

Standard I: Institutional Mission and Effectiveness

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

A. Mission

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

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

DESCRIPTIVE SUMMARY:

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

The complete, current mission/vision/values statement was developed in 1999, and reviewed in 2002-2003 during the creation of the last Strategic Planning process. (At the time of writing this document the College has been undergoing a new Strategic Planning process; reviewing and revising the mission statement has been an integral part of that process.)

Mission Statement: The mission statement in place at the time of preparing the self-study can be divided into three parts and reads as follows:

- 1) It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.
- 2) Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and

3) (Cañada College) highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

The first section defines the College's broad educational role "to ensure that students from diverse backgrounds achieve their educational goals." The College delineates educational purposes appropriate to a California community college by offering to its intended students from the San Mateo County and the surrounding area educational programs in transfer, workforce development, and the basic skills necessary to begin transfer level courses or certification programs.

The language, "quality instruction" sets a high standard against which to measure instruction. And, accepting "responsibility for serving the community's diverse needs" implies the College has a close relationship with its surrounding community and attempts to respond to its ever-changing needs.

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

Vision and values statements follow the mission statement:

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

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

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

Student Learning Programs: The three instructional divisions in the College, namely, Humanities and Social Sciences, Business and Workforce Development and Science and Technology provide a wide range of academic programs to

meet the needs of our diverse student population. The College offers pre-collegiate basic skills courses, as well as intensive language development courses for students whose native language is not English so that students can develop skills appropriate to enrollment in college-level courses.

Supporting its transfer, workforce development mission, the College offers courses that lead to 45 associate degrees and 37 certificates in 73 areas of study. For example, students can earn an Associate of Arts in Liberal Arts or in University Studies, or an Associate of Science in Radiologic Technology.

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

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

- On-line courses in subjects such Business Mathematics, Engineering Statics, and Mathematics courses
- Evening courses in transfer-level courses in Speech, Political Science, Astronomy, Anthropology and Biology, etc., 12 units of Early Childhood Education offered in Spanish and English as a Second Language courses
- Late start and short term/weekend courses in many subjects, including Accounting, Fashion, and Interior Design. (See Late Start/Short Term Weekend Courses, Distance Learning/Telecourses, Distance Learning/Online Courses, and College in Your Neighborhood, page 51 to 57 in the Spring 07 schedule.)

As a special enrichment opportunity, high school students can enroll in concurrent enrollment courses. Concurrent enrollment courses in Calculus, Sociology, Computer Business Office Technology and Career and Personal Development, have also been offered on-site at Carlmont, East Palo Alto, Woodside and Menlo Atherton High Schools.

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

- Middle College High School program, a collaboration with the Sequoia High School District for high school juniors and seniors who enroll in college courses while completing their high school requirements at the College
- Community Based English Tutoring program, a collaborative effort between the College, the Redwood City School District, and community agencies, offering English as Second Language courses to parents and community members on-site at Redwood City Elementary schools
- Courses in English as a Second Language, or Early Childhood Education, and Computer Business Office Technology courses in Spanish are offered at the Learning Center in Menlo Park (OICW) and at our satellite site in Half Moon Bay, established in 05-06.

Student Services: The office of Vice President and two student services divisions, specifically the Counseling and Enrollment Services and the University Center and Academic Support Services, provide programs and services that contribute to student success and epitomize our mission statement by opening up educational and career opportunities to high school students, those in need of job training, returning students, first generation students, life-long learners, and students planning to transfer to four-year universities.

A partial list describing the programs and services includes:

- The Cooperative Agencies Resources for Education (CARE) program provides single parents receiving public assistance with child care, transportation allowances, books, tutoring, counseling and other related services.
- The Counseling Center offers drop-in and appointment services to provide students with assistance defining and meeting their educational and career goals. The Center offers Orientation, Placement Testing, Career and Transfer Services and assistance developing a Student Educational Plan.
- Disabled Student Services and Programs (DSPS) provides students with documented disabilities reasonable accommodations as defined by the Americans with Disabilities Act (ADA) and academic support, including alternate media services.
- Extended Opportunity Programs and Services (EOPS) is a state-funded program assisting economically and educationally disadvantaged students with financial assistance, orientation to college, counseling, and transfer assistance.

- The Financial Aid Office provides students with information and counseling about financial assistance offered by state and federal government and private institutions. The Financial Aid Office assists students in locating scholarships, and facilitates the administration of the book loan program and other initiatives designed to make education more affordable.
- The First-Year Experience Program is a two-semester program linking a course with specific curriculum content and a course providing instruction in college success strategies on in career planning.
- The Health Center is available for all students and provides confidential information and consultation on health issues.
- The Library is the information center of the campus. The Library strives to support the educational mission of the College by acquiring and maintaining information resources, supporting instruction and by assisting students to develop information competency skills through individualized assistance and a one-unit course in conducting research.
- The on-campus Learning Center and the Learning Center in Menlo Park integrate technological resources and learning assistance services to support student learning across the curriculum. Incorporated within the on-campus Center are computer labs and the Tutorial, Math, Reading/Writing Labs. The on-campus Center also houses the MESA Center and the TRiO Student Support Services program. The Learning Centers provide self-paced courses.
- The Math Engineering and Science Achievement (MESA) program provides a MESA orientation course, Academic Excellence workshops and specialized academic counseling and tutoring for economically disadvantaged and underrepresented students.
- The Office of Student Life advises Associated Students, the student senate body, and provides shared governance opportunities for students who wish to participate in student government or serve as a student representative on governing committees by affording support and guidance to various recognized student clubs. The Office also maintains the Student Employment and Housing Boards, distributes student ID cards and assists in the administration of the Vending Commission, which provides funding for student-focused events, activities and programs. (See attached list of student clubs.)
- The Psychological Services makes available free personal counseling services to students.

- The TRiO Student Support Service program and TRiO Upward Bound programs are federally-funded programs targeted toward first generation, low-income students and students with disabilities. The Upward Bound program prepares high school students to complete their high school education in order to complete a degree from a four-year college/university. The Student Support Services program provides personalized academic support for Canada Students to assist them in earning their AA/AS and/or transfer to four-year colleges/universities.

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

SELF-EVALUATION:

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

The College's mission statement and supporting documents address its commitment to student learning. To ensure the mission statement is aligned with its purposes, character and ever-changing student population, the College's current Mission Statement was briefly reviewed during the development of the Strategic Master Plan 02-03 and has been referenced in a variety of forums. (See links, X)

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

College. A cohort study of new incoming students fall 04 was performed tracking various demographic and achievement factors.

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

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

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

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

PLANNING AGENDA:

None at this time.

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

DESCRIPTIVE SUMMARY:

The Board of Trustees reviewed and approved the current mission statement in 1999 (See attached Board Minutes.) The mission statement is published in the college's catalog and on web pages.

SELF-EVALUATION:

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

PLANNING AGENDA: None at this time.

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

DESCRIPTIVE SUMMARY:

The College Council reviewed and approved the Cañada's current mission statement in 1999. (See **College Council minutes, X.**) The mission statement was then reviewed by the strategic planning committee in 2002-2003. (See agenda from 02-03 Strategic Planning Process.) During the fall of 05, the Planning and Budget Committee again reviewed the mission statement in September 2005. [See the Planning and Budget Minutes, 9/21/2005.)

During the academic year 06-07, as part of the development of a comprehensive Strategic Planning process, the campus has undertaken a broad-based process of reviewing and revising its mission statement so that it reflects the institution's commitment to student learning and can appropriately guide its decision-making processes.

Using the institution's governance structure, an expanded Planning and Budget has been charged with leading the new Strategic Planning Process and working with the consultant, Rick Vorhees of Vorhees and Associates, who was hired to facilitate the process. (The membership of the ongoing Planning and Budget Committee consists of the Vice Presidents of Instruction and Student Services, the Chair and Vice-Chair of the College Council, the President of the Academic Senate and one additional faculty member representing the AFT, the President of the Classified Senate and one additional classified member representing CSEA, two student representatives, the President, ex-officio, the Budget Officer, ex-officio and the Researcher, ex-officio.) (See attached constitution <http://www.canadacollege.edu/inside/planning-budget/0607/index.html>.) For the Strategic Planning Process, the Planning and Budget committee was expanded to include two representatives from each Division. The meetings are open to all and participation has been high. (See attached Strategic Planning minutes.)

Many steps were taken to further ensure that all constituent groups have been included and are involved. A Strategic Planning website was created and added to the College internal portal, *Inside Cañada*. The site includes an interactive Discussion Board and extensive data used to inform the process has been posted. Meetings with the Strategic Planning consultant were scheduled with the Classified Senate, the Academic Senate, the Administrative Council and the College Council. Two student forums, one All College meeting, and several community meetings were held with the consultant. Additionally, Strategic Planning questionnaires were widely distributed in the community. (See attached Discussion Board, <http://smcweb.smccd.net/common/forums/post.asp?ForumID=274> and attached Strategic Planning questionnaire.)

The Strategic Planning process was still underway during the preparation of the self-study. The minutes of the All College meeting discussing the Strategic Plan on 11/06/06 reflect the last point of the process reported in this document. (See attached All College minutes, 11/06/06.)

SELF-EVALUATION:

The creation of the current mission statement was an open process and included all the representative groups on campus; the process of development involved several all-campus meetings. The Strategic Planning committee (02-03), which reviewed the mission statement, held a series of “town hall” style meetings to disseminate their overall findings. The recent (06-07) Strategic Planning process has found creative, multiple avenues that fully utilize the institution’s governance and decision-making processes to review and revise the mission statement.

PLANNING AGENDA:

Using the institution’s governance and decision-making processes, review and revise the mission statement **every three years.**

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

DESCRIPTIVE SUMMARY:

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

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

The current mission statement is fundamental to the Program Review process. At the departmental level, academic departments undergo comprehensive program review every six years and complete a bi-annual state of the department every second year in order to assess “institutional effectiveness to make continuous improvement”, as stated in the mission/vision statement. The Program Review Self-Study Document opens with the statement:

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

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

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

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

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

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

In guiding the College to review and revise the mission statement, the Interim President describes the process and the role of the mission: “When preparing to make decisions which involve difficult choices one inevitably returns to the Vision and Mission statements for immediate and meaningful reference points and guidance. They keep us accountable regarding fundamental questions...Is the expected outcome of the decision an important part of what we described the College would become some years into the future?” (See attached, <http://www.canadacollege.edu/inside/strategicplanning/mission.html>.)

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

SELF-EVALUATION:

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

PLANNING AGENDA:

None at this time.