



**ACCREDITING
COMMISSION
for COMMUNITY and
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June 15, 2001

Ms. Rosa Perez
President
Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

Dear President Perez:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 3-5, 2001, reviewed the institutional self study report and the report of the evaluation team which visited Cañada College on March 27-29, 2001. I am pleased to inform you that accreditation has been reaffirmed, with a requirement that the college complete an Interim Report.

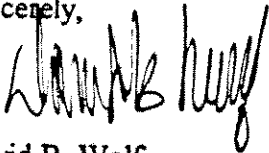
The Commission asks that the Interim Report be submitted by November 1, 2002. The Interim Report should focus on the recommendations and concerns as noted below:

1. Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the college's mission and goals. (Standards 1, 3B1, 3B2, 3B3, 10C4)
2. Cañada College should fully develop its research capabilities with adequate structures, staffing, technical support and resources to fully support institutional planning and decision-making. (Standards 3A.1, 3A.2, 3A.3, 3B.1, 3B.2, 3B.3)
3. Cañada College should revise its current Educational Master Plan and regularly update that plan, with consistent and on-going support from the District. (Standards 3B.1, 3B.2, 3B.3, 10C.4, 10C.5, 10C.6)
4. Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year. (Standards 5.3, 5.6, 5.7, 5.10, 7C.1, 7C.2)

Ms. Rosa Perez
Cañada College
June 15, 2001
Page Three

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



David B. Wolf

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cc: Mr. Ron Galatolo, Chancellor
Dr. Olivia Martinez, Accreditation Liaison Officer
Board President
Dr. Jesus Carreon, Team Chair
Evaluation Team Members

EVALUATION REPORT

CAÑADA COLLEGE

REDWOOD CITY, CALIFORNIA

**A Confidential Report Prepared for the Accrediting Commission for
Community and Junior Colleges**

Western Association of Schools and Colleges

**This report represents findings of the evaluation team that visited Cañada
College from March 27-29, 2001.**

Jesus Carreon, Chair

Accreditation Evaluation Report Cañada College

Introduction

Cañada College is one of three colleges within the San Mateo Community College District. The college opened its doors in September 1968 with 48% of its projected campus buildings. The college serves an area primarily within the cities/towns in the south county portion of San Mateo, which include Atherton, East Palo Alto, Menlo Park, Portola Valley, Redwood City, San Carlos and Woodside. The previous evaluation visit in 1995 reaffirmed the college's accreditation. In addition to the 1995 visit, the college was asked to focus its midterm report on recommendation number six, pertaining to student services. Commission representatives then made a brief visit to follow up on that midterm report. As a result of the midterm visit in 1997, the Commission requested an additional progress report in November 1998, to which the college responded.

Since that 1995 evaluation site visit, there has been a dramatic change in the demographics, not only of the county, but in particular, of the cities served by the college. The Hispanic population continues to be the largest ethnic minority served by the college at 29% and it is growing rapidly. African Americans represent approximately 4% of the student population; Asians 9%; Filipinos 2%; and Whites 51%. Females make up nearly 64% of the total student population. Projections by the Association of Bay Area Governments, project that the population in San Mateo County will continue to increase to 2005, although as a whole the county has grown slowly at about 11.9% since 1998. In the south county areas served by the college, however, the projections indicate a much brisker pace of increase of the population, especially among Hispanics.

In addition to the demographic changes, the college has continued to experience change at the President and Vice President of Instruction level. In fact, the college has had seven presidents in ten years. This is important to note because when the report is reviewed in its entirety, it will be obvious that the college, given these changes, has not lost its sense of community. In fact, the college is thriving because of a determination on the part of the President, administration, faculty, staff and students to make Cañada College a major community learning resource.

Overall, the study provided the team with a realistic and straightforward glimpse of how the college works, whom it serves, and how it sees itself. The self study was completed in a timely fashion and all supporting documents were provided to the team. The college carefully coordinated the self study process to ensure that they met criteria set forth in each standard established by the Accrediting Commission.

The College Council is working more effectively today than ever before, and planning has become a real focus of the college community during the last couple of years. It appears that planning and budgeting are being done in the correct sequence, and there is input into processes from constituents throughout the campus. In addition, great strides have been taken to address changing technology needs of the campus.

The physical plant is quite attractive and in good shape. It is one of the most beautiful campuses that many of the team members have ever visited. The infrastructure of the campus, while needing some minor refurbishing, is not in major disrepair and it appears that the grounds/maintenance crews do an outstanding job of providing a safe and attractive environment for students and staff alike.

The accreditation team was impressed with the energy and commitment of the CEO and her emphasis on inclusion in the governance process. She does not act alone, obviously, and the team members were encouraged as they interviewed individuals throughout the campus and found that there is a sincere team effort that permeates the entire campus. The team found a real esprit de corps that has become the hallmark of Cañada College over these last couple of years.

Cañada College has made a serious effort and obvious commitment to diversity in its hiring, in its development of curriculum, and as well as in bringing the community to the campus and vice versa. With the changing demographics of its population, in particular the Hispanic community, the commitment to diversity and equity was evident in college written publications, in posters, marketing brochures, in planning processes, and especially, in outreach efforts to the community. In particular, team members who visited the off-campus center were impressed by the partnerships established to support basic skills, career preparation, and work force development efforts at the center.

In summary, the evaluation team found Cañada College to be an excellent institution, working hard day-to-day to become even better. Not all the problems have been solved, but many problem areas have been identified, and with a consistent and coordinated effort, spearheaded by the President, the College Council, and other campus leaders, the college is well on its way to improving how it delivers its programs and services to the students and communities it serves. The college, while moving quickly to make changes, must also be cognizant on a daily basis of its role within a multi-college district, and this perhaps is one of the greatest challenges that the college faces as it continues to refine its own unique character within the multi-college environment and within the community.

College's Response: It appears that the college still needs to place more emphasis and effort on addressing the recommendation from the 1995 visit to provide institutional research. Attempts were made in the past to reassign some staff and hire a researcher, and this is an area that still needs to be addressed. The college has recently re-assigned two math instructors to conduct research.

Standard Four: Educational Programs

Prior Team's Recommendation (Originally in Standard Two): *"The College should explore, develop and offer other instructional delivery systems that incorporate new technologies."*

College's Response: The College has made significant progress in responding to the previous team's recommendation. Specifically, the college has continued to expand its Information Technology curriculum and the use of technology to deliver course offerings.

Standard Five: Student Support and Development

Prior Team's Recommendation (Originally in Standards One and Three): *"The College should reassess the relationships and linkages between student services and instructional programs. Then efforts should be made to improve the impact of services on the college's overall effectiveness and its social and intellectual environments."*

As restated in 1997 by Executive Director Wolf: "While significant progress has been made in revitalizing students services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed."

"The College should undertake an in-depth study of the student services area in order to determine what services should be offered, what resources are required, and how the area should be organized. As part of the process, the college should identify and investigate successful service delivery models used by other colleges of similar size."

"The College should ensure the security of student records, particularly in the areas of admissions and progress reports. These records need to be protected from damage by fire and earthquake. Resources need to be provided to ensure that all records are duplicated."

College's Response: The College has addressed the previous team's concern about safe and secure storage of student records by providing fireproof storage and data files on line. Also, the college has continued to

College's Response: The union is now a part of the district governance structure, although no formal agreement is in place. In fact, the team is not aware of any such agreement at any college in the state. Cañada College is handling this matter in the standard fashion and has met the requirement of the recommendation.

8. The College Council has focused the governance process in budget allocation so that all constituents are included in college decision-making.

The College Council has focused the governance process in budget allocation so that all constituents are included in college decision-making. The Council has established a process for budget allocation that includes all constituents in the decision-making process. This process involves the following steps:

1. Identification of needs and priorities for each constituent group.
2. Development of a budget request for each constituent group.
3. Review and discussion of budget requests by the Council.
4. Allocation of funds to each constituent group based on the Council's decision.
5. Monitoring and evaluation of the budget allocation process.

The Council has also established a process for budget allocation that includes all constituents in the decision-making process. This process involves the following steps:

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Standard One: Institutional Mission

Prior Team's Recommendation (Originally in Standard Two): "Within the context of the district educational master plan, Cañada College should develop a comprehensive marketing and outreach program that identifies the college's "niche" and results in Cañada College being known for providing excellent programs and services in specific areas.

College's Response: The mission statements identify the broad-based educational purposes the district and college seek to achieve. The Cañada College mission statement has been reviewed over the past five years with the last revision and current statement being adopted in spring of 1999.

The 1997 Midterm report recommended that the college continue to refine the mission statement to identify their "niches". The 1999 Progress Report described activities the college engaged in to respond to the recommendation.

Observations

The College Council reported that the mission statement has been reviewed numerous times since the last accreditation report. An internal study of the curriculum and program offerings was completed in order to respond to the 1997 Midterm report, which had recommended that the college continue to refine the mission statement to identify their "niches". The college was asked to analyze the instructional programs and also student demographics and related enrollment management strategies. The instructional program analysis of the liberal arts and sciences general education curriculum indicated that the college has adequate resources and student enrollments to support the transfer mission as described in the mission statement, especially as the college is reporting successful transfer rates.

The college also considered narrowing the description of the professional/technical mission of the college to respond to the accreditation team recommendation to define a "niche". During this time period, one or more occupation-specific programs were discontinued through program review and new occupational certificates were created based on community/business needs assessments. These programmatic changes were viewed as being supported within the broad parameters of the mission statement. The College Council considered the broad-based mission statement regarding professional/technical education to be satisfactory, and therefore, acceptable as it stands.

Standard Two: Institutional Integrity

Prior Team's Recommendation (Originally in Standard One): *"The College should take advantage to attract and embrace a more diverse student body and staff, which will contribute to the overall quality and effectiveness of the College."*

College Comments: The 1995 team recommended that Cañada College should "take advantage of the opportunity to attract and embrace and more diverse student body and staff." Improvements in this area have been occurring over the past six years. Cañada College appears to have responded to this recommendation as fully as possible, especially during the past two years. The college will continue to deliberate about how to best serve a student body that has changed radically over the past decade. Addressing issues related to student diversity will be an ongoing process requiring adaptation over many years.

Observations

Cañada College has already addressed a number of the plans outlined in Standard Two, as noted in its self study. These include improvements in many of its publications, including their catalogue, class schedule, and student handbook. Several staff indicated that they believe that its publications are a work in progress, especially in relation to the student handbook and the college catalogue. The financial aid handbook is user-friendly, and new posters and brochures are bright and attractive. The posters are intended to appeal to a variety of student groups. The Curriculum Handbook updates are still in progress, as forms need more modification. The statement on Academic Freedom has been Board adopted and is included in the Faculty Handbook.

College policies on academic honesty may be found in the faculty and student handbooks. The English department appears to be the most aggressive department in terms of addressing this issue, as plagiarism is discussed consistently in most English classes.

Issues related to diversity and equity have been key to Cañada College's evolution over the past decade. The student population now includes many more Hispanics, as well as students who are not as well prepared academically as in previous years. Further, students with disabilities have access to a number of services, including learning specialists, psychological services, adaptive physical education classes, and other assistance. A recent change in office location has made their program easier to find. Overall, the institution has attempted to address equity and diversity in a forthright manner, and most college constituents see this change as very positive.

Standard Three: Institutional Effectiveness

Prior Team's Recommendation (Originally in Standard One): "The College should explore ways to provide institutional research for the campus in order to conduct a comprehensive Community Needs Assessment of the service area; to evaluate student needs, satisfaction and outcomes; and to validate the effectiveness of current programs and services."

College's Response: It appears that the college still needs to place more emphasis and effort on addressing the recommendation from the 1995 visit to provide institutional research. Attempts were made in the past to reassign some staff, and hire a researcher and this is an area that still needs to be addressed. The college has recently re-assigned two math instructors to conduct research.

Observations

Cañada College, while not specifically focusing on its current Educational Master Plan, has been actively planning at all levels of the college the last couple of years. The Educational Master Plan has not been updated for several years, and yet the district is in the process of updating the district's facility master plan. There seems to be somewhat of a disconnect in the sequence of development of their plans. The college has some specialized processes and procedures for the development of plans for equipment, staffing and allocation of additional state resources, but these are not integrated into a total college planning process. The team found that overall, however, the college needs to further develop their data gathering and research capabilities to support an integrated college-wide planning process. The self study notes that the college defines and integrates planning processes to identify priorities for improvement, and how these are integrated to make change, but this needs some clarification.

The College has made some specific moves to provide additional resources to improve its data gathering and research capabilities. With leadership from the President and College Council, the College is focusing greater attention on developing its data and research capabilities to support not only evaluations of programs, but overall college planning. Two faculty members are on release time to help out in this area. In particular, program evaluation is a high priority that the college has been focusing on recently, and the college intends to make it a center point of its overall planning process. The College has added some portable facilities recently to house WESTED. This Relationship may help to enhance research capabilities.

Standard Four: Educational Programs

Prior Team's Recommendation (Originally in Standard Two): "The College should explore, develop and offer other instructional delivery systems that incorporate new technologies."

College's Response: The College has made significant progress in responding to the previous team's recommendation. Specifically, the college has continued to expand its Information Technology curriculum and the use of technology to deliver course offerings.

Observations:

The college is doing an excellent job of responding to the needs of the community by establishing partnerships, expanding ESL courses of study, and developing training programs at the Menlo Park Center and Redwood City Education and Technology sites. The college is "entrepreneurial" in at least two distinct ways by responding to core and diverse constituencies: (1) dramatically expanding how it serves the changing student demographics, and (2) aggressively going after grant monies such as the Federal Hispanic Serving Institutions allocation. The team found the educational progress to be of high quality and students were very excited, enthusiastic and complimentary of how well the curriculum is delivered.

The team noted that the college's schedule planning processes are effective and timely in providing the sequence of courses leading toward the completion of program degrees and certificates. Recently, the Office of Instruction worked with a department facing possible program elimination to provide ample time for students to complete their educational goals with minimal disruption if the program was subsequently phased out.

The college has developed an innovative new faculty orientation program and new faculty technology "boot-camp." In addition, the faculty release time projects are noteworthy as a means for promoting innovation in curriculum course and program development and in efforts to increase enrollment.

Cañada College's high student transfer rate to four-year colleges and universities and student job placement rates upon completion of various occupational programs attest to the effectiveness of college programs and services. Also, the team noted that established college curriculum committee procedures to ensure the depth and breadth of course and

Standard Five: Student Support and Development

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As restated in 1997 by Executive Director Wolf: "While significant progress has been made in revitalizing students services, further attention to the organizational structure and types of support services the college can reasonably offer must be addressed."

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"The College should ensure the security of student records, particularly in the areas of admissions and progress reports. These records need to be protected from damage by fire and earthquake. Resources need to be provided to ensure that all records are duplicated."

College's Response: The College has addressed the previous team's concern about safe and secure storage of student records by providing fireproof storage and data files on line. Also, the College has continued to refine and adjust its student services area as noted in their self study and confirmed by the team.

Observations:

Meetings with administrators, faculty, staff, and students indicated that there is a positive environment at the college and commitment to strengthening student services programs. The Vice Presidents of Instruction and Student Services both reinforced that they have a collaborative relationship and support building strong linkages between these two critical areas. Both Vice Presidents support the concept of an integrated counseling model as well as the decentralization of counselors to the academic divisions.

There is a general sense on campus that student services are important to the success of students. Several students expressed that there is a positive feeling about the services provided by the college. In particular, Latino students were very complimentary about EOPS and the Financial Aid Office. Some of the students were not aware of career development

EOPS/Financial Aid, Admissions and Records, and Career Center have contributed to better access for students and increased staff morale. The one-stop student services center concept remains a long-term project contingent upon the funding of a new library/learning center.

Conclusions

The team found that the college's student population is growing and fast becoming more diverse, partly due to the focused outreach and recruitment efforts that have been implemented at the high schools and throughout the community. This changing population demands new approaches to service delivery. The current president supports and encourages development of new initiatives that promote student success and that provide avenues for collaboration between student services and instruction. Some of the new initiatives include establishment of an integrated counseling center; increased collaboration between instruction and student services, and a resurgence of campus life and student activities.

Additional administrative positions have been established or restructured to better serve students including Dean of Enrollment Management, Student Activities Coordinator, college Recruiter, and Director of Matriculation, Transfer, and Articulation.

Recommendations:

4. Cañada College should refine and strengthen communication, information sharing, and formal professional development of instruction and student services faculty and staff by providing a variety of professional development opportunities throughout the year. (Standards 5.3, 5.6, 5.7, 5.10, 7C1, 7C2)

Conclusions

The team found that the issue of an aging book collection in the Library is being addressed. This year, \$40,000 (1/4 of the Instructional Equipment budget), went to the Library. Staffing of the various computer labs seems adequate to meet minimal needs, but may be insufficient if usage needs increase.

Recommendations

None

Some innovations studied with professional development funds have become institutionalized, e.g., learning communities and assessment practices. Plans are being implemented to train members of various governing groups, like the Academic Senate, the Classified Senate, and the College Council, to report back to their constituencies and to solicit opinions from their constituencies before they vote on various issues.

Written policies ensuring fairness in all employment procedures are well defined and routinely publicized. Personnel records are private, accurate, complete and permanent. The Faculty and Staff Diversity Advisory Committee (FASDAC), which affects campus climate, is re-examining its mission for various reasons, including the need to address the concerns of those faculty and staff who are not completely comfortable with their efforts. The team found that faculty are well qualified in their respective disciplines with appropriate education, training and experience.

Conclusions

The team found that the college might want to review the workload across the campus of its full-time classified staff. Funding for professional development for administrative personnel is quite low. Although over half of the faculty of the college participates in professional development, the college does not coordinate or track professional development programs or award grants as proposals relate to college goals and objectives. In spite of training offered in the Center for Teaching and Learning, many faculty still need further training in instructional technology, so they can use a variety of instructional technology, including office computers to communicate with students.

Recommendations

None

the rough-textured paths and uneven distribution of the buildings. The college is aware of the need for handicapped access. Actual construction/renovation depends on the district's resources. Also, the team found that the Menlo Park Center is user-friendly and a positive learning environment for students.

The ultimate responsibility for selection, maintenance, inventory and replacement of equipment and physical resources lies at the district office. Moreover, faculty have expressed some frustration regarding the lack of up-to-date computers for their personal use in their offices.

Several facilities were dark and/or locked as a response to the college's energy conservation plan that was implemented in January. The plan addresses overall energy conservation due to the energy crisis that plagues the state. There is evidence that the college has made progress in addressing a past lighting issue with the change over to more energy efficient bulbs.

The college's research capabilities may be enhanced by the recent occupation of portable facilities on the back of the campus by WestEd. These facilities had no impact on the existing physical resources. Overall, the team found that physical planning is a district function and the College coordinates its planning efforts to support institution and district goals.

Conclusions

The team found that the college has done remarkably well in maintaining its physical plant. While the district office controls the plan and schedule of facilities upkeep, the staff assigned to Cañada College is dedicated to the upkeep of the campus. However, there is more campus coordination, direction and input given to or received from the Campus Facilities Supervisor than revealed in the self study. The Campus Facilities Supervisor is asked to attend meetings of the College Council and the President's Cabinet. An observation of the team is that the day-to-day management needs to be reviewed to enhance the efficiency and effectiveness of the facilities area.

The implementation of the working agreement with San Francisco State University will maximize the use of facilities, especially in the afternoons and early evenings when the facilities are currently underused. However, renovations will be needed to support science and engineering classes/labs.

Finally, the team notes that perceptions on campus about planning for improvement of the physical plant may be due to the lack of an integrated planning process, working side by side from the top down (district plans)

Standard Nine: Financial Resources

Prior Team's Recommendation (Originally in Standard Seven): "The College should develop a plan to increase funding from external sources. Sources include, but are not limited to, increased grant activities, contract education, and fund-raising efforts."

College's Response: The College clearly has moved aggressively to seek outside sources of funding to support a variety of activities. In particular, the college has been singled out in the Governor's budget to receive an allotment of one million dollars to support its Pathways Transfer project.

Observations:

In 1991 the district adopted the Vision 2000 Statement linking institutional goals and institutional planning. Institutional planning has been linked to budgeting through the President, College Council and budget planning retreats. Budget planning retreats result in an annual goals document that is linked to planned or desired institutional goals. The College Council is composed of faculty, classified, student representatives, and administrative staff. Annual budget development reflects realistic assessments of revenue and expenditures. A "critical needs list" is created and becomes the basis for augmentation requests. Augmentation requests adhere to the priorities and support the mission, visions, and goals of the college. The San Mateo Community College District developed an Educational/Facilities Master Plan in 1997 and is currently developing a new plan. This plan supports educational objectives. It addresses the need for maintenance and improvement of physical facilities. The college is completing annual capital plans as part of the budget planning process. The budget and planning is a bottom up approach based on programmatic needs with significant opportunities for consultation. The budget planning processes are reviewed and evaluated annually.

Based upon the self study and team interviews it appears that proper and adequate budget planning is in fact occurring, but in order to increase effectiveness the college needs to continue to work to improve its method of communicating budget outcomes and decisions, as well as how budget allocations are a component of the overall college Educational Master Plan.

Prudent and conservative fiscal management is evidenced by the consistent and appropriate level of reserves in the General Fund and audited financial statements. The financial management system,

Standard Ten: Governance and Administration

Prior Team's Recommendation (Originally in Standard Two): *"The Academic Senate and faculty union should develop a workable agreement to delineate the function and scope of each organization. As the resolution of this matter is rather global in nature, it may be best addressed at the level of the three colleges and the district."*

College's Response: The union is now a part of the college governance structure, although no formal agreement is in place. In fact, the team is not aware of any such agreement at any college in the state. Cañada College is handling this matter in the standard fashion and has met the requirement of the recommendation.

Observations:

The faculty participates on all hiring committees and the Academic Senate has a seat on the final hiring committee. The Academic Senate participates on the Budget and Planning Committee; they have an ex-officio member on the College Council and District Governance Council, and an active member on the District Calendar Committee.

As observed through meetings and interviews, before 1998 participation in student government had seriously declined. The trend, however, has now been reversed. Students are now beginning to participate more actively in student government. All communication to the student body on the activities of student affairs and government, however, is through word of mouth, rather than by written communication. The college does not have a student newspaper or other forms of written communication to actively encourage students to participate or inform students about the governance of the college. The college is encouraged to take positive steps to send written communication to the students informing them on the activities in student government.

The Board appears to be supportive in keeping up with their mission statement and their overall responsibility to delegate responsibility to the District CEO. At the College level, the team noted that the CEO is very active and provides strong, positive leadership to guide the institution to meet its goals and overall mission. Also, the classified staff is an active part of the overall governance structure of the College.

The College Council is the key group that supports decision-making at the campus, and is fully supported and works closely with the college administration. Although changes have occurred in the last few years with top-level administration at the college, it was noted by campus