and facility or vehicle rental. These contracts need to be submitted to the Office of the Executive Vice Chancellor for review and approval prior to the services being rendered. Board approval is required for contracted service in excess of \$78,900. Public contract code agreements, which require Board approval if they exceed \$175,000, are an exception. The process for bidding is posted on the district's general services website. The standard agreement allows the District to change or terminate agreements that do not meet its standards of quality.

District purchases or leases of materials, supplies, or services exceeding \$78,900 legally must be advertised and formally bid upon. The Board of Trustees must award the contract to lowest bidder. There are two exceptions to the \$78,900 limit: public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than \$175,000. This process must be completed before purchase orders can be issued. Certain professional services (e.g. lawyers, architects, engineers) are exempt from bid requirements. However, Board approval is needed for a new vendor or new services valued above the legal bid minimum or for continuing services in excess of \$500,000.

Three written cost quotations must be obtained for comparison for competitive pricing on the purchase of any services or equipment in excess of \$5,000. Purchases exceeding \$2,000 require one written quote. For purchases in excess of \$20,001, but less than the legal bid requirement of \$78,900, a Request for Quotations, must be prepared.

Contracts are required for service work performed by an independent contractor. An independent contractor is defined as an individual who performs a service for the District, rather than a company or individual who provides a tangible product. Independent contractors are in business for themselves and are responsible for their own tax reporting to the IRS. The independent contractor uses a social security number rather than a federal tax identification number for tax identification purposes. SB1419 sets specific guidelines for appropriate use of Independent Contractors.

## Standard III: Resources

### Financial Resources

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Additional contracts include but are not limited to:

- Clinical agreements for placement of students in clinical settings;
- Grant and sub-recipient contractual agreements;
- Facilities usage agreements;
- Vendor agreements held by the San Mateo County Community College District Office that produce revenue for the College and Associated Students; and,
- Bookstore agreements held by the San Mateo County Community College District office.

#### ***Maintaining Integrity***

Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and Executive-Vice Chancellor and their designees are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. In all contracts, the District includes language for the appropriate legal response to failure of contractors to render service. Such clauses protect the integrity of the District and Colleges.

#### **Self Evaluation**

The College meets the standard. Since all contract forms are available on the District downloads web-page and the College Business Office reviews all contracts once finalized, sufficient controls are in place to ensure that contracts and grants serve the College mission and goals and are written in such a way as to protect the College and maintain integrity. Purchasing procedures and contract requirements are reviewed and updated annually and are posted on the District Downloads.

#### **Actionable Improvement Plans**

None

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**D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

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#### **Descriptive Summary**

##### ***Evaluating Financial Management***

As mentioned in Standard III.D.2.e, the district as an internal monitoring group: the College Internal Audit Group, which evaluates financial management processes. The District Committee on Budget and Finance reviews the budgeting process and financial information at the District and College levels. Changes in policies and management procedures and problems are discussed at these meetings. Representatives from the Cañada Planning and Budget Council sit on the District Committee on Budget and Finance. This facilitates the sharing of information between the District and the College. The District Committee on Budget and Finance is a subcommittee of the District Shared Governance Council. Minutes from these meetings can be found on the District SharePoint.

In addition, the District Office conducts program reviews. The Facilities, Accounting, General Services and IT surveys were conducted in Spring 2012 to obtain feedback on their services and make any identified changes. The results of these surveys are posted on the Finance Web page.

The Business and Finance Officers Group is composed of the business officers from the three Colleges and business staff from the colleges and the District, meets monthly to discuss, evaluate, and make recommendations on financial processes such as internal controls and software enhancements. Business and Finance Officers Group minutes of the meeting are available on the District SharePoint.

Managers and division assistants can run a report and do a query anytime in Banner to track their budget and expenditures. Divisions can also request in-person meetings with College Business Office staff for more in-depth knowledge or guidance with regard to financial analysis of their budgets or completion of any required year-end reports.

##### ***Improving Processes for Financial Management***

The Planning and Budgeting Council regularly meets twice per month. At many of their meetings, the

## Standard III: Resources

### Financial Resources

budget is discussed and the group provides feedback to the Business Office on ways to improve processes.

The current resource allocation model is used in developing yearly discretionary budgets. It was first introduced in 2006-2007 budget year. Managers are asked to analyze their budget history over the last three years, consider changes in unit needs and circumstances, and develop a request for budget that adequately support the operation of the unit. Each year, budgets are reviewed in comparison to actual when developing the next year's budget. In addition, FTES goals are set for each college in conjunction with the assumptions for state funding.

#### **Self Evaluation**

The College meets the standard. In conjunction with the district, the college conducts regular evaluation of financial management practices and uses the results of these evaluations to improve internal controls.

#### **Actionable Improvement Plans**

None

**D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

#### **Descriptive Summary**

##### ***Resource and Institutional Planning***

The College President works with the Budget Officer to provide information to the Planning and Budgeting Council. They review the relevant budget reports and discuss areas having significant fiscal implications. With over 90% of the budget going to salaries and benefits, the college has a well-developed system for position planning and prioritization. This process is well established and integrated with the annual program review and planning activities throughout the campus. The annual plans and program reviews contain information on the needs requiring financial support – staffing, equipment, and facilities – and these are summarized as part of the budgeting process.

#### ***Assessment of Use of Financial Resources***

Annually, the Budget Officer provides budget reports to the college managers with trend information on their budgets and expenditures for the previous two years for their review. The position control information which includes the data on where staff salaries are paid for everyone on campus is also distributed annually. These two reports along with the annual plans and program reviews from each of the areas are reviewed to determine how well the resources were used.

#### ***Use of Evaluation for Improvement***

The programs annually use the assessment data to develop program objectives for improvement. These are included in the Annual Plan and Program Review documents submitted in March. These objectives are designed to improve their current programs.

#### **Self Evaluation**

The College meets the standard. Financial planning is integrated with institutional planning through the annual plan and program review and the assessment results in these documents are used for improvement.

#### **Actionable Improvement Plans**

None

## Standard IV: Leadership and Governance Decision-Making Roles and Processes

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

### IV.A. Decision-Making Roles and Processes

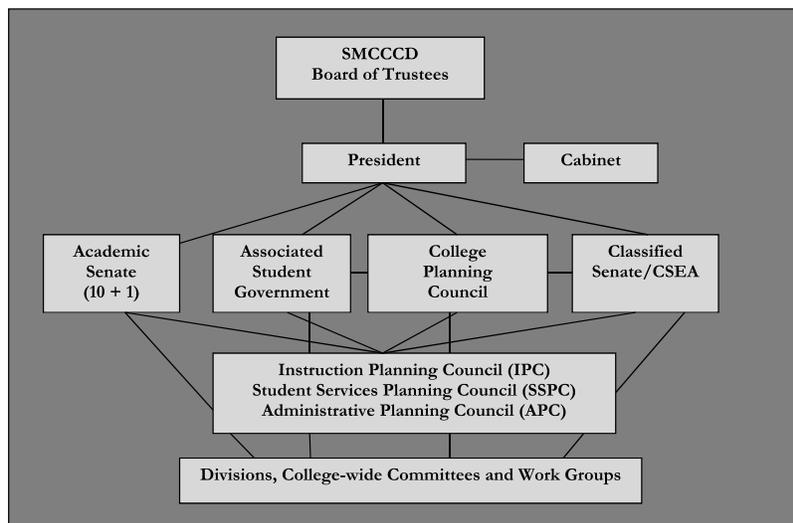
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

#### Descriptive Summary

Cañada College recognizes that hard work and dedication are needed to make an institution effective but that its full potential can only be achieved with ethical leadership and clear mission, vision and goals. The College has formally recognized leaders who serve in administrative, faculty, classified positions, and student government. The College also maintains that all of its employees and students have the ability, and indeed the responsibility, to take leadership in their own spheres of influence. In fact, the mission of the college is to cultivate in our students the skills that are needed to become effective leaders: “to think critically and creatively, communicate effectively,

reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.” To this end, these skills and abilities are also embodied in our Institutional Learning Outcomes.

Two of these skills, effective communication and seeing value in differing points of view, are the foundation for treating others with respect and working together to achieve goals. Cañada College expects that all its employees and students act professionally and with integrity. This expectation is made explicit in the board [Policy on Professional Ethics \(2.21\)](#), the District Academic Senate’s [Code of Professional Ethics](#), and the [Student Code of Ethics](#), as discussed in Standard III.A.1.d. Those who are entrusted with leadership at any level in the college are expected to exemplify these standards of behavior. One way in which leaders at Cañada College demonstrate their integrity, and thereby lead effectively, is by consistently considering the needs of their constituencies and how they may be affected by decisions. Cañada College’s leadership exemplifies this by inviting administrators, faculty, staff and students into decision-making and planning processes consistent with Education Code 70901(b)(1)(E) and district policies: [District Shared Governance Process \(2.08\)](#); [Student Participation in District and College Governance \(2.18\)](#); and [Institutional Planning \(2.75\)](#).



## Standard IV: Leadership and Governance

### Decision-Making Roles and Processes

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Cañada College's system for involving all constituencies in the ongoing, collegial dialogue about improvement of student learning and institutional effectiveness is described in the Participatory Governance Manual. Details about the governance structure are described more fully in subsequent standards. Briefly, there are three Planning Councils responsible for overseeing the assessment and planning of services based upon Program Review, Student Learning Outcomes and alignment with the College's master plans. These councils have purview over all instructional, student services and administrative programs and services. The three Planning Councils report to the Planning and Budgeting Council, which is the core institutional entity that represents all campus constituencies. As appropriate, the Planning Councils consult and collaborate with the Academic Senate Governing Council, Classified Senate, and Associated Students of Cañada College. This governance structure ensures that all constituencies throughout the college are represented and able to contribute leadership and innovation to the institution. Aside from participating together in these formal governance structures, faculty, staff, and administrators communicate openly and freely on a regular basis through ad-hoc and standing committees, department and division meetings, retreats, and All College Meetings.

Skilled leadership and effective participation by all constituents of the campus community is central to any college, especially when the campus community is in the process of reviewing its mission, values, and goals. This process occurred at Cañada College most recently in 2011-2012 as it was updating its Educational Master Plan. This process was also discussed in Standard I.A above. The steering committee that led this process was comprised of the College President, Vice President of Instruction, Vice President of Student Services, Academic Senate President, Classified Senate President, and the Co-Chairs of the Instructional and Student Services Planning Councils. These individuals are faculty, staff, and administrators who are recognized by the college community as being ethical and effective leaders either by virtue of their employed position or by having been elected by their peers. These trusted leaders conducted listening forums in which they engaged the college in focused discussions around data describing the demographic and economic landscape of our service area, metrics of student academic performance and comparisons to other institutions, and emerging trends in higher

education across the state and nationally. Using the resulting feedback from faculty, staff and students, the leaders developed initial drafts of a new Educational Master Plan that underwent iterative cycles of review and revision through the college's participatory governance bodies. This process is explained in Illustration I.A above. The leaders then facilitated work groups to set goals and establish timelines for their implementation. By following this inclusive and transparent process, the Steering Committee leadership proved itself worthy of the trust placed in it by effectively enabling the college to re-envision its mission, vision, and values and to identify four strategic goals that set the course of the college for the next five years. The mission, vision, and values statement is published in the Educational Master Plan, the College Catalog, the college website, and in the Annual Program Plan. The Instructional, Student Services, and Administrative Planning Councils are facilitating the implementation of the four strategic goals; progress on these goals is reported to the Planning and Budgeting Council.

#### Self Evaluation

The College meets the standard. The leadership at Cañada College exemplifies the standards of professional ethics that are encoded in district, faculty senate and student policies. These leaders ensure that their constituents are aware of how they can participate in governance and decision-making processes and actively solicit their input. When revising the college's mission, values and goals in the Educational Master Plan, the Steering Committee leaders chose not to limit input to only the requisite governance committees and councils. Rather, these leaders also held ten listening forums so as to engage the wider college community and solicit more diverse viewpoints. Over 130 students, faculty and staff participated in these forums. This strategy demonstrates that the College values the perspective of all constituents and drives their sense of ownership of the resulting Master Plan. The final mission statement, values and goals are stronger and have greater resonance with the college community because of how the leadership conducted this process.

#### Actionable Improvement Plans

None

## Standard IV: Leadership and Governance

### Decision-Making Roles and Processes

**A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

#### Descriptive Summary

Administrative and faculty leaders have created an environment promoting collaboration, creativity of thought, and excellence among staff, faculty and students across all institutional domains. The annual program planning process drives regular evaluation of programs, practices and services and requires goal setting and action plans. All employees are encouraged to contribute to the Annual Plan and Program Review for their departments and programs. New ideas are met with an open and optimistic attitude and creative solutions are actively solicited. The following are examples of institutional practices, programs, and structures that encourage all faculty, staff, administrators and students to take initiative in improving practices, programs, and services.

#### ***Empowering individual improvement***

Cañada College encourages individuals to pursue their own professional development by celebrating the achievements of individual faculty, staff and students at All-College meetings and through publication of these achievements in newsletters and on the college website. Furthermore, by negotiated contract, the District regularly allocates a specified percentage of its budget to professional development. The College ensures that these funds are strategically invested by requiring proposals to identify potential benefits to the College and its programs. This is further discussed in Standard III.A.5.a above.

The College provides training for faculty who have ideas for improving their instructional practices but who can benefit from the expertise of an instructional designer. The designer helps faculty use various pedagogical theories, strategies and best practices to design curricular objectives, content and

assessments and to offer these curricula in a face-to-face, hybrid, or online environment. Over a seven-month period the instructional designer logged more than 100 one-on-one appointments with individual faculty covering topics from WebAccess, podcasting, and screencasting, to learning about portfolios and outcome creation and assessment of curriculum. The Designer also offers group workshops on podcasting, creating accessible PDFs and digital content, optimizing images with Photoshop, ePortfolios with Google Sites and Wordpress, Student Learning Outcomes, Moodle Surveys, and Moodle Gradebook. Having on-site instructional design and technology support has had positive effects. There is an increasing number of faculty across the disciplines that are incorporating more media elements and best practices both to enhance existing courses and to develop new ones. Additionally, there is a modest but increasing number of faculty who have never taught distance courses before and are now embracing the new medium because of local support for their media and technology needs, as well individualized on-on-one training.

The College endeavors to facilitate the development of leadership potential in its faculty and staff. One of the college's goals from its 2008-2012 Educational Master Plan was to "build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation." In support of this goal, Cañada College annually sends two staff members to the Leadership Redwood City program, the goals of which are

to identify and motivate potential leaders, acquaint potential leaders with community needs and challenges, introduce participants to notable leaders within their communities and challenge program participants to become involved in their communities.

Participants in the program report that the experience remains immensely rewarding as a result of the broad networking opportunities it provides. The curriculum each year includes sessions on housing and transportation, education, emergency services, governmental affairs, public works, economic development, and other important topics. As a result of Cañada College's participation in this program each year, many leadership graduates are actively involved in local boards, service organizations, non-profits and civic groups. This strong connection on many fronts makes the College

## Standard IV: Leadership and Governance

### Decision-Making Roles and Processes

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more responsive to community needs and the community more aware and engaged in addressing educational priorities for the College.

#### ***Empowering program improvement***

The Board of Trustees provides a fund for faculty, staff and administrators to develop new courses and programs, to develop new teaching materials and methods of instruction, and to develop projects to improve student retention and success. Individual and/or teams may apply for up to \$3500 from the Trustee's Fund for Program Improvement. This is further discussed in Standard III.A.5.a.

Cognizant of the ever-rising costs of textbooks, the Cañada College bookstore initiated a textbook rental program in 2005. The Bookstore Manager proposed the idea to the Vice Chancellor of Auxiliary Services, and together they secured funding from the San Mateo County Community College District Foundation for a pilot implementation of 35 titles. Since that time, the rental program has grown considerably to more than 1600 titles and has been implemented across the three colleges in the district. In the 2011-2012 academic year, the district's bookstores rented \$1,500,000 worth of textbooks for \$371,000 saving students \$1,129,000. It is estimated that by the end of Fall 2013 the program will have saved students cumulatively \$7 million dollars. The college bookstores are unceasing in

their efforts to continue securing funding for this outstanding program.

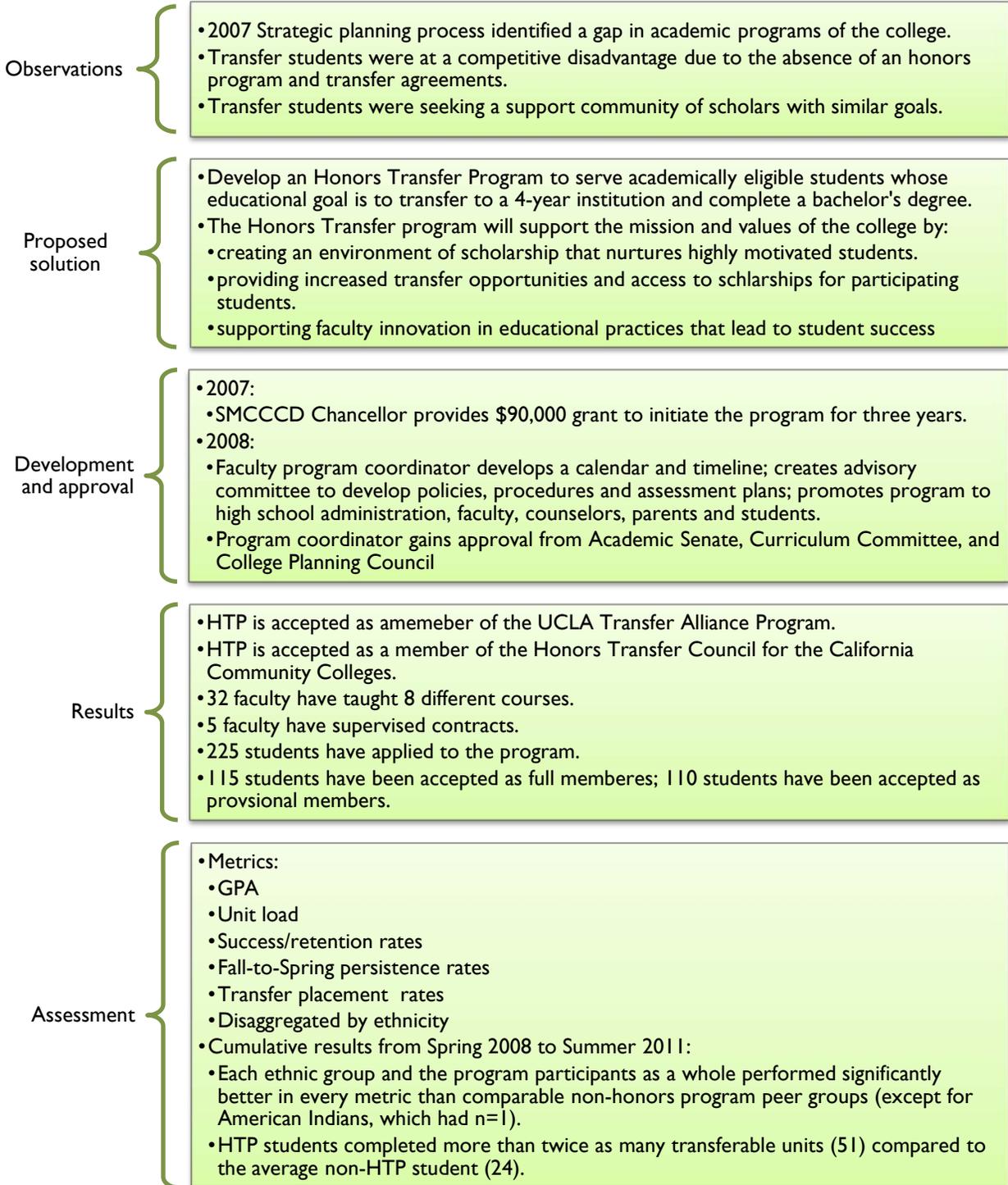
Faculty led the development of the college's Honor Transfer Program. The impetus for the project began in response to findings from the 2007 planning process which stated that our transfer students were at a disadvantage due to the absence of an honors program and the concomitant transfer agreements. The Academic Senate and Vice President of Instruction initiated a faculty-led process for researching, developing and implementing the program. To date, over 225 students have been served in this program. This is demonstrated in Illustration IV.A.1-1 below.

The Annual and Comprehensive Program Plan and Review processes were developed by faculty and staff to provide a regular opportunity to reflect on the effectiveness of their programs, practices and services. Through this process faculty and staff consider various metrics of student success, including student learning outcomes, in order to identify opportunities for improvement. Contributing to the evaluation is considered both a right and a responsibility; broad-based participation of all members of the program is encouraged. The process requires programs to report on their progress toward previous goals and to formulate new goals and action plans.

# Standard IV: Leadership and Governance Decision-Making Roles and Processes

## Illustration IV.A.1-1—Encouraging Program Level Innovation

### Honors Transfer Program



## Standard IV: Leadership and Governance

### Decision-Making Roles and Processes

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#### ***Empowering institutional improvement***

The college directly solicited ideas and input from all faculty, staff and students when revising its Educational Master Plan. A broad-based steering committee created a participatory, transparent planning process that involved not only the extensive involvement of participatory governance groups, but also of over 130 individual faculty, staff and students that participated in all-college listening forums. Through this inclusive process all members of the college community were encouraged to re-envision our mission, vision, values and goals.

Seeing the need for institutionalized support for improvement in teaching and student success, the Vice President of Instruction led the college to establish the Center for Innovation and Excellence in Teaching and Learning (CIETL). In consultation with faculty and the Academic Senate, CIETL was created to support the development of collaborative inquiry-based practices and evidence-based planning. Faculty and staff are strongly encouraged to participate in CIETL-sponsored workshops, to initiate workshops and Conversations with Colleagues, to join a Focused Inquiry Network, to create Learning Communities, and to avail themselves of the CIETL resources and expertise to support their own inquires and innovations. The development process and creation of the CIETL program is demonstrated in Illustration IV.A.1-2 below.

The idea to create a Participatory Governance Manual and to reorganize the College Planning Council and Budget Committee arose from faculty and administrators on the Accreditation Steering Committee. Seeing the need to more clearly define the roles, responsibilities and relationships among the many governance committees, the Vice Presidents, with support of the faculty, took the initiative and proposed that the College Planning Council create a steering committee to write a draft governance handbook. The draft passed through sequential cycles of review and revision among the governance committees and was approved by the Board of Trustees. The Participatory Governance Manual process is discussed in further detail in Standard IV.A.3 below. In a similar fashion, faculty took the initiative and developed a proposal to reorganize the College Planning Council and the Budget Committee in order to more effectively integrate accreditation standards into our governance and planning structures. With the approval of both the College Planning Council and the Budget Committee, the draft proposal was sequentially reviewed and revised by the required governance committees. The resulting Participatory Governance Manual and the reorganized Planning and Budgeting Council provide college constituents with clear transparent processes and opportunities for engagement.

## Standard IV: Leadership and Governance Decision-Making Roles and Processes

### Illustration IV.A.1-2—Encouraging College-wide Innovation

#### The Center for Innovation and Excellence in Teaching and Learning (CIETL)

##### Observations

- Vice President of Instruction identifies need for consolidating and institutionalizing support for faculty and staff innovation and evidence-based professional development.

##### Proposed Solution

- Develop the Center for Innovation and Excellence in Teaching and Learning--CIETL--with a physical and virtual presence.
- CIETL aims to create a culture of inquiry and evidence-based professional development.
- CIETL provides training and resources in instructional design and instructional technologies.
- Faculty coordinator(s) given release time to develop, coordinate, and supervise CIETL activities.

##### Development

- President's Cabinet envisions CIETL.
- Introduction of CIETL vision to all college constituencies through Opening Day presentation.
- Initial funding secured by Trustee's Funds for Program Improvement.
- Faculty coordinators recruited and CIETL Advisory Group formed.
- Mission and vision of CIETL are developed and presented to Academic Senate and all-college meetings.

##### Implementation

- Mission: "CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students."
- Areas of Collaboration and Innovation:
  - Focused Inquiry Networks
  - Conversations with Colleagues
  - Instructional Design
  - Tech Talks
  - Understanding by Design
  - Media Literacy Project
  - FLEX Day workshops
  - Student Learning Outcomes Assessment training
  - ePortfolio workshops

# Standard IV: Leadership and Governance

## Decision-Making Roles and Processes

### Self Evaluation

The College meets the standard. Cañada College creates an environment for empowerment, innovation, and institutional excellence by creating funding opportunities for individuals and programs that have ideas for improvement. According to the 2012 Employee Voice survey, 64% of respondents agreed that they are “encouraged to be creative and come up with new ideas for improvement” and the same percentage agreed that “their ideas for improving [their] unit are taken seriously.” The College invests significant resources in CIETL and Instructional Design in order to foster collaborative inquiry, skills and curriculum development, and exploration of new pedagogical methods. When ideas for improvement have college-wide impact, such as the development of CIETL, the Honors Transfer Program, and the Participatory Governance Manual, the appropriate participatory governance entities are engaged with dialogue and collegial consultative processes are established. The examples described in this report provide strong evidence that the College’s strategy for fostering innovation is effective.

### Actionable Improvement Plans

None

**A.2 The institution establishes and implements a written policy for providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

### Descriptive Summary

Board policies provide the over-arching principles to guide Cañada College in developing its own governance and decision-making policies. These board policies include: Academic Senate (2.05); District Shared Governance Process (2.08); Student Participation in District and College Governance (2.18); and Institutional Planning (2.75). Within this framework, the college has developed its own policies that have been formalized in the Participatory Governance Manual. The Participatory Governance Manual identifies how faculty, staff, administrators, and students of Cañada College

participate in decision-making processes through the college’s primary governing bodies:

- Academic Senate Governing Council;
- Administrative Planning Council
- Associated Students of Cañada College;
- Classified Senate/California State Employees Association;
- Instructional Planning Council;
- Planning and Budgeting Council;
- President’s Cabinet; and,
- Student Services Planning Council.

Through these governing bodies faculty, staff, administrators, and students each have multiple opportunities to collaborate on planning for the future and developing the processes and policies under which the college is governed and administered.

The Participatory Governance Manual describes the structures of governance and the philosophy behind and processes for making decisions. Trust, collegiality, transparency, organization and evidence are but a few of the principles upon which decisions at the college are made. A Governance Matrix delineates the process by which ideas, tasks, and recommendations are brought from their origination through to a final decision. In sixteen areas, it identifies to whom proposals should be made, how the proposal will be reviewed and who will make the final decision. The Manual describes in detail the process and timelines for:

- Integrated planning;
- Program Review;
- Budgeting;
- Processes for making hiring-related decisions;
- Processes for developing new programs;
- Processes for reducing and/or eliminating programs or courses;
- Processes for purchasing equipment and technology; and ,
- Processes for allocating office space.

The Planning and Budgeting Council annually evaluates and updates the Participatory Governance Manual.

# Standard IV: Leadership and Governance

## Decision-Making Roles and Processes

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### Self Evaluation

The College meets the standard. Cañada College's current governance structures were established in December 2008 and defined in the College Planning Structure document. Although this document clearly identified the primary governance structures, their inter-relationships, and their roles in decision-making, the document lacked any description of the processes to be followed for making specific types of decisions. These processes were documented in various locations on the college website but they were not easy to find nor were they compiled within a single document for easy reference. Results from the 2012 Employee Voice survey substantiated this problem. Most employees (66%) agreed that the college "encourages faculty and staff to participate in decision-making processes" and 70% reported that they were "happy with the amount of opportunity they have to participate in college-wide planning." However, only 53% felt that "the role of staff in shared governance is clearly stated and publicized," and too few (57%) felt that "staff have a substantive and clearly defined role in institutional governance." When the College assessed these discrepancies, it took immediate action to develop a comprehensive Participatory Governance Manual that clearly delineates governance structures, decision-making procedures, and ways to be involved. The Participatory Governance Manual, approved in December 2012, is now posted on Inside Cañada and printed copies are located within common work areas.

### Actionable Improvement Plans

None

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**A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

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### Descriptive Summary

The faculty, staff, students and administrators who laid the academic groundwork during the early years of participatory governance did so in a spirit of collegiality, laying a strong foundation for the

collaboration that exists today and now has become one of the hallmarks of Cañada College. The College has a respected tradition and strong institutional commitment to ensuring broad committee/council representation, as well as encourages participants to share divergent ideas effectively. Choosing to serve on college-wide and/or focused committees and councils is considered both a right and a responsibility of all college employees.

There are four top level participatory governance bodies that advise the President, as illustrated in the organization chart in Standard IV.A above. These include: Academic Senate, Classified Senate/California State Employees Association, Associated Students of Cañada College, and the Planning and Budgeting Council. The first three of these entities ensure that faculty, staff and students respectively have direct substantial input to college plans and decisions. Each of these entities has its own constitution that describes its membership, roles, and areas of responsibility. Representatives from all three of these entities sit alongside those from all other major constituencies at the college in the Planning and Budgeting Council.

The Planning and Budgeting Council is itself an example of Cañada College's commitment to inclusive governance. The Council consists of seven work groups with areas of responsibility corresponding to ACCJC accreditation standards: Mission, Planning and Goals; Instructional Services; Student & Support Services; Human Resources; Infrastructure; Finance; Governance and Process. Members on Planning and Budgeting Council are selected to serve on the workgroups that best fit their responsibilities, skills and interests. The workgroups provide leadership in the decision-making and governance processes that are under their purview. They collaborate with the College's many standing committees to assure that planning, program review, student learning outcome and institutional effectiveness evaluation activities are taking place in a timely manner. Using this information, the workgroups annually update their respective portions of the Institutional Self Evaluation report to ACCJC. The workgroups make recommendations to the entire Planning and Budgeting Council, which in turn, advises the college President.

As described in Standard IV.A.2, the Governance Matrix found within the Participatory Governance Manual delineates the decision-making processes for

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sixteen areas. Through this matrix, students, staff, faculty and administrators can identify points in the process in which they can contribute and they can identify the representative governance bodies through which their participation is possible.

#### **Faculty participation**

Faculty participate in Academic Senate Governing Council, Instructional Planning Council, and Student Services Planning Council. Through the Academic Senate Governing Council and its subcommittees, faculty make recommendations related to academic and professional matters that are defined by Board Policies; this is further explained in Standard IV.A.2.b below. Within the Instructional Planning Council faculty comprise 6 of the 15 member seats. In the Instructional Planning Council faculty develop and evaluate the instructional program review and planning cycles, integrate planning agendas, and make policies and procedures related to instruction. Two faculty members (from counseling and instruction) perform similar functions in the Student Services Planning Council. These two Planning Councils collaborate with and report to the Planning and Budgeting Council. Faculty constitute 8 of the 21 seats on Planning and Budgeting Council giving them a substantive role in college-wide planning and decision-making; these seats include representatives from Academic Senate, American Federation of Teachers, division representatives, and an adjunct faculty member at large.

#### **Administrator participation**

Administrators, including the Vice Presidents, division deans, and directors, serve as members of the Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, the President's Cabinet, and Planning and Budgeting Council.

#### **Student participation**

Students are represented through the Associated Students of Cañada College. Two student representatives serve on each the Instructional Planning Council, the Student Services Planning Council, and the Planning and Budgeting Council respectively thereby ensuring that students play an active role in campus planning and decisions.

#### **Classified staff participation**

The California School Employees Association and the Classified Senate is a body representing the viewpoints of classified staff and promoting and supporting opportunities for classified staff development. Classified personnel also participate in the Student Services Planning Council, constituting 13 of the 20 member seats on the Council. Within Student Services Planning Council classified staff develop and evaluate the Student Services program review and planning cycles, integrate planning agendas, and make policies and procedures related to student services. On the Planning and Budgeting Council serve representatives from the Student Services Planning Council, the Classified Senate, the California State Employees Association, a classified staff person at-large, and either a facilities or ITS staff member. As such, classified staff constitute 5 of the 21 members of the Planning and Budgeting Council. As per [Board Policy 2.08](#) and Education Code 70901.2, the California State Employees Association selects all representatives serving on these committees.

#### **Self Evaluation**

The College meets the standard. Faculty, classified staff, administrators and students participate in multiple governance bodies and are well-represented on the college-wide Planning and Budgeting Council. Each constituency serves within one or more workgroups of the Planning and Budgeting Council drawing upon the knowledge, skills and expertise of each representative to improve institutional effectiveness.

Development of the Participatory Governance Manual occurred in response to findings that staff were unclear of their role in governance. In the [2012 Employee Voice survey](#) 68% of respondents agreed that "classified staff is provided adequate opportunities to participate on important college councils and committees" and (70%) that they are "satisfied with the amount of opportunity [they] have to participate in college-wide planning." In sharp contrast, however, only 53% felt the "role of staff in shared governance is clearly stated and publicized," and 54% agreed that "staff have adequate opportunities to participate in the development of financial plans and budgets." The Participatory Governance Manual addresses these shortcomings by clearly defining the role played by faculty, staff, students and administrators and by identifying the

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stages and means by which participation in decisions in possible.

#### **Actionable Improvement Plans**

None

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**A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

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#### **Descriptive Summary**

##### ***Relying upon the Academic Senate***

The District, the College and the Board of Trustees rely upon the advice of the Academic Senate Governing Council in academic and professional matters in compliance with Title 5 Section 53200 and Board Policies 2.05 and 2.08. The policies formalize the relationship between the Board, college administration and the Academic Senate Governing Council, and through the Senate give faculty responsibility for developing policies regarding curriculum, program development, and academic standards, among others. All faculty teaching at least three units per semester are members of the Academic Senate. The District Academic Senate includes all faculty who are members of the Academic Senates at each of the three colleges in the District. The District Academic Senate Council consists of the presidents and vice presidents of each college's Academic Senate, thereby ensuring equal participation by each college. Cañada's Academic Senate president, along with the District Academic Senate president, are among five faculty in the 20-member District Shared Governance Committee. This committee is governed by Board Policy 2.09 and serves to make recommendations regarding hiring, budget, planning, student fees, professional development, governance and rules and regulations to the Board of Trustees.

The central role of the District Academic Senate is exemplified in the consideration of adopting a plus-minus grading system. The District Academic Senate has been the authority and driving force in researching and considering this issue. At the request of the District Academic Senate, the Board of Trustees approved a multi-year pilot study to determine the effects of implementing the new

grading system on students' GPAs. Throughout the process, senate faculty, Associated Students of the District, and the Board of Trustees have engaged in collegial dialogue to determine the appropriate outcome for our district.

Cañada's Academic Senate Governing Council meets bimonthly during the academic year and consists of four officers elected by the full college senate along with representatives chosen by each academic division. The Senate confirms faculty appointments to all college committees. The Academic Senate Governing Council president or vice president serves on the Planning and Budgeting Council to ensure that the Senate is represented in college-level decision-making.

The development and implementation of student learning outcomes illustrates the primary role of the Academic Senate in the college. In 2005 the Academic Senate Governing Council approved the college's first position statement on the Student Learning Outcomes and Assessment Cycle. Over the subsequent years the Senate contributed to the robust dialogue that engaged the campus. In May 2012 the full Academic Senate of the college voted to approve four resolutions specifying the role of faculty in developing student learning outcomes, the publication of Student Learning Outcomes, and the appropriate use of Student Learning Outcomes in faculty evaluation. Using the framework provided by these Senate recommendations, the College has planned and implemented its strategy for integrating the assessment of Student Learning Outcomes throughout the College's planning and assessment processes.

##### ***Relying upon the Curriculum Committee***

The Curriculum Committee is a subcommittee of Cañada's Academic Senate Governing Council and consists of faculty representatives from the academic and student services divisions, the College Articulation Officer and Transfer Director, and non-voting administrators and support staff. The committee's primary function is to coordinate and monitor curricular offerings so that they uphold the California Education Code, are consistent among the divisions and colleges of the district, are understandable for students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the college. In this way, the Curriculum Committee makes recommendations to the Academic Senate Governing Council about: general instructional policy and standards; degrees

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and programs; and the development and assessment of Student Learning Outcomes. The chair of the Curriculum Committee is a member of the Instructional Planning Council thereby ensuring that curriculum concerns are accounted for in program and institutional planning and assessment. The chair is also a member of the District Curriculum Committee which makes recommendations to the District Academic Senate on matters of curriculum that have district-wide impact.

Faculty initiate proposals regarding curriculum and learning programs and services. The Curriculum Committee considers proposals for new programs and modified programs, as well as for discontinuing programs that are no longer viable. The processes for such proposals are documented in the Participatory Governance Manual. The broad composition of the committee's membership provides for a comprehensive review of the proposal. The chair of the Curriculum Committee reports regularly to the Academic Senate Governing Council. The inclusion of the Vice President of Instruction as a non-voting member of Curriculum Committee facilitates communication with other governance bodies at the college, such as Instructional Planning Council, Planning and Budgeting Council and Administrative Planning Council, along with the sister colleges in the San Mateo County Community College District.

#### ***Relying upon academic deans***

Faculty initiate and drive the process of designing and evaluating curriculum, programs and academic services. Academic deans offer expertise and guidance in support of these activities. When faculty begin to develop a new program, academic deans provide assistance by performing needs assessments conveying their knowledge of other programs—both existing and under development, within the district and at other colleges—that may offer support or competition for the new program. Academic deans also have knowledge of physical resources that could be used to develop a program or that might limit the implementation of a new program. They often know of financial resources, such as grant opportunities that could support program development.

#### **Self Evaluation**

The College meets the standard. The role of the Academic Senate Governing Council is clearly defined by Education Code and Board Policy. By having a district-wide Academic Senate and a

district-wide Curriculum Committee, faculty from across the three colleges are able to collaborate and come to agreement on matters of universal importance. These District bodies also create a united voice that represents all faculty to District administrators and the Board of Trustees. By including both the District and College Senate presidents in the District Shared Governance Committee, the College and the District demonstrate their recognition of and commitment to faculty rights and perspective in institutional decisions and planning processes.

At Cañada College, the Academic Senate Governing Council ensures equitable representation by and effective communication with faculty from each of the academic divisions. By including the chair of the Curriculum Committee on the Instructional Planning Council and the president of the Senate on the Planning and Budgeting Council, the College ensures that these entities specifically, and faculty in general, play a significant role in institutional planning and decision-making activities.

#### **Actionable Improvement Plans**

None

**A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

#### **Descriptive Summary**

The College has an established a participatory governance system that promotes and assures inclusion in decision-making processes at all levels. As described previously in Standard IV.A.2.a, all constituency groups have one or more forums in which they are encouraged to contribute ideas and discuss concerns that impact instruction, student services, planning and budget. Recommendations proposed by campus committees, the three Planning Councils, Academic Senate, Classified Senate, and Associated Student Government are presented to the Planning and Budgeting Council, which ultimately acts on those proposals and advises the president. The membership composition of all the participatory governance groups was explicitly designed so as to

## Standard IV: Leadership and Governance

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facilitate inter-group communication. As a result, each of the participatory governance groups regularly reports on their activities to the other groups. Furthermore, the minutes of each meeting are posted online to ensure information is disseminated widely. This system of governance fosters an environment that enables collegial dialogue, collaboration and consultation through which the contributions of faculty, staff, students and administrators are valued. As a result, the college community is able to effectively work together for positive institutional change.

#### ***Working together for a smoke-free campus***

In response to substantial complaints from students, faculty and staff about negative impacts from smoking on campus, the College President initiated a process that involved the campus Safety Committee, Associated Students of Cañada College, and the College Planning Council (currently Planning and Budgeting Council) to evaluate, engage the college in discussion, and ultimately change the college's smoking policy, as demonstrated in Illustration IVA3-1 below.

#### ***Working together to downsize the college***

During the economic downturn of 2008-2011 all constituents of Cañada College collaborated in order to find creative solutions to surmount the challenge of cutting the budget by approximately 20%. Through an All-College meeting and in presentations to various governance bodies, the President called upon all faculty, staff, students and administrators to join together in reimagining a smaller and leaner institution. All ideas were

welcomed. Through rigorous examination of the College's mission, values, and goals, the Planning Councils and Senates sought to identify areas for reduction, realignment or elimination.

The Program Improvement and Viability process was initiated and was used by both the Academic Senate Governing Council and Instructional Planning Council to identify one program for hiatus until the budget and specific job market improved (Real Estate); a second program for consolidation with the College of San Mateo due to their existing and extensive program (Adaptive Physical Education). The Instructional Planning Council presented a strategic plan for reducing expenditures by reducing section offerings, discontinuing telecourses, and achieve savings through retirements and ending of post-retirement contracts. The College Planning Council (currently the Planning and Budget Council) was able to present to the Board of Trustees a balanced budget that achieved targeted reductions and yet strategically preserved the College's ability to meet its mission. With the Fall 2010 voter-approved parcel tax (Measure G), the college was able to offset many of the cuts and restore much counseling and section offerings. In 2011, the College braced for more budget reductions and, building upon its previous experiences, it designed a process and timeline that involved the Instructional, Student Services, and Administrative Planning Councils, and was informed by the College's mission and data from Program Review. Fortunately, the College was able to suspend this process when the District's status changed to Basic Aid and budget reductions were no longer imminent.

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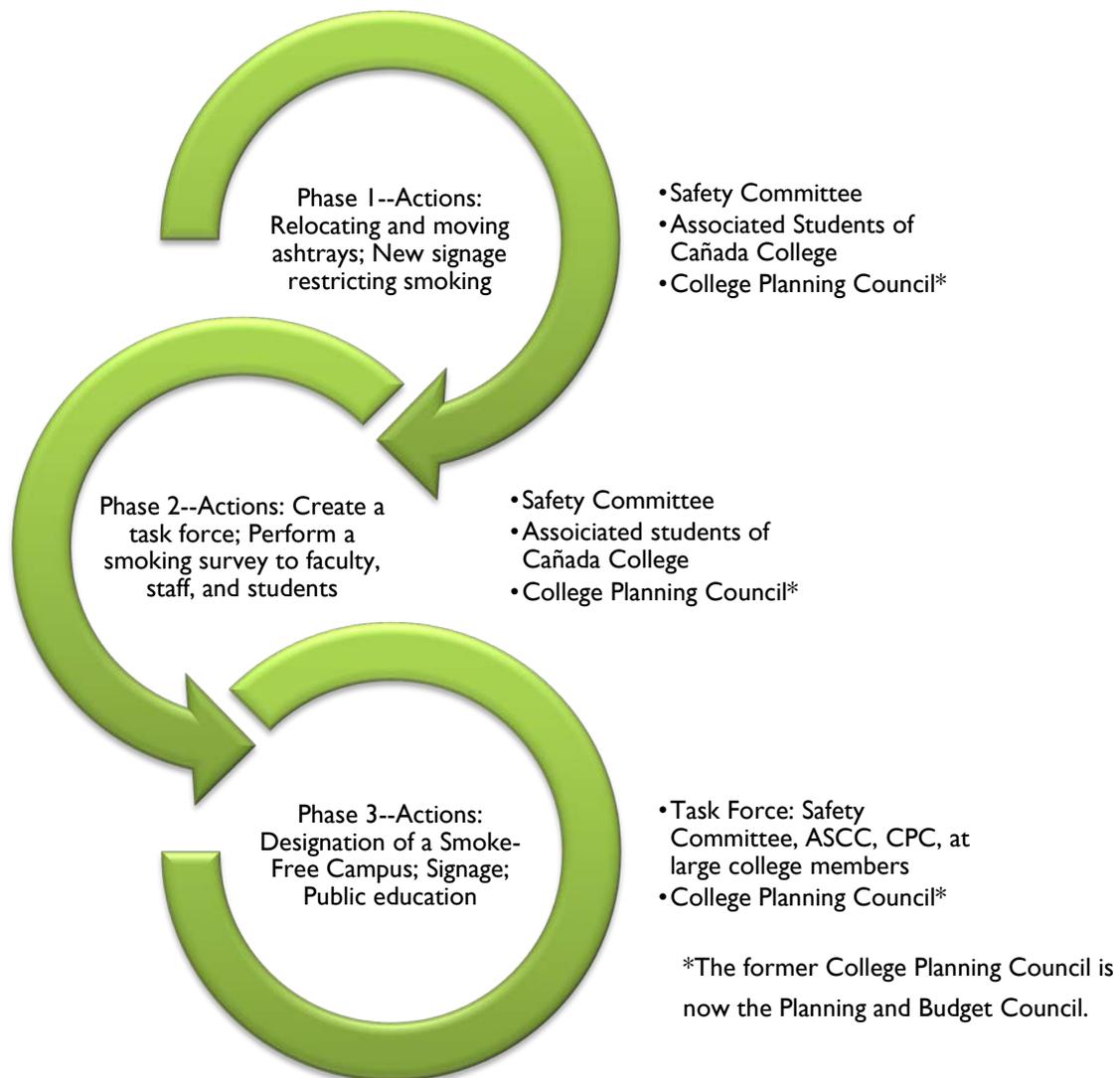
### Illustration IV.A.3-1—Using Participatory Governance Effectively to Initiate Policy

#### No-Smoking Policy

##### **Identifying the Problem:**

The President receives numerous complaints regarding the impacts of smoking on campus despite no-smoking signage near building entrances. The President directs the Safety Committee to begin researching smoking policies within the District and at neighboring colleges.

#### WORKING TOGETHER FOR A SOLUTION



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#### ***Working together for clear governance***

Beginning in Spring 2011 the college embarked on an update to the Educational Master Plan. In the spirit of participatory consultation, Cañada College formed a broad-based steering committee that included faculty and staff representatives from their respective senates and Planning Councils along with top-level administrators. The committee established a process and timeline that was distributed to the entire college. The committee conducted ten listening forums to solicit input from all constituents. The first draft was reviewed by each of the primary participatory groups. The steering committee then recruited faculty and staff to participate in four workgroups who were tasked with outlining the strategic implementation of the Educational Master Plan's four Strategic Directions (i.e. goals). The final Educational Master Plan was approved by the College Planning Council January 2012. The Educational Master Plan serves as the framework within which all decisions and plans are made. Similar collegial processes and campus-wide dialogue were integral to the creation of the Facilities Master Plan and the Student Equity Plan.

In the spirit of transparency and inclusion, the college's administration and faculty initiated the creation of a Participatory Governance Manual. This document compiles and clarifies disparate planning and decision-making processes into a single reference. A task force consisting of faculty, staff and administrators was engaged for this task. The consultative process to be followed was adapted from the process used to develop the Educational Master Plan. A first draft was reviewed by the College Planning Council and Budget Committee (currently the Planning and Budgeting Council) and then reviewed by all planning and governance bodies (Planning Councils, Senates, Student Government), divisions, and presented at all-college open forums. Feedback from these diverse constituencies was incorporated and a final draft was re-circulated to the same governance groups for review. The final

Participatory Governance Manual was approved by the College Planning Council in December 2012; this entire process is outlined in Illustration IV.A.3-2 below.

#### **Self Evaluation**

The College meets the standard. Cañada College's participatory governance structures and processes are designed to be inclusive, comprehensive, and interdependent. Leadership consistently demonstrates its commitment to communication and collaboration thereby creating a positive productive environment in which substantial tasks and goals are effectively accomplished. In a relatively short time frame, the college governance system has been able to update its Educational Master Plan, Facilities Master Plan, Technology Master Plan, and Student Equity Plan while concomitantly progressing in institutional assessment of Student Learning Outcomes, planning for implementation of ePortfolios, and preparing our Institutional Self Evaluation. The entire campus has been informed and engaged in these productive endeavors. Fully 75% of respondents to the 2012 Employee Voice survey agreed that Cañada College regularly shares the results of its efforts to achieve goals with its constituencies. Most respondents (66%) agree that the College encourages participation in decision-making and 70% are satisfied with the amount of opportunity they have to contribute. A majority of employees (55%) perceive that the participatory governance system is working effectively, however there is a relatively high percentage with some concerns. College leaders are actively engaged in dialogue amongst our governance bodies to elucidate specific opportunities for further improvement.

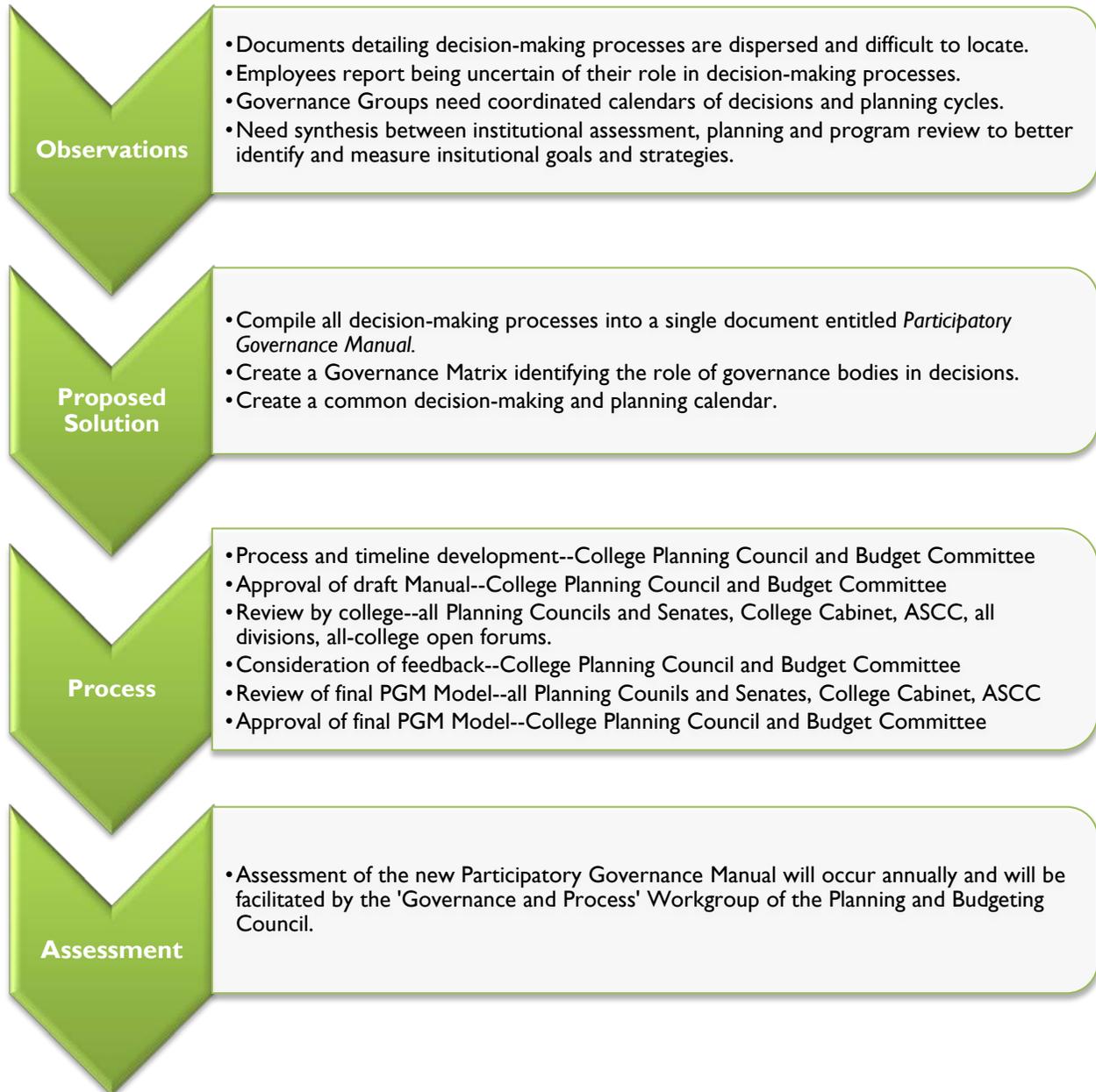
#### **Actionable Improvement Plans**

None

## Standard IV: Leadership and Governance Decision-Making Roles and Processes

### Illustration IV.A.3-2—Using Participatory Governance Effectively to Clarify Governance

#### Participatory Governance Manual



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### Decision-Making Roles and Processes

**A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

#### Descriptive Summary

##### *Relationship with the Public*

Cañada College strives to communicate to the public accurate information of institutional qualities and integrity in a timely manner. The College provides a schedule of classes two times each year – spring semester and summer session/fall semester – that provides accurate information to the public on current class schedules. This information is also available online through WebSchedule and WebSmart. The College accurately reports on its accreditation status to the public on its website and in its annual College Catalog. The College also publishes documents such as the Educational Master Plan, Student Equity Plan, and accreditation reports online. Through the District Office, the College reports to the Measure G Oversight Committee that its use of these funds comply with the requirements of the measure passed by the public.

Communication is on- going through our website, press releases, the electronic blog/newsletter, The Olive Press, and social media sites such as Facebook and Twitter. The College website lists news and events on its home page that includes the most up-to-date news items, announcements of student, faculty and staff achievements, and college events.

##### *Relationship with Granting Agencies*

Cañada College demonstrates honesty and integrity in relation to the many external agencies—federal, state, and local—with which it has a relationship. The College is the recipient of numerous federal, state and local grants that require adherence to record keeping, budgeting and accountability requirements.

##### *Relationship with ACCJC and other Accreditors*

The College has a history of reliability and openness in its relations with the Accrediting Commission. The campus worked in a timely and energetic manner to respond to the warnings it received from the Accrediting Commission to its 2007 Self Study Report. This is evidenced in the quick removal of the negative accreditation status. In response to the ACCJC letter of January 31, 2008, placing the college on warning, the College filed the required follow-up reports on time - in 2008 and in 2009. Full accreditation affirmation was granted on February 3, 2009 upon review of the first Follow-up Report.

The College recognizes the importance of, and opportunity provided by, the Self-Evaluation Reporting process to evaluate its processes and progress towards accomplishing its mission. It takes very seriously its responsibility to accurately document its commitment to student learning through the Self Evaluation Reporting process. Under the direction of its Accreditation Liaison Officer and Self Evaluation Co-chair, a comprehensive planning timeline was developed beginning in July of 2011, and a diverse and representative Oversight Committee was assembled. This group attended the ACCJC Self Evaluation Training Workshop on September 30, 2011, at Skyline College and/or completed the online Accreditation Basics course. Regular meetings of the Oversight Committee are held to discuss issues that arise and to track progress. The individual standard committees also meet regularly.

The College accurately reports on the accreditation status of its professional programs, such as Radiologic Technology, accredited by JRCERT, and Interior Design, which has accredited a program accredited by the National Kitchen & Bath Association.

##### Self Evaluation

The College meets the standard. Cañada College advocates and demonstrates honesty and integrity in its relationship with the Commission as well as with other external agencies. It worked diligently to address the recommendations from its previous self-study in a timely manner, resulting in reaffirmation of accreditation after its first follow-up report. It receives numerous federal, state and local grants and fully complies with all attendant reporting requirements. It communicates openly with the local community through its web site and college

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## Decision-Making Roles and Processes

publications and by reporting to the Measure G Oversight Committee.

### **Actionable Improvement Plans**

None

**A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

The College is committed to regular evaluations of our participatory governance processes and structures. Primary responsibility for assuring that the evaluation occurs is shared between the Planning and Budgeting Council and the College President. Section 9 of the [Participatory Governance Manual](#) clearly defines the evaluation processes and timeline. The Governance and Process workgroup of the Planning and Budgeting Council facilitates the evaluation, considers the results and makes recommendations to the full Planning and Budgeting Council. The elements of the evaluation process are:

- Periodic employee and student survey to determine if stated governance and decision-making processes are working effectively;
- Review of the survey data by and recommendations from Instructional Planning Council, Student Services Planning Council, Administrative Planning Council, Academic Senate, Classified Senate, and Associated Students of Cañada College; and,
- Review of the recommendations from the above named groups by the Planning and Budgeting Council.

### **Assessment of planning and decision-making processes**

One of the impetuses for developing the Participatory Governance Manual was to aggregate the many processes and procedures that exist in the College into a single and easy-to-locate resource. In so doing, the College can better ensure transparency and consistency in its decisions. Through the

process of creating this comprehensive manual, the following decision-making processes were reviewed:

- Program Review;
- Hiring requests for new, replacement, categorical or grant-funded positions;
- New program development; resource allocation;
- Program closure process;
- Equipment and technology requests;
- Emergency requests; and
- Allocation of office space.

The College has been evaluating and modifying its system for Program Review since its inception. On an annual basis the Instructional Planning Council and the Academic Senate Governing Council have considered feedback regarding the program review forms, data packets, and processes for instructional programs and have made necessary changes: [Spring 2009](#), [Spring 2010](#), [Spring 2011](#), [Fall 2011](#), [Fall 2012](#). These changes have included:

- Move from a biennial schedule to an annual program review schedule;
- Inclusion of student demographic metrics in data packets from the Office of Planning and Research;
- Better alignment of the annual review comprehensive review forms;
- Inclusion of Student Learning Outcome and Program Learning Outcome assessment;
- Alignment of necessary components with institutional master plans; and,
- Requirement of the presentation of comprehensive program reviews in an all-college meeting.

The Student Services Planning Council has revised its program review teams in [Spring 2011](#) and has implemented changes to its forms in [Spring 2012](#) to better align with those used by instructional programs. This is discussed in more detail in Standard I.A.4 above.

The hiring justification and prioritization process is continuously evaluated and modified. The Instructional and Student Services Planning Councils, together with the Planning and Budget Council (formerly College Planning Council) have reviewed and revised the hiring process and criteria documents in [Spring 2009](#), [Spring 2010](#), [Fall 2010](#), [Spring 2011](#), and [Fall 2011](#). With each iterative cycle of review and implementation, the hiring process has

## Standard IV: Leadership and Governance

### Decision-Making Roles and Processes

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become more refined, inclusive and clear. Through the evaluations the College determined the need to create separate definitive processes regarding hiring for replacement positions (e.g. vacancies due to retirements) and for hiring positions financed by grant and/or categorical funds. These new processes were established in Fall 2012 and documented within the Participatory Governance Manual.

#### **Assessment of governance structures**

Beginning in Fall 2008, and in response to Recommendation 5 of the ACCJC to our 2007 Self Study, the College initiated a process that culminated in the development of a new governance model that was adopted in December 2008. This new model was evaluated on a biennial cycle. Internal reviews by members of the various governance bodies (College Planning Council, Budget Committee, Instructional Planning Council and Student Services Planning Council) were performed in 2009-2010. These reviews led to changes in Instructional Planning Council bylaws, Instructional Planning Council membership, College Planning Council bylaws, and College Planning Council and Budget Committee membership. The review also led to the establishment of a new governance body, the Administrative Planning Council. The Administrative Planning Council was formed in order to create a venue for participation by the various administrative

units, such as marketing, operations, and research, that did not fall under the purview of either of the existing Planning Councils. Results of these assessments and proposals for changes are documented in meeting minutes, posted online, and reported to the Planning and Budgeting Council and either Academic or Classified Senates as appropriate.

The Office of Planning, Research and Student Success conducts external reviews of governance by surveying the greater college community. A survey was completed in Spring 2010 to assess employees' awareness of the new governance bodies and their perception of the degree to which decision-making processes are inclusive, transparent, based upon data, and made with integrity. Survey results were discussed by the primary governance bodies during Fall 2010. Two years later, in Fall 2012, Office of Planning, Research and Student Success administered the Employee Voice survey which offers a comprehensive assessment of governance and decision-making processes. Survey results revealed suboptimal perceptions of the inclusiveness and effectiveness of governance systems. In response, the College initiated the development of the Participatory Governance Manual to more clearly identify the roles and opportunities for participation by all constituencies. The process by which the Planning and Budgeting Council was created is shown in Illustration IV.A.5 below.

## Standard IV: Leadership and Governance Decision-Making Roles and Processes

### Illustration IV.A.5—Evaluating Governance and Decision-Making Structures

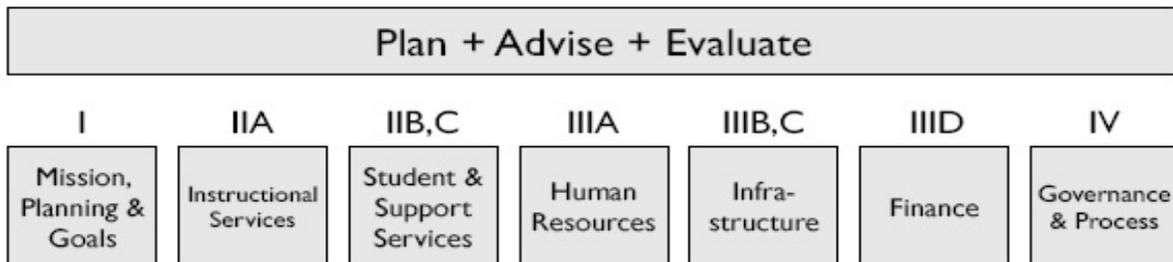
#### Planning and Budgeting Council

##### Observations

- Ambiguity in the distinct roles of the College Planning Council and the Budget Committee.
- Poor employee perceptions of the inclusiveness and effectiveness of governance processes.
- Accreditation self evaluation processes need to be integrated and institutionalized.
- Synthesis needed between institutional assessment, planning, and program review to better identify and measure institutional goals and strategies.

##### Proposed solution

- Combine College Planning Council and Budget Committee into a unified Planning and Budgeting Council.
- Create seven Workgroups with areas of responsibility corresponding to ACCJC Accreditation Standards.
- Workgroups receive input from all planning bodies and other relevant committees.
- Workgroups review program and institutional plans, including the Strategic Plan and Master Plans, facilitate resource allocation, and make appropriate recommendations to the Planning and Budget Council to enable the institutional-level analysis, decision-making, and goal setting.
- Workgroups annually review and update the Accreditation Self Evaluation report.



##### Process

- Process and timeline development--College Planning Council and Budget Committee
- Approval of draft Planning and Budget Council model--College Planning Council and Budget Committee
- Review by college--all Planning Councils and Senates, College Cabinet, ASCC, all divisions, all-college open forums
- Consideration of feedback--College Planning Council and Budget Committee
- Review of final Planning and Budgeting Council model--all Planning Councils and Senates, College Cabinet, ASCC
- Approval of final Planning and Budgeting Council model--College Planning Council and Budget Committee

##### Assessment

- Assessment of the new Planning and Budgeting Council structure will be facilitated by the 'Governance and Process' Workgroup in 2013.

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#### Self Evaluation

The College meets the standard. Cañada College has made a strong commitment of time, effort and resources over the past several years to develop a culture of open, honest dialogue among all constituencies and clear processes by which they work collaboratively for the good of the institution. The College evaluates and revises its governance structures and processes through self-evaluation and external surveys. Doing so has led to continuous improvement in the quality of the Program Review and hiring prioritization processes. By the same evaluative process, refinements have been made to the membership and bylaws of the participatory governance bodies, an Administrative Planning Council was established, and the Budget Committee was re-purposed as the Finance workgroup within the Planning and Budgeting Council.

Despite these attempts at improvement, employee sentiment about the governance structures and processes remains low. In the Fall 2012 Employee Voice survey only 55% of respondents felt “the shared governance process is working well at Cañada.” Negative sentiments were also noted in specific areas such as budget development and in clarity of staff roles. The evidence however was not universally negative. Fully 70% of respondents were satisfied with the amount of opportunity to “participate in college-wide planning” and 66% agreed that “Cañada encourages staff and faculty participation in the decision-making process.” These and other conflicting data led the College to develop the Participatory Governance Manual and to reorganize the College Planning Council and Budget Committee into the Planning and Budgeting Council. By clearly defining the roles of constituents in decisions-making and identifying opportunities for participation in the process, the College aims to raise the level of transparency and improve employee satisfaction. Through the reorganization of the Planning and Budgeting Council and the tasking of its seven workgroups with specific areas of responsibility, the College aims to improve the collaboration and consultation between the various governance bodies.

The College is capitalizing on the momentum generated by these changes and is developing a more systematic and integrated system of evaluation. In this system, assessment will occur within each of the primary governance groups and will be integrated along with the results of college-wide surveys. This

work will be facilitated by the Governance and Process workgroup of Planning and Budgeting Council. A synthesis of the findings together with college-wide discussion will form the basis of recommendations for improvement. The College has begun to institutionalize a regular systematic and integrated assessment of governance structures and processes through the Planning and Budgeting Council.

#### Actionable Improvement Plans

None

# Standard IV: Leadership and Governance

## Board and Administrative Organization

### IV.B. Board and Administrative Organization

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

#### Descriptive Summary

Cañada College is part of the San Mateo County Community College District. The governing body of the District, comprised of three colleges, is a six-member board with five members elected at large for terms of four years and one student member elected for a one-year term by student representatives of the three colleges. Terms of office for the members that are publicly elected are staggered with biennial elections in accordance with the California Education Code.

The college administrative staff members attend board meetings and input is provided for Cañada College by the President and the two Vice Presidents on a regular basis. The staff and faculty recognize the responsibilities of the Board need for items to be approved and follow the timelines established.

The roles of the Chancellor and College President are clearly defined. The Chancellor provides some overall direction and the Presidents operate the colleges.

#### Self Evaluation

The College and the District meet the standard. The Board of Trustees sets the overall policies and the Chancellor serves to administer those policies. The Presidents are tasked as the operational leaders in their colleges and are allowed to serve effectively in this role.

#### Actionable Improvement Plans

None

B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

#### Descriptive Summary

##### *Establishing Policies to Assure Quality*

The essential responsibilities of the Board of Trustees in the public interest and trust are:

- To provide the best possible learning experience for students of the three colleges;
- To assure that the District and its colleges are effectively and efficiently managed;
- To maintain enlightened, fair, and equitable policies for employees and students of the district and its colleges;
- To represent the general interests of the entire District;
- To act only on the basis of what is in the best interests of the District and the community;
- To be knowledgeable of and support the mission and philosophy of community colleges; and,
- To support the work of the colleges in the community as outlined in the District Mission Statement and District Rules and Regulations concerning the responsibilities of the board.

With an established philosophy and a clear purpose, the Board has approved policies for educational programs and curriculum development, Program Review, and program viability in accordance with Title 5 Education Code (Board Policy 6.13). In response to the dramatic loss of funding the District experienced beginning in 2009, the District Board publicly adopted a Reaffirmation of Core Values and Principles statement that clearly states that the District's core mission is transfer education, career/technical education and Basic Skills education that helps students prepare for college-level work. This Reaffirmation of Core Values and Principles statement was shared with all faculty and staff and is used by faculty and staff in making academic and student services program decisions.

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The Board of Trustees' goals for 2011-2012 included goals on course articulation, degree audit, international education and transfer education. The goals also addressed the need to reduce operational costs and increase revenue opportunities in a variety of ways in order to better support the educational program and to provide educational opportunities for as many students as possible. The Board conducts regular study sessions open to the public to carefully examine key district-wide initiatives and provide overall guidance. In addition, on each regular Board agenda throughout the academic year, there is a standing item titled "Innovations in Teaching, Learning and Support Services," in which faculty present information on program offerings within the District. Recently presentations have been made regarding Creating Active Learning Environments: Teaching with Classroom Response Systems, presented by College of San Mateo; Career Advancement Academies, presented by Skyline College; and Beating the Odds Peer Mentorship Program, presented by Cañada College.

District-wide committees have been established to coordinate work across the District on these matters including the District Strategic Planning Committee, District Research Council, District Information Technology Committee, District Accreditation Coordinating Council, District Joint Vice President Council, the Distance Education Advisory Committee, Enrollment Services Committee and the International Education Taskforce.

### ***Establishing Policies to Assure Financial Stability***

The Board of Trustees assures that the district is financially sound through careful budget planning and ongoing budget reporting from staff. The board receives quarterly reports from the executive vice chancellor on the financial health of the District and on quarterly income and expenditures compared to budget, as well as mid-year budget reports.

### ***Selecting and Evaluating Chief Administrator***

The Board has a written procedure on selection of the Chancellor. The current Chancellor has been in office since 2001, so this procedure has not been used recently. The Board also has a policy on the evaluation of the Chancellor and an instrument that is used for that purpose.

### **Self Evaluation**

The College and the District meet the standard. There are policies in place to assure the quality of the student learning programs and the financial stability of the district and college.

The district has a clearly defined procedure for hiring the chancellor. Annually, the Board of Trustees conducts an evaluation of the chancellor. The evaluation is conducted to assure that the job performance of the chancellor is assessed, and the results are communicated to the individual being evaluated.

### **Actionable Improvement Plans**

None

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**B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

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### **Descriptive Summary**

#### ***Independent Policy-Making Body***

Board members have authority only when acting as a board legally in session and all Board decisions are made by a majority vote of the Board. The Board is not bound by any statement or action of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Board in accordance with District Rules and Regulations.

#### ***Board Acts as a Whole after Decision***

Individual members of the Board observe the policies that govern decision-making. The Board consistently acts in a uniform manner after a vote has been taken following a thorough hearing and deliberation that involve the general public. On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest.

Board members understand that they have authority only when acting as a Board legally in session. Once the Board reaches a decision, it acts as a whole.

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### Board and Administrative Organization

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Board members annually file statements of Economic Interest. Board conduct in this regard is articulated in District Rules and Regulations [Organization of the Board, 1.02](#); [Board Member Conduct, 1.35](#); [Conflict of Interest, 2.45](#).

#### ***Defends Institution from Undue Influence***

Board members are elected by San Mateo County voters for four-year terms of office and Board members represent the public's interest. They are careful to protect Cañada College from undue influence or pressure from the outside and maintain their integrity.

The Board of Trustees does actively seek the advice and opinion of the community it serves by holding open-session board meetings twice monthly. In accordance with the Brown Act, [members of the public are encouraged](#) to address the board ([Agendas for Meetings, 1.45](#); [Rules of Order for Board Meetings, 1.60](#)). The board has an [adopted policy on community relationships](#), which recognizes the public's right to obtain information regarding the board's actions and encourages public input into board decision-making ([Public Record, 2.40](#)).

Board members are actively involved in a variety of community organizations which helps them better understand community needs and trends that can shape District policy and program offerings. [Information about board members](#) and their community and business affiliations is published on the district's website.

#### **Self Evaluation**

The College and the District meet the standard. The Board of Trustees serves as an independent policy-making body that reflects public interest in board activities. Once the Board reaches a decision, they act as a whole. They advocate for the colleges and protect the district from undue influence.

#### **Actionable Improvement Plans**

None

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**B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

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#### **Descriptive Summary**

##### ***Policies Consistent with the Mission***

Policies related to academic programs and student services, established and reviewed by the Board, are consistent with the District Mission Statement (as described in the [Rules and Regulations 1.01](#) and the [Board Reaffirmation Statement](#)). The board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development and review of the District Mission Statement itself, which was reviewed in March 2009, and its development and review of the Reaffirmation of Core Values and Principles.

Through its goal of developing an integrated strategic planning mode that incorporates the district's Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process, and developing an annual budget that is based upon the previous four elements, the Board demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services.

The District Strategic Planning Committee meets monthly. The Committee developed the [2008-2013 District Strategic Plan](#), with input from all constituencies, which was approved by the Board of Trustees in [December 2008](#) and provides input to the Board.

The Board regularly conducts study sessions on specific subjects of interest; recent topics included updates on International Education, Course Equivalency Matrix and the Facilities Master Plan.

##### ***Resources Necessary to Support***

The Board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify near-term and long-term resource needs. This is described in the annual [Budget Report](#) (pp. 106-107).

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In order to secure resources to support learning programs in light of state budget cuts, the Board of Trustees approved placing a parcel tax measure on the June 2010 ballot. The voters of San Mateo County approved the measure (Measure G) which required a two-thirds 'yes' vote. The District was the first and only community college district in the state of California to pass a parcel tax measure.

#### **Self Evaluation**

The College and the District meet this standard. The San Mateo County Community College District Board of Trustees reviews its policies pertaining to educational services and offerings on a regular basis to ensure that these policies are consistent with the District Mission Statement. The District Mission Statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed. In 2009, the Board of Trustees codified a reaffirmation and recommitment to core values and operating principles, which is posted at the district office and can be located on the district website.

The Board of Trustees is also concerned about providing the resources needed to support the colleges. They have been successful in obtaining two construction bonds and one parcel tax bond in the last ten years. These three measures have had a significant impact on Cañada College.

#### **Actionable Improvement Plans**

None

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#### **B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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#### **Descriptive Summary**

##### ***Ultimate Responsibility for Educational Quality***

The Board regularly monitors learning programs and services through their yearly board retreats, study sessions, and specific reports and presentations regarding educational programs. Recent topics presented to the Board include Creating Active Learning Environments: Teaching with Classroom Response Systems, Career Advancement Academies, Math Jam Success and Beating the Odds Peer Mentorship Program.

Annually, the Board approves curricular additions and deletions to the educational programs at the colleges.

##### ***Ultimate Responsibility for Legal Matters***

The Board of Trustees is an independent entity; in its decisions, the Board adheres to federal, state, and local policy and guidelines. All actions of the Board are final and not subject to the authority of any other entity except a court of law.

The Board also reviews and approves all contracted services in excess of \$81,000. Board policies adhere to the California Educational Code and California Title 5 regulations, and the Board reviews policies that are informed by this code for compliance as state regulations and laws change.

##### ***Ultimate Responsibility for Financial Integrity***

The Board, through the Chancellor, has established the District Committee on Budget and Finance to oversee budget and finance; the committee meets regularly.

Board members receive quarterly updates on the financial health of the District

The Board reviews the financial statements of the District at regularly scheduled board meetings, as well as all potential or pending litigation in closed sessions. It reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the district budget, the District Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each college.

In accordance with state law, the board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately. In addition, although not mandated by law, the Board established an oversight committee to oversee expenditures related to the Measure G parcel tax measure passed by the voters of San Mateo County in June 2010.

#### **Self Evaluation**

The College and the District meet the standard. The Board of Trustees is informed through reports at board meetings regarding the current educational programs at each college. The Board understands

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its responsibility for assuring educational quality, maintaining the district in good legal standing and assuring financial resources are sound and stable.

### **Actionable Improvement Plans**

None

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**B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

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### **Descriptive Summary**

The District policies and procedures, as posted on the district website, contain policies specifying the Board of Trustees' size, duties, responsibilities, structures, and operating procedures. These include:

- [1.02, Organization of the Board;](#)
- [1.10 Duties and Responsibilities of the Board;](#)
- [1.15, Officers of the Board;](#)
- [1.20, Duties of Officers;](#)
- [1.40, Meetings of the Board;](#)
- [1.45, Agendas for Meetings;](#)
- [1.55, Order of Business and Procedure;](#) and,
- [1.60, Rules of Order for Board Meetings,](#)

### **Self Evaluation**

The College and the District meet the standard. The San Mateo County Community College District has policies related to the Board of Trustees that are published on the district website as noted earlier. The policies are reviewed on a regular schedule and revised as necessary.

All of the policies referenced in this standard have been reviewed and updated within the last four years. The revised documents are posted on the [district website](#).

### **Actionable Improvement Plans**

None

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**B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

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### **Descriptive Summary**

#### ***Board Acts Consistent with Policies and Bylaws***

The Board of Trustees holds to a high standard of conduct for each board member's performance through its [policy on Board Member Conduct](#)

#### ***Board Regularly Evaluates Policies and Practices***

Board operations are evaluated annually as part of the Board's self-evaluation process, utilizing a [comprehensive Board evaluation instrument](#). Appropriate constituencies review and revise, on a six-year cycle, all District Rules and Regulations and [present them to the Board for approval](#).

Over the past four years, under Board direction, employees have completed a review of almost every policy in District Rules and Regulations and have brought proposed revisions forward for Board approval. This included a complete revision of [Chapter 7 – Student Support](#).

Prior to Board approval, the suggested revisions are discussed and reviewed by the [Academic Senate](#) when they involve areas of curriculum and academic standards, by the Associated Students organizations when the policies will have a significant effect on students, and by the [District Shared Governance Council](#).

### **Self Evaluation**

The College and the District meet the standard. The Board acts consistently with policy and when a policy is reviewed and/or revised, the date of the review is posted on the policy in order to track the six-year review process.

### **Actionable Improvement Plans**

None

## Standard IV: Leadership and Governance Board and Administrative Organization

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**B.1.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.**

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### Descriptive Summary

#### **Board Development and New Member Orientation**

When a new board member is elected, he or she meets individually with district administrators and college presidents in order to be oriented to college and district initiatives, strategic priorities, and culture. The Board also encourages new board members to participate in the annual California Community College League's New Trustee Orientation program, which is held in the winter of each year, and other conferences as part of continuing Board development.

All current board members have attended one of California Community College League's New Trustee Orientation sessions. Trustees also regularly attend the California Community College League's Annual Conference and the Annual Trustee Conference as part of Board development. Board members are also active in the San Mateo County Trustees organization. Every few years, board members receive an updated Trustee Handbook from the Community College League.

Information on accreditation standards and the accreditation process are presented at all three California Community College League conferences (New Trustee, Annual Trustee, and Annual Conference) which all trustees have attended. In addition, the Board receives regular reports on accreditation preparation at the colleges. The Board of Trustees website lists current members of the Board of Trustees and their terms.

#### **Staggered Terms of Office**

District Rules and Regulations articulate policies related to election and terms of office which are staggered to assure continuity.

#### **Self Evaluation**

The District meets the standard. New board members receive an orientation and there is a board development program to provide on-going training. Board members serve staggered terms of office.

### Actionable Improvement Plans

None

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**B.1.g The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

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### Descriptive Summary

#### **Board Self-Evaluation Process Defined**

The District Rules and Regulations Section 1.35 states that board members, including the student trustee, shall participate in an annual board evaluation process, which will be conducted each calendar year. The purpose of this evaluation of the board as a whole is to identify those areas of board functioning that are working well and those that need improvement and to improve communication and understanding among board members.

#### **Board Self-Evaluation Implementation**

The Board uses a carefully developed evaluation instrument to assess its performance. Each board member completes the evaluation form individually; the results are tabulated, and the Board as a whole discusses the results at an open and public board meeting. The last Board self-evaluation was conducted in February 2012. (It should be noted that the student trustee did not participate in this self-evaluation because she had been recently seated and did not have enough experience to evaluate performance.)

During the discussion of the self-evaluation at the February 22, 2012 meeting of the Board, the Board emphasized the importance of welcoming and listening to input from all constituency groups and the public before making decisions, and the importance of being transparent in its decision-making process. The Board has periodically reviewed the self-evaluation tool and made the decision to continue using the current tool.

#### **Self Evaluation**

The District meets the standard. Ongoing board evaluation has helped to identify areas which need improvement. The Board annually examines ten areas of governance, including institutional mission and educational policy, institutional planning, instructional and student services programs, facilities,

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financial resources, board operations, board-chancellor relations, faculty, student and classified relationships, community relations, and government relationships.

### **Actionable Improvement Plans**

None

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### **B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

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#### **Descriptive Summary**

The District Rules and Regulations Section 1.35 clearly outlines the expectations of Board Members' behaviors. It covers a range of topics including the confidentiality of information discussed in closed sessions, maintaining decorum at board meetings, working through appropriate channels of authority, and many others. The regulation states that refusal to adhere to the code constitutes misconduct of a Board Member.

The Board's Ethics Policy is found in Rules and Regulations Section 2.21 and contains a clearly defined statement for dealing with behavior that violates its code, including discussion with legal counsel and/or the District Attorney to determine a course of action and/or appropriate sanctions.

The Ethics Code clearly states that the Board must act in the best interests of students, the community and the District's mission over competing interests. Consequently, over the years, the Board has maintained its reputation for being collegial, collaborative, and professional.

#### **Self Evaluation**

The District meets the standard. The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid 1980s. In 2008, the Board added a Board Ethics Policy in policies and procedures (2.21) and it has been subsequently updated.

### **Actionable Improvement Plans**

None

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### **B.1.i The governing board is informed about and involved in the accreditation process.**

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#### **Descriptive Summary**

##### ***Board Informed about Accreditation***

The Board of Trustees is informed about and involved in the accreditation process. The District Accreditation Coordinating Council, which coordinates the overall efforts in areas of information sharing and briefing to the Board of Trustees. At the annual Board retreats, new information on accreditation is presented. In February 2013, the Accreditation Liaison Officers from each of the colleges presented the Board with information on the changes which have transpired over the past year.

To assure they are well informed, training regarding the accreditation standards and process is offered annually at the California Community College League's Trustee Conference and the Annual Conference, which Board members have attended. The District Accreditation Coordinating Council, chaired by the Vice Chancellor of Educational Services and Planning, is comprised of four Accreditation Liaison Officers – one from each of the three colleges and one from the District – along with the college steering committee co-chairs and district personnel. Each college formed a steering committee and writing teams/committees for each of the four standards according to the ACCJC guidelines. Faculty, staff, students and district employees are represented on these committees and writing teams. Personnel in the District Office have been assigned to each of the four standards based on their areas of responsibilities for the purpose of providing information and input.

##### ***Board Involved in the Accreditation Process***

As a key step in being involved in the accreditation process, Board members reviewed and approved the self-evaluation studies from all three colleges prior to their submission to ACCJC. They have also reviewed and approved the distance education substantive changes submitted by the three colleges.

Through the presentations, the Board has become very familiar with accreditation standards, including those that apply to the Board. Final drafts of the self-studies will first be reviewed and subsequently approved by various college governing bodies and then will be presented to the Board of Trustees for

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review and approval. Board members also review the Accreditation Commission's recommendations to the Colleges. The Board's evaluation process incorporates accreditation standards, including: Institutional Mission and Education Policy; Instruction and Student Services; Facilities; Financial Resources; Board Operations; Board/Chancellor Relations, Board/Employee Relations and Board/Community Relations.

#### **Self Evaluation**

The District meets this standard. The Board of Trustees is actively involved in the accreditation process and is well aware of the standards relating to their role within the district.

#### **Actionable Improvement Plans**

None

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**B.1.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.**

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#### **Descriptive Summary**

##### ***Selection and Evaluating the Chancellor***

The Board of Trustees has the responsibility for selecting and hiring a chancellor and a clearly defined procedure for doing so. The current Chancellor has served since 2001, so these procedures have not been used recently.

The Board has delegated full responsibility to the Chancellor to implement Board policies without Board interference. The Board also evaluates the Chancellor annually using a management performance evaluation form in addition to

evaluating how well the Chancellor has accomplished Board goals. This is described in the District's Rules and Regulations 2.02.

##### ***Delegating Responsibility and Authority***

The District also has a well-defined policy for the delegation of authority within the district, as outlined in the District's Rules and Regulations 2.02 and 8.02). The Board conducts annual evaluations of the Chancellor in a closed session each year. The Chancellor proposes and the Board approves goals and objectives for the District each year, and the board measures the chancellor's performance on the successful accomplishment of these goals.

##### ***Selecting and Evaluating the President***

The District also has a clearly defined policy for selecting the presidents of the colleges. The Chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each president in a closed session meeting each year. This evaluation is based upon the college goals that are developed by the presidents each year and approved by the Chancellor.

The District has successfully recruited a new president of Cañada College, using the established selection procedures, through the formation of a screening committee comprised of all constituencies from the College and the District. Following the identification of three finalists for the position, the College hosted open forums for each candidate with the faculty, staff, students, community members and the Board of Trustees. Final interviews were conducted with the Chancellor and, ultimately, the Board of Trustees.

The candidate selection process was also informed by compilation of the candidate evaluations submitted after the completion of the candidate forums. At the conclusion of this process, the Chancellor and the Board selected the new president.

##### **Self Evaluation**

The College and the District meet the standard. Procedures are in place for the selection and evaluation of the chancellor and the college presidents, and these procedures are adhered to by the Board and the Chancellor, respectively.

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Board members understand that their role is policy making and this commitment is clearly stated in District Rules and Regulations 1.10.

The Board annually reviews institutional performance at the yearly Board retreat. Progress reports on the year's goals are presented and goals for the new year are set.

### **Actionable Improvement Plans**

None

**B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel,, and assessing institutional effectiveness.**

### **Descriptive Summary**

#### ***President Responsible for Quality Institution***

The President is responsible to the Chancellor and serves as chief executive officer of the College. He plans, develops, and recommends college- and district-wide policies in conjunction with senior administrative officers.

He provides overall leadership and direction to College personnel through strategic planning, goal setting, and evaluation; provides direction for sound fiscal management; and is responsible for implementing at the college level District policies and procedures, the California Education Code, and collective bargaining policies and procedures for well-balanced, high-quality instructional and student services programs and services. He is responsible for developing and maintaining an effective program of community outreach and relations for the College and District, and he reports to the Chancellor on matters of policy and planning.

For eighteen months, the college had an interim president, the Executive Vice Chancellor for the San Mateo County Community College District. This served the College well, providing stability for the College and creating excellent working relationships and connections with the District. As the Chief Financial Officer for the District, he was able to lead the College in developing clear budgeting processes that are grounded in participatory governance.

A new president was hired beginning January 2013 and has provided stable leadership for the College. The President makes time for Cañada employees, listens to and values their ideas, acknowledges their efforts, makes the best use of their talents, and supports professional development and high school outreach. He is actively involved in hiring processes and in the selection of personnel on campus.

### ***Effective Leadership in Planning, Organizing, Budgeting, Personnel and Institutional Effectiveness***

The Cañada College President provides leadership that engenders open communication. Across the campus and at all meetings, various opinions and points of view can be expressed. The President uses the College Researcher to determine the effectiveness of marketing and outreach, enrollment patterns, and educational program effectiveness. The President meets with the College Business Officer to review the budgeting process to ensure that it is contributing to institutional effectiveness.

Over the past five years, the Budget Committee has been strengthened. The College has identified a permanent Budget Officer and has added a Financial Analyst to support the Budget Officer. With permanent staffing in place, the College has access to accurate analysis of the budget.

### **Self Evaluation**

The College meets the standard. The new president assumed his role of maintaining the quality of the institution quickly and has moved Cañada College forward in his brief tenure. He understands the need to provide leadership in planning, organizing, budgeting, personnel and institutional effectiveness and has made these his priority for his first six months.

### **Actionable Improvement Plans**

None

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**B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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### Descriptive Summary

#### ***Administrative Structure Reflects Institution's Needs***

At Cañada College the administrative structure consists of two organizational areas led by Vice Presidents of Instruction and Student Services; they report directly to the President. Additionally, the Public Information Officer, the College Researcher and the Budget Officer report directly to the President.

Reporting directly to the Vice Presidents are the Instructional Division Deans, representing the divisions of Humanities and Social Sciences, Science and Technology, and Business, Workforce and Athletics; there is also a Dean of Counseling in Student Services.

#### ***Delegation of Authority to Administrators***

The President delegates the key operational responsibilities to the two Vice Presidents. The Vice President of Instruction oversees each instructional division, including the deans, faculty, and staff. She oversees curriculum, professional development, faculty orientation, the Middle College Program, the Learning Center, the Library, the Center for International and University Services and an Early College program.

The Vice President of Student Services oversees all areas that pertain to Student Services, including Counseling, Admissions and Records, Financial Aid, Health and Psychological Services, EOPS, CalWORKs, DSPS, and Student Leadership and Development. The Vice President of Student Services also oversees Student Conduct and Academic Integrity.

### Self Evaluation

The College meets the standard. The administrative structure at Cañada College is appropriate for the size of the institution, and the President's Cabinet works together as a team to move the College forward.

The President appropriately delegates authority to those reporting directly to him: the College Vice Presidents, College Researcher, Public Information Officer, and College Budget Officer.

### Actionable Improvement Plans

None

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### **B.2.b The president guides institutional improvement of the teaching and learning environment by the following:**

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- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts**
- 

### Descriptive Summary

#### ***Establishing a Collegial Process***

The past two Presidents have provided Cañada College the stability for institutional planning and the setting of values, goals and priorities to move it forward. They have interacted with administrators, faculty, classified staff, and students concerning the successes or apparent weaknesses of programs and enrollment goals and concerning the delineation of initiatives that reflect the needs of the student body and the community. The topics of such interactions have included Educational Master Plan Development, Program Review, Student Learning Outcomes workshops and trainings, data analysis, Facilities Master Plan Development, and new program development.

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Both of the past Presidents strived to be available to as many faculty, staff, and students as possible and attend as many Division, Curriculum Committee, Instructional Planning Council, Student Services Council, and Associated Students of Cañada College meetings in which the values and goals of the College are discussed. These are actions that the new President has continued. It is also common practice for the President to attend most College events.

The President develops annual goals and plans for the College in consultation with the multi-constituency participatory governance committees: the Planning and Budgeting Council and the Administrative Planning Council. The goals and plans are reviewed by the representative constituencies at the College and then presented to the Planning and Budgeting Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District's mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are included in the President's evaluation.

During the 2010-2011 academic year, a new, comprehensive educational master planning process led to a collaborative and collegially developed Educational Master Plan to guide Cañada College's future. Using College and District research capabilities, the College conducted a thorough internal and external assessment of its community. Internally, the College gathered qualitative and quantitative data by means of focus groups with staff and students; externally, it assessed the market and the potential of existing and new programs which meet the educational needs of the community and the developing workforce.

### ***Ensuring Evaluation Based on Research and Analysis***

The President recognizes the need for data to inform the operations, programs, and performance of the College. He directs the College Researcher to collect data that clarifies College performance and the educational needs of the student body.

### ***Ensuring Educational Planning Integrated with Resource Planning***

The College has had a strong Annual Plan and Program Review process that integrates educational planning with resource planning. The Participatory Governance Manual provides detailed descriptions of

the process to use when requesting additional positions, equipment, and facilities. All of these resource requests are required to relate to information included in the area's Annual Plan and Program Review. This integration assures thoughtful analysis about needs for scarce resources.

Given that over 90% of the budget is allocated to personnel costs, there is little discretionary money available to support other expenses. Division Deans and other managers are charged with presenting their requests to the Cabinet for funding. In the process of developing these requests, key personnel in their division are consulted. In making allocations to divisions, the Cabinet looks at past budget history, and the justifications for additional funds before making allocations.

The primary way for all campus employees to have input into the budget decision process comes when the College discusses hiring priorities and when instructional equipment requests are submitted. There is an extensive, well-defined process for identifying new positions; the President uses the results for this participatory governance actively to make decisions about new hires. These processes are well defined and clearly communicated to the entire College.

### ***Establishing Procedures to Evaluate Institutional Planning and Implementation***

A key part of the Educational Master Plan is the evaluation process. As stated in the plan:

It is important to assess both process and outcomes for the Master Plan activities. Because this is an action-oriented master plan, an annual report on the activities will be created. From this assessment, revisions to the current implementation objectives will be completed annually. The annual report will contain an analysis of each of the objectives in the implementation. And, each year, the campus will review the vision, mission, values and strategic directions as part of the evaluation process.

The President has been involved in this evaluation process along with the President's Cabinet and the Planning and Budgeting Council.

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### Self Evaluation

The College meets the standard. Cañada College has continued a strong culture of participatory governance planning led by the President over the course of the past five years. In January 2012, the College adopted a revised mission, vision and values statements along with strategic directions to guide its work. The College has integrated these elements into the plans by linking dollars to the implementation plans. In this way, the Educational Master Plan will drive the annual efforts of the College.

### Actionable Improvement Plans

None

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### **B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

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### Descriptive Summary

The President allots time to review all manuals which contain pertinent District policies whenever a decision is pending. He consults the District Office, the Vice Presidents, and all College bodies regularly about policies. He assures that checks and balances are appropriate and in place, and values the multiple feedback system of the shared governance process.

Additionally, he gathers input from the Chancellor's Cabinet and consults with the other two District Presidents. The President is scrupulous in following policies and regulations and has rectified practices which were not consistent with the institution's mission and policies (e.g. those concerning institutional finance and budgeting).

### Self Evaluation

The College meets the standard. The President is ultimately responsible for ensuring that all statutes, regulations and policies are implemented appropriately. He delegates those responsibilities to the Vice Presidents and the Deans for day-to-day application. He meets with the Vice Presidents on a weekly basis to gather feedback about the regular operation of the College. He is consistent in requiring full reporting regarding implementation of statutes, regulations, and policies and solicits

feedback from appropriate personnel with respect to their area of expertise and purview.

### Actionable Improvement Plans

None

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### **B.2.d The president effectively controls budget and expenditures.**

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### Descriptive Summary

The President, as the college's chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The College Budget Officer reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President meets regularly with the College Budget Officer on all issues related to budget control and expenditures. The President also values and relies upon consultation with the Planning and Budgeting Council.

The President meets with the Cabinet weekly to discuss college-wide topics, strategic direction of the campus, including budget items and expenditures. The President, through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, ensures that resources are spent efficiently. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the College level.

The President meets regularly with the College Budget Officer for the purpose of reviewing budget projections. The College Budget Officer is required to report the current status of the budget and make recommendations when appropriate. Fiscal matters are discussed monthly with the Planning and Budgeting Council.

### Self Evaluation

The College meets the standard. Cañada College has a balanced budget with a healthy ending balance. The President is the final authority when making any budget allocation.

### Actionable Improvement Plans

None

## Standard IV: Leadership and Governance Board and Administrative Organization

### **B.2.e The president works and communicates effectively with the communities served by the institution.**

#### **Descriptive Summary**

The President is strongly committed to keeping the College tightly interwoven with the community. This is accomplished mostly through regular interaction with local city councils, civic leaders, the President's Advisory Council, and through participation in Chamber of Commerce events.

The President maintains an ongoing dialogue with local government and local elementary and high school superintendents on the needs of the communities the College serves. The President also has direct communication and regular meetings with leadership of the higher educational institutions in the region.

#### **Self Evaluation**

The College meets the standard. The President actively communicates the role Cañada College plays in the local community. He seeks opportunities to speak on behalf of the College in many venues.

#### **Actionable Improvement Plans**

None

**B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

#### **Descriptive Summary**

##### ***District Sets and Communicates Expectations of Educational Excellence***

The District Mission Statement articulates the District's expectation regarding educational excellence and integrity throughout the District. This statement was broadly distributed to faculty and

staff and formally reviewed through the District Shared Governance process in 2009 and 2012.

##### ***District Assures Support for Effective Operation***

The District assures the colleges of sufficient resources to support operations. There have been many conversations with district staff about the allocation model and these discussions are leading to adjustments to take into account the smaller college challenges that Cañada College faces.

For the past several years, given the difficult budget realities faced by higher education, the Board of Trustees has adopted a Core Values Statement that reaffirms the Board's and the District's commitment to 1) our student centered mission, 2) support for innovation, 3) enlightened human resources management, 4) participatory governance and 5) decision making that is in the best interests of the District as a whole. This statement was originally adopted in December 2009 and was reviewed and revised in 2012.

Finally, Board goals are adopted annually and they reflect both the short-term and long-term needs, aspirations and projects the District is undertaking in fulfillment of its mission.

##### ***District Clearly Defines Roles and Responsibilities Between College and District***

The District Function Map clearly defines the roles of authority between the Colleges and the District.

Following the 2007 Accreditation site visits, one of the recommendations from ACCJC was that the District and Colleges should develop a process to evaluate the delineation of functions on a regular basis and that the findings should be distributed widely.

In 2007, the District developed a function map, which illustrates how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. By accreditation standard and substandard, the function is delineated as a college function, district function or shared function.

The Function Map was developed and reviewed by the District Shared Governance Council and was approved by the Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities. As

## Standard IV: Leadership and Governance Board and Administrative Organization

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planned, in Spring 2010, the Colleges reviewed the Function Map to examine whether any changes were needed. The findings have been distributed to all levels on the campuses and at the District. Another review took place in Spring 2013 to make certain the functions were clearly delineated. The map was circulated widely on all three college campuses.

### Self Evaluation

The College and the District meet the standard. The District Mission, Core Values statement and Board Goals clearly set expectations of educational excellence and integrity throughout the District. These documents are widely distributed within the District and are featured prominently on the District's web site. They are also reviewed for relevance and comprehensiveness on a two-year cycle.

The District provides sufficient resources for the College to operate and the Function Map makes very clear the defined roles of authority and responsibility between colleges and the District.

### Actionable Improvement Plans

None

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**B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

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### Descriptive Summary

The written delineation of the operational responsibilities and functions of the District and the Colleges is contained in the Function Map described above in Standard IV.B.3, as well as in various sections of district policies and procedures:

- [2.00 Administration](#)
- [2.02 Chancellor of the District](#)
- [2.03 College Presidents](#)
- [8.02 Delegation of Authority](#)

The district policies and procedures are currently made available to institutional and system staff and to the general public through [the district's portal page](#).

Procedures implementing the policies are posted next to the appropriate policy. In addition, the

District's Office of Human Resources maintains [District Office organizational charts](#), which are available upon request to interested individuals.

### Self Evaluation

The District meets this standard. The Chancellor participated in the development of the Delineation of Functions document and consistently adheres to the findings. The Delineation of Functions document is reviewed every three years. It was last reviewed in 2013. The Chancellor gives responsibility to the College Presidents to carry out operations at their respective sites. The College Presidents, through the Chancellor's Council and the Chancellor's Cabinet, collaborate with the District on the budget, educational planning, facilities planning, public safety, emergency preparedness, technology planning and other matters affecting the Colleges and the District. The Presidents are given wide latitude in managing their institution's budget and in decision making regarding expenditures on instructional programs and student services that support their mission.

### Actionable Improvement Plans

None

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**B.3.b The district/system provides effective services the colleges in their missions and functions.**

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### Descriptive Summary

#### *Communication in the District Office*

Centralized support is provided for the Colleges in the areas of Business Services, Facilities Planning and Operations, Public Safety, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, Auxiliary Services and Community and Government Relations. [An organization chart](#) illustrates the reporting relationships of these organizations.

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees all District Business Services which provide centralized support in the areas of budgeting, accounting, internal audit, payroll, purchasing, grants, and finance.

A Vice Chancellor who reports to the Chancellor heads Facilities Planning, Maintenance, Operations and Public Safety. This division provides centralized

## Standard IV: Leadership and Governance

### Board and Administrative Organization

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support in the areas of engineering, custodial, grounds, facilities planning, construction management, public safety and emergency preparedness services. Managers responsible for facilities at each college direct the maintenance and operations functions and report to the Vice Chancellor of Facilities Planning, Maintenance and Operations.

The facilities group was divided into two distinct functions in 2005: Facilities Planning and Construction, and Facilities Maintenance and Operations. Upon completion of the second phase of the District's Capital Improvement Program in 2012, the Facilities Planning and Construction group was disbanded and remaining functions of that department were redistributed within the Facilities Planning, Maintenance and Operations department.

A Vice Chancellor who reports directly to the Chancellor directs the Human Resources and Employee Relations department. He oversees a wide variety of centralized activities, including recruitment, employment matters, employee relations, collective bargaining, employee compensation and benefits, workers' compensation, unemployment benefits, employee assistance program, leaves of absence and retired employee services for the Colleges and the District Office. The Vice Chancellor also serves as the principal administrator for resolution of employee grievances as well as employee and student discrimination and sexual harassment complaints. The position develops and implements effective human resources policies, procedures and systems to support the needs of the Colleges and District Office.

The Vice Chancellor responsible for Educational Services and Planning has responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, this Vice Chancellor provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including the areas of research, accreditation, strategic planning, workforce and economic development, educational technology, distance education and international education.

A Director reporting to the Chancellor leads Information Technology Services. The Director is responsible for managing information technology for the District and advises the Chancellor on district-wide technology decisions. Additionally, the Director serves as technology liaison for each of the

District's three Colleges and assists them, as needed, with the planning, deployment and support of information technology initiatives.

A Vice Chancellor reporting directly to the Chancellor heads District Auxiliary Services and Enterprise Operations. He oversees the enterprise operations across the District including the three college bookstores, dining halls, campus vending and dining, facility rental and event planning at College of San Mateo and Skyline College. Additionally, he supervises the operation of the San Mateo Athletic Club and Aquatic Center located at College of San Mateo.

A Director reporting directly to the Chancellor heads Community and Government Relations for the District. The Director serves as liaison for the District and Colleges to state and local legislators on legislative and governmental matters for the District. This Director also serves as liaison to local cities on land use and tax-sharing issues and to community members on issues of interest to the community. The Director is the District's primary spokesperson to the media on district-wide issues such as budget, collective bargaining, board policies, among other issues.

#### ***Communication between the District and the College***

District staff members are active in a variety of institutional and administrative committees and forums. These meetings help the District and Colleges to fulfill their mission and contribute to student success.

- The Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee.
- The Vice Chancellor of Facilities Planning, Maintenance, Operations and Public Safety chairs the district-wide Safety Committee and meets twice monthly with the President's Council at each College. Campus Facilities Managers and Chiefs of Public Safety meet monthly with the college leadership. The Executive Vice Chancellor and the Director of General Services are members of the District Strategic Planning Committee. All of these committees work on issues,

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problems, and opportunities that directly impact Cañada College.

- The Chancellor, the Executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the College Presidents in the Chancellor's Cabinet meetings to discuss a wide range of issues and coordinate actions.
- This same group, plus the Director of Community and Government Relations, the Director of ITS, and the Vice Chancellor of Facilities Planning, Maintenance, Operations and Public Safety also meet twice monthly in Chancellor's Council meetings. These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue regarding District services to the Colleges.
- Working under the Executive Vice Chancellor, a Chief Financial Officer coordinates the budgeting process throughout the District, working closely with the College Budget Officers. The Chief Financial Officer also directs the internal audit function that consists of a College Internal Audit Group, composed of the College Business Officers as well as line staff throughout the District. The Chief Financial Officer also directs the grants processes, including applications, periodic reports, cash drawdowns and financial reporting. The Chief Financial Officer is responsible for the District's finances and accounting functions, including investments, accounts payable and receivable, and payroll. The Chief Financial Officer also works with Human Resources and ITS to improve payroll functions.
- Also working under the Executive Vice Chancellor, the Director of General Services oversees all purchases for the District including managing all informal and formal bids in compliance with all legal requirements. The Director is also responsible for developing, negotiating and executing all contracts for the three Colleges and the District Office. The Director assists in designing and implementing business procedures to

streamline operations and improve efficiency through best practices.

### Self Evaluation

The District meets the standard. Evidence shows that District staff actively engages the Colleges in dialogue regarding District services.

In October, 2011 as part of its Program Review process, the District surveyed all full- and part-time employees about their experiences with District accounting, general services, payroll, and facilities functions. The survey was sent to 2,005 employees and 215 employees responded.

The survey revealed that the District downloads page, the primary online repository for policy and procedure information about the District's accounting, general services, and payroll and facilities functions, is not completely utilized.

Only 35% of those responding indicated that they know about the downloads page and use it, while 26.5% said they did not know what the downloads page is or how to find it. As a result, the District reminded all employees, via a district wide email, about the availability of the information (District-wide email about downloads page).

Conversely, employees district-wide are well versed on the availability of online payroll services and information on WebSmart.

94% of respondents said they use the direct deposit feature for their payroll checks and nearly 86% have agreed to have their W2 form delivered electronically. More than 80% of respondents use WebSmart to view information including earnings, deductions, sick leave, vacation and compensation time balances and history.

The survey results also indicate that more training is needed in purchasing policies and procedures. District-wide, the average satisfaction level in this area is 3.49 on a scale of 1 – 5 where 1 represents the lowest level of satisfaction and 5 represents the highest. At College of San Mateo, the average satisfaction rating on this item is 3.76. At Skyline College the rating was 2.95 and at Cañada College the rating was 3.05. A level of dissatisfaction with training is also mentioned several times in the open ended responses. The General Services department is exploring the feasibility of offering district-wide training during 2012-2013.

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Auxiliary Services and Enterprise Operations unifies all of the District's enterprise services into one organization. Reporting to the Vice Chancellor of Auxiliary Services and Enterprise Operations, the organization includes the bookstores, dining and banquet services, campus vending, rental operations in the college dining halls and the San Mateo Athletic Club (located at College of San Mateo). All of the District enterprises are self-sustaining. The income that is generated covers the total salaries and all operational expenses generated by these operations. Financial surpluses are reinvested in the enterprises to continue enhancing the services offered and maintaining the facilities themselves. Additionally, Auxiliary Services helps to offset other expenses in the District through salary and service support and supports scholarships, student life and other campus enhancements with more than \$100,000 in direct financial and in-kind support.

The three college bookstores have all undergone major renovations since 2005. In 2007, the Bookstores won the National Association of College Stores 2007 Innovation Achievement Award (Page 4) for the development and innovative funding model of its textbook rental program. The program, started in 2001 with just 35 titles, has grown to include more than 1,600 different titles and has saved students more than \$4 million dollars in textbook costs since 2005. Additionally, the Bookstores have all added coffee concessions supplementing Bookstores revenue with an estimated \$1.3 million in sales in 2011-2012, which helps offset losses in textbook sales.

The three dining halls have also seen major changes since 2005. Cañada College's Farm Hill Grill was operated from a mobile unit since 2009 while significant renovations to its home in Building 5 were underway. The new location opened the renamed dining hall, The Grove, in August 2012. Auxiliary Services has marketed the facilities for community and private use with great success; revenue from these events supplements the maintenance and ongoing enhancements to the facilities.

Campus vending includes the snack and vending machines located on each of the campuses and the District Office. All of the commission revenue from these machines is allocated by the District Auxiliary Services Advisory Committee for use by each of the three Associated Student Body groups.

The Facilities Planning, Maintenance, Operations and Public Safety department has undergone many

changes since the last accreditation cycle. The Department maintains a Facilities Maintenance Center at each campus, with the normal operations being performed by the campus engineering, custodial and grounds staff under the direction of the campus Facilities Manager. Each Facility Manager reports directly to the Vice Chancellor with a dotted line relationship to the College Presidents.

A Construction Planning Office was formed in 2005 to have dedicated staff overseeing the bond-related construction projects made possible by the passage of Measure A. Almost all of that work has been completed now and the department was downsized in 2011-2012. The department has also worked very hard to improve maintenance, landscaping and engineering services—all services that were not highly rated in the last accreditation cycle.

Facilities related responses to the most recent survey of faculty, staff and administrators in 2011 were significantly better than past surveys. On a scale of 1 to 5, the average response to the statement, "The facilities planning and operations department meets my overall expectations" was 4.11. Average ratings of custodial, grounds and engineering services range from a low of 3.87 to a high of 4.23 on the 5 point scale. A question about overall satisfaction with the appearance of the exterior grounds on the campuses garnered a 4.34 response. Satisfaction with custodial functions averaged 3.99—significantly better than the 35% satisfaction found in 2005. Finally, satisfaction with maintenance services was at 4.05, again significantly higher than the 2005 response of 29% satisfaction.

Regarding campus maintenance operations, 4.27 was the average response to the statement, "When I call the facilities maintenance office, the staff responds in a professional, courteous and helpful manner." This question was not included in the 2005 survey.

To address any deficiencies noted in the survey, the Vice Chancellor of Facilities, Planning Maintenance, Operations and Public Safety met several times with the three Facility Managers, three Custodial Supervisors, and administration staff to discuss survey results and to identify where improvements could be made in District services. Remedial action was accomplished by providing classes on customer service to all employees, as well as increased unannounced inspections of random building spaces and campus grounds locations (i.e. lawns, parking lots, storm drains, and pathways).

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In March 2011, the District engaged an independent consulting firm specializing in facilities operations, Management Partners Incorporated, to perform a comprehensive evaluation of Facilities Maintenance and Operations at all three of the District's campuses. Key components of the study focused on an assessment of the current organization of the facilities unit, including current facilities staffing levels, as well as preventative maintenance scheduling and management, staff training and development, benchmarking and peer comparisons.

A primary objective of this study was to insure facilities service levels are sufficient to meet the current needs of the institution; it should be noted that significant additional square footage was added to the District's space inventory from 2011–2013. The study was used to help constituents understand the importance of augmenting the facilities budget in order to provide adequate staffing to maintain facilities at acceptable levels. Presentation of study findings, along with Leadership In Educational Facilities (formerly Association of Physical Plant Administrators) facility maintenance levels and guidelines, resulted in the allocation of an additional \$1.5 million to the Facilities operating budget district-wide. This budget increase supported an additional 12 full time facilities staff members which will insure that facilities needs will continue to be met in the future.

In an attempt to provide better coverage of public safety staff, Public Safety services were consolidated and assigned to the Facilities Planning, Maintenance, Operations and Public Safety department in 2011.

The District Director of Public Safety reports to the Vice Chancellor of Facilities. By centralizing the Department three years ago, the District is able to provide better coverage around the clock on the three college campuses in the District. Beginning four years ago, the District began installing video surveillance equipment at key locations on each campus, thus utilizing technology to assure the safety of our campuses. The Public Safety Department is under the functional management and direction of the District Director of Public Safety. The District Public Safety Department maintains a Campus Public Safety Department at each campus, with the normal and routine operations being performed by the campus public safety personnel under the direction of a campus chief. Each campus chief is under the direction and supervision, and reportable to the District Director of Public Safety with a dotted line relationship to the College administration.

The Public Safety Department is committed to providing quality service to visitors, students, and staff on the three college campuses. In exercising its duties, the department is responsive to all in need regardless of their position in life; respectful of the diversity of our campus communities; solicit public support and involvement in our efforts to promote organizational efficiency without detracting from the overall quality of life of our Community College District. The Public Safety Department is directly responsible for parking enforcement, emergency preparedness, community policing, and overall campus safety.

The Office of Human Resources and Employee Relations assist hiring committees by assisting in the formation of selection committees and by training on equal employment opportunity and inclusivity of diverse applicant pools. In addition, the employees of this office provides coordinates all employment advertising, committee meetings, and candidate selections. The Office assists managers in administering employee discipline and employment termination. The Vice Chancellor works directly with collective bargaining units on contract negotiations, disciplinary matters and employment termination.

The Human Resources and Employee Relations department sponsors monthly forums for College and District managers and supervisors. The forums provide an opportunity for managers and supervisors throughout the District to discuss current human resources processes, policies, and procedures, among other subjects. Recent meetings have covered such items as ergonomics training, sexual harassment training, interview and selection training, collective bargaining agreement guidance, performance evaluation completion and other employee relations issues. External speakers and experts are invited regularly to present relevant topics for this management forum. The forum has also been used to discuss and introduce websites related to District services, including the CORP (renamed District Supported Goods and Services) page, a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture; and the District Downloads page, which contains a variety of documents and forms used district-wide.

The Vice Chancellor for Educational Services and Planning is responsible for the overall coordination of the educational programs and student services in

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the District. Working closely with the Presidents, Vice Presidents of Instruction and Student Services and participatory governance groups, the Vice Chancellor is charged with building community partnerships that support the work of the Colleges and the District. The Vice Chancellor also assures compliance with federal and state statutes and regulations and the rules and policies of the Board of Trustees. In addition, the Vice Chancellor carries out the administrative directives of the Chancellor as these affect educational programs, student services, budget and facilities planning. Additional responsibilities include overseeing District Tech Prep and VTEA (Vocational and Technical Education Act) grants; serving as a board member of the San Mateo County Workforce Investment Board; acting as the District liaison for the accreditation needs of the three Colleges; recommending to the Chancellor and members of the District and the Colleges changes in organization and operating policies and procedures; developing and managing the budget for the office. Working with the Colleges, the Vice Chancellor also presents regular reports to the Board of Trustees on innovations and changes in educational programs and student services.

The Information Technology Services department is a centralized service organization dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assisting the Colleges with local technology initiatives, projects, and planning.

A survey of faculty and staff was conducted in April 2012 to evaluate their level of satisfaction with the services and systems provided by the department. Using a scale of 1 to 5, with 5 being highest level of satisfaction, ITS was rated from 4.10 for technology purchases to 4.69 for reliability of the services provided. One area for improvement includes the need for more training related to the use of Banner®, the document imaging system, and DegreeWorks (score 3.75). Overall, the average rating across 12 categories was 4.33. The following services were the highest rated in terms of need: WebSmart, telephones, employee email, ITS HelpCenter, the wireless network, cell phone reception, web-based schedule of classes and emergency text messaging.

A detailed list of projects completed by ITS is described in the 2012 Strategic Plan for Information

Technology. Some of the major initiatives completed recently are:

- Equipment replacement strategy – the District Office and the Colleges have developed a plan and process for replacement of IT equipment and have allocated more than \$1,000,000 for each of the next five years.
- Virtualization of instructional labs – This plan reduces the costs associated with an instructional lab for hardware and also has significantly reduced the level of technical support required.
- Bond Construction Projects - ITS has provided extensive support for the deployment of network infrastructure and technology for construction projects at each College.
- eTranscript California – This program is a statewide electronic transcript exchange supporting electronic transcript request and delivery across all of California's postsecondary systems. The District has sent over 35,000 electronic transcripts to various colleges and universities on behalf of our students.
- DegreeWorks – This program is a new tool for students and counselors to develop educational plans, measure academic progress, to perform accurate degree audits and helps students achieve their academic goals
- Emergency Text Messaging System – The District implemented a text alert system to notify students, faculty and staff in the event of an emergency

The Director of Community and Government Relations is the chief spokesperson for the College District and coordinates marketing and public relations for the District. The Director has built strong relationships in the County with elected officials, city and county staff and prominent members of the community and actively engages them in the work of the Colleges. She is responsible for land use issues involving the Colleges and the cities in which they are located, handling such matters as lease and sale of land, re-zoning issues and neighborhood issues. The Director also was responsible for entitling and building both College Vista and Cañada Vista, the two apartment projects that house faculty and staff at rents that are 50-60% below market rate in this high cost County, and continues to work with the property management company in managing the complexes. The Director is responsible for monitoring the pass through

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payments that the District receives from former Redevelopment Agencies, and is actively involved in the Oversight Board work in dissolving the 13 RDAs in the County. As a result of this work, the District receives an additional \$4.5 million annually in operational revenue.

### Actionable Improvement Plans

None

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### **B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

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#### Descriptive Summary

In 2006-2007, after two years of assessment and discussion, the District implemented a new resource allocation model that distributes the resources of the unrestricted general fund between the Colleges and District services.

#### Components of the new model include:

- A base allocation for each College calculated as a percentage of current funding and FTES;
- An allocation for increases in central services such as benefits, utilities, insurance and other items;
- Allocations to facilities based on increased square footage and a percentage of College growth allocations;
- Growth allocations for all Colleges based on three-year average FTES;
- Allocations to the District Office as a percentage of College growth allocations; and,
- An allocation for demonstrated need including agreed-upon incentives.

Each year thereafter, the District Committee on Budget and Finance has reviewed the model and adjusted it as necessary. In 2009-2010, an allocation was added to support the additional maintenance contracts needed in facilities for new HVAC and security systems added through the bond. In 2009-2010, the allocations were adjusted to account for the centralization of public safety.

In 2010-2011, Redevelopment Funds were allocated to support child care services at the Colleges. Over the next two years, the benefit budgets from central services were transferred to the sites. As the District becomes a self-supported district, the

allocation model will take on some different criteria, as yet to be determined in discussions with the Colleges and at the Board level.

### Self Evaluation

The District meets the standard. The allocation model is responsive to the College needs. Although resources are finite and community needs are great the resources are allocated to address those needs as effectively as possible and in a manner that supports student success and fulfills the Mission of the Colleges and the District.

### Actionable Improvement Plans

None

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### **B.3.d The district/system effectively controls its expenditures.**

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#### Descriptive Summary

Audits for the last several years have produced no adverse financial findings, and the District has consistently had a positive ending balance. The District's bond ratings are the highest ratings for community colleges in the state at Aaa (Moody's) and AA+ (Standard and Poor's). Finally, financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the district. The President of each College is responsible for operating the College within the parameters of the College budget. College administrative responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

Systematic and procedural controls at the district and college levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers. As an educational institution, the District uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source of funds,

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funds are tracked to account for revenue and expenditures.

#### **Self Evaluation**

The District meets this standard. Annual audits for the last several years reveal that the District consistently has had a positive ending balance and has had no adverse financial findings (click on January 26, 2011, then 11-1-101B on page 2; click on January 25, 2012, then 12-1-101B on page 2). Additionally, the District refinanced some of its outstanding bonds in June 2012. As part of this refinancing, the District received an upgrade in its credit rating from Standard and Poor's and the highest rating possible from Moody's Investors Ratings Service. With ratings of AA+ from Standard and Poor's and Aaa from Moody's, the District is now the highest-rated community college district in the State of California. The District's ratings on these bonds are based on the rating companies' evaluation of the underlying financial condition of the District. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to taxpayers and the District.

The District has both systematic controls through Banner®, as well as procedural controls on spending. Banner® uses approval queues for purchase orders and journal vouchers, assuring additional eyes on the transactions. All inventory is tagged as it arrives and is counted annually.

In addition, the District has established a College Internal Audit Group consisting of the College Business Officers and line staff. The College Internal Audit Group reviews and revises procedures for all cash handling, purchasing cards, travel reimbursements, material fees, etc. and completes numerous audits, on an ongoing basis, to assure that expenditures are legitimate expenses of the District. This ensures that our procedures are constantly being reviewed and revised.

#### **Actionable Improvement Plans**

None

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**B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

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#### **Descriptive Summary**

The College Presidents' responsibilities and authority for implementation and administration of District policies are prescribed in District Rules and Regulations Policy 2.03.

The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. As part of the evaluation, the Presidents establish goals tied to the Mission and Values Statement of each College, and the Chancellor and Presidents annually assess the progress on these goals. As part of the annual evaluation process, the Chancellor briefs the Board on the Presidents' progress toward their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the Presidents to discuss areas of interest or concerns related to the 3 Colleges, the District, or issues that may be of concern district-wide. The Presidents also attend meetings of the Board and report on College initiatives, programs, and various college expenditures in compliance with District Rules and Regulations.

#### **Self Evaluation**

The District meets the standard. The College Presidents believe the Chancellor gives them full responsibility and authority to implement and administer delegated District policies without his interference, therefore holding the Presidents accountable for the operation of the Colleges. Once College budget allocations have been made by the District, the Presidents makes the ultimate decisions regarding the number of faculty positions the College will fill in a given year and other budgetary matters, among others.

#### **Actionable Improvement Plans**

None

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**B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

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#### Descriptive Summary

As Chief Executive Officer of the District, the Chancellor is the liaison between the Colleges and the Governing Board. The Chancellor, on behalf of the Colleges, submits to the Board of Trustees all College matters which the Board should consider. The College Presidents and District Academic Senate President attend Board meetings and report on College and Senate initiatives and programs. At each board meeting, College Presidents provide the Board with executive updates regarding their College's programs and initiatives (click on "Statements from Executives and Student Representatives" on first page).

The Board of Trustees includes a Student Trustee who voices the concerns and interests of District students in Board meetings and facilitates a dialogue between student government officials and the Board of Trustees. The District and the Colleges use effective methods of communication in a timely manner to relay information to Board members and others about upcoming Board agenda items.

Items to be considered at upcoming Board meetings are widely distributed electronically via the Board packet to the Board members, College managers, Academic Senate officers, union leaders, and other interested community members in advance of a Board meeting. The Board packet contains Board reports which are summaries—prepared by the responsible College or District personnel and submitted to the Board on their behalf by the Chancellor—of the items to be considered. Board meeting minutes are posted on the District's website. Minutes from previous meetings are archived on the site, and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted on the website.

Many College and District administrative committees communicate with each other and, ultimately, with the Board. The Chancellor's Cabinet consists of the College Presidents, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services, and the Vice Chancellor of

Human Resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the Director of Information Technology Services, the Vice Chancellor of Facilities Operations and Planning, and the Director of Community and Government Relations. These groups meet on alternate weeks and provide a means by which the Colleges and the District Office can engage in dialogue about a variety of college and district issues.

At the beginning of each year, the Chancellor invites all faculty and staff to an opening-day meeting for a briefing on important issues currently facing the District.

#### Self Evaluation

The District meets the standard. The role delineation of the District as liaison between the Colleges and the governing Board of Trustees is well defined and effective. College initiatives and other business requiring Board discussion or approval are placed in front of the Board by the Chancellor on behalf of the Colleges. When such items are brought to the Board, appropriate College personnel are in attendance at the meeting to answer any questions the Board might have. College Presidents provide the board with executive updates regarding their Colleges' programs and initiatives. The availability of web-based information about upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. The web-based information is available to all employees of the District and the community. Keeping stakeholders fully informed about Board and College communications is an important part of the organization's institutional integrity.

The Presidents of the Colleges indicated that Chancellor's Council and Chancellor's Cabinet meetings have been effective ways to engage in dialogue with the District regarding College or District matters in general, and issues which might require Board action or discussion.

#### Actionable Improvement Plans

None

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**B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

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### Descriptive Summary

As stated earlier, the District and Colleges developed a District Function Map in 2007, in order to clarify role delineation and outline District, College, and shared District and College responsibilities related to accreditation standards. The map was reviewed and extensively discussed by stakeholder groups including the District Shared Governance Council, numerous committees at the Colleges and was approved by Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities. The Committee is composed of the Accreditation Liaison Officers for each College and the District. In Spring 2010, the District Functions Map was reviewed by the Committee, which incorporated and some very minor changes; these changes were discussed with constituencies at the Colleges and eventually approved by the District Shared Governance Council. Another review is scheduled for Spring, 2013.

Governance and decision making structures that help promote the integrity and effectiveness of educational programs and services are also evaluated and discussed in a variety of forums throughout the year. Several times each year, the Board of Trustees meets in study sessions to review existing programs and to explore new policies or objectives. During the last year, the Board met in study sessions over the course of several meetings to discuss the future of KCSM-TV, international education, community needs assessment, and student fee collection process.

Additionally, the Board holds an annual retreat to focus on strategic matters, including goal setting and policy making that often result in the review of role delineation, governance, and decision-making structures and processes of the District. During weekly Chancellor's Cabinet and Council meetings, College Presidents and the Chancellor and his staff engage in dialogue addressing these matters. District

and College administrative and institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes.

### Self Evaluation

The District meets the standard. The Board shapes policies regarding governance, role delineation, and process, and the Chancellor, his staff, and the College Presidents subsequently implement them. A variety of administrative and institutional committees throughout the District communicate information about these policies and issues related to their implementation. Similarly, College Presidents communicate and engage in dialogue through their College Cabinets, councils, and administrators. The College and District Academic Senates discuss academic and professional matters of concern to faculty. Academic Senate subcommittees, labor groups, and District and College Shared Governance Councils and committees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the district's portal page for review by interested parties.

During 2011 and 2012, the Board study sessions included such topics as the AA-T degrees, future of KCSM, a discussion of concurrent enrollment and other partnerships with high school districts; course equivalency matrix; graduation requirements; Degree Works; international education; security procedures and threat assessments; Foundation update; Facilities Master Plan; budget overview and financial projections; Childcare Centers at the Colleges; procedure for collection of student fees; community/external relations and community needs assessment; and strategic planning.

The Board annually holds a retreat to consider organizational matters. At the Board's retreat in February 2012, the Board and District employees discussed a need to undertake a community needs assessment in order to understand the educational needs of individuals and businesses within the County. San Mateo County is experiencing growth in both high tech and biotech businesses and some of these new businesses are having difficulty recruiting qualified workers. The District is partnering with the Workforce Investment Board, the San Mateo County Economic Development Association and local chambers of commerce to undertake research

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to identify skills gaps and develop programs to address them.

As necessary, district-wide committees are formed for the purpose of engaging in dialogue about a particular governance, decision-making structure or process. Additionally, decision-making processes or structures are discussed and evaluated as part of District and College initiatives, e.g., educational master plan development and review; the resource allocation model; the evaluation, planning, and review process; and the facilities program review process.

### **Actionable Improvement Plans**

None