UNEDITED DRAFT
STANDARD II

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. INSTRUCTIONAL PROGRAMS

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

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

DESCRIPTIVE SUMMARY

The mission of Cañada College is to provide "quality instruction in general, transfer, career, and basic skills education". All academic programs and courses are developed by the faculty to respond to an identified need at the College for the community. New programs, new courses, and modifications to existing programs and courses are all reviewed by the Curriculum Committee. The College offers 21 Associate of Arts degrees and 25 Associate of Science degrees. Two of the newest disciplines are Medical Assisting and 3-D Animation and Video Game Arts.

The role of the Curriculum Committee is to "Coordinate and monitor Cañada's curricular offerings so that they 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 the goals and objectives of the SMCCCD and Cañada College." Specifically, the Committee is charged with recommending action on the following:
- New Course proposals and course modifications
- Course banking and deletions
- Proposals for new programs and program modifications
- Other curricula matters including graduation requirements, general education patterns, and audit list changes.
- Special Topics courses
- Course articulation with four-year institutions
(1 Curriculum handbook),

In its work as the Curriculum Committee, faculty review all proposals with regard to course descriptions, learning objectives, course content, prerequisites, student learning outcomes, and application to a degree or certificate. The Curriculum Committee also reviews alternative delivery modes of instruction to ensure that courses offered via distance education, either on the internet or broadcast on television, adhere to the appropriate standards of communication with students.

Courses taught through Cañada College, on or off campus, broadcast or via the internet are based on the Course Outline of Record.

SELF-EVALUATION

Cañada has a well defined and effective mechanism in its Curriculum Committee to ensure that all instructional programs meet the mission of the institution and uphold its integrity. The College offers courses and programs that address students' basic skills needs, courses that provide entry into the workplace, and a comprehensive program of transfer and general education courses.

PLANNING AGENDA

None at this time.

Evidence—(References 2:01-2:04)

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

DESCRIPTIVE SUMMARY

Cañada College offers a comprehensive educational program that addresses the community needs in a variety of ways. Students come to Cañada for multiple reasons and thus need coursework that is relevant to their needs. A large number of students come to the College unprepared to do College level work. Curricula is in place to prepare these students in the basic skills areas of, English, Reading and Mathematics so they will have the opportunity to enter into workforce programs and/or into the general education or transfer program. A second set of students come to the College as English language learners and strive to learn English at a sufficient level to be able to move either into a work related curriculum or a transfer program. For students who want career or technical education, the College offers a small but effective number of workforce development programs that have high enrollments and lead to meaningful jobs in the community. Finally, many students at the College identified associate degree completion and/or university transfer as the educational goal. Cañada offers numerous degrees that are appropriate for transfer.

Cañada is currently engaged in a strategic planning effort. In building the strategic plan, a great deal of research has been done to inform the College regarding directions to take in developing new degrees or certificates to meet the developing needs of the community. This data will inform the development of a College Strategic Plan. That plan will guide the College in making decisions about directions for allocating resources to address changing community needs.

As an example of this research, a recent study of the new students enrolling at Cañada College in the Fall semester of 2004 showed approximately 34% of these students identified a degree and or transfer only as their educational goal, 34% identified vocational degree, career or job advancement as a goal, and 32% had other goals or were undecided. To serve these needs, the College has a strong mandate to offer both transfer and vocational programs. Within that same set of students a vast majority of students needed to take either ESL classes or basic skills courses in mathematics, reading or English. In looking at the degrees awarded for the

2004-2005 academic year, 54.4% or the degrees could be classified as general education/transfer degrees and 45.6% were in disciplines that could be classified as career or technical education.

The demographics of San Mateo County are somewhat different from the student population at the College, but the demographics at the College are more closely aligned with the student populations in local high schools. The growth of the Latino population in the county has been significant, and many Latino students have discovered that the College provides opportunities for them to learn or improve their English skills and move on to higher education.

SELF-EVALUATION

Cañada offers a broad range of educational programs that meet the needs of the students in our community. The institution has begun to use research and analysis, in a systematic way, to evaluate its success in identifying and responding to these needs. Analysis of the community has been done, student surveys and employee surveys have added to the knowledge base, and program results are now made public. Programs are in place and planning is focused on providing resources to support the educational programs that exist and those that will be identified for development.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

Courses at Cañada College are taught using a variety of delivery modes, based on faculty expertise, the recommendations in the course outline, and the technological facilities available to faculty. Most courses are taught in the lecture/discussion/peer group mode, with appropriate laboratories built into the course as required. Faculty have adopted teaching strategies that incorporate technology in the classroom such as Power Point presentations, internet connectivity, and student computer use.

The College is beginning to offer more courses using distance education via the internet. Courses will be offered as fully distance education and other as hybrid courses, incorporating both classroom and internet instruction. The Curriculum Committee reviews the methodology recommended for courses as part of the approval process. When a faculty member recommends distance mode for a course, a separate form required to ensure that the unique challenges of using the technology have been considered and that there will be regular, consistent communication with students. Faculty must explain to the Committee how they will communicate with students and how they will interact with each student. The District is in the process of selecting a standard Course Management System that will be available to all faculty teaching via the internet that will simplify the process for faculty.

College faculty and administrators are currently participating on the district-wide Distance Education Advisory Committee. This committee is charged with the development of a comprehensive distance education program in concert with the three colleges. The committee will make recommendations on distance learning policies, curriculum development, resource allocation, and technology development.
DEAC Web page here

SELF-EVALUATION

In the 2006 Noel-Levitz survey, students indicated that they were very satisfied with the quality of instruction received. As the student body has changed, bringing new learning strategies and needs to the classroom, the faculty has responded by adopting new teaching strategies in the classroom. The traditional methods of lecturing are fading quickly in favor of more interactive discussion, group instruction supported by technology. Many faculty develop and maintain active websites to communicate with students, posting their syllabi, homework assignments, power point presentations and links to appropriate informational sites for student access. Almost all classrooms have been renovated to allow internet connectivity to support the evolving instructional methodologies.

There is, however, a need to help some faculty develop the technological expertise to utilize these new strategies. And, there is a need to train faculty on classroom management skills that use discussion or group project methodologies in providing instruction.

PLANNING AGENDA

Continue involvement with DEAC to identify critical issues regarding effective distance education.

Provide professional development activities for faculty to learn new teaching strategies.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Students who complete an Associate Degree at Cañada College are required to demonstrate basic competency requirements in Reading, English and Mathematics. They demonstrate competency in use of language, rationality and critical thinking, natural science including an understanding and appreciation of scientific inquiry and the natural world in which we live. They have been exposed to humanities, social and behavioral sciences and ethnic studies. In addition, students must complete coursework that demonstrates their competency in major are of study. Students in vocational degree or certificate programs demonstrate competency through performance based assessments, laboratory activities, and internships.

Official course outlines are completed for every course offered. These include learning objectives, course content, and evaluation methods. Faculty use a variety of methods to evaluate student progress toward learning objectives including essays, short answer tests, oral presentations, research papers, problem solving, and group projects. Course outlines are updated every six years. Beginning in the Fall Semester 2006, the Curriculum Committee requires faculty to identify student learning outcomes for each course submitted for review. These SLOs are not part of the official course outline, as faculty believe they may need to be refined, after being assessed, on a more frequent schedule than six years.

The primary methods for evaluating student learning are through instructor designed assessment tools. These are most often examinations, presentations, or demonstrations. Student achievement of the required elements of learning are reported through final grades at the end of the semester.

The Office of Institutional Research (OIR) prepares a report at the beginning of each year showing the success and retention rates of students in each discipline. Through the District Office, reports of student success and retention can be accessed for each course taught in each semester.

SELF-EVALUATION

Course outlines of record identifying learning objectives have long been in place. Faculty use appropriate assessment tools to validate student learning and report success in the form of final grades. Associated student learning outcomes are being developed along with assessment methods focused on specific outcomes.

In the Fall Semester of 2004, a faculty member was identified to lead the College discussion of student learning outcomes. Faculty and administrators attended several training activities to understand the focus of SLOs and to be able to help their colleagues with this work. Workshops were sponsored each semester to engage faculty in the discussion and to facilitate development of SLOs. The coordinator met with faculty in a variety of disciplines to help develop the course level and department level SLOs. More recent work has been focused on identifying appropriate assessment tools and then use the data gathered from these tools to make improvement in teaching strategies where necessary.

More work in identifying specific student learning outcomes has been done in some departments than in others. The Math faculty have developed course outcomes for the Algebra sequence, and have completed one cycle of assessment. In department meetings faculty will discuss the outcomes and try to determine what, if anything, can be done to ensure students achieve the level of competence desired. English faculty have completed a rubric for evaluating student work in writing. ESL faculty members have developed an outcomes matrix for course and program levels. Most of the vocational programs have identified learning outcomes that have been in place for some time. Assessments are in place and students' success is validated by students passing statewide exams.[1]

The Curriculum Committee has begun the discussion of Institutional Student Learning Outcomes, and plans to have a recommendation to take to the Academic Senate for approval by the end of the academic year. Because faculty have been focusing on course outcomes, it has been difficult to engage a sufficiently large group of faculty to develop the institutional outcomes. The College is making slow but steady progress.

To support the concept of identifying and assessing SLOs the Academic Senate included a section in the program review document that requires faculty to identify SLOs. This has only been in place for one cycle of Program Review. [2]

PLANNING AGENDA

Complete the identification of institutional student learning outcomes and develop assessment tools to verify student success.

Develop tools to assess identified SLOs and use information generated by these tools to improve teaching strategies.

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[1]   SLOs website

[2]   Program Review Document

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

DESCRIPTIVE SUMMARY

Cañada College evaluates all instructional programs on a six year cycle through Program Review process with a Biannual State of the Department update[3]. This process requires faculty to state goals and examine curriculum, student outcomes, faculty and staff, facilities, equipment, materials, and budget needs. The OIR provides date regarding student enrollments, success, retention, persistence, FTES, and load.

SELF-EVALUATION

The program review process was completely restructured by the Academic Senate and implemented for the 2004-2005 academic year. Prior to that time the process was cumbersome and unfocused. There was inconsistent adherence to completing the reviews and for a year, the Academic Senate asked faculty not to participate until the process could be updated. In 2005, faculty began to use the new format, and since then multiple programs have completed their review and made recommendations to the College.

The OIR provides data for the reviews and the Planning and Budget Committee uses the data along with the recommendations from the program reviews to inform the planning and decision making process.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The processes for development and evaluation of all instructional courses and programs are well defined and based primarily on faculty recommendation with input from division deans, community resources, and research. Curriculum is developed by faculty and includes course descriptions, learning objectives, content, evaluation methods, textbook recommendations and degree applicability.[4] Course level student learning outcomes' addendum is included in this process. When the development is complete, the course is forwarded to the Office of Instruction for technical review, and then on to the Curriculum Committee (a subcommittee of the Academic Senate)[5] for discussion and approval. Existing courses are reviewed every six years and sent to the Curriculum Committee for modification approval.

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[3]   Program Review Documents

[4]   Curriculum forms

[5]   Curriculum Committee membership

Programs are developed by identifying a need, developing curriculum, seeking approval of the Board of Trustees, from the California Community College Chancellor's Office, and finally from the ACCJC. [6] Before new programs are developed, the College Planning and Budget Committee discusses the need for the program and how to make resources available to support the program. Programs are evaluated using the newly revised Program Review document. Faculty present the results of their program reviews including program level student learning outcomes to the Curriculum Committee at a meeting to which all faculty and staff are invited. The recommendations from faculty in program reviews are also forwarded to the Planning and Budget Committee.

SELF-EVALUATION

Both the curriculum development and the program review process are comprehensive and controlled by faculty. Timelines are published for curriculum review and approval, and a program review schedule is in place to ensure that all academic programs complete the process every six years. The program review process was recently revised and is intended to be less cumbersome than the previous one. Student learning outcomes are identified for all courses and presented to the Curriculum Committee at the time of course approval. Student learning outcomes for programs are identified as part of the program review process.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

Faculty are responsible for designing and updating course outlines to identify competency levels and measurable student learning outcomes. Faculty, as discipline experts, are also responsible for determining requirements for certificates and degrees. Advisory committees assist faculty in identifying the learning outcomes as required for vocational programs offered through the Business and Workforce Development Division and the Science and Technology Division.

Faculty develop assessment tools that ensure comprehension and competency in the subject matter and measurable outcomes for all courses. The role of advisory committees is to advise program directors on issues that affect the overall functioning of the programs; for example: recruiting trends, changing industry needs, external accrediting standards, curriculum review and development, community affiliations, program policies, equipment needs, etc.

SELF-EVALUATION

Faculty regularly evaluate students based on the learning objectives identified in the course outlines. Dialogue regarding the difference between the learning objectives listed in the course outline and separately identified

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[6]   Find process for approving new programs

student learning outcomes has been lively. Many courses and some programs have identified SLOs, but the specific evaluation of these has been implemented by only a few faculty for their programs.   Faculty in the vocational programs have more clearly articulated SLOs and the assessments that evaluate student learning.

PLANNING AGENDA

Identify SLOs for every course and program along with the associated assessment techniques.

Use the results of the assessments to modify and improve instructional techniques where appropriate.

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

DESCRIPTIVE SUMMARY

Instruction at Cañada College is provided by competent faculty who possess the discipline knowledge and teaching skills appropriate for their discipline. A rigorous hiring process[7], an extensive four-year tenure review process[8], and regular peer evaluations[9] are all components in place to assure that faculty have and maintain excellence in the classroom. All adjunct faculty meet the same standards for discipline competence as regular faculty, are evaluated in their first semester and, if they continue working at the College, are evaluated on a regular cycle[10]. Instruction is supported by classified instructional aides and laboratory assistants who work closely with faculty.

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

The curriculum development process ensures rigor and sequencing of courses. The procedure for initiating new or revised course outlines uses a structured, documented process outlined in the Cañada College Curriculum Committee Handbook (2006-2007)[11] developed in accordance with the criteria in the Curriculum Standards Handbook[12] from the State Chancellor's office. All courses require consultation with and sign-off by department faculty, the division dean, the chair of the Curriculum Committee and the Vice President of

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[7]   Faculty hiring process

[8]   Tenure Review Process

[9]   Faculty evaluation process

[10]   Adjunct evaluation process

[11]   Curriculum Committee Handbook

[12]   Curriculum Standards Handbook

Instruction. The Curriculum Committee, comprised of faculty representatives from every division and chaired by a faculty member ensures appropriate breadth, depth, rigor, and adherence to College and state guidelines for course outline in its review and approval process.

SELF-EVALUATION

Cañada College strives to ensure that complete course sequences are available and that a comprehensive curriculum continues to be offered. The challenge arises when the number of students enrolled in a program is small and the College cannot offer every course every semester. Deans have developed a course schedule identifying when they will be offering courses that cannot be scheduled every semester. This helps counselors advise students in creating an education plan that accounts for schedule restrictions. When considering whether to allow a class with low enrollments, a major consideration is students' need for the class to complete their program of study.

The issue of "time to completion" can be complex in the community college. While moving efficiently through the lower division program is a goal for many traditional students, Cañada also serves many non-traditional students for whom such an approach is not ideal or even possible. The College recognizes that appropriate time to completion for such students may be significantly longer that two years and tries to ensure that courses are available to students when they need them.

The College's rigorous hiring, tenure review, and evaluation processes ensure that faculty are qualified to teach in their subject area, use methods that engage the students. The Curriculum Committee review process ensures that instructional quality, breadth depth, and rigor, are appropriate for students.

There is insufficient funding for the faculty development opportunities necessary to maintain the scholarly environment. Since the loss of Partnership for Excellence funding there are only minimum funds for travel. This makes it particularly difficult for faculty to stay current in their disciplines or learn about new teaching methodologies.

PLANNING AGENDA

Identify new funds for professional development.

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

DESCRIPTIVE SUMMARY

Face to face classes are the most common mode of instruction at Cañada College, however, many faculty have developed methodologies that enhance learning beyond this practice. Faculty use active learning pedagogies, collaborative learning, learning communities, computer lab assignments, and research on the internet.[13] Faculty

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[13]   Find syllabi that demonstrate these strategies

strive to make course content accessible to students from a wide variety of cultural and ethnic backgrounds, and the use the latest research in the field as it applies to classroom practice.[14]

The College has developed a First Year Experience Program which is a group of learning communities to support students who are new to college, and who have tested into basic skills classes. Faculty in this program regularly meet to discuss teaching strategies and collaborate on the best way to support the students in the program. Faculty in other disciplines are also designing learning communities.

Cañada has a large population of students who need instruction in ESL. Some of these students have emigrated from other countries and have a significant educational experience and fluency in their home language. For these students learning English is the pathway toward success in college level classes, assimilation and career success. Others of these students have been speaking English at school, and their native language in their homes and communities yet they are neither fluent in English nor their native language. These students need significant remediation in both English and their home language. Faculty at the College have participated in workshops, sponsored with the support of a Title V (Hispanic Serving Institutions) grant, to learn how to teach each of these populations effectively. This is of particular importance when the student is enrolled in a class other that the appropriate level of ESL.

Many faculty have adopted technology as a way to supplement the work they do in the classroom. Faculty are supported in using technology in the classroom by a series of courses offered through our Center for Teaching and Learning (CTL).[15] Faculty can learn how to develop web pages, make podcasts, and use course management systems among other things. A few faculty have developed courses that are offered as hybrid courses, requiring students to be in the classroom for face-to-face time for part of the instruction, and to participate in internet activities for the balance of the instruction.

Other faculty have developed or are in the process of developing additional distance learning classes that will be offered primarily over the internet. The District is in the process of choosing a course management system that will support faculty work and will be a standard tool available to all faculty who choose to use it.

Every semester, the College offers a small number of courses that are broadcast through KCSM, the SMCCCD licensed FM television station. Instruction is broadcast, and faculty are available to meet with students at designated times.

SELF-EVALUATION

A variety of delivery modes of instruction are used at Cañada College including the application of new technologies and learner-centered approaches, such as collaborative learning and learning communities. Courses are offered in the classroom and laboratory, as hybrid course, online and via television. The District offers faculty opportunities to learn more about technology mediated instructions in a variety of modes through workshops and technical assistance in the Center for Teaching and Learning (CTL).

http://ctlonline.net/

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[14]   Find research that some faculty have studied – perhaps Yolanda's reading strategies.

[15]   http://ctlonline.net/CTLReg/classschedule.asp

The College has concentrated in recent years in helping faculty in all disciplines learn more about teaching students who are not fluent in English. Workshops were offered to teach faculty the special needs of these students and teaching strategies that more effectively engage these students.

There is a strong need to provide faculty with the strategies that are most effective in teaching under prepared students and students with language needs. In addition, faculty continue to need training in using the ever-changing technologies that are available to educators. In many cases, students are more sophisticated than their teachers in using the evolving technologies.

PLANNING AGENDA

1. Provide continuous faculty development opportunities that focus on teaching students with language and/or basic skills needs.
2. Provide additional opportunities for faculty to learn new technologies and apply them in their classrooms or by offering distance education courses.

Evidence—(2:15-2:16)

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

Cañada has had a program review process in place for instructional programs for many years. In the 2003-2004 academic year, the Academic Senate decided to update and restructure the program review process and the document that must be completed.[16] While that work was being done, no program reviews were completed. In the 2004-2005 academic year, a revised process was implemented, and a new schedule for program review was published.[17]

The revised program review process calls for two responses from faculty. The first is a bi-annual report that includes program goals and objectives, student learning outcomes, curricular offerings, enrollment data, faculty and staff hiring recommendations, and equipment and resource recommendations. The second is a comprehensive program review that will be completed by each department or program on a six year cycle. The areas to be addressed in the review are an overview of the program, curriculum; student outcomes, faculty and staff, facilities and equipment, and budget requests.

Since the new process was implemented, thirteen programs have completed their reviews and presented the results to an open meeting of the Curriculum Committee. In addition, the recommendations made by faculty are forwarded to the College Planning and Budget Committee for reference in their deliberations.

SELF-EVALUATION

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[16]   Program Review Document, http://www.canadacollege.edu/inside/program_review/index.html

[17]   Probram Review Schedule

The revised program review process is more comprehensive in nature than the previous process, and includes on opportunity for the whole College to hear about programs other than their own. It requires faculty to identify goals, update curriculum, identify student learning outcomes, and consider program needs for additional staffing or equipment. Those programs identified in the first two years have completed the process.

However, there has not been any movement by faculty to complete the bi-annual program review process other than by those doing the comprehensive review. As the College moves into the third year of implementation, there needs to be a dialogue regarding the need and value of completing the biannual portion of this process.

The new process includes a requirement that student learning outcomes be identified and assessment of those outcomes begin. The SLOs are identified in all programs that have been completed, but the assessment of student learning against those SLOs has not yet been incorporated into the report. As faculty become more attuned to the concept of SLOs they are developing assessment techniques and using them to evaluate not only student learning, but also teaching and learning strategies to make improvements where needed.

Feedback to the departments completing their reviews from the Curriculum Committee chair and from the Vice President of Instruction is also part of the program review process. This has not happened. Faculty feel that they deserve a response to their work in a reasonable amount of time. The Curriculum Committee chair and the VPI have recognized their lack of communication and are making plans to be more responsive.

The cycle of evaluations is moving forward, and within six years, all programs will have completed a review.

PLANNING AGENDA

1. Academic Senate needs to determine whether to require a biannual report
2. The Curriculum Committee chair and the Vice President of Instruction need to provide feedback to programs in a timely fashion
3. Assessment of student learning outcomes needs to be made and used to improve student learning.

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

DESCRIPTIVE SUMMARY

Cañada lacks a comprehensive planning and evaluation process for Student Learning Outcomes at the program level in most general education or transfer areas. However, vocational programs evaluate SLOs on a regular basis to ensure currency and student achievement. These programs are dependent upon staying up to date on industry standards and outside licensing requirements. Advisory boards are an important part of the evaluation and review process. There are programs that have developed SLOs and are working to develop assessments and publish the results of the assessments to their constituents. Mathematics has completed one cycle of the assessment process, and faculty are discussing the results of the assessment. SLOs are an integral part of the program review process, and as more programs complete their program reviews, the College will have a greater body of data regarding student learning.

SELF-EVALUATION

The dialogue regarding SLOs has begun at Cañada, but there is much work to do in this regard. As curriculum is developed or modified, SLOs must be identified. Program review requires that SLOs be developed. Work in assessing the SLOs is progressing at a slow but steady pace. It is taking time for some faculty to embrace the

concept and differentiate between the assessment they have always done with regard to student learning and the more specific nature of students learning outcomes. Faculty members in vocational areas are much more comfortable with the concept and can articulate the SLOs and demonstrate through assessment that students are achieving the desired learning.

The Academic Senate and, in particular, the Curriculum Committee have take a leadership role in helping faculty move toward SLOs. The College has identified a SLO coordinator and given him reassigned time for the past two years to work with faculty in groups and on an individual basis. He has developed a website[18] for faculty reference with many resources to help faculty. All SLOs that have been developed are posted on this site.

Although the College appointed the SLO coordinator and has offered some workshops, there is insufficient funding to provide the intensive, ongoing support necessary to facilitate the collaborative process of implementation of SLOs at the program and institution level. So while new and revised courses have accompanying SLOs the more in-depth work of developing assessments and a cycle of revision seems unachievable.

PLANNING AGENDA
Develop new funds for professional development, and institute a center for excellence in scholarship with new and existing funds.

1. Actively work to develop SLOs for all programs and the associated assessment tools.
2. Publish the results of the assessments

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

DESCRIPTIVE SUMMARY

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

PLANNING AGENDA
None at this time.

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

DESCRIPTIVE SUMMARY

All grading policies and criteria for awarding credit for courses are outlined in the College Catalog[19]. These policies are based on the Carnegie Unit Standard. Course outlines of record for new and revised curricula are

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[18]   http://www.smccd.net/accounts/canslo/

[19]   Catalog

submitted to the Curriculum Committee and must define learning objectives and methods of evaluation. Included in all course outlines is documentation establishing prerequisites and recommended preparation that address adequacy of preparation for success in the courses. Curriculum Committee review and approval of all course outlines ensures that units of credit are awarded according based on Title V regulations.

SELF-EVALUATION

Course syllabi are collected by division deans and provide the detail supporting individual class section compliance with the course outline of record. Syllabi are monitored and reviewed during faculty evaluations and during the tenure review process to ensure that they are in line with campus policies and that they accurately reflect the content, activities, and assessment methods of the courses.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The Curriculum Committee approves all sequences of courses degree programs for general education and vocational programs and all certificates for vocational programs upon the recommendation and justification of the discipline faculty. All degree requirements are clearly published in the Cañada College Catalog. Students who successfully complete the sequence of courses and demonstrate appropriate competencies are awarded degrees and/or certificates.

SELF-EVALUATION

Cañada students are awarded degrees or certificates only after they have successfully completed each course required in the degree as described in the College Catalog. Every course has identified learning objectives in the course outline of record and students must demonstrate significant achievement of these learning objectives to successfully complete the class. At the same time, not all programs have identified comprehensive learning outcomes that span the entire program. The dialog related to SLOs at the program level needs to be more robust and specific. Progress is being made, but there is much work to do.

PLANNING AGENDA

Departmental faculty in all areas will develop program student learning outcomes appropriate for their specific program.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTIVE SUMMARY

The Cañada College Catalog describes the philosophy for general education requirements.   Faculty propose courses to meet general education requirements and the Curriculum Committee approves their inclusion after determining that the rigor and breadth satisfy one or more of the general criteria.

SELF-EVALUATION

The general education philosophy is published in the Cañada Catalog and in the on-line version of the Catalog on the College website.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The full scope of all academic and vocational degree programs is stated in the Catalog which reflects GE requirements. The range of GE requirements is 18 – 21 semester units for Cañada College degrees. The distributions of units is made across five areas: Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Ethnic Studies.

SELF-EVALUATION

The Curriculum Committee is responsible for ensuring all degrees include general education requirements and for approving courses which will satisfy those requirements. In the 2005-2006 academic year, the Curriculum Committee began discussions about general education requirements. It asked the Ethnic Studies ad-hoc committee to develop updated criteria for approving a course for meeting the Ethnic Studies requirement. The ad-hoc committee presented a proposal and the Curriculum Committee adopted the new criteria.[20] The Curriculum Committee recognizes a need for a new discussion about criteria for GE. That discussion has begun and the Curriculum Committee has begun to examine and update the criteria for approving a course to meet a specific general education requirement.

PLANNING AGENDA

The Curriculum Committee will create a handbook which documents criteria for general education requirements.

Evidence—(Reference 2:22)

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY

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[20]   Ethnic Studies Criteria document

All degrees awarded at Cañada College include, as a component, students' demonstrated ability in oral and written communication, critical/analytical thinking, computer literacy, scientific and quantitative reasoning and physical education. These requirements are clearly described in the Catalog.

SELF-EVALUATION
The courses that student complete in each of the major areas of general education have been scrutinized by the Curriculum Committee and include learning objectives that assure that students completing all of the areas have achieved competence in the required areas.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY
Students are required to complete coursework in humanities, social and behavioral sciences, and ethnic studies in an effort to expose them to the meaning of ethnical human behavior. Courses in ethnic studies are intended to build respect for cultural diversity; humanities and social and behavioral sciences courses introduce the concepts of historical sensitivity, social responsibilities, and an appreciation for the arts.

SELF-EVALUATION
The GE pattern includes courses that individually and collectively provide students with knowledge and skills in these areas.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

Students at Cañada are working toward an AA/AS degree are required to declare a major and focus on one area of study or they may choose a university studies or liberal studies degree with interdisciplinary core. Details of this requirement are listed in the College Catalog.

SELF-EVALUATION

Cañada offers 46 associate degrees in a broad array of options for students. Transfer degree majors prepare students for upper division work in a particular subject matter and range from narrowly focused majors, such as history, or to broad course patterns that also satisfy university GE requirements. Vocational degree majors prepare students for immediate employment and/or upgrading of their employment skills and include specialized occupational courses. Career degree majors may also prepare students for upper division work in a particular subject matter; for example Multimedia.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

Vocational certificates and degrees at Cañada College prepare students for professions with published standards for employment as well as responding to marketplace shifts and directions. The dean of Business and Workforce Development and individual program coordinators regularly update curriculum, course offerings, programmatic changes and career counseling. Federal, state and local labor market and employment outlook projections (http://www.labormarketinfo.edd.ca.gov/) are reviewed to determine the current and future employment demand for program graduates. In addition each vocational program has its unique advisory committees (See list of advisory committees (advis.doc)). These committees are comprised of key employers and employees from representative companies and agencies within each programs discipline. Each program convenes semi-annual meetings of their advisory committee and key administrators from the college. These advisory members bring important and timely information regarding employment, industry trends and market shifts. Campus administrators attend and receive first hand valuable input from local area industry and businesses.

All career/technical programs offer students an opportunity to pursue vocational certificates or AA/AS degrees at Cañada College to further their career goals whether that would be job promotion, skills enhancement or a change in career. Many programs offer transfer options onto upper division and graduate programs. Professional competencies are demonstrated through academic assessment, laboratories, externships, internships, product creation or portfolio.

Business and Workforce Development is an academic division directly responsible to the Vice President of Instruction. This provides for inclusion of the career/technical programs into the academic life of the campus. Students enrolled in vocational programs take courses outside their programs, many continuing on to achieve their AA, AS degrees and transfer to four year institutions.

SELF-EVALUATION

Cañada student responses were consistent with the national survey in finding that students believed the quality of instruction in vocational/technical programs to be excellent. (question #3) They scored Cañada higher than the national survey responses with regard to the help they receive in reaching their educational goals. (question #52) With regard to internships, students were less enthusiastic (question #9) and this bears attention in the planning agenda for vocational programs.

PLANNING AGENDA

None at this time.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and

certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY

All students and prospective students at Cañada have access to clear and accurate information about educational courses, programs and transfer policies. The College publishes a Catalog every academic year that describes all degrees and certificates. Descriptions of all courses are listed in the Catalog to inform students about purpose and content. The Catalog is available in printed format and is posted on the College website.[21] A course schedule is available each semester which clearly articulates which courses are being offered. This document is available in both print and electronic format and also include many pertinent policies and procedures. At the beginning of each course, faculty provide a syllabus that describes course content, objectives and assessment methods.

SELF-EVALUATION

The counseling, career and transfer services at Cañada College play a crucial role in assisting students to: 1) make decisions regarding career choices, 2) assess academic readiness, 3) develop program planning and course sequence, 4) research labor market trends and employment opportunities, 5) research four-year colleges and universities transfer requirements and procedures.

Students are primarily concerned with receiving accurate information about academic programs to plan the most appropriate sequence of courses to complete certificates, degrees, or transfer programs in the minimum amount of time. Information about general requirements for associate degrees and certificate programs are listed under the "academic requirements" section of the Cañada College Catalog. A detailed description of AA/AS degree general patterns, CSU general education requirements, inter-segmental general education transfer curriculum, California State University transfer courses, and University of California transfer courses is also included in the Catalog.

All instructional programs are thoroughly described in the Catalog. Description includes job opportunities, expected acquired skills, potential entry salary (when appropriate), core and selective requirements for the different degrees within a program or major, and potential transfer programs. Course sequences are designed to provide students with the required discipline specific background knowledge and a variety of competency skills. Course descriptions can be easily found in printed format in the college catalog or electronic format at http://smcweb.smccd/portal/Cañada/course outlines/

Students receive course specific learning objectives at the beginning of each semester in the form of course syllabi. Course syllabi are designed by each discipline faculty expert and are consistent with officially approved course outlines.

PLANNING AGENDA

Increase student access to counseling.

Increase resources for counselors to stay current with CSU, UC and other transfer requirements as well as career technical requirements from the field.

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[21]   http://canadacollege.edu/catalog/index.html

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

DESCRIPTIVE SUMMARY

Students in California are increasingly mobile and Cañada makes every effort to ensure that students can move between educational institutions without penalty. Articulation agreements are in place with local high schools, the other two colleges in the SMCCCD, other California community colleges, the California State University system and the University of California system.   There are also agreements with private colleges and universities.

Students matriculating from high school can receive credit at the College for courses taken during high school in two ways. Students who have taken advanced placement exams can receive College credit if they receive an appropriate score on the exam. Also, the College has Technical Preparation articulation agreements for specific courses with some local high schools. Students who take the articulated courses in high school may receive College credit for these "tech prep" courses once they have matriculated to the College and take an additional six units of course work at the College. There are also concurrent enrollment and middle college opportunities at the College.

Students for other colleges and universities may transfer to Cañada and lower division courses taken can be equated to courses offered at Cañada. Students must provide official sealed transcripts from the institution they previously attended and the courses must be evaluated by College personnel. Cañada has articulation agreements with local colleges for many courses. Students who attend one of the other colleges in the SMCCCD may transfer without penalty among the three colleges. Board of Trustees Policy 6.26[22] guarantees that students who take a course at one of the colleges to meet a requirement can use that course to meet the same requirement at any of the colleges.

Cañada College follows the established articulation process set forth by the State of California. The articulation process in California is a highly coordinated system between Community Colleges, California State Universities, the University of California campuses and independent colleges and universities. The articulation community works with many associations around the state to accomplish the mission of facilitating student transfer between institutions.

When students are ready to transfer to a four year college or university, Cañada makes every effort to ensure that the transfer is as seamless as possible. Cañada is a part of ASSIST, a computerized student-transfer information system that can be accessed over the World Wide Web at www.assist.org. ASSIST displays reports of how course credits earned at one California college or university can be applied when transferred to another. The mission of ASSIST is to facilitate the transfer of California Community College students to California's public four-year universities by providing an electronic system for academic planning that delivers accurate, timely, and complete information.

In addition to the ASSIST web site, the ASSIST Coordination Site also supports the ASSIST Curriculum Update System, the ASSIST Articulation Maintenance System, and OSCAR (Online Services for Curriculum

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[22]   "BOT Policy 6.26

and Articulation Review). The Articulation Officer is responsible for entering and updating curriculum and articulation information in the ASSIST database. Curriculum data is updated 4 times per year; however, campus-to-campus articulation data may be updated daily. Whenever new or updated articulation information is published, automated email notifications are sent to the ASSIST designated contacts, which are then forwarded to the Vice-President of Instruction, Curriculum Coordinating Chair and respective Division Dean.

Some additional resources are:

California Articulation Policies and Procedures Handbook (Located in the Office of the Dean of Counseling and Enrollment; Bldg 8, room 204).

New CCC Articulation Officer Training Handbook (Located in the Office of the Dean of Counseling and Enrollment; Bldg 8, room 204).

SELF-EVALUATION

Cañada College makes every effort to facilitate the mobility of students by providing clear and accurate information about programs of study and transferability of courses. Under certain circumstances, entering high school students are able to apply courses taken in high school to a College degree. Transcripts for students who transfer to Cañada from other colleges and universities are evaluated and comparable courses are applied toward a degree.

The College complies with policies and procedures, set forth by the state of California regarding articulation agreements, and constantly monitors changes to assure up-to-date information to students. The transfer services office provides information about specific transfer agreements to a variety of four-year colleges and universities.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

Cañada College has not experienced the need to eliminate programs of study since the last accreditation cycle. In the event that such an eventuality occurs, every effort will be made to announce proposed changes with sufficient advanced notice to allow students to take their required courses or search for appropriate transfer institutions.

SELF-EVALUATION

The District Academic Senate developed a policy[23]

PLANNING AGENDA

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[23]   http://www.smccd.edu/accounts/academicsenate/Suggested%20Processdoconly.doc

A clear process needs to be developed to inform students of program elimination and what they need to do subsequent to it.

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

DESCRIPTIVE SUMMARY

Cañada College uses the College Catalog[24] and the Cañada Website[25] to inform the public regarding policies and procedures. Before publication of the Catalog, all policies and procedures are reviewed to ensure the most recent and accurate information is published. The Catalog is published annually.

Two Class Schedules are published each year, one for the Summer /Fall[26] terms and one for the Spring[27] term. Every effort is made to ensure that all information is accurate at the time of publication.

The Cañada College Website is more dynamic and is a complex and multi-layered opportunity for the College to communicate with the public. Both the Catalog and the schedules are posted on the website along with a wide range of other information and data that the College makes available to the public. Information is posted to the website daily that may be of interest to future students, current students, visitors, and faculty and staff.

SELF-EVALUATION

Every effort is made to ensure that information presented to the public is accurate and up-to-date. In a survey of student done by a national organization, Cañada College Students indicated that they used the Cañada website in making many decisions about the College including whether they would attend the College at all. (We need to get the exact data from Robert Hood)

Students use both the class schedule and the college catalog to ascertain relevant information that applies to the individual situation. The information disseminated by these resources is clear, accurate and up-to-date. The counseling, educational, career and transfer services rely on the effectiveness of these tools to designed customized course sequence plans. Revisions of existing policies and procedures as well as adoption of new ones are conveyed to prospective and continuing students. Students receive the most current information about programs of study, program requirements, class requirements, suggested class sequences and transfer requirements.

PLANNING AGENDA

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[24]   Cañada College Catalog

[25]   http://canadacollege.edu/

[26]   Summer Fall Schedule

[27]   Spring Schedule

None at this time.

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

DESCRIPTIVE SUMMARY

Cañada's faculty work within official policies adopted by the SMCCCD Board of Trustees which guide them in understanding their rights and responsibilies regarding academic freedom[28] (i.e. the content of their classes and the manner in which they present and explain it). Cañada recently developed a comprehensive Academic Integrity Policy[29] which outlines procedures for instructors to follow if they encounter any form of academic dishonesty in their classes. This policy also informs students of their obligations and rights regarding the ethical completion of their coursework[30].

SELF-EVALUATION

Cañada's use of the board-adopted policies on academic freedom helps faculty members understand their rights and responsibilities. The Cañada College Academic Integrity Policy enables faculty and students to have a clear understanding of what is expected of them regarding academic honesty. The Academic Senate is working on a Statement of Professional Ethics for faculty.

PLANNING AGENDA

None at this time.

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

DESCRIPTIVE SUMMARY

The SMCCCD Board of Trustees has adopted guidelines which address the issue of academic freedom. These guidelines help faculty understand their rights regarding the content of their classes and the manner in which they present and explain it. The guidelines can be found on the District website at the link listed below in the evidence section.

SELF-EVALUATION

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[28]   Board Policy on Academic Freedom

[29]   Academic Integrity Policy http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf

[30]   Faculty Code of Ethics

While the term "academic freedom" isn't specifically used, the institution does provide ample information, in both electronic and printed formats, regarding policies related to academic freedom.

PLANNING AGENDA

None at this time.

Evidence—(Reference 2:23)

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

DESCRIPTIVE SUMMARY

Cañada College has an official Academic Integrity policy which is published in the Catalog and on the Inside Cañada website[31]. This policy defines the kinds of academic dishonesty teachers may encounter, and provides a procedure for instructors to follow if they observe or suspect cheating in their classes. The Academic Integrity Policy also outlines the possible outcomes for students who have cheated. The Academic Integrity web page has information about how instructors can incorporate the Cañada College Academic Integrity Policy into their syllabi. Finally, the website lists several links with additional resources for instructors about academic integrity. The District's policy on general student conduct begins on page 17 of the 2005-2006 Cañada College Catalog. The complete policy can be found at the link listed in the evidence section below.

Cañada isn't an institution which "seeks to instill specific beliefs or world views." Therefore, its policies on student conduct and academic integrity do not address this particular issue.

SELF-EVALUATION

Cañada provides ample information, in both electronic and printed formats, regarding policies related to academic integrity and student conduct.

PLANNING AGENDA

None at this time.

Evidence—(References 2:24-2:26)

REFERENCES IN STANDARD II.A

2:01   Mission http://Cañadacollege.net/about/mission.html

2:02   Curriculum committee guidelines http://Cañadacollege.net/academics/office_of_instruction/curric.html

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[31]   http://canadacollege.edu/inside/acad_integrity/index.html

2:03   Distance education form
http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Office%20of%20Instruction%20Forms/Distance%20Education%20Forms%20-%20E.xls

2:04   Student Learning Outcomes http://www.smccd.net/accounts/canslo/

2:05   Degree and transfer requirements
http://Cañadacollege.edu/catalog/0607/0607Catalog_pps39-41.pdf

2:06   Certificate Requirements
http://Cañadacollege.net/academics/certificate_requirements.html

2:07   Basic skills advisory http://Cañadacollege.net/catalog/coursedescriptions/general.html

2:08   Disabled student support http://Cañadacollege.net/student/disabledservices.html

2:09   Community education http://communityed.smccd.edu/

2:10   Research http://www.Cañadacollege.edu/academics/office_of_instruction/research.html

2:11   http://www.smccd.net/accounts/canslo/

2:12   http://www.smccd.net/accounts/canslo/handouts/currcmttee/InstSLOs-draft1.doc

2:13   http://www.Cañadacollege.edu/academics/office_of_instruction/currichdbk.html,

2:14   http://www.ericdigests.org/2004-4/writing.htm

2:15   http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=45

2:16
http://smcweb.smccd.net/portal/Lists/Caada%20Announcements/DispForm.aspx?ID=32

2:17   SLO website.

2:18   Cañada College Curriculum Committee Handbook

2:19   Cañada College Course Catalog

2:20   http://Cañadacollege.net/catalog/index.html

2:21
http://smcweb.smccd.net/portal/Caada%20FormsDocuments/Forms/AllItems.aspx

2:22   http://Cañadacollege.net/academics/office_of_instruction/currichdbk.html

2:23
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_35.pdf

2:24   http://www.Cañada college.edu/inside/acad_integrity/index.html

2:25   http://www.Cañada college.edu/inside/acad_integrity/AISyllabusGuidelines.pdf.

2:26   http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/7_69.pdf

Standard II.B. Student Support Services

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

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

<u>Descriptive Summary</u>

Cañada College is located in South San Mateo County and primarily serves residents of Redwood City, Menlo Park, East Palo Alto, San Carlos and Woodside.   Outreach and recruitment efforts are made in area high schools, and have expanded into the elementary school district (Evidence: CBET, Kindercaminata). Cañada's service area is very diverse, comprised of some of the highest income earners in the County and also the lowest. In 2005-06, over 30 percent of Cañada's student body was low-income as defined by eligibility for the Board of Governors Fee Waiver Method B (Evidence – MIS data as percentage of headcount). This percentage has steadily increased since 2002-03 which can be attributed to increased outreach and financial aid presentations. Cañada admits a diverse student body of which 50% percent indicate English is not their native language. Placement testing, assessment and counseling services provide guidance to all students; however, special emphasis is placed on helping non-native speakers into the appropriate courses.

Basic skills needs are also high. Cañada has experienced an increase in enrollment of students requiring remediation and basic skills preparation prior to engaging in college level curricula. Placement results for the Fall 2006 indicate that only 19% of entering students were eligible to take a transfer level English course and only 12% were eligible to take a transfer level math course (Evidence: placement results). Counseling services are paired with instructional services through the First-Year Experience Program to provide supplemental support services and expanded college success support to students who are identified as needing basic skills courses in English, Reading, ESL and/or math.

Cañada's Middle College High School serves approximately 50 achieving students each year that did not excel in their traditional high school experience. Middle College High School is an exciting collaboration between Sequoia Union High School District and Canada College for high school juniors and seniors. Students complete their requirements for high school graduation while taking college courses. Tuition and textbooks are free. This program offers a serious learning environment that assists students to become self-directed and responsible for their education. Through this unique program, students have the opportunity to explore and be challenged by new options.

Student Services began developing Student Learning Outcomes in fall 2005 after participation in three different training segments, two district-wide and one at the summer Student Services Retreat in 2006. Each Student Services department (Admissions and Records, Counseling, Assessment, Transfer, DSPS, EOPS, TRiO Student Support Services, Learning Center, Library, Upward Bound, Financial Aid, Health Services and Student Activities drafted Student Learning Outcomes and Service Area Outcomes for which data will be compiled by the College Researcher to determine their validity.

Other measures that assure alignment of services with students' needs include surveys, focus groups and Program Review and other specialized program planning and required reporting (federal and state) documents (Evidence: DSPS, BFAP-SFAA, Matriculation Plan, EOPS, CalWORKs, Upward Bound, TRiO SSS). Student Services Program Review was initiated in 2005, with the initial development of a Student Services Program Review Template. (Evidence: Program Review Template) The Counseling department is the first Student Services department to utilize the new Program Review guidelines and a six-year cycle for each department will be implemented.

Self Evaluation

Cañada College is committed to providing access to quality student services and supplemental support services to all students. Cañada is fortunate to have caring and dedicated staffs at all service areas to aid in the delivery of quality student support services. According to a fall 2006 Noel-Levitz Student Satisfaction Survey, students indicated they were satisfied with their experience at Cañada College thus far at a statistically significant level as compared to other California community college students and students nationally (Evidence: NL SSS Survey Summary Data).

Semester enrollments are approximately 6,000 students whose mean age is 29 with the majority of students (mode) at 19, 33% male and 64% female. Enrollments are fairly evenly split between day and evening or weekend students. Cañada College received federal designation as a Hispanic Serving Institution (HSI) in 2001 and currently serves 42 % Hispanic students, 34 % Caucasian students, 7 % Asian students (including Pacific Islander), 3 % African-American students, and 9% students with other or undeclared ethnicity. During the 2005-06 academic year, 3,589 students received Board of Governors Fee Waivers, 3,088 of which were based on meeting low-income standards equivalent to or less than 150 percent of the national poverty level.

Most student support services programs provide evening services or electronic access so students have access to resources on campus and from remote locations. Campus services open during the evening include Admissions and Records, Bookstore, Counseling, Financial Aid, Learning Center and tutorial services, the Library, Student Activities and Cafeteria Services. Services are responsive to students needs and additional hours have been augmented to Library and Learning Center/tutorial services in spite of budgetary constraints.

Annual evaluation of students support services is conducted in the form of federal or state reporting for Matriculation, TRiO Student Support Services, Upward Bound Program, DSPS, and EOPS. Program Reviews for Student Services Programs have not been formally conducted in the past because of fluctuation of Vice President of Student Services and lack of an appropriate evaluative tool for Student Services. In 2005-06, the review of the Instructional Program Review document was brought forward to the Student Services Supervisory Council for modification. A new document, more appropriate for Student Services, was designed and presented to Student Services, to Academic Senate, and to College Council, the shared governance body. At the June 2006 All Student Services Retreat, this document was reviewed and approved.

Student Learning Outcomes and Service Area Outcomes are being implemented as a means of assessing quality of student learning and service delivery for all Student Services areas. In 2006-07, the first data will be

available which will be incorporated in Program Review and College-wide strategic planning. (Evidence: Student Services Program Review document, agenda, minutes for Student Services Supervisory Council meetings, retreat, draft SLO and SAO).

Extensive use is made of email with information regarding financial aid, counseling services, transfer programs and outreach services. Additionally, Outreach maintains a cadre of trained campus ambassadors to provide peer assistance for both in- and outreach activities. Counseling Services uses SARS and WebXtender software to increase the flow of information across service areas. In the summer of 2007, many of the Student Services areas will move into a new three-story, 71,000 sq. ft. building where a One-Stop Center will enhance services for students. These services such as Admissions and Records, Financial Aid, Cashier, Counseling, Assessment, DSPS and EOPS will be streamlined, creating a more accessible and convenient location where students can obtain information and conduct business.

While this anecdotal information suggests quality, comprehensive assessment to assure quality of services for students is long over due.

Planning Agenda

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
a. General Information
. Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
. Educational Mission
. Course, Program, and Degree Offerings
. Academic Calendar and Program Length
. Academic Freedom Statement
. Available Student Financial Aid
. Available Learning Resources
. Names and Degrees of Administrators and Faculty
. Names of Governing Board Members

b. Requirements
. Admissions
. Student Fees and Other Financial Obligations
. Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
. Academic Regulations, including Academic Honesty
. Nondiscrimination
. Acceptance of Transfer Credits
. Grievance and Complaint Procedures
. Sexual Harassment
. Refund of Fees

d. Locations or publications where other policies may be found

Descriptive Summary

There is a commitment to communicate with clarity, accuracy, coherence, and consistency in all college representations to the public, faculty, staff, students and other local, state and federal agencies. The College's catalog is reviewed and updated annually and is available via hardcopy as well as on the web. (http://canadacollege.net/catalog)

Division Deans and Department Managers are responsible for reviewing and updating sections of the catalog that pertain to their areas of expertise. The Office of Instruction in conjunction with Counseling and Enrollment Services is charged with maintaining the course curriculum updates. Students who enroll in a College Success or Career Life and Planning courses receive a catalog and others can purchase them at the college bookstore.

The schedule of classes is published twice a year, once for spring and one with fall and summer combined. The schedule is available both in paper copy (no charge) and on the web. (https://websmart.smccd.edu/schedule.htm)

The following chart describes the location of each criterion:

	Catalog 06-07	Spring 07 Class Schedule	Summer/Fall 06 Class Schedule	Web site
a. General Information				
. Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	page 1	outside back cover (plus web address on every other page footer)	outside back cover (plus web address on every other page footer)	home page
. Educational Mission	page 8	no	no	About Cañada
. Course, Program, and Degree Offerings	pages 51-160	course offerings 14-50	course offerings 15-57	Programs of Study
. Academic Calendar and Program Length	page 5	inside front cover	inside front cover and page 1	Admission/Registration
. Academic Freedom Statement	page 9	no	no	About Cañada >> College Policies
. Available Student Financial Aid	pages 28-29	10 and center insert	12 and center insert	Admission/Registration Student Services Current Students

. Available Learning Resources	pages 30-31	9-13	11-14	Student Services
. Names and Degrees of Administrators and Faculty	Pages 6-7	Admin names on inside front cover	Admin names on inside front cover	Faculty & Staff – names only
. Names of Governing Board Members	page 6	inside front cover	inside front cover	SMCCCD >> SMCCCD
b. Requirements				
. Admissions	pages 9-12	2-3	3-4	Admission/Registration
. Student Fees and Other Financial Obligations	pages 13-15	58-60	65-66	Admission/Registration
. Degree, Certificates, Graduation and Transfer	pages 39-41	60-63	68-70	Programs of Study
c. Major Policies Affecting Students				
Academic Regulations, including Academic Honesty	pages 16-25	64-65 (does not include Academic Honesty Policy)	71-72 (does not include Academic Honesty Policy)	-About Cañada - Current Students >> Acad. Integrity Policy - Student Services >> Student Activities >>College Policies & Procedures
. Nondiscrimination	page 24	64	71	- Student Services >> Student Activities >>College Policies & Procedures
. Acceptance of Transfer Credits	pages 19-20	no	no	Student Services >> Educational Counseling Services
. Grievance and Complaint Procedures	page 24	64	71	-About Cañada - Student Services >> Student Activities >>College Policies & Procedures
. Sexual Harassment	page 25	no	no	-About Cañada - Student Services >> Student Activities >>College Policies & Procedures
. Refund of Fees	page 15	60	67	Admission/Registration
d. Locations or publications where other policies may be				

found				
		Sp class schedule	**Su/Fa class schedule**	**web site – entire catalog is available in pdf format on the web site, as well as the info on pages listed above**
				- Home Page navigation button >> secondary page >>subsequent page(s)

Self Evaluation

Cañada meets this standard. The current catalog is not only published as a hardcopy but is also posted on the web page: http://canadacollege.net/catalog. In addition, archived catalogs back to 2002-2003 can be accessed. They are posted in an easily searchable PDF format and broken down in the following categories: about Cañada, grades and academic standing, student services and special programs, information in Spanish, academic requirements, degree and transfer information and instructional programs.

The schedule of classes is also available in paper copy and on the web page: https://websmart.smccd.edu/schedule.htm. Classes are available in a searchable format or alphabetical list. A list of open and available classes is also provided for convenience of browsing. There is a link from the course number to the catalog description. Each semester (fall and spring) printed schedules are distributed to local high schools and other areas of the community such as public libraries. Schedules are also mailed to every home in the south San Mateo County.

Planning Agenda

None

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

Self-Evaluation

Planning Agenda

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

Descriptive Summary

Cañada College is committed to providing programs and services to help all of its students succeed by providing equitable access. Most courses are offered on our main campus, or at our two off-campus sites, Menlo Park and Coastside. Courses are also offered on local high school campuses including Carlmont, Woodside, Menlo-Atherton and East Palo Alto. Distance learning includes both televised and online courses offering students an alternate means of study.

Recruitment is done in all our local high schools, at college fairs, job fairs, and in the community. Additionally, we have over 300 high school students taking college courses through our Concurrent Enrollment Program. Fifty students are enrolled in the Middle College program and 50 Sequoia High School students from the East Palo Alto and North Fair Oaks areas enrolled in the Upward Bound Program. In collaboration with the high school, this program provides academic training and support in preparation for their admittance into college.

Through WEBSMART, our District's online portal, https://websmart.smccd.edu, students can apply for admission, register for classes and pay fees, access student records, view all three of the district's colleges' catalogs and schedules, apply for the Board of Governors Fee Waiver, and obtain other financial aid information.

Bilingual information is available including applications, financial aid resources, general materials, and information in other college publications. (catalog, course schedule, financial aid handbook, outreach materials). Bilingual staff and student assistants are available to provide one-on-one assistance on and off-campus.

Through the Matriculation process, Program Review, student satisfaction surveys, interdepartmental meetings, faculty referral and data provided by the State and Cañada identifies student needs and designs services to meet those needs. Many students come to Cañada without the requisite skills to enroll in college-level course work. Matriculation components, including admissions, assessment, orientation and counseling are key in the early identification of student needs.

The College promotes early admissions through onsite high school outreach and counseling services. Campus Ambassadors, under the direction of the College Outreach Office, are assigned to each high school. Students are provided with information and assistance to apply for college, including onsite placement testing, financial aid forms, assistance, and also linkage to other support services including DSPS, EOPS, and CalWORKs. The TRiO Student Support Services Program and Upward Bound work closely with the Financial Aid Office to identify resources to aid their special student populations early so financial barriers are minimized. Approximately 30 percent of all students qualify for fee waivers and report that the cost of books is the biggest factor in determining whether or not they can afford college (qualitative evidence: staff input from financial aid, EOPS, Library, Student Activities/ASCC, and Bookstore). The EOPS Office serves approximately 450 students annually by providing early program acceptance, priority registration, book vouchers and grants. Partnerships between community business leaders and the College have garnered additional funding since fall 2003 for the President's Book Grant Program which assists other students with grants to cover their books. Since inception, the program has raised over $60,000 to help low income students pay for books. This program is jointly coordinated by the financial aid office, EOPS Office and Cañada Bookstore.

Cañada provides a wide variety of services to assist our students:
- EOPS (Extended Opportunity Program and Services) is designed to assist economically and educationally disadvantaged students with financial assistance and support.
  - CARE (Cooperative Agencies Resources for Education) provides single parents with bus passes, books, supplies, and additional grants.

- DSPS (Disabled Students Program and Services) provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA). All forms requesting services as well as policies and procedures are available online.
    - The Adaptive Physical Education Program offered by Cañada College at the off-campus Veteran's Memorial Center in Redwood City benefits many older adults with health and mobility issues.
    - The Alternate Media Center produces instructional materials (textbooks, course materials, schedules) in alternate formats for students with disabilities. (Evidence: DSPS annual report)

- Health Services provides information and consultation on health problems, evaluation of symptoms, over-the-counter medications, personal health counseling, first aid, pregnancy and HIV testing and counseling, vision and blood pressure screening, assistance with referrals for medical, dental and psychological care and services, and arrangements for emergency care and student insurance.
    - Psychological Services offers free on-site individual, couples, and/or group counseling to students. The Program also provides crisis intervention and triaging referrals to community services.

- TRiO SSS (Student Support Services) is a federally funded for first-generation, low-income and disabled students that provides academic and career counseling, mentors, tutoring, cultural and social enrichment activities, workshops, speakers, and field trips to assist the population in earning their AA/AS and transfer to four-year colleges or universities. (Evidence: SSS annual report and plan)

- The Learning Center 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 peer tutoring. Additional math and writing tutoring is available to any student through our online support. The Learning Center also has open computer labs with access to the internet as well as course specific software necessary, such as Flash, Dreamweaver, InDesign, or Redshift.

- The Library is the information research center of the campus and provides collections of books, periodicals, newspapers, microfilm, microfiche, videotapes and CD-ROM databases as well as internet access for students. In addition to the personalized instruction and service, the Library offers courses in Information Research and Information Competency.

- Math, Engineering, Science Achievement program (MESA) is an academic preparation program that assists educationally disadvantaged and under represented students to succeed in math and science and to attain four-year degrees in these fields. MESA provides peer tutors, content-specific study groups, workshops, field trips, scholarships, and sponsors related student clubs: Pre-Med, Engineering, and Careers as Health Professionals.

- Two off-campus sites, the Menlo Park Center (OICW), and the Coastside Center in Half Moon Bay provide college and workforce readiness curriculum to students who need additional work in English, math, reading, and computer literacy. Full matriculation services are provided at the Coastside Center.

- CBET (Community Based English Tutoring) provides beginning level ESL and family literacy classes in nine locations in Redwood City, Menlo Park and East Palo Alto to students who pledge to tutor a child when they complete the program. This is done through partnerships with the Redwood City School District, Sequoia Union High School District, Nuestra Casa/One EPA, and the Boys and Girls Clubs of the Mid Peninsula. The Program Services Coordinator goes to each school site to help the

students complete the necessary application and registration forms and guides them in transitioning to the college.

- Matriculation is a state mandated process that describes a partnership between the College and student for the purpose of realizing the student's educational goal. Assistance is provided with the processing of applications for admissions, on-line orientation services, assessment, counseling, development of student educational plans and referral and follow-up services. (Evidence: Matriculation Plan)

- Counseling Services enhance student success through the key matriculation components: assessment/placement testing, orientation, counseling and follow-up, early academic warnings, and a balanced use of technology with personal intervention. In addition, the services include instruction in study skills, college, career, and life planning as well as participation in linked courses of learning communities. Triaging assessment of student needs by classified staff and student ambassadors, electronic and phone communication, and automated SARS appointment reminders are additional student retention techniques that are used.

- First-Year Experience (FYE) provides learning communities linking an English, Reading, Math, or ESL course with a College Success or Career Exploration class. Through the linked courses, students receive personalized attention and support from both instructors and strengthen their academic skills and while experiencing an interactive and collaborative approach to learning.

- Transfer services offer students interested in transferring to a four-year college or university assistance in researching universities, majors, academic requirements, college costs and other transfer issues. Resources include college catalogs, college directories, articulation information, and access to PROJECT ASSIST, as self-guided site that provides general education, major, and course equivalency information.

- Career Services primary goal is to assist students to develop and carry out both short- and long-term employment and career goals. Services provided include 1) advising; 2) a resource library of career exploration and job hunting books detailing preparatory education and training and labor market trends for career areas; 3) EUREKA, a computer based California career information system; and 4) access to career related websites.

In April, 2006, Cañada College submitted its Student Equity Plan to the California State Chancellor's Office. (Evidence: Student Equity Plan) Goals related to access, success, degree and certificate completion and transfer were developed to continue to assure equitable access for all Cañada students whether on campus or off. On-going activities to achieve this were delineated as well as an evaluation schedule and process description.

Self Evaluation

Those service areas that receive outside funding, EOPS, DSPS, Financial Aid, MESA, and TRiO SSS, and Upward Bound, are all evaluated by their granting entities, and have had consistently good reviews. (Evidence: annual reports for EOPS, DSPS, Financial Aid, MESA, TRiO SSS and Upward Bound).

EOPS funding has remained stable, serving approximately 450 students per year. However, the full-time director position was vacant due to the college's inability to fill this position in two previous candidate searches. Until a new director started in January, 2007, the duties were assigned to an interim faculty coordinator. In order to provide adequate services to EOPS students, adjunct counselors were assigned to replace the full-time EOPS Counselor who was performing coordination duties. This Counselor has returned to his full-time duties and the new Director has begun managing the program and is creating new activities for students.

DSPS services at this time are limited due to budget deficits in the department. A wait-list has been established for learning disability evaluations. Even though student enrollment has grown, staffing costs exceed the categorical funding supplied by the state. In order to maintain a baseline of services, additional institutional funds are needed each year. DSPS continues to look at alternative ways of rearranging the budget to maintain quality service. (Evidence, state report and MIS data)

MESA is in its eighth year, and each year, special recognition has been given to its engineering component. Each year, the program serves approximately 60 students. MESA is a vital part of the college's academic and student support services. (Evidence: annual reports)

The TRiO SSS grant began in October, 2005. The first year was dedicated to staff hiring and program implementation. At the beginning of fall 2006, the program was fully operational serving 165 students and eligible students are now being wait-listed. An integral part of the program's success is its collaboration with other programs on campus such as financial aid, EOPS, MESA, and Counseling.

Upward Bound began in fall 2003. Since the program's inception, 100 percent of the students graduated high school. Over the past three years, 85, 92 and 87 percent respectively, went on to college. The program is capped at 50 students per year and thus far is very successful. Though this grant cycle expires in 2008, the Director has written a new proposal.

In the Learning Center, Cañada students are able to receive tutoring in a very comprehensive way by peer and professional tutors, area specific Instructional Aides, faculty and staff. Additional tutoring services are offered in the MESA, EOPS, and TRiO Student Support Services, and Upward Bound programs. Faculty, especially in the math and science areas, routinely hold office hours in the Learning Center and will assist both their own students as well as any student in need. Approximately one third of students surveyed indicated that they would utilize more services if the center had expanded hours and weekend services. Staffing and budgetary constraints limit the availability of expanded hours. Students off campus or taking online courses have access to writing and math assistance through the online academic.com tutorial support. (http://canadacollege.academic.com) (Evidence, # of students, student survey)

Resources for Matriculation and Counseling have decreased over the past several years, which effects Matriculation, Counseling, Career and Transfer services. There are only two full-time general counselors at this time. A total of nine adjunct counselors with varying number of hours complete many of the tasks needed including instruction and committee work. The continual reduction of full-time faculty in the Counseling Division over the past several years has greatly impacted the service the Division is able to provide to students. The loss of faculty through retirements and decisions not to fill vacated positions resulted in a loss of several full-time Counselors. The Matriculation budget has been used to augment hourly counseling and overload assignments, as well as provide funding for the State mandated orientation and follow-up components. It is important to note that when compared to other Community Colleges in California, Cañada is well below the average for the number of full-time Counselors and the ratio of full-time Counselors to headcount. (Evidence: Counselor Hiring Justification)

Planning Agenda

Explore additional funding sources and staffing resources for expansion of services and extended hours.

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

Descriptive Summary

Cañada College provides students with an environment that fosters intellectual and personal development. Specifically, the College offers a Learning Center, Math Engineering and Science Achievement (MESA) program, Student Activities, student government, clubs, and tutorial services for student use.

The Learning Center houses many student support services including MESA, TRiO SSS, tutors and a variety of workshops. The primary goal of the Learning Center is to provide a welcoming environment and a sense of community for all students. For example, student tutors are required to attend trainings that focus on responsibility and communication skills. The training also provides tutors with skills that assist their tutees with study strategies, time management and success in their courses. Workshops in the Learning Center encourage personal responsibility and impart knowledge of transfer, study skills, resume writing and research techniques for the general student body. The Learning Center encourages civic responsibility through peer tutoring and by providing space for club meetings cultural activities and gatherings. Additionally, the Center supports and displays student art work which creates a welcoming environment for students that is well blended with an academic focus. As part of the new Library and Student Resource Center (Building 9), there will be areas designated to display student art work and creativity.

The MESA program is designed to foster intellectual and personal development of students pursuing math-based majors in science and engineering. Many are first generation college students. The MESA Center provides a physical environment to support regular study, completion of assignments and test preparation. The interactions among students, faculty, and experienced staff take the form of study groups, tutoring, workshops and academic counseling. Each semester a MESA Progress Report serves as a structured way to monitor the achievement of academic goals. The MESA program encourages personal responsibilities while offering support and guidance from experienced Cañada faculty and staff. MESA offers consistent support to students in order for them to successfully transfer to a four-year campus as engineering, science and math majors. Civic responsibility, multicultural experiences, developing positive attitudes, and communication skills within the microcosm of the MESA center is expected to generalize to outside areas, i.e. academic, community, and workplace.

The Student Activities Office supports the development of student leaders and promotes their involvement in the College and greater community. The Associated Students of Canada College (ASCC) is the official representative student government organization at the College and has three primary functions: advocacy, financial support and event planning. The ASCC is represented in all shared governance bodies. (College Council, Planning and Budget, Curriculum). Additionally, ASCC is active with the Regional and State Student Senate activities. The current ASCC President is a representative to Region III.

The Student Activities Office coordinates the Common Ground Project, a peer conflict resolution program designed to provide students with practical information and skills to approach and resolve interpersonal conflicts. Information is presented to students through educational workshops, one-on-one coaching, and class presentations. Trained student volunteers, Peer Conflict Resolution Educators (PCRE's), are utilized to co-facilitate workshops and presentations as well as provide one-on-one conflict management/resolution skill building sessions. Common Ground Project workshop topics include basic communication skills, interest based negotiations, intercultural conflict and conflict resolution styles.

The Phi Theta Kappa International Honor Society at Cañada College seeks to encourage scholarship among students, promote community service initiatives, leadership opportunities, and provide opportunities for student fellowship. These four elements are evidenced through events such as *Satellite Seminars* which offer topics including Global Dynamic of Power, Family, and Popular Culture. Additionally, *The Evening of Academic Excellence* is an event that honors local high school Honor Roll students. This event has been offered for the last seven years. Community outreach is another key component of the goals of Phi Theta Kappa. Students

regularly visit local senior centers, hospitals, and are currently in the process of raising funds to help build a Montessori school in Sri Lanka. Through these opportunities students develop leadership skills, serve as role models to fellow students in the community, and engage in civic responsibilities.

The Political Awareness Club (PAC) is a non-partisan group dedicated to promoting informed voting and political awareness throughout the Cañada College student body. PAC promotes leadership, collaboration, relationship building, problem solving and critical thinking skills with the goal of empowering students to learn about, and bring issues to the forefront within the college arena. PAC events and activities create community links and foster meaningful dialogue through forums, debates and fundraising events. Recent activities include *Patriot Act Debate, Drug Laws Forum, Gay Marriage Debate,* and political forums (candidates and initiatives). PAC supports political science majors and compliments classroom learning by offering forums and debates that relate to topics addressed through many different disciplines.

Other clubs on campus provide leadership opportunities for students and include Society of Hispanic Professional Engineers (SHPE), Photon Masters, Pre-Med Club, Careers in Science, Photography Club, Filipino American Club, Young Latino Leaders, Business Club, United Nations Associations of Cañada College, and ASID.

Self Evaluation

The College provides a wide array of opportunities for students to engage in activities that support intellectual, personal development, and civic responsibility. Through the Learning Center, MESA, ASCC, Student Activities, and clubs and organizations students are encouraged to participate in and become a part of their college community. Programs, services and resources are promoted via flyers and brochures, the college web site, class presentations, Orientations, Career and Personal Development courses and Counseling. Current plans consist of a new building that will house the Learning Center, MESA, Counseling and Enrollment Services, Library, Disabled Student Services and Financial Aid. The new building will provide cutting edge technology and ample space for student activities, and clubs and gatherings, which will foster intellectual and personal development for all students.

Through the shared governance process student senators express the concerns and interests of the student body at the local and state level. This is evidenced through student participation in College Council, Planning and Budget and Curriculum Committee and other ad hoc committees. In addition to advocating for students, senators provide financial support to student organizations and various student focused programs and services. The student senate plans events and activities for students to enjoy. Through participation in student government, students gain leadership skills, confidence, build self-esteem, and identify strengths. (Evidence: minutes)

A new course titled *Leadership Development* was created for the fall 2006 semester. This course is designed to be an interactive exploration of leadership theories and personal leadership development. Students acquire skills and knowledge in the areas of organizational development, group dynamics, strategic planning, and conflict management.   This course was cancelled in the fall 2006 due to low enrollment.

Advisors of clubs/organizations have noted that additional support and communication between ASCC and other clubs/organizations is needed to help expedite their goals and objectives.

Planning Agenda

Generate sufficient enrollment for the Leadership Development course.

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

<u>Descriptive Summary</u>

The Counseling and Advising Department is under the supervision of the Dean of Counseling and Enrollment Services. Regular staff development and division meetings are held and include Counselors and classified staff from Counseling, EOPS, Student Support Services, Outreach, Transfer, Assessment, and Career Services. Additionally, Division meetings with Admissions and Records are conducted at least twice a year to review and critique the registration process.

A Counselor's Handbook is provided to all Counselors and includes general policies, directories, and instructions for SARS, BANNER, ASSIST, and Eureka. Also included in the Handbook are updates from Cañada's instructional programs as well as information from four-year institutions. New counselors are provided training by shadowing veteran counselors until familiar with the College's policies, procedures, programs and computer programs.

Each semester, Faculty are invited to attend one of the monthly Counseling Meetings to review their programs including updates, changes and other pertinent information. A matrix is kept by the Division Assistant so that eventually all programs are represented at the meetings. Counselors also are assigned to attend Instructional Division (Humanities, Business and Workforce Development and Science and Technology).meetings on a regular basis. This ensures communication between the Counseling Department and Instructional Faculty.

Representatives from four-year institutions also participate in Division meetings in order to update the counselors with changes happening on their campus. Counselors and Classified Staff are provided professional development opportunities on and off campus at workshops and conferences.

<u>Self Evaluation</u>

During the 2005-2006 academic year, updates and training were provided at the Division meetings in the following areas:
- Instructional programs: Radiologic Technology, Human Services, Chemistry, The University Center, Geology, Spanish, Literature, Biology, Business Office Technology, Multimedia, Interior Design, Athletics, Early Childhood Education, English Institute, Menlo Park Center

- Student Support Services: The Learning Center, CalWORKs, First-Year Experience, TRiO SSS grant,

- Four-Year Institutions: CSU Counselor's conference, UC Counselor's conference, Menlo College, SFSU Nursing, UC Berkley, UC foreign language requirements,

Internal policies and procedures are reviewed regularly. Counselors and other staff have participated in off-campus conferences and workshops during the 05/06 academic year including: UC Counselor Conference, CSU Counselor Conference, Ensuring Transfer Success, National Scholarship Providers Association (NSPA), WAVES (VA conference), NAFSA (Association of International Education), SJSU/SFSU Advisory workshops, Career Development Workshop, EOPS, CalWorks, CARE, SkillScan Assessment, ASSIST/CIAC conferences and others. Additional in-district training has been provided including BANNER, WebSMART, Residency, and SARS.

Counseling Faculty regularly serve on institutional committees such as Strategic Planning, Academic Senate and Curriculum Committee. The Dean of Counseling and Enrollment Services serves as the College's Articulation officer and also attends the Curriculum meetings. Information from standing committees is discussed at Division meetings and forwarded via email.

The Counseling Center has not completed a comprehensive internal Program Review since 1994. The Division is completing this task in Spring 2007 and will then be able to formally evaluate the advising services and formulate goals for improvement. In order to gather quantitative and qualitative data for this process, students are currently completing a survey regarding the services received from Counselors and staff.

With the ever changing information that Counselors are required to keep up with including internal information as well as transfer, it is difficult to cover all of the updates and changes in Counseling meetings. Emails are currently sent to Counselors but it then becomes difficult to manage and organize all of this information.

Planning Agenda

Develop a webpage that will organize pertinent information for counselors to access easily such as program changes and four-year institution updates.

Review Counseling Program Review and plan for implementation of appropriate recommendations.

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Students are encouraged to develop deeper cultural awareness and understanding of diversity through participation in academic and Student Support Services programs, student and club sponsored events, and activities that enhance their interaction within the diverse campus community.

From 2000 to 2005, the College received funding through the federal Title V Hispanic Serving Institutions grant. One component of this grant focused on faculty development and pedagogical issues which facilitated the inclusion of diversity themes in their curriculum. Examples of two workshops included, *Realizing Inclusive & Engaging Classroom Environments* by Dr. Laura Rendon and *Working with Generation 1.5 Teachers and Learners* by Sugie Goen. In fall 2005, Dr. Terrence Roberts, Congressional Medal of Honor recipient and member of the Little Rock Nine, lectured to the College community on racism, equity and acceptance, in his presentation of *Lessons from Little Rock.* Additional workshops and activities are referenced in the Title V materials (Evidence: Title V materials).

Whether listening to a concert of harp music, watching a performance by a professional acting troupe, interacting with a panel discussion on Japanese-American Internment Camps, celebrating the anniversary of the United States Constitution, simply reading a book, or other activities that encourage reflection and growth, Cañada students discover new ways of seeing themselves and society at the Library. In addition, the Library offers Information Saturated Learning Experiences (ISLEs), displays of materials with activities that promote information literacy on such topics as Women's History, the human rights crisis in Darfur, and the 60th Anniversary of the United Nations. With these ISLEs, the Library seeks both to instill in students a love of inquiry and to understand better as an institution how students interact with information. Finally, clubs seeking

a venue for meting are welcomed by the Library, which regularly hosts meetings of such clubs as the Latin American Literature Club, the Pacific Friendship Club and the Associated Students of Cañada College.

The Museum of Tolerance (MOT 's two-day workshop, Tools for Tolerance for Professionals) is an example of the Districts commitment to embrace diversity that enhances sensitivity by faculty and staff for our diverse student body. In November 2006 the District sent its 13th group of employees to the Museum. Sixty employees (faculty, staff, administrators and members of the board of trustees) from Cañada College have participated thus far.

Practices developed at Cañada College enhance student understanding and appreciation of diversity. For example, Cañada's AA/AS General Education Degree Pattern includes an Ethnic Studies Requirement.

Another practice that assures appropriate services for the diversity of our student population as well as understanding is the 2004-2005 Student Equity Plan. (Please see the specific document for details) The goal of this plan created by faculty, Vice President of Student Services, a community representative and a student representative is to assure Cañada College comprehensively serves its diverse student population.

Services on campus which support a wide variety of diversity issues include Math, Engineering and Science Achievement (MESA); TRIO; EOPS/CARE; and students organizations/clubs such as, Young Latino Leaders, Black Student Union, Polynesian Club, Gay Straight Alliance, The Filipino Club and the Disabled Students Programs & Services.

Self-Evaluation

Cañada College has institutionalized across all disciplines and services and thereby maintains on going programs, practices that support and enhance student understanding and appreciation of diversity.

Planning Agenda

 None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The District currently uses CCCApply for the on-line application process. Paper applications are also available at each of the three colleges and regular review of these applications is conducted by the Enrollment Services Council. The admission and placement process of the College is a topic of ongoing review and discussion to facilitate access for students. The admissions process is available on-line. The Admissions regulations adhere to State Title 5 requirements and regulations. Regular registration critiques are held and feedback is used to improve the admission process. A District wide Enrollment Services Council consisting of Deans of Enrollment and Counseling and Assistant Registrar are held monthly to discuss the admissions policies and procedures.

Cañada implemented a new placement test during the spring 2006 semester. ACT COMPASS is a State approved assessment instrument, which also satisfies the
Ability to Benefit measurement for students who are non-high school graduates and wish

to qualify for federal Financial Aid. Cut-scores and multiple measures were developed following State Matriculation Guidelines.

Cañada College also enforces prerequisite requirements for English and Math courses through the use of its Banner database management and enrollment system. During registration, students are blocked from enrolling in courses for which they have not met the prerequisite requirement. In addition, The College has established procedures by which any student who does not meet a prerequisite or is placed by an assessment test, but who can provide satisfactory evidence, may seek entry into the class according to a challenge process. A student may challenge any prerequisite. Students are informed, through the catalog, On-line Orientation, and Counseling of both the reasons for challenging a prerequisite and the process for doing so (Evidence: Prerequisite Challenge Form).

Self Evaluation

A recent change of paper applications was made to better align with the on-line version and to have one application for all three colleges. Training is conducted with the Counselors, Outreach Coordinator and Campus Ambassadors to increase the percentage of applications submitted on-line versus paper. In order to increase the number of on-line applications, students will be encouraged to do so at the high schools as well as in the Admissions and Records Office. The Admissions and Records Office look forward to relocating to the new building in summer of 2007 where there will be a "one-stop shop," and additional computers will be available for the on-line application and registration process.

Given the changing nature of acceptable testing instruments by the State of California's Chancellor, Cañada College found itself in need of updating and modernizing its implementation of placement testing materials. During the discovery process several Community College Matriculation Coordinators were interviewed to determine the assessment tool selected at their institutions. Some were using a mixture of various second party test instruments combined with or without site created and managed instruments. Most Colleges contacted, however, were using one of two competing second party packages: Accuplacer by the College Board and COMPASS/ESL by ACT both of which are computer based. After consideration of multiple factors and consultation with Faculty, ACT COMPASS was chosen in the spring 2006. (Evidence, Assessment process)

Planning Agenda

Conduct validation studies on the new ACT COMPASS placement and adjust cut-scores as necessary. Review current multi-measures with faculty and implement new criteria if necessary in coordination with the Dean of Counseling and Enrollment Services, the Matriculation and Career Services Coordinator, the College Researcher, the Dean of Humanities, the Dean of Science and Technology and math, English and ESL faculty.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Cañada adheres to "7.28 Student Records" and "8.27 Records Management" under the District Rules and Regulations in addition to Title V Regulations. (Evidence, Rules and Regs) The student computer data files are maintained and backup files are created and stored appropriately. In addition to the computer data files, Admissions is in the process of scanning and indexing both prior and current hard copy student records using the Web Extender application. These imaged and indexed records are available to view by Counselors and appropriate staff, saving time for all.

The Federal Educational Rights and Privacy Act (FERPA), page 20 of the 2006-2007 catalog provides that the College may release certain types of "Directory Information" unless the student submits a request in writing to the Admissions and Records Office indicating that certain or all such information not be released without his/her consent. Currently enrolled students may request that "Directory Information" be withheld by notifying the Admissions and Records Office in writing each term or semester. Such requests must be submitted within two weeks after the first day of instruction.

"Directory Information" at the College includes: (1) student's name and city of residence, (2) participation in recognized activities and sports, (3) dates of enrollment, (4) degrees and awards received, (5) the most recent previous educational agency or institution attended, and (6) height and weight of members of athletic teams.

Procedures for release of student records are published in the College Catalog, the Student Handbook and on the Web.

Evaluation

Currently, prior records are stored in the records room in Admissions and Records and Archives are stored below the bookstore. Some of these records have been duplicated via Web Extender or microfilmed while others have not yet been duplicated. The archive room is fireproof; however the records room is not. There will be a secured fire and earthquake proof records room when Admissions and Records move to Building 9.

Planning Agenda

- Finish scanning and indexing prior records

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Student Services mission is to identify and develop a process to measure students' learning outcome, to evaluate and improve learning opportunities, and to create better integration and collaboration of learning opportunities within Student Services and in cooperation with instruction. In accordance with the student Services mission statement, the Counseling Department reviews its own services using "student learning outcomes', faculty and staff input and student surveys to improve the effectiveness of its counseling services. In addition, as part of the new statewide Student Services Program Review and Technical Assistance Site Visit, the special programs such as Matriculation , CARE, CalWorks, EOPS and DSPS will be reviewed as part of the rotation in 2012.

During the summer 2005 retreat, all Student Services Programs and Departments were introduced to and faculty and staff were trained on a comprehensive Program Review based on "Student Learning Outcomes", (SLO), and "Service Area Outcomes" (SAO) and how they should be applied to Student Services.

During the 2005-2006 academic year, a subcommittee of Student Services created templates to guide staff and faculty in developing their objectives, the outcomes, and the re-evaluation of the objectives to improve services. During the summer 2006 retreat, the Student Services Division began a process of program review utilizing SAO and SLO templates to determine and prioritize the objectives, outcome of the services provided, and reassessment of the services and the student learning outcomes. An important emphases was placed on evaluating the effectiveness of services through collecting data, and student's learning using different methods including Quantitative surveys, Narrative (Qualitative and open-ended) surveys, cumulative, and embedded information from the database. Staff and faculty worked in small groups based on their areas of responsibility using the guideline templates to draft at least two program objectives, and outcomes with the mission statement, and create assessment plans.

Self Evaluation

The Student Services Division is committed to improving services by program review and assessment cycle. The Program Review process emphasizes the student learning outcomes, and the means to measure the effectiveness of the learning outcomes. It has been realized that there is a need to capture raw data to better evaluate learning outcomes. One of the challenges is to obtain data from qualitative surveys from students who have left the institution. It is also challenging to assess the nature of each individual counseling appointment in terms of student learning outcomes. However, it is easier to establish learning outcomes for the Career and Personal Development classes as the student learning outcomes are listed on the course outline, and measured by qualitative and quantitative surveys. Career 401, "The First Year Experience (FYE)", is one such example. These courses are cohorts of English, Reading, ESL and Math courses where students receive additional instruction, guidance and support from the Counseling Department. A narrative survey is given to FYE students and a Control group at the beginning and end of each term. The students in the Control group are in the same English, Reading, ESL or Math course but not in the Career 401 class. The result of the 2005 assessment indicates FYE students had a higher retention rate of 20.9% in English classes and 22.1% in Math classes compared to the Control group. It also indicates that the FYE students' awareness of college policies, and available programs and services is higher than the Control Group at the end of semester. (Evidence: FYE survey)

Program Review is in it's infancy for all of Student Services. A template has been created and reviewed with all of the Student Services Faculty and Staff as well as shared with the College's Academic Senate. Program Review will begin Spring 2007 with Counseling and rotate on a six year cycle. (Evidence, program review template)

Planning Agenda

1. Implement Program Review Cycle for Student Services Programs.**STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES**

C. LIBRARY AND LEARNING SUPPORT SERVICES
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning

centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

C. 1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Cañada College provides a wide assortment of educational equipment and materials in support of the mission of the college. The equipment and materials are available at the level of each academic division in the classrooms and labs as well as in the Library, the Learning Center, and through specific programs including Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the TRiO Student Support Services (TRiO) and Math, Science and Engineering Achievement Program (MESA).

Anticipating a move in June, 2007 to a beautifully designed new building in the center of campus, the Library is currently enjoying a number of significant improvements in its materials and equipment. First, it has already begun using the $250,000 recently made available by the District as the first installment of a requested $700,000 infusion of bond money to update our print collection. Second, the campus has committed to adding a new 11-month, 80% Library Tech position to the staff. Expecting that these gains and the Library's new location will transform the Library's ability to fulfill its mission, the Library hopes to become, along with its partner, the Learning Center, the intellectual heart of the campus, providing an information center that students and faculty will come to see as an indispensable part of their learning and teaching.

Equipment and materials selected and maintained for students' use include:

- 47, 832 Volumes in print, including an increasing number of new titles
- 5,500 (approx.) Electronic Books through PLS
- 1,770 Microforms
- Over 350 Reserve textbooks, many of which provided by donations
- 132 subscriptions to print periodicals
- 23 (approx.) proprietary databases, most of which are accessible off campus
- 951 Videos
- 2 copy machines
- 5 group study rooms
- 1 large quiet study room
- 46 public computers with software and Internet access, including 5 Macs (plus 36 more in Library classroom)
- 6 laptop computers, in addition to 6 laptops available through the Learning Center

These resources are substantially augmented by over 800,000 items, including books, DVDs, CDs and more available for free, and usually delivered to Cañada within three days, through the Peninsula Library System, an extremely vibrant consortium consisting of 35 libraries, including our sister colleges' libraries.

The Library's specific process for selecting and maintaining materials is founded on input from a number of sources. First, with student learning and enhancing the achievement of the mission of the institution as its two guiding principles, collection development is accomplished in collaboration with faculty who offer suggestions for new materials on a regular basis through e-mails, telephone messages and face to face discussions. These suggestions, considered the highest priorities for the Library, are supplemented by staff, students (especially student workers in the Library), administrators and members of the public, who also make useful suggestions informally or through the Library website's "Suggest Book/DVD" link. Second, Cañada librarians evaluate these suggestions by using a number of standard tools for acquiring and maintaining a healthy collection, including book reviews for undergraduate libraries from the American Library Association's online and print versions of *Choice*; Katz's *Magazines for Libraries* (2002); comparisons with other Peninsula Library System collections, especially those of CSM and Skyline; *Library Journal; Booklist; The New York Review of Books*; and numerous other sources. Third, librarians carefully maintain the collection by consulting *Best Books for Academic Libraries* (2003) to identify core titles for retaining while weeding books that have grown obsolete, in many cases replacing them with more current titles.

American Library Association's Standards for Libraries in Higher Education, no longer recommending specific numbers of holdings, now encourage libraries to compare themselves to similar institutions for evaluation. Comparisons of the most recent library budget data available from the State Chancellor's Office indicate that, when compared to colleges of similar size, Cañada's budget for electronic resources is robust. Using TTIP money strategically with our sister libraries and leveraging the purchasing power of Peninsula Library Service, Cañada students and staff access to online resources is impressive. However, the Library's print collection has been historically under funded compared to similar-sized community colleges. A very significant portion of our collection is over 20 years old. The College's request of $700,000 of bond money mentioned earlier will substantially mitigate this historical shortfall.

As evident in the Mission Statement of the Cañada College Learning Center, the Learning Center's focus is to support student learning:

> *The Cañada College Learning Center provides a variety of resources and services to assist students in the development of the necessary tools to maximize their potential, support their scholastic development and ensure their academic success. Peer and professional tutoring, electronic and traditional resources, workshops and supplemental instruction are employed in a positive and supportive environment to enhance subject matter and study skills acquisition across the curriculum.*

To fulfill this mission, the Learning Center provides the following educational equipment and materials:

Computer Labs: There are over 90 student computers in the new Bldg. 9 Learning Center. Students use these for academic research, developing papers and presentations, accessing tutorial programs and course materials, or emailing their instructors. We maintain the integrity of these computers through the use of current virus software. We purchase additional computers and software though the instructional equipment purchasing process. Additionally, there is a 28 computer classroom for use by the Learning Center, MESA, TRiO, and requested classes.

Self-paced courses: Through the Center, students are provided with software programs, study modules, and supplemental materials to complete open-entry, transfer level as well as credit/non-credit courses. Most courses supplement English. (Doc. 5)

Faculty from the Library and Learning Center are regularly invited to the Division meetings so that student needs for equipment and materials can be discussed and identified. Improvements that have resulted from this collaborative process include the decision to purchase Library copies of standard textbooks for most courses, the purchase of many educational videos for student use to augment instructions, the identification of community donations for Library purchases, and the initiation of a textbook rental program via the bookstore.

Students using DSP&S services can study reading, writing, math and study skills in the Alternative Media Center where they have access to computers with the following software: Kursweil 3000, scanning, reading software; Dragon Naturally Speaking, a voice recognition system; Zoomtext Xtra9, a magnification system; and the screen reader Jaws. A part time DSPS staff member is available to assist students with the specialized technology and equipment and to convert print materials or textbooks into e-text (CD) format.

SELF EVALUATION

The currency of Library materials needs both dramatic overhauling and continued maintenance, a problem which the College is addressing. Selecting and maintaining a collection of 50,000 is difficult with only 1.6 FTE librarians. Skyline, to which Cañada Library most frequently compares itself, has roughly the same number of titles, but their collection is much more current, due in part to higher staffing levels. Cañada's 2000 accreditation's self-study, attesting to the long-term persistence of this problem, reported that "[t]he book collection is currently small and outdated. There is a need for consistent, additional funding over the next 20 years to meet minimum standards" (Doc. 1). Although the needs today are still in large part the same as they were in 2000, there have been promising signs of improvement.

The Library has enjoyed five years of increased funding and generous donations ($9,000 Messner gift; more than $15,000 MacNaughton Reserve textbook gift; $24,679.51 Sequoia Hospital grant; regular grants of $2,000 each year from the Associated Students of Cañada College), using these dollars to make strategic acquisitions, especially in history, nursing, current social issues, DVDs, and Spanish language works, as evidenced in the Library's most recent list of new titles . Currently identifying books that do not need to be moved to the new library, library staff are orchestrating this weeding process with the selection of updated titles to be acquired with regular funding and with the District's investment of bond money.

As mentioned above, the College has requested over $700,000 in bond money for overhauling the library collection. At this time, the Library has received $250,000 to begin identifying appropriate books and materials in anticipation of moving to the new library in June. Additional funds will be made available to update the collection after the move is made. This infusion of dollars will make significant progress in providing appropriate books and materials that are current and relevant to students today.

Although the overall depth and currency of Library materials need improvement, some areas of strength to celebrate include an excellent Early Childhood Education collection, a growing collection of educational films, and several highly specific historical niches, such as slave narratives. The most popular part of the Library, the special collection called Controversial Issues, offers a good starting point for topics such as abortion, the War in Iraq, the death penalty, and bioethics. The content of these books is also available electronically.

The variety of Library materials, typical for a community college library, is good: books in every broad area of knowledge, a good fiction collection, periodicals, reference texts, electronic resources, movies in DVD and VHS format. A small but enticing pleasure reading collection of spy, romance, mystery and self-help books, developed in 2005, is sustained by donations. There also is a small local audio book collection in response to ESL instructor requests, and there are many downloadable audio and viewable books available through the Peninsula Library System.

Overall, the Learning Center provides excellent support of instruction. By providing software programs, reference books, handouts, even bulletin boards, tutorial services are supported and promoted. The Learning Center provides one online tutorial program (academic.com); an additional computer program (PLATO) that assists in tutoring; three large racks in the Center that house handouts for students covering topics such as study skills, ESL grammar points, and writing; and, math science, English, reading and ESL texts that are available for use. (Doc. 6)

In an effort to remain current, the Center regularly updates its workshops, materials and resources. The Program Supervisor and Tutorial Instructional Aide are both members of CRLA and subscribe to an email LRNASST where colleagues around the world pose questions, and discuss best practices. The Learning Center's webpage offers additional academic support. (Doc. 2)

Although the Learning Center lost a full time Learning Center Director, it gained a TRiO Director. All personnel in the Learning Center, including MESA, TRiO, and DSPS work collaboratively and share resources, and are involved in discussions about equipment purchase and placement. Additionally, all staff including student assistants are trained to assist students with adaptive technologies and software programs.

The quantity, currency, depth and variety of the DSP&S materials (printed hardcopies and online databases) are very good. During their most recent visit, the California Community College – Chancellor's Office (CCCCO) also rated these areas as very good. (Doc. 10) In addition, both the Director and the CCCCO rated the quantity of the program's equipment as being very good.

PLANNING AGENDA
Identify resources to provide:

- Consistent yearly allocation of funding for maintaining print collection
- More professional personnel to ensure adequate maintenance of collection

C. 1.b. *The institution provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency.*

DESCRIPTIVE SUMMARY

Information competency is taught as a component of many academic courses, in self-paced Learning Center and Library courses, and in custom-tailored Library instructional sessions designed in consultation with faculty. Students receive instruction on topics such as finding information using the catalog and databases, gauging the credibility of websites, avoiding plagiarism and citing sources correctly. These sessions, focused on the specific learning outcomes identified by librarians and instructors, assist students to find, evaluate and use information.

Since 2001, not only has the number of patrons visiting the Library each day increased dramatically, but there has been a remarkable increase in the number of instructional sessions offered.

Cañada College Library Usage

Academic Year	Total Library Orientations Given by Librarians	Average Daily Patron Count
'01-'02	65	238
'02-'03	63	246

'03-'04	64	271
'04-'05	74	310
'05-'06	97	345

The Library offers a 1.0 unit course, Library 100: Introduction to Information Research, which affords students a chance to grow in information competence.

The Learning Center provides workshops each semester on research techniques and on how to avoid plagiarism. Staff, student assistants and tutors are available to assist students who are conducting research on the computers to provide one-on-one assistance. (Doc. 4) PLATO and *academic.com* are available to students through the Library and Learning Center. These programs also help students in the development of information competency.

SELF EVALUATION

In Library instructional sessions, sometimes assisted by librarian interns from SJSU, students complete worksheets which help assess both the learning and teaching of information literacy (Doc. 14). Feedback from these worksheets and from instructors indicates that the Library's instruction is useful. The new library's classroom, with 37 computers, will transform instructional session. Although few students sign up for Library 100, these students report gaining significant competence from taking it. Because more integration of information competency skills and core content areas would result in more meaningful learning for many more students, the Library is exploring participation in Learning Communities, wherein, for example, a developmental reading class might be linked to Library 100. This would require more professional staffing.

In the Learning Center reports are generated showing student usage of www.academic.com and PLATO (Doc. 15). Numbers of students who attend the Learning Center workshops are tracked, but, as there are not specific student learning outcomes for these sessions, assessment is difficult. Students provide an evaluation of the workshops they attend and this information is reviewed and suggestions are applied as appropriate to improvement of future workshops. Library faculty and staff are working to identify student learning outcomes and service area outcomes and assessment techniques that will validate appropriate learning.

Planning Agenda

Complete the identification of SLOs and SAOs and the assessments of each.
Provide more profession staff to improve information competency pedagogy

C. 1.c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

DESCRIPTIVE SUMMARY

With extensive hours of operation, a new, centrally located building, and generous technological provisions, the Library provides excellent access to a quiet, welcoming environment for studying, reading, research, writing, and collaborating on group projects. Access to the Library's catalog and databases and other resources is available off campus via the Internet. One computer in the Library has specific software for people with

disabilities. Students and personnel also have access to unlimited time on computers with Internet access, one microfiche machine, one TV with DVD and VHS players, and audio tape and CD players. Spanish speakers can access some books and online resources in Spanish, as well as ask questions and receive services in Spanish at almost all times.

Access to physical sites, to programs and to learning resources for students and personnel is essential for all students. In 2004, an American with Disabilities Act (ADA) consultant was engaged to update the SMCCCD architectural barrier database, which had not been updated since 1991, and assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campuses to be out of compliance with ADA standards. This document is the SMCCCD's ADA Transition Plan.

The new Learning Center, opened in June, 2007, gives students access to over 90 computers, a Tutorial Center, Math Lab, MESA office and student lounge, the TRiO Student Support Program and areas for individual and group study including seven group study rooms. Laptops will also be available for use between the Library and Learning Center floors. Information about all services as well as study strategies and reading/writing tips can be found throughout the Center. A new enclosed lab with 28 computers is available for English and Spanish workshops, orientations and presentations by the Learning Center, MESA, TRiO and classes upon request. Importantly, personnel who speak both languages are available at all times in the separate areas of the Learning Center.

To increase awareness of and access to its services, an announcement of the Learning Center's workshop schedule is sent to faculty and staff via e-mail at the beginning of each semester as well as a reminder email shortly before the workshop date. Learning Center staff create and distribute fliers in division mail boxes and post information around the campus on bulletin boards. In this way, faculty and staff are provided with learning resource information throughout the year. Information will be even more accessible in the new Library/Learning Resource Center. Many instructors schedule their class for Learning Center orientations at the beginning of each semester to familiarize students with the Learning Center's services. Several instructional aides, working both within the Learning Center and in classrooms, have been hired to encourage access to the tutorial services in the Learning Center.

Students can access academic and learning support service at two off-campus centers, the SMCCCD Coastside Center in Half Moon Bay, and the Menlo Park Center in East Menlo Park. The SMCCCD Coastside Center has a main office serving the community during normal business hours and offers evening classes at eleven different locations. The Menlo Park Center conducts class in one lecture room and offers a Basic Skills Learning Lab with sixteen computers and a Business Skills classroom with thirty computers. The center is open to students during the day from 7 a.m. to 3 p.m. Monday through Thursday and 7 a.m. to noon on Friday; the building is open until 10 p.m. for evening classes. In the Basic Skills Learning Lab, students have access to open-entry ESL study through self-paced, multi-level modules.

Through the Business and Workforce Technology Division, Cañada College broadens accessibility to learning resources by conducting courses in the evening and on Saturday at other off-campus locations including East Palo Alto, Half Moon Bay, Menlo Park, and Redwood City. Students have convenient access to courses in ESL, ECE, Computer Business Office Technology, Multimedia, Computer Information Technology and Human Services. In addition, through partnerships with community/non-profit agencies such as El Concilio of San Mateo County, internship opportunities are offered to registered students. Classes are also offered at the San Mateo County Offices and at high schools.

SELF-EVALUATION

The Library and Learning Center are not open after 8 p.m. or on weekends and this causes problems for students who study in evening, who attend evening classes or who want to use the Library on weekends. In the

faculty survey conducted by the Standard II.C Committee, 43% of the respondents would like the Library/Learning Center to be open on Saturday, and 30% indicated they would like later hours during the week. (Doc. 34). Similarly, during student forums, requests have been made for extended hours, from 7 AM to 10 PM weekdays and some hours on Saturdays. In response, the Library and Learning Center are considering opening its doors before 8:00 AM each morning.

With the move to Building Nine, access to the Internet through the Library/Learning Center will be significantly improved. The availability of voice recognition software is also increasing services for students with disabilities. In addition, the media carts equipped with TV/DVD/VCR in the new Library/Learning Resource Center allow students improved access to video resources.

When the new Library/Learning Resource Center opens in June, 2007 students will be able to take books and laptops from the Library to the Learning Resource Center and vice-versa, increasing ease of access to both areas. Automatic checkout will be available on both floors. Since Student Services will be on the ground floor, the college will be able to further the integration of instruction and student services, a need that was identified in the previous self-study. EOPS, now housed in an academic building, will also be housed in the new building. Finally, the square feet in the Library will increase from 12,800 to 22,900, and the square feet in the Learning Center will grow from 17,500 feet to 23,384. These changes will have a beneficial impact on students' access to services. Plans are afoot to engage students from the College's multimedia department in improving the Library's website, thereby improving access to the Library's rich electronic resources.

Because students need help to access information, librarians need to be available throughout the day. Having librarian supervision available in the Library during evening hours, as stipulated in section 78103 of the California Education Code, means that additional coverage is needed during the day when the one full-time librarian is out of the Library. The College is addressing this need by considering increased funding for adjunct librarian hours during these times.

PLANNING AGENDA

Increase funding for expanding adjunct librarian hours to cover expanded hours

C. 1.d. *The institution provides effective maintenance and security for its Library and other learning support services.*

DESCRIPTIVE SUMMARY

The Library and Learning Center are maintained by the College's custodial staff, who clean the facilities on a regular basis. Campus student computers are maintained by the SMCCD Instructional Technology personnel, who quickly troubleshoot technological questions and keep the computers updated.

All of Building 9, which houses the Library, Learning Center, EOPS, DSPS and many additional Student Support Services, will use the Access Controls and Monitoring System (ACAMS) for security. Additionally a camera video surveillance system will be at strategic points and certain exit doors. During open hours, monitoring can be done on staff computers. Additionally, the Library's materials contain a security strip that triggers an alarm at the Library's main entrance if materials have not been properly checked out. The DSPS, EOPS, MESA, TRiO, and Upward Bound programs are governed by laws that require all student records to be kept confidential. The process to ensure the confidentiality of students is essential for these programs.

SELF EVALUATION

Because computers are maintained by the SMCCD Instructional Technology personnel, students are not able to download directly from the Internet, keeping the hard drives clean. The District's IT department, which has two permanent and one long-term temporary full-time employees assigned to Cañada, is currently discussing ways to provide support for the significant increases in technology in the new location. IT personnel, although open to discussion, find the surveillance and ACAMS provisions sufficient in securing the Library and Learning Center's technology.

In order to maintain the new, much bigger Library and Learning Center, Cañada's Facilities Manager is planning to hire two additional full-time custodians, one for the night crew and one for the day. In addition, the additional 80% library technician position will assist the current Library staff in keeping its new environment orderly and welcoming.

PLANNING AGENDA

None.

C. 1.e. *When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

DESCRIPTIVE SUMMARY

Contracts with several agencies have been established to provide an extensive range of resources for faculty and students. Cañada College's Library is a member of the Peninsula Library System (PLS) which relies on Innovative Interfaces' Millennium, an Integrated Library System. (Doc 23) PLS, as a member of Califa, a statewide cooperative enterprise, subscribes to numerous electronic resources, such Thomson Gale databases. (Doc. 23) The libraries in this college district jointly subscribe to a number of other databases through the Community College Library Consortium. (Doc. 23) Midwest Library Service (Doc. 23) is the primary supplier and processor of the college's Library books, EBSCO primarily manages the print periodicals collection (Doc. 23), and OCLC Connexion provides cataloging support. (Doc. 23) A contract is in place with PLATO for the online tutorial support program, *academic.com,* with four licenses so that PLATO is available in the Learning Center (Package G) (Doc. 24)

SELF EVALUATION

Evaluation of the Library's suppliers of print resources is not formalized though staff frequently discuss the quality of services. The Librarian refers to statistics on database usage, which allows for an examination of how electronic resources are being used on campus and remotely. An informal evaluation of the reliability of Library services is done through electronic messages and face-to-face conversation with faculty, students and other PLS reference librarians. However there is no comprehensive evaluation of the effectiveness of Canada's Library services. Twice a year, librarians from the three colleges in the district engage in analysis of subscriptions to databases through the CCLC, evaluating them according to a number of criteria, including reliability.

The most common reliability issue involves remote use of electronic resources. When patrons cannot access databases from off campus, Library personnel attempt to problem solve quickly by contacting the technical

support personnel of the database company or, in some cases, PLS technical staff. The web site *www.academic.com* is heavily used throughout the curriculum in both the Library and Learning Center. On-line math instructors include it as instructional support. (Doc. 15, 25, & 26)

PLANNING AGENDA

None

C.2 *The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

DESCRIPTIVE SUMMARY

A three-year internal Program Review, planning and budgeting for 2000/2001 – 2003/2004 and a Program Review Update for the Library was completed in April 2003. Areas examined were program goals and objectives, including staffing, services, budget and equipment goals. (Docs. 27, 28, & 29) A Program Review for the Learning Center was completed in 2003. (Docs. 30 & 31) At that time both the Library and Learning Center were organizationally assigned to the Office of Instruction and the Program Review was not fully applicable to the services offered.

In 2002, both the Library and Learning Center were assigned to the Office of Student Services which is a better fit for describing and evaluating services. New guidelines for reporting and a new cycle of Program Review are being established for Student Services. (Doc. 32) Although DSPS, EOPS, MESA, TRiO, and Upward Bound services are evaluated by their granting organizations, they will be included in the Student Services Program Review.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SOAs) were not included in the last Program Reviews, so a Student Services retreat was held in June, 2006 and all Student Services departments began to draft Mission Statements, SLOs, SAOs and assessment and evaluation processes. (Docs. 33 & 34)

SELF EVALUATION

The work done at the Student Services retreat is continuing, and the goal is to have everything finalized by the end of Spring, '07. The SAOs and SLOs will help each department do a more thorough job of assessing, evaluating, and adjusting their respective programs.

Evaluation of the Library's effectiveness from the faculty's point of view is mainly done informally and can be improved by soliciting feedback systematically. Student evaluation of Library services has been gathered (Doc. 35), but it, too, can be more systematically done. Student surveys of the Learning Center program and tutorial services are conducted each semester. (Docs. 36, 37 & 38) Whenever a new initiative is begun, faculty and students are surveyed at semester end to evaluate its effectiveness, and the program is adjusted if needed.(Docs. 39 & 40) Long-term comprehensive studies are being planned with the college researcher.

In Spring, 2006, an electronic faculty survey was administered to assess the effectiveness of the Library, Learning Center and DSP&S. (Doc. 41) The survey results will be used to further draft SAOs and SLOs. A combined advisory group for the Library and Learning Center, which will include membership of all campus divisions, is also being planned to get necessary feedback about the new Bldg. 9. This group will take the lead in discussing and evaluating the further integration and collaboration of the Library/Learning Center throughout the campus.

PLANNING AGENDA

Develop evaluation to ascertain effectiveness and comprehensiveness of Library services