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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.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.

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The College is restricted by budgetary challenges; each open position is considered a rare opportunity to recruit extremely qualified personnel to further enhance the Mission of the institution.

In fact, qualified personnel are considered the College's most valuable asset, so tremendous emphasis is placed on recruiting qualified candidates and selecting new hires. The processes for selection of all categories of personnel are outlined in detail in the District Office of Human Resources, as well as the AFT, AFCSME, and CSEA

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agreements. This sets forth a College-wide standard for evaluating and deciding upon the best candidate for each position that becomes available.

But, as the hiring process is also a subjective one, not all factors are quantifiable. Overall, beyond the minimum qualifications, and demonstrating proficiency in desired skills and attributes, those candidates who best demonstrate that they comprehend and are committed to advancing the stated Mission of the College are the strongest candidates for hire.

All openings for fulltime positions at Cañada College are described in detail and follow a consistent format throughout the District. They are developed and reviewed by each Screening committee for that position, and approved by the District Human Resources office as position announcements. For all full-time employees, the procedures are rigorous and uniform. Job opportunities are advertised through the office of Human Resources, in various periodicals, websites, intra-college and District postings and by word-of-mouth in the community.

Once an opening for a new position is verified, the process begins with the formation of a Screening Committee. (Section II)

The Screening Committee for each position consists of the Hiring Manager and members of the discipline/department/division most cognizant of the needs of the position. The Screening Committee is also approved by members of the Academic Senate. The Committee is responsible for aligning candidates with program needs, and also adhering to the process detailed in the district Human Resources hiring procedures.

Every faculty position description clearly states that faculty must be knowledgeable in their field, familiar with current pedagogy, committed to student learning, and skilled in the sensitivity and respect required for differences of culture, language, and learning styles in a richly diverse campus environment. A demonstration of teaching, counseling, or librarianship skills is also required for full-time and part-time faculty.

Faculty are highly involved in the selection of new faculty, as outlined by the District and AFT (and other) agreements and selection procedure documents. From the decision within each department and division on which positions to propose for new hires, to the formation of the Screening Committee, and throughout the selection process, numerous meetings and discussions are held to involve faculty in every step of this important decision.

Further, mechanisms for non-adherence to the procedures can be triggered. A procedure for grievances is in place at the District level. The Academic Senate is also an oversight body. Deans and administrative personnel are responsible for confidentiality and adherence to the procedures outlined, as is each member of the Screening Committee.

All Positions require recruitment, advertising, initial screening of written applications, personal interviews with the committee, reference checking, final interview, and selection.

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References, equivalencies, and transcripts are checked by Human Resources as well as division deans, and in some cases, administrative personnel. In most cases, an actual teaching/counseling/writing sample or other skill demonstration is performed. Consensus must be reached by all Committee members as well as in a series of second interviews with the President, Vice President(s), and a selected committee member. Often a candidate will have served as an adjunct or temporary employee and will also have been previously evaluated for job performance.

For faculty positions, a variety of skills, abilities, pedagogical ideas, and a demonstration of teaching methods are examined to form a total picture of a candidate's academic excellence and ability to effectively communicate with students. Experience, previous peer and Dean evaluations, letters of reference, student evaluations and previous observations as adjuncts or temporary personnel are also included in the Committee's measurement of the prospect's effectiveness.

For classified and administrative positions, similar requirements and procedures are also in place. (Section II)

For classified positions, Notification of Vacancies: When a new position in the classified service is created or an existing position becomes vacant and replacement is approved, all employees in the bargaining unit shall be notified by the Office of Human Resources.

Notification Process: The District will post all open classified service positions for five (5) working days for regular employees. This time frame will not be altered if, for any reason, an employee is not on duty to reply within the five (5) working days.

Employee Request: Upon notification, the employee has a right to submit the required letter of application, resume or other specified materials as a reassignment/transfer request if the position is in the same classification, or as a promotional request if the position is in a different classification. Transfer/reassignment applicants shall be considered first, then promotional applicants, before the announcement of the position is advertised to the public. The screening committee for all in-house applicants will be no more than three (3) members and may not include the hiring manager. The in-house selection process should conclude no more than four weeks after the internal closing date.

Selection Process: The District is under no obligation to transfer, promote or reassign any current employees who apply through this process. Should an administrator elect not to select from among the reassignment/transfer or promotion candidates, the position shall be filled through the standard recruitment and selection process or through the administrative transfer process. At the request of the employee, the specific reason(s) shall be set forth in writing and given to the employee.

Promotional Probation: Any employee who is promoted into a position shall be placed on a six-month probationary status, similar to a new employee. If the District or the employee elects to end the promotional probationary period, the impacted employee shall have rights of return to his/her former position.

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- What analyses and discussions have led the institution to agree on these needs?

To lay the foundation for a discussion on specific programmatic needs, formal Program Review analyses are made by faculty and staff within each department and/or division, reviewed by Deans of the Division, and presented to the Curriculum Committee. Decisions on academic department/program needs are based, in part, on this data. (Section I C)

Self-Evaluation

The current process for determining which program needs additional and/or different faculty has evolved over the past seven years. Currently each division reviews its needs annually and decides for itself which positions should be filled and in what priority they will be recommended to the Dean and then to the ISSC. To inform the vote, faculty presents its case to the Division members and Dean and creates a justification document. (Section I C) The recommended positions and justification documents are then forwarded to the Vice President of Instruction and the President and then on to the Planning and Budget Committee for review. The membership of this committee shall consist of representatives from all campus constituencies as represented by the following: College President; ex-officio, Vice President Instruction, Vice President Student Services, Co-Chairs of the College Council, President of Academic Senate Governing Council and one additional Academic Senate Governing Council member, President of Classified Senate and one additional Classified Council member representing CSEA, two student representatives, College Business Officer; ex-officio, College Researcher; ex-officio. The Planning & Budget Committee then assesses the overall situation of the College and its Program needs and recommends the positions it can afford to fill and in what order of urgency. A review is then held by the President and Vice President(s) who makes the final decision on which positions are to be hired. After this analysis, it is announced which positions can be filled and the aforementioned hiring process begins.

By adhering to the District's hiring process, and requiring the participation of diverse and knowledgeable faculty on every Screening Committee, it is the sincere attempt of the College to insure that the integrity and quality of the programs as well as the integrity and quality of those who implement the programs and services are guaranteed.

Most notably, each and every area of the College seems to regularly request additional personnel to properly administer its programs and services. The College appears to be grossly understaffed to meet its stated goals.

Since the last accreditation review and based on the number of employees at Cañada College, the full-time faculty have decreased by 11 from 2000-01 to 2005-06; the adjunct faculty numbers have increased by 14; the classified employees have increased by 5 and the administrators have increased by 3 additional people. It is critical to maintain sufficient staff to support student learning programs and services.

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Interestingly, this year no candidate for an opening for the Presidency of the College was deemed acceptable after conducting a nationwide search, interview, and presentation process by both finalists before the entire Campus, including faculty, students, classified personnel, community representatives, and members of the Board of Trustees.

At Cañada College, _____% of professors hold doctoral degrees. Since 2000-01, there have been _____instructors that have become tenured faculty members. The retention has been and the growth has been

Waiting for stats from Luan Jing

Planning Agenda

A sub-committee of the Academic Senate faculty is currently being formed to review and make recommendations on every phase of the hiring process. The results of this review should be shared with the College and a plan put in place to implement any recommendations.

The status of an Equality/diversity training representative on each Screening Committee is also at the present time unclear. This needs to be addressed as well as should the College have an EEOC on campus?

A.1.B Human Resources

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.

Descriptive Summary

The objectives of the evaluation of members of the faculty are a) to improve instruction and other educational services, b) to evaluate individual performance as a basis for judgments regarding retention and nonretention. (Section 3) Faculty members are also evaluated on student relations and professional responsibilities.

The agreement between the Board of Trustees of the San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO clearly outlines the tenure review committee. The standing tenure review committees are division-based, have four members, and elect their own chair. The committee is made up of the division dean, members of the department and division. Students also participate in the evaluation process by completing the AB 1725 Trust Committee District Questionnaire. (Section 3) Faculty members are also 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.

The evaluation process for regular classroom faculty in the AFT contract clearly outlines the procedures to follow. All faculty will be evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive. The AFT contract outlines the criteria for both Standard and Comprehensive evaluation process. Each division will use a lottery method to determine who receives which type evaluation when they are next evaluated. The evaluation process includes administrative, peer and student evaluations. The regular non-classroom faculty members are also evaluated and there are specific criteria outlined in the AFT contract.

Adjunct faculty members are evaluated with the same evaluation tools as for full time faculty members. The adjunct faculty members are evaluated in the first semester of service. Thereafter, adjunct faculty members are evaluated at least once every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

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Classified evaluations are monitored through the Human Resources Department at the District Office. A formal written performance evaluation addresses the overall job performance of an employee and provides a documented record of the job performance. The schedule of evaluations: Schedule of Evaluations: All unit members shall be evaluated by the immediate supervisor in conjunction with the responsible administrator as follows:

Probationary Employees — at the completion of the first three (3) and five (5) months of employment in the employee's position.

Permanent Employees—annually on the employee's anniversary date in the position, however if two successive satisfactory evaluations are completed, the reviews are conducted biennially.

All evaluations shall be based upon direct knowledge and observation; negative evaluations: Any negative evaluation shall include specific recommendations for improvements to assist the employee in meeting any/all recommendations made. The employee shall have the right to review and respond to the evaluation. Signing: All evaluations shall be signed by the immediate supervisor, the responsible administrator (if other than the immediate supervisor) and by the employee. Signing the evaluation form does not necessarily indicate that the employee agrees with the evaluation but that the immediate supervisor and employee have met and discussed the evaluation. Copy Distribution: One copy of the completed evaluation form shall be given to the bargaining unit employee. The original evaluation report will be forwarded to the Office of Human Resources for placement in the official personnel file of the employee. Disagree with Evaluations: A bargaining unit employee who disagrees with the evaluation may file a written response and/or request a meeting to review the evaluation with the respective College President or Vice Chancellor, Human Resources. Employees in the District Office may appeal to the Executive Vice Chancellor or the Vice Chancellor, Human Resources. Personnel File: The official personnel file shall be located in the Office of Human Resources. Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her personnel file. Any employee shall have the right to be accompanied by an individual(s) of his/her choosing when reviewing his/her personnel file and shall have the right to show the contents of his/her file to a designated representative(s). In addition, individual files shall be made available to a person with written authorization from the employee. All information of a derogatory nature shall not be entered or filed in any personnel record unless and until the employee is given notice. Upon receiving such notice the employee may:

1. enter, and have attached to any derogatory statements, his/her own comments with regard to the information;
2. request a hearing with the appropriate administrator. If the employee and the administrator cannot reach agreement, the employee may appeal to the Vice Chancellor, Human Resources for final determination.

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Employees shall be informed specifically through written communication by their supervisor or person initiating the placement of any derogatory material in their personnel file of the following:

1. Date the material was sent for inclusion in the personnel file;
2. Any communications to the Office of Human Resources accompanying the material.

All material made a part of the file shall be dated for the date of incident, date of origin of composition, as well as the date material is received for the personnel file. Such material shall also be signed by the originator of the material.

Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her file, except for the following:

1. Materials obtained prior to the employment of the person involved;
2. Materials prepared by identifiable examination committee member;
3. Materials obtained in connection with a promotional examination.

The Human Resources Department, at the District Office, e-mails each manager when classified performance evaluations need to be completed. The e-mail outlines the following: Name of Employee to be Evaluated, ID – G No., Job Title, and the Due Date of the Evaluation.

There are evaluation tools in place that are used for evaluating all personnel within each college in the District. All evaluations are completed by supervisors of the particular department. <http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx> is the link that one can download an evaluation tool for Administration, Supervisory, Confidential, Professional, Classified, Management and Academic Supervisory Employees. (Section II)

Through the evaluation process, there is a section that covers areas for growth and/or improvement and the employee's supervisor is suppose to summarize the employee's performance for the period of time being evaluated. Every year, the performance goals that were set for the previous year need to be evaluated as well as new performance goals are created for the following year. In the Procedures sheet, it clearly states that poor work performance or behavioral concerns should be addressed through corrective disciplinary action.

Self-Evaluation

The connection between personnel evaluations and institutional effectiveness and improvement is that employees should be taking advantage of professional development activities to stay abreast of their field and become more efficient, productive, and able to perform effectively with a high moral. It is imperative that supervisors acknowledge hard working, efficient employees and reward them for their hard work and dedication in getting the job done in an efficient manner.

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The evaluation criteria measures the effectiveness of personnel in performing their duties by having to evaluate performance based on ten categories and five possible rating choices: Outstanding, Superior, Fully Successful, Needs Some Improvement, and Unsatisfactory. The procedure sheet, refer to Exhibit 1 -

<http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>, clearly outlines 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.”

Also, if certificated personnel are not performing in a rating of satisfactory, then the guidelines are put into motion under the Agreement Between the Board of Trustees of San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO, Appendix on Evaluation Process—Follow Up Comprehensive Evaluation.

<http://www.smccd.net/portal/District%20Information/Forms/DispForm.aspx?ID=377&RootFolder=%2fportal%2fDistrict%20Information%2fLabor%20Documents&Source=http%3a%2f%2fwww%2esmccd%2enet%2fportal%2fDistrict%20Information%2fLabor%20Documents>

For classified employees not performing in a rating of satisfactory, then the guidelines under the CSEA contract are followed. The link is as follows:

[http://www.smccd.net/portal/District%20Information/Labor%20Documents/CS EA%20Contract%202004-2007.doc](http://www.smccd.net/portal/District%20Information/Labor%20Documents/CS%20EA%20Contract%202004-2007.doc)

Planning Agenda

No recommendations at this time.

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Standard III.A.1.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.

Descriptive Summary

Over the past few years, the concept of Student Learning Outcomes (SLO's) has been gradually introduced to the Canada Campus, and is beginning to be integrated throughout the institution's faculty and administrative thinking about instructional programs.

The College has a dedicated website for the collection, publication, and discussion of its own SLO's, and information on other colleges' work as well. As each new course is proposed or modified and presented to the Curriculum Committee, an SLO component is also presented. SLO's are being collected via the formal Program Review process for each discipline. Faculty members are encouraged to discuss and publish their SLO's on the website.

The administration has been supportive of the SLO concept, and has sent volunteering faculty to workshops and also invited speakers and experts to the campus to gather information and network with faculty to help produce SLO's and begin measuring their success.

Some of these events include:

October 2002: Assessment Workshop, Palm Springs, CA

June 2003: Summer faculty Symposium on campus, including Janice Denton on Assessment & Grading)

January 2005: Lisa Brewster in Canada

February 2005: WASC workshop, San Mateo, CA

August 2005: RP Group Training, Berkeley, CA

September 2005: District Sponsored Workshop from Bakersfield faculty on SLO's

February 2006: District sponsored workshop on Assessment and a variety of workshops put on by Ray Lapuz during the spring 2006 semester and his participation at division meetings.

These will continue, and will be open to faculty who wish to participate.

Self-Evaluation

The designation of an SLO coordinator, the creation of a website, and the deep, ongoing discussions show that the campus is committed to gathering information, coordinating workshops and activities, and enacting the principles of Student Learning Outcomes in the efforts of both students and teachers. The campus-wide discussion has begun and

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continues to appear on every department's agenda, and in open meetings of Curriculum Committee and other venues.

The next steps would be to continue to collect evidence in the process of assessment, and create measurement tools to verify the effectiveness of each department's SLO's. As each department and faculty member interprets the SLO principles, more data can be collected and analyzed.

Currently, faculty members write SLO's for their own courses, and as departments look at this issue, they are writing departmental SLO's as well. The English and Math faculty, for example, have collectively met and discussed and produced SLO's for their programs. Other departments and individual faculty members have begun to produce SLO's for their courses. Tutors are not yet involved in producing SLO's. Some instructors, at the course level, engage their own students in producing SLO's.

Measurement of the effectiveness of this process is also underway. The Math Department has used a simple assessment for a set of course SLO's and expects more to be underway this semester. The subject is a part of the English department's monthly discussions, and reference to SLO's is also appearing as an interview question in recent English part-time and fulltime hiring processes.

At this point in the SLO process, it is not quantifiable what the specific changes have been made in course sequencing or content as a direct result of producing SLO's. Most faculty discuss how to best reach course objectives in informal and formal campus meetings. Changes in methodologies are also a frequent topic of faculty discussions, and ideas are exchanged daily on these topics. Evidence of progress from math is online at <http://www.smccd.net/accounts/canslo/divs/sci/math/mtgs/2006-0315/index.htm#3>.

Planning Agenda

- Continue the campus-wide discussion groups
- Continue to provide support for workshops, seminars, and guest speakers
- Continue to collect data for the website and methodologies for evaluating the data

A sampling of Student Learning Outcomes for English 400 English Composition for Non-Native Speakers of English

- A) Plan, pre-write, organize, arrange, and edit college essays based on assigned readings.
1. Effect cohesion, within the essay and its support paragraphs
 2. Plan and compose effective opening and closing paragraphs
 3. Demonstrate the knowledge of various writing strategies
 4. Demonstrate knowledge of and apply the basic rules of documentation, according to the MLA style sheet
 5. Effectively and succinctly summarize readings and paraphrase sentences and passages from readings
- B) Further develop reading strategies, skills, vocabulary and idioms necessary to understand and respond to various types of college level reading material.
1. Comprehend and discuss assigned short college-level readings and student essays
 2. Utilize the content of these readings as springboards for writing assignments
 3. Demonstrate knowledge of reading strategies by analyzing reading assignments.
- C) Refine recognition and expand control of grammatical structures, mechanics and usage necessary for college-level writing.
- D) Apply critical thinking skills to analyze and evaluate college-level reading and writing.

Methods of Assessment

- Students are expected to write essays demonstrating these outcomes and are assessed with a rubric itemizing these outcomes. (See sample rubric on next page)
- Students are also quizzed on different aspects of writing including MLA formatting, vocabulary and general editing practices.
- To assess reading students are expected to complete reading logs and include appropriate references to the readings in their essays.

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Writing Assessment Rubric for Essay

Student: _____

Max		
4		4 Reading logs
1		Pre-writing documents
1		Planning-Assignment document
1		First draft
1		Peer edit
7		MLA format Title Format (indentation, double spacing) Works cited Reference
5		Thesis statement-clear and focused
50		CONTENT Interesting Related to readings Directed to audience Relevant to topic Organized Logical Coherent
15		LANGUAGE Sentence variety Appropriate vocabulary Word Choice (connotations and denotations) Images and descriptions
15		EDITING Sentence structure Subject verb agreement Prepositions Pronouns and antecedents Verb tenses Punctuation Spelling
100		

A+	97
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D	67

Remarks:

**Institutional (Degree) Level Student Learning Outcomes
Canada College**

(DRAFT: September 12, 2006)

Upon completion of an AA/AS degree, student will be able to...

1. Use critical and constructive thinking for problem solving and value discrimination.
(critical thinking)
2. Recognize and value their relationship to their biological , physical, and cultural environment.
(Natural Sciences GE area B)
3. Recognize and value the creative activity of others and participate to some extent in creative activity.
(Humanities GE area C)
4. Apply basic mechanical and mathematical, and communication skills to solve everyday problems, understand ideas of others and express ideas effectively.
(GE area A: English, math and others)
5. Develop a code for personal and civic life as a responsible citizen in our democracy.
(GE Area D and Ethnic studies GE area E)
6. Develop and maintain good mental and physical health and social adjustment.
(PE and GE Area D: psych, socio.)
7. Use technology effectively.
(Computer Literacy)
8. Find, evaluate, and document ideas derived from a variety of information sources.
(Information Literacy)

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A.1.D

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The SMCCCD has an Equal Employment Opportunity Policy in place. During the 2005-06 academic year, the District Shared Governance body continued to work on the Mutual Respect policy; however, this item has been carried over to the 2006-07 academic year for further discussion. The District also has the following policies in place: EEOAC Mission Statement and the Equal Opportunity Policy.

The Governing Council of the Academic Senate approved the Cañada College Academic Integrity Policy and the Academic Integrity and Your Syllabus documents in May 2004. “As members of the college community, students at Cañada are expected to demonstrate integrity in all academic endeavors. Students are evaluated on their own merits, so they should protect academic integrity at Cañada College and be proud of their achievements. (Section 4)

Self-Evaluation

The District has specific policies in place that each of the Colleges refers to and follows. Academic integrity issues surfaced in 2004 with students and the College did not have any type of policy in place. At which point, a group of dedicated faculty held discussion groups and developed the Academic Integrity Policy and related documents to be implemented at the College. It is critical that there is a code of ethics written for the District as there is not a specific one currently in place.

Planning Agenda

To develop and implement a specific written code of professional ethics for all personnel to follow.

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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

Staffing needs are evaluated through the Program Review process and referred to the Planning and Budget Committee and then on to the College Council in accordance with the Shared Governance policies established at the district and campus levels. Each department and division has an opportunity to put forward faculty positions that are critically needed in order for a specific department to function. The classified and administrative position requests can be put forward at any time throughout the year.

The ratio of full-time to adjunct faculty is of particular concern for Cañada College. While the full-time to adjunct faculty ratios are at acceptable levels for the San Mateo Community College District as a whole, the full-time to adjunct ratio at Cañada College is substantially below acceptable standards. During the 2003-04 academic year, the College went through a managed hiring process wherein this resulted in a significant reduction of classified employees. The College has increased the number of classified during the 2005-06 academic year based on critical needs of individual departments to support the institution's mission and purposes. The current numbers of faculty, adjunct faculty, classified employees and administrators are as follows:

Employees*	00-01	01-02	02-03	03-04	04-05	05-06
Full-Time Faculty	75	76	79	70	64	64
Adjunct Faculty	85	106	96	92	96	99
Classified	53	52	56	45	49	58
Administrators**	3	6	5	6	9	9

**** This figure takes into consideration one administrator who is counted that is no longer at Cañada College based on an agreement with the District.**

*http://employeeedata.ccccoedu/fte_by_college.05.pdf

Self Evaluation

Various personnel members at the College are cross trained in different positions and are able to work to support a variety of programs and services. Each division and department has an opportunity throughout the academic year to revisit any classified positions that are critically needed in order for the division and or department to function in an efficient manner. At the present time, the full-time faculty hiring process (needs of departments and divisions) begins in early fall. The administration is reviewing this particular process to see if this is the most efficient process or should faculty hiring requests be accepted throughout each academic year.

Planning Agenda

To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College.

3. The institution develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

Cañada College abides by all personnel policies developed and enforced by the San Mateo County Community College District. These policies are created by the District's Board of Trustees, usually in response to a new/changed law or as the result of contract negotiations between the Board and unions such as the American Federation of Teachers or the California School Employees Association. When making/changing policies, the Board abides by a set of Rules and Regulations (see document 2.08), which cover voting rules and assure that the Board abides by the law. Copies of these Rules and Regulations are kept in each college's President's Office, Division Office, and on the District's website, and are available for review by both District personnel and the public.

New personnel policies are sent for approval by the District Shared Governance Council (see document 2.09), which includes the participation of faculty, staff, and students in the District's decision-making process. The DSGC features representatives from the Academic Senate, Associated Students, classified staff, and an administrative representative from each of the three colleges plus representatives from the Chancellor's office.

Self Evaluation

All policies are available for download and may be reviewed by anyone on the District's website at <http://www.smccd.net/portal> under "Downloads" and "Human Resources". These policies include a complete list of health benefits, salary schedules, evaluation procedures, and employment procedures for all Faculty, Administrators, and Classified Staff.

a. The District Employment Policies are designed to ensure the fair and equal treatment of all persons either employed by or may be interested in being employed by the District. In these policies, the District identifies itself as an equal opportunity employer and expresses its commitment to honor and reflect the diversity of its community in all employment practices. All District opportunities and programs are open to everyone, and offensive or abusive behavior toward anyone based on their ethnicity, nationality, religious affiliation, age, sex, sexual orientation, or level of mental and physical ability will not be tolerated. The District also provides opportunities for and accommodates

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persons with disabilities in accordance with the Americans with Disabilities Act of 1990. These policies are monitored and enforced by the District's Human Resources Department for purposes concerning the recruitment of new employees, and by the appropriate administrators for purposes concerning established employees.

The District's Human Resources Department has also posted detailed step-by-step procedures for the recruitment and hiring of new employees. These procedures begin with the filling out of a Personnel Requisition Form and end with a Human Resources orientation for the new employee, and include strict rules governing the selection of screening committee members and the evaluation of application materials. The HR Department keeps an extensive list of websites on which to post new job announcements so as to reach as broad and diverse a base of potential employees as possible. In order to ensure that the diverse populations of the District's varied communities is properly represented by its employees, the District HR Department keeps close track of the demographic breakdown of the District and each of its three colleges.

b. Personnel records for all Cañada employees are locked in filing cabinets at the District Office. Any Cañada employee wishing to view their personnel records may call the District Office to make an appointment. Employee records are accessed by District Human Resources employees only, and are given to the inquiring employee to view in one of the District Office conference rooms. Employees may make notes about their records and request a copy of any document in their file that they have previously signed. Employees wishing to disclose their personnel files to outside sources are required to sign a release of liability provided by the source requesting the files. Authorized law enforcement or local, state, or federal agencies conducting official investigations can expect cooperation by the District to the extent required by law.

Developing and administering personnel policies and procedures is one of the District's strengths, and it does its best to ensure that such policies are fair to everyone. The District tries to be as inclusive as possible when making these policies, and makes a point of making them as clear as they can possibly be. District personnel policies are readily available and accessible to all employees and anyone else interested in examining them.

District rules governing the hiring process are especially clear, and Human Resources personnel play an active role in overseeing and assisting with all hiring within the District.

Planning Agenda

No recommendations at this time.

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Standard III, #4

The Institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Cañada College demonstrates its commitment to high standards of equity and diversity at every level of the college organization. This commitment is described in the college mission statement, (document # 18), and is most completely documented in the Student Equity Plan (document # 16). Cañada's student equity plan was updated and submitted to the Chancellor of California Community Colleges in April of 2006. This update was part of the district commitment to the "tasks and timeframes outlined in the (State) Equity and Diversity Task Force." (See document #17 of January 31, 2003) The Student Equity Plan is posted on the college web page.

Cañada's participation in the Museum of Tolerance Training program is a keystone of its institutional commitment to faculty and staff training and awareness of issues in diversity, cultural sensitivity, equity, and tolerance. A part of the Cañada's commitment to embracing diversity is to send two groups of 5 employees each year to a two-day Tools for Tolerance for Professionals training at the Museum of Tolerance in Los Angeles, one group in the Spring and one group in the Fall.

To date, Cañada has sent 13 groups of employees to the Museum of Tolerance (MOT), approximately 65 employees through MOT training.

The Museum of Tolerance is a leading provider of transformational workplace learning and leadership development. Set in experiential state of the art training facilities, programs bridge personal, local and global issues, challenging participants to redefine professional roles in an increasingly complex and changing world.

Recognized as a promising practice by the Presidential "One America" Initiative on Race, the acclaimed Tools for Tolerance® for Professionals program has trained over 35,000 educators, over 45,000 law enforcement personnel and criminal justice professionals, plus thousands of others including municipal employees, foundation board members, and corporate executives, since 1996. Each group participated in customized programs designed to address their unique professional concerns and challenges.

In addition, the college maintains a presence on the district Equal Employment Opportunity Advisory Committee with faculty and staff representatives. The mission of this committee is to "advise the Chancellor on every aspect of valuing diversity in so far as it will affect hiring, retention and respectful treatment of every employee and student within our college community." (document #15) Participation in the EEOAC provides feedback to our local campus on district issues and policies, and allows input into the district policies on equal employment opportunity.

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Self Evaluation

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Planning Agenda

Cañada College does not at present have a campus EEOAC committee and should decide if this should be part of the College or at the District level only.

4 a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Hiring policies and practices at Cañada are consistent with the SMCCCD Equal Employment Opportunity Policy (Document #9). This policy mandates a commitment 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.” It provides for equal access to all programs and activities for people of any “ethnic group, identification, national origin, religion, age gender, sexual orientation, race, color or physical or mental ability.”

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Self Evaluation

Cañada has participated in the Museum of Tolerance Training program in Los Angeles by sending 60 faculty, staff, and administrators over the past 6 years. The alumni of the MOT training meet after the sessions, and also share information and ideas with other faculty and staff. MOT alumni are encouraged to participate in hiring committees.

Academic freedom is guaranteed in the district document, “Study of Controversial Issues.” The document establishes criteria in selecting issues for study, and asserts faculty and students’ rights to discuss these issues. The criteria are

1. The issue should contribute to; the prescribed course of study and the general education program of the Colleges.
2. The issue should be of sufficient interest to encourage participation by the students.
3. The issue should provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view.
4. The issue should be one about which sufficient information is available to allow for discussion and evaluation on a factual and reasonable basis.

Resources for Professional Development for faculty and staff are outlined on the Cañada web page, *Faculty and Staff Development Resources*. Resources for faculty include application material and guidelines for the Trustee’s Fund for Program Improvement and information faculty applications for short term and long term Professional Development proposals. Classified resources include funding for Staff Development Conferences Workshop funding and Classified Staff Development tuition Reimbursement.

The Centers for Teaching and Learning provide instructional support, purchase of programs, hardware and software, web based services and instructional tools.

Need facts from District Office waiting for Jing Luan

_____instructors have become tenured professors.

_____% of the faculty hold doctoral degrees.

Rates of tenure? Retention? Growth?

QUESTION to answer: The diversity of personnel at Cañada College is made up of _____%. The diversity has _____ (increased or decreased based on figures) since 2000. Cañada College is a Hispanic Serving Institution and serves _____% of the Hispanic population. The diversity of Hispanic personnel is _____%

2000	2000		2006	2006		2000	2006
Females	Males		Females	Males		Diversity	Diversity

Planning Agenda

No recommendations at this time.

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b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

NEED HELP WITH THIS SECTION.....

Self Evaluation

WAITING FOR INFORMATION FROM JING LUAN ON DIVERSITY AND GENDER OF CAÑADA PERSONNEL...

DOES OUR DIVERSITY MATCH OUR STUDENTS???? Need facts... above

Planning Agenda

c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The college encourages formal advocacy for faculty, staff, administration, and students. The classified staff is represented by CSEA, the facilities staff is represented by AFCSME, the faculty is represented by AFT and by the Academic Senate, and the Associated Students of Cañada College represents the student body.

The practice of shared governance also provides a high level of respect for the opinions and ideas of faculty, staff, administration and students in making policy and in the implementation of policy on campus.

Self Evaluation

District policies for the treatment of administrators, faculty and staff are presented on the district web page, "Rules and Regulations." Examples of relevant sections are, "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."

District policies for the treatment of students are presented on the district web page, "Rules and Regulations, sections 7.00 through 7.75. Policies for student grievances and appeals are included in the College Catalogue in the section titled, "Grades and Academic Standing" and are also listed on the web page under section 7.73, Student Grievances and Appeals.

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Planning Agenda

No recommendations at this time.

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 following are professional development funds supported by the institution:

The Trustees' Fund for Program Improvement is allocated for full-time faculty and classified staff, administrators, coordinators, certificated supervisors, and part-time hourly faculty. Part-time hourly faculty and classified staff personnel must be co-sponsored by a full-time faculty member. (See Eligibility under Trustees' Fund for Program Improvement Applications link http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

The purpose of the Fund for Program Improvement is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services.

The goals and objectives of the Program Improvement are to support projects that align with the District mission, goals and directives; support efforts in the planning, development, implementation, and evaluation of new courses and programs; support new development and evaluation of instructional materials which will facilitate the implementation of new methods of instruction exemplified by but not restricted to— individualized instruction, computer-related delivery systems, etc.; support projects aimed to improve retention support services for students, support research aimed at enhancing student access and success; and to support cooperative staff development efforts at both college and district-wide 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 college staff member. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See Procedures for Evaluating Proposals link:

http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

Professional Development Long Term and Short Term funding is allocated for full-time and part-time faculty members. The funds provide tenured faculty members to participate in short-term workshops and/or conferences. It also provides funds for long-term projects such as retraining, conduct research, and/or participate in advanced study.

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The purpose of the funding is to update, retrain, and extend the expertise of faculty to meet the current and future needs of the students.

The following are examples of activities:

1. Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks.
2. Retraining—acquiring new skills to be used in new areas and/or in improving and updating existing skills.
3. Advanced study—engaging in systematic graduate studies and/or activities directly related to identified college priorities.
4. Research—engaging in a variety of activities such as original work in one’s field of expertise, extensive reading and summarizing of knowledge in a specific area, perfecting techniques and processes applicable to one’s assignment

There is a committee chaired by a faculty member to evaluate Long Term and short term proposals and select for funding. The committee consists of six members. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See the PROFESSIONAL DEVELOPMENT link: http://www.canadacollege.edu/inside/development/Prof_Dev_App.pdf

Extended/Sabbatical Leave

Extended professional development leave is intended to provide full release from regular duties and enable unit members 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 which 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. For extended leaves of a full semester or academic year, activities will be considered according to one or more of the following categories, all categories being considered equally:

1. Retraining of applicant to allow for future new assignment in a needed area;
2. Study, project or activity that provides an applicant with opportunities to upgrade skills and knowledge for current or future assignments;
3. Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
4. Study, project or activity for development or revision of certificate or degree program;
5. Study, project or activity related to feasibility or revision of new or existing programs.

Selection process for Extended Leave/Sabbatical is governed by the potential of future service to the District and students, relative merits of application, and seniority. The

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selection committee is the same committee formed for the Professional Development Long-Term/Short Term funding.

AB1725 Staff Development funding was to encourage and provide support to faculty and classified staff to pursue educational and professional development. Funding source for AB1725 has expired; however, there are still limited funds available for the classified employees.

Classified Staff Development Program is a funding designated for classified personnel. The program provides funding for classified staff to further their education, attend workshops, seminars, and or conferences. Since each staff is allocated an allowable amount per year, the staff can apply for the AB1725 funds. In addition, the staff can apply for funds through the Trustees Fund for Program Improvement with a full-time faculty member sponsorship.

Management Development is a funding designated for administrative personnel. This program provides funding for administration to attend conferences and to enhance their professional skills.

Community College District Centers for Teaching and Learning provides the opportunity for faculty, staff, and administrators to continually update in all areas of technology. Through campus-based Centers, district employees are provided with access to current hardware and software as well as the assistance of the CTL staff. **(See CTL Technology Plan 2005-2008)**

The goal of the Centers is:

- Training staff to use ever-changing technological tools to keep up with the demands of their jobs.
- Supporting staff use of SMCCD web services, new VoIPphones, and a selection of applications.
- Finding cost effective ways to help staff put instructional material and student services online.

They have provided professional growth and development of faculty, staff and administrators through seminars, forums and workshops based on employees' needs. New equipment (faculty laptops) has caused staff to see assistance in the CTL. Staff work habits often favor drop-in- one-to-one assistance over attending scheduled workshops. **(See Annual Reports see summer 2005 – Spring 2006).**

Office of Institutional Research works in conjunction with the San Mateo College District Office. Institutional Research provides faculty members, management, and other personnel in the collection, analysis, and dissemination of data for institutional planning and reporting. For example, faculty members are provided with data from the Institutional Research for program review self study, classroom student survey, and related research.

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Self Evaluation

Professional development opportunities relate to teaching and learning needs directly. Professional development provides opportunities for all personnel to train, gain new knowledge, and upgrade skills to ensure that we bring current technology, new paradigm enhancing the scholarship of teaching and learning, develop and implement new programs, participate and conduct research to apply innovative approach for successful student learning. A sampling of activities include attendance at an International Career Development Conference, CAPEP Conference, Frontiers In Education Conference, 2007 Teaching Institute, California Association of Medical Assisting Instructors Seminar, Professional Association of Custom Clothing for Educators Conference, American Chemical Society National Conference, Engineering Liaison Council, 22nd Annual Tax Seminar, Tech Prep and Career Pathway Conference, Balance & Mobility Conference, and a PALMA Conference.

In 2002, a delegation of Cañada College administrators, faculty members and classified staff visited Santa Ana College. Santa Ana College student population is similar to Canada College student population. There is a high percentage of minority students at Santa Ana College. Title V (HSI Grant—Hispanic Serving Institute) funded this activity.

The participating members were divided into groups. Each group was designated to observe different subject area. In addition to classroom observation, member groups interviewed the students, faculty members and administrators during the visit at Santa Ana College.

The result of the visit was the implementation of Freshman College Success Program. The group met several times to discuss, evaluate and troubleshoot on how we can have an effect to our students' retention and student success. It was decided to implement a program that will help retain incoming students in the college and provide a safe environment for learning. The Freshman College Success Program is a learning community, an alternative way of teaching and student learning.

Data shows that the Freshman College Success Program is a successful program.

Planning Agenda

No recommendations at this time.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The process the institution uses to access its human resources is stated in the specific documents related to each professional development opportunity.

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The College summary, see the Guideline and Criteria for Recommending Fulltime Faculty and Permanent Classified and Administrative positions, shows the budget and planning process beginning with divisions--faculty/staff and administrative consultation and on through to the College President. See the Academic Senate Process and Criteria for Recommending Full-Time Tenure-Track Faculty Hires to the College President.

Self Evaluation

The college evaluates personnel needs on an on-going basis. However, when there is a budgetary constraint, as in the 2003-2004 school year, the normal hiring process must be adjusted. During that year, summer school was cancelled and several classified positions were eliminated. Those employees were allowed to apply in other departments in the District. In addition, several adjunct positions were cut and there were some cut-backs in the courses offered during that year.

Since that time, with better budgets, there have been new hires and there has been a better distribution of work loads.

The college is now trying to get a more organized approach to budget planning. The process is budget-driven with identification of needs, and then advising the planning and budget committee on to the college council then to the College President. There is now a pro-active approach instead of a re-active way of hiring. With evolving technology, some classified positions are not as labor intensive. With a better budget, there have been new faculty hires and a better distribution of work loads.

Within each division, the shared governance process allows participating faculty and staff members to vote on the priority of the requested hires from that particular division.

Planning Agenda

No recommendations at this time.

B. PHYSICAL RESOURCES GOES HERE...

Standard 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.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

In 2000, when the last Accreditation Self-Study took place, Cañada College had a versatile classroom model being used in virtually every standard classroom on campus. Each room contained a cart with a TV and VCR, an overhead projector and a projection screen. Having this equipment permanently available in each room was a great advantage for instructors in terms of lesson planning and spontaneity. This would account for two-thirds of the classrooms on campus, the others consisting of computer labs or specialized facilities such as the band room or art studios. The computer labs were the only rooms on campus that would utilize permanently installed LCD projectors for projecting computer images. If this capability was needed in other classrooms, a small number of “media carts” equipped with a computer and projector were available to be delivered to that room. During the summer of 2003 we began permanently installing more sophisticated media equipment in a number of classrooms. These “smart classrooms” all have ceiling-mounted LCD projectors for computer or video images, a sound system, internet access, and provisions to connect an instructor’s laptop computer or use the built-in desktop computer. Over the last few years we have refined this model for ease of use, economy and consistency of design. The ability to display PowerPoint presentations, play DVDs, access websites, among other things, have been universally praised by both instructors and students. Since 2003 over half of the classes on campus have been converted to smart classrooms, with many more installations planned for the immediate future.

Self Evaluation

The institutional goal is to provide a computer workstation (desktop or laptop) to each full-time faculty and staff member. As of now, virtually every faculty and staff member has access to a computer in their office or workroom. The San Mateo County Community College District’s Centers for Teaching and Learning (CTL) provides faculty, staff, and administrators with the innovative pedagogical and technological expertise each needs to most effectively sustain the SMCCCD’s leadership role in higher

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education—one which utilizes best practices and a student-centered approach to deliver quality instructional content and services to a student population with diverse learning styles and abilities.

When considering the 23 smart classrooms, 8 computer labs and the 9 classrooms to be converted this year Cañada will have high-tech media equipment installed in over 75% of the classrooms by the end of this year, versus less than 15% just three years ago.

ACADEMIC LABS

ESL

The primary lab has 18 Dell computers that are up to date and meet the current minimum standards set by ITS. The secondary lab has 23 computers. All of them are Pentium 3, mostly 500mhz, with 128mb RAM, running Windows XP. They have been identified as being in need of replacement soon.

Business Skills Labs

The Business Skills labs are the largest collection of computers on the main campus. The labs are housed in three separate rooms on one floor. Each room can be used for instruction or lab. They all have overhead LCD projectors. Currently one lab has been converted to a “smart classroom” with the other two to follow soon. These labs support all of the business skills classes in addition to medical reporting, English, and Middle College.

The largest lab contains 39 Dell computers running Windows XP. The next smallest is the newest having been updated in January 2006 and contains 32 of the latest Dell computers.

The next lab is the oldest with 28 Dells that were transferred from the Learning Center after they upgraded their computers. These computers replaced very slow Pentium 3 500mhz computers and made a big improvement in the capability of the lab. This lab has been converted to a “smart classroom.”

The Multimedia Department is part of the Business and Workforce Development Division and has a cross platform lab of 17 iMac computers and 17 Dell computers. This lab tries to be on the leading edge of technology due to the requirements of the industry that it is preparing students for. In fall 2007, there will be one additional high end multimedia lab wherein students will learn all aspects of the 3D animation field.

Physics/Engineering

The Physics/Engineering Department has a lab with 25 computers in its main room with an additional 20 laptops with wireless internet access.

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Library & Student Resource Center

At the current time, the library provides sessions to teach students how to find and evaluate information in databases and a self-paced course “Introduction to Information Research.” In addition, online tutorials are available for faculty and staff. Effective fall 2007, the new three-floor Building 9 will be a hub for Cañada College, placing the Library, Learning Resource Center, and Student Services at the heart of the campus. The 72,000 square-foot building will provide a new point of entry, linking the student parking lots to the campus quad via the building’s elevators and terraces. The entire building also has wireless access for anyone using a laptop computer.

The first level of the building will consolidate Student Services to improve access to Admissions and Records, Counseling Services, Financial Aid, placement testing, and programs for students with disabilities. Direct access from the quad will provide a much-needed integration of the spectrum of Student Services. The new Student Services Center will include 12 computer stations for registration, 8 computers in the Counseling Resource Room, 14 in “Smart Classroom”/CTL 153, 29 computers in “Smart Classroom” 150, 19 in the Computer Lab Testing Center, and will include the Writing laboratory.

The additional space provided in Building 9 will greatly enhance the instructional programs offered by the Learning Resource Center. The Center includes tutorial and writing centers, computers, and offices for instructors and faculty. The Learning Resource Center on the second floor will have 3 areas designated for student research with 10, 66 and 42 computers in each, for a total of 118. A room designated for listening and viewing will have 8 computers. There will be 2 “Smart Classroom” computer labs, one at each end of the building, with 49 and 35 computers respectively – totaling 84 computer lab stations.

The new third-floor Library will have an expanded collection and an increased number of student computer stations. There will be a total of 93 computers for student use in the Library. The Reference/Microforms area will include 42 computers, Reference Collections will have 14, and the AV/TV “Smart Classroom” 324 will have 37 computers.

The Learning Center is the second largest collection of computers. It contains 75 computers and supports classes across the curriculum.

Off Campus Facility

The primary off campus facility is located at OICW in Menlo Park. There are two computer labs/classrooms. One lab is part of the Business and Workforce Development Division and has 31 Dell computers. The other lab is the Learning Center. This lab has 17 Dell computers. Several of the computers in this facility were updated when the Business Skills lab made an upgrade to replace their slower Dells. This update resulted in this lab meeting the current minimum requirements in place by ITS.

Planning Agenda

No recommendations at this time.

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

The College is supported by technology. Technology needs often originate with the faculty. Deans will meet with their faculty and each other on a regular basis. Technology and budget items are discussed. There is also a technology consultant/liaison at the District Office. One of the liaison's functions is to determine the feasibility of the requests and attach estimated prices of such requests and to make recommendations of such technology. Service requests are submitted to the District Help Desk. The District Help Desk began in 2002. ITS (Information Technology Services) became centralized in 2001. Additionally, there are several district-wide that meet to discuss technology. These committees are: Enrollment Management Committee, the Student Services Committee and DITC (District Instructional Technology Council). Bond money that has become available will help drive the need to update the current minimum standards for computers that are used on campus. These dollars will help provide the means for upgrading current equipment and replace equipment that is out-of-date and no longer meets the new minimum standards set by the District Information Technology Services.

Currently there are no actual objective technological measures, they are all subjective. The District evaluates its needs and current status and then compares itself to other local colleges. Some examples of our improving technology are wireless access, online registration, Banner, and Websmart. The District strives to offer more student service technologies so that students are able to utilize many self help applications. There are plans underway for various surveys to meet the various needs of the College.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

The District is driven by student and instructional needs. Technology decisions are made from these actual needs. These needs are discussed in division meetings, advisory committee meetings and then through to the vice presidents level. Technological priority lists are used when budgeting expenses. The technology liaison determines budget numbers for various proposals. District technology requirements involve all aspects of a proposal such as, but not limited to: software, building space, and personnel requirements needed to maintain the program.

Currently the District uses the "Best of Breed" of hybrid online courses. The District is involved in a process that will integrate all online technologies hopefully to be

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implemented by spring 2007. Distance learning constitutes tele-courses, online and hybrid courses.

Self Evaluation

As part of the Facilities Master Planning Process, all-college meetings provide opportunities to present and identify the need for changes and improvements. ITS staff emails the evaluation tool after every service request is completed.

WAITING FOR STATS FROM JIM AND PETER BRUNI ON THE NUMBERS OF ENROLLEES AND COMPLETERS FROM THE CTL COURSES – HOW MANY CLASSIFIED, FACULTY, & STAFF?

The following objectives are from the SMCCCD CTL's mission statement:

Advance:

- 1 the instructional and professional use of technology by providing training and support to faculty, staff and administrators to allow them to effectively use technology to enhance student-centered learning and college business processes.
- 2 professional growth and development of faculty, staff and administrators by providing and arranging a full-range of seminars, forums and workshops based on employee needs and wants.
- 3 district-wide excellence in teaching and learning by modeling best practices.
- 4 the district-wide use of instructional technology by providing leadership in the design, research, development and implementation of technology.

Advise:

- 1 local campus and district-wide committees on issues related to technology and instruction.
- 2 faculty, staff, administrators and contractors on matters relating to construction and modernization of instructional facilities.
- 3 colleges and the District Office of appropriate levels of budgeting that will ensure the successful implementation of this technology plan.

Create:

- 1 solutions and tools for faculty, staff and administrators to enable them to do their work effectively and efficiently.
- 2 task-specific workshops and supporting materials for faculty, staff and administrators.

Maintain:

- 1 campus-based centers that provide faculty, staff and administrators with access to current computer hardware and software.
- 2 www.CTLonline.net as an online resource for faculty, staff and administrators.

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- 3 the expertise of CTL staff through participation in local, state-wide and national conferences.
- 4 this plan by reviewing progress made, assessing future needs, updating the plan annually.

The workshops offered through the Center for Teaching and Learning includes an evaluation at the end of the workshop to evaluate what worked and what needs to be improved. Reports of evaluations summarize how effective the trainings are through the CTL.

Students at Cañada have many resources available for technology training. Beyond the various curriculums offered, there are on-going, loosely structured learning environments available to students. These include:

The Learning Center, which provides a positive learning environment that integrates technological resources and learning assistance services to support student learning across the curriculum. The Center provides assistance through the Writing Center, the Math Lab and the MESA (Math, Engineering and Science Achievement) program, as well as free peer tutoring. Additionally, the Learning Center has open computer labs with access to the internet. Courses, which include transfer-level classes, are primarily self-paced, open-entry courses utilizing computer-assisted and individualized instruction.

The District Help Desk logs and categorizes problems. This information is shared at bimonthly meetings and is a good measurement. The District Help Desk receives requests for repair of hardware and software as well as receives requests for technical support from users. A good example is the implementation of new telephone system in 2006.

Planning Agenda

No recommendations at this time.

Standard III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The District's Information Technology Services Department provides support for the following services at the Colleges and District Office:

During the fall 2005, the District undertook two major projects to improve the network services at each College. The first project was to work with a Siemens network engineer to assist the ITS staff to completely redesign the network architecture to improve performance and reliability in preparation for the installation of the new voice-over-IP telephone system. To implement this redesign, all network equipment was replaced with

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new Cisco switches and routers. This network equipment has a life-time warranty from Cisco, and in addition ITS stocks spare switches to allow immediate replacement of any failed unit.

The second major initiative was to replace the wide-area network (WAN) connections from the District Office to Cañada College and to Skyline College. Previously, the WAN connections only provided 20MB/s of bandwidth to each College. The new Opt-E-Man connections now provide each College with up to 500MB/s of bandwidth. In addition, the District acquired a silver service level agreement from AT&T to ensure maximum reliability for this network service.

To ensure that faculty, students and staff have high-performance and reliable access to internet services, the District has installed a dedicated DS-3 (40MB/s) connection to CENIC at each of the three Colleges. As part of the network design, the capability exists to implement a manual failover in the event one of these DS-3's should fail for an extended period of time.

Self Evaluation

To maintain network security the Colleges of the District have deployed a multi-tiered approach. There are Cisco Pix firewalls installed at each College to provide protection to the network. The District has a multi-year agreement with McAfee to provide anti-virus protection for all desktops and Windows Servers including the servers supporting Microsoft Exchange 2003 for email services. Also installed are redundant anti-spam servers to control email spam.

In addition, each College participates in the Microsoft Campus License Agreement which allows them to install the most current releases of the Windows operating system, Office and several other products.

Using Measure A Bond funds, a new telephone system was purchased and installed in 2005. The system is a Siemens HiPath 4000 with a node located at each College. More than 2000 voice-over-IP (VoIP) telephones were installed and the system provides the following functionality:

- Tight integration with Microsoft Exchange 2003 and Active Directory to provide unified messaging i.e. managing voicemail, email and fax messages from either the telephone or from Outlook
- Survivability modules have been installed to continue to provide telephone services when one or more components in the system might fail
- Fax server capabilities built into system to provide fax capabilities from individual PC's. This capability has been installed and will be deployed at the Colleges during the summer of 2006
- Each wiring closet that supports VoIP telephones is equipped with an uninterruptible power supply to provide 4 hours of runtime for the telephones in the event of a power outage

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- Enhanced E911 services for safety and security of faculty, staff and students – it is expected that this module will be in production by the end of Spring semester 2006

ITS has in place a comprehensive backup strategy to insure that all server based data is recoverable. The backups are picked up by an off-site storage company on a weekly basis. The backups include:

- SunGard Banner databases (student, financial, human resources, financial aid)
- Xtender document imaging system
- MS Exchange
- Web servers
- Ad Astra scheduling system
- SARS Grid and Call

However, faculty and staff are responsible for backing up their own data on their desktop systems. ITS is currently evaluating alternatives to provide network storage to make the backup process for staff faster and easier.

To improve reliability of those services that are hosted by ITS from the Computer Center, the District is issuing an RFP to acquire an emergency generator to provide electrical power for at least 36 hours. It is anticipated that this unit will be installed by the end the year. The District provides and supports the maintenance of network infrastructures; the Facilities Master Plan is posted on the website at:

<http://www.smccd.net/accounts/facilities/planconstruct/masterplan.html>.

Instructional equipment requests and discussion take place at the Instructional and Student Services Council.

To provide more widespread and easy access to internet services, ITS has deployed Cisco wireless access points in most high-traffic areas on all three campuses. This project is still in progress and is expected to be completed by the end of fall 2006.

Planning Agenda

No recommendations at this time.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The institution technology resources are generated through budget planning and technology needs. The technology resource that the college has is dollars. The District provides this infrastructure, this is not at the college level. It can be taken to the college level where deans and department managers may require regular back up of data. These

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back ups should be on a server because the back up system generally is sitting behind the hard drive. Several reasons for back up of data on a server level would be to insure against physical damage and theft. See the Facilities Master Plan posted on the website at: <http://www.smccd.net/accounts/facilities/planconstruct/masterplan.html>.

The policies and procedures are set up by the District (ITS) as opposed to the individual institution, such as Cañada College. These policies and procedures are driven by input from each campus and used to develop a common set of policies and standards that can be applied to the entire district to keep uniformity throughout the SMCCCD.

SMCCCD - ITS Current Minimum support requirements for faculty/staff/lab computers. The following specs are our minimum requirements for ongoing support by ITS Technicians. While computers of lower specs are usually available, they are not recommended or supported by ITS.

Current Windows Minimum supported System:

- Dell Optiplex GX240 (1Ghz CPU or faster)
- Windows XP – Service Pack 2
- 512 MB memory (RAM)
- 20 GB hard drive with at least 3 GB free space
- DVD-Rom drive
- Built-in Ethernet
- 17" monitor or larger
- Keyboard
- Mouse

Current Macintosh - Minimum supported System:

- Laptops: iBook or PowerBook G3
- Desktops: eMac, iMac or Power Mac G4, 700MHz or faster
- Macintosh Operating System OS X
- 512 MB memory (RAM) or higher
- 20 GB hard drive or higher with at least 3 GB free space
- DVD-rom drive
- Built-in Ethernet.
- 15" monitor or larger (17in for G4 and later)
- Keyboard
- Mouse

Self Evaluation

The District participates in forums for online technology. There is a support structure set up for faculty and staff, as well.

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Cañada College is committed to provide all faculty members with computers. Full-time faculty members have either a laptop or a desktop and a large percentage of part-time faculty members have personal laptops, as well. The utilization part of this question needs to be surveyed of the faculty.

Planning Agenda

No recommendations at this time.

Standard III.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

The ITS Department works closely with the Cañada College personnel in order to assess the effective use of current technology resources and recommends technology changes to enhance instruction. Also, as the Student Learning Outcomes (SLOs) are created for each course, program, and overall institution, there will be an assessment of future technology needs in and out of the classrooms.

Self-Evaluation

The institution prioritizes needs when making decisions about technology purchases by using the shared governance process at the College. This shared governance process has worked well at the College. Priorities flow from requests and needs from the departments to the division to the deans and then on to the Vice Presidents, then on to the Budget & Planning Committee, College Council and then to the President with a list of recommendations. There is a proposed four year technology replacement cycle that is district wide. One can review the minutes of the all-college meetings concerning the Facilities Master Plan.

Planning Agenda

No recommendations at this time.

D. Financial Resources GOES HERE...