

UNEDITED DRAFT STANDARD I

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.

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

DESCRIPTIVE SUMMARY:

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

The mission statement was developed in 1999 reviewed during a Strategic Planning process in 2002-2003 and revised in an extensive and inclusive Strategic Planning process in 06-07.

Mission Statement: The mission statement reads as follows:

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

The first section defines the College's broad educational role. The College delineates educational purposes appropriate to a California community college by offering to its intended students from the

San Mateo County and the surrounding area educational programs in transfer, workforce development, and the basic skills necessary to begin transfer level courses or certification programs.

The language, “quality instruction” sets a high standard against which to measure instruction and those educational activities that occur outside the classroom. The mission places a high value on “supportive faculty/staff/student teaching and learning relationships”, affirms the value of “responsive support services” and “a co-curricular environment that contributes to personal growth and success for students” And, the “College is committed to the students and the community to fulfill this mission” affirms the College has a deep relationship with its students and surrounding community that define its mission.

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

Supporting its transfer, workforce development mission, the College offers courses that lead to 46 associate degrees and 38 certificates in 74 areas of study.

Using a “career ladder” approach, students can earn a Certificate of Completion in Graphic Design, Web Design or Multimedia, while working toward an Associate of Arts in Multimedia and completing lower-division coursework for transfer into a four-year university that offers a Bachelor’s degree in Fine Art with a concentration in Multimedia. Or, students can take the prerequisites for Nursing in preparation for the San Francisco State University Bachelor of Science in Nursing offered through the Cañada College University Center. (See the 06-07 Catalog, pages 51 to 85.)

For students whose work and family responsibilities make it difficult to be on campus during the day, the College offers:

- On-line courses
- Evening courses
- Late start and short term/weekend

As a special enrichment opportunity, high school students can enroll at the College concurrently while enrolled in high school. The College has offered a variety of College level classes for high school students on the high school campuses in our service area.

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

- Middle College High School program, a collaboration with the Sequoia High School District for high school juniors and seniors who enroll in college courses while completing their high school requirements at the College

- Community Based English Tutoring program, a collaborative effort between the College, the Redwood City School District, and community agencies, offering English as Second Language courses to parents and community members on-site at Redwood City Elementary schools
- Courses in English as a Second Language, or Early Childhood Education, and Computer Business Office Technology courses in Spanish are offered at the Learning Center in Menlo Park (OICW) and at our satellite site in Half Moon Bay, established in 05-06.

Student Services: The office of Vice President and two student services divisions, Counseling and Enrollment Services and University Center and Academic Support Services, provide programs and services that 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, first generation students, life-long learners, and students planning to transfer to four-year universities.

A partial list describing the programs and services includes:

- The Cooperative Agencies Resources for Education (CARE) program provides single parents receiving public assistance with child care, transportation allowances, books, tutoring, counseling and other related services.
- 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.
- Disabled Student Services and Programs (DSPS) provides students with documented disabilities reasonable accommodations as defined by the Americans with Disabilities Act (ADA) and academic support, including alternate media services.
- Extended Opportunity Programs and Services (EOPS) is a state-funded program assisting economically and educationally disadvantaged students with financial assistance, orientation to college, counseling, and transfer assistance.
- The Financial Aid Office provides students with information and counseling about financial assistance offered by state and federal government and private institutions. The Financial Aid Office assists students in locating scholarships, and facilitates the administration of the book loan program and other initiatives designed to make education more affordable.
- The First-Year Experience Program is a two-semester program linking a basic skills course with specific curriculum content and a course providing instruction in college success strategies on in career planning.
- The Health Center is available for all students and provides confidential information and consultation on health issues.

- The Library is the information center of the campus. The Library strives to support the educational mission of the College by acquiring and maintaining information resources, supporting instruction and by assisting students to develop information competency skills through individualized assistance and a one-unit course in conducting research.
- The on-campus Learning Center and the Learning Center in Menlo Park integrate technological resources and learning assistance services to support student learning across the curriculum. Incorporated within the on-campus Center are computer labs and the Tutorial, Math, Reading/Writing Labs. The on-campus Center also houses the MESA Center and the TRiO Student Support Services program. The Learning Centers provide self-paced courses.
- The Math Engineering and Science Achievement (MESA) program provides a MESA orientation course, Academic Excellence workshops and specialized academic counseling and tutoring for economically disadvantaged and underrepresented students.
- The Office of Student Life advises Associated Students, the student senate body, and provides shared governance opportunities for students who wish to participate in student government or serve as a student representative on governing committees by affording support and guidance to various recognized student clubs. The Office also maintains the Student Employment and Housing Boards, distributes student ID cards and assists in the administration of the Vending Commission, which provides funding for student-focused events, activities and programs. (See attached list of student clubs.)
- The Psychological Services makes available free personal counseling services to students.
- The TRiO Student Support Service program and TRiO Upward Bound programs are federally-funded programs targeted toward first generation, low-income students and students with disabilities. The Upward Bound program prepares high school students to complete their high school education in order to complete a degree from a four-year college/university. The Student Support Services program provides personalized academic support for Canada Students to assist them in earning their AA/AS and/or transfer to four-year colleges/universities.

In recent years, the student population served through these learning programs and services has changed. For example, currently, more than 40% percent of the student body is Latino/a. This percentage is substantially larger than it was seven years ago when the percentage was 27%. (In response to changing demographics, the institution applied for and received a federal Title V Hispanic Serving Institution grant in 2000, which has since concluded, but which provided funds for professional development, technology and Basic Skills support that were aimed at improving the institution's ability to effectively serve students.) An even more recent demographic change is a decrease in the average age of students. (See Strategic Planning website demographics, <http://www.canadacollege.edu/inside/strategicplanning/index.html>)

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/>)

The College's mission statement and supporting documents address its commitment to student learning. To ensure the mission statement is aligned with its purposes, character and ever-changing student population, the College's Mission Statement was revised during the development of the Strategic Plan 06-07.

In order to advance a more systematically developed plan for the future, the College is currently undertaking a comprehensive strategic planning process, 06-07, that actively involves all constituencies of the College and includes its service area as well. As part of the planning process, the College has gathered and analyzed extensive data concerning the complex demographics of the area, such as age, income, and educational attainment, as well the market for potential new programs, and the rapidly changing student population of the College. A cohort study of new incoming students Fall 04 was performed tracking various demographic and achievement factors.

An enlarged Planning and Budget Committee, open to the whole College led a review and revision of the previous mission statement based upon the data gathered, and focused on our student population. (Please see link to Strategic Planning, <http://www.canadacollege.edu/inside/strategicplanning/index.html>.)

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

The College community sees itself as committed to the current mission of the College, as indicated in a recent Employee Accreditation Survey developed for use by all employees in the District and administered separately at each college. The survey used a Likert scale; possible responses were "5 for completely agree", "4 for agree", "3 for agree/disagree", "2 for disagree", and "1 for completely disagree". 90% of the employees agreed or completely agreed with the statement, "Cañada actively works toward fulfilling its vision and mission".

Indicating that the College may feel less positive about the District's support of the mission, is the response to the statement, "The District Office provides necessary services that support Cañada's mission," to which 16% responded completely agree and 42% responded agree, for a total of 58% in agreement.

PLANNING AGENDA:

None at this time.

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

DESCRIPTIVE SUMMARY:

The Board of Trustees reviewed and approved the mission statement in Spring 07. (See attached Board Minutes.) The mission statement is published in the college's catalog and on web pages.

SELF-EVALUATION:

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

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:

The College Council reviewed and approved the Cañada's previous mission statement in 1999. (See attached College Council minutes.) That mission statement was then reviewed by the strategic planning committee in 2002-2003. (See agenda from 02-03 Strategic Planning Process.) The Planning and Budget Committee again reviewed the mission statement in September 2005. (See the Planning and Budget Minutes, 9/21/2005.) The College began an extensive, inclusive Strategic Planning process in 06-07 and finalized the Mission Statement in Spring 07. College Council approved it on 3/15/07. (See attached College Council minutes.)

Reviewing and revising the mission statement was integrated into the Strategic Planning process. Using the institution's governance structure, an expanded Planning and Budget Committee was charged with leading the 06-07 Strategic Planning Process and working with the consultant hired to facilitate the process. For the Strategic Planning Process, the Planning and Budget committee was expanded to include two representatives from each Division. The meetings have been open to all and participation has been high. (See attached Strategic Planning minutes.)

Many steps were taken to further ensure that all constituent groups have been included and are involved. A Strategic Planning website was created and added to the College internal portal, *Inside Cañada*. The site includes an interactive Discussion Board and extensive data used to inform the process has been posted. Meetings with the Strategic Planning consultant were scheduled with the Classified Senate, the Academic Senate, the Administrative Council and the College Council. Two

student forums, one All College meeting, and several community meetings were held with the consultant. Additionally, Strategic Planning questionnaires were widely distributed in the community. (See attached Discussion Board, <http://smcweb.smccd.net/common/forums/post.asp?ForumID=274> and attached Strategic Planning questionnaire.) Two half-day retreats were held in Spring 07.

The Strategic Planning process is near completion.

SELF-EVALUATION:

The creation of the mission statement has been an open process and included all the representative groups on campus; the process of development involved many all-campus meetings. The 06-07 Strategic Planning process has found creative, multiple avenues that fully utilize the institution's governance and decision-making processes to review and revise the mission statement.

PLANNING AGENDA:

None at this time.

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

DESCRIPTIVE SUMMARY:

The mission statement provides broad parameters for the development of goals and priorities within the college.

During the review of the College Council by-laws in 06-07, a statement linking the philosophy of the Council to the mission was approved. It reads:

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

The mission statement has been a reference point in the development of course, discipline and institutional Student Learning Outcomes. The mission statement is displayed on each page of the Student Learning Outcomes Assessment Cycle (SLOAC) website, which has been used as a tool to guide faculty participation in the development of SLOs. (See attached SLO website <http://www.smccd.net/accounts/canslo/index.html>.)

The mission statement is fundamental to the Program Review process. At the departmental level, academic departments undergo comprehensive program review every six years and complete a bi-annual state of the department every second year 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.”

The Program Review process produces information which is used to “improve the quality of instruction and student services and to demonstrate institutional effectiveness,” with the purpose of optimizing “the potential for student learning, success and access.” Program review serves as the basis for annual planning and is the starting point for determining priorities for resource allocation. (See attached Program Review, http://www.canadacollege.edu/inside/program_review/index.html.)

The Program Review process informs the hiring of full-time faculty and classified staff. The rubric used for evaluating justifications starts with recommendations from Program Review. Thus, the mission statement, which drives the Program Review process, is instrumental in the hiring decisions the College makes. (See attached Guidelines for Full-time Faculty Hires, http://www.canadacollege.edu/inside/academic_senate/0607/Full-Time-Faculty-Hiring-Process-and-Criteria-DRAFT.pdf.)

The mission statement has been a guide in making the Facilities Master Plan. When the Steinberg Architects gave the 2006 Master Plan Update presentation at an All College meeting, they declared: “We want to create a strategy that will provide facilities to support the educational plan and mission statement of the college.” (See quote in attached *Olive Press*, March, 2006.) The architects reviewed the current mission statement and used it to elicit feedback for developing the 06 Facilities Master Plan Update. (See attached 2006 Facilities Master Plan Update presentation.)

The mission statement was reviewed as part of the wider process of creating a strategic plan during the Strategic Planning process of 02-03. (See attached Strategic Planning agenda.) In 05-06, the mission statement was placed as the focal point of the planning process then. During that year, members of the Planning and Budget Committee reviewed the Strategic Plan 02-03, evaluated progress toward meeting its goals, and assessed the process of college planning in general. The minutes stated that the committee should “agree on goals/vision/fulfilling mission” and should “focus on what enhances the mission of the College”. (See attached minutes, 8/18/05) In the minutes of 9/21/05 (See attached minutes) the committee stated that it would “look at College mission/vision/values statement” in order to “review the Strategic Plan document and prioritize recommendations.”

To lay the groundwork for a new Strategic Planning process, the Interim President explained the work of Planning and Budget committee in the *Olive Press*, the College’s monthly newsletter in this way: “We should connect the budget process to the mission and goals of the college.” (See attached *Olive Press* December, 2005).

Reviewing and revising the mission statement was the first step in the process of creating the new Strategic Plan 06-07, which will serve as the framework for the planning processes throughout the College. This plan will include implementation steps and will drive planning and budgetary decisions at all levels of the College.

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

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

(See attached, <http://www.canadacollege.edu/inside/strategicplanning/mission.html>.)

SELF-EVALUATION:

The mission statement has been central to the formation of the Strategic Plan 02-03 and the Strategic Plan 06-07. In the development of the Strategic Plan 02-03, no specific implementation guidelines were set, so the influence of the mission on planning and decision-making was not clearly established, and progress was difficult to assess. Given the central position given to the mission statement in the 06-07 Strategic Planning process, the College is firmly on track to make the mission central to its governance, planning, and decision-making processes.

PLANNING AGENDA:

None at this time.

IB1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY:

Cañada College fosters ongoing, collegial and self-reflective dialogue about the continuous improvement of student learning and institutional processes through multiple forums. Some of the key forums and their purposes are outlined below:

The College Council is the primary body entrusted with advising the President on college-wide matters concerning budgeting, planning, and governance issues. The Council aspires to high standards of collegiality. The handbook and by-laws declare: "Cañada College wishes to encourage to the greatest extent possible the practice of collegial consultation." Further, the document states that the body strives "to keep the needs of students at the forefront during decision-making deliberations." http://www.CañadaCollege.edu/inside/College_council/0607/index.html.)

The College Council is made up of 22 representatives from all constituencies-faculty, staff, administration, and students. The membership consists of five full-time faculty members, one adjunct faculty member, six classified members, six students, two administrators, the President, ex-officio and the Academic Senate President, ex-officio. All members of the community are welcomed as observers/non-voting participants. The Council meets every two weeks; agendas and minutes are distributed in advance of the meeting, and archived minutes are posted on the web (See link, http://www.CañadaCollege.edu/inside/College_council/0607/index.html.)

The Planning and Budget Committee is a subcommittee of the College Council. In recent years, up until 05-06, the subcommittee had met informally and sporadically. During 05-06 the body met regularly and discussed important issues, including its philosophy and its role in the College. This committee adopted a constitution, which was approved by the College Council on May 17, 2006. The constitution outlines the body's advisory role in planning and budget and its membership, which is made up of representatives from all constituencies. Serving on the subcommittee are the Vice Presidents of Instruction and Student Services, the Chair and Vice-chair of College Council, the President of the Academic Senate Governing Council and one additional faculty member representing AFT, the Classified Senate President and one additional classified member representing CSEA, two student representatives, the President, ex-officio, the College Business Officer, ex-officio and the College Researcher, ex-officio. (See minutes and Constitution, at link <http://www.CañadaCollege.edu/inside/planning-budget/Planning-Budget-Constitution.pdf>)

The Academic Senate Governing Council, which meets twice monthly, provides for "the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards." The Governing Council oversees faculty committee appointments. The membership includes all full-time and part time faculty under contract and loaded at three or more units per semester. The President, Vice President, Treasurer, Secretary, Chair of Curriculum, Chair of the Professional Personnel Committee, College Council Representative and the Division Representatives are voting members. (See the Academic Senate Governing Council Constitution link, http://www.CañadaCollege.edu/inside/academic_senate/ASGC-Constitution-Completed-Revision-4.17.06.pdf)

The Curriculum Committee is a subcommittee of the Academic Senate meeting twice monthly; the meetings are open to all. Their function is "to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College." The Committee makes recommendations to the Governing Council concerning "general instructional policy and standards, degree and certification requirements,

initiation and modification of programs and courses.” The committee also monitors Program Review. The committee is composed of these 12 voting members: a Chairperson appointed by the Academic Senate, two faculty members from each of the three instructional divisions and two from counseling, one representative from the Library, one representative from the Office of Admissions and Records, one student, one non-voting ex-officio member, and the Vice President of Instruction. (See the by-laws link cited on http://www.Cañadacollege.edu/academics/office_of_instruction/currichdbk.html)

The Curriculum Committee and the Academic Senate lead discussion on development and implementation of Student Learning Outcomes, particularly in instruction, in order to assess and improve student learning. The Curriculum Committee has stated that faculty development of SLOs serves to, “foster dialogue, evaluation, and change, which is an ongoing process.” For this reason, the Curriculum Committee has elected to request that faculty submit Student Learning Outcomes with the Official Course Record and at the time of Program Review rather than including them within the Course Outlines (See attached notes on Interview with Jenny Castello, Curriculum Committee Chair.)

The Classified Senate, which meets monthly, “works with the administration, faculty and student groups in the interest of enriching the educational and social environment of the College.” Membership is open to all permanent classified employees, and every member has a vote. Members of the Classified Senate occupy leadership positions on College Council and Planning and Budget, and serve on other campus committees as well, reporting back and forth between the Senate and the committees, helping to foster campus dialogue. (See Classified Senate Constitution at link http://www.CañadaCollege.edu/inside/classified_senate/0607/Pat%27s%20working%20copy%20of%20Classified%20Senate%20Constitution.pdf)

Associated Students of Cañada College (ASCC) is the official representative student government organization at Cañada College. The ASCC “is charged with the responsibility of assessing and meeting student needs and of providing student input into the decision making process of the College.” (See p. 2, Student Handbook at link, <http://Cañadacollege.net/student/pdfs/Student-Organization-Handbook-06.pdf> . Their members sit on various committees, such as College Council, Planning and Budget, Curriculum, and on each Accreditation Standard committee. They report on the dialogue in these committees and discuss it in their meetings. They recently held a retreat to discuss mission, values and goals. (See attached ASCC retreat minutes, September 24, 2006.) The Inter-Organization Council (IOC) is a committee within the ASCC, with members from each of the recognized student organizations, meeting once a semester.

Additionally, members of each division within the College typically meet once a month to dialogue about a great number of issues, including new program initiatives designed to improve student learning. (See sample agendas and minutes from division meetings.) Many departments, such as English, ESL, and Mathematics also meet to discuss topics related to their particular disciplines. (See attached sample department minutes and web pages.) Student Services Supervisors from divisions and service areas within Student Services meet as a group once a month to discuss coordination among Student Services programs and services and with instructional programs and services. (See attached sample agendas.) The Student Services area and the Instructional divisions may hold annual retreats for more in-depth discuss of student learning and institutional processes. (See sample retreat agendas.)

At the administrative level, there are three bodies that address the continuous

improvement of student learning and institutional processes. The Instruction, Student Services Council (ISSC), which consists of the Vice Presidents for Instruction and Student Services and all the Division Deans, meets three times a month. Discussions include planning for budget, curriculum, hiring, facilities upgrades, etc. (See attached sample agendas.) The Administrative Council, led by the President, convenes the Vice Presidents, Deans, Budget Officer, Researcher and Public Information Officer, once a month for the purposes of visioning, planning and teambuilding. (See attached sample agendas.) The Cabinet, which consists of the College President and Vice Presidents, and sometimes the College Business Officer or guests, meets once a week, so that upper management can monitor the workings of the College and pursue planning at the executive level.

The President invites the entire College community to All-College meetings on a monthly basis. At these meetings, the President invites guests, shares news and seeks community input on many topics that are pertinent to the entire community. (See sample agendas for All-College meetings.) As an example of community dialogue, during the September, 2006 meeting, the President began the Strategic Planning process by sharing data regarding the number of recent graduates from several local high schools who are now enrolled at the College. A collegial discussion about how to increase this number ensued. The conversation was continued at the first Planning and Budget Strategic Planning meeting to which Division representatives and the broader campus community was invited. The dialogue included thoughts on what makes the institution unique in the service area, how to effectively network and how to market to the community. At the same All-College meeting, as an example of All-College meetings that contribute to the improvement of student learning, a member of the faculty and two students gave a demonstration of a new, computer-based, interactive learning tool obtained through a grant. (See attached agenda.)

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

Inside Cañada is another tool used in maintaining continual campus dialogue. Minutes and agendas of many of the committees listed above post information there. *Inside Cañada* is also used to post data acquired from research. (See link, <http://www.Cañadacollege.edu/inside/strategicplanning/index.html>)

The College has expanded its website to extend communication in general, providing through the internet information about Admissions/Registration, Program of Study, Student Services, News and Events, and Focus on Courses, etc., thereby providing strengthening a tool supporting campus dialogue. (See link <http://canadacollege.edu/>)

SELF EVALUATION:

There is considerable dialogue going on within the College about the continuous improvement of student learning and institutional processes. The College seems to respond positively to the range of questions concerning dialogue on the Employee Accreditation Survey. Here are the responses:

- “Overall, the shared governance process is working well at Cañada.” 20% responded “completely agree,” and 48% responded “agree”, for a total of 68% in agreement.
- “A consultative process is used to identify areas of improvement.” 19% responded “completely agree,” and 40% responded “agree” for a total of 59% in agreement.
- “Cañada encourages staff and faculty participation in the decision-making process.”, 30% responded “completely agree,” and 41% responded “agree”, for a total of 71% in agreement.

PLANNING AGENDA: None at this time.

IB2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY:

The Program Review process serves as the basis for goal-setting in instructional and student service areas. Each department is charged with conducting a comprehensive Program View, aligned with the mission statement, every six years and a bi-annual state of the department review every second year. After the reviews are performed and a report prepared, the Curriculum Committee convenes a special meeting to which the Vice Presidents, Deans and members of the College community are invited, providing an opportunity for the goals to be widely understood and discussed. After the Curriculum Committee reviews the reports, the Curriculum Chair submits the reports to the College Council and the Planning and Budget committee so that the broader college community understands the reports and can work together to achieve the goals reported. The President submits the Executive Summary of the report to the Board of Trustees for approval. (See Program Review document.) (Recently the English, Community Based English Tutoring, Physical Education, Geography, Physical Sciences, Spanish, Reading, Fashion Design, and Computer Business Office Technology/Computer Information Science programs completed comprehensive Program Review.)

The Strategic Planning Committee 02-03 set a number of institution-wide recommendation/goals. (See 11/06/02 SPC Draft, attached). These goals were meant to guide the College’s planning for the next several years. The committee consisted of 16 members, 4 from each group (administration, classified, faculty and students). As part of the process, the committee reviewed the College Mission, Vision and Values Statement (See 11/20/02 minutes, attached) and used the document as a resource while making recommendations.

To ensure broad-based understanding of its recommendations, the Strategic Planning Committee 02-03 shared them with the College community during two town hall meetings. The Committee published its final recommendations in November 2003. The recommendations included setting high academic standards, expanding core offerings, developing academic resources, expanding college athletics, partnership building, greater development of retention programs and services, strengthening counseling, enhancing program variety, and providing opportunities for professional development. See link at http://www.Cañadacollege.edu/spc/final_%20SPC_recommendations.pdf).

During 05-06 the Budget and Planning Committee (which has since been renamed Planning and Budget) met regularly through the academic year and reviewed progress toward meeting the recommendations of the 02-03 Strategic Plan. A status report was prepared by the committee and presented to the College Council.

Understanding the need to revisit the Strategic Plan, the Interim President asked the Planning and Budget Committee, augmented by representatives from each division and the student body to begin a dialogue to update the Plan. He hired a consultant to guide the College in an inclusive conversation about the mission, values, vision and goals of the College. All members of the College have been welcomed to all meetings. The consultant and the Interim President have gathered extensive information and data concerning the community both inside and outside of the College to inform the discussion. To include broader community input, a survey of community needs and perceptions was widely distributed and meetings in the community were held. A website with information and discussion board has been established. (See emails describing process and website at link <http://www.Cañadacollege.edu/inside/strategicplanning/index.html>.) At the time of writing, a new Strategic Plan is being developed, and will be complete by the end of the academic year.

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

So that the College community could understand and discuss the degree to which enrollment goals had been met, the Vice President of Instruction gave a presentation to College Council in Fall 06 concerning enrollments. The presentation included current and historical enrollment data, comparative data with the other district colleges, data on areas of program growth and program decrease. The strategies that had been used to increase enrollment and improve retention were

presented and discussed, so that institutional members can work collaboratively to meet these critical goals. (See attached powerpoint presentation on Model.)

The District led a Facilities Master Plan process in 2001. The plan identified several goals: (See Plan, http://www.smccd.net/accounts/facilities/planconstruct/CAN_Projects_Summary_Main.htm attached.)

- Construction of a new Library, Student Resource Center
- Renovation/modernization of classrooms
- Theater renovation
- Repair of parking lot, roads and sidewalks
- Pedestrian access improvements
- Relocation of program sites (Fashion Design, Interior Design, Radiological Technology) and locating sites for new programs (Nursing)

Facilities planning meeting notes have been disseminated and feedback gathered from appropriate parties. They are also discussed in Division meetings, Department meetings, All-College Meetings, Planning and Budget Committee meetings, and College Council meetings (See attached agendas and minutes, including 102203meeting notesrev.pdf).

Many of the goals of the 2001 Facilities Master Plan have been accomplished. Classrooms in Building 13, 3 and 17 have been modernized. All modernized classrooms include computer connectivity to the internet and projection equipment. The Main Theater and the Flex Theater have been renovated, athletic facilities have been upgraded, parking lots, roads and sidewalks have been repaired, and pedestrian access has been improved. Fashion Design, Interior Design have been relocated; there is a new state-of-the art lab for the Medical Assisting program and University Center Nursing program, and Building 9, which will house the new Library, Learning Center and One-Stop Shop Student Services is near completion, with a move-in date of June 07.

Based on a public process, the District commissioned Steinberg Architects to lead a 2006 Facilities Master Plan updating the previous plan at each College and for the District. The architects met with the campus community at two All-College meetings to establish strategies, concepts and guiding principles to be used to modernize the facilities “and enhance the environment of the Cañada College campus to provide the ability to meet the pedagogical and social needs of the community and students over the next 30 years.” (See Summary, 2.2, 2006 Facilities Master Plan, http://www.smccd.net/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf)

The 2006 Plan proposes improvements such as these:

- Creating Landmark entries at Farm Hill Blvd. and Cañada Road
- Establishing Identifiable “Front Doors” to the campus
- Using landscape hierarchies defining pedestrian and vehicular path
- Enhancing the exterior campus amenities

A District-wide implementation and budget plan will be established. (See Summary, 2.2, (See Summary, 2.2, 2006 Facilities Master Plan, http://www.smccd.net/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf)

SELF-EVALUATION:

During 05-06, at a presentation for the College Council, The Planning and Budget Committee found that the College had made progress in meeting some of the institutional goals set in 2003. (See presentation.) However, many of these goals lacked timelines and accountability and were not articulated in a manner which allowed for a clear determination of the degree to which they had been met, and so did not establish means for maximum collaborative effort. For example, one of the recommendations was that the College “Expand the core transfer offerings.” In terms of measurability, it might have been better to state the recommendation more in this form: “Expand the number of core transfer courses and sections offered by 5% by 2005.”

In similar fashion, College goals around specific topics, such as enrollment growth, or in particular programs or services have also not always been articulated in measurable terms. The current Strategic Plan 06-07 will be established with timelines and implementation guidelines, providing a guide for goal-setting.

The College has developed better, more responsive means of communicating its achievements, such as convening regular All-College meetings, regularly disseminating the *Olive Press* and expanding its website, as well the employee portal, *Inside Cañada*, Still, effective communication is an on-going process that can always be improved. According to the Accreditation Employee Survey, in response to the statement, “Results of College goals are regularly shared with campus constituencies,” 21% responded “completely agree” and 39% responded “agree”, for a total of 60% in agreement, indicating that information about goals and their achievement can still be more extensively reported.

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

PLANNING AGENDA:

State goals in measurable terms which allow the College to readily determine the degree to which they have been met, assign timelines and responsibility for meeting the goals, and communicate extensively the progress toward meeting the goals.

IB3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY:

The recently reconstituted Planning and Budget Committee evaluated progress towards meeting the 2003 recommendations of the Strategic Planning Committee and gave a progress report presentation to the College Council. (See attached powerpoint presentation, Strategic Planning Progress Report/Winter 2006.) They reported that the first item on the Strategic Plan, "College Standards," resulted in the update of the Academic Integrity Policy (See link, http://www.Cañadacollege.edu/inside/acad_integrity/index.html). Additionally, the Strategic Plan 2003 had recommended that the College "Expand College Athletics Programs." Consequent to the recommendation, the College has restored the men's varsity basketball team, which had been put on hiatus, added women's varsity volleyball and men and women's varsity golf. (To this date, varsity men's and women's tennis is on hiatus.)

In response to the 2003 Strategic Planning Committee's recommendation that the College "actively seek new ways to partner with private and public entities," many new partnerships have been developed, including those with Carlmont High School, the Sequoia Health Care District and Catholic Healthcare West, First Five San Mateo, Preschool for All, Sequoia Unified High School District, San Mateo High School District, and Redwood City School District. See attached powerpoint, Strategic Planning Progress Report/Winter 2006.)

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

The new Strategic Planning process 06-07 has incorporated extensive, significant quantitative and qualitative data that is being used to establish institution-wide goals that will include a plan for establishing a systematic cycle of evaluation. (See Strategic Planning website, <http://www.Cañadacollege.edu/inside/strategicplanning/index.html>.)

The Program Review process is an area in which the College incorporates a systematic cycle of planning and evaluation in an effort to allocate resources strategically. Every six years, as part of the

Comprehensive Program Review Self Study, each department sets goals and objectives, evaluates progress toward previous goals, and evaluates how curriculum addresses student needs as well as how the program addresses changes in student demographics. As part of Program Review, every two years, each department or program prepares a Bi-Annual State of the Department report that addresses these areas: Program Goals and Objectives; Student Learning Outcomes (program and course level) faculty and staff needs, facilities and equipment needs. Quantitative data supplied by the college researcher are incorporated into Program Review documents, and the programs gather a variety of qualitative data to support their evaluation of program need. The Program Review results are presented to the Curriculum Committee, to the Planning and Budget Committee, are posted on *Inside Cañada*, and become an integral part of the planning process. New faculty hiring is strongly linked to recommendations from Program Review.

SELF EVALUATION:

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

PLANNING AGENDA:

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

IB4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY:

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

Classified Senate and Associated Students recruit additional membership by requesting volunteers for specific committees. There is one representative from each division assigned to Academic Senate, and may be voluntary or elected depending on level of interest. Academic Senate Governing Council approves all faculty assignments on committees. Many of the membership rosters and assignments on planning committees are posted on *Inside Cañada*, under “Standing Committees.” (See membership lists at link, <http://www.Cañadacollege.edu/inside/index.html>)

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

Budget planning begins at the District level through the District Committee for Budget and Finance, on which members of all three colleges and the District serve. Cañada College has three representatives on the Committee, one of which is the Chief Budget Officer and the other two are union representatives. The Committee uses a District Resource Allocation model modified in 05-06 designed to encourage enrollment growth and promote institutional stability to allocate funds to each college. (See District Resource Allocation model document.) Categorically funded programs such as Matriculation, EOPS and DSPS comply with spending requirements and send annual reports, reviewed by the District, to the State Chancellor’s Office.

At the College, during the Spring semester, the budget planning process begins at the Division level. Deans are provided with forms that include budget expenditures for the previous two years and year-to-date expenditures for the current year. The Deans consult with members of their divisions to determine projected needs for the coming academic year and submit requests and justifications for those requests based on anticipated need. The budget allocation requests from the Deans are reviewed by the Vice Presidents, the President and the College Business Officer, who make the final allocation decisions for the College based on evaluation of the College’s mission and goals, and are subject to approval by the Planning and Budget Committee and the College Council. (See attached sample Budget Request and Justification form.) During the fall semester, Deans channel remaining critical needs requests in the same manner, as well as Instructional Equipment needs, which also follow the same process. (See attached email requesting lists).

Since there are not enough available District resources to fund all the programs the College thinks are critical to achieve its goals, the College has actively pursued, and has obtained, alternate means for securing resources to increase its programs, services and equipment. The College has received several federal grants. In 2000 the College was designated as a Hispanic Serving Institution and received a five-year Institution Strengthening grant that brought funds for faculty and staff

development, technological development, basic skill development and for strengthening the educational pipeline. In 2003, the College received five-year funding for a TRiO Upward Bound program, and in 2005, received five-year funding for Student Support Services, another TRiO program, aimed at providing additional educational support for first generation, low-income students and students with disabilities.

The College receives state funding for a MESA program (Math, Engineering and Science Achievement), and a Middle College high school program. First Five, San Mateo County, provides funding for the ECE/CD program for the distribution of textbooks and student support services. The State funds Preschool for All, which pays for a Program Services Coordinator for ECE students. Further, the College has received grants for Technology Preparation, VTEA (Vocational and Technical Education) and the CBET (Community Based English Teaching) program. Funds from corporate sources include the Hewlett Packard's Technology for Teaching grant and the Gates Foundation Early College Program (ECP), which is a collaborative program with Stanford and the East Palo Alto Academy High School. Finally, the College and the District Bookstores have worked with other College employees in Early Childhood Education, Financial Aid, EOPS, the Library and Learning Center, to obtain and administer a combination of private funds and grant funds in order to create a book rental program. (See Current Textbook Issues, by Tom Bauer, or see link to powerpoint of presentation to Board of Trustees, January 06, http://www.smccd.net/bookstore/downloads/smccd_board_0106.html.)

Leading to improvement of institutional effectiveness, funds initially obtained from the Title V grant were used in part to launch a First Year Experience program. Evaluative data on the program indicated improved student learning, demonstrating higher GPA, retention and success in English and Math courses. (See FYE Presentation, slide 8.) Consequently, the program was institutionalized after grant funds were no longer available. Funds obtained from the Hewlett Packard's Technology for Teaching grant to the Engineering Department were used to institute a interactive, computer-based learning system available in the classroom and on-line. Student success in courses where this technology was used has measurably increased. (See link <http://www.smccd.net/accounts/enriquez/HP-Technology-for-teaching.htm>.) The instructor then used this documented improvement to extend the grant by winning a Leadership grant from Hewlett Packard (See sample instructor data gathered.)

SELF EVALUATION:

As stated in B1, the College has positive responses to a range of questions concerning opportunities to participate in dialogue. There are also positive responses to a range of statements concerning opportunities to participate in planning. On the Employee Accreditation Survey, the statement "A consultative planning process is used to identify needed areas of improvement" showed that 19% responded "completely agree" and 40% responded "agree", for a total of 59% in agreement. To the

statement, “The role of staff in shared governance is clearly stated and publicized” 26% responded “completely agree” and 48% responded “agree”, for a total of 74% in agreement. The statement, “I am satisfied with the amount of opportunity I have to participate in college-wide planning” gathered 28% responding “completely agree” and 48% responding “agree” for a total of 76% in agreement.

Though salaries make up 90% of the budget, leaving only 10% to be utilized for other purposes, the College community seems to have concerns about the equity of resource allocation. The lowest mean scores on the Employee Accreditation Survey concerned resource allocation. Significantly, the lowest mean score, 3.17, on the Survey was in response to the statement concerning the District Office and resources distribution: “The District Office provides fair distribution of resources.” 13% responded “completely agree” and 26% responded “agree”, for a total of 39% in agreement. The second lowest mean score, 3.33, was in response to the statement: “College budget decisions are based upon input from all college constituencies.” 13% responded “completely agree” and 32% responded “agree”, for a total of 45% in agreement. And the third lowest mean score, 3.36, was in response to: “Staff has adequate opportunities to participate in the development of financial plans and budgets.” 13% responded “completely agree” and 38% responded “agree”, for a total of 51% in agreement.

PLANNING AGENDA:

Develop a clearly communicated, inclusive process and set of standards for the equitable, transparent allocation of resources.

IB5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY:

Cañada College reports quality assurance matters concerning student achievement, enrollments, student and community demographics, the status of Bond-funded projects, and the status of specific programs internally to faculty, staff, and students, and externally to members of the broader community, including the high schools, and members of the business community using several different methods.

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

- The Office of Institutional Research, staffed by the College Researcher, maintains links to a District Institutional Research site, research links to sites such as California Postsecondary Education Commission (CPEC), and the Research and Planning Group, and data gathered for use for Program Review such as historical data on WSCH, FTE, FTES, Load, Retention and Success. (See link, http://www.Cañadacollege.edu/academics/office_of_instruction/research.html)

- The Strategic Planning page, led by the President, provides a wide range of data about population trends, GIS maps, employment trends, housing trends, psychographic research, site maps, demographic and income profiles etc. Along with this vast array of information is a *Discussion Board* so that the internal constituency can analyze the importance of the information as it relates to the development of a Strategic Plan. (See link, <http://www.Cañadacollege.edu/inside/strategicplanning/index.html>)

The College also participates as a member of the San Mateo Community College District on an Institutional Research page. Data for all three colleges is posted on the District website concerning students, program information. (See link, <http://www.smccd.edu/accounts/doresearch/program.html>) Program information with detailed data on Load Study by discipline, department and college, and Grade Distribution is available on the site. There is also a section in development for community information and industry trends.

To assure taxpayers that Bond-funded projects are proceeding as planned, the College sends updates to the District Director of Government Relations, and she submits the information to the Bond Oversight Committee. (See attached Bond Oversight Committee Report to the Community, January 05.)

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

The Public Information Office and the President collaborate to release quality assurance information to the students, faculty, staff and outside communities on various matters. (See sample press releases.) The monthly *Olive Press* is used to highlight key employees and programs and to inform the college community about various issues. (See attached sample issues.)

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

SELF-EVALUATION:

Until 2004 when the College hired a researcher, little data was gathered. Since hiring a researcher, standard information on student success and retention has been gathered. The information gathered has been primarily concerned with WSCH, load, FTEs, retention, and success, rather than the kind of strategic information that would allow the College to make the kinds of broad ranging decisions

necessary for long-term planning and evaluation. As indicated on the Employee Accreditation Survey, members of the College Community seem to have a desire for access to more data. There was low mean response, 3.43, to the statement: "I believe there is sufficient data and information available to assess the quality and effectiveness of my program or area". 20% responded "completely agree" and 37% responded "agree" for a total of 57% in agreement.

Recently, the College has made progress in reporting data and quality assurance matters through the District's website and *Inside Cañada*, especially with the development of the Strategic Plan site. (See site, <http://www.Cañadacollege.edu/inside/strategicplanning/index.html>.) Of particular value is the development of a longitudinal cohort study of 905 students who first enrolled in Fall 2004. From this project, the College will be able to track student success, retention, and persistence over time using several variables such as gender, ethnicity, age, education level, goal, major, and the classes in which they enrolled. In addition, this study will address strategic issues such as what percentage of basic skills students transition to certificate or degree programs, or transfer level classes, allowing the College to make informed decisions about resource allocation.

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

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

IB6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY:

Although extensive planning at the College, as described previously in IB2 and IB3, has occurred during the past few years, the College is still working towards toward the establishment of a clear, systematic planning process. In order to begin such a process, in 2005-2006 the College restructured and strengthened its Budget and Planning Committee, consequently changing the name to Planning and Budget and adopting a constitution, which was approved by College Council. As a next step, the College formed a broad-based Planning and Budget Strategic Planning Committee to work with the President and College Council on these tasks:

- Articulate the Mission and Vision of the College
- Assess the current strengths and weaknesses of the College
- Gather information highlighting critical issues
- Develop strategies, goals, and objectives for the College

(See Strategic Planning presentation handout delivered to College Council.)

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

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

In recent years, the College was hindered in its ability to assure the effectiveness of its ongoing planning in regards to its resource allocation processes because the College operated several years without a permanent Business Officer. A permanent College Business Officer has joined the College and the College has also added a Financial Analyst position. These staff members work together to monitor finances and to share information about the status of financial resources with the campus community. These positions increase the institution’s ability to more systematically review and modify the allocation of College resources

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

One area in which the College has reviewed and modified part of the planning process is Program Review. In 2005, the program review process was reviewed by the Academic Senate Governing Council and then restructured. The new program review process, adopted in October 2004 (http://www.canadacollege.edu/inside/academic_senate/archives0405/AS_draft_minutes_10-06.pdf) includes biannual review in addition to the six-year cycle in the previous process and uses standardized measures and common definitions of retention, success, FTE, FTES, WSCH, and LOAD, provided by the Researcher, for all departments.

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

SELF-EVALUATION:

The College is making a significant progress toward establishing a new planning and resource allocation process. Until that new process is established, the College will not be able to systematically review and modify it.

The hiring of permanent College and District staff such as the Chief Budget Officer and the District Vice Chancellor of Educational Services and Planning should improve the College's ability to assure the effectiveness of its ongoing planning and resource allocation processes. The College hired a Researcher in 2004; although at Cañada, the researcher is officially an administrative analyst, whereas at CSM the chief researcher is the Dean of Institutional Research, with appropriate staff. The heavy research demands that will accompany the implementation of the new planning process are likely to require additional staffing.

PLANNING AGENDA:

As part of the new planning process, establish a specific time-line for reviewing and modifying the new process in order to assure its effectiveness. Consider providing additional staffing for institutional research.

IB7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY:

The College recently began to assess its evaluation mechanisms of instructional programs and student support services through a recent revision of the instructional Program Review process. Additionally, as described in B6, Student Services created a Program Review document to be used in reviewing Student Services programs. The proposed document, includes information such as types of outreach and collaboration, with types of surveys used to measure student satisfaction and other issues not included in the document used to assess instructional programs. (See the document.) In conjunction with this process, each area of student services is developing Service Area Outcomes which are statements developed in concert with an area mission statement in order to improve and assess the delivery of services.

There is an updated timeline and standardization of definitions of demographic data for Program Review, as described in IB6. Curriculum Committee has also suggested that all programs going through the process include Student Learning Outcomes. (See interview notes with Jenny Castello.) The Committee and College faculty are still discussing methods used to assess Program SLOs.

The establishment of the District Institutional Research Council, described in IB6, coordinates research efforts in the Colleges. The District recently filled the long-vacant position of Vice Chancellor of Educational Services and Planning. The Vice Chancellor will lead the District Research

Council, which should help the College to “more effectively meet the research needs of the Colleges and District Office.” (See Institutional Research Council document.)

The College Researcher compiles data used to evaluate the effectiveness of instructional programs and student services, including data on success, retention, FTE and WSCH. He also conducts surveys of students to improve the effectiveness of instructional programs and student support services. (See link to research, http://www.canadacollege.edu/academics/office_of_instruction/research.html) The information gathered by the researcher on the success of students in the FYE program led to the continuation and expansion of the program even after grant monies were no longer available to support it.

SELF EVALUATION:

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

PLANNING AGENDA:

Evaluate programs and services systematically and assess the evaluations themselves to ensure their effectiveness in promoting improvement in programs and services.