

## Standard I: Institutional Mission and Effectiveness

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

### 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:**

In concert with the San Mateo California Community College District's mission statement, Cañada College has a comprehensive mission statement, complemented by a vision and values statement, that expresses its broad educational purposes, defines its intended student population and conveys its commitment to achieving student learning.

The complete, current mission/vision/values statement was developed in 1999, revised in 2000, and reviewed in 2002-2003 during the creation of the Strategic Plan. The mission statement may be read in three subsections:

- It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success
- Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and
- highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

The first section sets forth its role "to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success." In these terms the College delineates educational purposes appropriate to a California community college. The

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intended students of Cañada College are those seeking transfer, workforce development, or the basic skills necessary to begin transfer level courses or certification programs from San Mateo County and the surrounding area. The language, “quality instruction” sets a high standard against which to measure instruction.

The next section of the mission statement links the College to the surrounding community. The language implies that the College has a close relationship with its surrounding community and that it attempts to respond to the community’s ever-changing needs.

The third section of the mission places a high value on close student-teacher relationships. The statement also acknowledges that learning occurs both inside and outside the classroom

The vision and values statements follow the mission statement:

**Vision:** Cañada College ensures success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

**Values:** Striving to produce responsible, life-long learners who become resourceful, adaptive, independent, and productive employees, employers, and members of their community, Cañada College values and actively promotes:

- Personalized instruction and service
- Active learning and interaction
- High standards of excellence
- Increased student access
- Diversity in staff, student body, and curriculum
- Partnerships with business, schools, colleges and universities, governments, and community based organizations

As part of the Strategic Planning process started in fall 06 and described more fully in IB2, the College is reviewing its Mission, Vision, Values statement and will be revising the statement so that it is, in the words of the Interim President, “pertinent to the needs of our community and specific enough to keep college actions on target. (See message regarding statement at

<http://www.canadacollege.edu/inside/strategicplanning/mission.html>)

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To foster college-wide commitment to student learning, the institution is developing institutional Student Learning Outcomes (SLOs) as well as establishing SLOs at the program and course levels.

### **SELF-EVALUATION:**

The educational purposes set forth in the mission statement and vision and values statements fit the role of community colleges as established in the California Master Plan for Education. (See link to the California Community College System Strategic Plan <http://strategicplan.cccco.edu/>)

However, despite the recommendations of the Accrediting Commission in 2001, the relationship of the College's Mission Statement to the District's Master Plan has not been addressed in recent years. In general, while the College's Mission Statement was reviewed during the development of the Strategic Master Plan 02-03 and is referenced in a variety of forums, there is no evidence that the College has systematically or deeply reviewed the mission statement as such since its current adoption, nor that the District has developed an Educational Master Plan. The College is finally doing so through the Strategic Planning Process 06-07.

Still, the College's mission statement and supporting documents may address its commitment to student learning. It is significant that although public discussion of the mission is limited, the College community sees itself as committed to the mission, as indicated in response to the Employee Accreditation Survey statement, "Cañada actively works toward fulfilling its vision and mission" 33% completely agreed with the statement, and 57% agreed. Indicating that the College does not feel as positive about the District's support of the mission, is the response to statement, "The District Office provides necessary services that support Cañada's mission" from the same survey, to which only 16% responded and completely agree and 42% responded agreed.

The Strategic Planning process 06-07 has gathered extensive information about the population in the service area in an effort to match the College's intended student population with the College's location and the complex demographics of the area. (See Strategic Planning website <http://www.canadacollege.edu/inside/strategicplanning/index.html>.)

### **PLANNING AGENDA:**

Within the context of a District-wide process aimed at creating a new Educational Master Plan, the College should develop a broad-based process to review and revise the mission statement regularly.

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

## **DESCRIPTIVE SUMMARY:**

Cañada College provides a wide range of academic programs to meet the needs of our diverse student population. In 2006-2007, Cañada students can choose from classes that lead to 45 associate degrees and 37 certificates in 73 areas of study. (See Catalogue, pages X to X) For students whose work and family responsibilities make it difficult to be on campus during the day, we offer online and evening classes, as well as courses in the Learning Center at Menlo Park (OICW) and at our satellite site in Half Moon Bay, which was established in 05-06.

Student services and support programs available at Cañada contribute to student success and epitomize our mission statement by opening up educational and career opportunities to high school students, those in need of job training, returning students, and life-long learners, as well as students hoping to transfer to four-year universities.

Complementing the College's coursework are additional instructional programs and services such as

- Community Based English Tutoring (CBET)
- Middle College High School
- Cooperative Education/Work Experience
- Concurrent enrollment
- Menlo Park Learning Center (OICW)

These programs and services establish links with the surrounding communities by serving their needs with programs specifically targeted to them, and by providing our students with competitive job skills, technical preparation and training in a variety of fields, internships and work experience, early-intervention career counseling, and high school "bridge" opportunities.

Cañada's academic support programs offer multiple avenues to securing financial aid, basic skills support, and guaranteed transfer agreements. They include:

- Learning Center (tutors, tutorials, and workshops in academic skills)
- Library (orientations and assistance with information competency skills)
- EOPS (Extended Opportunity Program and Services)
- DSPS (Disabled Student Program and Services)
- Counseling Center
- Transfer and Career Center
- MESA (Math Engineering and Science Achievement Program)
- TRiO Student Support Service program and Upward Bound program
- First-Year Experience Program
- Health Services
- Psychological Services

To illustrate the level of services, here are a few highlights:

- In concert with the Disabled Student Services Program, the Learning Center and Library provide students with computer and Internet access, printing facilities, and video viewing areas, as well as transcription services and “talking” computers for students with disabilities.
- Cañada also offers a variety of financial aid and scholarship opportunities through EOPS and the Financial Aid Office. For instance, the Financial Aid Office provides students with counseling about financial assistance offered by the state and federal government and private institutions.
- The Counseling Center offers drop-in and appointment services to provide students with assistance defining and meeting their educational and career goals. The Center offers Orientation, Placement Testing, Career and Transfer Services and assistance developing a Student Educational Plan.
- In addition to affording a positive learning environment for all our students, these services and programs allow under-served and at-risk students to focus on education.

Cañada also has a variety of clubs and shared governance opportunities for students, organized through the Students Activities Office and the Associated Students of Cañada College. (See list of clubs.)

Retention and success data provide one measure of institutional effectiveness and are posted on *Inside Cañada*. Also, the College has recently administered a student satisfaction survey as well the Noel-Levitz survey in order to measure effectiveness in specific areas. (See student surveys developed by the College Researcher and the Noel-Levitz survey <http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html>) Some areas of the College, such as the Learning Center and Financial Aid ?? administer student surveys of their areas. (See sample surveys.)

### **SELF-EVALUATION:**

The current Cañada mission statement opens with the statement , “It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals...”. This language brings focus to the diversity of our students’ backgrounds, the consequent differences of their needs, and the resulting strategy of providing “personalized, flexible, and innovative” instruction to ensure their success and personal growth.

In recent years, student demographics have changed. For example, currently, more than 40% percent of our student body is Latino/a. In response to changing demographics, the institution applied for and received a federal Title V Hispanic Serving

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Institution grant in 2000, which has since expired. Another example of changes in the student body is that the average age of students is decreasing. (See Strategic Planning website demographics, <http://www.canadacollege.edu/inside/strategicplanning/index.html>) There is no evidence that the impact of the changing demographics has been widely discussed, so the alignment of programs and services with student population has not been evaluated systematically.

Cañada's current mission statement also states that the College "highly values close teacher-to-student teaching and learning relationships." This part of the mission statement seems to underlie the positive student learning experience at the college, as evidenced by the response to the statement from the Noel-Levitz survey, "This school does whatever it can to help me reach my educational goals." For this statement, the mean response was 6.17, compared to 5.15 nationally, on a scale of 1 to 7.

Student surveys and testimonials indicate the success we have had in addressing the instructional needs of our students. For example, on the Noel-Levitz survey, for the statement "The quality of instruction I receive in most of my classes is excellent." the mean response was 6.40, on a scale of 1 to 7, as compared to a mean of 5.55 nationally.

Regarding the relevance of the mission statement to student learning, in many instances key constituencies embody rather than recite the language of the mission statement. Its principles are fundamental to college governance and planning. For example, the mission statement has been a reference point for the Student Learning Outcomes and Assessments Center (SLOAC), which has organized workshops and forums and guided faculty participation in the development of Student Learning Outcomes, has played a role in hiring decisions for both faculty and staff positions, and influences program review practices and Classified Senate, Planning and Budget, and Curriculum Committee decisions.

### **PLANNING AGENDA:**

The College should maintain a student focus and establish programs that strategically respond to the changing needs of our student body and the surrounding community.

IA2. The mission statement is approved by the governing board and published.

### **DESCRIPTIVE SUMMARY:**

The Board of Trustees approved the mission statement in 1999(Ask the Board if this is true.) The mission statement is published in the college's catalog and on web pages.

### **SELF-EVALUATION:**

Cañada's mission statement is easily accessible to prospective and current students, faculty and staff.

**PLANNING AGENDA:** None at this time.

IA3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

**DESCRIPTIVE SUMMARY:**

Cañada's mission statement was written in 1999 as part of Vision 2000 and reviewed by the strategic planning committee in 2002-2003. More recently The Planning and Budget Committee reviewed the mission in September 2005 [site: Planning and Budget Minutes 9/21/2005. In an ongoing way, several representative groups on campus (the classified senate, the college council, etc...) review their bylaws, which reflect the mission, annually, but do not review the mission itself. Currently the College is reviewing and revising its mission statement through the Strategic Planning Process 06-07.

**SELF-EVALUATION:**

The creation of the current mission statement was an open process and included all of the representative groups on campus. The mission was originally developed as part of the District's plan for the new century, called Vision 2000. The process of development involved several all-campus meetings. The Strategic Planning committee (02-03) held a series of "town hall" style meetings to disseminate their findings. The process of evaluating the mission statement has not been systematic, nor has it occurred on a regular basis. The strategic planning process (06-07) is currently reviewing and revising the mission statement.

**PLANNING AGENDA:**

Within the context of a District-wide process aimed at creating a new Educational Master Plan, the College should develop a broad-based process to review and revise the mission statement regularly.

IA4. The institution's mission is central to institutional planning and decision making.

**DESCRIPTIVE SUMMARY:**

The mission statement is a factor in planning and decision making at various levels within the college. At the departmental level, academic departments undergo program

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review periodically in order to assess “institutional effectiveness to make continuous improvement”, as stated in the mission/vision statement. The Program Review Self-Study Document opens with the statement:

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

One use of the Program Review process is to justify the hiring of full-time faculty. Various departments submit hiring requests to the Deans who articulate the merits of each request, partly based on data obtained through Program Review, to the Instruction Student Services Council, which will include the President of the Academic Senate and the Chair of the Curriculum Committee. Thus, the mission statement, which drives the Program Review process, is instrumental to the choices the college makes.

At the College level, various programs such as Mesa, Middle College, First Year Experience and Trio Student Support Services are in concert with the mission/vision statement’s call for “developing new programs and partnerships....” to meet the changing needs of students. Facilities upgrades, such as new computer labs planned for Building 9, are in alignment with the mission/vision statement’s call for “incorporating new technologies and methodologies into its programs and services.”

The Planning and Budget committee, in its minutes of 8/18/05, stated that the committee should “agree on goals/vision/fulfilling mission” and should “focus on what enhances the mission of the College”. In its minutes of 9/21/05, the committee stated that it would “look at College mission/vision/values statement” in order to “review Strategic Plan document and prioritize recommendations”. In the *Olive Press*, the College’s monthly newsletter, the Interim President, in reference to the Planning and Budget committee, said that we should connect the budget process to the mission and goals of the college (*Olive Press* December, 2005). Also in the *Olive Press* (March, 2006), is the statement “We want to create a strategy that will provide facilities to support the educational plan and mission statement of the college.” This statement was made by architect, Steinberg Architects, hired to assist in the Master Planning process. (See 2006 Facilities Master Plan Update presentation.)

### **SELF-EVALUATION:**

Although the programs and operations of the college broadly reflect the values represented in the mission/vision/values statement, more frequent, direct references to the mission during all planning processes would help reinforce campus-wide understanding of the mission and its influence on planning and decision-making.

### **PLANNING AGENDA:**

Within the context of a District-wide process aimed at creating a new Educational Master Plan, the College should develop a broad-based process to review and revise the mission statement regularly.