

EVALUATION REPORT

CAÑADA COLLEGE

4200 Farm Hill Boulevard
Redwood City, CA 94061

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team
That visited Cañada College from October 22- 25, 2007

Donald J. Warkentin
Chair

CAÑADA COLLEGE

TEAM ROSTER

Mr. Don Warkentin (Chair)
President
West Hills College Lemoore

Ms. Virginia May
Professor, Mathematics & Statistics
Sacramento City College

Jill Stearns (Team Assistant)
Dean of Student Learning/CIO
West Hills College Coalinga

Dr. José M. Ortiz
Superintendent/President
Allan Hancock College

Dr. Judith Beachler
Dean of Instruction and Student Learning
Cosumnes River College

Ms. Meridith Randall
Vice President of Education &
Student Services
Mendocino College

Mr. Robert Boyd
Philosophy Instructor
Fresno City College

Ms. Victoria Rosario
Dean of Planning and Resource
Development
Los Rios CCD

Ms. Judith Lanning
Interim Dean of Science, Mathematics,
& Engineering
Acting Executive Director MJC Foundation
Modesto Junior College

Mr. Lawrence Serot
Vice President, Administrative
Services
Glendale Community College

Mr. James Mathews
Faculty Library Coordinator/Collection Developer
Chabot College

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: Cañada College

DATE OF VISIT: October 22 -25, 2007

TEAM CHAIR: Donald J. Warkentin, President
West Hills College Lemoore

An eleven member accreditation team visited Cañada College from October 22 – 25, 2007 for the purpose of evaluating the college’s request to reaffirm accreditation. In preparation for the visit, the team chair attended a team chair workshop on June 26, 2007, and the chair and two team assistants conducted a pre-visit to the college on August 14, 2007. During this visit, the chair and assistants met with college leadership and key personnel involved in the self study preparation process. The entire evaluation team received team training provided by staff from the Accrediting Commission on September 6, 2007.

The evaluation team received the college’s self study document several weeks prior to the October 2007 visit, and team members found it to be comprehensive, well written and addressing all standards including the Commission’s eligibility requirements. The team confirmed that the self study report was compiled through broad participation by the entire campus community including faculty, staff, students, and administration.

Several members of the evaluation team met with the chancellor and district staff at the district office on Monday October 22, 2007 prior to arriving at the college campus. Team members met with district staff to assess areas such as finance, physical facilities, human resources, technology resources, governance, and Board relations for the operation of the district. Upon arrival to the campus, the college provided team members a tour of the campus and an opportunity to meet key college leaders and staff at an open reception. Team members attended evening classes and toured the campus and parking lots to ensure safety and security.

Throughout the evaluation visit, team members held over 50 meetings with college staff and students, and provided two opportunities for the college community to meet with members of the evaluation team in an open meeting. One team member visited an off campus site located at the Menlo Park Center. Several team members met with representatives of college shared governance committees and councils. In addition, several class sessions were observed including evening classes.

The team reviewed numerous documents supporting the self study report in the team room to include documents and evidence supporting each standard. Documents reviewed by the team include documents such as Board rules and regulations, program review information, procedures, strategic planning information, enrollment information, committee minutes, and shared governance manuals. The team also viewed evidence and documentation through the

college's online portal. The team was also provided access to the college's online classes to include courses in disciplines such as engineering and economics.

The team greatly appreciated the enthusiasm and support from college staff throughout the visit. The team appreciated the willingness of key staff to assist with team requests for individual meetings and other needs throughout the evaluation process. College staff met every request for documentation and meetings with individual members and groups of the college community.

The team assessed the college's responses to the 2001 recommendations and found that the college has partially met the recommendations.

Cañada College Commendations

The team was impressed with a number of programs, activities, and services observed during the visit. In particular the team wishes to commend the college for:

1. the beautifully maintained grounds and facilities. The hard work and commitment of the maintenance staff is evident throughout the inviting and attractive campus. (Standards III.B.1 and III.B.1a)
2. the administrative team for their commitment and dedication to serving the diverse needs of its student body by engaging in the successful acquisition of external grants to supplement programs at the college. (Standards I.A.1, II.A.1.a, and II.B.1)
3. unique educational programs including the University Center, Middle College High School, Kinder Caminata, and First Year Experience. (Standards I.A.1, II.A.1, II.A.2, and II.B.3.a)
4. outreach, particularly to the Spanish-speaking community through Spanish language print materials and courses taught in Spanish. (Standards I.A.1, II.A.6.c, II.B.3, and IV.B.2.e)
5. textbook programs that meet the needs of the students served, including textbook rental from the bookstore and availability of textbooks in the Library and Learning Center. (Standards I.A.1, II.B.3.a, II.B.4 and II.C.1)

Cañada College Recommendations

Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources,

facilities, and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b)

Recommendation 2

To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees, and services.. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.B.4, and II.C.1.c, II.C.2)

Recommendation 3

To increase institutional effectiveness, the team recommends that the college provide support for faculty, staff, students, and administrators through the development and implementation of consistent processes for the delivery of distance education. (Standards II.A.1.b, II.A.2.d and III.C.1.a)

Recommendation 4

To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services. (Standards II.B.3.a, II.C.1.a, II.C.1.b, II.C.1c, III.A, and III.A.2)

Recommendation 5

To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1, IV.B.1.e, IV.B.1. j, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)

District Office Review

During the course of the simultaneous accreditation visits at Cañada College, Skyline College, and College of San Mateo, the chancellor and district office personnel were interviewed by team chairs and team members, individually and jointly, for the purpose of identifying any potential recommendations related to the district. In addition, several members of all three teams attended the regularly scheduled Board of Trustees meeting on Wednesday, October 24, 2007 at the district board room. The team reviewed Board policies, procedures, and documents as it assessed evidence regarding district operations and how the district provides support to the colleges.

District Commendations

The district is commended for its successful bond efforts and the subsequent facilities development. It is also commended for leveraging local bond revenues with state facilities funds. (Standard III.B.2.a)

District Recommendations

Recommendation 6

The team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c)

Recommendation 7

In order to fully meet standards regarding district evaluation procedures, the team recommends that while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standards IV.B.1 and IV.B.1.j)

Recommendation 8

In order to fully meet accreditation standards and improve effectiveness, the team recommends that:

- a. the board should regularly evaluate its “Rules and Regulations” and revise them as necessary. (Standard IV. B.1.e)
- b. the district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college’s effectiveness and institutional success. (Standard IV.B.3.g)

ACCREDITATION EVALUATION REPORT CAÑADA COLLEGE

October 22 -25, 2007

INTRODUCTION

Cañada College was established as the third college in the San Mateo County Community College District (SMCCCD) in 1968. Located next to Highway 280 in the western part of Redwood City, the primary service area for the College is the southern section of San Mateo County including Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero. The two other colleges in the district are College of San Mateo located in San Mateo and Skyline College located in San Bruno.

As one of the smallest colleges in the Bay area, Cañada College has an enrollment of approximately 6,500 students for the fall 2007 semester. Almost two-thirds of the current student population is female. Cañada College's current enrollment includes a significant number of non-English speakers. Almost 13 percent of its fall 2007 course enrollments are English as a second language. Cañada College has also been successful in creating a Middle College program that currently enrolls 90 high school students with plans for future expansion.

Cañada College employs approximately 300 staff members in a variety of positions including adjunct faculty and part-time classified employees. Of its employees, 9 are administrators, 66 are full-time faculty, 188 adjunct faculty, and 68 full- and part-time classified employees.

The SMCCCD has been successful in passing two recent general obligation bond elections that will provide in excess of \$900 million when paired with state matching funds. The funds have provided for the construction of new facilities, building remodeling, and technology infrastructure throughout the district. Cañada College has recently experienced new construction and remodeling and just opened its new library and learning center which is the heart of the campus. The new facility includes the new library, a state of the art learning center, and a one stop student services center for admissions, registration, counseling, and student support services.

Other notable construction or remodeling projects include the addition of new athletic facilities for soccer and baseball, expanded parking, a remodeling of the college theater, and major grounds renovation to include the addition of a central campus amphitheater. Future plans call for the development of on campus faculty and staff housing to provide affordable housing opportunities for District employees.

Cañada College opened its University Center in 2001 as a partnership with San Francisco State University. There are multiple programs offered including a bachelor's of science in nursing program and a bachelor of science in Child Development and Adolescent

Development. The center has expanded to include course offerings from other local universities and also offers a master's degree in business administration. Faculty from four-year colleges and universities teach the courses offered through the Center.

TEAM EVALUATION OF INSTITUTIONAL RESPONSES TO THE 2001 RECOMMENDATIONS

Recommendation 1

Cañada College should integrate all planning processes, and especially the Educational Master Plan, with the College's mission and goals.

To this end, the college first focused on the Facilities Master Plan in 2002 and during 2003-04 developed a strategic planning process to focus and guide the work of the college, which has since then been revised.

In 2006-07, Cañada's Strategic Plan was updated and now awaits final approval from the College Council, Cañada's main shared governance committee. This process involved all college constituencies, as well as service area community members. The process was grounded by extensive data analysis of the service area demography, markets for potential program development and review of the changing student population at the college, by tracking a Fall 2004 cohort over time in terms of who they are and what their outcomes were. A new mission statement was written to align with the needs of the student population. In addition, as part of the Strategic Planning Process, annual goals are now being developed and reviewed at the end of each year.

In 2006 the District-wide Facilities Master Plan was updated and approved by the San Mateo Community College District Board of Trustees. Chapter two of the plan focuses on Cañada College's facilities plan, and it was based upon the college's vision and goals and established through the shared governance process. Primary focus for the college in this process was to respond "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." As such, the college has integrated the facilities plan with its mission and goals.

In the 2005 "Resource Allocation Model" that is now guiding annual fund allocation, requests must reflect the mission, vision, and values of the college and must be based upon verifiable quantitative data. In addition, those program review recommendations, which have implications for resource allocations (faculty hiring, equipment needs, etc.), are sent to the Budget and Planning Committee for consideration in the allocation process. Those programs that are not yet due to complete the program review must provide alternative means of documentation for resource requests. Regardless of whether programs are up for review or not, program review data are updated annually and can be used for this purpose.

Although the Facilities Master Plan, Strategic Plan and annual goals/objectives, and the annual Budget Allocation process are linked to the college's mission, vision and value statement, an Educational Master Plan does not exist. (See 2007 Recommendation #1)

Recommendation 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.

The college has partially met this recommendation by hiring a researcher in 2003. The college has made considerable progress on this recommendation since its midterm report, but research has not been fully integrated into planning and decision-making. In 2003, the college made the commitment to hire a full-time researcher who has begun the process of providing data on demographic trends, student progress and other areas. This data is widely available on the website for use by staff. However, several college employees involved in initiatives such as SLO development and basic skills reported that the researcher had limited or no connection to these efforts and did not directly gather or provide data. Others noted that they were not provided research results when planning or making decisions in their areas of responsibility. In order to meet this recommendation, the college should ensure that the researcher's efforts are aligned with institutional priorities; that data are better communicated to staff; and that appropriate support is given to the research position to accomplish this goal. (See 2007 Recommendation # 2)

Recommendation 3

Cañada College should revise its current Educational Master Plan and regularly update that plan with consistent and ongoing support from the District.

The college has partially met this recommendation. In its attempt to engage in broad-based planning, the college has participated in the development of a strategic planning process. But as is reflected in the resulting work of Voorhees Group, Inc., (Strategic Plan for Cañada College, March 2007, page 3) this work "does not replace the need for operational and academic planning" such as that which would be elaborated in an Educational Master Plan and is reflected in this team's response to the previous team's recommendation 1 above. (See 2007 Recommendation # 1)

Recommendation 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.

The college has met this recommendation. The college has improved college communication and information sharing through the evolution of the governance committee structures such as the College Council and the Planning and Budget Committee. The college web pages have been revised to be more of a communication tool between and for the college community.

The college has made efforts to provide professional development opportunities. While professional development monies are limited, the college funds activities, conferences, and sabbatical leaves. The

district reorganized all technology functions as district functions. The District Center for Teaching and Learning (CTL) offers technology training for all staff on district hardware and software. The CTL also supports other departmental technology training.

EVALUATION OF CAÑADA COLLEGE USING THE ELIGIBILITY REQUIREMENTS

1. **Authority**

The visiting team verified that Cañada College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college is authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution and to offer two-year courses of study leading to certificates and degrees.

2. **Mission**

The visiting team verified that Cañada College has a clearly defined mission statement. It is regularly reviewed and revised according to the policy of the San Mateo County Community College District.

3. **Governing Board**

The team confirmed that the college operates under the direction of a five member Board of Trustees. The trustees serve staggered four year terms ensuring that there are always at least two returning trustees after each election. A non-voting student trustee is elected by the Student Senates of the three colleges.

4. **Chief Executive Officer**

The visiting team verified that Cañada College has a president whose full-time responsibility is to provide overall leadership and direction to the college.

5. **Administrative Capacity**

The team verified that the college has adequately prepared and experienced administrative staff sufficient in number to support the college's mission and purpose. The administration supports the scope and purpose of the institution.

6. **Operation Status**

The visiting team confirmed that Cañada College is fully operational with students actively pursuing its degree programs. The campus has modern facilities to support teaching and learning.

7. **Degrees**

The team verified that the college offers 46 programs which lead to associate degrees. The majority of students are enrolled in credit courses for the achievement of certificates and degrees.

8. **Educational Programs**

The visiting team verified that Cañada College offers a range of degree and certificate programs consistent with the college mission. The degree and certificate programs are offered in a manner and of rigor consistent with California Community College standards at the time of the visit.

9. Academic Credit

The team confirmed that Cañada College awards academic credits based on generally accepted practices of degree-granting institutions of higher education. The college adheres to standards set forth in the California Code of Regulations, Title V, Education, Section 55002.5 and the Carnegie unit of 16 hours for each unit of instruction in granting course credit.

10. Student Learning Achievement

The team verified that the college has begun the process to define student learning outcomes and while much has been accomplished, considerable work remains in training faculty and developing course, program, certificate, and degree outcomes.

11. General Education

The team confirmed that Cañada College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. Academic Freedom

The visiting team verified that the college faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community. The Academic Freedom Policy adopted by the college and the district is made public in the catalog.

13. Faculty

The team confirmed that Cañada College has 66 full-time faculty who are qualified to conduct the institution's programs by meeting the minimum qualifications as established by the Academic Senate of California Community Colleges. The duties and responsibilities of faculty are outlined in Board policy, the collective bargaining contract, and in the faculty handbook. Although, the relative low number of full time faculty is of concern, the college is committed to hiring new full time faculty as appropriate.

14. Student Services

The visiting team verified that the college provides comprehensive student services. The services are aligned with the mission of the college and meet the needs of the students.

15. Admissions

The team confirmed that the college adheres to admission policies consistent with its mission.

16. Information and Learning Resources

The team verified that Cañada College operates a library and learning center which provide students access to electronic and print resources sufficient to its educational purpose.

17. Financial Resources

The visiting team confirmed that Cañada College has an adequate funding base, financial reserves, and plans for financial development that are adequate to support its mission and to ensure financial stability.

18. Financial Accountability

The team verified that the college annually undergoes and makes available an independent external financial audit by a certified public accountant.

19. Institutional Planning and Evaluation

The visiting team confirmed that Cañada College has recently completed a Strategic Plan which will inform institutional operation and evaluation. There is concern that the institutional planning and evaluation remain in development.

20. Public Information

The team verified that the all eligibility requirements for public information are contained in the Cañada College published catalog, website, and an array of other printed materials.

21. Relations with the Accrediting Commission

The visiting team confirmed that the Cañada College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditations status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

STANDARD I – Institutional Mission and Effectiveness

General Comments

The Cañada College Mission Statement includes the actual mission, the college's vision and its values. The college has established its programs (basic skills, career, general education and transfer) and its services to align with its purposes and to meet the needs of its student population.

The college has a clear understanding of the students who attend Cañada College as reflected in the introduction to the self study. However, in light of previous years of declining enrollment, clear understanding of the community from which students are drawn ought to be a high priority for the college to ensure that the recent enrollment growth of the last two years continues. It may be the case that the special programs such as Middle College High School, the TRiO program, the First Year Experience Program and others were developed because of a study of the community that Cañada College serves. This connection was not explicit in the self study, however.

With the hiring of a full-time college researcher in 2003 and the initiation of a new program review process in 2004-05, Cañada College has made important progress to ensure that institutional effectiveness is a priority of the college. In addition, the mission, vision and values statements, revised through the 2006-07 strategic planning process have ensured that the mission and the various existing planning processes as well as ongoing decision making processes at the college are beginning to be integrated. Nevertheless, integrated planning, data-driven decision making, and ongoing and systematic program reviews cannot yet be considered proficient at the college.

In addition, the college has made some strides in initiating appropriate dialogue about ensuring student learning. The college president supports ongoing dialogue among constituencies through such vehicles as the monthly newsletter from the office of the president as well as holding all-college meetings three to four times per semester to address various topics of interest to the whole college, including pedagogical strategies, facilities, planning, program information, and strategic planning. There is ongoing dialogue about the college mission and its vision and value statements, particularly as it pertains to strategic planning. Dialogue is also supported through the shared governance committee processes, which are now an active part of the college's ongoing operation.

The more formal process of establishing student learning outcomes (SLOs) is, however, in the development stage. Although many vocational programs have course level SLOs, at the general education course level, only about 20 percent of the courses have SLOs. Very few programs have developed program level SLOs, and dialogue is just beginning on general education SLOs. Institution level SLOs for the associate degree were recently approved by the Academic Senate. Assessment strategies for SLOs, where they exist, have been established.

Overall, the self study and evidence available at the accreditation site visit suggest that the college has met standard I.A and has work yet to be done on standard I.B.

Standard I.A Mission

Findings and Evidence

Revised through the strategic planning process in 2006-07, a great deal of dialogue was initiated among key constituents in the writing of the new mission statement. Value statements related to student learning include the encouragement of a passion for life-long learning, ensuring teaching excellence and student support, and responsiveness to the changing needs of students, while the vision focuses on the infusion of skills and competencies throughout the curriculum and assessment of student learning and institutional effectiveness for continuous improvement. (Standard I.A.1)

Through this mission, the college seeks to serve students from diverse backgrounds. To this end, the college has developed community-based English as a second language (ESL) programs to adequately serve the growing Latino population of the county. The self study identifies a substantial increase in the number of Latino students in just seven years (from 27 percent to 40 percent of students enrolled, as of 2006). As a response, the college applied for and received a federal Title V Hispanic Serving Institution grant in 2000. Many documents (the class schedule, college catalog, FAFSA, admission application and a variety of notices posted to students) continue to be provided in Spanish or have important portions in Spanish to easily provide information for Latino students who are English language learners. Early childhood education and computer business office technology courses are offered in Spanish. In addition, the college was recently awarded a TRiO grant to support low income, first generation and disabled students. (Standard I.A.1)

The self study indicates that the mission statement is central to college planning and decision-making. The team verified that the mission statement has been reviewed and revised as necessary and has been approved by the Board of Trustees. “The Board of Trustees reviewed and approved the mission statement in spring 2007. The mission statement is published in the College Catalog and on the College website” and it is tied to the current planning and decision-making processes at Cañada. (Standard I.A.2)

The self study as well as the mission statement and its statement of values call for a “shared governance process in all appropriate aspects of college life.” Evidence and interviews with college personnel indicate that shared governance is a relatively newly renewed atmosphere on this campus. Furthermore, faculty members are very positive regarding this process. (Standard I.A.3)

Through its vision, the college seeks to be “responsive to the community, developing new programs and partnerships and incorporating new technologies.” The college’s new programs such as community-based ESL, the University Center, the new 3D Animation and Video Game Art program and recently awarded National Science Foundation (NSF) funding to

support a chemical technician training program were developed because the college appears to have a clear understanding of its service area needs, including community based training needs, the needs of educational partners and of the business community related to new program development. In light of the college's vision and values, these programs are well within the confines of the college's broader mission statement. (Standard I.A.4)

The program review process outlined in the self study states that the college is seeking to systematically review its mission statement, making sure that the planning and decision-making process is guided by this mission statement. The college has a program review process that requires biennial reports and the timeline for these reports are set forth in "Program Review Information." This document also outlines the six year comprehensive program review process and the distribution of responsibilities for various position/offices. . The Academic Senate Governing Council has developed a process that will allow the conclusions from the Program Review process to have an impact on planning and future development. (Standard I.A.3 and I.A.4)

Standard I.B Improving Institutional Effectiveness

Findings and Evidence

Ongoing dialogue about the continuous improvement of student learning and institutional processes is encouraged in many ways at Cañada College. The president invites the college community to all-college meetings on a monthly basis; in addition, a monthly newsletter is issued by the president. An intranet web site called "Inside Cañada" is yet another communication tool used by the college, where minutes and agendas of various shared governance committees are posted, along with data acquired by college research, in order that information is available to all members of the college community. Dialogue is also supported through the shared governance committee processes, which are now an active part of the college's ongoing operation. (Standard I.B.1)

Determining key processes for planning are the responsibility of the college president and Cañada College's Planning and Budget Committee (PBC) which is a sub-committee of the College Council (CC), the major shared governance committee of Cañada College. Both of these committees enjoy broad-based participation from all constituency groups. (Standard I.B.1)

The college researcher works with colleagues at the other two colleges and with the district office through the district wide Research Council. Membership includes college researchers, the vice chancellor of education services and planning and the director of information technology. The council meets twice each month to define data that is consistent in content and definition across the district, and to drive the development of a data warehouse to store historical data for all three colleges to use and to develop common reports that are available to all three colleges. In addition, the district has developed an application that allows managers to conduct routine queries that are of specific interest at the program and department level. Both are used primarily by division deans. The data that are made available on the college's website are provided with a discussion board for members of the

college community to provide feedback and observations about the data. In addition, research information is discussed regularly in meetings of the college divisions and the management council – the Instruction and Student Services Council (ISSC). The college president has set a priority for data driven decision-making that provides for broad-based involvement of the college community. (Standard I.B.1)

Prior to 2005-06, the PBC met sporadically. It has now begun meeting regularly (every two weeks) and has defined its philosophy and role in the college. In late 2006, the PBC adopted a constitution, which was approved by the CC. This constitution outlines this body’s advisory role in planning and its committee membership. Given the sporadic nature of this committee’s meeting schedule prior to the current accreditation process, it will be important that the college ensure active and ongoing participation on the PBC, in order to maintain planning as a priority for the institution. (Standard I.B.2)

The CC is primarily responsible for ensuring institutional effectiveness by reviewing institutional processes regularly during bi-monthly meetings, where the council discusses day-to-day issues, funding, budgets, research, enrollment management, various policies, practices, timelines and projects that cut across or impact the college’s operation. (Standard I.B.2)

Planning efforts have come a long way at Cañada College since the last accreditation, even though there is more to be done. The college has established seven “Values” that serve as the vehicle to achieve the college’s mission. The institutional members understand the mission and values and seem to work collaboratively toward their achievement. Through the 2006-07 strategic planning process, the college has specified goals and objectives that relate well to the college’s mission (Standard I.B.2.)

With the hiring of the college researcher in 2003 and more recently with the district office’s priority to provide common data for all three colleges, the college has vastly improved its capacity for planning. Because the research information is both comprehensive in terms of depth and its longitudinal nature, the college should have a keen understanding of its students, its programs, its allocation of resources (FTE), and of the communities being served by the college, provided that managers and faculty members are educated and trained on how to use the data that is generated, both for planning and the ongoing improvement of college operations.

When first hired, the college researcher was initially charged with supporting the research needs for grant development and the subsequent evaluation processes once grants were actually awarded to the college. To support this end, the Researcher built a college relational database to provide longitudinal studies of special student cohorts. Since 2003, the college has generated over \$1million in grant revenue to support an additional middle college cohort, to support an Upward Bound program, for new academic program development (NSF funds to develop a chemical technician program) and the development of a TRiO program to support low income, first generation, and disabled students. (Standard I.B.4)

Although annual goals and objectives have been established as a result of the college’s recent strategic planning process, the key is to ensure that there is assessment of progress toward achieving

the goals, and documentation of evidence that an ongoing cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation is taking place. Adding specific timelines for task completion to the planning strategies and providing some measurable objectives could be easily accomplished and monitor to complete the planning cycle, particularly since the plan's strategies still appear to be in draft form, as well as the college's lack of past history of ongoing planning efforts. (Standards I.B.3, I.B.4, and I.B.6)

The Curriculum Committee, a subcommittee of the Academic Senate charged with coordinating and monitoring the college's curricular offerings, is responsible for monitoring both program review and the development and implementation of student learning outcomes. The Curriculum Committee has requested that SLOs be submitted by faculty through the newly established program review process or when official course outlines are submitted through curriculum, whichever process comes first. A decision was made that 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 once every six years. SLOs that have been developed to date, reside on the college's SLO website. Although dialogue has occurred around student learning, the creation of SLOs has been sporadic. Only 20 percent of general education courses have SLOs, although SLOs for vocational courses are more complete. Very few programs have developed program level SLOs, and dialogue is just beginning on general education SLOs. Institution level SLOs associated with the associate degree have recently been approved by the Academic Senate. There is no documented evidence that SLO assessment takes place. (Standards I.B.5,)

In addition, the researcher is charged with the development of data to inform planning. On an annual basis, the college's researcher generates a demographic overview of the student population as well as course taking patterns to inform the development of the class schedule and provides trend data over time. Student surveys have been completed and data have been gathered to validate placement tests. In addition, the college researcher provides annual data reports for use in the program review process, providing six-year trend data (WSCH, FTE, FTES, load, course success, course retention, and enrollment for each program by subject code). This annual process has since been increased to a bi-annual process, such that data snapshots are provided for each fall and spring semester. (Standard I.B.7)

The college is to be commended for its new updated program review process, which was developed by a faculty committee of the Academic Senate in 2004-05, a process which affirms the purpose of program review to be the improvement in the quality of instruction and student services at Cañada College and to demonstrate institutional effectiveness. In addition, it was designed to serve as the basis for college and district long range educational and facilities planning and to serve as the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. To date, nine instructional programs and four student services programs have gone through the new process, which has been developed as a six-year cycle with a biennial review of the data for the budget prioritization process. Programs are on different six-year cycles. Components include: a program overview; curriculum review; student outcomes; faculty and staff review; facilities, equipment, materials, maintenance needs; and budget requests. The biennial update includes: SLOs, program goals and objectives, course offerings and data (WSCH/FTES, FTE, faculty load, and student course success measures). Although the new

process is a comprehensive approach that was faculty driven, implementation by departments varies in terms of completed components of the process, particularly in the area of SLOs. The college may wish to ensure that faculty understand the process and get support from division deans to make sure that it is complete. In addition, plans for integrating results into division level planning and institution level educational master planning is not currently taking place through this developing process. (Standard I.B.7)

Conclusions

Despite the impressive efforts in strategic planning and the development of the new program review process, over the last two years, educational master planning has been sorely neglected at Cañada College, despite the fact that the previous accreditation team made two recommendations related to educational master planning. With a new program review structure in place, the college should turn its attention to the development of an educational master planning process.

In meeting the needs of the college's intended student population, there has been impressive innovation in program and service delivery to students and the college's service area – an early alert system to refer students to extra assistance in their coursework, the First Year College Experience Program, University Center, a Middle College High School, community-based English tutoring, ECE and Computer Business Office Technology classes taught in Spanish, community-based English tutoring by Cañada students, and outreach/recruitment efforts that are not only made in feeder high schools but have expanded to reach down into elementary schools as well. The College has even developed an annual Kinder Caminata Program (bringing kindergarten students to the college to begin instilling a college-going attitude in young children). (Standards I.A.1 and II.A.1.a, 2.d., and 3.c)

In addition, the college has developed a large number of documents translated into Spanish to support Spanish-speaking English language learners and the communities from which they are recruited, including the class schedule, college catalog, FAFSA, admission application and a variety of notices posted to students. In addition, ECE and Computer Business Office Technology courses are offered in Spanish. (Standard I.A.1)

Given the self study and the corroborating evidence reviewed during the site visit, it appears that Cañada College is working effectively to meet standard I.A.

In terms of standard I.B., the college is to be commended on the development of a new faculty-driven program review process that is not only comprehensive, but simple to follow and complete. However, since the process is only in the development stage, few improvements in college programs and services as a direct result of this process can be found. (Standard I.B.7)

Cañada College is well positioned to create a strategic direction for itself that can be monitored by specific goals and measurable objectives. The college has made important progress in the provision of effective research information that can be utilized to help set goals that are data driven and evaluate progress toward those goals on an ongoing basis. In

addition, the college has set in place a comprehensive program review process that can be incorporated into the development of an educational master plan to serve as the foundation for its other important planning processes. Key to the success of institutional effectiveness efforts is to maintain and expand the current level of attention to planning to ensure that processes are ongoing and updated on a regular, cyclical basis. (Standard I.B.)

Commendations

The team wishes to commend the:

1. administrative team for their commitment and dedication to serving the diverse needs of its student body by engaging in the successful acquisition of external grants to supplement programs at the college. (Standards I.A.1, II.A.1, II.A.2, and III.B.3.a)
2. unique educational programs including the University Center, Middle College High School, Kinder Caminata, and First Year Experience. (Standards I.A.1, II.A.1, II.A.2, and II.B.3.a)

Recommendations

Recommendation 1

In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities, and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis. (Standards I.B.2, I.B.3, I.B.6, I.B.7, II.A.1.a, II.A.1b, III.C.2, III.D.1.a, IV.A.5, IV.B.2, and IV.B.2.b)

Recommendation 2

To fully meet the Standards, the College should develop a collegial process for the timely completion of Student Learning Outcome (SLO) development and documentation at the institution, general education, program, and course levels and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees, and services. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.B.4, and II.C.1.c, II.C.2.)

STANDARD II – Student Learning Programs and Services

General Comments

Cañada College has made efficient use of limited human and other resources to offer a wide variety of quality education programs. The college needs to make progress in data-based planning for the future of its student learning programs and move more deliberately forward in the development and assessment of student learning outcomes (SLOs). It has made an excellent start with its current Strategic Plan and shows evidence of a desire to formalize support for distance learning and other initiatives. As a small college with difficulties hiring and retaining staff, Cañada has made significant and commendable efforts to serve its various communities and develop high quality programs.

The college exhibits a strong commitment to student support services and the development of appropriate programs to facilitate student success. The college has recently moved into a new one-stop student support services facility which houses a number of services including, admissions and records, articulation, cashier's office, CalWORKS, counseling, career and transfer services, EOPS, financial aid, learning center, matriculation, MESA Center, outreach, placement/assessment, TRiO, tutorial and learning center, as well as the library. The facilities are openly available to students, and are accessible from a number of different points of entry. There appears to be adequate accessibility for disabled students. Each of the program areas are equipped with new furniture, the capacity to serve students electronically, and appear to be well organized and aesthetically pleasing to the eye. It is clear that the staff is very proud of their new facility and work environment and this is reflected in their attitude and how they talk about how students love the new building and have accessed services at a higher level than in the past.

The Cañada College library and the learning center programs has been improved over the past few years. The library and the learning Center moved into a new facility in the summer of 2007. The new facility provides additional space for both programs, including new computer labs, study rooms and study space.

The library increased its student study space and went from one study room to five rooms and a separate large quiet study room for students. The library also provides a desk and space for faculty to offer office hours in the library. Bond funding has been provided to update the book collections and the library has hired a new FTE library technician.

The library is part of Peninsula Library System consortium which allows students to access the public and other community college libraries in San Mateo County. The Cañada College library allows students and the community to use the library and check out materials using any Peninsula Library cards from the cities in San Mateo County and for out of county students, the library provides Cañada College library cards.

The library instruction program consists of an expanding library orientation information competency workshop program and a self paced library skills course. Information

competency components are taught in orientations with assignments used to assess the skills learned by the students. The library staff uses assignments to informally assess student learning outcomes in library instruction orientations and the library credit course.

The Cañada College learning center includes a tutorial center, an open computer lab, the MESA and TRiO programs and an adaptive technology lab. The department coordinates with faculty to provide services to students both individual tutorial sessions and for classroom situations. Faculty from different departments holds office hours in the center. The center provides proctoring of exams for all classes on an as needed basis.

Standard II.A Instructional Programs

Findings and Evidence

Cañada College offers high quality instructional programs in many fields of study; the college currently has more than 40 associate degrees. Cañada College relies on the Curriculum Committee to ensure that instructional programs and courses meet the college's mission and uphold its integrity. The curriculum committee has a handbook that is undergoing revision that clearly relates the approval of courses to the college mission: curriculum shall "support the goals and objectives of the SMCCD and Canada College." The curriculum committee is led by a faculty member with 20 percent release time, which the current chair finds sufficient. The college's curriculum procedure appears faculty-driven and organized; only faculty vote and there is representation from each academic division. SLOs are presented for information as a document separate from the course outline of record (COR). Clear procedures exist for program elimination, but not for program creation. Curriculum committee members are given a handbook and orientation by the chair and the vice president of instruction prior to serving. (Standard II.A.1)

Cañada offers a comprehensive educational program that seeks to meet a variety of community needs. Through the Strategic Planning process, research has been done to identify developing needs in the community. Demographics indicate a growth in the Latino population and the college has responded with ESL and other targeted programs, including some classes offered in Spanish. Cañada does have programs to serve the growing Latino population, such as CBET, and under-prepared students, such as Upward Bound, and has generated data to assess their effectiveness. The learning center, which falls under student services, provides tutoring for a variety of disciplines; an ESL faculty member receives release time to conduct tutoring in the center as well. While the college has a full-time researcher, there is little evidence that data is generated from this office to assist the college in determining which programs to develop or eliminate, or that there is a separate educational master plan. More than one college employee noted that the researcher reports directly to the president and does not have time to generate data for their use. Data for program review purposes exist, but not all faculty seem to be aware of their existence as they are posted on the web and deans are notified. The strategic plan contains extensive data on the community and potential programs the college might offer; all of this was generated by an external consultant. (Standard II.A.1.a)

Cañada College uses a variety of delivery methods, but offers few online courses at present. Some faculty use WebAccess, some use e-College and some use Course Compass. Policies and procedures governing online instruction have not been put into place, although a draft policy was circulated in September 2007. There is no clear college leadership for distance education (there is a committee at the district level) or technical support. The district has identified e-College as the standard course management system. There are no regular faculty trainings in the use of distance education technology. At the curriculum committee, there is awareness about effective contact requirements for online courses, and the entire committee reviews courses presented for distance education. The strategic plan prepared in April 2007 identifies a growing demand for online courses and recommends expansion of online and other distance offerings. (Standard II.A.1.b)

In regard to student learning outcomes (SLOs), the college has shown some commitment through trainings and appointment of a faculty leader in fall 2004, and admits that progress has been “slow but steady.” New and modified courses must identify SLOs when they are presented to the curriculum committee; all existing course-level SLOs have been developed within the last two years. The SLO coordinator, who is a full-time faculty member, receives a small amount of release time for the effort. There is evidence that not all instructional personnel support the SLO effort and plan to participate. Consequently, workshops have not been well-attended recently and there is no definite timeline to complete SLOs and begin assessment. A timeline for full implementation, including assessment, would be advisable. Some faculty have resisted creating SLOs for courses, instead crafting department SLOs. Adjunct faculty have had limited involvement in the creation of SLOs. General Education SLOs have been formulated very recently and are moving through the approval process. The researcher has had little involvement in the SLO process, and consequently, some SLOs may not be measurable. The three SLO coordinators at the colleges in the district are planning a workshop on assessment this year. (Standard II.A.1.c)

The college noted in its self study that it has revised a “cumbersome” program review process, the primary means by which it ensures quality and improvement in instructional programs and courses. The previous process apparently caused the Academic Senate to advise faculty not to participate. A new format was recently instituted and has not been fully tested. A six-year cycle (with intermediate reports) is supposed to be followed with biennial reports, although there is lack of clarity about what body is responsible to make sure these reports are completed. At this time, no biennial reports have been done. (Standard II.A.2)

The college follows defined procedures to develop new courses, including approval by the curriculum committee. The process for approving new programs has not been put into writing; the most recent program addition received approval from the Academic Senate, the curriculum committee, and the district Board of Trustees as well as the regional vocational dean group and the CCCCO. To evaluate courses and programs, the college relies on the SLO assessment process in addition to program review. The SLO effort is led by faculty and relies upon their expertise. Program review appears to be primarily centered on instructional programs, rather than support programs or administrative services (Student services departments have begun work on program reviews very recently). Program reviews are given to the curriculum committee, and presentations open to the entire college take place each

March. Resource requests made in program review documents are routed to the appropriate decision-making bodies. (Standard II.A.2.a)

As noted in II.A.1.c, the SLO process at the college has stalled due to lack of comprehensive college support and faculty buy-in. However, the college recently approved General Education SLOs and is moving toward assessment. (Standard II.A.2.b)

Faculty and programs combined ensure high-quality instruction at the college. While the college sets strict standards for faculty qualifications, including adjuncts, it admits that professional development has not been systematic or well-supported. Adjunct faculty who teach at night do not receive flex hours, and virtually no adjuncts receive funding to attend conferences. Full-time faculty have access to professional development funds under the terms of their contract, but money is not abundant. Programs themselves conform to California Education Code requirements and meet curriculum standards as outlined in the curriculum handbook. (Standard II.A.2.c)

The district provides some support for pedagogy through the Center for Teaching and Learning, and initiatives like the First Year Experience Program and focus on the needs of the ESL population are commendable. Within its limited means, the college supports attendance at conferences which focus on student needs and pedagogy. However, some groups of employees, such as instructional aides, receive little training. A faculty member receives reassigned time since January 2007 to act as professional development coordinator and a professional development committee exists to allocate the funds for faculty professional development. By contract, 1 percent of the total full-time faculty salary schedule is reserved for professional development. A Basic Skills committee exists with faculty leadership. It is not clear whether the college has made a focused effort to develop data about student learning needs, although it has examined student success rates in various classes and disciplines. (Standard II.A.2.d)

In its self study, the college identifies program review as the primary means to evaluate programs and courses. Program review was recently revised and is being used regularly by faculty; staff expressed satisfaction with the new format. Approximately 75 percent of instructional programs have completed program reviews under the new format, but none have completed a biennial review document; this requirement may be revisited. (Standard II.A.2.e)

Student learning outcomes are in the process of being identified for courses and programs; therefore, little assessment has taken place. The college recently adopted a set of General Education SLOs. One discipline has begun assessment; a workshop on assessment is planned for spring 2008. (Standard II.A.2.f)

As outlined in the catalog, credit is awarded based on student completion of course requirements, including objectives. SLOs have not been fully developed for all courses or programs yet. Awarding of credit follows generally accepted guidelines. (Standards II.A.2.h; II.A.2.i)

All degree programs require a general education component which is identified in the college catalog. The curriculum committee approves all courses proposed for GE areas and is in the process of reviewing GE criteria. The criteria for ethnic studies were recently updated. SLOs have recently been developed for General Education. General Education requirements include language and rationality, natural sciences, humanities (which include Art), social and behavioral sciences, and ethnic studies. All degrees require competency in reading, writing, math, computer literacy and physical education. Individually and collectively, GE courses meet the requirements to be ethical, respect diversity, develop interpersonal skills, and be socially responsible. (Standards II.A.3.a - c)

As outlined in the college catalog, almost all degree programs require focused study in one area of inquiry. Liberal arts and university Studies degrees do not clearly specify that a student should choose one area of study rather than simply meeting GE requirements; the college administration is aware that these degree programs will need revision in the near future to meet this standard. (Standard II.A.4)

Students completing vocational and occupational certificates and degrees meet standards as identified in course outlines. Course objectives are developed by faculty in the discipline with the assistance of advisory committees; advisory committees generally include employers in the area of study and meet twice a year. Only one or two certificates lead to external licensure; due to limited research capacity, pass rates for real estate licensure have not been tracked, nor is there extensive research beyond the information required for grants. Some occupational programs require an internship component and the college has had difficulty finding sufficient internship slots for popular programs such as interior design, fashion and paralegal studies. (Standard II.A.5)

The college has a variety of methods to inform students about degree and transfer requirements as well as articulation. It assists students transitioning from high school to college with tech prep agreements and Middle College. Staff has gone into higher level ESL classes to talk with students about continuing through four-year degrees and also supervise three student ambassadors who visit area high schools. The transfer center has moved into the new library and has a good amount of student traffic, but it lacks a website where students could receive information about upcoming visits from four-year schools. Much of this information is available in Spanish as well as English. The articulation officer position, often full-time at other colleges, is a small part of a dean position assisted by classified staff. (Standard II.A.6.a)

While the college has not eliminated programs recently, it has clear guidelines about how to implement this process if necessary. (Standard II.A.6.b)

The college has clear guidelines governing academic freedom and academic integrity, which it publishes in its catalog. No issues in the implementation of this policy were identified by college staff. (Standard II.A.7.a)

The college has an academic integrity policy governing student academic honesty and the consequences of violating this policy. It is published on the website and in the college catalog. Instructors are advised to include the policy in syllabi. (Standard II.A.7.b)

The college has a student code of conduct that is published in the college catalog. There are apparently no specific codes of conduct for employees. (Standard II.A.7.c)

Conclusions

As with the responses to the 2001 recommendations, the college has been clear and forthright. It has a wide array of degrees and certificates to meet the needs of a varied student body. Processes for approving courses and programs are appropriately rigorous, although online instruction lacks support and guidelines. The college has invested time and energy into a strategic planning process which is currently undergoing further refinement.

The student learning outcomes project has received institutional support, but may be having difficulty gaining acceptance among faculty. There is no clear timeline for completion of SLOs at all levels or for integration of assessment results into institutional planning.

The program review process was suspended recently for one year until the format could be retooled. At this point, the college is in the process of restarting it with a six-year cycle and better feedback to participants.

The college has identified lack of funding as a reason for limited professional development efforts and appears to have little infrastructure in place to secure ongoing funding or provide ongoing training.

Commendations

The college is commended for outreach, particularly to the Spanish-speaking community through Spanish language print materials and courses taught in Spanish. (Standards I.A.1, II.A.6.c, II.B.3, and IV.B.2.e)

Standard II.B Student Support Services

Findings and Evidence

Cañada College schedules reflect course offerings at two outreach centers in Menlo Park and Half Moon Bay/Coastside. Several college members reported that the courses offered at Half Moon Bay have decreased as the College of San Mateo has been identified by the District as the mother campus for this outreach location. A visit to the Menlo Park site revealed a disparity in the delivery of student support services at this site. Limited staff, primarily grant funded, provide outreach, enrollment and limited assessment services. Students with disabilities are described as being provided with the necessary accommodations and a

computer workstation is equipped with software for enlarged text. However, while the level two ESL courses are said to mirror those offered at the main campus, no textbooks are required of students enrolled at the Menlo Park Center. There doesn't appear to be any plan in place to address how future staffing and support will be provided to the Menlo Park Center. Reduced resources has resulted in a cutback of summer service hours which has been described as one of the reasons enrollment in the ESL program has dropped from over 100 to 42 enrolled students, in an area primarily populated by second language learners. (Standards II.B.1 and II.B.3.a)

The college provides a catalog that adequately provides information to current and prospective students and the public electronically as well as hard copy in the following areas: general information, requirements for admissions, student fees, and degree offerings, as well as major policies affecting students. Admissions policies are published clearly in the catalog as well as in the class schedule and the website, and includes admissions procedures and criteria for specific groups of students, including international students, AB 540 students (undocumented students who have graduated from a California high school), and high school students. A comprehensive index easily navigates students to these particular areas, with the exception of a specific reference to sexual harassment which is not listed in the index, but is described in the student rights, responsibilities and records section of the catalog. It is worth noting that the college has translated key enrollment procedures and policies into Spanish, in response to the large number of Latino students enrolled at this campus. The course descriptions are clear with regard to transferability, prerequisites, and course sequencing. (Standards II.B.2a, II.B.2.b, II.B.2.c, and II.B.2.d)

Through the use of data elements collected on question 20 of the district application, the college is able to request the names of students requesting specific services at the college through the district office. While it was reported by at least one administrator that this data is available, the manager did not regularly use this data to identify prospective students and how they might be linked to particular student support services. Through various grant resources the college collects data to inform the learning support needs of its student body; however support from the institutional research office is limited in providing data analysis to inform program improvement and ongoing evaluation. (Standard II.B.3)

Equitable access to services is hampered by limited staffing and decreasing financial resources in some of the categorically funded program areas; this results in shortened service hours that do not meet the needs of evening students, or students enrolled at off-site or outreach centers. The college has three full time counselors and roughly 3.5 FTE part-time counselors. Student/counselor ratios are inadequate to support students, and students report dissatisfaction with the provision of bilingual counseling services. The dean of counseling has reported that there is a growing understanding on the part of the college community, however, of the important role counselors play in the success of students and is hopeful that future requests for additional staffing will be filled. She reports that collaborative efforts through the First Year Experience learning communities, and through the various efforts to link counseling with instructional departments through their participation in department meetings has helped fueled this renewed appreciation for role of counselors at the college. The college has been successful in obtaining outside resources to support student success

including a TRiO Grant obtained in 2005, and most recently completing a Title V grant. How the college intends to institutionalize the successful components of these innovative programs should be reflected in the program review process and ongoing evaluations of programs and services that support students, particularly since these efforts provided opportunities to support Cañada's diverse student body. (Standards II.B.3.a, II.B.3.c, and II.B.3.d)

Student activities, student leadership and student government appear to provide an environment for students to engage in and contribute to the organization in many different ways. There are at least 13 registered clubs through ASCC, including many serving the diverse needs of students on campus. It was reported that there is full representation on the student senate which is resulting in a greater number of students participating in shared governance committees. Most recently a leadership class, previously cancelled due to low enrollment, has ten students enrolled and provides training to students on a variety of leadership skill development areas. Parliamentary procedures are provided to senators through the ASCC coordinator at a retreat where students develop their goals and values for the year. A tour through the ASCC offices revealed that they were active with students, and the new room to be used for student club meetings appears to be a welcomed addition for students. However, minutes for the next day's student senate meeting were not posted according to the Brown Act. Student leadership appeared to be unaware of the outreach centers and the number of students enrolled there. There was recognition that evening students were not served by ASCC as well as they could be, and ESL students appear to be a high priority in terms of collecting information on their particular needs and how ASCC might be responsive to them. This was quickly addressed at the next ASCC meeting where the president requested that the publicity commissioner create an intake box whereby students, particularly evening students would be able to share their issues and concerns. Overall, the student leadership portrayed a positive outlook on their participation in governance, though there appeared to be a need to further training professional development in the areas of delegation to other student leaders, how to engage students in the various clubs, and other outreach efforts. A visit to the ASCC meeting further affirms the active participation and engagement of students in activities that foster their intellectual, aesthetic and personal development. (Standard II.B.3.b)

The college is currently undergoing validation studies for their state-approved course placements instruments. Faculty and students are being queried as to their satisfaction with the levels in which students are being initially placed. This method of validation is consistent with standards for good practice established through the system's chancellor's office. Upon completion of this work the college will then begin to evaluate the findings and adjust cut-scores accordingly. Attention has been given to the consistent use of approved placement instruments, particularly for ESL course placement at the Menlo Park Center. However, there continues to be inconsistent application of the COMPASS at this site, and many students are enrolled in ESL Level 2 courses without having been assessed or having seen a counselor resulting in inconsistent enrollment procedures, prerequisite verification, and potentially incorrect course placements. The provision of assessment services by assessment professionals at peak enrollment periods might better serve students at this facility. (Standard II.B.3.e)

The registrar provides record security training to support staff in the admissions and records unit, however comprehensive training across all units does not take place. The registrar reports that staff regularly attends conference workshops on confidentiality of student records and the rules and procedures governing the release of records. She reports confidence in the maintenance of electronic student records and the district's back-up system for the security of these files. Logistically, the office does not maintain paper records and while access to this restricted area was gained by this evaluator, the registrar quickly intervened to clarify the purpose for being in that secured area. (Standard II.B.3.f)

The college has engaged their student support services faculty and staff in training related to program review and student learning outcomes. Evidence has been reviewed to validate broad participation on the part of all constituency groups in this regard. A draft program review has been developed by the dean of counseling, and student learning outcomes have been identified for counseling, transfer services, retention services, career services and outreach. Efforts are still underway to identify SLOs for matriculation services, CalWORKs and other student support program areas. A calendar for the completion of this work was requested and obtained which outlines full implementation by fall 2010 for all student support programs and service areas. It was reported that the administration has indicated a need to begin discussions on how programs are to be evaluated and by which means this is to take place. (Standard II.B.4)

Conclusions

It is clear that the student services personnel at Cañada College have a keen understanding of the needs of the students it serves. Many innovative support programs have been put in place through the acquisition of external resources which supplement the ongoing operations of the college. Because the college does not currently have a position dedicated to resource development, the fact that the administrative staff has been so successful in the acquisition of federal, state and local funds is to be applauded particularly given the extensive workloads that each administrator currently carries. While the importance of these support programs have been evidenced through various cohort studies, the college has yet to find the means to augment their administrative, staffing and faculty numbers to institutionalize the majority of these successful strategies. As a result college staff continue to take on more responsibilities, thereby reducing the amount of time dedicated to planning and the ongoing evaluation of its existing programs and services.

Commendation

The team commends the administrative team for their commitment and dedication to serving the diverse needs of its student body by engaging in the successful acquisition of external grants to supplement programs at the college. (Standard II.B.1)

Standard II.C Library and Learning Support Services

Findings and Evidence

The library and learning center share a textbook loan program where students can checkout textbooks from both departments. This program, financed through a donor group allows many students better access to the textbooks used in their classes. The program, coupled with the textbook rental program through the books store provides a much-needed and appreciated service to students. (Standards II.C.1)

The library has hired a new library technician to process new materials. However, the library is struggling with an inadequate professional staff given its responsibilities to select materials, advocate and teach information competency skills and to create student learning outcomes for classes and its service units. The professional staff has difficulty participating in governance and policy committees such as the basic skills and curriculum committees while staffing the reference desk. This issue results in clerical staff attempting to fulfill the professional duties when the librarians are out of the library. (Standard II.C.1.a)

The library book collection is receiving a welcome infusion of funding to update the book collection. The library is more than half way through the allotment of \$250,000. Such an infusion of funding, while helpful, will not update and maintain a collection without an annual investment in this resource. The library does not have a written collection development plan to guide the collection developer in the purchasing of materials, (books, e-books, audiovisuals, periodicals and databases) needed for the instructional programs of the college. In reviewing the audiovisual collection, many titles are not accessible to the hearing impaired since they are not closed captioned. (Standard II.C.1. a)

The learning center programs have benefited greatly by moving into its new facilities. Student use of the center's programs has almost doubled. Faculty are using the facility more for office hours, and faculty report that student coming to their office hours has more than doubled. Students felt that the services provided by the staff helped them meet their educational goals. There is only minimal evening staffing of the center which results in the center offering fewer services to the evening students. (Standard II.C.1.a)

The process of building information competency is progressing at the college. The library staff teaches information competency concepts in orientations and in their self paced credit library course. The college has adopted six general education student learning outcomes, two of which incorporate the concepts of information competency. Also, computer literacy is a required component of the AA degree. The college needs to continue to work to incorporate information competency into the college curriculum. (Standards II.A.3.b and II.C.1.b)

The library provides access to its collections and services through its open hours and its website. The library hours do not mirror the hours that the college offers courses. There are no Saturday hours for students to access the collections or to study. The library should pursue its planning agenda and evaluate student needs to access the library through its open hours. (Standard II.C.1.c)

The library web pages include links to databases and services. The link to the library homepage on the college webpage is through a link to “Student Services” on the homepage or by linking to “Current Students” and linking to “Student Services.” The library should determine how students find the library webpage and evaluate whether students are successful using the current process. The library pages themselves need to be revised. Some information on the web pages is out of date. The library links to information from the other colleges in the district; particularly guides and instructional information. The library should consider how to increase the instructional information it creates for students, particularly for off campus use. Library handouts for information competency workshops and classes should be provided to off campus users. (Standard II.C.1.c)

The library and the learning center has been part of the student services effort to develop student learning outcomes, service learning outcomes and program review. Both departments are encouraged to complete new program reviews which would be based on the new facilities. The learning center has drafted outcomes and assessments. The library staff has used class assignments to access student learning outcomes. The library has no formal process of accessing student learning outcomes. No service student learning outcomes have been adopted. The library needs to develop student learning outcomes that are graduated from the basic research skills to the skills necessary in advanced courses. (Standards II.B.4 and II.C.2)

The two departments share a building. In the current configuration of the building, the building does not function as a single building but rather as two separate buildings due to security issues. This results in a student traffic pattern that does not allow students and staff to easily access the two department’s services. Coordination between the departments has been lessened. The services and security of the two departments, particularly since they share the same building should consider student traffic patterns, particularly to reference and tutorials services. (Standard II.C1.d)

Conclusions

The library and learning center needs to continue their efforts in program review, student learning outcomes and the integration of their services. The library needs to continue to assist the college in the development of information competency skills instruction. Staffing and open hours of the library and the learning center should be evaluated based on student needs to access the services. Finally, the college will need to find new sources of funding for the book budget when the bond funding has been exhausted. The collection needs to be continually updated or the collection will become too dated for use by students.

Recommendations

See Recommendation 1, Standard 1

See Recommendation 2, Standard 1

Recommendation 3

To increase institutional effectiveness, the team recommends that the college provide support for faculty, staff and administrators through the development and implementation of consistent processes for the delivery of distance education. (Standards II.A.1.b, II.A.2.d, and III.C.1.a)

Recommendation 4

To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site and off-site students are provided quality and equitable access to student support services. (Standards II.B.3.a, II.C.1.a, II.C.1.b, II.C.1c, III.A, and III.A.2)

Recommendation 5

To increase institutional effectiveness, the college should develop and implement systematic evaluation of its decision-making processes, specifically in the areas of shared governance, budgeting, staffing, technology, and facilities usage. (Standards II.A.2.a, II.A.2.e, II.B.4, II.C.2, IV.A.5, IV.B.1, IV.B.1.e, IV.B.1.j, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)

STANDARD III – Resources

General Comments

There is a clear, collaborative recommendation process for hiring at the college. In regards to fulltime tenure track positions, the primary responsibility for developing hiring requests lies with the Cañada College faculty. Shared governance also guides the recommendation for hiring process for permanent classified staff positions.

Faculty hires are normally originated within the appropriate departments and divisions. However, in the case of new program development, recommendations may come from outside a specific discipline. A dean or a vice president is able to bring a position forward for recommendation after consultation occurs with faculty within the division or appropriate discipline. After consultation occurs, the position justification is created and ties the request to how the position meets the college's mission and goals, quantitative data supporting the request, as well as the proposing department/division's program need.

Classified hires also go through a rigorous process similar in process but justifications are not tied directly to the college's mission and goals. The criterion for classified justification is much less rigorous in terms of quantifiable justification based on programmatic need.

The paper screening process for administrative, classified and faculty is well developed and includes a skill demonstration related to the position's duties and responsibilities. The screening committee is a collaborative process and committee members are recommended by the hiring manager and the appropriate constituency groups are notified as to the appointments.

Hiring practices are consistent with district policy and evaluations are used in a comprehensive and consistent manner. Professional development has "diminished over the years" and the college is looking into other ways to enable faculty, administrators and staff to benefit from updating their skill sets within budgetary constraints. The self study explains a need for a code of ethics for all personnel. The college strives to maintain safety but describes understaffing as a problem in several areas of the self study.

Tenure review takes place as the division-level and students participate in the evaluation process through questionnaire. Faculty submits portfolios and every tenured faculty member is evaluated on a three year cycle at minimum. Adjunct faculty are evaluated utilizing the same tools and in accordance with district policy. All classified team members are evaluated on an annual basis and include annual performance goal review.

A long-range staffing plan does not exist. Staffing decisions and rationale are provided on an annual basis but are not tied to educational master planning or projected programmatic needs. Faculty report that faculty hires for new positions are more difficult to justify since there is no data available to provide justification and a strategic staffing plan does not exist to tie the request back to the college's planning processes.

The campus is exceptionally attractive and well maintained. The new facilities, funded through the recent bond measure, provide a sense of integration to the campus as a whole that was not present in the prior campus layout. Buildings and grounds are welcoming and appealing to visitors to the campus and reflect that physical planning was integrated with institutional planning.

The art installations at the center of the campus reflect the college's dedication to campus beautification. The Butterfield Horse is at the heart of the campus and was created by the renowned artist Deborah Butterfield specifically for Cañada College's campus. The work is cast in bronze and is a focal point of the campus grounds.

Physical resources are well maintained and the bond dollars are maximized through use of additional state funding, grant and fund development. The preventative maintenance software program is currently not in use on the campus due to the cumbersome nature of the program but the district is reviewing work order systems to determine a more user friendly option for the college.

Custodial staffing is extremely limited given the new building program on campus. Square footage has increased by 100,000 square feet but staffing has remained stagnant. The operating budget for maintenance is not optimum for currently used buildings. Three of the campus buildings are currently not in operation due to scheduled renovations. When all building is fully operational on campus, additional resources will need to be identified in order to maintain currently level of operations.

Technology resources are coordinated at Cañada College with the other two colleges of the San Mateo County Community College District (SMCCCD) through the District Information Technology Services Department. Computer Support Technicians are District rather than College employees and the college can call additional technicians from the other colleges. The Centers for Teaching and Learning (CTL) provide faculty, staff and administrators with training and support. The Internet web presence is a shared responsibility between the District, who maintains the WEBSMART and Banner programs and the college which creates and maintains all college related web information. Major improvements to the technology infrastructure and equipment are provided by the district while individual classroom and staff needs can be funded through the college's annual budget process.

The college is making progress on improving the technology that it provides to classrooms and faculty in support of learning, and teaching. The college's Center for Teaching and Learning (CTL) provides the training to implement new software and changes to the Banner administrative systems. All full-time faculty are provided with laptop computers and some laptops are made available to adjunct faculty for check out. A self identified challenge for the college is to find a way to provide additional laptop computers for adjunct faculty. The webmaster works with faculty on the design of faculty homepages and well as on the homepages for the various departments.

Technology services and professional support at the college is provided by the district information technology services department. Three technicians plus the CTL coordinator are

assigned to the college. New hardware is primarily provided through bond funds as each facility is upgraded and through state instructional equipment funds and grants. Students have access to a learning center with a writing center and math lab.

The priority of the district instructional technology committee (DITC) is the expansion of distance education throughout the district. As the demand for distance education develops, the district envisions expanding online course offerings to include complete programs for certificates and degrees. However, Cañada College has fewer than 4 percent of its courses offered online or through hybrid classes.

The distribution and utilization of technology resources seems extensive as the college appears to have made a significant commitment to technology. A district wide effort undertaken by the district in fall 2005 provided a significant upgrade to the district's network and telephone systems. The use of local bond funds (Measure A) provided the resources for this effort. Bond funds also funded the upgrade of a number of instructional classrooms to smart classrooms and more are planned as facilities are renovated. With the infusion of significant technological equipment into classrooms and offices the college recognizes the need to develop a funding mechanism that will provide the maintenance and replacement of this technology.

The district's Facilities Master Plan makes reference to a list of technology goals. College personnel work closely with the ITS department to assess the effective use of technology resources and recommend technology changes to improve instruction. The program review process identifies equipment, technology and material needs. The college prioritizes its technology needs through its shared governance process.

Cañada College is part of the San Mateo County Community College District and its financial resources are primarily tied to the financial well being of the district. The institution's financial resources are sufficient to maintain existing levels of service, but future growth and improvements may be limited due to the district's limited enrollment growth which is the primary basis for funding. A multi-year financial projection by the district indicates the limited availability of new funding over the next two years.

Financial planning is done at both the district and college level. Integration of planning at the institutional level is done at the district in regards to facilities and technology which are considered central district services. Integration of planning at the college level is in the developmental stage. The college has just completed its revised strategic plan and the upcoming budget process will tie resource allocation requests and decisions to the strategic plan. Currently, requests for new or revised positions require justification tied to the Strategic Plan. The college has a history of operational planning, despite the recent production of a strategic plan, and this planning is tied to the availability of resources, as determined by the district budget allocation formula. Partnerships and grants go through an extensive review and will in the future be supported by the strategic plan.

District financial planning activities do take into consideration long-range financial obligations as evidenced by its commitment to fund its post-retirement benefit funding

liability (GASB-45), and its liabilities for load banking and vacation balances. College financial planning is on a more limited basis and there is recognition that the college needs to develop a plan to maintain and replace the large number of computers being purchased with bond funds. In addition, there is a concern that the college does not have a plan to staff new facilities as they are completed. There was no planning agenda to more closely tie the various planning activities of the district and college (facilities planning and technology planning) to the financial planning efforts of the college.

The college has just completed its strategic plan and is developing procedures for budget development. The college provides constituent groups with the opportunity to participate in the development of institutional plans and budgets through representation on the Planning and Budget Committee and the College Council. There is a strong commitment by the new president to create a transparent budget process and to engage the entire college community in planning and budgeting.

The district uses the Banner administrative software package which provides dependable and timely information. The annual budget document provides detailed information on the finances of the district and colleges and a description of the budget allocation model. An annual audit is performed for the district which has received an unqualified opinion for many years. The district became fiscally accountable in July 2005. The Banner finance system provides appropriate financial information throughout the institution. All managers and division staff are trained to use the Banner finance system.

The district prepares an annual cash flow statement and issues Tax Revenues Anticipation Notes (TRANS) each year to insure adequate cash flow. The district has historically maintained a 4 percent reserve and this year the Board of Trustees required a 5 percent reserve. The district completed the 2006-07 fiscal year with a fund balance of approximately 9 percent. The college business officer has responsibility for oversight and management of all budgets including the income and expenditures for financial aid and grants. The district foundation, a separate entity, is monitored by the executive vice chancellor at the district level and the cafeteria and bookstore are monitored at the district level by the chief financial officer. The college has made effective use of its grants and seems to have been very successful in developing instructional and student services grants that support the mission and goals of the institution. Contractual agreements are reviewed by the college business officer and the office of the executive vice chancellor. Policies and procedures regarding contracts are developed and implemented in compliance with the appropriate state codes.

The district committee on budget and finance reviews the budgeting process and financial information at the district and college levels. Changes in policies and management procedures are discussed at this committee. The district does periodic internal reviews of business processes and solicits input from the college regarding problems. The process of becoming fiscally accountable required a thorough review of internal controls. Since the hiring of the college business officer many processes at the local level have been reviewed.

Standard III.A Human Resources

Findings and Evidence

Selection processes are clearly outlined in union agreements as well as district office procedures. Minimum qualifications, as determined by the state, are used as guidelines for hiring and successful candidates are those who are best able to demonstrate their commitment to the mission of the college. Given limited resources, professional development opportunities are offered, but given the implementation of new technology on campus, the SLO initiative, as well as other changes that require extensive training that funding currently not adequate as reported by constituent groups. Efforts to encourage diversity within the staff are being investigated but targeted recruitment of minority groups does not currently exist according to district human resources. The selection process includes a skill demonstration for prospective faculty, classified staff and administrators. Guidelines and criteria for recommending new hires to the college are clear and comprehensive.

(Standards III.A, III.A.1, and III.A.1.a)

Personnel are evaluated on a ongoing cycle. Classified team members are reviewed and the review is tied directly to performance goals. The faculty evaluation process is outlined in the faculty contract and the objective is to improve instruction and educational services through continuous improvement. A well defined tenure process is in place and is primarily at the departmental level. (Standard III.A.1.b)

Student learning outcomes criteria for faculty evaluation have not been included in recent faculty contracts (negotiated agreement). The college is beginning the dialog regarding SLOs in a process led by the campus curriculum committee but that process does not include SLOs for student services or auxiliary services on campus. There are departmental dialogues ongoing regarding SLOs but there is also, as described in the self study, some faculty resistance to the SLO concept. In interviews with faculty, there was clear resistance in entire departments and divisions to the SLO implementation and creation of rubrics for norming. The curriculum committee encourages the use of SLOs for new courses and courses due for review but there is no process in place to tie effectiveness in producing the outcomes to faculty and staff evaluations. SLOs on campus are at the awareness level in terms of implementation regarding institutional effectiveness. (Standard III.A.1.c)

The college does not currently have a code of ethics for all personnel. Administration, faculty and classified staff have all expressed the need for a code of ethics but there is no formal policy at this time at the district level. The process is being discussed and certain constituency groups have made progress in this area but no comprehensive code for all personnel is in place at this time. (Standard III.A.1.d)

Faculty numbers, for full-time faculty, have dropped at the college but additional hiring is taking place in the current year which includes both replacement positions as well as new positions for the campus. Since 2000, there has been a decrease in full-time faculty positions. In interviews with faculty, administrators and classified staff, each group expressed concern given limited staffing in all areas of the college but shared innovative

methods that the college utilized to maximize the limited resources available. Staffing for certain critical areas, such as security, proved to be of special concern given that the college is without security coverage for large portions of the day and evening. The self study states “when fulltime faculty positions become vacant, high priority is placed on filling them” but no long term staffing plan is in place that addresses the loss of faculty in critical areas and the priorities for future budget allocations. (Standard III.A.2)

Job descriptions are clear and stated required qualifications. The district is committed to complying with all federal, state and local laws related to hiring processes. All policies are also accessible to the public through the website. The district identifies itself as an equal opportunity employer and follows the Americans with Disabilities Act of 1990. Implementation of these policies and procedures in accordance with law is monitored by the human resources department. The human resources department also maintains a demographic breakdown of the employees of SMCCCD. (Standards III.A.3 and III.A.3.a)

Records are kept secure in the district offices. All employees have access to their records as required by law. The district is responsible for the security and confidentiality of personnel records. (Standard III.A.3.b)

The student equity plan was updated in 2006 and is posted on the college website for review. The college offers a training program that includes a trip to the Museum of Tolerance, located in Los Angeles, which is a two-day “Tools for Tolerance for Professionals”. The program has been recognized as a promising practice by the Presidential “One America” Initiative on Race. According to the self study, an Equal Employment Opportunity Advisory Committee (EEOAC) operated at the district level and the college had a presence on the committee through faculty and staff representation. The committee had advised the chancellor on matters regarding diversity in hiring, retention, and respectful treatment of all. However, the self study also has reactivating the EEOAC as a part of its planning agenda. (Standards III.A.4 and III.A.4.a)

According to the self study, ethnic diversity has increased by 1% since 2000 for Cañada College personnel. However, during this same time period the student population has undergone tremendous demographic shifts in both age and ethnicity. Over 40 percent of the College’s student population is Hispanic while 23 percent of the College’s personnel are of Hispanic background (an increase of 2 percent since 2000). The district human resources department assesses information on employment equity and diversity for the district as a whole but no evidence was found regarding an assessment process in place regarding employment equity and diversity of the campus. (Standard III.A.4.b)

Advocacy is encouraged and shared governance offers opportunity for many voices to be heard on campus regarding decision making. District policies are in place to ensure fair treatment of all personnel. District policies are in place for staff, faculty, administration and students related to fair treatment, appeals processes, and grievance procedures. These policies are located in the district rules and regulations webpage are all available to the general public through the website. (Standard III.A.4.c)

Professional development activities have become more limited over time due to the completion of the most recent Title V grant that funded a number of staff development programs. Professional development funds are currently available on a competitive basis but those funds are limited. Sabbatical leaves are available to faculty and extended leaves may be applied for if certain criteria are met. Selection for sabbatical or extended leave is made by a selection committee that also is responsible for long-term and short-term funding. Funding for faculty for long-term, short-term, and sabbaticals are all in a common fund. Funding for professional development does not include travel or mileage, only registration fees, and this limits the use of the funds available. Release time was granted to a member of faculty for the newly created position of faculty and staff development coordinator. This new position was created to develop professional development activities for the campus over time and identify potential additional funding stream but methods should be developed to evaluate the resulting data to ensure that the professional development needs of campus personnel are being met. (Standards III.A.5.a and III.A.5.b)

The college reviews staffing needs through the program review process and the hiring justification process. Needs are identified through the program review process, hiring prioritization meetings, and the changing needs of programs. Faculty positions are only requested once per year. New faculty positions must demonstrate a tie to the college's mission and goals in order to receive an appropriation but classified positions are not required to tie their requests to mission or goals. Hiring has been curtailed in the last several years at the college due to budgetary constraints but a long term staffing plan is not in place regarding replacing lost positions over time. (Standard III.A.6)

Conclusions

Cañada College strives to employ qualified personnel to support student learning. Evaluation and hiring processes are clearly stated. Implementation of hiring processes and procedures are well documented and follow district policy and guidelines. Minimum qualifications for faculty are upheld and skills demonstrations are a required part of the hiring process for administrators, faculty and classified staff. Position descriptions are directly related to college goals and mission and faculty play a significant role in both the request for new faculty as well as the selection process. There is an opportunity for additional focus in areas related to planning (long range staffing planning) and evaluation (diversity, professional development, and student learning outcomes related to evaluations

Standard III.B Physical Resources

Findings and Evidence

The college has a preventative maintenance program and a computerized monitoring system related to maintenance. However, the program is cumbersome to use and a new work order program is currently out to bid through the college district. Program review of maintenance programs began in 2003 and continued through 2006. Reviews were conducted and staffing

levels were identified related to industry benchmarks. The General Obligation Bond Measure C of 2001 proved \$207 million dollars to the capital construction program on campus. Other funds for the campus renovations and new buildings included grant, donations, and other state funding sources. The employee accreditation survey reflects that the campus community is generally pleased with the campus (classrooms, etc.), but there is concern regarding the cleanliness and maintenance of the facilities related to staffing concerns. Program review echoed the concerns expressed by employee survey through identifying that current staffing levels are less than half of what is needed to provide adequate maintenance and cleaning. During site review, the campus was observed to be exceptionally well maintained in both the buildings and grounds. Full tours of more than 50 percent of the buildings on campus were conducted and restrooms were reviewed for ongoing upkeep and cleanliness. (Standard III.B. , Standard III.B.1 and Standard III.B.1.a.)

The grounds of the campus were observed both throughout day and evening class periods and maintenance was ongoing and outstanding. The topiary on campus provided an interesting counterpoint to the more formalized art installations on campus and the facilities department is to be commended for outstanding achievement.

The college safety committee meets monthly for disaster preparedness training. The committee also reviews accident and injury incidents on campus. The new construction on campus has led to the upgrading of facilities for ADA compliance. Wheelchair ramps and handicapped parking spaces have been added to make the campus more user friendly to students, faculty, and guests. The campus has an approved illness and injury prevention plan and construction inspectors hired by the district provide ongoing reports related to safety concerns. Travelers Insurance provides the district with property and liability insurance. The company provides annual physical surveys and these reports highlight areas of remediation when necessary along with proscribing corrective actions. The self study outlines progress made in ADA compliance during the recent renovations and new building development. The 2006 employee accreditation survey had a 72 percent agreement rate to the statement that respondents moderately to strongly agree that handicapped access on campus for employees is satisfactory. Campus security continues to be an area of concern regarding lighting and security in parking lots. These concerns are a part of the facilities master planning process. (Standard III.B.1.b)

Master planning occurs in cycles (1997, 2001, and 2006). The cycle begins with a review of the educational master plan to ensure that facilities are support institutional goals. Annual updates are provided for the five-year construction plan. In 2001, the Boards conducted an audit of facilities to determine costs involved in renovation as well as programmatic/institutional needs. An area of concern identified by the audit was deferred maintenance and the resulting master plan for facilities became the basis for the new capital construction program. The facilities master plan supports the long-term institutional goals of the college as reported in the self study. The college conducts meetings to discuss long-range planning and prioritization of future buildings. (Standard III.B.2. and III.B.2.a)

The facilities master planning process was extensive and included review of prior plans and strategic plans currently in place to ensure that educational priorities were being met. A

facilities help center was started in 2005 to allow for service requests online and is a part of the computerized maintenance system. The online services combined with a newly created facilities web presence has allowed for better assessment of physical resources and needs related to ongoing facilities maintenance and operations. (Standard III.B.2.b)

Standard III.C Technology Resources

Findings and Evidence

The self study states that by 2007-08 all regular classrooms and many laboratories on campus will have become smart classrooms. It claims that there are currently thirty-one smart classrooms and 8 computer labs. Discussions with the director of instructional technology determined that each college determines the level of smart classrooms it wishes to create and support. Cañada is very strong in this area and committed to smart classrooms. However, additional conversion of existing classrooms must wait for the planned renovations scheduled for a number of buildings to be funded by district bond funds. The college has identified that it is challenged in finding ways to provide laptop computers for adjunct faculty but provides no planning agenda for this item. (Standard III.C.1)

The college homepage provides access avenues for prospective and current students as well as the community. The college's web home page is designed as a marketing tool to the community, for prospective students and as a portal for current students. As a news and marketing tool, the homepage is successful in highlighting the activities of the college. The prospective and current students can easily find program, class schedules and two ways into the WEBSMART program. The webmaster provides the programming necessary for ADA compliance. (Standard III.C.1)

There is general satisfaction with the level of technology services and professional support provided by both the on campus staff and the district's technology support services. There is a district instructional technology committee that meets monthly to discuss technology issues, learn about new products and review best practices. The self study identifies the four goals of the distance education technology committee but it does not discuss a planning agenda for this item at the college. With less than 4 percent of the college's courses taught online or as hybrids one would expect to see a plan developed or suggested to grow this percentage. (Standard III.C.1.a)

The self study identifies the objectives of the SMCCCD centers for reaching and learning. staff is encouraged to update their technology skills and the CTL offers regular training sessions on using Banner. Discussions with a number of individuals indicate general satisfaction with the CTL. According to the self study the learning center provides a positive learning environment that integrates technological resources and learning assistance services to support student learning. A visit to the learning center indicated an active center with a number of students receiving tutoring and using computers. (Standard III.C.1.b)

The institution, through the district's facilities master plan, has planned for the expansion and upgrade of technology as buildings are constructed or renovated. However, there is no technology plan for the college that provides specific planning goals and action plans. The self study indicated that the technology plan was part of the facilities master plan but that document did no more than identify technology issues to be addressed in facilities planning. The team was told that there was a district technology plan but none was located. The self study planning agenda calls for the development of a funding plan to maintain the currency of appropriate instructional equipment in classrooms. The college is relying on the district to maintain the infrastructure for technology. The college is responsible for the replacement funding for this equipment although there are discussions about the district providing some assistance. There is no evidence that steps have been taken to begin the process of planning and funding technology replacements in a systematic manner. The emphasis of the self study is classroom instruction where a great deal of effort has been made. Discussion with student services and the learning center and library indicate general satisfaction in this area as well. (Standard II.C.1.c and III.C.1.d)

The emphasis of the self study appears to be on equipment needs. Most technology planning is done at the district level as evidenced by the facilities master plan and the plan for the centers for teaching and learning. The planning agenda calls for a technology plan that integrates technology and institutional planning. Evidence indicates that such planning has not yet begun at the college level. (Standard III.C.2)

Conclusion

Technology, to a large extent, is governed by district-wide planning and activities. The self study focuses on instructional technology and equipment needs at the college. Overall the self study and evidence gathered during the visit indicates an institution committed to the use of technology for instruction and student learning. There is general satisfaction with the district's centralized services. Training is very evident through the CTL department which is integrated into the college and supported by the district. There is little discussion in the self study on how technology planning links with educational planning and how the college integrates the district's technology planning with college planning and budgets. Educational planning is just beginning at the college and there is recognition of the need to plan for technology.

The two planning agendas for this standard discuss the need for a funding plan to maintain currency of appropriate instructional equipment, and need to integrate technology and institutional planning but they are not well developed and provide no time line or clear cut outcomes. The college is encouraged to further develop these planning agendas and in particular to develop a plan to fund the maintenance and replacement of the technology being purchased with bond funds and other soft money.

The college is to be commended for its willingness to open up the budget process and its efforts to make the budget process transparent to the college community. The college is also commended for the manner in which all constituencies have pulled together to provide quality instruction and support services during a period of limited revenue growth.

Nonetheless, a concern must be expressed over the college's ability to adequately fund and support its new and renovated buildings and the tremendous investment it has made in technology.

Standard III.D Financial Resources

Findings and Evidence

The college has, once again, begun a process of developing a strategic master plan to govern and inform financial planning. The college is in the developmental stage of planning and as such there is not adequate evidence to validate that the college is integrating financial planning with other planning activities. There is a general commitment on the part of the college president and the governance committees to move forward with tying future budget development to the strategic master plan. This practice has already begun for the hiring of new faculty positions though evidence could not be found to indicate that it took place for new classified hires. The Planning and Budget Committee was institutionalized only two years ago but appears committed to planning and linking planning with budgeting. (Standard III.D.1.a)

There is in place a fairly new, but well defined, district budget allocation model that provides a realistic and relatively stable level of funding to the college. The college has engaged in financial planning for a number of years based on limited resources and has developed a culture of being fiscally conservative and seeking grants to cover routine operating costs. (Standard III.D.1.b)

District financial planning activities do take into consideration long-range financial obligations as evidenced by its commitment to fund its post-retirement benefit funding liability (GASB-45), and its liabilities for load banking and vacation balances. College financial planning is on a more limited basis and there is recognition that the college needs to develop a plan to maintain and replace the large number of computers being purchased with bond funds. In addition, there is a concern that the college does not have a plan to staff new facilities as they are completed. (Standard III.D.1.c)

The college has developed clear and concise guidelines and processes for budget development and there is the beginning of a process for financial planning. The self study acknowledges that many respondents to the accreditation survey did not feel that staff had adequate opportunities to participate in budget development and that decisions are based on input from all college constituencies. The planning agenda states a need to make the budget development process more transparent to the whole college community. However, in discussions with faculty and staff on campus there is now a belief that the budget process is more transparent and there is greater confidence in the process. (Standard III.D.1.d)

The annual audit report and the mid-year and annual budget reports are posted on-line. Financial records are accessible and reflect the annual allocation of funds to the various departments and programs. The college budget officer and financial analyst ensure adequate communication and a more thorough understanding of the financial system by management

and staff. The Banner finance system provides appropriate financial information throughout the institution. All managers and division staff are trained to use the Banner finance system. (Standards III.D.2.a and 2.b)

The district provides adequate cash through the use of TRANS and has adequate reserves to maintain fiscal stability. However, it should be noted that growth in FTES is critical to the long term stability of the district and continued growth is a concern for the district as is evidenced by the chancellor's remarks in the 2007-08 final budget document. (Standard III.D.2.c)

Effective oversight of financial aid, contractual relationships, auxiliary organization and the foundation is exercised by the district. The college budget officer provides oversight on grants and externally funded programs. The district has policies and procedures to maintain the integrity of the institution in its contractual agreements. (Standard III.D.2.d, 2.e, and 2.f)

During meetings of the district committee on budget and finance and at regular meetings of the fiscal officers at each college, the financial management processes of the district are regularly reviewed. (Standard III.D.2.g)

Conclusions

SMCCCD has a history of sound fiscal management and has strong, competent financial leadership. The addition of a trained college budget officer and a fiscal analyst at the college has contributed to the improved management of college finances. The college president is committed to planning and to the integration of planning and budget. However, the processes are new and have yet to be evaluated.

The long term financial stability of the college and the district is tied to their ability to generate growth in FTES and the elimination of the practice of borrowing FTES which produces a seesaw effect of growth and stabilization funding. The college's ability to attract external funding to support programs and services is commendable but can not replace the need for ongoing revenues tied to enrollment growth.

Recommendations

See Recommendation 1, Standard 1

See Recommendation 3, Standard 2

See Recommendation 4, Standard 2

STANDARD IV Leadership and Governance

General Comments

Cañada College institutional commitment to provide a high quality education is evident in its comprehensive mission statement, complemented by a vision and values statement. The district and college leadership has been stabilized since the last accreditation visit in spring 2001. There were concerns about the hiring procedures for the chancellor and several attempts made to hire a permanent college president before appointing the interim candidate as its current president. Both the vice president of instruction and the vice president of student services went from interim status to permanent during this period. This administrative situation has resulted in many modifications to the decision making process at the district and the college.

Members of the college community have perceived these changes as having a positive impact on the campus climate. The Board of Trustees has embraced a truly collegial mode of governance, and the chancellor has created a team approach to both district and college operations. The Board is informed about the accreditation process and has participated in study sessions with various faculty and staff to learn more about student learning outcomes and institutional assessment. The trustees clearly understand their role as policy makers and have empowered the chancellor and district leadership to utilize the shared governance process in the development of recommendations to the board.

In February 2007, the Instructional Student Services council (ISSC) adopted a statement of ethics developed by the Association of California Community College Administrators. However, no employee ethics statement has been agreed upon by the board, Academic Senate, Classified Senate or the Associated Students of Cañada College.

Cañada College has improved their organizational structure by formalizing the composition of the Planning and Budget Committee (PBC). The PBC makes recommendations to the College Council (CC) which also has a formal composition: six students, six classified staff, six faculty, and two administrators.

Collegiality and goodwill prevail on campus among all constituencies: faculty, staff, and administrators. A commitment to open communication and participatory decision making has unified the campus. A strategic planning effort was launched in 2006 and currently is being finalized and implemented. The use of institutional research data is now part of planning and decision making. The college president understands the importance of involving the faculty, staff, administrators, and students in the development of college policies, procedures, and decisions.

The college has provided the public and the visiting team with excellent materials related to the self study through its website, including the current self study and previous reports to the Commission.

Standard IV.A Decision-Making Roles and Process

Findings and Evidence

After the expiration of the college strategic plan in 2003, the institution had not engaged in any comprehensive planning and therefore did not engage in a systematic manner of identifying institutional values, goals, and initiatives for improvement. It is unclear whether the goals and values established in the 2003 strategic plan were considered by constituency groups in deliberating issues and plans. A new strategic planning effort has been initiated and implementation is currently being deliberated.

The institution supports innovation and excellence through limited professional development funds. These funds have dwindled since 2005 with the expiration of the Title V grant. The district provides funding for professional development for all constituency groups: faculty receive 1 percent of annual faculty salaries, classified staff receive \$50,000 and administrators are allocated \$18,000. Employee awareness of available funds has increased and, consequently, professional development requests have outpaced the available funding. There are no funds available for travel. (Standard IV.A.1)

Under the leadership of the current college president, the expectation of consultation at every level, and the participation of every constituency, has been strengthened. The participatory governance system at Cañada College consists of two broad based committees and working groups: College Council and the Planning and Budget Committee, a subcommittee of College Council. Institutional effectiveness relies as well on the shared governance bodies: the Academic Senate Governing Council, the Classified Senate, and the Associated Student of Cañada College. All bodies are guided by formal constitutions and bylaws. (Standard IV.A.2)

The College Council is the participatory governance body charged with advising the president of the College on matters such as policies and planning. Any member of the college community can suggest an item for consideration on the College Council agenda. The College Council includes members from the various constituencies on campus: students, classified staff, faculty, and administrators. These members report back to their constituent groups and receive input from them on major decisions. (Standard IV.A.2.a)

The Academic Senate is responsible for all academic and professional matters related to curriculum, articulation, and hiring. The Curriculum Committee coordinates and monitors the college's curricular offerings in coordination with division deans and other student services divisions. The Curriculum Committee makes recommendations to the Academic Senate Governing Council about general instructional policy and standards, degree and certificate requirements, and initiation and modification of programs and courses. The committee works closely with the student learning outcomes coordinator and the vice president of instruction. Many of the programs and services are coordinated with the other colleges of the district. (Standard IV.A.2.b)

Board policy identifies the faculty, staff, and students as participants to both district and college shared governance committees. Each constituency group has representation with voting rights on the committees. (Standard IV.A.3)

The Board of Trustees is committed to a shared governance system which ensures “faculty, staff and students the right to participate effectively in district and college governance and the opportunity to express their opinions...”). The college follows this policy in its own practice of participatory governance and decision making. The college has not, however, consistently evaluated the effectiveness of its governance and decision-making structures. In 2006-07, the College Council reviewed its mission, constitution and bylaws to reflect current decision-making policies and processes. In 2005-06, the Planning and Budget Committee developed a formal structure by writing a and implementing a constitution. These formal committee structures have not been evaluated for effectiveness. (Standard IV.A.5)

Standard IV.B Board and Administrative Organization

Findings and Evidence

The Board of Trustees has made an effort to maintain current policies and procedures. Policies recognize the responsibilities of the governing board, the chancellor, and the college presidents. A review of the various policies and procedures approved by the Board indicates that they are within the college mission and reflect the public interest. The governing board assures the accountability of its chancellor, and vice chancellors. The team could not identify clear rules or regulations outlining the process for the annual evaluation of the college president. (Standard IV.B.1)

The Board of Trustees recognizes the community’s right to participate in meetings by holding open session Board meetings twice monthly, in accordance with the Brown Act, during which members of the public are encouraged to address the board. The Board has an adopted policy on community relationships, which recognizes the public’s right to obtain information regarding the board’s actions and encourages public input into Board decision making. (Standard IV.B.1.a)

The governing board reviews its policies on an as needed basis as evidenced by the review of existing rules and regulations. The board receives reports on program review and enrollment levels, and participates in study sessions on specific subjects related to programs and services. Board policy directs the chancellor to work closely with the college presidents to identify near-term and long-term resource needs. The Board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development, review, and approval of the mission statement. (Standards IV.B.1.b and IV.B.1.e)

Board meeting minutes verify that the Board regularly monitors learning programs and services through yearly retreats, study sessions, and specific reports and presentations

regarding educational programs. Annually, the Board approves curricular additions and deletions to the educational programs at the colleges. The Board of Trustees has been informed and involved in the accreditation process through reports presented by the chancellor, college presidents, and the accreditation liaison officer. Board members have been given the opportunity to review the self study and to provide input. Additionally, the Board reviews the financial statements of the district at regularly scheduled Board meetings and all personnel matters in closed sessions. The Board reviews and approves a tentative budget in June, a final budget in September, and a mid-year report in February for each fiscal year. (Standards IV.B.1.c and IV.B.1.i)

The Board consists of five members elected at large for terms of four years. Terms of Board members are staggered with biennial elections as provided by the Education Code. In addition to the five Board members, a nonvoting student trustee is elected by students to serve on the Board for a one-year term. New Board members meet with district administrators and college presidents to become familiar with college and district initiatives, strategic priorities, and culture. The Board also encourages new members to participate in the annual California Community College League's New Trustee Orientation program that is held in the winter each year. All current Board members have attended one of the League's orientation sessions. In addition, each year members receive an updated trustee handbook from the League. The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid-1980s. Ethical and effective leadership over the years by the Board has maintained its reputation for being collegial, collaborative, and professional. Furthermore, Board evaluations are conducted each calendar year. The purpose of the evaluation is to identify those areas of functioning that are working well and those that need improvement and to improve communication and understanding among Board members. (Standards IV.B.1.d, IV.B.1.f, IV.B.1.g, and IV.B.1.h)

The district has a defined policy for the recruitment and selection of the chancellor and college presidents. The policy includes details on the responsibility and authority of the chancellor, including the implementation and administration of Board policies. The chancellor-superintendent is evaluated by the Board annually, based upon goals which are mutually agreed upon by the Board of Trustees and the chancellor-superintendent and in accordance with any other provisions of the contract of employment for chancellor-superintendent. (Standard IV.B.1.j)

The president is responsible to the chancellor and serves as chief executive officer of the college. He provides overall leadership and is responsible for the management of all aspects of the college assuring a well-balanced, high-quality teaching and learning enterprise. He is focused on developing and maintaining an effective program of community outreach and relations for the college and district. The current president is valued as a trustworthy leader who honors intellectual achievement and is guided by student and community needs in decision making. The president has placed a renewed emphasis on two principles to guide planning and decision making at Cañada College: weaving open and honest communication into the fabric of the college and valuing the use of quality data to inform such decision making and assessments of institutional effectiveness. The president has led the college in developing processes that are grounded in shared governance. Across the campus, at all meetings, every opinion and point of view is given the opportunity to be expressed. He has

fostered, in faculty and staff, a better understanding of the need for ongoing planning, using data and outcomes as essential guides. (Standard IV.B.2, IV.B.2.c, IV.B.2.d, and IV.B.2.e)

The Cañada College administrative structure consists of two organizational areas led by vice presidents. Reporting directly to the president are the vice president of instruction and the vice president of student services. Reporting directly to the vice presidents are the division deans. Additionally, the public information officer, the college researcher and the budget officer report directly to the president. The vice president of instruction oversees each instructional division, including deans, faculty, and staff. She oversees curriculum, professional development, faculty orientation, the Middle College Program, and an Early College program and is the liaison for college accreditation. The vice president of student services oversees all areas that pertain to student services, including counseling and enrollment services, admissions and records, financial aid, health and psychological services, EOPS, DSPS, the Learning Center, the library, student activities, and the University Center. The president appropriately delegates authority to those reporting directly to him: the college vice presidents, college researcher, public information officer, and college budget officer. (Standard IV.B.2.a)

The president recognizes the need for data to inform the operations, programs, and performance of the college. He directs the college researcher to collect data that clarifies college performance and the educational needs of the student body. The President has directed a planning process through a consultation with the multi-constituency shared governance committees: the College Council, the Planning and Budget Committee, and the Administrative Council that has developed goals and plans for the college. The goals and plans have not yet been integrated to achieving student learning outcomes. Planning has not been part of the college culture until the new president arrived and the college only recently understand the role of planning in evaluating institutional effectiveness and student learning outcomes. In this sense, the college has made significant progress toward stabilizing the environment so that appropriate planning occurs. In 2005-06, the college formalized the shared governance Planning and Budget Committee. In 2006-07, the Planning and Budget Committee augmented membership to guide the development of the strategic plan. During spring 2007, the college adopted new mission, vision, and values statements and formal goals and strategies to guide its work. The college intends to integrate budget plans and strategic plans by linking dollars to the implementation plan. In this way, the strategic plan will drive future efforts. (Standard IV.B.2.b)

Board policy states that the colleges of the district shall be organized in the most efficient and effective manner to provide comprehensive educational services for the citizens of the District. Authority flows from the Board of Trustees through the chancellor-superintendent to the executive staff and presidents of the three colleges. Each president, as the college chief executive officer, is responsible for implementation of district policies at the college. (Standard IV.B.3)

The chancellor consistently adheres to the delineation of responsibilities to the college presidents. He gives responsibility to the college presidents to carry out operations at their respective sites. The college presidents, through the Chancellor's Council, collaborate with

the district on the budget and other matters affecting the colleges and the district. The college president is given wide latitude in managing his own institution's budget and in decision making regarding expenditures on instructional programs and student services that support its mission. Evidence further suggests that the chancellor actively engages the college president in dialogue regarding district services. A recent study of services provided by the district revealed that there is much work to be done in the area of facilities appearance and cleanliness, especially in the areas of classrooms, washrooms, and offices. College personnel have confirmed that the college has made significant improvements in the college's facilities appearance and cleanliness. (Standards IV.B.3.a and IV.B.3.b)

The district recently experienced a resource allocation debate among the various constituency leadership at the district and colleges. Evidently budget allocations from the district were non-responsive to the changing budgetary realities of the colleges which experienced increased costs, but no corresponding increase in allocation. In 2003, a district committee on budget and finance selected an allocation model that has been implemented in 2006-07 budget year. The model attempts to address factors affecting cost and efficiency of instructional programs, and be supportive of mandate to develop and assess student learning outcomes. The model's implementation continues to be assessed for effectiveness. (Standard IV.B.3.c)

Financial audits for the last several years have produced no adverse financial findings and the district has consistently had a positive ending balance. The chancellor has overall responsibility for the management of the district budget. The district's chief financial officer is responsible for the general management of the budget, budget controls, and the accounting programs. The president of each college is responsible for operating within the budget. college administrative responsibilities include adherence to guidelines established by the district administrative services office, compliance with deadlines, and adherence to generally accepted accounting principles. Systematic and procedural controls at the district and college levels help produce reasonable and balanced budgets, prevent over-spending, and reinforce accountability from budget managers. (Standard IV.B.3.d)

The Cañada College president confirms the implementation of Board policy prescribing full responsibility for college operations to the college president. The chancellor gives the president this authority and holds him accountable for the operation of the college through an annual performance evaluation process. The chancellor is the liaison between the colleges and the governing board. All college matters considered by the Board are submitted by the chancellor on behalf of the colleges. At each Board meeting, college presidents are requested to provide executive updates regarding their college's programs and initiatives. The district and the colleges use effective methods of communication to relay information to the Board and others about upcoming Board agenda items. Items (Board packet) to be considered at upcoming Board meetings are widely distributed electronically to the board, college managers, Academic Senate officers, union leaders, and other interested community members in advance of a meeting. The Board packet contains reports of the items to be considered, summaries prepared by college or district personnel and submitted to the Board on their behalf by the chancellor. Board meeting minutes are posted on the district website and other public places throughout the service area. The chancellor's council and

chancellor's cabinet meetings also have been an effective means by which to engage in dialogue with the district regarding college or district matters in general and about those which might require Board action or discussion. (Standards IV.B.3.e and IV.B.3.f)

The district has not had a systematic approach to evaluation of role delineation and governance and decision making structures. Evaluation is accomplished through various, informal forums. The Board holds retreats that focus on strategic matters including goal setting and policy making that often result in the review of role delineation, governance, and decision-making structures and processes. During weekly chancellor's cabinet and council meetings, college presidents, the Chancellor and his staff engage in dialogue addressing these matters. (Standard IV.B.3.g)

Conclusions

Cañada College, as part of the San Mateo Community College District, appears to be working diligently toward fulfilling the accreditation standard IV. The campus community is fully engaged in participatory governance and decision making and the new president has instilled a positive attitude in accomplishing what's necessary for student success.

After several years of delay, a strategic planning process has produced a plan that will drive decision making on campus. The planning process has engaged all constituencies on campus and there is a sense of participation by all. Campus members are encouraged to participate in committees and/or introduce new ideas for innovation or improvements. The new strategic plan needs to be implemented (operationalized) as soon as possible. That is, the strategic plan should be address by an integration of an educational master plan, a facilities and technology plan, and budget development. The existing strategic plan was created using many of the elements included in an educational master plan and should be easily composed.

The Board of Trustees and the chancellor have demonstrated full support of the individual colleges by their non interference of operations and the implementation of a budget allocation model that addresses some prior inequities. The new budget allocation model must be implemented and evaluated, as well. Leadership and governance at the college and district level are consistently practiced at a high level which bodes well for the college and its future.

Recommendations

See Recommendation 1, Standard 1

See Recommendation 5, Standard 2

District Commendations

The district is commended for its successful bond efforts and the subsequent facilities development. It is also commended for leveraging local bond revenues with state facilities funds. (Standard III.B.2.a)

Recommendations

Recommendation 6

The team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c)

Recommendation 7

In order to fully meet standards regarding district evaluation procedures, the team recommends that while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standard IV.B.1 and IV.B.1.j)

Recommendation 8

In order to fully meet accreditation standards and improve effectiveness, the team recommends that:

- a. the board should regularly evaluate its “Rules and Regulations” and revise them as necessary. (Standard IV.B.1.e)
- b. the district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the colleges effectiveness and institutional success. (Standard IV.b.3.g)